

**BIOGRAPHICAL SKETCH**

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NAME: Ann Glang

eRA COMMONS USER NAME (credential, e.g., agency login): aglang

POSITION TITLE: Research Scientist

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
University of California, Berkeley	BS	1977	Social Welfare, French
University of Oregon	MS	1983	Special Education
University of Oregon	PhD	1987	Special Education

**A. Personal Statement**

I am a special education researcher with expertise in the design, evaluation, implementation and dissemination of educational interventions for children and youth with brain injuries. My recent work has centered on developing and evaluating educational modules delivered via video and animation for educators and parents.

**B. Work Experience, Professional Memberships, and Honors**

2023-	Research Professor, Center on Brain Injury Research and Training, University of Oregon
2013-22	Director, Research Professor, Center on Brain Injury Research and Training, University of Oregon
2011-12	Science Director, Oregon Center for Applied Science, Eugene, OR
2006-	Co-Director, Research Professor, Center on Brain Injury Research and Training, Teaching Research Institute, Western Oregon University, Eugene, OR
1996-	Research Scientist, Oregon Center for Applied Science, Eugene, OR
1993-06	Associate Research Professor, Teaching Research, Western Oregon University, Eugene, OR
1991-93	Adjunct Research Scientist, Oregon Research Institute, Eugene, OR
1987-91	Research Associate, Oregon Research Institute, Eugene, OR
1987-90	Research Associate, University of Oregon, Eugene, OR

**Honors and Awards**

2020	University of Oregon Outstanding Research Award
2018	Honorary Professor, Queen's University, Belfast, Northern Ireland
2011	Research Award, North American Brain Injury Society

**C. Contributions to Education Research*****National Reports***

Centers for Disease Control and Prevention. (2018). Report to Congress: The Management of Traumatic Brain Injury in Children, National Center for Injury Prevention and Control; Division of Unintentional Injury Prevention. Atlanta, GA. By Juliet Haarbauer-Krupa, Ann Glang, Brad Kurowski, & Matt Breiding.

Ontario Neurotrauma Foundation (ONF) (2018-19). Member of working group to refine the ONF Pediatric Concussion Guidelines.

### **Books**

Glang, A., Singer, G.H.S., & Todis, B. (Eds.) (1997). *Children with Acquired Brain Injury: The School's Response*. Baltimore: Paul H. Brookes.

Singer, G.H.S., Glang, A., & Williams, J. (Eds.) (1996). *Families and Children with Acquired Brain Injury: Challenge and Adaptation*. Baltimore: Paul H. Brookes.

### **Book Chapters** (past 10 years)

Glang, A., McCart., Ettel., & Davies, S. (2021). Educational Issues and Return to School, in *Brain Injury Medicine: Principles and Practice* (3rd Edition), edited by Zasler et al., Demos Medical Publishing.

Rode, C., McCart, M., & Glang, A. (2018). School based interventions. In B. Slomine & G. Locascio (Eds). *Cognitive rehabilitation in pediatric neurological disorders*. Cambridge, UK; Cambridge University Press.

Wade, S. & Glang, A. (2018). Psychosocial interventions for children/working with schools and families. In B. Wilson, J. Winegardner., C. van Heugten and T. Ownsworth (Eds). *Neuropsychological rehabilitation: The international handbook*. Hove, UK: Routledge (Taylor & Francis).

### **Peer-Reviewed Journal Articles**

Kunze, M., Gomez, D., Glenn, E., Todis, B., Riddle, I., Karns, K. Glang, A., McIntyre, L.L. (2023) Parenting young children with developmental disabilities: Exploring mothers' experiences during the COVID-19 pandemic. *Journal of Childhood, Education, & Society*, 4(2), 156-175.

McCart, M., Unruh, D., Gomez, D., Anderson, D., Gioia, G., Davies, S. C., ... & Glang, A. (2023). Using guided credible history interviews to establish special education eligibility for students with traumatic brain injury. *NeuroRehabilitation*, (Preprint), 1-8.

McCart, M., Todis, B., Gomez, D., & Glang, A. (2023). School experiences following traumatic brain injury: A longitudinal qualitative study. *NeuroRehabilitation*, (Preprint), 1-9.

