

VITA

Irma F. Brasseur-Hock
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EDUCATION

- 2005 *Ph.D. Special Education*
 Minor: Reading
 Dissertation: The development and validation of an Interactive
 hypermedia program for teaching Word identification skills to
 students with disabilities
 Advisor: Donald D. Deshler
 The University of Kansas, Lawrence, KS
- 1990 *M.A. Special Education: Learning Disabilities*
 Eastern Michigan University, Ypsilanti, MI
- 1984 *B.S. Special Education: Emotional Impairment*
 Central Michigan University, Mt. Pleasant, MI

PROFESSIONAL EXPERIENCE

- 2010-Present *Full Teaching Professor*
 Department of Special Education
 The University of Kansas, Lawrence, KS
- 2006-Present *Assistant Research Professor*
 Center for Research on Learning
 The University of Kansas, Lawrence, KS
- 2021-Present *Adolescent Literacy Expert Consultant/Professional Developer*
 LCPS Striving Readers language and literacy grant
- 2018- Present *Instructional Consultant/Professional Developer*
 OKCPS Striving Readers Grant
 Oklahoma City Public Schools, Oklahoma City, OK
- 2018-2021 *Adolescent Literacy Expert Consultant*
 KSDE Striving Readers language and literacy grant
- 2012-2020 *Instructional Designer/Professional Developer*
 Charlotte-Mecklenburg School District, Charlotte, NC
- 2013-2017 *Principle Investigator*
 Flipped/Blended Instruction, Oak Foundation
- 2012-2016 *Instructional Consultant/Professional Developer*
 Fusion Reading Program
 Minneapolis-St. Paul School Districts, Minneapolis, MN

2013-2014	<i>Project Manager</i> School-Wide Integrated Framework for Transformation The University of Kansas Center for Research on Learning, Lawrence, KS
2011-2013	<i>Project Instructional Coordinator</i> Virginia SIG Project University of Kansas and the State of Virginia
2009-2012	<i>Co-Principal Investigator</i> Striving Readers Effectiveness Study: Fusion Reading in Michigan Subcontract with the Michigan Department of Education funded by the U.S. Department of Education
2009-2012	<i>Instructional Designer/Professional Developer</i> Fusion Reading Program Dubuque Public School District, Dubuque, IA
2007-2012	<i>Project Coordinator</i> Improving instruction through implementation of the partnership instructional coaching model-U.S. Department of Education The University of Kansas Center for Research on Learning, Lawrence, KS
2006-2010	<i>Professional Developer</i> Strategic Instructional Model: Learning Strategies/Content Enhancement University of Central Arkansas and the State of Arkansas Adolescent Literacy Initiative, Conway, AR
2006-2008	<i>Co-Principal Investigator</i> Improving adolescent reading comprehension-U.S. Department of Education University of Kansas Center for Research on Learning, Lawrence, KS
2006-2007	<i>Guest Lecturer</i> EDUC 220: Survey of the Exception Child Johnson County Community College, Overland Park, KS
2005-2007	<i>Guest Lecturer</i> SPED 706: Advance practices for elementary students with disabilities in general education classrooms. Department of Special Education University of Kansas, Lawrence, KS
2004-2008	<i>Project Coordinator</i> Improving adolescent reading comprehension-funded by the U.S. Department of Education The University of Kansas Center for Research on Learning, Lawrence, KS
2004-2007	<i>Site Council Outside Representative</i> Lansing Intermediate School District, Lansing, KS
2004-2005	<i>Professional Developer</i> Strategic Instructional Model: Learning Strategies/Content Enhancement State of Louisiana Department of Education, Lake Charles, LA
2004	<i>Professional Developer</i> Strategic Instructional Model: Learning Strategies Lansing Intermediate School District, Lansing, KS

2003-2006	<i>Strategic Instruction Program Coordinator</i> GEARUP Project, funded by the U.S. Department of Education The University of Kansas Center for Research on Learning, Lawrence, KS
2002-2003	<i>Researcher</i> Dissertation: Student Initiated Grant funded by OSEP The University of Kansas Center for Research on Learning, Lawrence, KS
2000-2003	<i>Project Coordinator</i> Enabling access to instruction to higher education and reading strategies online funded by the U.S. Department of Education The University of Kansas Center for Research on Learning, Lawrence, KS
1999-2002	<i>Project Coordinator</i> Open door: Enabling access to instruction to higher education funded by the U.S. Department of Education The University of Kansas Center for Research on Learning, Lawrence, KS
1998-2004	<i>Instructional Coordinator</i> Gaining early awareness and readiness for undergraduate program: Pathways to success funded by the U.S. Department of Education The University of Kansas Center for Research on Learning, Lawrence, KS
1994-1996	<i>Guest Lecturer/Student Teaching Supervisor</i> Advance Theory and Practice in Learning Disabilities Saginaw Valley State University, Saginaw, MI
1990-1995	<i>Visiting Lecturer</i> Eastern Michigan University, Ypsilanti, MI
1986-1997	<i>Inclusive Special Education Teacher, EBD and LD grades 6-8</i> Davison Community Schools, Davison, MI
1984-1986	<i>Special Education Teacher, EBD grades 9-12</i> Central High School/AEA #7, Waterloo, IA

