

TBI Tuesdays

Maximizing the Effectiveness of Advisory Boards Through Full Participation

April 6, 2021



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Community Living, Department of Health and Human
Services, Washington, D.C. 20201

Welcome to Today's TBI Tuesday Session



Thom Campbell

TBI Team Lead

Thom.Campbell@acl.hhs.gov





Webinar Logistics

- Participants will be in listen-only mode during the webinar. Please use the **chat** feature in Zoom to post questions and communicate with the hosts.
- During specific times in the webinar, we will have opportunity to **respond to questions** that have been entered into **chat**.



Feedback and Follow-Up

- After the webinar, you can send follow-up questions and feedback to tbitarc@hsri.org
(Please note: This email address will not be monitored during the webinar.)
- A recording, including a pdf version of the slides, will be available on the ACL website (acl.gov)

Who's Here?



“In what role(s) do you self-identify? Select all that apply.”

1. Person with a traumatic brain injury (TBI) or other disability
2. Family member or friend of a person with a TBI or other disability
3. Self-advocate / advocate
4. Peer-specialist / peer-mentor
5. Social worker, counselor, or care manager
6. Researcher / analyst
7. Service provider organization employee
8. Government employee (federal, state, tribal, or municipal)

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○ What we
will
cover

Part 1

Part 1

- Presentation from the Center for Independent Living
- Presentation on Workgroup Activities and Products
- Facilitated Discussion: TBI SPP Advisory Board Toolkit

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What we will cover

Part 2

Break

Part 2

- Discussion on the importance of having consumer-guided council practices and how to become ready to serve on a board

Representatives from the TBI Advisory & Leadership Group and the Self-Advocacy Resource & Technical Assistance Center

Wrap-Up

Meet Our Federal Speaker



Sean Barrett

Team Lead

Office of Independent
Living Programs,
Administration for
Community Living

Meet Our ACL State Speakers (slide 1 of 2)



**Ashley
Bridgman**

*Traumatic Brain Injury
Program Director*

Tennessee
Department of
Health



**Paula
Denslow**

*Brain Links Program
Director*

Tennessee
Disability Coalition



**Amanda
Acord-Vira**

Principal Investigator

WVU Centers for
Excellence in
Disabilities TBI
Service Program

Meet Our ACL State Speakers (slide 2 of 2)



Lucy Cordwell

Research Professional

University of Alaska
Anchorage, Center for
Human Development



Pam Bryan

Council Member

TN Traumatic Brain
Injury Advisory
Council



Rodney Smith

Board Member

WV Traumatic Brain
Injury Advisory
Board

Meet Our Other Speakers (slide 1 of 2)



Kelly Lang

*BI Survivor, Caregiver &
Former Board Member*

TBI Advisory Board
and Leadership
Group (TAL-Group)



Carole Starr

*TBI Survivor, Speaker,
Author, Advocate*

TAL-Group

Meet Our Other Speakers (slide 2 of 2)



Teresa Moore

Self-Advocacy Leader

Self Advocates Becoming Empowered (SABE) & the Self Advocacy Resource and Technical Assistance Center (SARTAC)



Martin Kerrigan

BI Survivor, Teacher, Board Member

TAL Group

The image features a blurred background of a museum or educational center. In the foreground, there is a detailed anatomical model of a human head and neck, showing the skull, brain, and various vessels and structures. The model is mounted on a stand. Overlaid on the right side of the image is the text 'CONSUMER ENGAGEMENT IN INDEPENDENT LIVING PROGRAMS' in a bold, white, sans-serif font. On the left side, there is a large, semi-circular graphic element consisting of overlapping light pink and white layers with a dark grey border.

CONSUMER ENGAGEMENT IN INDEPENDENT LIVING PROGRAMS



Office of Independent Living Programs

Rehabilitation Act of 1973, as amended



What Is Independent Living?

Philosophy

Culture

Federal Programs

Independent Living: A Culture

Shared identity shaped by:

- A common history of oppression;
- The lived commitment to advancing the human and civil rights of people with significant disabilities;
- The art, music, literature, and other expressions that individuals with significant disabilities create based on their lives and culture; and
- The pride, identity and purpose claimed by people with disabilities.*

*Adapted from Steve Brown, PhD, [What is Disability Culture?](#)
Institute on Disability Culture, 2001.

Independent Living: The Programs

- **Independent Living Services (ILS)**
Funding to States for the purpose of supporting and expanding the independent living network in a state (56 awards)
- **Centers for Independent Living (CILs)**
Funding to community-based organizations for the purpose of providing *independent living services* to individuals with significant disabilities (352 awards)
- **Training and Technical Assistance Centers**
Funding to provide training and technical assistance to CILs, State Independent Living Councils (SILCs) and other eligible entities (2 awards)
- **Section 21**
Funding to address traditionally underserved populations (3 awards)

IL Programs and Philosophy

Title VII of the Rehabilitation Act

Purpose:

...**To promote a philosophy of independent living,** including consumer control, peer support, self-help, self-determination, equal access, and individual and system advocacy, in order to **maximize the leadership, empowerment, independence, and productivity of individuals with disabilities,** and the **integration and full inclusion of individuals with disabilities into the mainstream of American society**

Independent Living Programs

Historical Milestones

- **1972** The Center for Independent Living (CIL) is founded in Berkeley, California
- **1973** The Rehabilitation Act passes
- **1978** Title VII of the Rehabilitation Act established federal funding for independent living
- **1979** First 10 states receive Title VII funding
- **1992** Rehab Act restructured: Creates CIL Program, SILCs established
- **2014** The Workforce Innovation and Opportunity Act (WIOA) enacted

Independent Living

The philosophy + the culture + the programs =
INDEPENDENT LIVING

Centers for Independent Living (CILs)

Consumer-controlled, community-based, cross-disability, nonresidential, private nonprofit agency for individuals with significant disabilities (regardless of age or income)

[45 CFR1329.4]

- Majority of Board must be persons with significant disabilities
- Majority of staff, and people in decision-making positions must be individuals with disabilities [Sec. 725]
- People with disabilities are always considered the primary person being served, not family members

Independent Living Core Services

CILs MUST provide:

“independent living core services”

- (A) information and referral services;
- (B) independent living skills training;
- (C) peer counseling (including cross-disability peer counseling);
- (D) individual and systems advocacy; **and**
- (E)** Services that facilitate the transition from institutions to community living, diversion from institutions to community living, and transition of youth from secondary education to post-secondary life

(The Rehab Act, as amended, §7(17))

The National Picture: Serving a Diverse Population

Who received services?