Gomez, D., Glang, A., Krupa, J. et al., (2023). Stakeholder perspectives on navigating the pediatric concussion experience: Exploring the needs for improved communication across the care continuum. *Neurorehabilitation*. DOI:10.3233/NRE-220220

Avery, A., Takagi-Stewart, J, Qiu, Q., Philipson, E., Moore, M., Kroshus, E., Weiner, B., Graves, J., Glang, A., Jinguji, T, Coppel, D., Sidhu, M., Vavilala, M. (2023). Effect of RISE bundle implementation on school adoption of a student-centered return-to-learn program in Washington state. *NeuroRehabilitation*. doi: 10.3233/NRE-220200

Karns C.M., Wade S.L., Slocumb J., Keating T., Gau J., Slomine B., Suskauer S.J., & Glang, A. (2023). Traumatic brain injury positive strategies for families: A preliminary randomized-trial of an online parent-training program. *Archives Physical Medicine and Rehabilitation*, 104(7), 1026-1034. <https://doi.org/10.1016/j.apmr.2023.03.013>

McCart, M., Glang, A., Kelley, K., Minor, D., Hitchcock, W., Miles, L., Schwebel, D. (2023). Pilot evaluation of a virtual training program for child injury prevention. *Journal of School Health*. <https://doi.org/10.1093/her/cyad013>

Haarbauer-Krupa, J.; Thigpen, S.; Glang, A.; Eagan-Johnson, B; McAvoy, K.; Brunken, C.; Chininis, M.; Kurowski, B.; Suskauer, S.; Crowley, M.; Denslow, P. (2023). Return to school after Traumatic Brain Injury: Description of implementation settings. *Journal of Head Trauma Rehabilitation*. DOI: 10.1097/htr.0000000000000859

Unruh, D. Gomez, D., Slocumb, J., McCart, M., Davies, S., Harbaar-Krupa, J., Glang, A. (2022). Stakeholder experiences of students with traumatic brain injury: The effects of COVID-19 Pandemic and service delivery. *Journal of School Health*. DOI: 10.1111/josh.13280

Kroshus, E., Chrisman, S.P.D, Glang, A., Hunt, T., Hays, R., Lowry, S., Peterson, A., Garrett, K., Ramshaw, D., Hafferty, K., Kinney, E., Manzueta, M., Steiner, M., Bollinger, B., Chiampas, G.,

