

**Dr. Melissa A. McCart**  
Center on Brain Injury Research & Training  
Department of Psychology  
University of Oregon

Guided by a background in special education and school administration, my research interests are focused on the development and implementation of effective training/intervention programs designed to help educators be successful in working with students with brain injuries. My background thus includes a range of activities related to program evaluation, policy change, and professional development.

**EDUCATION**

Ed.D. UNIVERSITY OF OREGON, Department of Educational Methodology, Policy and Leadership, Eugene, Oregon (2015)  
Major: Educational Methodology, Policy, and Leadership

Doctoral Dissertation: *Grant proposal: In the Classroom: Training teachers to support students with brain injuries* (Committee: Drs. Robert Horner, Keith Hollenbeck, and Charles Martinez)

M.S. UNIVERSITY OF OREGON, Department of Special Education and Clinical Sciences, Eugene, Oregon (2001) (No. 3 ranked program in the nation.)  
Major: Special Education/Exceptional Learner

Master's Thesis: *Training Staff to Improve the Facilitation of Individualized Education Plan Meetings* (Advisor/Chair: Dr. George Sugai)

B.S. NATIONAL UNIVERSITY, College of Letters and Sciences  
La Jolla, California (1997)  
Major: Liberal Arts

**CERTIFICATION AND LICENSURES**

Professional Administrator License, State of Oregon, #10503082

**PROFESSIONAL EXPERIENCE**

2023-Present *Director, Center for Brain Injury Research and Training, Department of Psychology, University of Oregon, Eugene, OR*

2022-2023 *Co-Director, Center for Brain Injury Research and Training, Department of Psychology, University of Oregon, Eugene, OR*

2021-Present *Assistant Research Professor, Center for Brain Injury Research and Training, Department of Psychology, University of Oregon, Eugene, OR*

- 2019-Present *Senior Adjunct Doctoral Dissertation Chair, College of Doctoral Studies, Grand Canyon University, Phoenix, AZ.*
- 2019-Present *Dissertation Chair, Walden University, Riley College of Education and Leadership, Minneapolis, MN.*
- 2011-Present *Director, Oregon State Department of Education Traumatic Brain Injury Teams; Project Coordinator, Center for Brain Injury Research and Training, University of Oregon, Eugene, OR*
- 2005-2011 *Vice-Principal - O'Hara Catholic School, Eugene, OR*
- 2004-2005 *Behavioral Consultant - Lane Education Service District, Eugene, OR*
- 1999- 2004 *Special Education Teacher - Awbrey Park Elementary, Eugene 4j School District*
- 1997-1999 *Mentor Teacher - Advocate Schools, Joshua Tree, CA*

**GRANT AND CONTRACT FUNDING (\$2.54 mil awarded/managed)**

- 2022-27 *Director, Alaska Department of Justice/Educational Programs, Department of Human Services and Mental Health Trust. Agreement #: 0622-059. Funding Amount: \$581,726*
- 2022-24 *Director, Washington Education Programs, Washington State Department of Social and Health Services. Agreement #: 2265-39746. Funding Amount: \$495,000.*
- 2021-24 *Director, Return to School Project. Washington State Department of Social and Health Services. Agreement #: 2165-96892. Amount: \$450,000.*
- 2021-23 *Principal Investigator, Understanding the Experience of People with TBI in Washington. Washington State Department of Social and Health Services. Agreement #: 1000LC-65. Funding Amount: \$467,000*
- 2020-Present *Co-Principal Investigator, School Concussion Management Accreditation Program—Translation Research Award #6598. University of Oregon, Office of the Vice President for Research and Innovation. Award Amount: \$55,800*
- 2011-25 *Director, Oregon State TBI Teams Coordinator, Grant # 240XO, Oregon TBI Educational Consulting TEAMS, Oregon Department of Education. Funding Amount (2019-21 Biennium): \$485,384 (2 year project period).*

### ***Prior Funding***

- 2020-2022     *Director*, Building Capacity: Free Brain Injury Conference. Washington State Department of Social and Health Services. Agreement #30170. Funding Amount: \$155,000
- 2020-2022     *Director*, Safe Kids Virtual Academies. Washington State Department of Social and Health Services. Agreement #2165-13788. Funding Amount: \$324,000
- 2020-21        *Co-Director*, Development of a School-Wide Concussion Management Accreditation Program. University of Oregon. Funding Amount: \$15,378.
- 2018-21        *Co-Director*, Return-to-School Work Group, Oregon's TBI State Partnership Mentorship Grant, Administration for Community Living. Funded as part of the larger funding amount: \$900,000.

