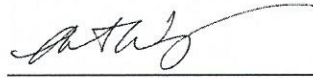


PLAINTIFFS'
EXHIBIT

PPI 1763

3. My attached curriculum vitae states my qualifications and lists all publications I have authored within the past ten years.
4. Within the last four (4) years, I have not testified as an expert, either in a deposition or at trial.
5. I have been retained by the Plaintiffs and the United States as a joint expert in the Steward v. Smith litigation. My compensation in this litigation is \$1,300 per day for my review, preparation of reports and statements, and for deposition or testimony, plus expenses. My compensation is not dependent on the outcome of this litigation.

Signed and dated: March 27, 2018


Michael L. Wehmeyer

CERTIFICATE OF SERVICE

I certify that on this 30th day of March, 2018, a true and correct copy of the foregoing Plaintiffs' and the United States' Declaration and Expert Disclosure of Michael L. Wehmeyer was delivered via electronic mail and Federal Express to the attorneys for defendants at the addresses below:

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**UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF TEXAS
SAN ANTONIO DIVISION**

Eric Steward, by his next friend and Mother, Lillian Minor, et.al.
Plaintiffs

v.

Charles Smith, et. al.
Defendants

The United States of America
Plaintiff-Intervenor

v.

The State of Texas
Defendant

EXPERT REPORT OF DR. MICHAEL WEHMEYER

I. Purpose of Review

The purpose of this report is to provide my opinions on the nature of intellectual disability as it impacts the acquisition and expression of preferences by people with intellectual disability; the impact of living environments on the expression of preferences and choice making for people with intellectual disability; and the opportunities, experiences, supports, and accommodations that are necessary for people with intellectual disability to realize their capacity to express preferences and make informed choices based upon those preferences. The report also includes my opinions on Texas' method for providing services, supports, and choice to individuals with intellectual and developmental disabilities (IDD) in nursing facilities concerning transitioning to the community.¹

II. Qualifications

I have studied issues pertaining to self-determination and people with intellectual disability for more than 25 years. This research has been recognized by lifetime research awards from every major intellectual disability organization in the United States. Self-determination refers to acting

¹ This report addresses individuals with ID and other developmental disabilities that impair cognitive functioning.

volitionally; to making or causing things to happen in one's life. Volitional action refers to acting based upon conscious choice. The expression of preferences and acting volitionally lie at the heart of efforts to understand and promote self-determination.

I published the first paper in the field on the application of self-determination to people with intellectual disability in 1992. I published the earliest studies documenting that people with intellectual disability had fewer opportunities to make choices than their non-disabled peers or people with other types of disabilities; that the environments in which people with intellectual disability lived or worked impacted the opportunities to express preferences and make choices; that choice opportunities are the most important factor in predicting self-determination status; and that when provided opportunities and experiences to learn and practice skills associated with and leading to self-determination, people with intellectual disability can become more self-determined and achieve more positive school, community living, and employment outcomes as a result.

I am an author on almost 250 peer-reviewed journal articles and more than 150 chapters in edited texts, and have been an author or editor on more than 35 books or textbooks. The vast majority of these publications have been in areas associated with self-determination, special education, technology use by people with intellectual disability, the application of positive psychology to the disability context, and the conceptualization of intellectual disability.

I am the Ross and Marianna Beach Distinguished Professor in Special Education at the University of Kansas (KU) and the Chairperson of the Department of Special Education at KU. The Department of Special Education at KU has been the highest ranked public graduate department in special education in the nation by U.S. World and News Reports for the entire time I have been at KU (since 1999). I also direct the Beach Center on Disability and am a Senior Scientist within the Schiefelbusch Institute for Life Span Studies (LSI) at KU. The LSI brings together more than 150 scientists affiliated with multiple academic units to study human development and disability from its genetic origins to the final stages of life. These investigators are supported by almost 200 research and administrative staff members and 50 student Graduate Research Assistants affiliated with 13 distinct research centers within the LSI. The LSI attracts more combined federal, state and private dollars than any other designated research center at KU, drawing \$28.2 million in sponsored project support in FY 2016. The Beach Center on Disability, which I direct, is one of the 13 LSI-affiliated research centers whose mission is to focus "research, training, and advocacy on promoting abilities of people of all ages who experience disability, in order to assure a self-determined, goal-driven, and self-selected quality of life within communities where everyone lives." Beach Center Investigators are affiliated with KU's Department of Special Education, but work with a number of other professionals in disciplines such as psychology, social work, speech and language, vocational rehabilitation, and occupational therapy.

Before to coming to the University of Kansas, I was a researcher at the National Headquarters of The Arc of the United States in Arlington, Texas. The Arc is the nation's oldest and largest advocacy and service association focused exclusively on intellectual and developmental disabilities. Prior to joining the staff at The Arc, I was a clinical psychologist at the Ft. Worth

State School in Ft. Worth, Texas and a special education teacher in Irving, Texas, Dallas, Texas, and Tulsa, Oklahoma. I received my B.S. and M.A. in Mental Retardation from the University of Tulsa, Oklahoma in 1980 and 1982; an M.Sc. in Experimental Psychology from the University of Sussex in Brighton, England in 1988; and the Ph.D. in Human Development and Communication Sciences from the University of Texas at Dallas in 1989.

In addition, I have served in leadership roles in multiple national and international organizations focused on research, service, and advocacy pertaining to children, youth, and adults with intellectual disability. I am currently the President-Elect of the Division on Autism and Developmental Disabilities (DADD) of the Council for Exceptional Children (CEC). CEC is the nation's largest and oldest professional association in the field of special education. I am a Fellow of the American Psychological Association, Division 33 (Intellectual and Developmental Disabilities) and a Fellow of and past Vice-President for the Americas for the International Association for the Scientific Study of Intellectual and Developmental Disabilities. Finally, I am a Fellow and a Past-President of the American Association on Intellectual and Developmental Disabilities (AAIDD). I have served on the AAIDD Terminology and Classification ad hoc task force and am a co-author on the AAIDD *Intellectual Disability: Definition, Classification, and Systems of Support* manual, published in 2010 as the 11th Edition of that association's widely used classification and supports manual.

A copy of my complete curriculum vitae is attached as Appendix A. A list of the professional research and other materials that I reviewed in preparing this report is attached as Appendix B.

III. Characteristics of Choice Making and Learning for People with Intellectual Disability.

In my opinion, it has been established beyond any reasonable doubt by medical, clinical, psychological, and educational research and practice that intellectual disability (previously referred to as mental retardation, mental deficiency, mental subnormality, and feeble-mindedness) manifests as global impairments in cognitive and intellectual functioning. These impairments result in behavioral and performance limitations across all life domains. As a result, people with intellectual disability need extraordinary levels of support (compared to non-disabled people) to function successfully across life domains. Thus, in my view and experience, and as supported by extensive professional research, people with intellectual disability need extensive supports and repeated experiences to adequately acquire and express preferences and make choices.

First, it is important to establish what is meant by preference and by choice. At the most basic level, having a preference means that one likes or prefers one thing or person relatively more than one likes another thing or person. Making a choice refers to the communication or expression of a preference. Making a choice, however, also implies that a person had the option of choosing other paths or courses of action, and that the person understood the available options. Choice making goes beyond simply expressing a preference to encompass whether the person fully entertained and understood choice options, had experiences that could lead to the formation of preferences pertaining to the options, and could consider not doing whatever is

being selected. Making a choice, as such, implies both the expression of a preference and the freedom to reject an option. (Shogren & Wehmeyer, 2017, p. 200).

Intellectual Disability

Intellectual disability is the term referring to a state of functioning in which Central Nervous System (CNS) impairments lead to global limitations in intellectual and cognitive functioning (Schalock et al., 2010; Wehmeyer et al., 2008).

There are eight primary or first-order factors of human cognitive ability: (1) language; (2) reasoning; (3) memory and learning; (4) visual perception; (5) auditory reception; (6) idea production; (7) cognitive speed; and, (8) knowledge and achievement (Carroll, 1993).

The global nature of CNS impairments to intellectual functioning mean that people with intellectual disability have impaired performance across all of these primary or first order domains. Research has clearly established that global impairments to intellectual and cognitive functioning associated with intellectual disability restrict language acquisition and comprehension (Abbeduto, 1991; 2003; Abbeduto, Furman, & Davies, 1989; Merrill, Lookadoo, & Rilea, 2003), impair memory functions (Ferretti & Cavalier, 1991; Turnure, 1991), impact reasoning and idea production (McConaghy, 1988; Ross & Ross, 1978; Spitz, Webster, & Borys, 1982;), limit perceptual abilities and social cognition (Skwerer, 2017; Sparrow & Day, 2002), and introduce difficulties in learning and knowledge acquisition (Conners, 2003; Vicari, Costanzo, & Menghini, 2016).

These impairments to first order cognitive abilities also impact other higher order cognitive functions, such as problem solving and decision-making (Hickson & Khemka, 2013; Khemka & Hickson, 2000; 2017), metacognition and metarepresentation (Bebko & Luhaorg, 1998), social interactions and problem solving (Short & Evans, 1990; Wehmeyer & Kelchner, 1994), self-regulation (Pintrich & Blazeovski, 2004; Wehmeyer & Mithaug, 2006)), and other cognitive functions.

Behavior, of course, is multidimensional, and impairments in a primary domain of human cognitive ability interact with and impact every other primary domain. This is true for all people with expressing preferences and making choices. For instance, impairments in language comprehension will necessarily impact understanding about choice options; impairments in language production will impact communication of preferences; impairments in cognitive speed, problem solving and decision making will impact the ability of people with intellectual disability to take in information about choice options and decide which is best. Thus, in my view, it is clear that global cognitive impairments associated with intellectual disability will impact a person's capacity to discern preferences and make choices, and that people sometimes will need extensive supports to successfully learn about and express preferences and to make choices.

It is important to make two points about global cognitive impairments, characteristics of people with intellectual disability, and preference and choice making:

- i. It is clear that along with areas of limitations, people with intellectual disability have areas of relative strengths (Schalock et al., 2010). The cognitive profile of any one person with intellectual disability is as varied,

complex, and diverse as the cognitive profile of any one person without intellectual disability.

- ii. It is also clear that, when provided adequate opportunities, experiences, and supports, people with intellectual disability can improve in each area of human cognitive ability, acquire knowledge and skills, and function more successfully in typical contexts and environments (Wehmeyer, Brown, Percy, Shogren, & Fung, 2017). This includes functioning on cognitively complex tasks like decision-making or problem solving. But, because of presumed incapacity and incapability, people with intellectual disability are not frequently provided instruction, supports, and opportunities to learn and engage in more cognitively complex activities such as decision-making or problem solving. As a result, my research has found that the decision-making skills of people with intellectual disability are characterized by “cognitive rigidity as reflected in their overreliance on a limited number of solutions drawn from past experience without flexibly adapting them to the demands of each new situation” (Wehmeyer & Kelchner, 1994).

Research in social problem solving and decision-making “has indicated that people with intellectual disability typically fail to apply a systematic process, tending to rely on solutions from their past experience that may or may not result in effecting action in new situations” (Hickson & Khemka, 2013). But, our research has documented that people with intellectual disability can improve decision-making and problem-solving skills if given the opportunity (Khemka & Hickson, 2017; Suto, Clare, Holland, & Watson, 2005; Wehmeyer & Abery, 2015), and can become more self-determined (Shogren, Wehmeyer, Palmer, Rifenbark, & Little, 2015; Stancliffe, 2001; Wehmeyer & Abery, 2015).

In my opinion, there is no doubt that people with intellectual disability—even people with the most extensive levels of impairment—have preferences, express them in multiple ways, and can become more self-determined if provided adequate experiences and opportunities to make choices and express preferences.

Learning and Intellectual Disability

The nature of intellectual disability, as manifested through global impairments to human cognitive abilities, necessitates that people with intellectual disability be provided multiple, concrete instructional opportunities, experiences, and supports to learn and to improve daily functioning.

There is a substantive body of evidence that people with intellectual disability can acquire new knowledge and skills across multiple domains (Wehmeyer, Shogren, & Brown, 2017). Evidence-and research-based practices that have proven effective include direct instruction, modeling, match-to-sample, discrimination training, discrete trial training, prompting and fading, and generalization training. Many of these strategies have emerged from applied behavior

analysis, including (in addition to discrete trial training, prompting and fading) task analysis, backward and forward chaining, stimulus shaping and facing, and errorless learning (Drasgow et al., 2017; Wehmeyer & Lee, 2007).

Moreover, because people with intellectual disability experience difficulty processing, remembering, synthesizing, and comprehending verbal information, information needs to be provided in multiple, concrete, discrete, and structured modalities.

People tend to overestimate the language comprehension abilities of individuals with intellectual disability and are over-reliant on verbal communication. As a result, they fail to provide information in formats that ensure that individuals with intellectual disability can understand and act upon. (Bradshaw, 2001; Schalick, Westbrook, & Young, 2012). Because individuals with intellectual disability also have difficulty reading and mastering written content, information must be presented in accessible formats that include audio, video, or graphic presentation of content (Wehmeyer, Smith, et al., 2004).

Agency, Choice Making, and Self-Determination for People with Intellectual Disability

Research has established that people with intellectual disability, as a function of the ways in which they have been taught and treated, are ‘outer-directed’ and dependent upon external instructions and directions (MacMillan & Cauffiel, 1977), tend to be acquiescent, and are less hopeful or self-determined than other people with disabilities or people without disabilities.

Outer-directedness is “the term used to describe approaches in which individuals rely on external cues rather than on their internal cognitive abilities to solve a task or problem” (Bybee & Zigler, 1998, p. 435). Research has established that children with intellectual disability exhibit outer-directedness at a greater rate than do typically developing children, likely due to multiple factors including prompt dependency and overreliance, repeated experiences with failure, and task difficulty (Bybee & Zigler, 1998). This same body of research documents that outer-directedness results in the lack of initiation of action, reduced problem-solving efficacy, and poorer school performance (Bybee & Zigler, 1998).

A closely related phenomenon involves acquiescence by people with intellectual disability (Sigelman, Budd, Spanhel, & Schoenrock, 1981; Wehmeyer, 1994). Acquiescence means the tendency to respond favorably, or to acquiesce, when asked a question. This is particularly well documented in situations in which people with intellectual disability are being interviewed or responding to self-report questionnaires (Finlay & Lyons, 2001). This tendency is attributed primarily to the characteristics of outer-directedness and prompt dependency, as well as difficulty in understanding and processing verbal and written content. These characteristics can also result in a pattern of selecting the last option offered or the last response heard (e.g., recency effect).

