
BIOGRAPHICAL SKETCH

NAME Ann Glang	POSITION TITLE
eRA COMMONS USER NAME ANGLANG1	Research Scientist

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	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

B. I am a special education researcher with expertise in the design, implementation and evaluation of educational interventions for children, youth and adults. A significant component of my research has focused on developing interventions to support families in the management of pediatric brain injury using web and mobile delivery. Over the course of my career I have led a number of large scale evaluations

C. Positions and Honors.

Positions and Employment

2013- 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

2011 Research Award, North American Brain Injury Society

D. Contributions to Science

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

- Rode, C., McCart, M., & Glang, A. (2018). School based interventions. In B. Slomine & G. Locascio (EDF.), *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).
- Glang, A., Ettel, D., Todis, B., & Tyler, J (2012). Educational Issues and School Re-Entry for Students with TBI, in 2nd Edition of *Brain Injury Medicine: Principles and Practice*, edited by Zasler et al., Demos Medical Publishing.
- Glang, A. & Todis, B. (1997). Providing ongoing support to educators through team-based consultation. In Glang, A. Singer, G.H.S., & Todis (Eds.). *Children with Acquired Brain Injury: The School's Response*. Baltimore: Paul H. Brookes.
- Todis, B., Glang, A., & Fabry, M. (1997). Family, school, child: A qualitative study of the school experiences of students with ABI. In Glang, A. Singer, G.H.S., & Todis (Eds.). *Children with Acquired Brain Injury: The School's Response*. Baltimore: Paul H. Brookes.
- Cooley, E., Glang, A., & Voss, J. (1997). Making connections: Helping children with acquired brain injury build friendships. In Glang, A. Singer, G.H.S., & Todis (Eds.) *Children with Acquired Brain Injury: The School's Response*. Baltimore: Paul H. Brookes.
- Lucyshyn, J. Nixon, C., Glang, A. & Cooley, E. (1996). Comprehensive family support for behavior change in children with ABI. In Singer, G.H.S., Glang, A., & Williams, J.,(Eds.) *Families and Children with Acquired Brain Injury: Challenge and Adaptation*. Baltimore: Paul H. Brookes.
- Sowers, J.A., Glang, A., Voss, J., & Cooley, E.A. (1996). Enhancing friendships and leisure involvement of students with traumatic brain injuries and other disabilities, in Powers, L.E., Singer, G.H.S., & Sowers, J., (Eds.). *Building self-competence among children with disabilities*. Baltimore: Paul H. Brookes.
- Glang, A., Todis, B., Moore-Sohlberg, M., & Reed, P. (1996). Helping parents negotiate the school system, in G. Singer, A. Glang, and J. Williams (Eds.) *Families and Children with Acquired Brain Injury: Challenge and Adaptation*. Baltimore: Paul H. Brookes.

Peer-Reviewed Journal Articles

- 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.
- McCart, M., Glang, A., Slocumb, J. Gau, J. Beck, L. & Gomez, D. (in press). 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*.
- 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, 311-323.
- 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 practices: Application to students with TBI. *Journal of Head Trauma Rehabilitation*, 23(4), 243-251.
- 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.
- Ylvisaker, M., Adelson, P.D., Braga, L.W., Burnett, S.M., Glang, A., Feeney, T., et al. (2005). Rehabilitation and ongoing support after pediatric TBI: 20 years of progress. *Journal of Head Trauma Rehabilitation*, 20(1), 95-109.
- 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.
- Glang, A., Noell, J., Ary, D., & Swartz, L. (2005). Using interactive multimedia to teach pedestrian safety: An exploratory study. *American Journal of Health Behavior*, 29(5), 435-442.
- Glang, A., Tyler, J., Pearson, S., Todis, B., & Morvant, M. (2004). Improving educational services for students with TBI through statewide resource teams. *NeuroRehabilitation*, 19(3), 219-231.
- Sohlberg, M.M., McLaughlin, K.A., Todis, T., Larsen, J., & Glang, A. (2001). What does it take to collaborate with families affected by brain injury? A preliminary model. *Journal of Head Trauma Rehabilitation*, 16(5): 498-511.
- 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.