RESEARCH INTEREST

Evidenced-based Practices in Literacy for Students with Disabilities

Blended Learning Instructional Models

Special Education Teacher Inclusive Practices

Teacher Professional Development and Coaching Practices

PUBLICATIONS

Journal Articles

- Brasseur-Hock, I. F., Miller, W., Washburn, J., Chroust, A. J., & Hock, M. F. (2021). The Effects of a Comprehensive and Supplemental Middle School Reading Program. *International Journal for Research in Learning Disabilities*, 5(1), 25-41.
<https://doi.org/10.28987/ijrld.5.1.25>
- Hock, M. F., Bulgren, J. A., & Brasseur-Hock, I. F. (2017). The strategic instruction model: The less addressed aspects of effective instruction for high school students with learning disabilities. *Learning Disabilities Research and Practice*, 0(0), 1- 14.
- Hock, M. F., Brasseur-Hock, I. F., Hock, A. J., & Duval, B. (2015). The Effects of a comprehensive reading program on reading outcomes for middle school students with disabilities. *Journal of Learning Disabilities*, 50(2), 195-212.
- Hock, M. F., Brasseur-Hock, I. B., & Deshler, D. D. (2014). Responding to the needs of adolescents with severe reading disabilities. *New England Reading Association Journal*, 49(2), 9-18.
- Knight, J. M., Bradley, B. A., Hock, M. F., Sktic, T. M., Knight, D., Brasseur-Hock, I. F., & Hatton, C. (2012). Record, replay, reflect: Videotaped lessons accelerate learning for teachers and coaches. *Journal of Staff Development*, 33(2), 18-23.
- Brasseur-Hock, I. F., Hock, M. F., Biancarosa, G., Kiefer, M., & Deshler, D. D. (2011). Adolescent struggling readers in urban schools: Results of a latent class analysis. *Journal of Psychology and Education: Learning and Individual Differences*, 21, 438-452.
- Hock, M. F., Brasseur, I. F., Deshler, D. D., Catts, H. W., Marquis, J., Mark, C. A., & Wu Stribling, J. (2009). What is the reading component skill profile of adolescent? struggling readers in urban schools. *Learning Disability Quarterly*, 32(1), 21-38.
- Brasseur, I., Gildroy, P., Schumaker, J., Deshler, D., Begun, W., & Passman, B. (2004). Profiling the quality of educational programs for adolescents with disabilities. *Teaching Exceptional Children*, 37(2), 62-65.

Book Chapters

- Brasseur-Hock, I. & Zhang, L. (2021). Design and Implementation of Online Fusion Reading for Adolescents with Limited Reading Proficiency. In E. Langran & L. Archambault (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 64-66). Online, United States: Association for the Advancement of Computing in Education (AACE). Retrieved April 6, 2021 from <https://www.learntechlib.org/primary/p/219118/>.
- Brasseur-Hock, I. F., Simonsen, M. & Hock, M. F. (2020). Transition and Adolescents with Learning Disabilities. In Shogren, K.A., & Wehmeyer, M.L. (Eds.), *Handbook of adolescent transition education for youth with disabilities*. New York: Routledge. <https://doi.org/10.4324/9780429198342>
- Hock, M.F., & Brasseur-Hock, I. F. (2015). Comprehension instruction for at-risk students. In S.R. Paris, D. Fisher, & K. Headley (Eds.) *Adolescent literacy, Field tested: Effective solutions for every classroom*, 2nd Ed. The International Reading Association.
- Brasseur-Hock, I. F., Deshler, D. D., & Hock, M. F. (2015). Reading comprehension instruction for middle and high school students in English language arts: Research and evidence-based practices. K.L. Santi, & D.K. Reed (Eds.), *Improving Reading Comprehension of Middle and High School Students*, Literacy Studies 2nd Ed., 10, DOI 10.1007/978-3-319-14735-2_5
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2015). Possible selves and learners. In S. Lopez & A. Beauchamp, (Eds.), *The encyclopedia of positive psychology* 2nd Ed.