Greenspan (1997) has argued that this places people with intellectual disability at risk for exploitation, because of increased levels of credulity and gullibility. This, in turn, often results in greater system-wide protection, reduced freedom, greater segregation, and, for the present purpose, even fewer opportunities to learn about preferences and to make choices.

My and other research also has established that people with intellectual disability are less self-determined than their non-disabled peers and people with other types of disabilities (Wehmeyer & Metzler, 1995) and express greater hopelessness (Palmer & Wehmeyer, 1998). This lack of self-determination and sense of hopelessness is a function not only of dependency-creating treatment modalities, but also environments that restrict and limit choice opportunity and restrict self-determination.

In summary, then, in my opinion, practices commonly used that emphasize external prompts, overreliance on verbal instructions and directions, and a tendency toward protection (and segregation) result in outer-directedness, acquiescence, a lack of self-determination, and hopelessness in people with intellectual disability. Further, limitations on opportunities to learn and practice more complex cognitive skills (decision-making, problems solving) result in cognitive rigidity, and the lack of application of systematic processes. There are clear strategies to reduce these phenomenon that involve greater opportunities for choice and self-determination, including presenting information in multiple modalities, opportunities to learn and practice self-regulation and self-direction, and greater freedom and autonomy (Wehmeyer, Shogren, Little, & Lopez, 2017), all of which will be revisited later in this document.

The Living Environment and Choice Making for People with Intellectual Disability

Research has established that the environments in which many people with intellectual disability live or work, and particularly large institutions like nursing facilities, restrict opportunities for choice making and the expression of preferences. These facilities and environments, often by their very nature, limit many aspects of daily life where people with intellectual disability have choice opportunities (Stancliffe, 2001).

In a secondary analysis of the National Consumer Survey, Wehmeyer and Metzler (1995) found that for the majority of people with intellectual disability surveyed, someone else (other than the person with intellectual disability) chose where they lived, who their roommate was, who provided personal supports, and where they worked. More than 15 years later, Stancliffe, Lakin, Larson, Engler, Taub, and Fortune (2011) conducted a similar analysis of another large national dataset, the National Core Indicators, and found, similarly, that people with intellectual disability did not have the opportunity to make basic choices, including where or with whom to live.

In my view, there is clear evidence that more restrictive living and work settings limit choice opportunities for people with intellectual disability (Emerson et al., 2000). Stancliffe and Wehmeyer (1995) found that people with intellectual disability who lived in a home or apartment in their community experienced significantly more choices on a daily basis than did people with intellectual disability who lived in congregate settings (group home, institution). Wehmeyer and Bolding (1999) matched adults with intellectual disability by level of intelligence, age, and gender and examined opportunities for choice-making, autonomy, self-determination, and life satisfaction as a function of type of residence or work environment (community-based, community-based congregate, non-community-based congregate). We found that respondents living or working in community-based settings had significantly higher levels of choice opportunities than participants in the other more restrictive settings, higher levels of self-determination and autonomy, and more positive life satisfaction. When examining what variables

predicted self-determination status, from among various personal characteristics (IQ, age, gender) and other factors (living/working arrangement, choice opportunities), we concluded that only choice opportunities was significant.

Heller, Miller, and Hsieh (2002) found that people with intellectual disability who had moved from a nursing facility to a community setting had higher levels of adaptive behavior, community integration, and choice opportunities than people in the same sample who remained in the nursing facility. Stancliffe and Abery (1997) showed that people with intellectual disability who moved from a state institution to a community setting made significantly more choices compared to peers who did not move, independent of level of intellectual impairment. Wehmeyer and Bolding (2001) measured the self-determination, autonomy, and choice-opportunities of adults with intellectual disability six months before and six months after a move from a more restrictive to a less restrictive living or working environment. We found that individuals had significantly higher levels of self-determination, autonomy, and choice opportunity simply as a function of the move to a less restrictive (community-based) living or working environment. Stancliffe et al. (2011) also found that people living in their own home or apartment (with or without supports) were significantly more likely to have chosen whether and with whom to live than people who lived in nursing facilities, institutions, or group homes. Finally, Ticha and colleagues (2012) found, among a large sample of almost 9,000 people with intellectual disability, and after controlling for types of impairments, age, types of supports, communication modality, and geographic area, that people with intellectual disability who lived in congregate (16 residents or more) settings had significantly fewer opportunities to make choices than people in smaller settings. The authors also determined that people had the most control over everyday choices when living in their own homes or with 3 or fewer residents.

In summary, in my opinion and based upon my research as well as that of others, people with intellectual disability make fewer choices than their non-disabled peers, in large measure due to the lack of opportunities and supports to do so, which is a function of the environments in which they live and work. More restrictive (congregate) living and work settings restrict choice opportunities and self-determination, because of factors related to staff density, the presence of multiple people with disabilities, and rules impacting freedom and choice associated with running larger settings, like nursing facilities (Duvdevany, Ben-Zur, & Ambar, 2002; Stancliffe, Abery, & Smith, 2000).

IV. Impact of Institutions and Benefit of Community Settings for People with Intellectual Disability

As I have discussed, there is a clear relationship between restrictive living environments and the lack of opportunities to express preferences and make choices. There is, however, a broader impact of the environments in which people with intellectual and developmental disabilities live on their functioning, beyond just restriction of choice opportunities that must be addressed in order promote meaningful acquisition and expression of preferences and the communication of informed choices.

The Impact of Institutionalization

There is no dispute in any discipline focused on human development that environments impact human development, learning, performance, and functioning. That this is equally true for the development, learning, performance, and functioning of people with intellectual disability is equally undisputed (Horowitz & Haritos, 1998). This literature is too voluminous to easily summarize. The basic point, in my view, is that environment and human development and performance are inextricably linked.

For people with intellectual disability, an important aspect of the environment is the type, size, and characteristics of living situations and residences (Larson, Lakin, & Hill, 2012).

One clear finding in the intellectual disability research is that there are negative consequences in multiple developmental and performance domains associated with long-term institutionalization. Among the consequences that have been documented are high levels of apathy and dependency; increased passivity and submissiveness; decreased levels of adaptive behavior; increased levels of maladaptive behavior; limited acquisition of and decline in self-help and daily living skills; limited language acquisition and decline in communication skills and abilities; decreased attention to tasks; poor health outcomes, including increased obesity; and poor psychosocial adjustment (Craig & McCarver, 1984; DeVellis, 1977; Greenbaum & Auerbach, 1998; Iorocci & Burack, 1998).

The Benefit of Community Living

There is equally clear evidence, in my opinion, that moving from restrictive settings such as institutions and other congregate settings has beneficial impacts in these same areas. This literature is extensive, so I will only summarize findings from meta-analyses and syntheses of multiple studies. Kim, Larson, and Lakin (1999) conducted a review of the outcomes of studies between 1980 and 1999 that examined behavioral outcomes for people moving from congregated (16 people or more) settings to smaller settings, and found that the majority showed significant improved adaptive behavior, reduced challenging behavior, and improved social skills as a function of moving to the community. For those studies in which quality of life or life satisfaction was measured, it improved with the move. Kozma, Masell, and Beadle-Brown (2009) summarized international research from 1997 to 2007, finding that people who moved to the community had improved social outcomes and networks, improved adaptive behavior, reduced challenging behavior, and increased opportunities for choice. They also experienced better quality of life: larger social networks, more participation in community life, increased opportunities for skill development, and higher satisfaction with living arrangements.

Hamelin, Frijters, Griffiths, Condillac, and Owen (2011) analyzed effects of moving from an institution to the community specifically on adaptive behavior domains. They found that movers showed at least moderate gains in 75% of adaptive behavior domains, including self-care, social skills, community living skills, occupational skills, and cognitive skills. Larson, Lakin, and Hill (2013) reviewed the U.S. literature on moving from institutions to community living from 1977 to 2010. Once again, people who moved to the community experienced significantly higher levels of adaptive behavior when compared with people who did not move, and reduced levels of problem behavior. Some studies also showed improved language and communication skills

(though no studies showed a decrease in language and communication skills), and improved self-care skills (again, no study showed decreases in self-care skills).

A number of studies have looked specifically at the impacts of moving from nursing facilities into the community. Heller, Factor, Hsieh, and Hahn (1998) found that people with intellectual disability showed improved health and community functioning outcomes and greater lifestyle satisfaction after moving from a nursing facility compared with people who did not move, with age not being a significant factor. Heller, Miller, and Hsieh (2002) conducted an eight year follow-up of people who moved from nursing facilities, finding that people who had moved had higher levels of adaptive behavior and community integration than people who had not moved, and that movers experienced greater opportunities to make choices and improved relationship networks. Multiple meta-analytic studies have shown the clear benefits of moving from institutions to the community.

In short, in my opinion and consistent with the overwhelming body of research, there is clear evidence that long-term institutionalization exacerbates limitations to human cognitive abilities, further limits adaptive behavior across multiple domains, including cognition and language acquisition, and increases maladaptive functioning. More restrictive environments are associated with limited choice availability, but also clearly contribute to limitations in cognitive and behavioral functioning.

Institutionalization, Preference, and Choice-Making

The question then becomes, what impact do these consequences of long-term institutionalization have for acquiring and indicating preferences and making choices? My experience and the studies reviewed here show that everything from cognitive and linguistic abilities to choice-making opportunities improve as a result of moving to less restrictive settings.

There has been some research testing this question more directly. Institutionalization has been associated with high levels of apathy and dependency and increased passivity and submissiveness, as documented previously. These symptoms parallel symptoms of learned helplessness. People with intellectual disability may be more prone to hopelessness, likely due to environmental factors. Palmer and Wehmeyer (1998) found that more than one-third of a sample of non-institutionalized young adults with intellectual disability scored in the “high hopeless” range of a measure of hopelessness, much higher than other adolescents with learning disabilities or no disability. Jenkinson (1999) divided young adults with intellectual disability into low and high learned helplessness groups, then examined their decision-making skills. Participants who were low in learned helplessness (e.g., less helpless) were significantly higher in decision-making abilities.

Hopelessness or helplessness is related to the restrictive environments in which people with intellectual disability live and almost certainly impacts cognitive functioning and complex cognitive behaviors, like decision-making, problem solving, and choice making.

One only has to look at the other consequences of long-term institutionalization to understand how such experiences diminish one’s ability to express preferences and make choices. Decreased levels of adaptive behavior negatively impact capacities and opportunities to acquire preferences.

Increased levels of maladaptive behavior further increases segregation and restricts freedom. Limited acquisition of and decline in self-help and daily living skills means increased dependency and limited self-determination. Limited language acquisition and decline in communication skills and abilities limit the communication of preferences. Poor health and poor psychosocial adjustment limits interactions with others.

My experience as a psychologist at the Ft. Worth State School has informed me about the consequences of institutions on choice making and preferences that is not adequately captured by the literature, though the literature supports this observation. For example, I was working with a woman who was about 50 years old and who had lived in institutions most, if not all, of her adult life. The institution was under a class-action lawsuit (*Lelsz v. Kavanagh*), and as a direct result, people who lived in the institution were being given more opportunities to go into the community. The direct support staff knew that this woman liked Mexican food, so as part of this newly-inaugurated ‘get out in the community’ effort, a few staff members and a few of the people who lived in the institution went to Pancho’s Mexican Buffet restaurant in Ft. Worth. This woman greatly enjoyed the food, but on each trip to the restaurant, she ate rapidly, gorged herself, and became sick. The direct support staff were disgusted and blamed the woman for not controlling herself. What I observed was that she had learned at the State School that you had better eat all you can as quickly as you can, or the food would be gone. Not only did she need opportunities to go into the community, she needed opportunities to learn a new world view. What the ‘deficit’ focused literature about the effects of institutions tends to miss is that people who live there for a long time actually become quite savvy at getting their needs met in the environment in which they live. They learn a host of skills that in the community seem maladaptive.

With regard to choice making and preferences, people who live in large congregate settings do not get to choose what they eat in the same way that we all do. They do not get to choose who they live with, either as a roommate or, if they have their own room, their next door neighbors. They certainly do not get to choose who attends to them and who often does very personal things pertaining to self-care. They do not get to choose when they get up, where they go, with whom they go, as those are often a function of staff change times, availability of the van, and a staff person to drive it. They do not get to decorate their ‘home’ for holidays the way they want. The literature documents the lack of choice opportunities, but it does not really capture the personal nature of these missed opportunities. If I want to order a pizza and watch a basketball game, I do it. But people in a developmental center in New Jersey were not allowed to order pizzas because that posed a health risk; either it might arrive too cold (and thus somehow pose a risk for food poisoning) or too hot (and might scald someone). Acting volitionally, making choices, expressing preferences: these are basic human rights, but they also are the activities that tell us we are autonomous beings. These simple acts provide the opportunity to do things that bring joy in our lives, from small joys like pizza to large joys like having your own home.

In my opinion, the clear implications of these multiple factors—the global nature of impairments to cognitive abilities associated with intellectual disability; the nature of environments that restrict choice and freedom, that further impair aspects of cognitive and adaptive functioning, and that result in prompt dependence, outer-directedness, and hopelessness; the limited opportunities to learn, practice, and apply more cognitively-based activities; the overreliance of

others on verbal information and the lack of efforts to present information in multiple modalities; the lack of opportunities to have a variety of experiences that assist people to learn about their preferences; the difficulties in communication that limit ways to express preferences—is that to determine the preferences of people with intellectual disability and to enable them to make meaningful choices based upon those preferences requires conscious, systematic, and extensive efforts to address all of these potential barriers.

V. Supports Necessary for People with Intellectual Disability to Acquire and Express Preferences and Make Meaningful Choices

The importance of choice in the lives of all people, including people with intellectual disability, and the relationship between choice making and the expression of preferences is a core element of human dignity and citizenship.

Choice-Making and Human Dignity

Making choices and expressing preferences is well established as a basic human right, and is particularly important for people with disabilities, for whom that right has been long denied. The recent United Nations Convention on the Rights of People with Disabilities (CPRD) states that “[r]ecognizing the importance for persons with disabilities of their individual autonomy and independence, including the freedom to make their own choices; and [c]onsidering that persons with disabilities should have the opportunity to be actively involved in decision-making processes about policies and programs, including those directly concerning them” is necessary if the purpose of the convention “to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity” is to be fulfilled. In Article 3-General Principles of the CRPD, the first principle stated is “[r]espect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons.”

