

Nancy Marencin, Ph.D., CCC-SLP

Curriculum Vitae

University of South Florida | Department of Communication Sciences & Disorders
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ACADEMIC PREPARATION

- Aug. 2024 **Ph.D., Reading Education & Language Arts, Florida State University, Tallahassee FL**
Dissertation: *Examining the Effects of Children's Word Specific Phonological Awareness on Word Reading Accuracy Within a Lexical Quality Theoretical Framework*
Chair: Laura M. Steacy, Ph.D.
- 2021 **Grad. Cert., Dyslexia Assessment & Intervention, University of Florida, Gainesville, FL**
- 2013 **M.Ed., Communication Disorders, Georgia State University, Atlanta, GA**
Thesis: *African American English Speaking Preschoolers' Performance on the Clinical Evaluation of Language Fundamentals Preschool – 2*
Chair: Nicole Patton Terry, Ph.D.
- 2003 **B.M., Instrumental Performance & Psychology, University of Miami, Coral Gables, FL**

FACULTY POSITIONS

- Jan. 2025 **Assistant Professor**
Department of Communication Sciences & Disorders, College of Behavioral and Community Sciences, University of South Florida, Tampa, Florida
- Aug. 2024 - **Assistant in Research, Faculty**
- Dec. 2025 Florida Center for Reading Research, Florida State University, Tallahassee, Florida

PROFESSIONAL CREDENTIALS

- 2020-present State of Florida Department of Health, Division of Medical Quality Assurance, Speech Language Pathologist License No. SA 18242
- 2020-present International Board of Credentialing and Continuing Education Standards
Board Certified Telepractice Specialist, BCTS20638594
- 2020 Wilson Reading System Level II Certified Wilson Dyslexia Therapist
- 2016 Wilson Reading System Level I Certified Wilson Dyslexia Practitioner
- 2013-present American Speech Language Hearing Association (ASHA)
Speech Language Pathologist License No. 14033294
- 2013-present State of Georgia, Board for Speech-Language Pathology & Audiology
Speech Language Pathologist License No. 8714
- 2013-2020 Georgia Professional Standards Commission
Georgia Educator Certificate Number 1377051

FELLOWSHIPS & AWARDS

- 2020-2024 **Fellow**, Reading Disabilities and Dyslexia Research (R2D2) Predoctoral Fellowship Program
U.S. Department of Education, Office of Special Education Programming (OSEP)
Florida Center for Reading Research, Florida State University
- 2020-2024 **Fellow**, Florida State University Fellows Society
- 2020 **Recipient**, International Dyslexia Association (IDA) Conference Student Attendance Conference Scholarship
- 2011-2013 **Fellow**, Georgia Leadership and Education in Neurodevelopmental and Related Disabilities (GaLEND) Program, Maternal Child Health Bureau (MCHB), & Health Resources & Services Administration (HRSA)
- 2013 **Recipient**, Outstanding Graduate Student Award
Georgia State University, College of Education
- 2013 **Recipient**, Student Presenter Travel Award, Symposium on Research in Child Language Disorders (SRCLD) & National Institutes of Health (NIH)

FUNDING

Marencin, N. (2024). *Examining Early Predictors of Word Reading (Project E-PoWeR)*. Proposal submitted to the UROP Research Mentor Materials Grant, Florida State University. Total requested budget: \$1250. Status: Funded \$1250.00

Marencin, N. (2024). *Examining the Effects of Children's Word Specific Phonological Awareness on Word Reading Accuracy Within a Lexical Quality Theoretical Framework*. Proposal submitted to the College of Education, Health, and Human Sciences Dissertation Award, Florida State University. Total requested budget: \$1,000. Status: Funded \$1104.92

Marencin, N. & Washington, J. (2011). *Students Preparing for Academic Research Careers (SPARC) Mentored Teaching and Research Award*. Proposal submitted to the American Speech-Language Hearing Association (ASHA). Total requested budget: \$1,000. Status: Not Funded