- 55% female
- 48% identifying as a minority
- 43% 25–59 years old
- 39% 60 years old or over

Leadership

Who leads these programs?

- 76% of board members and 64% of staff had a significant disability

Services and Goals (slide 1 of 2)

CILs work with each consumer to set independent living goals. Consumers often come to CILs looking for a specific service or services. CILs guide the discussion from the specific service(s) to what the consumer wants to accomplish by having that service. The consumer establishes a goal based on the discussion and the CIL and consumer determine the services that will help the consumer reach the goal(s).

Services and Goals (slide 2 of 2)

Services Provided:

- 837,623 Core Services provided
- 379,347 other services
- 72,708 goals met!

Resources

- CIL Annual Report:
acl.gov/sites/default/files/programs/2020-11/PY19CILReport508%20FINAL_0.pdf
- CIL page at ACL.gov:
acl.gov/programs/aging-and-disability-networks/centers-independent-living

QUESTIONS: CONSUMER ENGAGEMENT IN INDEPENDENT LIVING PROGRAMS



The image features a background of an anatomical model of a human head and neck, showing the skull, brain, and various vessels and nerves. The model is mounted on a stand. On the left side, there is a large, stylized graphic consisting of overlapping light blue and white curved shapes. Overlaid on the right side of the image is white text in a bold, sans-serif font. The text is arranged in two main sections: the top section reads 'ADVISORY BOARDS AND ENGAGING PERSONS WITH BRAIN INJURY WORKGROUP:' and the bottom section reads 'ACTIVITIES AND PRODUCTS'.

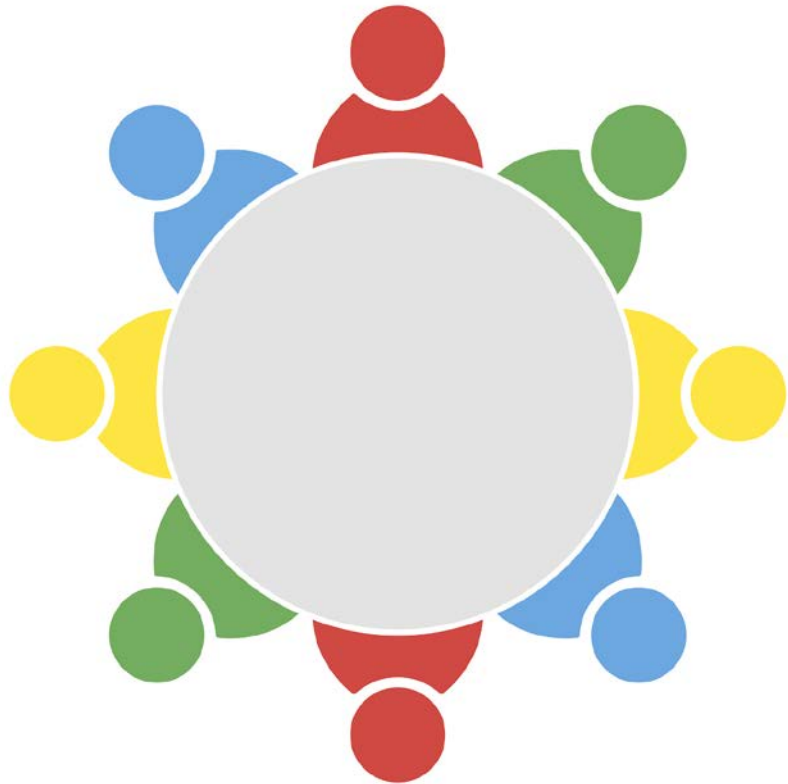
**ADVISORY BOARDS
AND ENGAGING
PERSONS WITH BRAIN
INJURY WORKGROUP:**

**ACTIVITIES AND
PRODUCTS**



The TBI Act stipulates that state programs establish an advisory board to:

‘...advise and make recommendations to the State on ways to improve services coordination regarding TBI. Such advisory boards shall encourage citizen participation through the establishment of public hearings and other types of community outreach programs. In developing recommendations under this paragraph, such boards shall consult with Federal, State, and local governmental agencies and with citizens groups and other private entities.’