### ***Submitted Grant Applications***

- 2023            *Principal Investigator*, Validation of the the Rapid Alaska Brain Injury Tool. Alaska Mental Health Trust. Funding Amount: \$92,471
- 2022            *Investigator*, In The Classroom: Supporting Young Children with TBI. NIDDLR Foundation, CO-Primary Investigator. Funding Amount Requested: \$600,000.
- 2022            *Director*, Project Family Supports. Washington State Department of Social and Health Services. Funding Amount: \$107,000

### ***Unfunded Applications***

- 2022            *Co-Investigator*, Project *B-JUST: Brain Injury & JUvenile Services Training*. National Institutes of Health. Requested Amount: \$600,000 (submission unfunded).
- 2020            *Co-Investigator*, Brain Injury Education Support and Training. Institute of Education Sciences: Research in Special Education. Award Amount: \$2,000,000 (submission unfunded).
- 2018            *Co-Investigator*, Examining an Interdisciplinary Team-Based Concussion Management Model. University of Oregon Interagency Grant. Award Amount: \$14,979 (submission unfunded).
- 2017            *Co-Director*, Virtual Concussion Clinic. Community Health Excellence. Pacific Source. Award Amount: \$44,133 (submission unfunded).

## **SCHOLARSHIP**

### ***Book Chapters***

Glang, A., **McCart, M.**, & Davies, S. (2020). Educational issues and school reentry for students with traumatic brain injury. In N.D. Zasler, D.I., Katz, & R.D. Zafonte (Eds.), *Brain injury medicine: Principles and practice* (Vol. 3). Demose Medical Publishing.

Rode, C., **McCart, M.**, & Glang, A. (2018). School based interventions. In B. Slomine & G. Locascio (Eds.), *Cognitive rehabilitation in pediatric neurological disorders* (pp. 169-184). Cambridge University Press.

### ***Articles Submitted for Review***

Reyna, K., **McCart, M.**, Powell, L., Fowler, R., Herth, K., & Glang, A. Value of the traumatic brain injury family support program for caregivers of law enforcement officers, fire fighters, and veterans with TBI. *Journal of Loss and Trauma*.

### ***Invited Guest Editor***

**McCart, M.**, Davies, S. (Eds.). (2023). Themed issue: Pediatric educational re-entry after TBI [Special issue]. *Journal of Neurorehabilitation*, 54(4).  
<https://www.medtextpublications.com/journal-of-neurorehabilitation-home.php>

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

**McCart, M.**, Todis, B., Gomez, D., & Glang, A., (2023). Return to school following brain injury: A longitudinal qualitative study. *Journal of Neurorehabilitation*.

**McCart, M.**, Unruh, D., Gomez, D., Anderson, D., Gioia, G., Davies, S., Haarbauer-Krupa, J., Womack, L., Thigpen, S., Brown, L., & Glang, A., (2023). Using guided credible history interviews to establish special education eligibility for students with traumatic brain injury. *Journal of Neurorehabilitation*.

**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>

Unruh, D., Gomez, D., Slocumb, J., **McCart, M.**, Davies, S., Haarbauer-Krupa, J., & Glang, A. (2023). Stakeholder Perspectives on the school experiences of students with traumatic brain injury: The effects of COVID-19 Pandemic on service delivery. *Journal of School Health*. <http://doi.org/10.1111/josh.13280>

Vanderlind, W.M., Demers, L.A., Engelson, G., Fowler, R.C., & **McCart, M.** (2022). Back to school: Academic functioning and educational needs among youth with acquired brain injury. *Children*, 9. <https://doi.org/10.3390/xxxxx>

- 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*.
- Lundine, J., Todis, B., Gau, J., **McCart, M.**, Wade, S., Yeates, K., & Glang, A. (2020). Returning to school following TBI: Educational services received one year after injury. *Journal of Disability and Rehabilitation*, 36(2). doi: 10.1097/HTR.0000000000000591
- McAvoy, K., Egan-Johnson, B., Dymacek, R., Hooper, S., **McCart, M.**, & Tyler, J. (2020). Establishing consensus for essential elements in returning to learn following a concussion. *Journal of School Health*, 90(11), 849-858.
- McCart, M.**, Karns, C., Ramirez, M., Dawson, M., & Glang, A. (2020). Returning to school after a concussion. *Frontiers for Young Minds*, 8(20).  
<https://kids.frontiersin.org/article/10.3389/frym.2020.00020>.
- Wright, J., Solberg, M., Watson-Stites, R., & **McCart, M.** (2020). Identification of key therapy ingredients SLPs need to know to help students with persistent cognitive effects return to learn after concussion: A retrospective case series analysis. *Topics in Language Disorders*, 40(1), 6-35. doi:0.1097/TLD.0000000000000198
- Nagle, D.A., Hooper, S.R., Hildebrant, K., **McCart, M.**, & Glang, A. (2019). Under-identification of students with long term disability from moderate to severe TBI: Analysis of causes and potential remedies. *Physical Disabilities: Education Related Services*, 38(1), 10-25. doi.org/10.14434/pders.v38i1.26850
- Dowler, D., Laidler, M., van Hof, S., **McCart, M.**, Chestnut, J., Johnson, S., & Glang, A. (2019, July). Implementation of Max's law in Oregon high schools: Results from a survey with high school athletic directors. *Oregon Health Authority*.
- McCart, M.**, Glang, A., Slocumb, J., Gau, J., Beck, L., & Gomez, D. (2019). 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*. doi: 10.1080/09638288.2019.1578423
- 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 control trial. *Journal of Head Trauma and Rehabilitation*, 34(2), 77-86. doi: 10.1097/HTR.0000000000000447
- Nagle, D.A., **McCart, M.**, & Hooper, S.R. (2018). A call for implementing preferred practices for brain injury screening in youth to improve transition. *NeuroRehabilitation*, 42(3), 289-298.