PUBLICATIONS

Peer Reviewed

- Marencin, N.,** Edwards, A. A., & Terry, N. P. (2024). African American preschoolers' performance on norm-referenced language assessments: Examining the effect of dialect density and the use of scoring modifications. *Language Speech and Hearing Services in Schools*, 55(3), 918-937.
- Steady, L.M., Kellenberger, M., Dozier, J., **Marencin, N.**, & Compton, D. L., (2023). Keep the support going: Word reading instruction in the late elementary grades. *Literacy Today*, 41(2), 22-24.
- Rigobon, V. M., Gutiérrez, N., Edwards, A. A., **Marencin, N.**, Cooper Borkenhagen, M., Steady, L. M., & Compton, D. L. (2023). Modeling Item-Level Spelling Variance in Adults: Providing Further Insights into Lexical Quality. *Scientific Studies of Reading*, 1-22.
- Gutierrez, N. Rigobon, V. M., **Marencin, N. C.**, Edwards, A. A., Steady, L. M., & Compton, D. L. (2023). Early prediction of reading risk in fourth grade: A combined latent class analysis and classification tree approach. *Scientific Studies of Reading*, 27(1). 21-38.
- Steady, L. M., Edwards, A. A., Rigobon, V. M., Gutierrez, N., **Marencin, N. C.**, Siegelman, N., Himelhoch, A., Himelhoch, C., Rueckl, J., & Compton, D. L. (2023). Set for variability as a critical predictor of word reading: Potential implications for early identification and treatment of dyslexia, *Reading Research Quarterly*, 58(2), 254-267.
- Steady, L. M., Rigobon, V. M., Edwards, A. A., Abes, D., **Marencin, N. C.**, Smith, K., Elliott, J. D., Wade-Woolley, L., & Compton, D. L. (2022). Modeling complex word reading: Examining influences at the level of the word and child on mono and polymorphemic word reading, *Scientific Studies of Reading*, 26(6), 527-544.
- Terry, N.P., Doss, C., Harris, M., & **Marencin, N.** (2022) Disproportionality in special education. *Perspectives on Language and Literacy*, 48(2), 11-19.
- Troester, K., Raines, R., & **Marencin, N.** (2022). Universal screening within an RTI framework: Recommendations for classroom application. *Perspectives on Language and Literacy*, 48(1), 22-25
- Terry, N. P., Mills, M., Bingham, G., Mansour, S., & **Marencin, N.** (2013). Oral narrative performance of African American pre-kindergarteners who speak nonmainstream American English. *Language, Speech, and Hearing Services in Schools*, 44(3), 291-305

Manuscripts Under Review

- Steady, L. M., Edwards, A. A., Marencin, N. C., Dozier, J. D., Kellenberger, M. G., Rigobon, V. M., Townsend, C. T., Vasile, R. M., Compton, D. L., (under review). The impact of mispronunciation training on set for variability performance and transfer: Testing the short-term impact of oral language training.

Book Chapters

- Compton, D., Steady, L., Gutierrez, N., Rigobon, V., Edwards, A., & **Marencin, N.**, (2023). The development of early orthographic representations in children: The lexical asymmetry hypothesis and its implications for children with dyslexia. In S. Cabell, S. Neuman, & N. Patton-Terry (Eds.), *Handbook of the Science of Early Literacy*, 4th Edition, New York: Guilford Press.

Compton, D. L., Steacy, L. M., Rigobon, V. M., Edwards, A. A., Gutierrez, N., **Marencin, N.**, & Vasile, R. M. (submitted). Representational Quality in Children with Dyslexia: Issues of Precision and Redundancy that Affect Long-Term Word Reading and Decoding Development. In C. Okolo, N. Patton-Terry, & L. Cutting (Eds.), *Handbook of Learning Disabilities*, 3rd Edition New York: Guilford Press.