Sustainable Partnership Workgroup

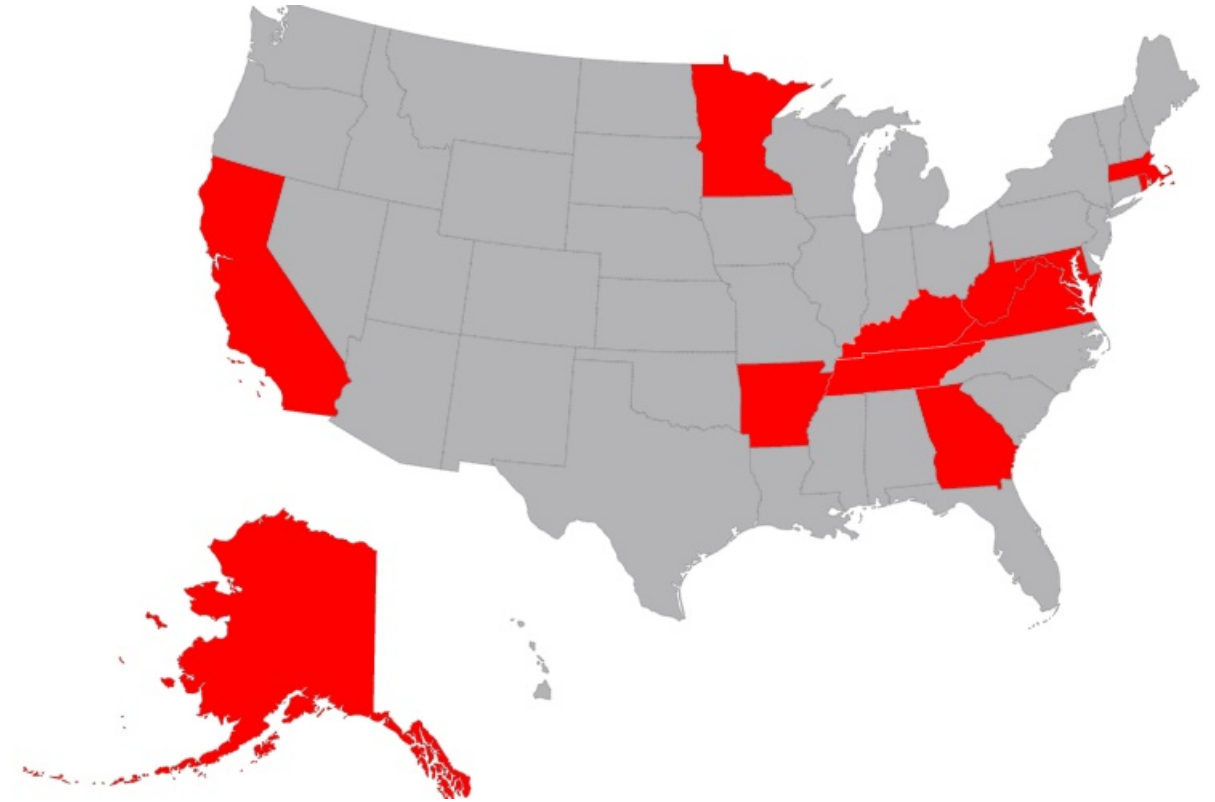
- **Participating States:**

- Alaska, Arkansas, California, Georgia, Kentucky, Massachusetts, Maryland, Minnesota, Rhode Island, Tennessee, Virginia, West Virginia

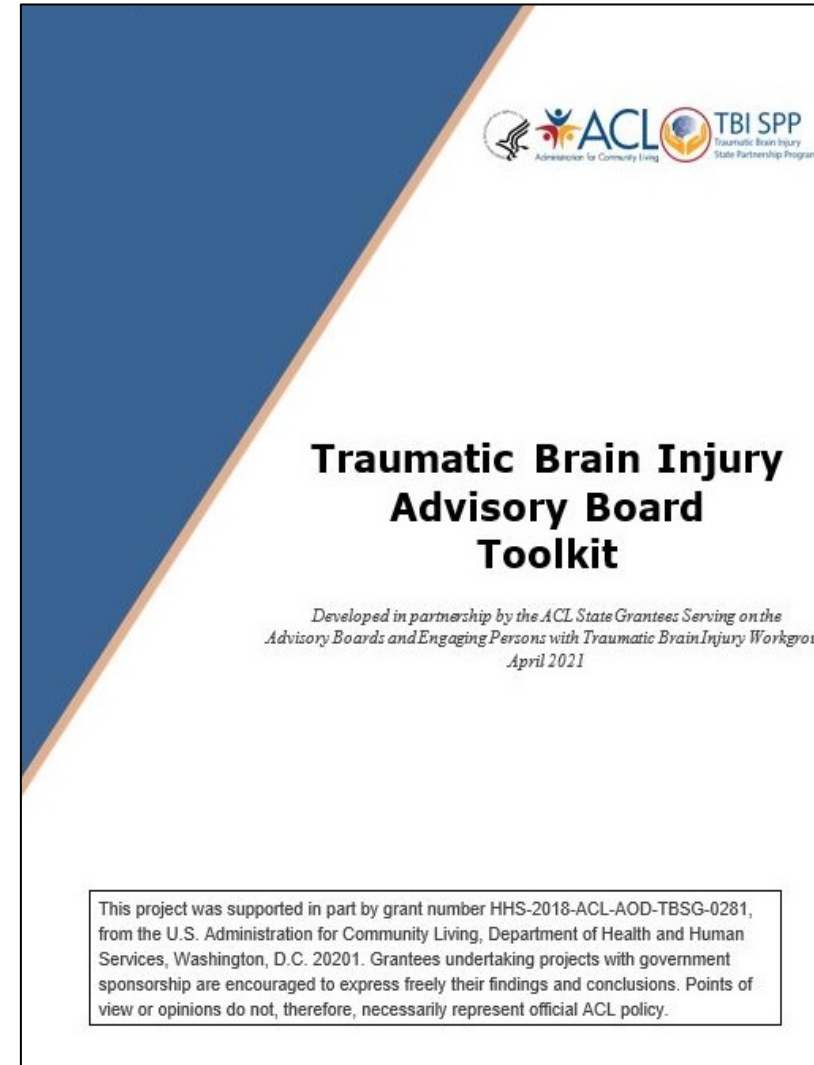
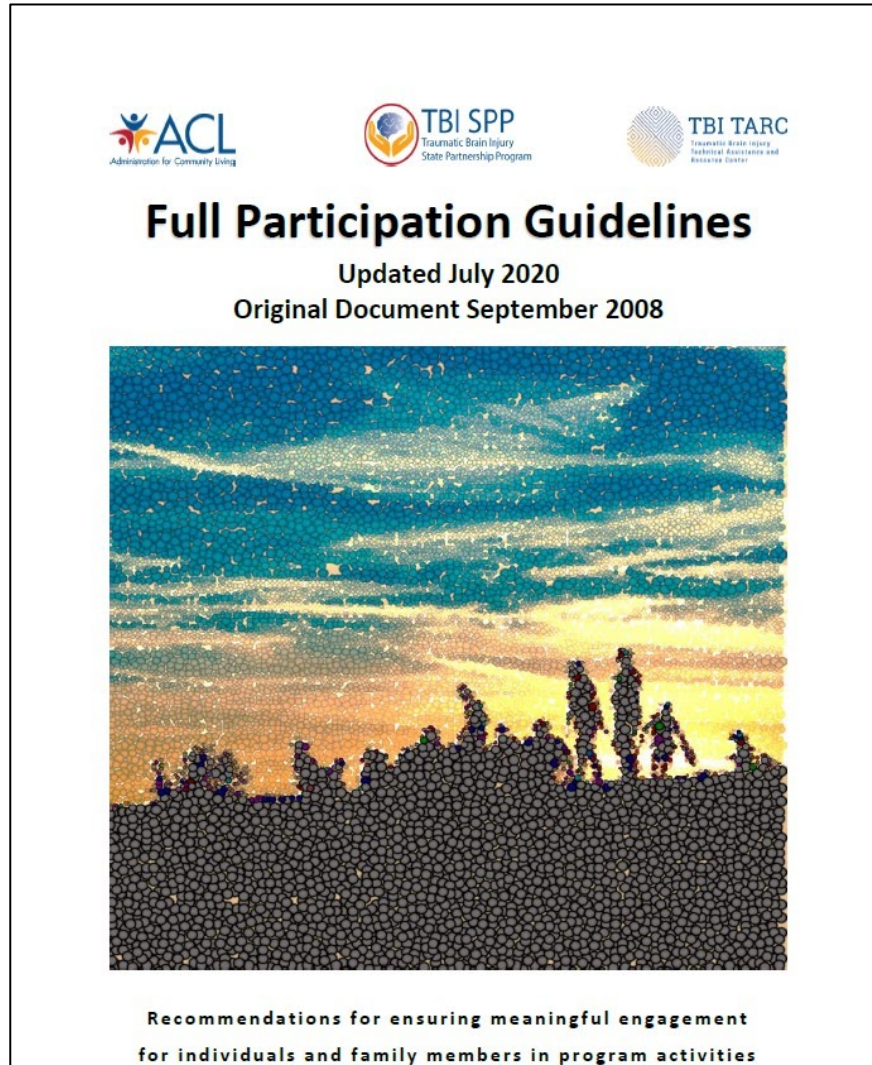
- **Purpose:** to develop a product that would be useful to states developing or enhancing their TBI Boards

