

Ann Glang, PhD Biographical Sketch

INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of California, Berkeley, CA	B.S.	1977	Social Welfare & French
University of Oregon, Eugene, OR	M.S.	1983	Special Education
University of Oregon, Eugene, OR	Ph.D.	1987	Special Education

A. Positions and Honors.

Positions and Employment

- 1987-90 Research Associate, University of Oregon, Eugene, OR
- 1987-91 Research Associate, Oregon Research Institute, Eugene, OR
- 1991-93 Adjunct Research Scientist, Oregon Research Institute, Eugene, OR
- 1993-06 Associate Research Professor, Teaching Research, Western Oregon University, Eugene, OR
- 2006- Senior Fellow, Research Professor, Teaching Research Institute, Western Oregon University, Eugene, OR
- 1996- Research Scientist, Oregon Center for Applied Science, Eugene, OR

B. Peer-Reviewed Publications (in Chronological Order).

- Glang, A., Singer, G., Cooley, E., & Tish, N. (1991). Direct instruction: Applications with students with brain injury. Association for Direct Instruction News, 11(1), 23-28.
- 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.
- Zoref, L., Glang, A., & Hall, T. (1993). Developing a volunteer reading program in your school: Strategies, successes, and challenges. The Oregon Conference Monograph, 5, 15-21.
- Glang, A., Gersten, R., & Morvant, M. (1994). Examining the consultation process: A case study. Learning Disabilities Research & Practice, 9(4), 225-233.
- Singer, G., Glang, A., Nixon, C., Cooley, E., Kerns, K., Williams, D., et al. (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., Todis, B., Sohlberg, M.M., & Reed, P. (1996). Helping parents negotiate the school system. In G. H. S. Singer, A. Glang, & J. Williams (Eds.), Families and Children with Acquired Brain Injury: Challenge and Adaptation. Baltimore, MD: Paul H. Brookes.
- Singer, G.H.S., Glang, A., & Williams, J. (Eds.). (1996). Families and Children with Acquired Brain Injury: Challenge and Adaptation. Baltimore, MD: 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 L. E. Powers, G. H. S. Singer, & J. Sowers (Eds.), Building Self-Competence Among Children with Disabilities. Baltimore, MD: Paul H. Brookes.
- Zoref, L., Glang, A., & Hall, T. (1996). Using a volunteer reading program: What constitutes success? The Oregon Conference Monograph, 8, 67-77.
- Cooley, E., Glang, A., & Voss, J. (1997). Making connections: Helping children with acquired brain injury build friendships. In A. Glang, G. H. S. Singer, & B. Todis (Eds.), Children with Acquired Brain Injury: The School's Response. Baltimore, MD: Paul H. Brookes.
- Glang, A., Singer, G.H.S., & Todis, B. (Eds.). (1997). Children with Acquired Brain Injury: The School's Response. Baltimore, MD: Paul H. Brookes.
- Glang, A., & Todis, B. (1997). Providing ongoing support to educators through team-based consultation. In A. Glang, G. H. S. Singer, & B. Todis (Eds.), Children with Acquired Brain Injury: The School's Response. Baltimore, MD: Paul H. Brookes.
- 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.
- Todis, B., Glang, A., & Fabry, M. (1997). Family, school, child: A qualitative study of the school