- Oxford, England: Blackwell Publishing.
- Bradley, B., Knight, J., Harvey, S., Hock, M., Knight, D., Skrtic, T., Brasseur-Hock, I., & Deshler, D. (2013). Improving instructional coaching to support middle school teachers in the United States. In T. Plomp, & N. Nieveen (Eds.), *Educational design research – Part B: Introduction and illustrative cases*. pp. 299-318).
- Brasseur-Hock, I. F., Deshler, D. D., & Hock, M. F. (2012). Reading comprehension instruction for middle and high school students in English language arts: Research and evidence-based practices. In K. Santi & D. Reed (Eds.). *Improving comprehension instruction for middle and high school students. evidence-based practices*. In K. Santi & D. Reed (Eds.). *Improving comprehension instruction for middle and high school students*.
- Hock, M. F., & Brasseur-Hock, I. F. (2009). Literacy interventions for adolescent struggling readers. In S.R. Paris, D. Fisher, & K. Headley (Eds.) *Adolescent literacy, Field tested: Effective solutions for every classroom*. (pp. 129-142). Newark, DE: The International Reading Association.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2008). Nurturing motivation through possible selves. In S. Lopez & A. Beauchamp (Eds.), *The encyclopedia of positive psychology*. Oxford, England: Blackwell Publishing.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2008). Comprehension instruction in action: The at-risk student. In C. C. Block & S. R. Parris (Eds.), *Comprehension instruction: Research-based best practices* (2nd ed., pp. 271-293). New York, NY: Guilford Press.

Books/Instructional Manuals/Online Courses

- Brasseur-Hock, I.F., & Zhang, L. (2021). *Fusion Reading: The Bridging Strategy Unit Canvas Online Course*. Lawrence, KS: University of Kansas Center for Research on Learning.
- Brasseur-Hock, I.F., & Zhang, L. (2021). *Fusion Reading: Establish the Course Unit Canvas Online Course*. Lawrence, KS: University of Kansas Center for Research on Learning.
- Brasseur-Hock, I.F., & Zhang, L. (2020). *Fusion Reading: The Possible Selves for Readers Canvas Online Course*. Lawrence, KS: University of Kansas Center for Research on Learning.
- Brasseur-Hock, I.F., & Zhang, L. (2020). *Fusion Reading: The Prediction Strategy Canvas Online Course*. Lawrence, KS: University of Kansas Center for Research on Learning.
- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (2012). *Possible selves for readers*. Chicago, IL: McGraw-Hill Education.
- Brasseur, I.F., Hock, M.F., Deshler, D.D. (2012). *Fusion Reading: Establish the Course*. Chicago, IL: McGraw-Hill Education.
- Hock, M.F., Brasseur, I.F., Deshler, D.D. (2012). *The PASS Strategy*. Chicago, IL: McGraw- Hill Education.
- Brasseur, I.F., Hock, M.F., Deshler, D.D. (2012). *The Book Study Program*. Chicago, IL: McGraw-Hill Education.
- Hock, M.F., Brasseur, I.F., Deshler, D.D. (2012). *Fusion Strategy Integration*. Chicago, IL: McGraw-Hill Education.
- Brasseur, I.F., Hock, M.F., Deshler, D.D. (2012). *The Bridging Strategy-revised*. Chicago, IL: McGraw-Hill Education.
- Hock, M.F., Brasseur, I. F. & Deshler, D.D. (2012). *The Prediction Strategy-revised*. Chicago, IL: McGraw-Hill Education.
- Brasseur, I. F., Hock, M.F., & Deshler, D.D. (2012). *The Summarization Strategy-revised*. Chicago, IL: McGraw-Hill Education.
- Brasseur, I. F. & Hock, M.F., (2012). *The Thinking Reading Program-revised*. Chicago, IL: McGraw-Hill Education.
- Hock, M.F., Brasseur, I. F. & Deshler, D.D. (2012). *The Vocabulary Program*. Chicago, IL: McGraw-Hill Education.
- Hock, M.F., Brasseur, I. F. & Deshler, D.D. (2012). *Strategy Integration*. Chicago, IL: McGraw-Hill Education.

Multimedia Products

- Brasseur-Hock, I. F., Deshler, D. D., Bradley, B. A., Clark, K., & Ruggles, M. (2015). *Blended instructional design: An online course to enhance learning for ALL students*. Lawrence: University of Kansas Center for Research on Learning.
- Brasseur-Hock, I. F. & Hock, M. F. (2011). Online professional development modules to support Implementation of Fusion Reading: Establish the course year one. McGraw- Hill Education Group. New York, NY.
- Brasseur-Hock, I. F. & Hock, M. F. (2011). Online professional development modules to