- **Products:**

- Traumatic Brain Injury (TBI) Advisory Board Toolkit
- Full Participation Guidelines



Advisory Board & Engaging Persons with Brain Injury Work Group: Product Highlights



Toolkit Goals

- Assist states on how to structure an advisory board
- Provide infrastructure for creating systems that benefit individuals with brain injury and families
- Best Practices for fully engaging all advisory board members
- Guide activities and oversee grant efforts
- Applicable for legislatively/governor appointed and community organized boards
- Applicable for states just starting an advisory board as well as resources for states who need assistance with full engagement

Toolkit Table of Contents

1. Board Member Job Descriptions
2. Creating By-Laws
- 3. Mission Statement**
4. Agenda Templates
5. Language within Government
- 6. Recruitment Techniques**
7. Tips and Tricks
8. Example Board Composition
- 9. Important Partners**
10. Simplified Robert's Rules of Order
- 11. Orientation Plan for New Board Members**
12. Meeting Federal Recommendations and Requirements
13. Funding Resources
- 14. Full Participation Guidelines**

Mission Statement

- Defines a mission statement in detail
- Defines the difference between a mission statement and vision statement
- Describes the elements of a mission statement
- Provides sample mission statements
 - State TBI Advisory Board
 - Brain Injury Organization
 - Additional Corporate and Nonprofit

Recruitment Techniques

- Finding the right people to serve on the Advisory Board
- Requires a process—soliciting nominations
- Identification and recruiting potential members:
 - Identifying skills and experience needed to accomplish board's goals
 - Develop a vetting mechanism
 - Assure diverse cultural representation
 - Consider bylaws if applicable
 - Develop a nomination form and recruit for openings



Orientation Plan for New Board Members

- Best Promising Practices:
 - New member's learning and accommodation needs for inclusion
 - Current members introductions
 - New member interest and strengths discovery
 - Informing the new member on infrastructure and partnerships
 - The state's brain injury service network
 - Operations of the committee/board
 - Forming expectations with the new member
 - Closing with free-flowing conversation
 - Follow up with the new member
- Examples: Structure Sample and Needs Survey
- Known Gaps

Important Partners

- Important to have people with brain injury as board members
 - Should be engaged in and lead the decision-making processes about their services and supports
 - Should comprise 50% representation on board
- Identifying partners that represent critical issues for your state
 - Serve as a subject matter expert
 - Attend meetings
 - Participate on speaker's bureau and support or testify on behalf of legislative initiatives

Full Participation Guidelines

- Original Full Participation Guide was created in 2008, revised 2020
- Intended as a **guide** for best practices and can be used readily and frequently by grantees and partners across all states and settings (virtually & in-person activities)
- Federal TBI Program provided full support in staff time setting an environment that embraced open discussions from stakeholder

Building a Solid Foundation for Full and Meaningful Participation

- Create an environment and work toward applying practices conducive to achieving the goal of full participation
- Individuals with TBI and family members are equal partners in TBI program activities and can collaborate, share responsibilities, and guide decisions
- Focus on emphasizing respect, individuality, and equality across all activities
- Recognize the inherent knowledge, experience, and expertise of individuals with TBI and family members by promoting their participation in leadership roles
- **Utilize a checklist** – great practice for any activities

Full Participation directly supports the development of advisory boards, meeting agendas and successful events

Use it everywhere!