- Rivara, F. (2022). Concussion education for youth athletes using PreGame Safety Huddles: a cluster-randomised controlled trial. *Inj Prev* 2022;0:1–7. doi:10.1136/ip-2022-044665.
- Karns, C.M., Todis, B., Glenn, E., Glang, A., Wade, S. L., Riddle, I., & McIntyre, L. L. (2022). Seeking Out social learning: Online self-education in parents of children with Intellectual and Developmental Disabilities. *Intellectual and Developmental Disabilities*, 60(4), 303-315.
- Gomez, D., Kunze, M., Glenn, E., Todis, B., Kelley, K., Karns, C., Glang, A., McIntyre, L. (2021). Professionals' Perspectives on Service Delivery: The Impact of COVID-19 on Early Childhood Special Education Providers. *Topics in Early Childhood Special Education*. DOI: 10.1177/02711214211073964
- Chrisman, S., Gomez, D. Kroshus, E., Garrette, K, Vegamayer, C., Ramshaw, D., & Glang, A. (2021). Developing a conceptual model of coach concussion communication by adapting the Theory of Planned Behavior and the Social Ecological Model. *Journal of American College Health*. DOI: 10.1080/07448481.2021.1944166
- Chrisman, S., Kroshus, E., Garrett, K., Gau, J., Harmon, K., Ramshaw, D., Glang A. (2021) Effectiveness of an Education Platform (GoHuddle ) for Increasing Likelihood of Coach Concussion Communication with Athletes. *Journal of Neurotrauma* 38(22).
- Anderson, D., Gau, J. M., Beck, L., Unruh, D., Gioia, G., McCart, M., Davies, S. C., Slocumb, J., Gomez, D., & Glang, A. E. (2021). Management of return to school following brain injury: An evaluation model. *International Journal of Educational Research*, 108, 101773.
- Conrick, K., Moore, M., Abbotts, L., Widdice, L., Hoag, S., Kroshus, E., Philipson, E., Jinguji, T., Weiner, B., Glang, A., Rivara, F., Chrisman, S., Dickason, C., Vavilala, M. (2020). Community-Engaged Approach to the Development and Implementation of a Student-Centered Return to Learn Care Plan After Concussion. *Journal of School Health*, 90, 11, 842-848.
- Lundine, J, Todis, B., Gau, J., McCart, M, Wade, S., Yeates, K.O., Glang, A. (2020). Return to school following TBI: Educational services received one year after injury. *Journal of Head Trauma Rehabilitation*, 36(2), E89-E96. doi: 10.1097/HTR.0000000000000591
- McCart, M., Glang, A., Slocumb, J. Gau, J. Beck, L. & Gomez, D. (2020). A quasi-experimental study examining the effects of online traumatic brain injury professional development on educator knowledge, application, and efficacy in a practitioner setting. *Disability and Rehabilitation*. 42 (17), 2430-2436.
- McCart, M., Karns, C., Ramirez, M., Dawson, M., Glang, A. (2020). Returning to school after a concussion. *Frontiers for Young Minds*. <https://kids.frontiersin.org/article/10.3389/frym.2020.00020>
- Powell, L.E., Gomez, D., Gau, J., Glang, A, Perez, A., Slocumb, J., Beck., L., and Dawson, M. (2019). A survey of the training experiences and needs of paraprofessionals serving adults with brain injury. *Brain Injury*, 34(2), 281-289.
- Nagele, D. A., Hooper, S. R., Hildebrant, K., McCart, M., Dettmer, J. & Glang, A. (2019). Under-identification of students with long term disability from moderate to severe TBI. *Physical Disabilities: Education and Related Services*. 38(1), 10-25.
- Glang A., McCart, M., Slocumb, J., Gau, J., Davies, S., Gomez, D. & Beck, L. (2019). Preliminary efficacy of online TBI professional development for educators: an exploratory randomized, clinical trial. *Journal of Head Trauma and Rehabilitation*, 34(2):65-76.
- Glang, A., Todis, B., Ettel, D., Wade, S.L. & Yeates, K.O. (2018). Results from a randomized trial evaluating a hospital–school transition support model for students hospitalized with traumatic brain injury. *Brain Injury*, 32:5, 608-616.
- DePompei, R & Glang, A. (2018). Have we made progress with educational services for students with TBI? *NeuroRehabilitation*, 42, 3, 255-257.
- Kahn, L., Linden, M., McKinlay, A. Gomez, D. & Glang, A. (2018). An international perspective on educators' perceptions of children with traumatic brain injury. *NeuroRehabilitation*, 42, 3, 299-309.
- Todis, B., Glang A., & McCart, M. (2018). Hospital to school transition following Traumatic Brain Injury: A qualitative longitudinal study. *NeuroRehabilitation*, 42, 3, 269-276.
- Linden, M., Glang, A., & McKinlay, A. (2018). A systematic review and meta-analysis of educational interventions for children and adolescents with acquired brain injury. *NeuroRehabilitation*, 42, 3, 311-