Disability professionals like myself are well aware that respecting preferences and promoting choice opportunities are at the heart of every major piece of federal disability legislation in the United States.

- i. The Preamble to the Developmental Disabilities Assistance and Bill of Rights Act stated: “Disability is a natural part of the human experience that does not diminish the right of individuals with developmental disabilities to enjoy the opportunity to live independently, enjoy self-determination, make choices, contribute to society, and experience full integration and inclusion in the economic, political, social, cultural, and educational mainstream of American society.”
- ii. The Workforce Investment Act of 1998 stated that: “Disability is a natural part of the human experience and in no way diminishes the right of individuals to: a) live independently; b) enjoy self-determination; c) make choices; d) contribute to society; e) pursue meaningful careers; and f)

enjoy full inclusion and integration in the economic, political, social, cultural and educational mainstream of American society; and the goals of the nation properly include the goal of providing individuals with disabilities the tools necessary to: a) make informed choices and decisions; and b) achieve equality of opportunity, full inclusion and integration into society, employment, independent living and economic and social self-sufficiency, for such individuals.

Freedom of choice and self-determination have been at the center of the disability rights movement for more than three decades. People with disabilities have been unequivocal in their demand for greater opportunities for choice and self-determination based, because only when such fundamental rights are available to them will they achieve full inclusion, dignity, respect, and opportunity (Bryan, 2006; Kennedy, 1995; Ward, 1995; Williams, 1989). Significantly, the single strongest predictor of enhanced self-determination of people with intellectual disability is the number and types of choices available to them on a day to day basis (Wehmeyer & Bolding, 1998).

Supporting Preference and Choice-Making for People with Intellectual Disability

Due to the very nature of their disability, people with intellectual disability require significant supports to function successfully in typical environments. People with intellectual disability, as a function of global impairments in cognitive abilities and intelligence, have higher levels of support needs than do people with other disabilities or people without disabilities.

“Supports” refer to “resources and strategies that aim to promote the development, education, interests, and personal well-being of a person and that enhance individual functioning” (Luckasson et al., 2002, p. 151). Supports include education and training, technology, financial resources, assistance from another person, health care -- anything that results in enhanced individual functioning. *Support needs* is “a psychological construct referring to the pattern and intensity of supports necessary for a person to participate in activities linked with normative human functioning” (Thompson et al., 2009).

It is clear that if provided adequate supports, people with intellectual disability can improve functioning. The 11th Edition of the AAIDD Intellectual Disability Manual stated the following as an assumption about the definition of intellectual disability: “With appropriate personalized supports over a sustained period, the life functioning of the person with ID generally will improve.” This means that if appropriate personalized supports are provided to an individual with ID, improved functioning should result (Schalock et al., 2010, p. 7). It is worth reiterating that this is not just a statement within the Manual, but one of five assumptions that “are an explicit part of the definition because they clarify the context from which the definition arises and indicate how the definition must be applied” (Schalock et al., 2010, p. 6). The 18-member committee that authored this Manual, which includes the preeminent experts in intellectual disability from around the world, stated, without qualification, that if provided personalized supports over a sustained period, people with intellectual disability can improve functioning across all life domains.

The research on the positive impact of movement from a more restrictive to less restrictive environment on both choice-making opportunity and the frequency of choices demonstrates that appropriate supports (in this case, moving to a less restrictive setting) can positively impact the expression of preferences, result in greater freedom and autonomy, and create more opportunities to explore one's world.

In my opinion, there is clear evidence that promoting and enhancing the functioning of people with intellectual disability require systematic, intensive, and problem-solving efforts. When such efforts are implemented, people with intellectual disability improve their life circumstances. The intensity, types, duration, and frequency of supports that people with intellectual disability need to function successfully will vary according to the person and the domain in which the person is functioning. Since "limitations often coexist with strengths" (Schalock et al., 2010, p. 7), the intensity of support needs varies both within a person and according to the domains of human functioning in which they need support.

Methods and Practices that Support Informed Choice Making for People with Intellectual Disability

The process of identifying and providing supports to improve any type of human functioning for people with intellectual disability, including improving the potential that people with intellectual disability can acquire and express preferences and make meaningful choices, begins with support planning. Decisions about supports needed "are best made within the context of a systematic planning and monitoring process that actively involves the person with the disability, his or her family members, and other key stakeholders" (Thompson et al., 2004, p. 79).

It is widely accepted in the field that the means to achieve "systematic planning and monitoring process that actively involves the person with the disability, his or her family members, and other key stakeholders" (e.g., Thompson et al., 2004) is through the process referred to as person-centered planning (PCP). The goals of PCP are to enable the person with the disability to be part of and participate in community life; gain and maintain satisfying relationships; express preferences and make choices in everyday life; have opportunities to fulfill respected roles and to live with dignity; and continue to develop personal competencies (Kincaid & Fox, 2002).

While "one of the core values of person-centered planning is that the preferences of the individual with disabilities should be honored and the person should be supported in making choices in all aspects of his or her life" (Davis & Faw, 2002, p. 203), I believe, and it is well accepted, that systematic, intensive efforts must be taken to determine such preferences.

Virtually all theories in the literature about the development of preferences (interests) emphasize that interest "always originates in some form of person-environment interaction" (Krapp, Hiki, & Renninger, 1992). Logically, you determine what you like when you interact with that person, activity, or thing, and then it is intrinsically motivating to you to interact with that person, activity, or thing again.

To assist in the process of determining preferences where people with intellectual disability might want to live, Davis and Faw (2002) developed a 30-item preference assessment that asks

about some of the following issues: a) how many other people would the person want to live with; b) what wake/sleeping schedule is preferred, and how does the living option facilitate/hinder that schedule (e.g., noisy, lots of light); c) what transportation options does the person need to get to work or spend time with friends; d) does the home need to be located near important services (e.g. health care, restaurants); e) how many bedrooms does the person prefer; f) what accessibility features does the home need (e.g. ramps, accessible toilet), and g) does the location allow pets.

These considerations represent only a small portion of the types of options that most people take into account in choosing where to live. If someone has not lived in a home or apartment, with or without roommates, that person will not know the answer to these questions. If the person has difficulty processing verbal information, he will not be able to understand what they are to begin with. Being provided a picture of some of these options likely will not be enough. If preferences evolve from interactions between persons and environments, the only way to know if one has a preference for number of bedrooms or proximity to certain services (typically at the cost of proximity to other services) is to actually experience these options and have a direct and concrete interaction with these alternatives. While some aspects of what is preferred can be known from the person's experience in the nursing facility or institution, most aspects and options of living in the community cannot be determined and ultimately selected unless and until there is a direct experience with that alternative.

In addition to person-centered planning models, there are other research-based practices that can be considered in an effective support planning process. For example, there are models of supported decision-making that use a systematic assessment process involving the person with the disability, one or more trusted friends or allies, and other support providers to plan for the types of supports the person might need, in order to be maximally involved in decisions that impact the quality of his or her life (Shogren & Wehmeyer, 2015; Shogren, Wehmeyer, Lassmann, & Forber-Pratt, 2017). Among potential supports are supports needed to determine preferences associated with decisions, supports needed to better understand risks and benefits associated with decisions, and supports needed to get information to make better informed decisions (Shogren, Wehmeyer, Uyanik, & Heidrich, 2017).

In my experience, complex cognitive tasks like decision-making, problem solving or choice making are tasks that can be broken down into component parts or steps. If a person with a cognitive impairment cannot perform all steps in the process independently, that person can likely learn to perform at least some of the steps independently, alternatives can be identified for other steps, and, if necessary, someone else can do the steps that remain. This 'task analysis' process is a staple in educating people with intellectual disability. Virtually any task can be broken down into component steps that make acquisition and performance of at least part of the task achievable. For example, at the highest level, a decision-making process can be broken down into five basic elements: a) identifying alternative courses of action, b) identifying the possible consequences of each action, c) assessing the probability of each consequence occurring, d) choosing the best alternative, and e) implementing the decision (Beyth-Marom, Fischhoff, Quadrel, & Furby, 1991; Furby & Beyth Marom, 1992). Each of these steps, in turn, can be broken down into even smaller units.

Making a decision, solving a problem, making a choice may involve complex cognitive functioning, but they are not all or nothing enterprises. I have demonstrated that one does not have to be an expert decision-maker or problem solver to be the causal agent (e.g., making or causing things to happen in one's life) in the decision-making or problem-solving process (Wehmeyer, 2013). Similarly, one does not have to understand every possible aspect of a choice option to be able to make personally-meaningful choices. But such choices must, in my opinion, reflect the preferences of the person.

Supporting the Expression of Preference or Choice

As discussed previously, communication can be a barrier to the expression of preferences for people with intellectual disability. But, like other barriers to successful functioning, supports can be provided that enable people to more effectively communicate their preferences and interests.

At the most straightforward level, if someone has a communication impairment, devices such as augmentative or alternative communication systems—from voice synthesized systems to pictorial systems—can be obvious solutions. Symbolic forms of communication (sign language, gestures) can also provide ways to communicate preferences (Brady & Hahn, 2017). People can be taught to use micro-switches to indicate preferences (Kennedy & Haring, 1993).

When the individual's disability is more related to cognitive limitations impacting the ability to communicate thoughts and ideas, there are multiple ways to enable effective communication. For example, there are a host of 'potentially communicative behaviors' that all people exhibit and which others 'read' to determine meaning. A person may be frowning, yet unaware that another person sees the frown and implies communicative intent to the frown. People with more intensive support needs often communicate through such means: gestures, facial expressions, verbalizations, and just general affect. Winking, O'Reilly, and Moon (1993) observed the expressive behavior of four employees with autism as they completed a variety of jobs in a large hotel (e.g, laundry, food service, housekeeping). Observation resulted in a range of behaviors for each employee that indicated preference or non-preference of specific job tasks. For example, for one young woman, preference responses included smiling, singing, and repeating certain words or sounds. Non-preference responses included wandering, grabbing, or crumbling materials. Each person's preference or non-preference responses were observed when performing various tasks in the hotel in order to match employees with jobs that they liked to perform.

One can use a similar process for determining preferences around living arrangements. However, the person would need to have some direct experience with each living option. People with even the most extensive levels of impairment can and do express preferences, but because they lack the expressive communication skills needed to independently make the choice, they may require extensive support from others to facilitate the expressive communication. That support is often in the form of observing, trying out different options, and working to determine as best as can be done what the person is communicating.

There are several key factors that must be considered in the relationship between choices and preferences about living arrangements and the need for informed consent or informed choice.

First, even though medical decisions can be among the most complex, involving multiple options, and often accompanied by significant uncertainty, there is wide agreement in the medical and legal communities that processes to maximize the participation of people with intellectual disability, such as informed consent procedures, must be put in place to meet ethical and moral standards. Medically-associated informed consent procedures are time intensive (including time from busy specialists like physicians and other health providers), structured, systematic and involve the person with the disability and other key stakeholders. Despite the time and effort, they are accepted as ethical practices that must be in place (Heng & Sullivan, 2017). And, they are, by and large, successful at achieving what is intended. But unlike medical decisions, where it is not possible to have a trial removal of one's kidney, it is clearly possible to have a trial placement in a different living arrangement.

The question in all decision making is what will maximize the probability that a person's preferences about where to live are appropriately determined. This is similar to the informed choice doctrine invoked by the U.S. District Court for the Middle District of Alabama in *Wyatt v. Stickney* (1972). In the ruling, the court concluded that "the defendants' failure to offer those persons, whom they have institutionalized, an informed choice to live in less restrictive community settings where there is a professional determination that such is appropriate, violates the 1986 consent decree. An 'informed choice' might include the opportunity to visit community sites, talk with providers, talk with other consumers, visit community workshops and jobs, and have a trial placement in the living arrangement. Habilitation and normalization require that the plaintiffs have this choice. Because of the defendants failure to comply with the decree, hundreds of residents are unnecessarily institutionalized" (Herr, 1999).

To ensure that people with intellectual disability can make choices and express preferences about where to live and work, they must have ongoing, intensive supports to learn about options and engage in self-determined actions. This is particularly true for all people who have lived in restrictive settings, either for a long time or even a short time, but it is especially true for people with intellectual disability. By and large, the environments in which people with intellectual disability live limit opportunities to learn about preferences and make choices. But in my view, there is clear and compelling evidence that people with intellectual disability can acquire skills associated with choice making, and particularly choices about living and working in the community.

Research has established that when provided effective instruction and adequate opportunities to practice skills associated with problem-solving and decision-making, people with intellectual disability can acquire problem-solving and decision-making skills and can learn to self-regulate goal setting and enhance their self-determination (Algozzine, Browder, Karvonen, Test, & Wood, 2001; Wehmeyer, 2013).

Our research has established that people with intellectual disability who are more self-determined and make choices that impact the quality of their lives achieve more positive adult outcomes (employment, community living, recreation and leisure) (Martorell, Gutierrez-Rechacha, Pereda, & Ayuso-Mateos, 2008; McGuire & McDonnell, 2008; Shogren et al., 2015; Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1997) and report a more positive quality of

life and life satisfaction (Wehmeyer & Schwartz, 1998; Lachapelle et al., 2005; Nota, Ferrari, Soresi, & Wehmeyer, 2007; Shogren, Lopez, Wehmeyer, Little, & Pressgrove, 2006).

We have found that there are multiple methods, materials, and strategies that have been found effective in promoting the self-determination of people with intellectual disability (Wehmeyer & Field, 2007). Most of these involve elements of promoting choice making. All of these are predicated on people having experiences that inform them of their likes/dislikes and involve people around them who can observe and interpret non-verbal communications. Some additional actions (beyond those listed above) that can be taken to maximize the probability that people with intellectual disability, and particularly those in institutions like nursing facilities, can learn about preferences and make choices pertaining to community living options include:

- i. Provide frequent opportunities and supports for a person to go into the community and experience different activities that seem to align with areas of noted interest.
- ii. Talk with people close to the person with intellectual disability, so as to determine what they know about the person's preferences and interests.
- iii. Develop transition plans that describe concrete examples of where and how a person would live, what supports they would receive, and what community activities they could engage in.
- iv. Make available other persons with disabilities and their families who have successfully transitioned from nursing facilities to the community (peer to peer programs or family to family programs)
- v. Use media and other technologies to explain options. For instance, photovoice is a technique to teach people with intellectual disability to use cameras to take photos that express interests and preferences, and can be easily used to support learning how to identify preferences (Jurkowski, 2008).
- vi. Incorporate choice-making opportunities, no matter how small, into multiple aspects of the person's daily routine (Bambera & Koger, 1996).
- vii. While technology cannot replace the benefit of spending time in the community and having trial experiences in living settings outside of the nursing home, but there are some elements of the development of preference that might be done with technology in the current setting for some people. Davies, Stock, Davies, and Wehmeyer (2018) showed that people with intellectual disability could express work-related preferences using an app that showed brief (15-second) videos (with audio) of work tasks/environments. This could be pretty easily simulated using most smartphones or tablets to record house-related elements/community environment and help narrow down the first level of options for living outside of the community.