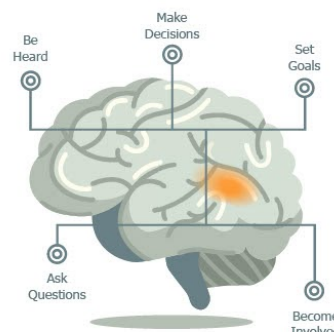
Self-Advocacy

- What is self-advocacy
- Goals of self-advocacy
- What do self-advocates do
 - Speak up
 - Ask for support/help
 - Get involved
- Advocating for your rights
 - Know what you need and want
 - Be able to explain the need
- Ways to advocate for yourself
 - Legislation – contact your representatives
 - Voting
 - Participation in advisory boards

TRAUMATIC BRAIN INJURY SELF-ADVOCACY

What is Self-Advocacy?

- Self-Advocacy (noun) the action of representing yourself or your views or interests.
- It involves making informed decisions and taking responsibility for those decisions.
- Making sure others understand, recognize and respect your decisions.
- Decision-making is a learned skill. Some people with disabilities need opportunity, experience, and support to learn to make well informed decisions.




Advocating for Your Rights

Goals of Self-Advocacy

- Having your rights respected and your voice heard.
- Making choices about your life.
- Speaking up for yourself.
- Working towards your goals and dreams.
- Receiving support when you need it.
- Having things explained to you in a way you understand.

(continued on next page)



Lived Experience on an Advisory Board



Rodney Smith

Board Member

WV Traumatic Brain
Injury Board



Pam Bryan

Board Member

TN TBI Advisory
Board

Evaluation

- Located at the end of each component of the toolkit
- Allows toolkit users to provide feedback
- Feedback will be used to edit and revise as the toolkit may change over time and updates will be needed to address those changes
- Survey Link:
uaa.co1.qualtrics.com/jfe/form/SV_0PdnIQFig8CZ77L

Brain Injury Advisory Board Toolkit survey

1) State: _____

2) Region: _____

3) What date was your Brain Injury Advisory Board first created?

4) Who developed your Brain Injury Advisory Board? (*e.g., the state lead agency*)

5) The Advisory Board is: Voluntary Mandated

6) Which section(s) of the Toolkit have you used and wish to leave feedback on?

7)

Please rate how helpful the *Bylaws* section was to you:

	Not helpful at all					Very helpful				
	0	1	2	3	4	5				
This section was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

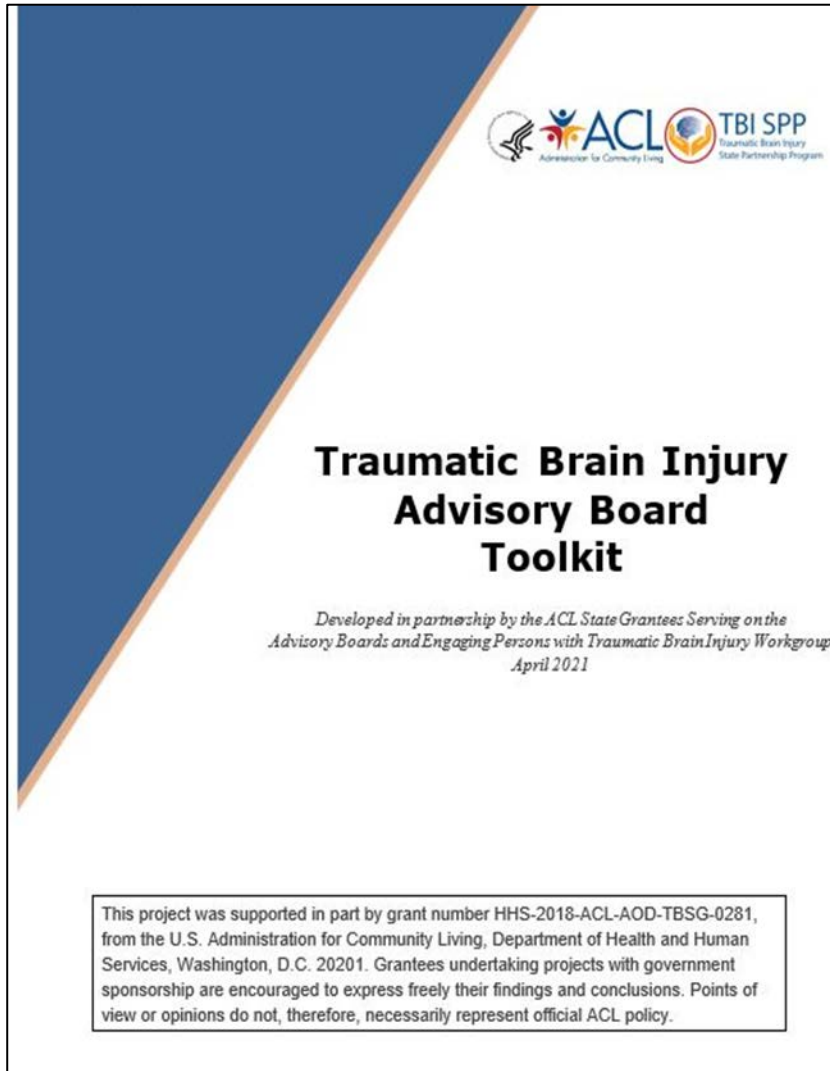
8) What was most helpful about the *Bylaws* section?

9) Was anything missing from the *Bylaws* section that would have been helpful?

