

**IRMA BRASSEUR-HOCK, PH.D.**

DEPARTMENT OF SPECIAL EDUCATION  
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**CURRICULUM VITA**

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**EDUCATION**

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| 2005 | <b>Ph.D., Special Education (Reading)</b><br>University of Kansas, Lawrence<br>Advisor: Donald D. Deshler |
| 1990 | <b>M.Ed., Special Education, Learning Disabilities</b><br>Eastern Michigan University, Ypsilanti          |
| 1984 | <b>B.S., Special Education, Emotional Impairment</b><br>Central Michigan University, Mt. Pleasant         |

**PROFESSIONAL LICENSES**

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| 1984 | <b>Teaching Credential</b><br>Michigan Credential, Special Education: Emotional Impairment K-12<br>Elementary K-8 All Subjects |
| 1990 | <b>Teaching Endorsement</b><br>Michigan Continuing Certificate, Special Education: Learning<br>Disabilities K-12               |

**ACADEMIC APPOINTMENTS**

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|--------------|---|
| 2022-present | <b>Full Teaching Professor</b> , Department of Special Education,<br>University of Kansas, Lawrence, KS             |
| 2006-present | <b>Assistant Research Professor</b> , Center for Research on Learning,<br>University of Kansas, Lawrence, KS        |
| 2022-present | <b>Director of Online Programs</b> , Department of Special Education,<br>University of Kansas, Lawrence, KS         |
| 2010-2022    | <b>Academic Program Associate/Lecturer</b> , Department of<br>Special Education, University of Kansas, Lawrence, KS |

**PROFESSIONAL EXPERIENCE**

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| 2024-present | <b>Co-Director Camp OASIS</b><br>Polly's Reading Adventure-Intensive, Activity-Based Reading Camp<br>for students 7-11 years old. Lawrence, KS      |
| 2013-2017    | <b>Principal Investigator</b><br>Flipped/Blended Instruction, Oak Foundation  |
| 2013-2014    | <b>Project Manager</b><br>School-Wide Integrated Framework for Transformation<br>University of Kansas Center for Research on Learning, Lawrence, KS |

2011-2013	<b>Project Instructional Coordinator</b> Virginia SIG Project University of Kansas and the State of Virginia
2009-2012	<b>Co-Principal Investigator</b> Striving Readers Effectiveness Study: Fusion Reading in Michigan Subcontract with the Michigan Department of Education funded by the U.S. Department of Education
2007-2012	<b>Project Coordinator</b> 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
2004-2007	<b>Site Council Outside Representative</b> Lansing Intermediate School District, Lansing, KS
2006-2008	<b>Co-Principal Investigator</b> Improving adolescent reading comprehension-U.S. Department of Education University of Kansas Center for Research on Learning, Lawrence, KS
2006-2007	<b>Guest Lecturer</b> EDUC 220: Survey of the Exception Child Johnson County Community College, Overland Park,
KS 2005-2007	<b>Guest Lecturer</b> SPED 706: Advance practices for elementary students with disabilities in general education classrooms. Department of Special Education University of Kansas, Lawrence, KS
2004-2008	<b>Project Coordinator</b> Improving adolescent reading comprehension-funded by the U.S. Department of Education The University of Kansas Center for Research on Learning, Lawrence, KS
2003-2006	<b>Program Coordinator</b> GEARUP Project, funded by the U.S. Department of Education The University of Kansas Center for Research on Learning, Lawrence,
KS 2002-2003	<b>Student Researcher</b> Dissertation: Student Initiated Grant funded by OSEP The University of Kansas Center for Research on Learning, Lawrence,
KS 2000-2003	<b>Project Coordinator</b> 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	<b>Project Coordinator</b> 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	<b>Instructional Coordinator</b> 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	<b>Guest Lecturer/Student Teaching Supervisor</b> Advance Theory and Practice in Learning Disabilities Saginaw Valley State University, Saginaw, MI
1990-1995	<b>Visiting Lecturer</b> Department of Special Education Eastern Michigan University, Ypsilanti, MI
1986-1997	<b>Inclusive Special Education Teacher, EBD and LD grades 6-8</b> Davison Community Schools, Davison, MI
1984-1986	<b>Special Education Teacher, EBD grades 9-12</b> Central High School/AEA #7, Waterloo, IA