- Glang, A. (2018). Are concussion laws making youth athletes safer? [Invited Editorial]. *Journal of Adolescent Health, 62*, 3, 249-250.
- Glang, A. E., McCart, M., Moore, C. L., & Davies, S. (2018) School Psychologists' Knowledge and Self-Efficacy in Working with Students with TBI. *Exceptionality Education International, 27*, 94-109. Retrieved from <https://ir.lib.uwo.ca/eei/vol27/iss2/5>
- Powell, L.E., Wild, M.R., Glang, A., Ibarra, S., Gau, J.M., Perez, A., Albin, R.W., O-Neil-Pirozzi, T.M., Wade, S.L., Keating, T., Saraceno, C., & Slocumb, J. (2017). The development and evaluation of a web-based program to support problem solving skills following brain Injury, Disability and Rehabilitation: Assistive Technology. <http://dx.doi.org/10.1080/17483107.2017.1389999>
- Ettel, D., Glang, A., Todis, B., & Davies, S. (2016). Traumatic brain injury: Persistent misconceptions and knowledge gaps among educators. *Exceptionality Education International, 26* (1), 1–18
- Gioia, G., Glang, A., Hooper, S., Eagan Brown, B. (2015). Building statewide infrastructure for the academic support of students with mild traumatic brain injury. *Journal of Head Trauma Rehabilitation*. doi: 10.1097/HTR.0000000000000205
- Powell, L. E., Glang, A., Pinkelman, S., Albin, R., Harwick, R., Ettel, D., et al. (2015). Systematic instruction of assistive technology for cognition (ATC) in an employment setting following acquired brain injury: A single case, experimental study. *NeuroRehabilitation, 37*(3), 437-447.
- Glang, A., Ettel, D., Todis, D., Gordon, W., Oswald, J., Vaughn S., Connors, S., & Brown, M. (2015). Services and supports for students with TBI: Survey of state education agencies. *Exceptionality, 23*:211–224.
- Glang, A., Koester, M., Chesnutt, J., Gioia, G., McAvoy, K., Marshall, S., Gau, J. (2015). The effectiveness of a web-based resource in improving post-concussion management in high schools. *Journal of Adolescent Health, 56*, (1), 91–97.
- Dettmer, J., Ettel, D., Glang, A. & McAvoy, K. (2014). Building statewide infrastructure for effective educational services for students with TBI: Promising practices and recommendations. *Journal of Head Trauma Rehabilitation, 29*(3), 224-232.
- Swartz, L., Glang, A., Schwebel, D., Wolfe, G., Gau, J. & Schroeder, S. (2013). Keeping Baby Safe: A randomized trial of a parent training program for infant and toddler motor vehicle injury prevention. *Accident Analysis & Prevention, 60*, (35–41).
- Davies, S., Fox, E., Glang, A., Ettel, D. & Thomas, C. (2013). Traumatic Brain Injury and Teacher Training: A Gap in Educator Preparation. *Physical Disabilities: Education and Related Services, XXXII*, I, 55-65.
- McLaughlin, K., Glang, A., Vondy Beaver, S., Gau, J., & Keen, S. (2013). Web-based Training in Family Advocacy. *Journal of Head Trauma Rehabilitation, 25* (8), 341-348.
- Ehlhardt Powell, L., Glang, A., Ettel, D., Todis, B., Sohlberg, M. M., & Albin, R. (2012). Systematic instruction for individuals with acquired brain injury: Results of a randomized controlled trial. *Neuropsychological Rehabilitation, 22*(1), 85–112.
- Todis, B. Glang, A., Bullis, M., Ettel, D., & Hood, D. (2011). Longitudinal Investigation of the Post-High School Transition Experiences of Adolescents with Traumatic Brain Injury. *Journal of Head Trauma Rehabilitation, 26*(2), 138-149.
- Glang, A., Todis, B., Sublette, P., Brown, B.E., & Vaccaro, M. (2010). Professional development in TBI for educators: The importance of context. *Journal of Head Trauma Rehabilitation, 25*(6), 426-432.
- Glang, A. Koester, M., Vondy Beaver, S., Clay, J & McLaughlin, K. (2010). Online training in sports concussion for youth sports coaches. *International Journal of Sports Science and Coaching, (5)*1, 1-11.
- McLaughlin, K., & Glang, A. (2009). The Effectiveness of a Bicycle Safety Program for Improving Safety-Related Knowledge and Behavior in Young Elementary Students. *Journal of Pediatric Psychology, 34*(5), 495-510.
- Glang, A., Todis, B., Thomas, C., Hood, D., Bedell, G., & Cockrell, J. (2008). Return to school following childhood TBI: Who gets services? *NeuroRehabilitation, 23*(6), 477-486.
- Glang, A., Ylvisaker, M., Stein, M., Ehlhardt, L., Todis, B., & Tyler, J. (2008). Validated instructional