QUESTIONS: WORKGROUP ACTIVITIES & PRODUCTS



Facilitated Discussion About Product: *TBI Advisory Board Toolkit*



QUESTIONS: TBI ADVISORY BOARD TOOLKIT



BREAK

Up Next:

- Board Readiness for People with Brain Injury
 - Ready, On Board! (...Or Committee, Council, or Taskforce)
 - Ready, On Board! Resources for Continuing Your Leadership Path
- Discussion



An anatomical model of a human head and neck, showing the skull, brain, and various structures. The model is mounted on a stand. The background is a blurred laboratory or classroom setting. On the left side, there is a large, stylized graphic element consisting of overlapping semi-circles in shades of orange and white.

**BOARD
READINESS
FOR PEOPLE
WITH BRAIN
INJURY**

READY, ON BOARD!

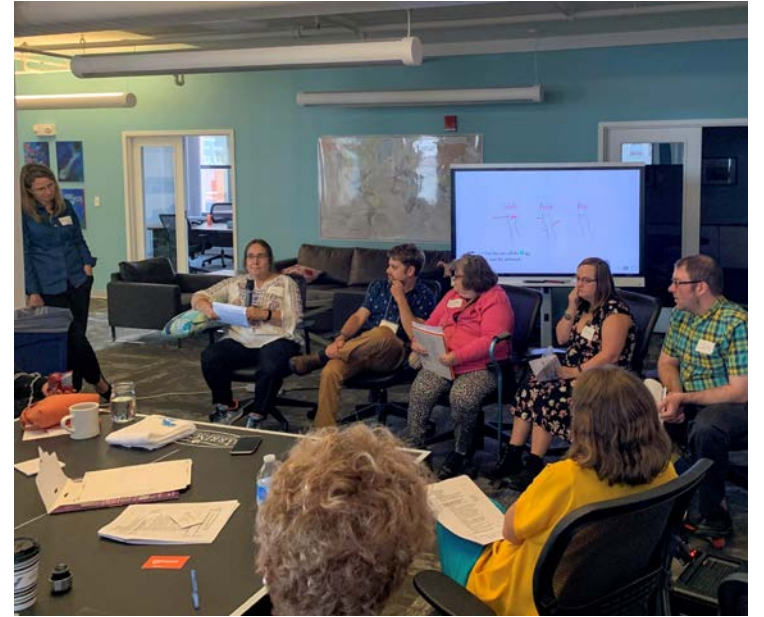
**(...OR COMMITTEE,
COUNCIL, OR
TASKFORCE)**



Emotional Prep for Brain Injury Survivors

Kelly Lang & Carole Starr

- Believe that we belong in the room: We're equal, not less than
- Know & acknowledge our injury
- Be prepared if brain injury grief surfaces
- Plan for the introduction—which part of our story is most relevant to share?
- Find our niche—know our strengths
- Identify support system—who to talk to if overwhelmed
- Know when, how and who to ask for accommodations when symptoms arise



Practical Prep for Brain Injury Survivors

Kelly Lang & Carole Starr

- Put all meeting dates in calendar
- Copy contact info for board members into phone/computer
- Create a “group” to make it possible to email all board members with one click
- Blind cc all emails to self
- Create folder on computer/desk for all board-related materials
- Read agenda/handouts ahead of time



READY, ON BOARD!

**RESOURCES FOR
CONTINUING YOUR
LEADERSHIP PATH**





www.sabeusa.org



SARTAC
Self Advocacy and Beyond

www.selfadvocacyinfo.org

A tool to help your group be more culturally competent

selfadvocacyinfo.org/wp-content/uploads/2021/03/A-Tool-to-Help-Your-Group-Be-More-Culturally-Competent-final.pdf

Adapted by Green Mountain Self-Advocates gmsavt.org/

National Center for Cultural Competence at Georgetown University

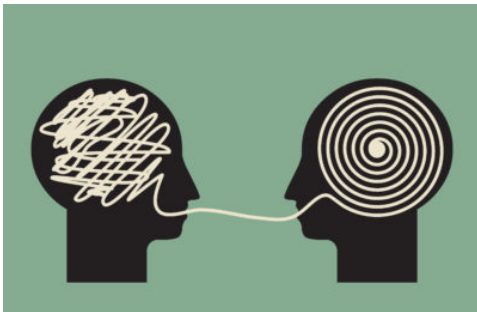


Listen to leaders of all ages to strengthen your work with plain language

[selfadvocacyinfo.org/
resources-about/leadership/](https://selfadvocacyinfo.org/resources-about/leadership/)

Self-Advocacy and Beyond:
Interviews with Leaders of the
Self-Advocacy Movement

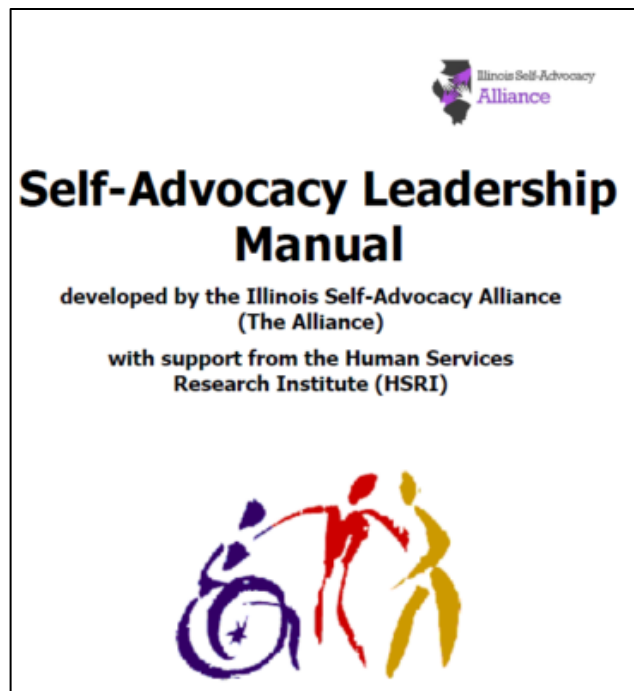
Importance of
Plain Language



[selfadvocacyinfo.org/
resource/plain-language/](https://selfadvocacyinfo.org/resource/plain-language/)

Hints to your success are hidden in general information

selfadvocacyinfo.org/wp-content/uploads/2018/11/Alliance-Self-Advocacy-Leadership-Manual.pdf



TED Talks

How do you define yourself?

