

CONDENSED VITA

IRMA BRASSEUR-HOCK

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EDUCATIONAL EXPERIENCE:

- 2005 Ph.D., University of Kansas, Special Education
1990 M.A., Eastern Michigan University, Special Education
1984 B.S., Central Michigan University, Special Education

PROFESSIONAL EXPERIENCE (including relevant research experience):

- 2012- Assistant Research Professor, University of Kansas Center for Research on Learning
- 2009- Courtesy Assistant Professor, University of Kansas Department of Special Education
- 2010- Co-Principal Investigator, *Development and Validation of an Online Adaptive Measure of Adolescent Reading Motivation* funded by the U.S. Department of Education
- 2009-2012 Co-Principal Investigator, *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 Co-Principal Investigator, *Improving Instruction through Implementation of the Partnership Instructional Coaching Model* funded by the U.S. Department of Education
- 2007-2008 Principal Investigator, *Efficacy of Fusion Reading* funded by the state of Florida Just Read! Program
- 2004-2008 Co-Principal Investigator, *Improving Adolescent Reading Comprehension: A Multi-Strategy Reading Intervention*, funded by the U.S. Department of Education
- 2009- Professional Developer, Fusion Reading Program, Dubuque Public School District, Dubuque, Iowa
- 2007-2010 Professional Developer, *Evaluation of the strategic instruction model's content literacy continuum improving adolescent literacy across the curriculum in secondary schools*
- 2004-2008 Project Coordinator, *Improving adolescent reading comprehension*, University of Kansas, funded by the U.S. Department of Education
- 2003-2006 Strategic Instruction Program Coordinator, *GEARUP Project, University of Kansas, Lawrence* funded by the U.S. Department of Education
- 2002-2003 Researcher, *OSEP-Student Initiated Grant*, OSEP
- 2000-2003 Project Coordinator, *Enabling access to instruction to higher education and reading strategies online*, University of Kansas, Lawrence funded by the U.S. Department of Education
- 1999-2002 Project Coordinator, *Open door: Enabling access to instruction to higher education* funded by the U.S. Department of Education
- 1998-2004 Instructional Coordinator, *Gaining early awareness and readiness for undergraduate program: Pathways to success* funded by the U.S. Department of Education
- 1994-1998 Special Education Teacher, Central High School/AEA #7, Waterloo, IA

PUBLICATIONS:

Articles

- Hock, M. F., Brasseur-Hock, I. F., Hock, A. J., & Duvel, B. (in review). The effects of a comprehensive reading program on reading outcomes for middle school students with disabilities. *The Journal of Learning Disabilities*.
- Hock, M. F., Brasseur-Hock, I.F., & Deshler, D. D. (2014). Responding to the reading comprehension needs of adolescents with severe reading disabilities. *New England Reading Association Journal*, 49(2), 9-17.
- Knight, J. M., Bradley, B. A., Hock, M. F., Skrtic, 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

- Hock, M. F., Brasseur-Hock, I. F., Deshler, D. D. (in press). Comprehension instruction for at-risk students. In S. R. Parris, & K. Headley (Eds.), *Comprehension instruction* (3rd ed., New York, NY: Guilford.
- Brasseur-Hock, I. F., Hock, M. F., & Deshler, D. D. (in press). 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 for middle and high school students*. New York, NY: Springer.
- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (in press). Possible selves. In S. J. Lopez, (Ed.), *The encyclopedia of positive psychology* (2nd ed.). Hoboken, NJ: John Wiley & Sons.
- 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.
- 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.

Books

- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (2012). *Possible selves for readers*. Columbus, OH: McGraw-Hill.

- Brasseur, I. F., Hock, M. F., & Deshler, D. D. (2012). *Fusion reading: Establish the course*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2012). *Fusion strategy integration*. Columbus, OH: McGraw-Hill.
- Brasseur, I. F., Hock, M. F., & Deshler, D. D. (2012). *The bridging strategy*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F. & Deshler, D.D. (2012). *The prediction strategy*. Columbus, OH: McGraw-Hill.
- Brasseur, I. F., Hock, M.F., & Deshler, D. D. (2012). *The summarization strategy*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2012). *The vocabulary program*. Columbus, OH: McGraw-Hill.

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 ed.). Lawrence: University of Kansas Center for Research on Learning.

EDUCATIONAL SOFTWARE:

- 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.

PRESENTATIONS:

- Brasseur-Hock, I. F. (2010). *What is the reading skill profile of adolescent struggling readers and how should we respond structurally and programmatically?* Paper presented at the 2010 Access to Literacy Workshop for Administrators, Wichita, KS.
- Brasseur, I. F., Hock, M. F., & Deshler, D. D. (2007). *Fusion reading: An adolescent reading comprehension program*. Paper presented at the 34th International Reading Association Regional Conference, Overland Park, KS.
- Hock, M. F., & Brasseur, I. F. (2007). *Fusion reading: The development and validation of an adolescent reading comprehension program*. Report presented at the Institute of Education Sciences (IES) Research Conference, Washington, D.C.

- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2007). *Which reading component skills are most predictive of reading comprehension with adolescent readers?* Paper presented at the 34th International Reading Association Regional Conference, Overland Park, KS.
- Hock, M. F., & Brasseur, I. F. (2007). *The nature of struggling urban adolescent readers: An intervention response.* Paper presented at the Council for Exceptional Children, Louisville, KY.
- Hock, M. F., & Brasseur, I. F. (2006). *A descriptive study of reading component skills of 350 urban adolescent struggling readers.* Report presented at the Institute of Education Sciences (IES) Research Conference, Washington, D.C.
- Brasseur, I. F. (2004). *Changing currents: Navigating the educational waters.* Keynote speech presented at the Virginia Department of Education Strategic Institute, Harrisonburg, VA.
- Brasseur, I. F. (2004). *Working together: Collaboration 101.* Workshop presented at the Strategic Institute Virginia Department of Education, Harrisonburg, VA.
- Brasseur, I. F., Ehren, B. J., & Fritschmann, N. (2004). *Meeting the needs of adolescents with skill deficiencies and language problems as part of the adolescent content literacy continuum.* Paper presented at the annual Council for Exceptional Children Conference, New Orleans, LA.
- Brasseur, I. F. (2003). *Interactive hypermedia program for teaching word identification skills to students with disabilities.* Paper presented at the annual Council for Exceptional Children Conference, Seattle, WA.

RECENT PROFESSIONAL DEVELOPMENT/CONSULTATION:

- Brasseur-Hock, I. F., & Hock, M. F. (2009-2012). *Fusion reading program.* Professional development workshops and on-site coaching support for special educators and instructional coaches. Dubuque Public School District and the State of Iowa.
- Brasseur, I. F. (2007-2010). *Arkansas adolescent literacy intervention initiative: Learning strategies track.* Professional development workshops and on-site coaching support for literacy specialist, special educators, and speech-language pathologists. University of Central Arkansas, Conway.
- Hock, M. F., & Brasseur, I. F. (2007). *Establishment of the fusion reading program in all district middle schools, grades 6, 7, & 8.* The Alameda Unified School District, Alameda, CA.
- Hock, M. F., & Brasseur, I. F. (2007). *Establishment of the fusion reading program in four high schools, grades 9-12 and their middle schools, grades 6-8.* The Palm Beach County School District, Palm Beach, FL.
- Hock, M. F., & Brasseur, I. F. (2007). *Establishment of after school strategic tutoring centers for the San Diego School District.* The San Diego Office of Education, San Diego, CA.

PROFESSIONAL AFFILIATIONS:

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