## PROFESSIONAL CONSULTATION

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2023-Present	<b>Adolescent Literacy Consultant</b> Jenison Public School, Jenison, MI.
2021-Present	<b>Adolescent Literacy Consultant</b> Las Cruces Public Schools Striving Readers language and literacy grant.
2018- Present	<b>Instructional Consultant</b> Oklahoma City Public Schools Striving Readers Grant, Oklahoma City, OK
2018-2021	<b>Adolescent Literacy Expert Consultant</b> KSDE Striving Readers language and literacy grant
2012-2020	<b>Instructional Consultant Secondary Literacy</b> Charlotte-Mecklenburg School District, Charlotte, NC
2012-2016	<b>Instructional Literacy Consultant</b> Minneapolis-St. Paul School Districts, Minneapolis, MN
2009-2012	<b>Instructional Consultant Middle School Literacy</b> Dubuque Public School District, Dubuque, IA
2006-2010	<b>Consultant/Professional Developer</b> Strategic Instructional Model: Learning Strategies/Content Enhancement University of Central Arkansas and the State of Arkansas Adolescent Literacy Initiative, Conway, AR
2004-2005	<b>Consultant/Professional Developer</b> Strategic Instructional Model: Learning Strategies/Content Enhancement State of Louisiana Department of Education, Lake Charles, LA
2004	<b>Consultant/Professional Developer</b> Strategic Instructional Model: Learning Strategies, Lansing Intermediate School District, Lansing, KS

## PRESENTATIONS

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### *International Conferences*

**Brasseur-Hock, I.F. & Hunt, T. (2024, November).** Reimagining Reading in Urban Middle

- Schools: A Case Study of a Tier 2 Multicomponent reading program, Fusion Reading. Association of Middle Level Educators. Nashville, TN.
- Reed, D.K., **Brasseur-Hock, I.F.**, & Hock, M. (2024, March). Literacy Intervention for Adolescents: Integrating reading, Content Area Knowledge, and Social-Emotional Development. Council for Exceptional Children. San Antonio, TX
- Brasseur-Hock, I.**, Basham, J., & Smith, S. (2023, October 18). *Science of teaching reading: Explicit instruction, Universal Design for learning, and Technology/Digital Tools*. edWeb. <https://home.edweb.net/webinar/literacyhero20231018/>
- Calhoon, M., **Brasseur-Hock, I.F.**, & Hock, M. (2023, October). Adolescent Intensive Reading: Exploring Challenges and Potential Solutions. 45<sup>th</sup> International Conference on Learning Disabilities. Denver, CO.
- Brasseur-Hock, I.F.** & Hunt, T., (2023, July). The Power of Fusion Reading: Bridging the Science of Reading and Practical Implementation. University of Kansas Center for Research on Learning SIMposium, Lawrence, KS
- Brasseur-Hock, I.F.** & Hunt, T., (2023, July). Successful Implementation Planning for the Fusion Reading Program. University of Kansas Center for Research on Learning SIMposium, Lawrence, KS
- Brasseur-Hock, I. F.** & Hock, M. F. (2022, November). *Intensive Reading Instruction that Improves Literacy Skills and Supports Content Class Learning*. Association of Middle Level Educators. Kissimmee, FL.
- Calhoon, M., **Brasseur-Hock, I.F.**, Cohen, G., & Hock, M. (2022, January). Exploring Self-Perception and Motivation to Read for Adolescents with Reading Difficulties. Council for Exceptional Children. Orlando, FL
- 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. 33<sup>rd</sup> annual conference of the Society of Information Technology. San Diego, CA
- 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 40<sup>th</sup> International Conference on Learning Disabilities. Portland, OR.
- 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. 39<sup>th</sup> International Conference on Learning Disabilities. Baltimore, MD.
- Hock, M. F., & **Brasseur-Hock, I. F.** (2016, October). Improving reading achievement for adolescents with reading disabilities in middle schools. Interactive paper. 38<sup>th</sup> 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. 38<sup>th</sup> International Conference on Learning Disabilities. San Antonio, TX.
- Calhoon, M. B., **Brasseur-Hock, I. F.**, Fritschmann, N., Branum-Martin, L., & Hock, M. F. (2016, October). Literacy interventions for adolescents with severe reading disabilities. 38<sup>th</sup> International Conference on Learning Disabilities. San Antonio, TX.
- 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., (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.
- 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, I. F.** (2007, April). *The Nature of Struggling Urban Adolescent Readers and An Intervention Program Response*. The Council for Exceptional Children. Louisville, KY.