[ted.com/talks/lizzie_velasquez_how_do_you_define_yourself](https://www.ted.com/talks/lizzie_velasquez_how_do_you_define_yourself)

Lizzie Velasquez

[ted.com/talks/jessica_mccabe_this_is_what_it_s_really_like_to_live_with_adhd_jan_2017?language=en](https://www.ted.com/talks/jessica_mccabe_this_is_what_it_s_really_like_to_live_with_adhd_jan_2017?language=en)

Jessica McCabe

QUESTIONS: BOARD READINESS FOR PEOPLE WITH BRAIN INJURY



Real-Time Evaluation Questions

- Please take a moment to respond to these seven evaluation questions to help us deliver high-quality TBI TARC webinars
- If you have suggestions on how we might improve TBI TARC webinars, or if you have ideas or requests for future webinar topics, please send us a note at TBITARC@hsri.org

Thank You

The Traumatic Brain Injury Technical Assistance and Resources Center (TBI TARC) is an initiative from the Administration for Community Living that helps TBI State Partnership Program grantees promote access to integrated, coordinated services and supports for people who have sustained a TBI, their families, and their caregivers. The Center also provides a variety of resources to non-grantee states, people affected by brain injury, policymakers, and providers.



TBI SPP
Traumatic Brain Injury
State Partnership Program

MEET THE PRESENTERS

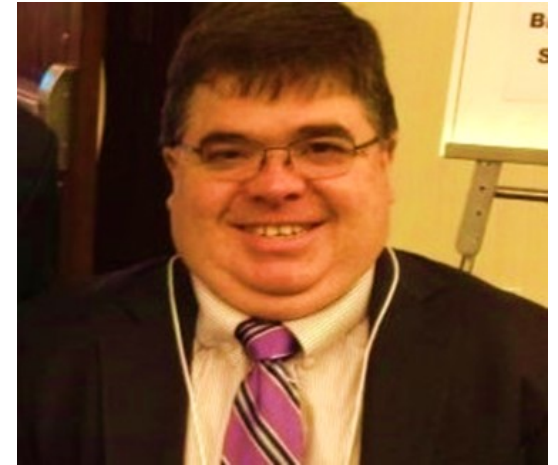


Sean Barrett

Team Lead

Office of Independent Living Programs
Administration for Community Living

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Sean Barrett is the Team Lead for the Office of Independent Living Programs within the Administration for Community Living at the U.S. Department of Health and Human Services. In this position Mr. Barrett coordinates management of 408 federal grants to community-based organizations and states/territories across the country. Previous to this position he was a Fiscal Specialist for the Rehabilitation Services Administration and a Program Officer in the Independent Living Unit. Before coming to the federal government in 2006, Mr. Barrett worked as a director of a Center for Independent Living in Everett, WA. He earned his MSW degree with a concentration in administration from the University of Washington.

Ashley Bridgman

Program Director

Tennessee Department of Health

Ashley.N.Bridgman@tn.gov



Ashley Bridgman, MS, NPAS, SRAS, is the Traumatic Brain Injury (TBI) Program Director at the Tennessee Department of Health. Ashley works closely with vendors around the state that provide home and community-based services for persons with brain injuries. She oversees all TBI program activities including the TBI registry, service coordination, TBI Advisory Council and return to learn/return to play activities. In addition, she monitors contracts and provides technical assistance to vendors across the state.

Ashley received her bachelor's degree in exercise science at Western Kentucky University. She has also obtained her master's in kinesiology and health promotion with a specialty in exercise physiology at the University of Kentucky. She is currently completing her master's in public health at East Tennessee State University and is a 2020-2021 long-term trainee with the Vanderbilt Consortium LEND (Leadership Education in Neurodevelopmental Disabilities) Program.

Paula Denslow

Program Director
Tennessee Disability Coalition
paula_d@tndisability.org



Paula Denslow is a Certified Brain Injury Specialist (**CBIS**) and has been with the Tennessee Disability Coalition since 2003 as the director of two federal grant-funded programs, one under the Health Resources and Services Administration and the current one through ACL's Traumatic Brain Injury State Partnership Program. Paula is a member of the National Collaborative on Children's Brain Injury and the National Association of State Head Injury Administrators and currently serves on the Board for the Children's Emergency Care Alliance of Tennessee.

Paula began her brain injury journey in 1996, when her oldest son sustained a brain injury at the age of 14. Six years later, her youngest son's injury occurred due to a motor vehicle collision. These injuries were the beginning of a lifelong family journey. As a parent of three and "Grammy" of four, Paula strives to raise awareness of the potential short- and long-term impacts navigated by people living with brain injury, their families and those who play a supportive role. She brings both personal and professional experiences to her role.

Amanda Acord-Vira

Principal Investigator
WVU Centers for Excellence in Disabilities
TBI Service Program
amanda.acordvira1@hsc.wvu.edu



Amanda Acord-Vira, OTR/L, EdD, received her MOT degree in occupational therapy and Ed.D. in educational psychology from West Virginia University. She also obtained her graduate certificate in special education and traumatic brain injury from George Washington University. Her experience includes over 15 years working with individuals following acquired and traumatic brain injury through clinical practice, research, and education. She is currently an associate professor in the Division of Occupational Therapy at West Virginia University. Her research interests include return to community participation, work, school, and functional activity following brain injury. She has held several leadership positions throughout her career, including being the OT manager at an inpatient rehabilitation facility, the quarterly editor for an OT work and industry publication, and serving as the chair and vice chair for several committees.