- Todis, B., **McCart, M.**, & Glang, A. (2018). Hospital to school transition following traumatic brain injury: A qualitative longitudinal study. *NeuroRehabilitation*, 42(3), 269-276.
- Glang, A., **McCart, M.**, Moore, C., & Davies, S. (2017). School psychologists' knowledge and self-efficacy in working with students with TBI. *Exceptionality Education International*, 27(2), 94-109. <https://ir.lib.uwo.ca/eei/>.
- Thompson, L., Lyons, H., **McCart, M.**, Herring, S., Rivara, F., & Vavila, M. (2016). Variations in state laws governing school reintegration following concussion. *Pediatrics*, 138(6), e201622151. doi: 10.1542/peds.2016-2151
- Ettel, D., **McCart, M.**, & Glang, A. (2014). *Textbook review*. Retrieved from [http://media.cbirt.org/uploads/files/textbook\\_review.pdf](http://media.cbirt.org/uploads/files/textbook_review.pdf).

### **MONOGRAPHS AND TECHNICAL REPORTS/MANUALS**

- **McCart, M.**, Brown, L., & Bowers, B. (2020). *Oregon technical assistance manual for TBI credible history*. [https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms\\_BestPractice/Documents/TBI%20Technical%20Assistant%20Manual.docx](https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Documents/TBI%20Technical%20Assistant%20Manual.docx).
- Dowler, D., Laidler, M., van Hof, S., **McCart, M.**, Chestnut, J., Johnson, S., & Glang, A. (2019, July). Implementation of Max's law in Oregon high schools: Results from a survey with high school athletic directors. *Oregon Health Authority*. [https://www.oregon.gov/oha/ph/PREVENTIONWELLNESS/SAFELIVING/KEEPINGCHILDRENSAFE/Documents/le2955\\_maxs\\_law\\_imp\\_eval\\_final.pdf](https://www.oregon.gov/oha/ph/PREVENTIONWELLNESS/SAFELIVING/KEEPINGCHILDRENSAFE/Documents/le2955_maxs_law_imp_eval_final.pdf)
- Gottesman, R., Lawson, C., Luiten, K., **McCart, M.**, & Villalobos, B. (2003). *Creating Bridges*, Eugene 4j school-district training on inclusion.

### **LEGISLATIVE WORK**

- *Oregon Return to School House Bill 4140*  
Participated in the legislative process and crafting of legislative language that resulted in the passage of House Bill 4140. Requires Department of Education to develop form for public education programs to use when student has been diagnosed with concussion or other brain injury.
- *Revisions to Oregon Administrative Rule 581-015-2700(10)*  
Initiated the development, design, language and process of the revision of Oregon Administrative Rule 581-015-2700(10) that resulted in an alternative credible history option for eligibility for special education under the category of TBI when a medical statement cannot be obtained.
- *Legislation requiring medical coding of brain injury regardless of billing*. – In progress for the 2022 legislative session.