PRESENTATIONS

- Marencin, N.**, Steacy, L., Edwards, A., Compton, D., Cooper Borkenhagen, M., Patton Terry, N., & Wagner, R. (2025, July). *Examining the effects of children's word specific phonological awareness on word reading accuracy within a lexical quality theoretical framework*. Poster presented at the Thirty-Second Annual Meeting of the Society for the Scientific Study of Reading, Calgary, Canada.
- Rigobon, V., Cooper Borkenhagen, M., Gutierrez, N., Edwards, A., **Marencin, N.**, Steacy, L., & Compton, D. (2024, July). *Bases of representation in the reading system: What (in)accurate spelling reveals about orthographic representations*. Paper presented at the Thirty-First Annual Meeting of the Society for the Scientific Study of Reading, Copenhagen, Denmark.
- Steacy, L. M., Edwards, A., Rigobon, V., **Marencin, N.**, Kellenberger, M., Dozier, J., & Compton, D. (2024, July). *Bases of representation in the reading system: The role of morphology in the formation of lexical representations: Results from two studies*. Paper presented at the Thirty-First Annual Meeting of the Society for the Scientific Study of Reading, Copenhagen, Denmark.
- Steacy, L. M., Kellenberger, M., Dozier, J., Edwards, A., **Marencin, N.**, & Compton, D. L. (2023, October). *Project WORDY: Exploring instructional supports for students learning to read complex words*. Poster presented at the meeting of the International Dyslexia Association, Columbus, OH.
- Steacy, L., Compton, D. L., Edwards, A., Rigobon, V., **Marencin, N.**, Gutierrez, N., Kellenberger, M., & Dozier, J. (2023, July 22). *Examining the set for variability-word reading relationship across grade and word complexity*. Paper presented at the Thirtieth Annual Meeting of the Society for the Scientific Study of Reading, Port Douglas, Australia.
- Marencin, N.**, Norris, C., Vasile, R., Steacy, L., & Compton, D. L. (2023, July 21). *Examining the effect of "sight word" instruction on irregular word reading and spelling: A combined single-case and between-group meta-analysis*. Poster presented at the Thirtieth Annual Meeting of the Society for the Scientific Study of Reading, Port Douglas, Australia.
- Earle, G., & **Marencin, N.**, (2022, October 21). The Utility of Running Records for Progress Monitoring: Preliminary Findings from a Systematic Review. 60-minute seminar presented at the Annual Meeting of the Florida Council for Exceptional Children, Daytona Beach, FL, United States.
- Marencin, N.**, & Steacy, L. (2022, July). Researcher Practitioner Collaborative Writing: Knowledge Brokering. Annual OSEP Leadership and Project Directors' Conference, Virtual Conference.
- Steacy, L., Edwards, A., **Marencin, N.**, Gutierrez, N., Rueckl, J., Siegelman, N., Rigobon, V., & Compton, D., (2022, July 15). An Introduction to Set for Variability. In Rigobon, V. (Chair), Examining set for variability in word reading and spelling [Symposium] Society for the Scientific Study of Reading Annual Meeting, Newport Beach, CA, United States.
- Gutierrez, N., Rigobon, V., **Marencin, N.**, Steacy, L., & Compton, D., (2022, July 15). SfV as a general and item-level predictor of reading and spelling performance. In Rigobon, V. (Chair), Examining set for variability in word reading and spelling [Symposium] Society for the Scientific Study of Reading Annual Meeting, Newport Beach, CA, United States.
- Marencin, N.**, Compton, D., Steacy, L., Edwards, A., & Rigobon, V., (2022, July 15). Exploring the impact of set for variability in reading instruction. In Rigobon, V. (Chair), Examining set for variability in word reading and spelling [Symposium] Society for the Scientific Study of Reading Annual Meeting, Newport Beach, CA, United States.
- Marencin, N.**, Norris, C., & Vasile, R., (2022, March). Examining the Effects of Irregular and Sight Word Reading Instruction: A Combined Single-Case and Between-Groups Experiments Meta-analysis. Florida State University, College of Education, Annual Marvalene Hughes Research in Education Conference.
- Rigobon, V., **Marencin, N.**, Gutierrez, N., Bell, L., Abes, D., Edwards, A., Steacy, L., & Compton, D. (2021). Exploring Encoding Proficiency for Complex Words and the Developing Orthographic Representations of Young Adults. 1-hour seminar presented at the Annual meeting of the American Speech-Language Hearing Association. Washington, DC.