- support implementation of Fusion Reading: The Prediction Strategy. McGraw-Hill Education Group. New York, NY.
- Brasseur-Hock, I. F. & Hock, M. F. (2011). Online professional development modules to support implementation of Fusion Reading: The Bridging Strategy. McGraw-Hill Education Group. New York, NY.
- Brasseur-Hock, I. F. & Hock, M. F. (2011). Online professional development modules to support implementation of Fusion Reading: Strategy Integration. McGraw-Hill Education Group. New York, NY.
- Brasseur-Hock, I. F. & Hock, M. F. (2011). Online professional development modules to support implementation of Fusion Reading: Possible Selves for Readers. McGraw-Hill Education Group. New York, NY.
- Brasseur-Hock, I. F. & Hock, M. F. (2011). Online professional development modules to support implementation of Fusion Reading: The Summarization Strategy. McGraw-Hill Education Group. New York, NY.
- Brasseur-Hock, I. F. & Hock, M. F. (2011). Online professional development modules to support implementation of Fusion Reading: The PASS Strategy. McGraw-Hill Education Group. New York, NY.
- Brasseur-Hock, I. F. & Hock, M. F. (2011). Online professional development modules to support implementation of Fusion Reading: Fusion Reading Assessment System. McGraw-Hill Education Group. New York, NY.
- Brasseur-Hock, I. F. & Hock, M. F. (2011). Online professional development modules to support implementation of Fusion Reading: Establish the course year two. McGraw-Hill Education Group. New York, NY.
- Brasseur, I. F. (2006). *The word identification strategy CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.
- Brasseur, I. F., Schumaker, J. B., & Ehren, B. J. (2004). *The self-questioning CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.
- Ehren, B., Schumaker, J., & Brasseur, I. (2004). *The paraphrasing strategy CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.
- Schumaker, J., Brasseur, I., & Ehren, B. (2004). *The visual imagery strategy CD-ROM*. Lawrence: University of Kansas Center for Research on Learning.

Technical Papers

- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (2013). Evidence supporting the Fusion Reading program. Chicago, IL: McGraw-Hill Education.
- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (2012). Technical report: Fusion reading program. Lawrence, KS: The University of Kansas Center for Research on Learning.

Assessment Instruments

- Brasseur, I. F., & Hock, M.F. (2008). *The bridging strategy word recognition and decoding informal assessment for adolescent readers*. Lawrence: University of Kansas Center for Research on Learning.
- Hock, M. F., & Brasseur, I. F. (2007). *The summarization strategy reading comprehension measure for adolescent readers*. Lawrence: University of Kansas Center for Research on Learning.

Hock, M. F., & Brasseur, I. F. (2006). *The prediction strategy reading comprehension measure for adolescent readers-revised*. Lawrence: University of Kansas Center for Research on Learning.

GRANTS & PROJECTS

Extramural

Hock, M., **Brasseur-Hock, I.F.**, & Zhang, L. Evaluation of the Multicomponent System for Teaching Adolescent Reading. U.S. Department of Education Institute for Sciences. (\$3,022,843.00) Submitted September 2021. Role: Co-PI. Unfunded

Brasseur-Hock, I.F., Hock, M., Fritschmann, N., & Basham, J. Development and Evaluation of the Adaptive Online Fusion Reading Program. U.S. Department of Education Institute for Sciences. (\$273,243.00) Submitted September 2019. Role: Co-PI. Unfunded

Brasseur-Hock, I.F., & Haulk, M. Evaluation of the Fusion Reading Program. U.S. Department of Education Institute for Educational Sciences. (\$250,000). Submitted March 2018. Role: Principal Investigator. Unfunded.

Bulgren, J., **Brasseur-Hock, I.F.**, Hock, M., & Ellis, J. Development of Blended Learning Science Environments that Support Three-Dimensional Learning of Crosscutting Concepts, Science, and Engineering Practices, and Disciplinary Ideas in Science. National Science Foundation. (\$2,861,171). Submitted November 2016. Role: Co-Principal Investigator. Unfunded.

Brasseur-Hock, I.F., & Washburn, J. Evaluation of the Fusion Reading Program. U.S. Department of Education Institute for Educational Sciences. (\$250,000). Submitted September 2106. Role: Principal Investigator. Unfunded.

Hock, M., Knight, J., Leko, M. M., & **Brasseur-Hock, I. F.** *Instructional coaching through a new lens: Using smartphones so teachers can watch their lessons and improve*. Spencer Foundation. (\$1,000,000). Submitted July 2015. Role: Co-Principal Investigator. Unfunded.

Hock, M. F. & **Brasseur-Hock, I. F.** Evaluation of Charlotte Mecklenburg Schools Fusion Reading Program. Department of Education Institute for Educational Sciences. (\$330,000) Submitted April 2015. Role: Co-Principal Investigator. Unfunded

Hock, M. F., Bradley, B., **Brasseur-Hock, I.** *Exploring Flipped Instruction in Middle Schools and High Schools*. Department of Education Institute for Educational Sciences (\$1,500,000.00). Submitted April 2015. Role: Principal investigator. Unfunded

Hock, M. F., **Brasseur-Hock, I. F.**, Schatschneider, C., Shiller, E. *Fast-Track to Reading*. Department of Education Institute for Educational Sciences (\$1,900,000.00). Submitted September 2014. Role: Principal investigator. Unfunded

Hock, M. F., **Brasseur-Hock, I. F.**, Knight, J. M. (Unfunded). The proposal, *Continuous Improvement Partnership with Charlotte Mecklenburg Schools*. Department of Education Institute for Educational Sciences (\$1,990,000.00). Submitted September 2014. Role:

Principal investigator. Unfunded

Hock, M. F., Deshler, D. D., & **Brasseur-Hock, I.F.** (2013-2016) *Exploring Flipped Instruction in Middle Schools and Its Impact on Students with Learning Differences*. The OAK Foundation. (\$600,000). Submitted October 2012. Role Co-Principal Investigator. Funded

Hock, M. F., Deshler, D. D., & **Brasseur-Hock, I. F.** *Fusion Reading: A Supplemental Reading Program Designed to Raise the Literacy Levels of Striving Adolescent Readers*. Department of Education Institute for Educational Sciences (\$5,000,000). Submitted September 2008. Role Co-Principal Investigator. Funded-Defunded in 2011 due to DOE funding cuts.