### *National Conferences*

- 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.
- 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.
- Brasseur-Hock, I.F.** (2015) Flippin' Crazy, but wait not everyone is learning...now what? Flipped Learning Network, Michigan State University, Lansing, MI
- 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.
- 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
- 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.

### ***Regional Conferences***

- Zimmerman, K. & **Brasseur-Hock, I.F.** (2023, March). *Get Engaged: Exploring Feasible Strategies to Improve Student Engagement*. Kansas Council for Exceptional Children, Topeka, KS
- 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.

## **PROFESSIONAL DEVELOPMENT**

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- Brasseur-Hock, I.F. (2024, July). Fusion Reading Teacher Institute. Oklahoma City Public Schools Intervention and Special Education Teachers, Oklahoma City, OK.
- Brasseur-Hock, I.F. (2024, January). Making connections to the Science of Reading and Fusion Reading Bridging Strategy. Jenison Public Schools, Jenison, MI.
- Brasseur-Hock, I.F. (2024, January). Reading Comprehension for Secondary Students (virtual). Woodburn Secondary Special Educators, Woodburn School District, Woodburn, OR.
- Brasseur-Hock, I.F. (2023, December). Science of Reading and Fusion Reading word level and fluency strategies. Oklahoma City Public Schools Intervention and Special Education Teachers, Oklahoma City, OK.
- Brasseur-Hock, I.F. (2023, September). Fusion Reading: Possible Selves for Readers (virtual). Woodburn Secondary Special Educators, Woodburn School District, Woodburn, OR.
- Brasseur-Hock, I.F. & Hunt, T. (2023, August). Getting Started with Fusion Reading Program: Establish the Course, 7-Step Vocabulary Process, Thinking Reading (virtual). Woodburn Secondary Special Educators, Woodburn School District, Woodburn, OR.
- Brasseur-Hock, I.F. & Hunt, T. (2023, August). Getting Started with Fusion Reading Program: Establish the Course, vocabulary, Thinking Reading and the Predication Strategy (virtual). Philadelphia Public School District Intervention Specialist. Philadelphia, PA.
- Brasseur-Hock, I.F. (2023, August). Revisiting Fusion Reading Program for struggling adolescent readers. Jenison Public Schools, Jenison, MI.
- Brasseur-Hock, I.F. (2023, July). Fusion Reading Teacher Institute. Oklahoma City Public Schools Intervention and Special Education Teachers, Oklahoma City, OK.