- Marencin, N., & Steacy, L.** (2021, July). Project Methodology Makeover: Future Reading Disability Researchers. Annual OSEP Leadership and Project Directors' Conference, Virtual Conference.
- Marencin, N., Gutiérrez, N., Rigobon, V., Raines, R., Bell, L., Abes, D., Edwards, A., Steacy, L., & Compton, D.,** (2021, July). Exploring Continuous Measures of Complex Word Misspellings in Adults: A Latent Profile Analysis. Poster presented at the twenty-eight annual meeting of the Society of Scientific Study of Reading, Virtual Conference.
- Steacy, L., Rigobon, V., Edwards, A., Abes, D., **Marencin, N.,** Wade-Wolley, L., & Compton, D., (2021, July). Modeling Complex Word Reading: Examining Lexical Influences at the Level of the Word and Child. Annual meeting of the Society of Scientific Study of Reading. Virtual Conference.
- Compton, D., Steacy, L., Rueckl, J., Petcher, Y., Rigobon, V., Edwards, A., Abes, D., Smith, K., & **Marencin, N.,** (2021, July). Evaluating the Effect of Short-Term Word Exposures on the Reading of Nonwords with Variable Vowels: Are There Differences Across Typical and Dyslexic Children? Annual meeting of the Society of Scientific Study of Reading. Virtual Conference.
- Rigobon, V., Gutiérrez, N., Edwards, A., **Marencin, N.,** Bell, L., Abes, D., Himelhoch, C., Diaz, K., Steacy, L., & Compton, D., (2021, July). Unique Predictors of Irregular Word Spelling in Adults. Annual meeting of the Society of Scientific Study of Reading. Virtual Conference.
- Gutiérrez, N., Rigobon, V., **Marencin, N.,** Bell, L., Edwards, A., Steacy, L., & Compton, D., (2021, July). The Role of the Schwa in the Quality of Adult's Lexical Representations. Annual meeting of the Society of Scientific Study of Reading. Virtual Conference.
- Marencin, N.,** Gutierrez, N., Rigobon, V., Bell, L., Abes, D., Edwards, A., Steacy, L., & Compton, D. (2021, January). Exploring Word Distances Between Target and Attempted Spellings. Annual meeting of the Learning Disabilities Research Centers and Learning Disabilities HUB, NICHD.
- Marencin, N.,** Stamatiades, B., Spitalnick, A., & Baldwin, N., (2019, November). Assessing & Remediating Language-Based Learning Disabilities Via Multisensory Telepractice: Assessment, Intervention, Technology, & Outcomes. 1-hour seminar presented at the Annual meeting of the American Speech-Language Hearing Association. Orlando, FL.
- Towson, J., **Marencin, N.,** Floyd, T., Terry, N.P., & Washington, J. (2014, June). Evaluating the Predictive Validity of the DELV-ST: An Examination with Preschoolers Who Varied in Their Language Use and Dialect. Symposium on Research in Child Language Disorders (SRCLD), Madison, WI.
- Marencin, N.,** Floyd, T., & Terry, N.P. (2013, November). Measurement Differences in Performance of Non-Mainstream American English-Speaking Preschoolers on the CELF-P2. Annual meeting of the American Speech-Language Hearing Association. Chicago, IL.
- Marencin, N.,** Floyd, T., & Terry, N.P. (2013, June). Performance of Non-Mainstream American English-Speaking Pre-Kindergarteners on the CELF-P2. Symposium on Research in Child Language Disorders (SRCLD), Madison, WI.
- Marencin, N., & Terry, N.P.** (2012, November). Performance of Non-Mainstream American English-Speaking Pre-Kindergarteners on the CELF-P2. Annual meeting of the American Speech-Language Hearing Association. Atlanta, GA.
- Terry, N. P., Mills, M., Bingham, G., Mansour, S., & **Marencin, N.** (2012, November). A Comprehensive Evaluation of Narrative Skills Among African American Pre-Kindergarteners. Annual meeting of the American Speech-Language Hearing Association. Atlanta, GA.

Invited Talks & Professional Development Presentations

- Marencin, N.** (2019, Spring) Introduction to evidenced based approaches for the treatment of voice disorder in the elementary school setting. Wardlaw Speech-Language Pathologist Team Professional Development, Cathy Spalding CCC-SLP (Curriculum Specialist).
- Marencin, N.** (2019 Fall) Introduction to the simple view of reading and the role of verbal retrieval in the development reading automaticity. Kenan Preschool Team Professional Development, Pam Kurkoski, CCC-SLP (Kenan Preschool Director).

Curriculum and Resource Development

- Marencin, N.** (2014). *Oral Comprehension Instructional Units: For Children Ages 3 to 5 Years*. AppleTree Institute for Education Innovation. [Differentiated curriculum and content for teacher use in general classroom]

UNIVERSITY TEACHING EXPERIENCE

- 2025 - Instructor
SPA 5403 Language and Learning in the School Age Years
University of South Florida, College of Behavioral and Community Sciences
Department of Communication Sciences and Disorders
Level: Graduate (Master's)
Class Size: 25
- 2020-2022 Instructor
CSD 4320/6320 Introduction to Language Disorders
Georgia State University, College of Education and Human Development
Department of Communication Sciences and Disorders
Level: Co-listed Undergraduate and Graduate (Master's)
Class Size: 35-80
- 2022, Fall Teaching Assistant
RED 4310 Foundations of Reading
Florida State University, Anne Spencer Daves College of Education, Health, and Human Sciences
Department of Special Education
Instructor: Laura Steacy, PhD
Level: Undergraduate and Graduate (combined B.S./M.S cohort)
Class Size: 15