- experiences for students with ABI. In A. Glang, G. H. S. Singer, & B. Todis (Eds.), Children with Acquired Brain Injury: The School's Response. Baltimore, MD: Paul H. Brookes.
- Sohlberg, M., Glang, A., & Todis, B. (1998). Improvement during baseline: Three case studies encouraging collaborative research when evaluating caregiver training. Brain Injury, 12(4), 333-346.
- 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, M., Todis, B., & Glang, A. (1998). SCEMA: A team-based approach to serving secondary students with executive dysfunction following brain injury. Aphasiology, 12(12), 1047-1092.
- Glang, A., Robinson, L., & Todis, B. (1999). Collaboration between parents and educators: Partners or adversaries? Brain Injury Source, 3(3), 10-13.
- Todis, B., & Glang, A. (1999). School experiences of students with acquired brain injury: What happens after transition? American Speech-Language-Hearing Association Division 2 (Neurophysiology and Neurogenic Speech and Language Disorders) Newsletter, 9(5), 3-8.
- Sohlberg, M., McLaughlin, K., Todis, B., 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), 498-509.
- Ylvisaker, M., Todis, B., Glang, A., Urbanczyk, B., Franklin, C., DePompei, R., et al. (2001). Educating students with TBI: Themes and recommendations. Journal of Head Trauma Rehabilitation, 16(1), 76-3.
- 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.
- 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.
- 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.
- Glang, A., Dise-Lewis, J., Tyler, J., & Denslow, P. (2006). Identification and Appropriate Service Delivery for Children who have TBI; Abstracts from the 2nd Federal Interagency Conference on Traumatic Brain Injury. Journal of Head Trauma Rehabilitation, 21(5), 408-436
- Todis, B., Glang, A., Bullis, M., & Andrews, J. (2006). Longitudinal Investigation of the Post-School transition Experiences of Adolescents with TBI. Abstracts from the 2nd Federal Interagency Conference on Traumatic Brain Injury. Journal of Head Trauma Rehabilitation, 21(5), 408-436
- 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.
- 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., 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.
- Glang, A., Todis, B., Thomas, C., Hood, D., Bedell, G., & Cockrell, J. (2008). Return to School Following Childhood TBI: Who Gets Services? In press, Journal of NeuroRehabilitation.

Video and Curriculum Materials

- Noell, J., & Glang, A. (Producers/Authors). (1987). Basic Skills in Teaching: Lesson 1-Pacing and Signaling; Lesson 2-Motivation; Lesson 3-Corrections [videotapes]. Eugene, OR: Association for Direct Instruction.
- Glang, A., Sohlberg, M.M., & Todis, B. (1999). Compensatory Systems for Students with Brain Injuries. Wake Forest, NC: L & A Publishing/Training.
- Sohlberg, M.M., Todis, B., & Glang, A. (1999). Changes in Self Awareness Among Students with Brain Injuries. Wake Forest, NC: L & A Publishing/Training.

- Sohlberg, M.M., Todis, B., Glang, A., & Lash, M. (1999). Brain Injury: Causes and Consequences for Students. Wake Forest, NC: L & A Publishing/Training.
- Todis, B., Sohlberg, M.M., & Glang, A. (1999). Making the IEP Process Work for Students with Brain Injury. Wake Forest, NC: L & A Publishing/Training.
- Voss, J., Stevens, T., Glang, A., & Cooley, E. (1999). Building Friendships: Facilitating Social Integration of Students with TBI. (Video/manual). Wolfboro, NH: Lash & Associates.

Selected Presentations

- Glang, A., Cooley, E., & Kurlychek, R. (1992, February). Tailoring Direct Instruction Techniques for use with Students with Brain Injury. Presented at annual meeting of the Intl. Neuropsych. Society, San Diego, CA.
- Glang, A. (1993, March). Effective Instructional Interventions for Students with Traumatic Brain Injury. Invited speaker, Pediatric Brain Injury: Looking ahead to Adolescence and Beyond, Vancouver, BC.
- Glang, A., & Kerns, K. (1996, April). Intervention Strategies for School-age Children with Cognitive Deficits. Invited Speaker, Nelson Butters West Coast Neuropsychology Conference, San Diego, CA.
- Glang, A., Todis, B., & Tyler, J. (1997, November). Long Term Perspectives on Pediatric Traumatic Brain Injury. Brain Injury Association, Philadelphia, PA.
- Glang, A. (1999, December). Developing Educational Support Teams: Building Capacity to Serve Students with TBI. TBI in the 21st century: Learning from models of research and service delivery, Bethesda, MD.
- Glang, A., Tyler, J., Allen, B., & Wong, C. (2000, April). What's Different?: Educating Students with Traumatic Brain Injury. Council for Exceptional Children, Vancouver, BC.
- Glang, A., DePompei, R., & Tyler, J. (2005). Service Delivery for Children who have TBI. Webcast, TBI Technical Assistance Center. Invited speaker.
- Glang, A., Savage, R., & Burns, P. (2006). Promoting Effective Communication and Collaboration Between Families and Schools. Invited speaker. Brain Injury Association of America Caregivers' Conference, Washington, DC.
- Glang, A. (2006). Hospital-School Transition and Educational Interventions. Invited presenter and discussion leader, Moody Foundation-Galveston Brain Injury Conference. Galveston, TX. Galveston, TX.
- Glang, A. (2007). Validated Instructional Practices: What Works for Students with TBI? Invited presenter, Moody Foundation-Galveston Brain Injury Conference. Galveston, TX.
- Glang, A. (2008). Myths-Understandings: Are States Meeting the Needs of Children with TBI? Invited presenter, Federal TBI Grantee meeting, Health Resources and Service Administration. Bethesda, MD.