Hock, M. F., Deshler, D. D., & **Brasseur, I. F.** (2004-2008). *Improving Adolescent Reading Comprehension: A Multi-Strategy Reading Intervention*. The Department of Education Institute for Educational Sciences (\$1,500,000). Submitted April 2003. Role Co-Principal Investigator. Funded

PRESENTATIONS

National Conferences

Brasseur-Hock, I.F., & Zhang, L. (2021, July). Design and Implementation of online Fusion Reading Program for Adolescents with Limited Reading Proficiency. 2021 KUCRL SIM International Conference. Lawrence, KS

Brasseur-Hock, I.F., & Zhang, L. (2021, April). Design and Implementation of online Fusion Reading Program for Adolescents with Limited Reading Proficiency. 33rd annual conference of the Society of Information Technology. San Diego, CA

Brasseur-Hock, I.F., & Zimmermann, K. (2019, April). Co-Teaching to Support Students with Learning & Behavioral Needs. Strategies Event Series-KU School of Education. Overland Park, KS.

Brasseur-Hock, I.F., Calhoon, M.B., & Hock, M.F. (2018, October). Improving Reading Comprehension for Adolescents with Significant Reading Disabilities. 39th Annual IDA Reading, Literacy & Learning Conference. Mashantucket, CT.

Hock, M. F., Brasseur-Hock, I.F., Calhoon, M.B., & Washburn, J. (2018, October). Adolescent Struggling Readers: Results and Implications from an Intervention Study 40th International Conference on Learning Disabilities. Portland, OR.

Brasseur-Hock, I.F., Berry, G., Fritschmann, N., & Hock, M. (2018, July). Personalizing Learning Strategies & Instructional Routines. 2018 KUCRL Learning Conference. Lawrence, KS.

Brasseur-Hock, I.F., & Elford, M. (2018, July). Video-based Coaching. 2018 KUCRL Learning Conference. Lawrence, KS.

Rice, M., Bell, S., Brasseur-Hock, I.F., Moran, C., & Tonks, D. (2018, March) Blended Learning for Diverse Students: Exploring Issues of Cultural Responsiveness, Personalization, Inclusion, and Access. Panel. 2018 Society for Information Technology and Teacher Education. Alexandria, VA.

Calhoon, M. B., Brasseur-Hock, I. F., & Hock, M. F. (2017, October). Evidenced-Based Supplemental Reading Programs: Closing the Research to Practice Chasm. Panel Presentation. 39th International Conference on Learning Disabilities. Baltimore, MD.

Calhoon, M. B., Brasseur-Hock, I. F., & Hock, M. F. (2017, April) Supporting Access to the General Education Curriculum: Improving Reading Comprehension for Adolescents with Reading Disabilities. Boston, MA.

Hock, M. F., & Brasseur-Hock, I. F. (2016, October). Improving reading achievement for

- adolescents with reading disabilities in middle schools. Interactive paper. 38th International Conference on Learning Disabilities. San Antonio, TX.
- Hock, M. F., & Brasseur-Hock, I. F. (2016, October). Analysis of blended instruction and planning for students with learning disabilities. Poster session. 38th International Conference on Learning Disabilities. San Antonio, TX.
- Calhoun, M. B., Brasseur-Hock, I. F., Fritschmann, N., Branum-Martin, L., & Hock, M. F. (2016, October). Literacy interventions for adolescents with severe reading disabilities. 38th International Conference on Learning Disabilities. San Antonio, TX.
- Brasseur-Hock, I.F. (2015) Flippin' Crazy, but wait not everyone is learning...now what? Flipped Learning Network, Michigan State University, Lansing, MI
- Bradley, B.A., Hock, M.F., Brasseur-Hock, I.F., Deshler, D., Arthur, M., & Ruggles, M. (2015). Exploring Flipped Learning in Three High School Classrooms, American Educational Researchers Association, Chicago, ILL.
- Bradley, B.A., Hock, M.F., Brasseur-Hock, I.F., Deshler, D., Arthur, M., & Ruggles, M. (2015). Exploring Flipped Learning: Its Benefits and Challenges, American Educational Researchers Association, Chicago, ILL.
- Brasseur-Hock, I. F. & Hock, M. F., & Sartin, M. (2015). The impact of professional development and instructional coaching on middle school students with disabilities reading achievement. Council for Exceptional Children. San Diego, CA.
- Brasseur-Hock, I. F. & Hock, M. F., Kidder, C. & Sartin, M. (2014). Improving Teacher Effectiveness and Reading Achievement for Students with Disabilities: Key features of the fusion reading program. Council for Exceptional Children. Philadelphia, PA.
- Brasseur-Hock, I.F. (2014). Flip: A How-to Guide. Flipped Learning Network, Mars Area High School Pittsburgh, PA
- Brasseur-Hock, I.F. (2013) Exploring Flipped Instruction in Middle Schools and High Schools. Flipped Learning Network, Stillwater High School, Stillwater, Minnesota
- Brasseur-Hock, I. F. & Hock, M. F., (2013). Key features of the fusion reading program. Webinar presentation. The University of Kansas Center for Research on Learning and McGraw-Hill Education. Lawrence, KS.