PROFESSIONAL EXPERIENCE

- 2013-2020 Speech Language Pathologist, Reading Specialist, and Telepractice Specialist
Clinical Services Department and Wardlaw School
The Atlanta Speech School, Atlanta GA
- 2014-2019 PRN Speech Language Pathologist
Inpatient Rehabilitation
Children's Healthcare of Atlanta (CHOA), Scottish Rite, Atlanta, GA
- 2013-2015 Project Coordinator
Georgia State University
Urban Child Study Center (UCSC)
- The K+ Project – Dunbar Early Learning Complex Follow-up Study.*
Principle Investigators: Nicole Patton Terry, Ph.D., Julie Washington, Ph.D, and Gary Bingham, PhD., Annie E. Casey Foundation
- Learning Disabilities Research Innovation Hub: Understanding Reading and Reading Disabilities in African American Children*
Principle Investigators: Nicole Patton Terry, Ph.D., Julie Washington, Ph.D. & Mark Seidenberg, Ph.D., National Institute of Child Health and Human Development
- Constructing Two Theory-Based Approaches to Literacy Instruction for Poor Readers Who Speak Non-mainstream American English.*
Principle Investigators: Nicole Patton Terry, Ph.D., Julie Washington, Ph.D.
Seed Grant, Area of Focus Initiative in Research on the Challenges of Acquiring Language and Literacy Georgia State University.
- The YMCA Read Right Project.*
Principle Investigator: Nicole Patton Terry, Ph.D.

The Metro Atlanta YMCA and the Woodruff Foundation

ERRS-GAP³ Project: Examining the Read Right from the Start Georgia Pre-Kindergarten Development Project

Principal Investigators: Nicole Patton Terry, Ph.D. and Kim Day, Ph.D.

- 2010-2013 Graduate Research Assistant
Georgia State University
College of Education
The YMCA Read Right Project.
Principle Investigator: Nicole Patton Terry, Ph.D.
The Metro Atlanta YMCA and the Woodruff Foundation
- 2005-2008 Senior Research Interviewer
Emory University, Atlanta, GA
Rollins School of Public Health
Department of Behavioral Sciences and Health Education
- 2003-2005 Early Childhood Educator, Three-year-old preschool classroom
St. Louis Catholic Church and Covenant School, Miami, FL

PROFESSIONAL SERVICE & ACTIVITIES

Professional Memberships

- 2020-present **Member**, Society for the Scientific Study of Reading
- 2020-present **Member**, American Educational Research Association
Special Interest Group Multilevel Modeling
Special Interest Group Multiple Linear Regression: General Linear Model
Special Interest Group NAEP Studies
Special Interest Group Research in Reading and Literacy
Special Interest Group Structural Equation Modeling
- 2020-present **Member**, Council for Exceptional Children
- 2020-present **Member**, Childhood Apraxia of Speech Association of North America
- 2016-present **Member**, International Dyslexia Association
- 2013-present **Member**, American Speech-Language Hearing Association
Special Interest Group 01 Language Learning and Education
Special Interest Group 16 School Based Issues
Special Interest Group 18 Telepractice
- 2010-2013 **Member**, National Student Speech Language Hearing Association

Service

- 2024 - Peer review for *Scientific Studies of Reading*
- 2025 - Peer review for *Journal of Research in Special Education Needs*
- 2024-2025 Faculty Mentor (5 Undergraduate Research Assistants)
Florida State University
Center for Undergraduate Research and Academic Engagement
Undergraduate Research Opportunity Program (UROP)
- 2022 Research Practice Partnership Apprentice
Florida Center for Reading Research, READUP
Leon County, Florida
Developed Campaign for Grade-Level Reading Community Solutions Action Plan (CSAP)
- 2021-2022 Conference Organizer
Hoeft, F., Hogan, T., & Wilcutt, E. (2022). Neurodiversity in dyslexia. In DeCamp, C., Garcia-Salas, M., Johnson, R., **Marencin, N.**, Norris, C. [Conference Organizers] Neurodiversity in Dyslexia, Florida State University, Florida Center for Reading Research, Educational Sciences Colloquium,

	Tallahassee, FL.
2021-2022	Doctoral Student Co-mentor (1 Undergraduate Research Assistant) Florida State University Center for Undergraduate Research and Academic Engagement Undergraduate Research Opportunity Program (UROP)
2016-2019	Graduate Student School Internship Supervisor Atlanta Speech School Georgia State University Graduate Student Clinicians
2013-2014	Vice President, External Affairs National Student Speech Language Hearing Association Georgia State University Chapter