- viii. Supportive, positive, and encouraging people to support the person considering options for living in the community can, of course, make a significant difference in helping people think through their preferences, options, solve problems, and come to decisions (Cobb, Lehmann, Newman-Gonchar, & Alwell, 2009). None of us make major decisions like where to move without the support and encouragement of friends and family. People with intellectual disability be “required” to make independent choices before they are “allowed” to move.

Informed Choice Making by People with ID in Texas Nursing Facilities

I am aware that other disability experts conducted a review of a random sample of 54 individuals with IDD in nursing facilities in Texas, in order to evaluate the adequacy of assessments of their needs, the services they are provided, the service and transition planning that regularly occurs, the choice process that is offered, and ultimately, whether they made an informed choice to remain in the nursing facility. While I am not familiar with the specific methodology used to conduct this review, or the professionals who generated the findings, I was provided with the aggregate data on their findings. These data offers a compelling picture of how the choice process works for people with ID in nursing facilities.

Assessments, Service Planning, and Provision of Necessary Supports

I am aware that, when the findings of the four disability experts for the 54 individuals reviewed is aggregated, the following conclusions were generated:

1. None of individuals received a comprehensive functional assessment.
2. None of the individuals received all necessary specialized services.
3. None of the individuals were receiving active treatment.
4. Only 1 individual (2%) had a professionally appropriate ISP
5. All but 1 individual (98%) would benefit from living in the community.

Based on the findings from this sample of people with ID living in Texas nursing facilities, my knowledge of established research, and my professional experience, I do not believe that most people with ID in Texas nursing facilities are provided the necessary assessments, services and supports, and planning to make an informed choice about remaining in a nursing facility or transitioning to the community. Given that these data demonstrate that people in this random sample almost universally lacked adequate assessments of their needs, a person-centered planning process to help identify their preferences and supports to address those needs, and specialized services that would allow them to be in and experience the community, it is almost

impossible to see how they could be in any position to identify and communicate their preferences, and to make an informed choice about where to live.

Provision of Information to Support Informed Choice

It is my understanding that this review of a random sample of individuals in nursing facilities further probed both whether the individuals or their guardians had made an informed choice to stay in the nursing facility, as well as several objective factors that should be in place to allow them to make such a choice. This additional data offers an even clearer picture of how the choice process works for individuals with ID in nursing facilities. It is my understanding that the aggregate findings from these experts for the 54 people in the sample concluded that:

1. Forty-six individuals or their guardians (85%) had not made an informed choice to remain in the segregated nursing facility.
2. Only two individuals (4%) had an ISP that included a specific description of transition options.
3. Only one individual (2%) had visited a community provider.
4. Only three individuals (6%) had barriers to the community addressed.
5. Thirty-nine individuals (72%) expressed an interest in learning more about the community.
6. Twenty-eight individuals (52%) were interested in transitioning to the community.

Based on the findings from this sample of people living in Texas nursing homes, my knowledge of established research, and my professional experience, I do not believe that most individuals with ID in Texas nursing facilities are provided necessary information and experiences to make an informed choice to remain in a nursing facility. These findings demonstrate that the people in this sample were not being provided assistance in transitioning to the community. As described above, in order for individuals with IDD to make an informed choice about where to live, they must be provided with information and direct experiences about concrete options for living in the community that: (a) are presented in a manner that is presented in the modalities in which they learn best, provides concrete experiences of various options within the community, and addresses the fears and concerns of each person and/or family member; (b) accommodates common behavioral characteristics of people with ID discussed previously, such as a tendency toward acquiescence, outer-directedness, and difficulties in learning new routines and making changes in long-standing routines; and (c) addresses, for people who have been institutionalized for long periods, the vestiges of institutionalization, such as dependency on staff, loss of autonomy, and lack of regular opportunities to make choices.

Attachment A

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EDUCATIONAL BACKGROUND AND ACADEMIC DEGREES

- 1989 Ph.D. Human Development and Communication Sciences, University of Texas at Dallas
 Major: Developmental Psychopathology
 Minor: Neurobiology of Behavior
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 Dissertation: Repetitive motor movements in young children at risk for severe developmental delay: Implications for pathological stereotypies in mental retardation
 Doctoral Advisor: Ernest A. Gotts, Ph.D.
- 1988 M.Sc. Experimental Psychology, University of Sussex, Laboratory of Experimental Psychology and Centre for Research on Perception and Cognition, Brighton, England
 Thesis: A sensitive period for dopamine supersensitivity development: Implications for stereotypies in mental retardation
 Thesis Advisor: Peter G. Clifton, D.Phil.
- 1982 M.A. Special Education-Mental Retardation, University of Tulsa, Tulsa, OK
 Thesis: Modifying educators' attitudes toward disabled children utilizing a respite care program.
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- 1980 B.S. Special Education-Mental Retardation, University of Tulsa, Tulsa, OK

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1999 to present	UNIVERSITY OF KANSAS, DEPARTMENT OF SPECIAL EDUCATION
2017 to present	Chairperson
2016 to present	Ross and Marianna Beach Distinguished Professor in Special Education
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2010 to 2011	Gene A. and Gretchen Budig Teaching Professor in Special Education
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2001 to 2005	Associate Professor of Special Education
1999 to 2001	Courtesy Associate Professor of Special Education
1988 to 1990	UNIVERSITY OF TEXAS AT DALLAS
1989 to 1990	Adjunct Lecturer, School of Human Development
1988 to 1989	Graduate Teaching Assistant, School of Human Development

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1999 to present	UNIVERSITY OF KANSAS SCHIEFELBUSCH INSTITUTE FOR LIFE SPAN STUDIES
2015 to present	Director, Beach Center on Disability
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2007 to present	Investigator, Kansas Intellectual and Developmental Disabilities Research Center
2005 to present	Senior Scientist, Schiefelbusch Institute for Life Span Studies
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OTHER RESEARCH UNITS

2017 to present	Adjunct Faculty and Scientific Committee, Masters Program on Inclusion and Social Innovation, Università degli Studi di Padova, Università degli Studi Ca Foscari, Università degli Studi di Verona, IUAV di Venezia, Italy.
2012 to present	Research Associate, Institute on Community Integration (INICO), University of Salamanca, Spain.
2008 to 2013	Visiting Research Scholar, Institute for Human Development, University of Missouri at Kansas City
2002 to 2009	Research Affiliate, Laboratoire de Recherche Interdépartementale en Déficience Intellectuelle (LARIDI), Université du Québec a Trois-Rivieres, Canada

OTHER PROFESSIONAL

1990 to 1999	THE ARC OF THE UNITED STATES
1998 to 1999	Program Director, Self-Determination Program
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1989 to 1990	TEXAS DEPARTMENT OF MENTAL HEALTH AND MENTAL RETARDATION
1989 to 1990	Associate Clinical Psychologist, Ft. Worth State School for the Mentally Retarded
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1981 to 1982	TULSA, OKLAHOMA COUNTY PUBLIC SCHOOLS
1981 to 1982	Special Education Teacher, Developmental Center, Eli Whitney Junior High School
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1980 to 1981	TULSA, OKLAHOMA PUBLIC SCHOOLS
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¹ This article was one of 10 articles selected for inclusion in the U.S. Federal Interagency Autism Coordinating Committee's 2011 Summary of Advances in the Field of Autism.

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PROFESSIONAL PRESENTATIONS

KEYNOTE ADDRESSES (INVITED), INTERNATIONAL

- Wehmeyer, M.L. (2017, October). Universidad Catolica Silva Henriquez, Facultad de Educacion, Escuela de Educacion Diferencial, 4th Version de la Semana de la Diversidad e Inclusion (Catholic Univrsity Silva Henriquez, School of Education, Department of Special Education, 4th Diversity and Inclusion Week), Santiago, Chila. Presented Master Lecture titled *Educación especial e inclusiva en el contexto global (Special and Inclusive Education in the Global Context)*.
- Wehmeyer, M.L. (2017, October). Decent Work, Equity and Inclusion: Passwords for the Present and Future, Padova, Italy. Presented keynote session titled *Dignita Intrinseca: Lavoro Dignitoso, Equita e Inclusionione (Inherent Dignity: Decent Work, Equity, and Inclusion)*.
- Wehmeyer, M.L. (2017, October). Alla Prima Conferenza Internazionale Su Tecnologia Assistiva e Disabilita (First International Conference on Assistive Technology and Disabilities), Rome, Italy. Presented keynote session titled *Apprendimento Personalizzato Autodeterminazione e Tecnologie Cognitive e Applicative (Personalized Learning, Self-Determination, and Applied Cognitive Technologies)*.
- Wehmeyer, M.L. (2017, October). Alla Prima Conferenza Internazionale Su Tecnologia Assistiva e Disabilita (First International Conference on Assistive Technology and Disabilities), Rome, Italy. Presented plenary session titled *Valutazioni Mediante L'uso Del Computer (Computer-aided Testing)*.
- Wehmeyer, M.L. (2017, September). Ninth SELF Biennial International Conference, Melbourne, Australia. Presented keynote titled *Strengths-based Approaches to Disability: Self-Determination and Autonomy-Supportive Intervnetions to Empower People with Disabilities*.
- Wehmeyer, M.L. (2017, June). Beijing Normal University/University of Kansas symposium on education, Beijing, China. Presented session titled *Special Education and Personalized Learning in Today's Schools*.
- Wehmeyer, M.L. (2016, December). FEVAS Plena Inclusion Euskadi "Sin Que Nadie Quede Fuera" (No One Left Behind) Symposium, Bilbao, Spain. Presented keynote titled *Autodeterminación y Calidad de Vida en Personas con Grandes Necesidades de Apoyo (Self-Determination and Quality of Life for Persons with Extensive Support Needs)*.
- Wehmeyer, M.L. (2016, March). Chung Yuan Christian University 2016 International Symposium on Special Education, Taoyuan City, Taiwan. Presented keynote titled *Self-Determination: Toward Lives Filled with Rising Expectations, Dignity, Respect, and Opportunities*.
- Wehmeyer, M.L. (2015, August). American Psychological Association 123rd Annual Convention, Committee on Disability Issues in Psychology Symposium on the 25th Anniversary of the Americans with Disabilities Act, Toronto, Canada. Presented keynote titled *Self-Determination and Strengths-based Approaches to Disability*.
- Wehmeyer, M.L. (2015, June). American Association on Intellectual and Developmental Disabilities 139th Annual Conference, "Making a Difference Through Research, Practice, and Policy," Louisville, KY. Presented plenary session titled *What we Know from Research, Practice, and Policy: Practice..*
- Wehmeyer, M.L. (2015, May). Australian Council for Educational Leaders Summit 2015: Disability Reform-Leading and Sustaining Exceptional Practice, Sydney, Australia. Presented Keynote session titled *The Global Context of Disability Reform: Toward Strengths-Based Approaches to Disability*.

- Wehmeyer, M.L. (2014, December). Chiang Mai University Multicultural Education and Special Education International Conference 2014: Cultural Sensitivity in Educational Practices toward the 21st Century, Chiang Mai, Thailand. Presented Keynote session titled *The Future of Special Education in the Multicultural Society*.
- Wehmeyer, M.L. (2014, October). 3rd Congreso Internacional de Discapacidad Intelectual (3rd International Congress on Intellectual Disability), “Autogestion: Transformacion Social y Participacion Ciudadana (Self-Advocacy: Transforming Social and Civic Participation), Rosario, Argentina. Presented Keynote session titled *Autodeterminacion como eje de Intervencion: Aplicacion y resultados* (Self-Determination as a Guiding Concept for Intervention: Practices and Outcomes).
- Wehmeyer, M.L. (2014, September). New Zealand Disability Supports Network, Special Interest Forum and Annual General Meeting: “Building Bridges to Our Time,” Wellington, New Zealand. Presented Keynote session titled *A Bridge to Where?: Transition to Adulthood and the New Paradigm in Disability Supports*.
- Wehmeyer, M.L. (2014, September). Australasian Society on Intellectual Disability-New Zealand Chapter, 2014 Annual General Meeting, Wellington, New Zealand. Presented Keynote session titled *A Bridge to Where?: Transition to Adulthood and the New Paradigm in Disability Supports*.
- Wehmeyer, M.L. (2014, September). Australian Association of Special Education National Conference, “Catch the Perfect Wave: Evidence-Based Practice!” Manly, Sydney, Australia. Presented Keynote session titled *Inclusive Education in the Third Wave of the Disability Movement: Multitier Systems of Supports, Access to the General Education Curriculum, and Self-Determination*.
- Wehmeyer, M.L. (2014, May). Thirtieth Annual Pacific Rim International Conference on Disability and Diversity, “Learn from Yesterday, Live for Today, Envision Tomorrow,” Honolulu, Hawaii. Presented Keynote session titled *The Third Wave: Toward a Future of Self-Determination, Dignity, Respect, and Opportunity*.
- Wehmeyer, M.L. (2014, May). Akademia Pedagogiki Specjalnej im Marii Grzegorzewskiej (The Maria Grzegorzewska Academy of Special Education in Warsaw), Instytut Pedagogiki Specjalnej (The Institute of Special Education), Miedzynarodowa Konferencje Pedagogiki Specjalnej z cyklu OSOBA (The International Special Pedagogy Conference of the PERSON Series), “OSOBA – Pozytywne implicacje w teorii, badaniach i praktyce” (“PERSON—Positive Implications in Theory, Research, and Practice”), Warsaw, Poland. Presented opening keynote titled *Samostanowienie, psychologia pozytywna, i niepełnosprawność* (Self-Determination, Positive Psychology, and Disability).
- Wehmeyer, M.L. (2013, November). Theodor-Hellbrugge-Stiftung und Lehrstuhl für Sozialpädiatrie der Technischen University, München Kinderzentrum München Internationales und Interdisziplinäres Symposium Anlässlich der Verleihung des Arnold-Lucius-Gesell Preises 2013, “Kindliche Sozialisation, Soziale Integration und Inklusion” (Child Socialization, Social Integration, and Inclusion), Munich, Germany. Presented keynote session titled *Selbstbestimmung und Soziale Integration von Kindern mit mentalen Entwicklungsstörungen* (Self-Determination and Social Inclusion of Children with Intellectual and Developmental Disabilities).
- Wehmeyer, M.L. (2013, November). 48th Annual Australasian Society for Intellectual Disability, “Our Time,” Sydney, Australia. Presented keynote session titled *Building the Bridge to Our Time: Transition to Adulthood and the New Paradigm in Disability Supports*.
- Wehmeyer, M.L. (2013, October). Federacion Iberoamericana de Síndrome de DOWN and Federacion Espanola de Síndrome de Down, “III Congreso Iberoamericano Sobre el Síndrome de Down” (III Iberoamerican Congress on Down Syndrome), Monterrey, Mexico. Presented plenary session titled *La Importancia de la Autodeterminacion de las personas con Síndrome de Down* (The Importance of Self-Determination to People with Down Syndrome).