Lucy Cordwell

Research Professional

UAA Center for Human Development, Alaska

lucy@alaskachd.org



Lucy Cordwell, BSc, is a research professional at the UAA Center for Human Development. She works on a number of projects including the Brain Injury State Partnership program, Disability Abuse Response Teams, the Friendships and Dating Program, and ECHO training research. She has a bachelor's degree in psychology and moved from England to Alaska in 2019. She is passionate about raising awareness of brain injury and working with underserved populations.

Pam Bryan

Council Member

TN Traumatic Brain Injury Advisory Council

pj_bryan2003@yahoo.com



Pam Bryan has been the caregiver for her son, John, for 25 years. He was in a car crash and sustained a severe brain injury, spinal cord injury and severe abdominal injuries. She has served on the Brain Injury Association of TN's Board of Directors and became the Executive Director until 2014. She served on the committee to plan the Ft. Campbell's Caregiver Awareness month activities and has served on many national and state advisory boards. This includes currently serving on the TN's TBI Program's Advisory Council.

Rodney Smith

Board Member

WV Traumatic Brain Injury Advisory Board

srodney26164@gmail.com



Rodney Smith is a survivor of Traumatic Brain Injury. He was born in 1956 in Charleston, WV. He graduated from Ripley, WV High School in 1975. Rodney is married with three children and four grandchildren. He has a bachelor's degree in computer information systems. Rodney retired from the US Army after 25 years.

His TBI was caused when a pickup truck failed to see him and crossed the road in front of his motorcycle. Rodney hit the truck and was thrown from the bike into the windshield headfirst. He then somehow flipped over the cab and landed in the bed of the truck. Rodney never hit the ground. Following the accident, he was taken by helicopter to Grady Memorial Hospital where they patched his physical wounds and sent him home. After two and a half frustrating months, Rodney was referred to Shepherd Center in Atlanta, Georgia, where his real recovery and rehab started.

Rodney moved back home to West Virginia in 2014 to help his wife take care of her aging parents. He got involved with the Brain Injury program there with the hope that he could help people with TBI, and their families, have better lives and avoid the frustrations that they went through when trying to find help for this misunderstood condition.

Kelly Lang

Survivor, Caregiver and Former Board Member
TBI Advisory Board and Leadership Group
(TAL-Group)
kellylang807@gmail.com



Kelly Lang is both a brain injury survivor and caregiver to her daughter who sustained a traumatic brain injury in 2001 at the age of 3. Kelly's injury was diagnosed a few months later. Kelly's advocacy career began once her daughter arrived in the acute care setting and has continued for the past 19 years. She serves on numerous boards and advisory councils and has spoken to brain injury support groups and other professionals regarding her family's experience with brain injury, including the successes and difficulties accessing services. Kelly and her husband, Michael maintain a website, themiraclechild.org, which provides information and resources for other families. Kelly is a faculty member for the National Center on Advancing Person-Centered Practices and Systems (NCAPPS) Brain Injury Learning Collaborative, a member of the NCAPPS Person-Centered Advisory and Leadership Group (PAL-Group), and a member of the TBI Advisory and Leadership Group (TAL-Group).

Carole Starr

TBI Survivor, Speaker, Author, Advocate
**TBI Advisory Board and Leadership Group
(TAL-Group)**
carole@starrspeakerauthor.com



Carole Starr, MS, has been living with brain injury since 1999, when she was broadsided on the driver's side by a vehicle going 50 mph. The ongoing symptoms left Carole unable to return to her life as a teacher and classical musician. One small step at a time, she's reinvented herself. Carole is now a national keynote speaker, the author of the award-winning book *To Root & To Rise: Accepting Brain Injury*, and the founder/facilitator of Brain Injury Voices, a survivor volunteer group in Maine. She is a faculty member for NCAPPS Brain Injury Learning Collaborative and the TAL-Group. Carole is passionate about using her brain injury experience to make a difference for others.

Teresa Moore

Self-Advocacy Leader

**Self Advocate Becoming Empowered (SABE) and the
Self Advocacy Resource and Technical Assistance Center
(SARTAC)**

teresamoore@sabeusa.org



Teresa Moore has over 25 years of experience working with individuals with developmental disabilities. Teresa has a certificate in nonprofit management from Arizona State University. She has been self-employed for 20 years with Moore Advocacy Consulting on State and Federal Grants. She is the Project Director for Self Advocates Becoming Empowered's Self Advocacy Resource and Technical Assistance Center (SARTAC) and SABE GoVoter Project.

"I can't wait to see what self advocates have in store for our future."

Martin Kerrigan

BI Survivor, Teacher, Board Member
TBI Advisory Board and Leadership Group
(TAL-Group)
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Martin Kerrigan, M.A. Ed.S. is a special education teacher in the Montgomery County Public School system. He is also a consultant to the Maryland Behavioral Health Administration's Federal Traumatic Brain Injury Partner Grant. Martin's educational background includes both a master's of arts and an educational specialist degree from George Washington University in Transitional Special Education with an emphasis in Acquired Brain Injury. He has been advocating for individuals impacted by brain injury for over 20 years. Martin has worked with individuals living with brain injuries in different capacities including providing individual support services and jobs development/coaching.

Martin serves on the Maryland Traumatic Brain Injury Advisory Board and he is active in the Brain Injury Association of Maryland. He has presented at local, regional, and national conferences and his areas of focus and research are working with students with brain injuries as well as substance abuse/misuse in individuals with brain injuries. Martin also co-facilitates a weekly support group for individuals with brain injury and substance use disorder.