C. Research Support.

Ongoing Research Support

- 2004-09 Co-Investigator, Grant # H324C040148, Longitudinal Investigation of School Outcomes for Children and Youth with TBI, Office of Special Education Programs. Project to study school outcomes for children with traumatic brain injury.
- 2006-09 Principal Investigator, Grant # H21MC06769-01-00, Access to Services for Oregonians with TBI: A regional Collaborative Team Approach, Oregon Department of Education. Development and evaluation of model to train regional cadres of adult service providers in traumatic brain injury to improve service delivery.
- 2006-11 Project Director, 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. Development and evaluation of an intervention to improve transition from hospital-school, including formative evaluation, pilot test, and multi-site random control trial.
- 2005-07 Principal Investigator, Grant # R44 HD042892, Training Parents to Advocate for

Students with TBI, National Institute of Child Health and Human Development. This program will build upon the Phase I program which developed a multimedia CD-ROM for parents of students with TBI. It focused on effective communication skills. The Phase II research will expand the content, adding three additional advocacy skills and five essential information modules.

- 2007-09 Principal Investigator, Grant # R44 HD046257, Advocacy Skills Training for Families Impacted by TBI, National Institute of Child Health and Human Development. Project to produce an interactive multimedia CD-ROM for families affected by TBI, focusing on effective communication skills used to advocate for services to address social behavior in adults with TBI.
- 2007-08 Principal Investigator, Grant # R43 HD056610, Interactive Training in Sports Concussion Prevention and Management, National Institute of Child Health and Human Development. The Phase I project will develop an Internet/intranet browser-based program for coaches of children ages 10-14 involved in community sports, covering content advocated by the CDC and American Academy of Neurology.

Completed Research Support (During the Last Three Years)

- 2001-04 Project Director, Grant # H324R010038, Outreach In-service Training in Traumatic Brain Injury: A Regional Team Approach, US Department of Education. This project provides training for interdisciplinary teams of educators in the effects of TBI and strategies for working with students in school settings.
- 2001-06 Co-Investigator, Grant # H324C010113, Identification and Provision of Services to Students with TBI in Public Schools, US Department of Education. This project tracks educational outcomes for students with brain injury to better understand how special education referral, identification and placement decisions affect success in school for these students.
- 2002-04 Principal Investigator, Grant # R43 HD42892, Training Parents to Advocate for Students with TBI, National Institute of Child Health and Human Development. Project to develop an interactive multimedia CD-ROM for parents of children with traumatic brain injury to train parents in critical advocacy skills used in obtaining appropriate educational services for their children.
- 2003-06 Principal Investigator, Grant # H324C980115, Resilience in Students with Traumatic Brain Injury: A Longitudinal Investigation, US Department of Education. This project will use quantitative and qualitative methodology to track post secondary outcomes for students with brain injury and identify factors that contribute to resilience in these individuals.
- 2003-06 Co-Investigator, Grant # R44 DA013358, Interactive Program for Effective Playground Supervision, National Institute on Drug Abuse. Project to develop video-based materials for elementary school faculty on using school-wide approach to positive and well-disciplined playground supervision.
- 2004-05 Co-Investigator, Grant # R43 HD046257, Advocacy Skills Training for Families Impacted by TBI, National Institute of Child Health and Human Development. Project to produce an interactive multimedia CD-ROM for families affected by TBI, focusing on effective communication skills used to advocate for services to address social behavior in adults with TBI.
- 2005-07 Co-Investigator, Grant # R44 HD042892, Training Parents to Advocate for Students with TBI, National Institute of Child Health and Human Development. This program will build upon the Phase I program which developed a multimedia CD-ROM for parents of students with TBI. It focused on effective communication skills. The Phase II research

will expand the content, adding three additional advocacy skills and five essential information modules.

Media Awards

Axiem Awards, Canyon City, SD

2002 Silver Award. StreetSmart [CD-ROM].

Communicator Awards, Arlington, TX

2001 Crystal Award of Excellence (1st place). BikeSmart [CD-ROM].

Telly Awards, Cincinnati, OH

2001 Bronze Award. Playground Supervision [CD-ROM].

2001 Bronze Award. StreetSmart [CD-ROM].