- Wehmeyer, M.L. (2013, June). European Society for Vocational Designing and Career Counseling, Italian Society for Vocational Guidance, and the Larios Laboratory at the University of Padova International Conference on Life Design and Career Counseling, "Building Hope and Resilience," Padova, Italy. Presented plenary session titled *Beyond Pathology: Positive Psychology and Disability*.
- Wehmeyer, M.L. (2013, June). Nordic-United States International Conference on Intellectual Disabilities, "Inherent Dignity, Equality, and Rights," Oslo, Norway. Presented keynote titled *Self-Determination: Toward Lives Filled with Rising Expectations, Dignity, Respect, and Opportunities*.
- Wehmeyer, M.L. (2013, June). American Association on Intellectual and Developmental Disabilities 137th Annual Conference, "Race to Catch the Future," Pittsburgh, PA. Presented plenary session titled *Racing to Catch the Future: A Glance Back*.
- Wehmeyer, M.L. (2012, April). III Jornadas Cientificas de Asociacion in Favor de las Personas Con Discapacidad Intellectual de Cordoba (APROSUB), "Innovacion y Autodeterminacion: Claves para la Mejora de la Calidad de Vida (Innovation and Self-Determination: Keys to Improving Quality of Life), Cordoba, Spain. Presented keynote speech titled *Autodeterminacion en Personas Con altas de Apoyo* (Self-determination and People with High Support Needs).
- Wehmeyer, M.L. (2012, April). III Jornadas Cientificas de Asociacion in Favor de las Personas Con Discapacidad Intellectual de Cordoba (APROSUB), "Innovacion y Autodeterminacion: Claves para la Mejora de la Calidad de Vida (Innovation and Self-Determination: Keys to Improving Quality of Life), Cordoba, Spain. Presented plenary speech titled *Autodeterminacion en en Edad Escolar* (Self-determination and School Age Students).
- Wehmeyer, M.L. (2011, April). Le Centre de Formation et de Recherche Abe Gold (The Abe Gold Learning and Research Centre Annual Conference), "L'autodetermination et L'utilisation des nouvelles technologies pour soutenir les personnes presentant un DI et un TSA (Self-determination and the Use of Technology in Supporting People with ASDs and ID), Laval, Quebec. Presented keynote speech titled *Autodetermination chez les Eleves Autistes et ayant un Autre Trouble du Developpement—Importance et interventions* (Self-determination and students with autism and other developmental disabilities: Importance and interventions.)
- Wehmeyer, M.L. (2010, June). American Association on Intellectual and Developmental Disabilities 134th Annual Conference, "Imagining the Future, Celebrating the Past," Providence, Rhode Island. Presented Plenary speech titled *Imagining the Future: Establishing a New Legacy for AAIDD*.
- Wehmeyer, M.L. (2010, June). V Convegno Nazionale su Qualita della Vita e Disabilita, "Autoderminazione e Qualita della Vita," Cremona, Italy. Presented invited plenary address titled *Autodeterminazione: Le Nuove Sfide* (Self-Determination: The New Challanges)
- Wehmeyer, M.L. (2010, June). V Convegno Nazionale su Qualita della Vita e Disabilita, "Autoderminazione e Qualita della Vita," Cremona, Italy. Presented invited keynote titled *Autodeterminazione e disabilita: Un Utopia Possible?* (Self-Determination: What is Possible?)
- Wehmeyer, M.L. (2010, April). 1^{re} Journee Scientifique Chaire de Recherche sur les Technologies de Soutien l'Autodetermination (Premier Scientific Symposium of the Research Chair on Technology to Support Self-Determination), "Autodetermination et Technologies: De la Theorie a la Pratique!" (Self-Determination and Technology: Theory and Practice), Universite' du Quebec a Trois-Rivieres, Trois-Rivieres, Quebec, Canada. Presented Keynote speech titled *Autodetermination: Renouer avec les Saviors* (Self-Determination: What is it and what do we know?).
- Wehmeyer, M.L. (2009, November). I Congreso Internacional sobre Atencion Integral a la Discapacidad y la Dependencia (First International Congress on Comprehensive Attention to Disability and

Dependency), Pozoblonco, Cordoba, Spain. Presented keynote speech titled: *Autodeterminacion y Personas con Discapacidad Severas* (Self-Determination and People with Severe Disabilities).

Wehmeyer, M.L. (2009, October). Kongju National University, Korean Institute on Special Education B-K21 Conference, Kongju, South Korea: Presented Keynote speech titled *Self-Determination: What Do We Know and Where Do We Go From Here?*.

Wehmeyer, M.L. (2009, October). Kongju National University, Korean Institute on Special Education B-K21 Conference, Kongju, South Korea: Presented Plenary speech titled *The Application of the Self-Determined Learning Model of Instruction in Special Education Settings*.

Wehmeyer, M.L. (2008, October). Ewha Womans University, Special Education Research Institute 12th Annual Research Symposium, Seoul, South Korea: Presented keynote speech titled *What is Self-Determination and Why is it Important to Students with Disabilities?*

Wehmeyer, M.L. (2008, October). Ewha Womans University, Special Education Research Institute 12th Annual Research Symposium, Seoul, South Korea: Presented plenary speech titled *Self-Determination in the Era of School Reform: Inclusion and Access to the General Education Curriculum*.

Wehmeyer, M.L. (2008, August). International Association on the Scientific Study of Intellectual Disability 13th World Congress, *People with Intellectual Disabilities: Citizens in the World*, Cape Town, South Africa: Presented plenary speech titled *Spes Bona (Good Hope): Self-Determination and a Strengths-based Approach to Intellectual Disability*.³⁸

Wehmeyer, M.L. (2007, March). VIII Simposio Internacional de Empleo con Apoyo: El Camino Hacia la Inserción Social (Eighth International Symposium on Supported Employment: The Road to Social Inclusion), Valencia, Spain: Presented keynote titled *Empleo y Autodeterminación* (*Employment and Self-Determination*).

Wehmeyer, M. L. (2007, February). Surrey School District Third Annual Focus Day, Surrey, British Columbia, Canada: Presented keynote titled *Everyone belongs: Encouraging self-determination in inclusive environments*.

Wehmeyer, M. L. (2006, March). VI Jornadas Científicas de Investigación Sobre Personas con Discapacidad, Salamanca, Spain: Presented keynote titled *Autodeterminación y personas con discapacidades severas* (*Self-determination and people with severe disabilities*).

Wehmeyer, M.L. (2005, June). Congresso Internazionale 5: Disabilità, Trattamento, Integrazione, Dipartimento di Psicologia della Sviluppo e della Socializzazione, Centro di Ateneo di Servizi e Ricerca Handicap, Disabilità e Riabilitazione, Università Degli Studi di Padova, Padova, Italy: Presented keynote titled *Autodeterminazione: Integrazione, Empowerment e Nuovi Paradigmi di Supporto* (*Self-Determination: Inclusion, Empowerment and the New Paradigm in Disability Supports*).

Wehmeyer, M.L. (2003, October). Congreso Internacional Una Escuela Para a Tothom, Una Escuela Para Todos (International Conference on Schools for All Children), Facultat de Psicologia, Ciències de l'Educació i l'Esport Blanquerna, Barcelona, Spain. Presented keynote titled *Inclusion, Universal Design for Learning, and Student-Directed Learning: A Framework for the Third Generation of the Inclusion Movement*.

Wehmeyer, M.L. (2003, August). International Association of Societies for the Scientific Study of Intellectual Disabilities, Special Interest and Research Group on Health Issues, International Conference on Health Disparities Among Individuals with Developmental Disabilities, Westchester, New York: Presented keynote titled *Self-Determination in Health Care for Persons with Intellectual Disabilities*.

³⁸ Abstracted in *Journal of Intellectual Disability Research*, 52, 640.

Wehmeyer, M. L. (2001, April). American Association on Mental Retardation, Quebec Chapter Annual Conference, Montreal, Canada: Presented keynote titled *Autodetermination et Retard Mental: Recherche et Pratique (Self-determination and mental retardation: Research to practice)*.

Wehmeyer, M. L. (2001, March). IV Jornadas Cientificas de Investigacion Sobre Personas con Discapacidad, Salamanca, Spain: Presented keynote titled *Autodeterminacion. El Apoyo Mas Natural (Self-determination: The most natural support)*.

KEYNOTE ADDRESSES (INVITED), NATIONAL

Wehmeyer, M.L. (2015, November). Supported Decision-Making Invitational Symposium 2015: Promoting the Right to Choose: Moving From Theory to Practice, American University, Washington Law School, Washington, DC. Presented invited opening keynote titled *Self-Determination and Supported Decision-Making: Toward Lives Filled with Rising Expectations, Dignity, Respect, and Opportunity*,

Wehmeyer, M.L. (2015, November). U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Individuals with Disabilities Education Act 40th Anniversary Celebration Symposium, Washington, DC. Presented plenary presentation titled *Inclusion and the Education of Students with Extensive and Pervasive Support Needs*.

Wehmeyer, M.L. (2015, October). Federal Communications Commission Summit and Expo on the Telecommunication Needs of People with Cognitive Disabilities, Washington, DC. Presented invited opening keynote titled *Applied Cognitive Technologies and the Right of People with Cognitive Disabilities to Technology and Information Access*.

Wehmeyer, M.L. (2015, June). Office of Special Education Programs and Institute of Education Sciences, U.S. Department of Education and Eunice Kennedy Shriver National Institute of Child Health and Human Development and Office of Behavioral and Social Sciences Research, National Institutes of Health, U.S. Department of Health and Human Services, Technical Working Group Meeting, 'Evidence-based and Emerging Practices: State of Science and Practice for Children with Disabilities,' Washington, DC. Presented invited keynote titled *Trends in Instructional, Social, and Behavioral Support Strategies for Students with Low Incidence Disabilities*.

Dunst, M., Wehmeyer, M.L., Shogren, K.A., Boller, S., & Kunen, A. (2015, March). Integrated Benefits Institute Annual Forum, "Maintaining a Healthy, High-Performing and Productive Workforce in a Rapidly Changing Environment," San Francisco, CA. Presented invited plenary session titled *What Every Employer Needs to Know—Key Success Factors for Hiring People with Disabilities*.

Wehmeyer, M.L. (2014, October). Comision Nacional Asesora Para la Integracion de las Personas con Descapacidad (National Advisory Commission for the Integration of Persons with Intellectual Disability), Simposio sobre la Autodeterminacion y la Autogestion (Symposium on Self-Determination and Self-Advocacy) Buenos Aires, Argentina. Presented invited keynote session titled *Autodeterminacion y la Autogestion (Self-Determination and Self-Advocacy)*.

Wehmeyer, M.L. (2013, May). Council of Chief State School Officers, Assessing Special Education Students, State Collaborative on Assessment and Student Standards Spring 2013 Summit on Implementing College and Career Readiness Standards "Implications for States Supporting Students with Significant Cognitive Disabilities," Baltimore, MD: Presented invited keynote titled *Access to and Equity in College and Career Readiness for Students with Significant Cognitive Disabilities: The Role of Self-Determination*.

Wehmeyer, M.L. (2013, May). Urban Special Education Leadership Collaborative 2013 Spring Meeting, "Covering the Spectrum: Current Trends in the Delivery of Services to Students with Autism," San Diego, CA. Presented invited keynote titled *Beyond Disability: Shaping a Vision of Academic Success for All Students*.

- Wehmeyer, M.L. (2011, November). 2011 State of the Art Conference on Postsecondary Education and Individuals with Intellectual Disabilities, Fairfax, VA. Presented keynote titled *Beyond Dogma: Measuring Intermediate and Long Range Outcomes from Postsecondary Education*.
- Wehmeyer, M.L. (2010, October). University of Colorado Coleman Institute for Cognitive Disabilities and Silicon Flatiron Center for Law, Technology and Entrepreneurship, Implications of Cloud Computing for People with Cognitive Disabilities Preconference, Boulder, Colorado. Presented invited plenary session titled *Cognitive Accessibility*.
- Nellis, T., Wehmeyer, M.L., Ward, N., & Finn, C. (2010, September). Self-Advocates Becoming Empowered 2010 National Self-Advocacy Conference, "Jazz it Up: Feeling the Music of Self-Advocacy, Kansas City, Missouri. Presented invited plenary address titled *Self-Determination in 2020*.
- Wehmeyer, M.L. (2008, November). Sibling Leadership Network Second Annual Conference, Columbus, Ohio: Presented keynote titled *Sib's Role in Self-Determination*.
- Wehmeyer, M.L. (2006, October). University of Colorado Coleman Institute for Cognitive Disabilities Sixth Annual Conference on Advances in Cognitive Disability and Technology, Denver, Colorado: Presented Distinguished Guest Lecture titled *Technology to Promote Decision-Making Skills, Self-Determination, and Health for Persons with Cognitive Disabilities*.
- Wehmeyer, M.L. (2004, April). National Center on Secondary Education and Transition Capacity Building Institute, New Orleans, Louisiana: Presented keynote titled *No Content Left Behind: Self-Determination in the Era of Standards-Based Reform*.
- Wehmeyer, M. L. (2002, October). National Center on Low Incidence Disabilities (University of Northern Colorado) Annual Research Conference, Greeley, Colorado: Presented keynote titled *Exploring Human Strengths: Self-Determination and Students with Low Incidence Disabilities*.
- Wehmeyer, M. L. (2000, May). Rehabilitation Research and Training Center on Positive Behavior Supports Annual PBS State Team Training Meeting, Tampa, Florida: Presented keynote titled *Self-Determination and Positive Behavior Supports*.
- Wehmeyer, M. L. (1999, June). U. S. Department of Education, OSERS, OSEP Annual Transition Research Project Directors Meeting, Washington, DC: Presented keynote titled *A Bridge to Where? Transition, Self-Determination and the New Millennium*.