- Brasseur-Hock, I.F. (2022, December). Implementing word level and fluency strategies. Oklahoma City Public Schools Intervention and Special Education Teachers, Oklahoma City, OK.
- Brasseur-Hock, I.F. (2022, August). Addressing the Literacy needs of Las Cruces middle and high school-Fusion Reading Program overview, Establish the Course, Thinking Reading, 7-Step Vocabulary Process, Possible Selves for Readers, and Prediction Strategy. Las Cruces Public Schools Secondary Intervention Teachers, Las Cruces, NM.
- Brasseur-Hock, I.F. (2022, July) OKPS Summer Academy: Fusion Reading-Getting Started “The first 9 weeks”. Oklahoma City Public Schools Intervention and Special Education Teachers, Oklahoma City, OK.
- Brasseur-Hock, I. F. & Hunt. T. (2022, February). Science of Reading embedded in Fusion Reading Bridging Strategy. Oklahoma City Public Schools Intervention and Special Education Teachers, Oklahoma City, OK.
- Brasseur-Hock, I. F. & Hock, M. F. (2021, August). Fusion Reading Teacher Academy: Establish the Course, Thinking Reading, 7-Step Vocabulary Process, Prediction Strategy, and Possible Selves for Readers, Oklahoma City Public Schools Intervention and Special Education Teachers, Oklahoma City, OK.
- Brasseur-Hock, I.F. (2021, July). Professional Development: Fusion Reading alignment to Simple View of Reading and Scarboroughs Rope, Establish the Course, Thinking Reading, Word Level and Fluency Strategy, and Prediction and Summarization Strategy. Las Cruces Public Schools Intervention Teachers, Las Cruces, NM
- Brasseur-Hock, I.F. (2018-present.) Provide professional development for high school & middle school literacy reading interventions and strategies. Striving Readers Grant Oklahoma City, OK.
- Brasseur-Hock, I.F. (2016-2020). 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. (2012-2020.) 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 Professional Developers 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.
- 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.

## PUBLICATIONS

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### *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*, 2<sup>nd</sup> 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 2<sup>nd</sup> 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* 2<sup>nd</sup> 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* (2<sup>nd</sup> 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

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### *Extramural*

- Hock, M., & **Brasseur-Hock, I.F.** The Multicomponent System for Transformative Adolescent Results: Improving Educational Opportunity for Adolescents with Low Academic Achievement. U.S. Department of Education Institute for Sciences. (\$3,750,000) Submitted September 2024. Role: Co-PI. Pending
- Hock, M., **Brasseur-Hock, I.F.**, & Zhang, L. The Multicomponent System for Teaching Adolescent Reading: Improving Educational Opportunities for Adolescents with Low Achievement (resubmit). U.S. Department of Education Institute for Sciences. (\$3,750,000) Submitted August 2023. Role: Co-PI. Unfunded
- 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 2016. 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

## COURSES TAUGHT

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<b>Online</b>	
SPR 2024	SPED 843 (23 students) Advanced Methods & Assessment: Behavior, Social, Emotional Needs SPED 875 (4 students) Advance Practicum for Children and Youth with Disabilities SPED 898 (7 students) Masters Project
SUM 2024	SPED 841 (24 students) Advanced Methods & Assessment: Learning Strategy & Content Mastery for struggling Learners & Students with High Incidence Disabilities SPED 854 (23 students) Family & Interpersonal Collaboration in Special Education SPED 898 (11 Students) Master's Project
FALL 2024	SPED 775 (3 students) Practicum Children & Youth with Disabilities SPED 875 (7 students) Advance Practicum Children and Youth with Disabilities SPED 898 (14 students) Masters Project SPED 506 (48 students-2 sections) Advance Practices for Children with Disabilities in Elementary General Education SPED 995 (1) Field Experience
SPR 2023	SPED 775 (7 students) Practicum Children & Youth with Disabilities SPED 843 (27 students) Advanced Methods & Assessment: Behavior, Social, Emotional Needs
SUM 2023	SPED 898 (7students) Masters Project SPED 841 (20 students) Advanced Methods & Assessment: Learning Strategy & Content Mastery for struggling Learners & Students with High Incidence Disabilities
FALL 2023	SPED 506 (34 students) Advance Practices for Children with Disabilities in Elementary General Education SPED 875 (9 students) Advance Practicum Children and Youth with Disabilities SPED 898 (1 student) Masters Project
SPR 2022	SPED 775 (3 students) Practicum Children & Youth with Disabilities SPED 843 (18 students) Advanced Methods & Assessment: Behavior, Social, Emotional Needs
SUM 2022	SPED 841 (19 students)