## EXPERT TESTIMONY

- *Helping Oregon Kids Return to School After Head Injuries*. Testimony by **McCart, M.**, & Koester, M. (2017) to Oregon Senate Interim Committee on Education <https://olis.leg.state.or.us/liz/2020R1/Measures/Exhibits/HB4140>
- *Return to School Following Brain Injury*. Testimony by **McCart, M.** (2020) to Oregon Senate Interim Committee on Education <https://olis.leg.state.or.us/liz/2020R1/Measures/Exhibits/HB4140>

## MEDIA/INTERVIEWS

- *First responders and brain injury*. Interview by Jen Perigrino with Melissa McCart and John Richards. *Newsmax* (February 15, 2021). <https://www.youtube.com/watch?v=xXNwi4ky-2I>
- *Staff can ease return to school for students with TBI*. Interview by Cara Nissman with Melissa McCart and Heather Hotchkiss. *SpecialEd connection* (August 12, 2021). LRP Publications. <https://www.specialedconnection.com/LrpSecStoryTool/login.jsp>
- *Guidelines for students with TBI*. Interview by Cara Nissman with Melissa McCart and Heather Hotchkiss. *SpecialEdConnection* (August 12, 2021). LRP Publications. <https://www.specialedconnection.com/LrpSecStoryTool/login.jsp>
- *Concussions: Focus on training, response to address student safety*. Interviewed for Special Education Connection. (October 14, 2019)
- *Grant could make UO concussion program a national model*. Interviewed for *Around the O* article. (November 19, 2019)
- *Curious: Teaching Students Following a Concussion*. Interviewed for Jefferson Exchange Radio. (June 7<sup>th</sup>, 2019). [https://www.ijpr.org/post/curious-teaching-students-following-concussion?fbclid=IwAR3tbkvLtw9xABAc7WpN2OjXHVxoCl42sNz\\_b1APsxcdMIF436EjCoQ0yzI#stream/0](https://www.ijpr.org/post/curious-teaching-students-following-concussion?fbclid=IwAR3tbkvLtw9xABAc7WpN2OjXHVxoCl42sNz_b1APsxcdMIF436EjCoQ0yzI#stream/0)
- *Research Helps Kids Get Their Lives Back After Concussion*. Interviewed for MedicalExpress.com article. (June 3<sup>rd</sup>, 2019). <https://medicalxpress.com/news/2019-06-kids-concussion.html?fbclid=IwAR3Qct8qWniK7VHF168N9n9xkYWndhsOi-4oA512Fh2Oa2PKrsd-NteFWeI>
- *Schools Struggle with Concussion “Return to Learn” Strategies*. Interviewed for Hillsboro Tribune article (January 14, 2019). <https://pamplinmedia.com/ht/117-hillsboro-tribune-news/416498-318649-schools-struggle-with-concussion-return-to-learn-strategies>

- UOEXCEL: College of Education. Promotional Video (2016). <https://vimeo.com/180812217>
- *Checking the Blind Spot*. Interviewed for Portland Tribune article (July 26, 2018). <http://www.portlandtribune.com/pt/9-news/401847-296625-checking-the-blind-spot-pwoff>
- *Challenges Associated with Return to School After Traumatic Brain Injury*. Inside View (August 2023) Issue: 32.3. <https://viewer.joomag.com/inside-view-323-2023/0299812001690216382?short&>

## **CONFERENCE PRESENTATIONS/WORKSHOPS AND WEBINARS**

### **2023**

Safekids Washington Results of a Study on online Delivery of Instruction. SafeKids Worldwide. Washington D.C. July 24, 2023.

*Establishing Concussion Management Teams*. Convergence: California Speech/Language Specialists Conference. Anaheim, CA, April 31, 2023.

*Return to School, Center for Disease Control Study: Preliminary Results*. The Center Foundation: Ahead of the Game Concussion Conference. Bend, OR, April 14, 2023.

*Alaska's Juvenile Justice Brain Injury Screener*. Reducing Recidivism & Re-entry Conference. Anchorage, AK, February 7, 2023.

*Introducing Alaska's Brain Injury Support System*. People, Purpose, and Passion: Pathways to Success. Anchorage, AK, February 4, 2023.

### **2022**

Mark Ylvasaker Memorial Invited Speaker. Supporting Students with Brain Injury in Schools: Community Collaboration. American Congress of Rehabilitative Medicine. Chicago, IL. November 10, 2022.

Return to School Following Brain Injury Symposium. International Pediatric Brain Injury Society. New York, NY. September 21, 2022.

*A Plan For Successful Return to School*. Alaska School Nurses Online Conference. August 16<sup>th</sup>, 2022.

*Return to School*. Alaska School Health, Echo Online Webinar, August 12<sup>th</sup>, 2022.

*Return to School Following Brain Injury: Promising Practices and Current Research*. United States Brain Injury Alliance Online Webinar. August 10<sup>th</sup>, 2022.



*Return to School Following Brain Injury: Promising Practices and Current Research.* U.S. Brain Injury Alliance Online Open Conference, August.

*What Works: Supporting Kids with TBI.* Iowa Brain Injury Alliance Online Open Conference, March.

## 2021

*Critical Issues in Youth* (Keynote Speaker for Return to School track). 32<sup>nd</sup> Annual Brain Injury Alliance of Utah Conference, Salt Lake City, November.