KEYNOTE ADDRESSES (INVITED), REGIONAL, STATE, AND LOCAL

- Wehmeyer, M.L. (2017, November). The Arc of Massachusetts 3rd Annual Transition Conference, "Creating a Meaningful Life," Worcester, MA. Presented keynote titled *Self-Determination: A Family Affair*.
- Wehmeyer, M.L. (2017, November). Massachusetts Partnership for Transition to Employment daylong training, Sturbridge, MA. Presented plenary session titled *Promoting Self-Determination in the Transition to Adult Life*.
- Wehmeyer, M.L., & Shogren, K.A. (2017, January). Gateway Academy Transition Symposium 2017, Houston, TX. Presented opening keynote titled *Self-Determination: A Bridge to a Brighter Future*.
- Wehmeyer, M.L. (2016, November). The Arc of Arizona's 2016 Developmental Disabilities Family Resources Conference, Phoenix, AZ. Presented lunch keynote titled *Beyond Disability: Achieving the Vision of the Parent Movement*.
- Wehmeyer, M.L. (2016, November). University of Arizona Sonoran Center for Excellence in Disabilities 10th Anniversary Symposium, "10 Years of Working in Partnership with Arizonans with

Disabilities,” Tucson, AZ. Presented keynote titled *Self-Determination and Strengths-based Approaches to Disability: A Bridge for 21st Century Transitions*.

Wehmeyer, M.L. (2016, September). American Association on Intellectual and Developmental Disabilities-Louisiana Chapter 45th Annual Meeting and Conference, “Finding the Right Fit,” Alexandria, LA. Presented opening keynote titled *Finding the Right Fit for Disability Supports in the 21st Century*.

Wehmeyer, M.L. (2016, July). Pennsylvania Community on Transition Annual Conference, “Unlocking Potential: Promoting Strengths and Inspiring Success,” State College, PA. Presented closing keynote titled *Self-Determination and Strengths-based Approaches to Disability: A Bridge for 21st Century Transitions*.

Wehmeyer, M.L. (2016, June). The Ohio State University 2016 Nisonger Institute, “Supporting Lives and Expanding Choices with Technology,” Columbus, OH. Presented closing keynote titled *Applied Cognitive Technologies: Supports for Transition and Beyond*.

Wehmeyer, M.L. (2015, October). Cooperative Educational Service Agency No. 11, Third Annual Special Education Conference, Wisconsin Dells, WI. Presented opening keynote titled *Beyond Labels: Special Education in the 3rd Wave of the Disability Movement*.

Wehmeyer, M.L. (2014, October). Center for Autism and Related Disorders at Kennedy Krieger Institute 14th Annual Autism Conference, “Autism: Transforming the Future,” Timonium, MD. Presented opening keynote titled *Special Education and Third Generation Inclusive Practices: Access, Universal Design for Learning, and Self-Determination*.

Wehmeyer, M.L. (2014, August). Rehabilitation Association of Mississippi 36th Annual Training Conference, Jackson, Mississippi. Presented opening keynote titled *Beyond Disability: Self-Determination and the New Paradigm in Disability Supports*.

Wehmeyer, M.L. (2013, October). Museum of disABILITY History Dialogue on disABILITY Speaker Series, Buffalo, New York. Presented featured lecture titled *Good Blood, Bad Blood: Science, Nature, and the Myth of the Kallikaks*.

Wehmeyer, M.L. (2013, June). Commonwealth of Pennsylvania, Department of Public Welfare, Bureau of Autism Services, Office of Developmental Programs 6th Annual Pennsylvania Autism Training Conference, “Delivering Autism Services in Pennsylvania: Practical Strategies and Tools,” Lancaster, Pennsylvania. Presented keynote titled *Self-Determination: A Gateway to a Better Future*.

Wehmeyer, M.L. (2013, June). Kansas Technical Assistance System Network Transition Summit, “Promoting Self-Determined Futures,” Wichita, Kansas. Presented keynote titled *Self-Determination: What do we Know? Where do we Go?*

Wehmeyer, M.L. (2013, May). Columbia University, Teachers College, Center for Opportunities and Outcomes for People with Disabilities 14th annual conference “Bridges to Empowerment,” New York, New York. Presented keynote titled *Building a Bridge to Empowerment: Self-Determination and the Third Wave of the Disability Movement*.

Wehmeyer, M.L. (2013, April). Seven Hills Family Services, ConnectPlus+, “Strategies to Help Link to Meaningful Relationships” conference, Worcester, Massachusetts. Presented keynote titled *Self-Determination and Linking to Meaningful Friendships*.

Wehmeyer, M.L. (2013, April). Massachusetts Department of Elementary and Secondary Education, Secondary Transition Capacity-Building Conference, Marlborough, Massachusetts. Presented keynote titled *Self-Determination: Building the Bridge to the Future*.

- Wehmeyer, M.L. (2013, February). San Diego State University, College of Education, Department of Special Education Distinguished Lecture Series, San Diego, California: Presented keynote titled *The Myth of the Kallikaks: An Intersection of Science, Disability, Race, Class, & Eugenics*.
- Wehmeyer, M.L. (2012, April). The College of New Jersey Career and Community Studies program 2nd annual “Yes, I am Going to College!” conference, Ewing, New Jersey. Presented keynote titled *Self-determination and Post-Secondary Education for Students with Intellectual Disability*.
- Wehmeyer, M.L. (2012, March). Saginaw Valley State University 2012 Dow Visiting Scholar Lecture, Saginaw, Michigan. Presented keynote titled *Whose Future is it Anyway? Self-Determination, Dignity, Opportunity, and Respect*.
- Wehmeyer, M.L. (2012, February). Sam Houston State University Student Council for Exceptional Children 7th Annual Conference, “Meeting the Needs of All Learners,” Huntsville, Texas. Presented keynote titled *Beyond Disability: Self-Determination and Universal Design for Learning as a Framework for Special Education Services*.
- Wehmeyer, M.L. (2011, September). Iowa Council for Exceptional Children and Iowa Council of Administrators of Special Education annual conference, Des Moines, Iowa. Presented keynote titled *The Next Generation of Inclusion: UDL, Access, & Self-Determination*.
- Wehmeyer, M.L. (2011, March). American Association on Intellectual and Developmental Disabilities, Missouri Chapter Annual Conference, Columbia, Missouri. Presented keynote titled *Intellectual Disability in the 21st Century: Self-Determination and the Third Wave of the Disability Movement*.
- Wehmeyer, M.L. (2010, August). Maryland Coalition for Inclusive Education Summer Institute, “Changing Lives and Attitudes: Teaching Self-Advocacy Skills,” Baltimore, Maryland. Presented keynote titled *Self-Determination, Self-Advocacy, and the Third Generation of the Inclusion Movement*.
- Wehmeyer, M.L. (2010, July). American Association on Intellectual and Developmental Disabilities, Texas Chapter 35th Annual Convention, “Making Positive Change Happen,” Houston, Texas. Presented keynote titled *Intellectual Disability in the 21st Century: Imagining a Bright Future*.
- Wehmeyer, M.L. (2010, January). TEEAM Annual Conference on Autism Spectrum Disorders in Jackson, Mississippi. Presented keynote titled *Promoting the Self-Determination of Adolescents and Adults with Autism*.
- Wehmeyer, M.L. (2009, May). 3rd Annual Mid-Michigan Inclusion Conference in Midland, Michigan. Presented keynote titled *Access to the General Education Curriculum, UDL, and Self-Determination: A Framework for the Third Generation of Inclusive Practices*.
- Wehmeyer, M.L. (2008, February). Arkansas Department of Education 2008 Arkansas Transition Summit “Focusing on What Matters in Arkansas,” Hot Springs, Arkansas. Presented keynote titled *A Bridge to Where? Self-Determination, Student Involvement, and Transition*.
- Wehmeyer, M.L. (2007, June). Arizona Department of Education and Arizona TASH Third Annual Arizona Summer Institute on Inclusive Schooling Practices, Addressing Diversity in the General Education Classroom, Phoenix, Arizona. Presented keynote titled *Self-Determination and Universal Design for Learning: A Framework for the Third Generation of the Inclusion Movement*.
- Wehmeyer, M.L., (2007, March). Texas Transition Institute, National Perspectives Conference, College Station, Texas. Presented keynote titled *A Bridge to Where? Self-Determination, Transition, and Quality of Life*.

- Wehmeyer, M.L. (2006, September). New York State Department of Health, Disability and Health Program, 2nd Statewide Conference on Health and Wellness for Adults with Disabilities, Empowerment Through Healthier Lifestyles, Albany, New York. Presented keynote titled *Empowerment, Self-Determination, and Health Care for People with Disabilities*.
- Wehmeyer, M.L. (2006, April). United Way of Palm Beach County 2nd Annual S.T.A.R.S. (Start Transition and Realize Success) Conference, West Palm Beach, Florida. Presented keynote titled: *Self-Determination: A Family Affair*.
- Wehmeyer, M.L. (2005, June). Social Security Administration, Kansas City Region Transitions Today: New Rules/New Tools, Kansas City, Missouri. Presented keynote titled *A Bridge to Where? Self-Determination and Youth Transitions*.
- Wehmeyer, M.L. (2005, April). University of Missouri-Kansas City, Institute for Human Development, Disability Studies Graduate Certification program, Kansas City, Missouri. Presented inaugural keynote titled *Self-Determination, Supports, and Disability Studies*.
- Wehmeyer, M.L. (2005, March). San Diego State University, College of Education, Department of Special Education Distinguished Lecture Series, San Diego, California: Presented keynote titled *Self-Determination: Theory to Practice*.
- Wehmeyer, M.L. (2004, February). Rhode Island Department of Education Winter Leadership Institute, Providence, Rhode Island: Presented keynote titled *Access to the General Curriculum and Universal Design: High Quality Educational Experiences for All Students*.
- Wehmeyer, M.L. (2003, November). Families Together, Inc., Statewide Self-Determination and Transition Conference, Chanute, Kansas: Presented keynote titled *Self-Determination: A Family Affair*.
- Wehmeyer, M.L. (2003, August). Indiana Institute for Community Inclusion Statewide Transition Conference, "Today's Students, Tomorrow's Adults: Building a Transition to the Future," Indianapolis, Indiana. Presented keynote titled *A Bridge to Where? Self-Determination and the Transition Process*.
- Wehmeyer, M.L. (2002, November). Elizabeth Boggs Center for Excellence in Developmental Disabilities, New Jersey Medical and Dental University Distinguished Lecture Series, Piscataway, New Jersey. Presented keynote titled *Promoting the Self-Determination of Youth with Disabilities in the Transition from School to Adult Life*.
- Wehmeyer, M.L. (2002, August). Northern Arizona University Institute for Human Development, Arizona Coalition for Family Support, Self-Determination, and Disability "High Hopes, High Expectations" conference, Phoenix, Arizona. Presented keynote titled *Self-Determination, Family Support: What do we mean? Who do we mean?*
- Wehmeyer, M.L. (2002, April). Temple University Center for Excellence in Developmental Disabilities Distinguished Lecture Series, Philadelphia, Pennsylvania. Presented keynote titled *Beyond High School: Transition to Adult Life*.
- Wehmeyer, M.L. (2002, April). Region XIX Education Service Center Bridges to Transition Conference, El Paso, Texas. Presented keynote titled *Self-Determination: Improving the Quality of Life for People with Disabilities*.
- Wehmeyer, M. L. (2001, August). Missouri Association for Persons in Supported Employment 2nd Annual Employment Summit, Jefferson City, Missouri: Presented keynote titled *Self-determination and Supported Employment*.
- Wehmeyer, M. L. (2001, August). Kansas Council on Developmental Disabilities Annual Conference, Wichita, Kansas: Presented keynote titled *Self-determination: The Blueprint for Life, Liberty, and the Pursuit of Independence*.

- Wehmeyer, M. L. (2001, June). University of Northern Iowa 7th Annual Summer Leadership Institute in Inclusion, Cedar Falls, Iowa: Presented keynote titled *Accessing the General Curriculum: The Importance of Student-Directed Instruction*.
- Wehmeyer, M. L. (2001, May). Kentucky Department of Mental Health and Mental Retardation 11th Annual Statewide Best Practices Conference, Lexington, Kentucky: Presented keynote titled *Self-determination: The nuts and bolts for 2001 and beyond*.
- Wehmeyer, M. L. (2001, May). University Affiliated Program of Rhode Island, the Rhode Island Developmental Disabilities Council, and the Rhode Island Transition Systems Change Project Statewide Self-Determination Conference, Providence, Rhode Island: Presented keynote titled *Self-determination across the life span*.
- Wehmeyer, M. L. (2001, February). Arizona Council for Exceptional Children Annual Conference, Phoenix, Arizona: Presented keynote titled *Empowering students: Self-determination and student involvement*.
- Wehmeyer, M. L. (2001, January). Eastern Illinois University Student chapter of the Council for Exceptional Children Annual Conference, Charleston, Illinois: Presented keynote titled *Special education and self-determination in the 21st Century*.
- Wehmeyer, M. L. (2000, November). South Carolina Council for Exceptional Children, Division on Career Development Annual Conference, Greenville, South Carolina: Presented keynote titled: *A bridge to where? Self-determination and transition in the 21st Century*.
- Wehmeyer, M. L. (2000, August). Missouri University Affiliated Program 22nd Annual Visions to Reality Conference, Kansas City, Missouri: Presented keynote titled *Turn visions into reality: Self-determination*.
- Wehmeyer, M. L. (2000, June). Northwest Washington Educational Service District 2nd Annual Secondary Special Education Institute, Bellingham, Washington: Presented keynote titled *A bridge to where? Self-determination, transition and change*.
- Wehmeyer, M. L. (2000, April). The Arc of Texas 50th Anniversary Convention, Corpus Christi, Texas: Presented keynote titled *Self-determination: The heart of The Arc movement for the next 1000 years!*.
- Wehmeyer, M. L. (1999, November). Illinois Association for Persons in Supported Employment Annual Convention, Matteson, Illinois: Presented keynote titled *Pushing the limits: Self-determination into the new millennium*.
- Wehmeyer, M. L. (1999, May). The Arc of Illinois Annual Convention, Springfield, Illinois: Presented keynote titled *Self-determination in the 21st Century*.
- Wehmeyer, M. L. (1999, March). Virginia Departments of Education and Rehabilitative Services and Virginia Association of Vocational Education Special Needs Personnel Annual Transition Forum, Williamsburg, Virginia: Presented keynote titled *Transition in the new millennium: Self-determination and quality of life*.
- Wehmeyer, M. L. (1999, March). Delaware Council for Exceptional Children State Convention, Dover, Delaware: Presented keynote titled *Promoting the self-determination of students with disabilities: An agenda for the 21st Century*.
- Wehmeyer, M. L. (1999, January). North Carolina Community College System Compensatory Education Coordinators Conference, Raleigh, North Carolina: Presented keynote titled *Self-determination: Basic skills for successful transition*.