Training and Curriculum Materials

- Glang, A. (2012) *Brain 101: The Concussion Playbook*. Schoolwide Concussion Management. <http://brain101.orcasinc.com/>
- Glang, A., McLaughlin, K., & Swartz, L. (2006). *Walk Smart: A safety program for Children Grades K-3* (CD ROM). Eugene, OR: Health Comm Interactive. Mobile app available at Android and iTunes stores.
- Glang, A., McLaughlin, K., & Swartz, L. (2006). *Bike Smart: A safety program for Children Grades K-3* (CD ROM). Eugene, OR: Health Comm Interactive. Mobile app available at Android and iTunes stores.
- McLaughlin K. & Glang, A. (2010). *Brain Injury Partners: Advocacy Skills for Families*. <http://adult.braininjurypartners.com/>
- Hood, D., Glang, A., & Morvant, M (1999). *Family Advocacy Skills Training*. TBI Technical Assistance Center.
- Todis, B., Glang, A. & Sohlberg, M. (1999). *Making the IEP process work: for students with brain injuries*. Wake Forest, NC: L & A Publishing/Training.
- Glang, A., Sohlberg, M., Todis, B. (1999). *Compensatory Systems for students with brain injuries*. Wake Forest, NC: L & A Publishing/Training.
- Sohlberg, M., Todis, B., Glang, A., & Lash, M. (1999). *Brain Injury: Causes and consequences for students*. Wake Forest, NC: L & A Publishing/Training.
- Voss, J., Cooley, E., Glang, A., Todis, B., Lash, M. (1999). *Building Friendships: When students have special needs*. Wake Forest, NC: L & A Publishing/Training.
- Sohlberg, M., Todis, B., Glang, A. (1999). *Changes in Self Awareness: Among students with brain injuries*. Wake Forest, NC: L & A Publishing/Training.
- Noell, J. & Glang, A. (Producers/Authors) (1987) *Basic skills in teaching*. Eugene, OR: Association for Direct Instruction.

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

Currently Funded Research

- 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.
- 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.
- 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.
- 2017-20 Co-investigator, *One Team: Changing the Culture of Youth Sport*. National Center for Injury Prevention, Centers for Disease Control.
- 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.

Completed Research Support (past 10 years)

- 2014-17 Principal Investigator, Grant #H133G140059, *In the Classroom: Supporting Students with TBI*, National Institute on Disability and Rehabilitation Research.
- 2011-14 Project Director, Grant # 8700, *Oregon TBI Educational Consulting TEAMS*, Oregon Department of Education.
- 2011-14 Co-Investigator, Grant # H133G110126, *Defining Success: Development of a Web-based Tool to Improve Transition Outcomes for Students with Traumatic Brain Injury*. National Institute on Disability and Rehabilitation Research.
- 2010-14 Principal Investigator, Grant # H133G100153, *Development of a Web-based Tool for Families Impacted by the Cognitive, Behavioral, and Social Challenges of TBI*. National Institute on Disability and Rehabilitation Research.
- 2009-14 Site Project Director, Grant #H133B090010, *Rehabilitation Research and Training Center on Interventions for Children and Youth with TBI*, National Institute on Disability and Rehabilitation Research.
- 2006-14 Principal Investigator, Grant # H21MC06769-01-00, *Access to Services for Oregonians with TBI*. Maternal and Child Health Bureau/Oregon Department of Education.
- 2006-13 Principal Investigator, Grant # H133A060075. *TBI Transition System (T-BITS): Systematic Hospital-to-School Transition for Students with Traumatic Brain Injury*. National Institute on Disability and Rehabilitation Research.
- 2009-12 Principal Investigator, Grant # HD056610, *Interactive Training in Sports Concussion Prevention and Management* [<http://brain101.orcasinc.com/>]. National Institute of Child Health and Human Development.
- 2009-12 Principal Investigator, Grant # H133G090227, *The TATE Project: Training Assistive Technology in the Environment*. National Institute on Disability and Rehabilitation Research.
- 2010-12 Principal Investigator, Grant # HD057672, *Interactive Training in Pedestrian and Bike Safety Grades 4-8* [mobile apps: *Bike Smart* and *Walk Smart*]. National Institute of Child Health and Human Development.