*TBI Team New Member Online Training*, Center for Brain Injury Research and Training, University of Oregon, November.

*TBI 101 (online)*. Arc of Lane County, Oregon. September.

*Return to School Webinar*. American Congress of Rehabilitation Medicine. August.

*Return to School Online Conference*, Center for Brain Injury Research and Training, University of Oregon, May.

## 2020

*Return to School: Best Practices for the Classroom.* Family and Professionals Virtual Conference on Brain Injury. Utah Brain Injury Alliance. October.

*Best Practice for School Success.* Virtual Series. Roseburg Public Library. October.

*All About Brain Injuries (Webinar Series).* Summer Academy to Inspire Learning (SAIL), University of Oregon, Eugene, OR, July.

*Return to Learn: Oregon Legal Updates.* The Center Foundation: Ahead of the Game Concussion Conference, Bend, OR. April.

*Maximizing Functional Outcomes for Individuals with Traumatic Brain Injuries.* American Speech-Language-Hearing Association 2020 Online Conference. Online. March 2020.

*Pediatric Acquired Brain Injury: Contemporary Advances Enhancing Clinical Care, Community Integration and Lifelong Living.* National American Brain Injury Society. New Orleans, LA, February.

*Navigating Return to School.* Providence Hospital Traumatic Brain Injury Conference. Portland, OR, February.

*Supporting a Successful Return to School.* Oregon Health and Science University Annual Brain Injury Conference. Portland, OR, January.

## 2019

*Changing the Game: Oregon's Credible History Process.* National Association of State Head Injury Administrators: Giving States a Voice, Kansas City, MO, September.

*Supporting Success in School for Students with TBI.* Concussion Collaborate Seminar, Slocum Medical Center, Eugene, OR, June.

*Exploring the School Rehabilitation Interface: Managing Effective Communication Between School and Rehabilitation Professionals.* Webinar. International Pediatric Rehabilitation Collaborative. October.

*Concussion Care Update Understanding 504s and IEPs for Medical Professionals.* Concussion Conference. Slocum Orthopedic Center. Eugene, OR, June.

*Solution Based Approaches to Training Professionals Working with Children and Supporting Successful Return to School After TBI (Invited Faculty/Co-Facilitator).* International Brain Injury Association's 13<sup>th</sup> World Congress on Brain Injury. Toronto, Canada, March.

*Statewide Acquired Brain Injury School Reintegration, Consultation, and Training Programs - Decades of Experience: A Review of Three U.S. State Programs.* International Brain Injury Association's 13<sup>th</sup> World Congress on Brain Injury. Toronto, Canada, March.

*Scaling Up: Oregon's Credible History for TBI Eligibility for Educators on TBI.* Jobs Alike Webinar Presentation Conducted at the University of Oregon, Online. May.

## 2018

*Academic and Behavioral Supports for Students with TBI.* Therapy in Educational Settings Conference, Eugene, OR, January.

*Emotional Support for Children with TBI.* Youth In Transition Conference, Eugene, OR, January.

*How Parents Can Work With Schools.* Brain Injury Association of Oregon, Portland, OR, February.

*Resources to Support Students with TBI.* Lane County Educational Service District, Eugene, OR, March.

*Scaling Up: Online Training for Educators on TBI.* Federal Interagency on Pediatric Brain Injury Conference. Washington, DC, June.

*State of Schools: Strengths and Weaknesses.* International Pediatric Brain Injury Society Pre-Conference: Successful Education Following Childhood TBI. Queen's University,

Belfast, Northern Ireland, UK, October.

*Traumatic Brain Injury in Oregon.* Brain Injury Alliance of Oregon Conference, Portland, OR, March.

*Traumatic Brain Injury in Special Education.* Northwest Regional Educational Service District, Special Education Directors' Meeting, Hillsboro, OR. January and May.

*Traumatic Brain Injury in Special Education.* Lane County Special Education Directors' Meeting, Eugene, OR. September.

## 2017

*Best Practices for Assisting Students with Disabilities During Transition.* Building Bridges: Oregon Statewide Transition Conference, Portland, OR, February.

*Concussion in the Classroom: Supporting Students with TBI.* National Association of State Head Injury Administrators: Giving States a Voice, Phoenix, AZ, September.

*Supporting Success in School for Students with TBI.* Concussion Collaborate Seminar, Slocum Medical Center, Eugene, OR, March.

*Traumatic Brain Injury in Special Education.* Medford School District, Special Education Directors' Meeting, Hillsboro, OR, March.

*Return to Learn: Promoting Success at School.* The Center Foundation: Ahead of the Game Concussion Conference, Bend, OR, April.