- Wehmeyer, M. L. (1998, October). The Arc of Spokane and the Spokane County Community Services Division Community Inclusion Conference, Spokane, Washington: Presented keynote titled *Going beyond choice to promote self-determination*.
- Wehmeyer, M. L. (1998, October). Maryland Developmental Disabilities Administration, Maryland Division of Rehabilitation Services, and Maryland State Department of Education Statewide Self-Determination and Transitioning Youth Conference, Linthicum Heights, Maryland: Presented keynote titled *The state of the nation in self-determination for students with disabilities*.
- Wehmeyer, M. L. (1998, October). Division on Career Development and Transition Midwest Regional 9th Bi-Annual Conference, Kansas City, Missouri: Presented keynote titled *Transition in the 21st Century: Self-determination and quality of life*.
- Wehmeyer, M. L. (1998, April). Mississippi Department of Education, Office of Special Education Transition Conference, Jackson, Mississippi: Presented keynote titled *The importance of transition to students and teachers*.
- Wehmeyer, M. L. (1996, June). Utah State University 19th Annual Conference on Intervention Procedures for At Risk Children and Youth, Logan, Utah: Presented keynote titled *Self-determination as an educational Outcome*.
- Wehmeyer, M. L. (1992, September). Indiana Self-Advocates Annual Conference, Indianapolis, Indiana: Presented keynote titled *Self-advocacy and self-determination*.
- Wehmeyer, M. L. (1992, March). Columbia Association for Training and Employment Sixth Annual Conference, Coeur d'Alene, Idaho: Presented keynote titled *Exploration, vision and empowerment*.

GUEST LECTURES/VISITING PROFESSOR-UNIVERSITIES (INVITED)

- Guest Lecturer (2017, January). School of Communication Science and Disorders, Autism Institute, College of Medicine, Florida State University, Gainesville, Florida.
- Guest Lecturer (2016, September). College of Health and Human Services, Department of Education, Rockhurst University, Kansas City, Missouri.
- Guest Lecturer (2016, July). College of Education and Behavioral Sciences, School of Special Education, University of Northern Colorado, Greeley, Colorado.
- Guest Lecturer (2013, May). Columbia University, Teachers College, Center for Opportunities and Outcomes, New York, New York.
- Guest Lecturer (2013, March). Feinstein School of Education and Human Development, Paul V. Scherlock Center, Rhode Island College, Providence, Rhode Island.
- Distinguished Lecturer (2013, February) College of Education, Department of Special Education, San Diego State University, San Diego, California.
- Guest Lecturer (2012, April). Department of Special Education, Language & Literacy, The College of New Jersey, Ewing, New Jersey.
- Guest Lecturer (2012, April). Master en Recherche de Personas con Discapacidad (Masters Program on Research in Disability), Instituto Universitario de Integracion en la Comunidad, Universidad de Salamanca, Spain.
- Guest Lecturer (2012, April). Master en Integracion de Personas con Discapacidad (Masters Program on the Integration of People with Disability), Instituto Universitario de Integracion en la Comunidad, Universidad de Salamanca, Spain.

Dow Visiting Scholar (2012, February-March). Saginaw Valley State University, Saginaw, Michigan.

Distinguished Lecturer (2011, October). Meadows Center for Preventing Educational Risk, University of Texas at Austin, Austin, TX, Distinguished Lecture: *Beyond Disability: Special Education and Inclusion in the Next Decade*.

Guest Lecturer (2009, November). Master en Integracion de Personas con Discapacidad (Masters Program on the Integration of People with Disability), Instituto Universitario de Integracion en la Comunidad, Universidad de Salamanca, Spain.

Guest Lecturer (2009, August). College of Education and Human Development, Department of Educational Psychology, Texas A&M University, College Station, Texas.

Guest Lecturer (2008, October). College of Education, Department of Special Education, Ewha Womans University, Seoul, South Korea.

Guest Lecturer (2007, March). College of Education, Department of Specialized Education Services, University of North Carolina-Greensboro.

Guest Lecturer (2006, April). Dipartimento di Psicologia dello Sviluppo e della Socializzazione, Universita degli Studi di Padova, Padova, Italy.

Distinguished Lecturer (2005, March) College of Education, Department of Special Education, San Diego State University, San Diego, California.

Guest Lecturer (1997, May). College of Education, Department of Special Education, Wayne State University, Detroit, Michigan.

WEBINARS (INVITED)

Thompson, J.R., Fidler, D., Shogren, K.A., & Wehmeyer, M.L. (2017, November). American Association on Intellectual and Developmental Disabilities. Presented webinar titled *Writing for Publication*.

Wehmeyer, M.L. (2017, March). Georgia State Department of Education, ASPIRE program. Presented webinar titled *My Students are Great at Participating in their IEP Meeting! What's Next? Promoting Self-Determination and Student-Directed Learning*.

Wehmeyer, M.L. (2016, June). National Technical Assistance Center on Transition Webinar series, hosted by the Transition Coalition. Presented webinar titled *Promoting Self-Determination and More Positive Transition Outcomes*.

Wehmeyer, M.L. & Ward, M. (2014, June). Virginia Commonwealth University, RRTC on Employment of People with Physical Disabilities Webinar series. Presented webinar titled *Self-Determination: Past, Present, Future*.

Wehmeyer, M.L. (2013, April). The Arc of the United States, Peer Communities on Self-Advocacy Webinar series. Presented webinar titled *The Arc's Self-Determination Scale: A Self-Report Measure of Self-Determination for Youth and Adults with Intellectual Disability*.

Brand, B., Harris, J., Wehmeyer, M.L., Collett, J., & Chase, A. (2013, March). American Youth Policy Forum and American Institutes for Research National High School Center Webinar series. Presented webinar titled *Helping Students with Disabilities Transition to College and Careers*.

Reed, G., Tasse, M., & Wehmeyer, M.L. (2013, March). American Association on Intellectual and Developmental Disabilities and the Association for University Centers on Disability critical issues Webinar series. Presented webinar titled *Revising the ICD Definition of Intellectual Disability: Implications and Recommendations*.

- Wehmeyer, M.L. (2013, January). Council for Exceptional Children Webinar series. Presented webinar titled *Self-Determination, UDL, Access to the General Education Curriculum, and the Third Generation of the Inclusion Movement*.
- Wehmeyer, M.L. (2012, August). American Association on Intellectual and Developmental Disabilities ASPIRE Webcast series. Presented webinar titled *Intellectual Disability in the 21st Century: Self-Determination and the Third Wave of the Disability Movement*.
- Wehmeyer, M.L. (2012, May). Tennessee Association of Microboards and Cooperatives, Revolutionary Leaders 2012 Webinar series. Presented webinar titled *Transition Planning and Instruction: Best Practices*.
- Wehmeyer, M.L. (2012, February). TASH Building Inclusive High School Communities Webinar series. Presented Webinar titled *The Third Generation of the Inclusion Movement*.
- Wehmeyer, M.L. & Sowers, J. (2011, January). Portland State University, Regional Research Institute on Human Services, Graduate School of Social Work, Pathways to Positive Futures RRTC Webinar series. Presented Webinar titled *Supporting Self-Determination and Enhancing Career Development for Young Adults with Mental Health Diagnoses*.

WORKSHOPS, SYMPOSIA, PANEL PRESENTATIONS, AND BREAKOUT SESSIONS (INVITED), INTERNATIONAL

- Wehmeyer, M.L., & Gragoudas, S. (2018, February). Council for Exceptional Children 96th Annual Convention and Expo, Tampa, FL. Presented invited Program Chair Featured Session titled *Self-Determination and Students with Intellectual and Developmental Disabilities*.
- Wehmeyer, M.L., Courtade, G., & Roberts, C. (2018, February). Council for Exceptional Children 96th Annual Convention and Expo, Tampa, FL. Presented invited Division on Autism and Developmental Disabilities Showcase session titled *Academic Instruction for Students with Intellectual Disability: Best Practices and Future Directions*.
- Wehmeyer, M.L., Thompson, J.R., Root, J.R., McConnell, A.E., Grigal, M., & Kurth, J. (2018, January). Council for Exceptional Children, Division on Autism and Developmental Disabilities 19th International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Clearwater, FL. Presented invited symposium titled *Improving Research-based Practices for Educating Students with Intellectual Disability*.
- Root, J.R., Wehmeyer, M.L., Zucker, S., Bouck, E., & Travers, J. (2018, January). Council for Exceptional Children, Division on Autism and Developmental Disabilities 19th International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Clearwater, FL. Presented invited panel titled *Perspectives on Publishing Pre-Tenure: Advice from Experts in the Field*.
- Wehmeyer, M.L., Foggo, R.V., Ward, D., & Webster, A. (2017, September). Ninth SELF Biennial International Conference, Melbourne, Australia. Presented symposium titled *Promoting Self-Determination for Individuals on the Autism Spectrum*.
- Fidler, D., Shogren, K., Thompson, & Wehmeyer, M.L. (2017, June). American Association on Intellectual and Developmental Disabilities 141st Annual Conference, "Promoting Health & Wellness," Hartford, CT. Presented post-conference session titled *Writing for Publication*.
- Wehmeyer, M.L. (2016, April). Council for Exceptional Children 94th Annual Convention and Expo, St. Louis, MO. Presented Invited Opportunities and Experiences to Prepare Students with Autism and/or Intellectual Disability for Postsecondary Education and Employment Success Strand Session titled *Self-determination: Opportunities and Experiences to Prepare for Postsecondary Education and Employment Success*.
- Shogren, K.A., & Wehmeyer, M.L. (2016, April). Council for Exceptional Children 94th Annual Convention and Expo, St. Louis, MO. Presented Invited Response to Intervention: Multi-tier System of Supports Strand Session titled *Self-Determination and MTSS*.

- Wehmeyer, M.L. (2016, March). Chung Yuan Christian University 2016 International Symposium on Special Education, Taoyuan City, Taiwan. Presented plenary session titled *Self-Determination: What is it and Why is it Important?*
- Wehmeyer, M.L. (2016, March). Chung Yuan Christian University 2016 International Symposium on Special Education, Taoyuan City, Taiwan. Presented breakout session titled *Methods, Materials, and Strategies to Promote Self-Determination*
- Fuchs, D., Gersten, R., Vaughn, S., & Wehmeyer, M. (2015, April). Council for Exceptional Children 93rd Annual Convention and Expo, San Diego, CA. Presented Invited Program Chair Session titled *Four Educational Researchers Discuss Professional Experiences that Shaped Their Careers*.
- Smith, T., Zager, D., Patton, J., Smith, J.D., Stodden, R., & Wehmeyer, M. (2015, April). Council for Exceptional Children 93rd Annual Convention and Expo, San Diego, CA. Presented Invited Division on Autism and Developmental Disabilities Showcase Session titled *Intellectual Disability: Connecting a Retrospective to Current and Future Practices*.
- Talbott, E., Coyne, M., Wehmeyer, M. & Shogren, K. (2015, April). Council for Exceptional Children 93rd Annual Convention and Expo, San Diego, CA. Presented Invited Town Hall Meeting titled *Funding Special Education Research in Challenging Times*.
- Wehmeyer, M.L. (November, 2014). American Speech, Language, and Hearing Association (ASHA) 2014 Annual Convention, 'Science-Learning-Practice: Generations of Discovery,' Orlando, FL. Presented Invited Speaker session titled *Self-Determination, Third-Generation Inclusive Practices, and Students who use Augmentative and Alternative Communication*.
- Trainor, A., Test, D., Martin, J., Storey, K., & Wehmeyer, M.L. (2014, November). Council for Exceptional Children, Division on Career Development and Transition 19th Annual Conference, 'Transition Rocks,' Cleveland, OH. Presented panel session titled *How to do Research and Get Published: Tips from the Experts*.
- Wehmeyer, M.L. (2014, September). Australian Association of Special Education National Conference, "Catch the Perfect Wave: Evidence-Based Practice!" Manly, Sydney, Australia. Participated on Panel session titled *Turning the Ripple into a Wave: How Can we Get Evidence into Practice?*
- Wehmeyer, M.L. (2014, September). Australian Association of Special Education National Conference, "Catch the Perfect Wave: Evidence-Based Practice!" Manly, Sydney, Australia. Presented Breakout session titled *Riding the Third Wave: Self-Determination and Student Involvement*.
- Wehmeyer, M.L., Biewer, G., Buchner, T., Chirwa, M.S., & Hutchings, B.L. (July, 2014). International Association on the Scientific Study of Intellectual and Developmental Disabilities Europe Regional Congress, "Pathways to Inclusion." University of Vienna, Vienna, Austria. Moderated workshop panel titled *Inclusive Education Across the Life Span*.
- Fujiura, G., Abbeduto, L., Wehmeyer, M.L., & Shogren, K.A. (2014, June). American Association on Intellectual and Developmental Disabilities 138th Annual Conference, "Embracing Complexity: Inclusion, Participation, and Citizenship," Orlando, FL. Presented postconference session titled *Writing for Publication*.
- Wehmeyer, M.L. & Hill, D. (2014, June). American Association on Intellectual and Developmental Disabilities 138th Annual Conference, "Embracing Complexity: Inclusion, Participation, and Citizenship," Orlando, FL. Presented preconference session titled *Embracing the Complexity of the Past: Understanding the Dark Side of Our History*.
- Thompson, J., Wehmeyer, M.L., Hughes, C., Shogren, K.A., Little, T., Verdugo, M., Agosta, J., DeSpain, S., & Walker, V. (2014, June). American Association on Intellectual and Developmental Disabilities 138th Annual Conference, "Embracing Complexity: Inclusion, Participation, and