	Advanced Methods & Assessment: Learning Strategy & Content Mastery for struggling Learners & Students with High Incidence Disabilities SPED 898 (13 students) Masters Project
FALL2022	SPED 506 (34 students) Advance Practices for Children with Disabilities in Elementary General Education SPED 775 (2 students) Practicum Children & Youth with Disabilities SPED 898 (1 student) Masters Project
SPR 2021	SPED 775 (2 students) Practicum Children & Youth with Disabilities SPED 843 (18 students) Advanced Methods & Assessment: Behavior, Social, Emotional Needs SPED 875 (9 students) Advance Practicum Children and Youth with Disabilities SPED 996 (1 student) Teaching Experience
SUM 2021	SPED 841 (22 students) Advanced Methods & Assessment: Learning Strategy & Content Mastery for struggling Learners & Students with High Incidence Disabilities SPED 898 (8 student) Masters Project
FALL 2021	SPED 506 (66 students-2 sections) Advance Practices for Children with Disabilities in Elementary General Education SPED 775 (5 students) Practicum Children & Youth with Disabilities SPED 898 (3 students) Masters Project
SPR 2020	SPED 775 (7 students) Practicum Children & Youth with Disabilities SPED 841 (13 students) Advanced Methods & Assessment: Learning Strategy & Content Mastery for struggling Learners & Students with High Incidence Disabilities
SUM 2020	SPED 841 (17 students) Advanced Methods & Assessment: Learning Strategy & Content Mastery for struggling Learners & Students with High Incidence Disabilities SPED 898 (16 students) Masters Project
FALL2020	SPED 506 (32 students) Advance Practices for Children with Disabilities in Elementary General Education SPED 775 (6 students) Practicum Children & Youth with Disabilities



	SPED 898 (7 students) Masters Project
SPR 2019	SPED 756 (33 students) Special Education Leadership SPED 898 (9 students) Masters Project
SUM2019	SPED 757 (14 students) History, Context, and Critique of Special Education SPED 843 (26 students) Advanced Methods & Assessment: Behavior, Social, Emotional Needs
FALL 2019	SPED 506 (29 students) Advance Practices for Children with Disabilities in Elementary General Education SPED 775 (17 students) Practicum Children & Youth with Disabilities SPED 841 (11 students) Advanced Methods & Assessment: Learning Strategy & Content Mastery for struggling Learners & Students with High Incidence Disabilities SPED 898 (7 students) Masters Project
SPR 2018	SPED 897 (3 students) Independent Study SPED 898 (4 students) Masters Project
SUM 2018	SPED 841 (36 students) Advanced Methods & Assessment: Learning Strategy & Content Mastery for struggling Learners & Students with High Incidence Disabilities SPED 898 (3 students) Masters Project
FALL 2018	SPED 506 (18 students) Advance Practices for Children with Disabilities in Elementary General Education SPED 775 (4 students) Practicum Children & Youth with Disabilities SPED 898 (11 students) Masters Project
SPR 2017	SPED 775 (18 students) Practicum Children & Youth with Disabilities
SUM 2017	SPED 897 (1 student) Independent Study
FALL 2017	SPED 841 (30 students) Advanced Methods & Assessment: Learning Strategy & Content Mastery for struggling Learners & Students with High Incidence Disabilities SPED 843 (32 students) Advanced Methods & Assessment: Behavior, Social, Emotional Needs
SPR 2016	SPED 898 (12 students)