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- Hock, M. F., & Brasseur-Hock, I. F. (2010, July). Fusion Reading: An overview of a comprehensive high school reading course. SIM International Conference, Lawrence, KS.
- Hock, M. F., & Brasseur-Hock, I. F. (2010, July). Fusion Reading: An overview of a comprehensive high school reading course. SIM International Conference, Lawrence, KS.
- Hock, M. F., & Brasseur-Hock, I. F. (2010, January-December). A series of PD workshops and instructional coaching site visits to support implementation of *Fusion Reading*. We conducted 14 Days of PD on FR components and 8 days of coaching. Dubuque, IA.
- Hock, M. F., & Brasseur-Hock, I. F. (2010, June). The Fusion Reading Academy: A three-day workshop designed to build the capacity of districts to sustain FR through a train the trainer model. Dubuque, IA.
- Hock, M. F., & Brasseur-Hock, I. F. (2010, January-December). A series of PD workshops and instructional coaching site visits to support implementation of *Fusion Reading in the Michigan Striving Readers Project*. We conducted 8 Days of PD on FR components and 6 days of coaching. Lansing, Muskegon, Inkster & Westwood, MI.
- Hock, M. F. & Brasseur, I. F. (June, 2007). A descriptive study of reading outcomes in 350 urban adolescences. The Institute for Education Sciences. Washington, D.C.
- Hock, M. F., & Brasseur, I. F. (2007, April). *The Nature of Struggling Urban Adolescent Readers and An Intervention Program Response*. The Council for Exceptional Children. Louisville, KY.
- Hock, M. F., & Brasseur, I. F. (2006, June). *A descriptive study of the reading component skills of 350 urban adolescent struggling readers*. The Institute of Education Sciences (IES) Research Conference. Washington, DC.

Professional Development

- Brasseur-Hock, I.F. (2018-present) Provide technical assistance in high school & middle school literacy reading interventions and strategies. Striving Readers Grant Oklahoma City, OK.
- Brasseur-Hock, I.F. (2016-present) Design and establishment of a high school reading program through a tiered system. Charlotte-Mecklenburg Schools, Charlotte, NC.
- Brasseur-Hock, I. F. & Hock, M. F. (2012-present) Establishment of a comprehensive two-year intensive reading program for students with disabilities in middle school. Charlotte-Mecklenburg Schools, Charlotte, NC.
- Brasseur-Hock, I. F., & Hock, M. F. (2016-2018) Implementation of the fusion reading program in middle and high schools. Virginia Consortium of middle and High Schools, Virginia Tech School of Education (VT).
- Hock, M. F. & Brasseur-Hock, I. F. (2012-2015) Establishment of a comprehensive two-year intensive reading program for students with disabilities in middle and high school. Minneapolis/St Paul Consortium of middle and High Schools, Spring Lake Park, MN.
- Hock, M. F. & Brasseur, I. F. (August, 2007). Establishment of after school strategic tutoring centers for youth in foster care programs. The San Diego County Unified School District and Casey Family Program. San Diego, CA.
- Brasseur-Hock, I. F. & Hock, M. F. (2012) Training SIM PDers and McGraw-Hill consultants to present Fusion Reading awareness workshops. Atlanta, GA.
- Hock, M. F., Brasseur-Hock, I. F. (2012) Fusion Reading Academy- New York. Establishment of a cadre of Fusion Reading professional development specialists and coaches. Genosea Valley BOCES, NY.

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- Hock, M. F., Brasseur-Hock, I. F. (2014) Fusion Reading Academy II-Iowa. Establishment of year-two Fusion Reading professional development specialists and coaches. Dubuque, IA
- Hock, M. F., Brasseur-Hock, I. F. (2013) Fusion Reading Academy I-Iowa. Establishment of year-two Fusion Reading professional development specialists and coaches. Dubuque, IA
- Brasseur-Hock, I. F., & Hock, M. F., (2012) Fusion Reading Academy: Establishment of year-two Fusion Reading professional development specialists and coaches. The University of Kansas, Lawrence, KS.
- Hock, M. F., Brasseur-Hock, I. F. (2011) Establishment of a comprehensive two-year intensive reading program for adolescent struggling readers in middle and high schools. Virginia Project Schools, Ashland, VA.
- Brasseur-Hock, I. F. & Hock, M. F. (2010-2012) Establishment of a comprehensive two-year intensive reading program for students with disabilities in middle school. Dubuque Community School District, Dubuque, IA.
- Hock, M. F., & Brasseur, I. F. (2006, August). Reading for struggling adolescent readers: A workshop on implementation of the Xtreme Reading Program for Striving Readers Department of Education grantees. Springfield, MA.