*Return to Learn for Students with Concussion.* Coos Bay Teacher In-Service Training, Coos Bay, OR. April.

*Concussion Care Update Understanding School Supports:* Concussion Conference. Slocum Orthopedic Center. Eugene, OR, June.

## 2016

*Emotional Effects of TBI on Children and Families.* Therapy in Educational Settings Conference, Eugene, OR, January.

*TBI and School Related Challenges.* Brain Injury Alliance of Oregon Conference, Portland, OR, February.

*Return to Learn for Students with TBI.* UOEXCEL Professional Development Seminar Series, Portland, OR, March.

*Supporting Students with TBI.* Salem School District In-Service Training, Salem, OR, March.

*TBI Training for Staff and Parents.* Coos Bay School District, Coos Bay, OR, April.

*How to Mimic the State of Oregon's TBI Team Model.* Brain Injury Regional School Support Team Educator Training, Nebraska Department of Education, Lincoln, NE, April.

*Return-to-Play Policies.* Eugene 4j School District Administration. Administrator Training, Eugene, OR, August

## 2015

*Best Practice in TBI.* Minnesota Council for Exceptional Children Conference, Minneapolis, MN, February.

*Eligibility and Access to Services for Children with TBI.* Oregon School Psychologists Association, Eugene, OR, September.

*Hospital to School Transitions for Brain Injury.* National Association of State Head Injury Administrators Conference, Denver, CO. September.

*Supporting Students with Brain Injury,* Springfield High School, Springfield, OR. October.

*The Impact of Concussion on Student Athletes, Collaborating for Student Success After Traumatic Brain Injury,* Pacific University, Portland, OR. November.

*Return to Learn.* Pediatric Traumatic Brain Injury Conference, Seattle Children's Hospital, Seattle, WA. November.

*Concussion Care Update How the Medical Community Can Support Schools: Concussion Conference.* Slocum Orthopedic Center. Eugene, OR, June.

*Springfield High School Staff Training on TBI.* Springfield, OR, August.

## 2014

*Assessment for TBI.* Oregon Speech and Hearing Association Conference, Eugene, OR. September.

*Emotional Impact of TBI.* Youth in Transition Program, Hood River, OR. November.

*In the Classroom: Supporting Students with Concussion.* Ohio Center for Autism and Low Incidence, Columbus, OH. October.

*Supports for Students with Concussion Returning to School.* Pediatric Nurses' Conference, Doernbecher Children's Hospital, Portland, OR, November.

*Traumatic Brain Injury Supports for Parents.* Brain Injury Association of Oregon, Portland, OR, February.

*Establishing Concussion Management Teams,* Pendleton School District, Pendleton, OR, May.

### **2013**

*Working Effectively with Children with TBI.* Pacific University Summer Conference, Eugene, OR, July.

*Accommodations for Success.* Pacific University Summer Conference, Eugene, OR, July.

*Youth Sports and Concussion.* Clatskanie High School Parent Night, Clatskanie, OR, August.

*Dealing with Grief and TBI.* Youth in Transition Conference, Hood River, OR, October.

*Emotional Effects of TBI on Children, Youth, and Families.* Ohio Center for Autism and Low Incidence, Columbus, OH, October.

### **2012**

*Accommodations for Children with TBI.* Pacific University Summer Conference, Eugene, OR, July.

*Concussion Management in Schools.* Slocum High School Summit for Athletic Trainers, Eugene, OR, August.

*Effective Instructional Strategies for Students With TBI.* Ohio Center for Autism and Low Incidence Disability Conference, Columbus OH, October.

*TBI Teams Consulting Model.* Ohio Center for Autism and Low Incidence Disability Conference, Columbus OH, October.

*Returning to Learn After a Brain Injury.* Oregon Confederation of School Administrators, Eugene, OR, October.

*Strategies for Effective Instruction.* Oregon TBI Teams, Bend, OR, November.

*TBI Services and Processes.* State of Nebraska Department of Education, Kearney, NE, November.

### **2003**

*Creating Bridges: Staff Working Together to Meet the Needs of All Students in the Regular Education Setting.* Presentation at the Council for Exceptional Children Conference, Seattle, WA.

### **POSTER PRESENTATIONS**

**McCart, M.** (2019) *Scaling Up: Online Training For Educators on TBI.* International Brain Injury Association's 13<sup>th</sup> World Congress on Brain Injury. Toronto, Canada.