	Masters Project
SUM 2016	SPED 898 (25 students-2 sections) Masters Project
FALL 2016	SPED 898 (17 students-2 sections) Masters Project
SPR 2015	SPED 730 (23 students) Characteristics, Methods, Assessment: Introduction SPED 741 (15 students) Methods & Assessment: Literacy Introduction to Struggling Learners
SUM 2015	SPED 741 (22 students) Methods & Assessment: Literacy Introduction to Struggling Learners SPED 843 (37 students-2 sections) Advanced Methods & Assessment: Behavior, Social, Emotional Needs
FALL 2015	SPED 741 (38 students-2 sections) Methods & Assessment: Literacy Introduction to Struggling Learners
SUM 2014	SPED 741 (11 students) Methods & Assessment: Literacy Introduction to Struggling Learners SPED 730 (15 students) Characteristics, Methods, Assessment: Introduction
<b><i>On Campus</i></b>	
SPR 2014	SPED 741 (12 students) Methods & Assessment: Literacy Introduction to Struggling Learners SPED 641 (11 students) Methods & Assessment: Literacy Introduction to Struggling Learners
FALL 2014	SPED 506 (66 students-2 sections) Advance Practices for Children with Disabilities in Elementary General Education
FALL 2013	SPED 506 (36 students) Advance Practices for Children with Disabilities in Elementary General Education SPED 725 (17 students) Introduction Psychology & Education for Children & Youth with Disabilities
FALL 2012	SPED 706 (19 students) Advance Practices for Children with Disabilities in Elementary General Education
FALL 2011	SPED 706 (17 students) Advance Practices for Children with Disabilities in Elementary General Education
FALL 2010	SPED 706 (16 students) Advance Practices for Children with Disabilities in Elementary General Education
<b><i>Invited lecturer</i></b>	
FALL 2006-2008	Johnson County Community College Invited lecturer for Dr. Angie Reed EDUC 220: Survey of the

	Exceptional Child
SPR 1996 & 1998 FALL 1997	Eastern Michigan University Invited Lecturer for Dr. Larry Bemish SPLI421 - Language Arts Methods for Students with Learning Disabilities and Other Mild Disabilities
FALL & SPR 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 AND MENTORING**

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*Department of Special Education, University of Kansas*

### 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 UpshawJR  
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  
2024  
Nichelle Eutsler  
Ramona Guerra  
Rachel Hassan  
Emma Huennekens  
Morgan Humble  
Christian Larsen  
Veronica McCulloch  
Lisa McDonald  
Allie Reilly  
Ashley Shepard  
Neil Trottier

Sydney Campbell  
 Amanda Farrar  
 Samantha Hare  
 Alicia Hay-Tomlinson  
 Angelia Johnston  
 Cindy Kasych  
 Amanda Shaver  
 Kate Boswell  
 Becca Dowell  
 Avery Herman  
 Katie Kerian  
 Sara Vela  
 Brooke Wright

## SERVICE

<b>Guest Reviewer</b>	Journal of Research in Reading	2014, 2015, 2016
<b>Field Reviewer for National Conferences</b>	Flipped Learning Network KUCRL Learning Conference	2014-2018
<b>University of Kansas Department of Special Education</b>	High Incidence Program Design Lab	2014-2017
	High Incidence Program Committee	2017-Present
	Personnel Preparation Program Committee	2017-Present
	Co-Chair Personnel Preparation Program Committee	2022-Present
	Assistant Professor Search Committee	2022-2023
	Department Chair Search Committee	2022-2023
	Department Liaison w/Ever Spring online master's program	2021-2023
	Coordinator of LSIE Program	2022-Present
<b>University of Kansas Center for Research on Learning</b>	Leadership Team Committee	2020-Present

<b>Community Service</b>	Lawrence Public Schools	2014-2019
	Lansing Public Schools	2004-2007

## **HONORS AND AWARDS**

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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 AFFILIATIONS**

Council for Exceptional Children  
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  
Technology and Media Division  
International Reading Association