



Summit Centre for Education, Research, and Training Conference 2019 Speaker Details



Michael L. Wehmeyer, Ph.D.

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Bio

Michael L. Wehmeyer, Ph.D. is the Ross and Mariana Beach Distinguished Professor of Special Education and Chair, Department of Special Education, as well as Director and Senior Scientist, Beach Center on Disability, all at the University of Kansas. His research and scholarly work has focused on issues pertaining to self-determination, positive psychology and disability, transition to adulthood, the education and inclusion of students with extensive support needs, conceptualizing intellectual disability, and technology use by people with cognitive disabilities. He has authored or co-authored more than 425 journal articles and book chapters in edited texts, and has been an author or editor on 43 books, including *The Oxford Handbook of Positive Psychology and Disability* (2013, Oxford University Press) and the *Handbook of Adolescent Transition Education and Disability* (2012, Routledge). His most recent book is *Strengths-Based Approaches to Educating All Learners with Disabilities: Beyond Special Education* (2019), published by Teachers College Press. Dr. Wehmeyer is Past-President and a Fellow of the American Association on Intellectual and Developmental Disabilities (AAIDD); a Past-President of the Council for Exceptional Children (CEC) Division on Career Development and Transition (DCDT); a Fellow of the American Psychological Association (APA), Intellectual and Developmental Disabilities Division (Div. 33); past Vice-President for the Americas for the International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD); and is currently President of the CEC Division on Autism and Developmental Disabilities (DADD). He is a former Editor-in-Chief of the journal *Remedial and Special Education* and is a founding Co-Editor of the AAIDD journal *Inclusion*. He has been recognized for his research and service with awards from numerous associations and organizations, including, recently, the Council for Exceptional Children's *Special Education Research Award* for 2016 in recognition of research advancing the education of children and youth with exceptionalities, the *Distinguished Researcher Award* for lifetime contributions to research in intellectual disability by The Arc of the United States and the American Psychological Association, Committee on Disability Issues in Psychology 2015 *Distinguished Contributions to the Advancement of Disability Issues in Psychology Award*.



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Keynote

[Autonomy, Self-Determination, and Strengths-based Approaches to All Learners with Disabilities: A Bridge for 21st Century Transitions](#)

Research has established that promoting the self-determination of youth with disabilities results in more positive school and transition outcomes. This session will examine self-determination, its application to the field of transition, and the central role of self-determination in newly emerging strengths-based models of disability. The session will overview research knowledge with regard to self-determination and student involvement in education and transition planning and explore how changing understandings of disability are impacting the education of students with and without disabilities.

Learning Objectives

- Examine the strengths-based models of disability, specifically by presenting research regarding self-determination
- Learn the positive impact of promoting self-determination of youth with disabilities on school and transition outcomes

Workshop

[Building the Bridge to 21st Century Transitions: Methods, Materials, and Strategies to Promote Self-Determination](#)

This session will overview research- and evidence- based practices to promote the self-determination of students with disabilities, to enhance student involvement in transition planning, and to assess self-determination. Attendees will be provided information about resources that will enable them to implement effective practices to promote self-determination and promote student involvement in planning.

Learning Objectives

- Gain resources and tools to implement effective self-determination in individuals with disabilities
- Learn strategies for enhancing the participation of individuals with disabilities in their own transition planning