**McCart, M.** (2011) *Integrated Technology: Increased Use of Technology as a Tool to Meet Instructional Standards.* Continuing Administrative Licensure Program, University of Oregon. Archived Retrieval: <http://hdl.handle.net/1794/11115>

### **INVITED GUEST LECTURES**

Portland State University, College of Education. Special Education Course: *Low-Incidence Disabilities*, Dr. Fullerton, December 2015, 2018

Springfield High School Health Class, Springfield, OR, *The Brain and Concussion.* 2015-2018

University of Oregon, College of Education. Speech and Language Program Course: *Low-Incidence Disabilities*, Dr. Solberg, March 2018, 2019, 2020

University of Oregon, College of Education. Special Education Course: *Low-Incidence Disabilities*, Dr. Rowe, January 2016, 2018

### **COURSE DEVELOPMENT AND PRODUCT CREATION**

*In the Classroom After Concussion: College. What College Faculty Need to Know About Brain Injury.* A 1-module, online course that provides information about the academic impacts of concussion in college students, what academic and environmental accommodations can help, and the role college faculty play in supporting college students with brain injury. <https://learn.cbirt.org/barin/users/login.php>

*In the Classroom After Concussion: Best Practices for Student Success.* In the Classroom after Concussion is an 8-module, online course that provides helpful information, practical strategies and resources for educators working with students with brain injury. The course is designed for: classroom teachers, special educators, school psychologists, counselors, therapists, administrators, and others supporting students with brain injury. <https://learn.cbirt.org/barin/users/login.php>

*Return to Play: Oregon Concussion Education.* Web-based training tool to provide an educational program aimed at informing medical professionals, educators and others about current state laws and practice guidelines. The goal is to promote more uniform concussion awareness and management in schools and medical practices.

[https://rise.articulate.com/share/91l0O9DKK-1kQpQLCqNYF3hPr56EjCYb#/lessons/iiMFbnh9I1\\_wkq\\_H7gFq2yTTUVffj5Ny](https://rise.articulate.com/share/91l0O9DKK-1kQpQLCqNYF3hPr56EjCYb#/lessons/iiMFbnh9I1_wkq_H7gFq2yTTUVffj5Ny)

*Traumatic Brain Injury Can be an Invisible Injury That Often Goes Undiagnosed.* (Informational Video).

[https://www.youtube.com/watch?v=j01jHW8crqc&t=12s&index=10&list=PLvCw1\\_ITZn5lNnoc9i650GN1u4MJH2ay2](https://www.youtube.com/watch?v=j01jHW8crqc&t=12s&index=10&list=PLvCw1_ITZn5lNnoc9i650GN1u4MJH2ay2)

## **CONFERENCE DEVELOPMENT, PLANNING, ORGANIZATION ACTIVITIES**

*Safe Kids: The Road to the Snowlympics Online Conference* (Department of Transition and Vocational Rehabilitation, State of Washington), 2022.

*Building Capacity: Free Brain Injury Online Conference Series* (Department of Transition and Vocational Rehabilitation, State of Washington), 2022.

- Transition and Vocational Rehabilitation Service
- Supporting Communities and Improving Systems: Intersectionality/ies and Traumatic Brain Injury
- Informed Practices in Corrections and Adjudicated Youth
- Childhood Brain Injury: Best Practices in Return to School

*Building Capacity: Free Brain Injury Online Conference Series* (Department of Transition and Vocational Rehabilitation, State of Washington), 2021.

- Childhood Brain Injury: Best Practices in Return to School
- Understanding Current Policy, Legislation, and Advocacy Movements
- Coordinated Care
- Person Centered Approaches

*Research to Practice: Pediatric Childhood Brain Injury.* Center on Brain Injury Research and Training. University of Oregon, Eugene, OR, November, 2020

*International Pediatric Brain Injury Society Pre-Conference: Successful Education Following Childhood TBI.* Queen's University, Belfast, Northern Ireland, 2018

*The Center Foundation: Ahead of the Game Concussion Conference,* Bend, OR, 2016, 2020

*Low Incidence Disability Conference: Building on Ability.* Salem, OR, 2015-2019

*Concussion Care Update: Concussion Conference.* Slocum Orthopedic Center. Eugene, OR, 2015, 2017, 2019

## **PROFESSIONAL/INSTITUTIONAL SERVICE**

*Oregon State Youth TBI Prevention Project Advisory Board Member,* 2021-Present

*Psychology in Schools*- Manuscript Reviewer, 2022-Present

*NeuroRehabilitation*—Manuscript Reviewer, 2021-Present

*Developmental NeuroRehabilitation*--Manuscript Reviewer, 2020-Present

*Journal of Educational Research and Practice*--Manuscript Reviewer. 2020-Present

*Oregon Governor's Task Force on Traumatic Brain Injury*. Expert Consultant (re: Executive Order No. 13-02). July 2013-August 2016.

*Awbrey Park Elementary School Site Council Member* (1999-2004), Eugene 4J School District, Eugene, OR.