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- Todis, B., & Glang, A. (2008). Redefining success: Results of a qualitative study of post-secondary transition outcomes for youth with traumatic brain injury. *Journal of Head Trauma Rehabilitation*, 23(4), 252-263.
- Glang, A., McLaughlin, K., & Schroeder, S. (2007). Using interactive multimedia to teach parent advocacy skills: An exploratory study. *Journal of Head Trauma Rehabilitation*, 22(3), 198-205.
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- Ehlhardt, L., Sohlberg, M.M., Glang, A., & Albin, R. (2005). TEACH-M: A pilot study evaluating an instructional sequence for persons with impaired memory and executive functions. *Brain Injury*, 19(8), 569-583.
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- Ylvisaker M, Todis B, Glang A, Urbanczyk B, Franklin C, DePompei R, Feeney T, Maxwell NM, Pearson S, Tyler JS. Educating students with TBI: themes and recommendations. *J Head Trauma Rehabil*. 2001 Feb;16(1):76-93. Review. PubMed PMID: 11277852.
- Sohlberg, Todis, & Glang (1998). SCEMA: A team based approach to serving secondary students with executive dysfunction following brain injury. *Aphasiology*, 12(12), 1047-1092.
- Sohlberg, M., Mateer, C., Penkman, L., Glang, A., & Todis, B. (1998). Awareness intervention: Who needs it? *Journal of Head Trauma Rehabilitation*, 13(5), 62-78.
- Sohlberg, Glang, & Todis (1998). Improvement during baseline: Three case studies encouraging collaborative research when evaluating caregiver training. *Brain Injury*, 12 (4), 333-346.
- Glang, A., Todis, B., Cooley, E., Wells, J., & Voss, J. (1997). Building social networks for children and adolescents with ABI: A school-based intervention. *Journal of Head Trauma Rehabilitation*, 12(2), 32-47.
- Glang, A., Gersten, R., & Morvant, M. (1994). Examining the consultation process: A case study. *Learning Disabilities Research & Practice*, 9(4), 225-233.
- Glang, A., Singer, G., Cooley, E., & Tish, N. (1992). Tailoring Direct Instruction techniques for use with elementary students with brain injury. *Journal of Head Trauma Rehabilitation*, 7(4), 93-108.
- Glang, A., Gersten, R. & Singer, G. (1990). Using computer assisted video instruction to train rehabilitation paraprofessionals. *Journal of Special Education Technology*, 10(3), 137-146.
- Singer, G.H.S., Glang, A., Nixon, C., Cooley, E., Kerns, K., Williams, D. & Powers, L. (1994). A comparison of two psychosocial interventions for parents of children with acquired brain injury: An exploratory study. *Journal of Head Trauma Rehabilitation*, 9(4), 38-49.
- Glang, A., Gersten, R., & Singer, G. (1990). Computer-assisted video instruction in training paraprofessionals to teach brain-damaged clients. *Journal of Special Education Technology*, 10(3), 137-146.
- Kurlychek, R. and Glang, A. (1985). The use of an information letter to increase compliance and motivation in the neuropsychological evaluation of the elderly. *Clinical Gerontologist*, 3(3), 40-41.

### ***Selected Presentations***

- Glang, A. (2016). Childhood brain injury: Advancing best practices. Invited plenary speaker. Eleventh World Congress on Brain Injury. The Hague, Netherlands.
- Glang, A. & Todis, B. (2015). Not the life I signed up for. Invited speaker. American Congress of Rehabilitation Medicine. Dallas, TX.

Glang, A. (2015). Using interactive media to teach parent advocacy skills. Invited speaker. First International Pediatric Brain Injury Society Conference. Liverpool, England.

## **D. Research Support**

### **Funded Research (2015 – 2023)**

- 2019-23 Principal Investigator. Cooperative Agreement # 1 U01CE003163-01-00. *Evaluation of Return to School Programs for Traumatic Brain Injury*. Centers for Disease Control and Prevention.
- 2019-22 Co-Investigator. Grant # 90IFRE0033-01-00. Project B-JUST: *Brain Injury & Juvenile Services Training: Empirically Defining Training Needs and Competencies for Juvenile Services Personnel for Young Offenders with TBI*. National Institute on Disability, Independent Living and Rehabilitation Research.
- 2019-22 Co-Investigator. Grant# R49CE003087. *Injury Health-related Equity Across the Lifespan (iHeal)*. Sub-award with University of Washington, Centers for Disease Control and Prevention.
- 2019-21 Co-Investigator. Grant# R44CE002936. OnTRACK: Mobile Application for Pediatric Post-TBI Patient Management. Subaward with Creare, LLC, National Institutes of Health.
- 2018-23 Co-Principal Investigator. Grant # 90DPHF0003, *Enhancing Parenting Skills: Application of a Web-Based Three-Tiered Model*. National Institute on Disability, Independent Living and Rehabilitation Research.
- 2018-20 Co-investigator, *Pac-12 Student-Athlete Project on Developing Coach Education about Concussion*. The Pac-12 Student-Athlete Health and Well-Being Grant Program.
- 2018-20 Co-investigator, *Strengthening Concussion Education by Engaging Medical Staff: Continued Program Development and Evaluation*. The Pac-12 Student-Athlete Health and Well-Being Grant Program.
- 2017-20 Co-investigator, *One Team: Changing the Culture of Youth Sport*. National Center for Injury Prevention, Centers for Disease Control.
- 2016-19 Co-Principal Investigator, Grant #2R44HD059255-02A1, *Brain Injury Support and Strategies for Families Impacted by Childhood TBI*. National Institute of Child Health and Human Development.
- 2014-17 Principal Investigator, Grant #H133G140059, *In the Classroom: Supporting Students with TBI*, National Institute on Disability and Rehabilitation Research.