Regional Conferences

- Brasseur-Hock, I.F., & Zhang, L. (2021, July). Design and Implementation of Online Fusion Program for Adolescents with Limited Reading Proficiency. 2021 KUCRL SIM International Conference. Lawrence, KS.
- Brasseur-Hock, I.F. (2020, May) PD Instructional Design Participant Engagement. Paper presented at the KU Center for Research on Learning Webinar Series, Lawrence, KS.
- Brasseur-Hock, I.F., & Barr, P. (2016, June) Exploring Blended Learning in K-12 Schools: Its Impact on Students with Learning Differences. Paper presented at KU School of Education Strategies for Educational Improvement Conference, Lawrence, KS.
- Brasseur-Hock, I.F. & Woodruff, S. (2016, July) Fusion Reading Academy: Developing Leaders in Adolescent Literacy. The University of Kansas Center for Research on Learning, Lawrence, KS.
- Brasseur-Hock, I.F. & Graner, P. (2016, July) Learning to Reading with KUCRL Fusion and Xtreme Reading Programs. per presented at the International SIM conference. The University of Kansas Center for Research on Learning, Lawrence, KS.
- Brasseur-Hock, I.F. & Woodruff, S. (2016, July) Powering the Change Through Fusion Reading. Paper presented at the International SIM conference. The University of Kansas Center for Research on Learning, Lawrence, KS.
- Brasseur-Hock, I.F. & Podrasky, S. (2015, July) Flippin' Crazy & Flippin' SIM. Paper presented at the International SIM conference. The University of Kansas Center for Research on Learning, Lawrence, KS.
- Brasseur-Hock, I.F., Woodruff, S., & Hock, M.F. (2015, July) Improving Teacher Effectiveness and Reading Achievement for Students with Disabilities. Paper presented at the International SIM conference. The University of Kansas Center for Research on Learning, Lawrence, KS.
- Brasseur-Hock, I.F. & Hock, M.F. (2014, June). Fusion Learning Academy Year 2: Making Learning Possible for Struggling Adolescent Readers. The University of Kansas Center for Research on Learning, Lawrence, KS.
- Brasseur-Hock, I.F. & Hock, M.F. (2014, June). Fusion Learning Academy Year 1: Making Learning Possible for Struggling Adolescent Readers. The University of Kansas Center for Research on Learning, Lawrence, KS.
- Hock, M. F., & Brasseur-Hock, I. F. (2010, July). Fusion Reading: An overview of a comprehensive high school reading course. SIM International Conference, The University of Kansas Center for Research on Learning, Lawrence, KS.
- Hock, M. F., & Brasseur-Hock, I. F. (2010, July). Fusion Reading: An overview of a comprehensive high school reading course. SIM International Conference, The University of Kansas Center for Research on Learning, Lawrence, KS.

COURSES TAUGHT

University of Kansas

ONLINE

SPED 898A&B

Master's Project: Writing & Planning

SPRING
SUMMER &
FALL 2016,

SPED 843	Advanced Methods & Assessment Strategies for Students with Significant Behavior, Social & Emotion Need	SUMMER 2015 FALL 2017 SUMMER 2019
SPED 741	Methods & Assessment: Literacy Interventions Struggling Learners & Students High-Incidence Disabilities	SUMMER 2014 SPRING, SUMMER, FALL 2015
SPED730	Characteristics, Methods & Assessment: Intro Struggling Learners & Students High-Incidence Disabilities	SUMMER 2014 SPRING 2015

FACE TO FACE

SPED 897	Independent Study	SUMMER 2017, SPRING 2018
SPED706	Advances Practices for Children with Disabilities in the Elementary General Education Classroom	FALL 2010, 2011, 2012
SPED506	Advances Practices for Children with Disabilities in the Elementary General Education Classroom *ONLINE 2020, 2021	FALL 2013, 2014, 2017, 2018, 2019, 2020, 2021
SPED 641/741	Methods & Assessment: Literacy Interventions Struggling Learners & Students High-Incidence Disabilities Introduction to the Psychology and Education of	SPRING 2014
SPED725	Children and Youth with Disabilities	FALL 2013

Johnson County Community College

Invited lecturer for Dr. Angie Reed EDUC 220: Survey of the Exceptional Child
FALL 2006, 2007, 2008

Eastern Michigan University

Invited lecturer for Dr. Larry Bemish SPLI421 - Language Arts Methods for Students with Learning Disabilities and Other Mild Disabilities SPRING 1996, FALL 1997, SPRING 1998