### **PROFESSIONAL AFFILIATIONS/MEMBERSHIPS**

American Congress of Rehabilitative Medicine (ACRM) (2021-Present)

- Pediatric task force

Oregon Department of Human Services, Aging People with Disabilities TBI Advisory Committee Member (2018- Present).

Oregon Department of Human Services, Aging People with Disabilities Brain Injury Expert Work Group Subcommittee Member (2018- Present).

TBI Consortium of Lane County, Comprehensive Rehabilitation Providers, Eugene, OR (2016 – Present).

Co-chair of State of Oregon's TBI Assessment and Eligibility Policy Development and State Regulation Reauthorization (2016-Present).

National Association of State Head Injury Administrators (NASHIA) (2019-Present).

National Collaborative on Children's Brain Injuries (NCCBI) (2013-Present)

- NCCBI Policy subcommittee member (2014-Present)
- NCCBI Return to Learn subcommittee member (2015-Present)
- NCCBI Community of Practice Chair (2015-Present), Facilitator of *Brain Injury in Youth: Supports for Success* website
- NCCBI TBI Common Data Elements subcommittee member (2018-Present)
- NCCBI Conference Planning and External Conference Interface subcommittee member (2018-Present)

Oregon Department of Education TBI Task Force Co-Facilitator (2017- Present).



State of Oregon Concussion Awareness and Management Program (OCAMP) Coordinating Member (2011-Present).

## **TEACHING AND ADVISING**

### **DISSERTATION COMMITTEE SERVICE**

- *Analysis of the Relationship between Instructional Leaders' Transformational Leadership, Teacher Motivation, and Student Achievement in the Area of Reading at the Elementary, Middle, and K-8 School Level* – Elizabeth Garcia, Ed.D. candidate, Grand Canyon University.
- *Descriptive Study on the Role of Shame Resiliency Theory to Manage Organizational Change*. Elisa Torres-Barton, Ed.D. candidate, Grand Canyon University.
- *Remote Online Traumatic Brain Injury Knowledge Intervention: Analyzing the Effects of the Family Web Program on Knowledge, Self-Efficacy, and Hope in Family Caregivers of Line of Duty Injured Law Enforcement Officers, Fire Fighters, and Veterans with Brain Injury to Inform Leadership Decisions*. - Patricia Kay Reyna, Ed.D., Grand Canyon University.
- *Ethical Perspectives of Providers on the Use of Medicinal Cannabis*. – Melissa Ellis Parrish, Doctoral candidate, Grand Canyon University.
- *Students with Disabilities and Successful School-Wide Positive Behavior Interventions* - Wynter Dean, Ed.D. candidate, Grand Canyon University.
- *A Multiple Regression Study of Concerns and Self-Efficacy Beliefs of K-12 Classroom Teachers in Teaching Students with Disabilities in Inclusive Classrooms* – Pankaj Khazanchi, Ed.D., Liberty University.
- *Word Reading Skills and Self-Efficacy for Elementary Students with Disabilities* - Jessica Maine, Ed.D.candidate, Walden University.
- *Collaborative Planning for the Secondary Co-Taught Inclusive Classroom* - Karen Spradlin, Ed.D. candidate, Walden University.
- *Post-Secondary Transition for Students with Disabilities* - Randa Sfeir, Ed.D. candidate, Walden University.
- *Effects of Restraint and Seclusion to Students in Special Education Programs* -Jona Masya, Ed.D. candidate, Walden University.
- *Inclusive Education: A Comparison of Special Education and Regular Education Teacher Perspectives in Middle School* – Bryan Callicutt, Ed.D., Liberty University, May, 2020.
- *A Comparison of the Effects of Two Curriculum Approaches for Elementary Early Literacy* – Christopher Pennington, Ed.D., Liberty University, May, 2020.

### **STUDENT SUPERVISION**

Meghan Ramirez, Department of Psychology, University of Oregon (McNair Scholar, graduated 2020 with honors. Currently a Ph.D. student at the University of Nebraska Medical Center).

Matt Dawson, Department of Psychology, University of Oregon (McNair Scholar, graduated 2020 with honors, degrees in psychology and biology).

Shanley Fisher, Department of Psychology, University of Oregon (currently enrolled pursuing a B.S. degree).  
Alexis White, School of Law, University of Oregon (M.S., 2014).

### **SERVICE TO THE FIELD**

#### **AWARDS / HONORS**

- 2021 *Nominated for William Ditto Award: Contributions to Policy and Law.* National Association of Head Injury Administrators.
- 2002 *Christine Anne Gillesse Award for Recognition of Outstanding Commitment to Children with Special Needs.* College of Education, University of Oregon, Eugene, OR