Saginaw Valley State University/Central Michigan University Extension

Invited lecturer and student teaching supervisor for Dr. Sherrel Lee Haight TEMS
412- Seminar in Secondary Teaching & TEMS 422 Secondary Student Teaching

SUPERVISION & MENTORING

Department of Special Education

Masters Project Review Committee Member

Melissa Bruce
Laura Collins
Erica Hankins
Danielle Jenkins
Jennifer Kimball
David Lacy
Kyle Ladd
Monique Letourneau
Britany Lousberg
Jaclyn Melton
Kalli Shelangoski
Nichole Smith
Holly Cihla
Jennifer Gamble
Megan Jones
Megan Kiefer
Rebecca Lambert
Elizabeth Lufrano
Misty Navarro
Carla Perez
Katherine Ramaiah
Laurie Stalians
Beth Wicks
Emily Zipprich
Cate Bailey
Brittiney Bridges
Michelle Brown
Sarah Brown
Alyshia Busby
Clara Chavez
Hillary Herrman
Shannon Marks

Susan Mastellari
Meghan Murtaugh
MacKenzie Olson
TJ Olson
Patrick Smith
Maurice Upshaw JR
Melonie Vest
Robert Antoniewicz
Angela Disley
Molly Fritz
Winston Gentle
Layne Stone
Eric Torres
Tamara Bean
Allison Boes
Mariah Boos
Victoria Corte
Collen Hall
Jamie Haston
Trevor Patterson
Courtney Slack
Parker Watson
Jamie Diefendorf
Megan Gregory
Courtney Hagen
Brendan Holba
Marissa Kovner
Kate McElligot
Brent Seagen
Allie Davis
Tara Dunn
Kerri Hajjar
Tomoko Imamura
Jessica La Plante
Jaclyn Landis
Marquita Outlaw
Susan Brown
Cristina Stanfield
Glenda Stickel
Ursula Conley
Rashunda Ford
Abby Schneider
Renee Everett

Megan Odom
Millicent Rios
Rebecca Wells
Colleen Begley
Ricardo Garcia
Natalie Gordon
Anthony Kavalauskas
Megan Kimble
Courtney O'Neill
Sarah Rourke
Linda Thrift
Michael Van Walleghem
Jessica Yoakum
Meghan Buck
Allison Crowell
Rachel Getz
Leslie Lucas
Jessica Meissner
Amy Wright
Kathy Brown
Sarah Folse
Hannah Gullet
Kelsey Meadows
Toni Obrian
Rebecca Sherod
Chelsea Graeff
Laura Hermansen
Crystal Litton
Grant Pavlik
Kristina Petti
Margaret Seggar
Claire White
Erica Wisdom
Brittany Bohrer
Catherine Hanson
Kaylee Wright
Lauren Benge
Carmen Boyer
Jack Cogan
Rebecca Dickenson
Mollie Feltman
Matthew Greenberg
Zachary Johnson
Andrea Lajoie

Sarah Leonard
 Dana Peterson
 Kaylee Pineault
 Ashley Sikorski
 Mary Wollin
 Ashley Danks
 Victoria Davis
 Casey Goodwin
 Nicole Lance
 Kantodeia Schnabel
 Mary St. John
 Chelsea Graeff
 Laura Hermansen
 Crystal Litton
 Grant Pavlik
 Kristina Petti
 Margaret Seggar
 Clarie White
 Erica Wisdom
 Myrna Skeen

PROFESSIONAL SERVICE

Guest Reviewer	Journal of Research in Reading	2014, 2015, 2016
Field Reviewer for National Conferences	University of Kansas Center for Research on Learning	Flipped Learning Network KUCRL Learning Conference
University of Kansas Department of Special Education		High Incidence Program Design Lab High Incidence Program Committee Personnel Preparation Program Committee Co-Chair Personnel Preparation Program Committee Assistant Professor

Search Committee	2014-2018	
Department Chair Search Committee	2014-2017	
Department Liaison w/Ever Spring online master's program	2017-Present	
Coordinator of LSIE program	2017-Present	
Leadership Team Committee	2022-Present	
	2022-Present	
	2022-Present	
	2022-Present	
	2022-Present	
	2020-Present	
Community Service	Lawrence Public Schools	2014-Present
	Lansing Public Schools	2004-2007

HONORS AND AWARDS

2011 KU Center for Research on Learning International SIM Leadership Award
 2011 Kansas City Mother of Multiples Superstar Award
 1998 Teacher of the Year Davison Community Schools

PROFESSIONAL AFFILATATIONS

International Literacy Association
 Council for Learning Disabilities
 American Educational Research Association
 Kansas-Division for Learning Disabilities: Past-President
 Division for Learning Disabilities
 Learning Disabilities Association
 Association of School Curriculum Development
 Council for Children with Behavioral Disorders
 Technology and Media Division
 International Reading Association