- Citizenship,” Orlando, FL. Presented preconference session titled *Introducing the Supports Intensity Scale-Children’s Version (SIS-C)*.
- Marks, S., Blackerby, J., Nagle, L., Woods, L., Wehmeyer, M., & Zager, D. (2014, April). Council for Exceptional Children 92nd Annual Convention and Expo, Philadelphia, PA. Presented Invited Session in Postsecondary Transition Issues for Students with Autism Spectrum Disorders Strand titled *Transition and College to Career Readiness for Students with Autism Spectrum Disorders: Best and Promising Practices*.
- Mall, V., Markowetz, R., Odom, S.L., Parzl, A., Wehmeyer, M.L., & Weigl, E. (2013, November). Theodor-Hellbrugge-Stiftung und Lehrstuhl für Sozialpadiatrie der Technischen University, München Kinderzentrum München Internationales und Interdisziplinäres Symposium Anlässlich der Verleihung des Arnold-Lucius-Gesell Preises 2013, “Kindliche Sozialisation, Soziale Integration und Inklusion” (Child Socialization, Social Integration, and Inclusion), Munich, Germany. Presented panel session titled *Diskussionsforum: Wege zur Inklusion* (Discussion: Perspectives for Social Inclusion).
- Fujiura, G., Shogren, K., & Wehmeyer, M.L. (2013, November). Association of University Centers on Disability Annual Meeting, Promoting Inclusion in an Increasingly Diverse World, Washington, D.C. Presented breakout session titled *Academic Publishing: An introduction to the peer review and editorial process for advanced graduate students and early career professionals*.
- Wehmeyer, M.L. (2013, November). 48th Annual Australasian Society for Intellectual Disability, “Our Time,” University of Sydney, Sydney, Australia. Presented preconference session titled *Promoting Self-Determination: Empowering Youth and Adults with Intellectual and Developmental Disabilities to Live Fuller Lives*.
- Wehmeyer, M.L. (2013, October). Federacion Iberoamericana de Sindrome de DOWN and Federacion Espanola de Sindrome de Down, “III Congreso Iberoamericano Sobre el Sindrome de Down” (III Iberoamerican Congress on Down Syndrome), Monterrey, Mexico. Presented lecture session titled *Concepcion Actual de la Discapacidad Intelectual* (Present Conceptualization of Intellectual Disability).
- Wehmeyer, M.L., Ho, S.W., Kohprasert, K., Murayama, T., & Johnson, J. (August, 2013). International Association on the Scientific Study of Intellectual and Developmental Disabilities 3rd Asia-Pacific Regional Conference, “Multiformity and Diversity: Combining Individual Care and Community-based Supports.” Waseda University, Tokyo, Japan. Moderated workshop panel titled *An International Perspective on Education*.
- Heller, T., & Wehmeyer, M.L. (2013, June). American Association on Intellectual and Developmental Disabilities 137th Annual Conference, “Race to Catch the Future,” Pittsburgh, PA. Presented preconference session titled *Research and Practice in Aging and Positive Psychology Across the World*.
- O’Hearn, L., Fujiura, G., Abbeduto, L., Wehmeyer, M.L., & Shogren, K.A. (2013, June). American Association on Intellectual and Developmental Disabilities 137th Annual Conference, “Race to Catch the Future,” Pittsburgh, PA. Presented postconference session titled *Writing for Publication*.
- Calkins, C., Wehmeyer, M.L., Bacon, A., Heller, T., & Walker, H. (2012, December). Association of University Centers on Disability Annual Meeting, Innovating Today: Shaping Tomorrow, Washington, D.C. Presented Symposium titled *Scaling Up Efforts to Promote Self-Determination*.
- Wehmeyer, M.L., & Tasse, M. (2012, July). International Association for the Scientific Study of Intellectual and Developmental Disabilities XIV World Congress, “A World of Potential,”

Halifax, Nova Scotia, Canada. Presented breakout titled *Measuring the support needs of children: The Supports Intensity Scale-Children's Version*.³⁹

Thompson, J. Hughes, C., Wehmeyer, M., & Shogren, K. (2012, June). American Association on Intellectual and Developmental Disabilities 136th Annual Meeting, Research * Practice * Policy, Charlotte, NC. Presented session titled *Supports Intensity Scale: Glancing Back and Looking Forward*.

Carter, E., Lane, K., Wehmeyer, M., & Shogren, K. (2012, April). Council for Exceptional Children 90th Annual Convention and Expo, Denver, CO. Presented Program Chair Invited Session titled *Supporting Self-Determination among Children and Youth With Disabilities: What we Now Know and Where we Might Go*.

Bassett, D., Basham, J., Wehmeyer, M.L., & Thoma, C. (2012, April). Council for Exceptional Children 90th Annual Convention and Expo, Denver, CO. Presented Invited Session in Transition as an Evolving Field: Our Continuing Successes Strand titled *Transition-focused Secondary Engagement: Youth with Disabilities Succeeding in General Education*.

Boyle, M., Wehmeyer, M.L., Zeph, L., & Brown, S. (2011, November). Association of University Centers on Disability Annual Meeting, 40 Years: The Journey Continues, Crystal City, VA. Presented Symposium titled *Advancing Equity and Excellence through Universal Design for Learning*.

Wehmeyer, M.L. (2011, October). Council for Exceptional Children, Division on Career Development and Transition 16th Annual Conference, Take the Future by the Horns, Kansas City, MO. Presented preconference session titled *Self-Determination: Assessment and Instructional Strategies*.

Wehmeyer, M.L., Patton, J., & Simpson, R. (2011, April). April. Council for Exceptional Children 89th Annual Convention and Expo, Washington, DC. Presented Division for Autism and Developmental Disabilities Showcase Session titled *Critical Issues and Future Directions in Autism and Developmental Disabilities*.

Crockett, J., Al Otaiba, S., Harris, K., Kiely, M.T., & Wehmeyer, M.L. (2011, April). Council for Exceptional Children 89th Annual Convention and Expo, Washington, DC. Presented Division for Research sponsored session titled *Graduate Student Research Seminar: Exploring the Hallmarks of Excellent Special Education Research*.

McDonnell, J., Spooner, F., Carter, E., Kozleski, E., & Wehmeyer, M.L. (2010, December). TASH 35th Annual Conference, Embracing Differences ... It's Time!, Denver, Colorado. Presented session titled *Promoting Inclusion: Equal Access to Resources for Research*.

Wehmeyer, M.L., Amado, A.N., Gardner, J.F., & Ward, N. (2010, November). Association of University Centers on Disability Annual Meeting, Going to Scale: Making What Works Accessible to All, Crystal City, VA. Presented Symposium titled *Self-Determination Symposium: Building Capacity*.

Wehmeyer, M.L. (2010, April). Council for Exceptional Children 88th Annual Convention and Expo, Nashville, TN. Presented session on grant writing for Division for Research *Beginning Career Workshop* (S. Smith workshop moderator and organizer).

Wehmeyer, M.L., Bassett, D., Kohler, P., & Test, D. (2010, April). Council for Exceptional Children 88th Annual Convention and Expo, Nashville, TN. Moderated and presented at Town Hall Meeting titled *The Future of Transition and Transition Planning in Special Education*.

Zager, D., Wehmeyer, M.L., & Smith, T. (2010, January). 12th International Division on Autism and Developmental Disabilities Conference on Autism, Intellectual Disabilities & Other

³⁹ Abstracted in *Journal on Intellectual Disability Research*, 56(7 & 8), 798.

Developmental Disabilities, Maui, Hawaii. Presented Featured Speaker Session titled *Evidence-based Principles and Practices for Educating Students with Autism*.

Thompson, J. & Wehmeyer, M. (2009, June). American Association on Intellectual and Developmental Disabilities 133rd Annual Meeting, Creating Envable Lives: The Business Plan Conference, New Orleans, Louisiana. Presented session titled *Update on the Children's Supports Intensity Scale*.

Schalock, R., Buntinx, W., Craig, E., Luckasson, R., Snell, M., Tasse, M., Thompson, J., & Wehmeyer, M. (2009, June). American Association on Intellectual and Developmental Disabilities 133rd Annual Meeting, Creating Envable Lives: The Business Plan Conference, New Orleans, Louisiana. Presented session titled *An Overview of the 11th Edition of the AAIDD Diagnosis, Classification and Systems of Supports Manual*.

Burns, R.A., Guest, A., & Wehmeyer, M.L. (2008, September). U.S. Department of Education 2008 Global Summit on Education: Inclusive Practices for Students with Disabilities, Washington, DC. Presented panel session titled *Transition Planning: School to Employment*.

Thompson, J., Campbell, E., Craig, P., Rotholz, D., Silverman, W., Tasse, M., & Wehmeyer, M. (2008, May). American Association on Intellectual and Developmental Disabilities 132nd Annual Meeting, The New Professional: Leadership in Science, Practice, Policy, and Advocacy, Washington, D.C. Presented panel session on research with the *Supports Intensity Scale for the Supports Intensity Scale Leadership Forum*.

Wehmeyer, M.L. (2008, April). Council for Exceptional Children 86th Annual Convention and Expo, Boston, Massachusetts. Presented Session titled *Self-Determination and Program Planning for Students with Autism Spectrum Disorders: An Essential Effective Practice Consideration* as part of Strand titled *Identifying and Using Effective Practices with Children and Youth with Autism Spectrum Disorders*.

Wehmeyer, M.L., Graham, S., Hall, T., & Ketterlin-Geller, L. (2008, April). Council for Exceptional Children 86th Annual Convention and Expo, Boston, Massachusetts. Presented Session titled *UDL Instruction and Tools: A Survey* as part of Strand titled *Universal Design for Learning: Tipping Points from research to Practice*.

Stodden, R., Izzo, M., Parrish, P., Perner, D., & Wehmeyer, M.L. (2008, April). Council for Exceptional Children 86th Annual Convention and Expo, Boston, Massachusetts. Presented Division on Developmental Disabilities Showcase Session titled *Addressing Critical Issues for Teachers of Students with Developmental Disabilities and Autism Spectrum Disorder*.

Wehmeyer, M.L. (2007, December). Next Generation of Research in Intellectual Disabilities: Charting the Course, A Special Olympics International Working Conference, Miami, Florida. Presented panel presentation titled *Achieving Access to the General Education Curriculum for Students with Intellectual Disability: The Role of Self-Determination and Technology*.

Wehmeyer, M.L. (2007, September). International Association on Educational and Vocational Guidance International Conference and General Assembly "Guidance and Diversity: Research and Applications," Università Degli Studi di Padova, Italy. Presented Symposium Contribution titled *Self-Determination and Vocational Planning in Persons with Disabilities*. Presented invited session titled *The Self-Determined Career Development Model: Promoting Consumer Control and Self-Determination*.

Wehmeyer, M.L. (2007, September). International Association on Educational and Vocational Guidance-Society of Vocational Psychology-National Career Development Association Symposium "Vocational Psychology and Career Guidance Practice: International Partnership, Università Degli Studi di Padova, Italy. Presented Symposium Contribution titled *Self-Determination and Vocational Planning in Persons with Disabilities*.

- Wehmeyer, M.L. (2007, January). 10th International Division on Developmental Disabilities Conference on Cognitive Disabilities/Mental Retardation, Autism, and other Developmental Disabilities, Keauhou-Kona, Hawaii. Presented Featured Speaker Session titled *Self-Determination, Universal Design for Learning, and the Third Generation of the Inclusion Movement*.
- Lachapelle, Y., Couture, G., Haelewyck, M-C., Verdugo, M.A., Wehmeyer, M.L., Noonan-Walsh, P., & Schalock, R. (2006, May). International Summit for the Alliance on Social Inclusion, Montreal, Canada. Presented Symposium Session titled *Enhancing quality of life and self-determination in people with intellectual disabilities: A collective initiative/Augmentation de la qualite de vie et de l'autodeterination chez des personnes ayant une deficiance intellectuelle: Une initiative collective*.
- Parette, P., Myles, B.S., Peterson-Karlan, G., Wehmeyer, M.L., Wheeler, J.J., Van Laarhoven, T., & Zagar, D.B. (2006, April). Council for Exceptional Children 84th Annual Convention and Expo, Salt Lake City, Utah. Presented Showcase Session titled *Research-based and emerging best practices in DD/Autism: Where are we going?*.
- Wehmeyer, M.L., Courtade-Little, G., Test, D., Thoma C., & Trela, K. (2006, April). Council for Exceptional Children 84th Annual Convention and Expo, Salt Lake City, Utah. Presented preconvention workshop titled *Providing quality secondary education and transition services for students with severe disabilities*.
- Wehmeyer, M. L. (2006, March). VI Jornadas Cientificas de Investigacion Sobre Personas con Discapacidad, Salamanca, Spain: Presented panel presentation titled *Factores ambientales e individuales que influyen en la autodeterminacion (Environmental and intraindividual factors impacting self-determination)*.
- Wehmeyer, M. L. (2006, March). VI Jornadas Cientificas de Investigacion Sobre Personas con Discapacidad, Salamanca, Spain: Presented workshop titled *Autodeterminacion en education (Self-determination in education)*.
- Agran, M., Hughes, C., Brown, F., Powers, L., Test, D., Wehmeyer, M., Wood, W., & Zhang, D. (2005, November). TASH International Conference, "The Heart of TASH: 30 Years and Still Beating Strong," Milwaukee, Wisconsin: Participated in panel titled *Special issue of RPSD on self-determination: Meet the authors*.
- Wehmeyer, M.L. (2004, October). Council for Learning Disabilities 26th International Conference on Learning Disabilities, Las Vegas, Nevada. Presented workshop titled *Promoting Self-Determination and Student-Directed Learning*.
- Wehmeyer, M.L. (2004, August). Association Internationale de Recherche Scientifique en Faveur des Personnes Handicapees Mentales 9th Congres International, University du Quebec a Rimouski. Presented workshop titled *Autodetermination chez les Adolescents et les Adultes Presentant des Incapacites Intellectuelles: Un Modele Conceptuel Fonctionnel de l'Autodetermination*.
- Thompson, J., Bryant, B., Campbell, E., Craig, P., Schalock, R., Tasse, M., Rothelz, D., Silverman, W., Wehmeyer, M., & Hughes, C. (2003, May). American Association on Mental Retardation 127th Annual Meeting and Exhibit Show, Chicago, Illinois: Presented daylong, preconference workshop titled *How to Use the Supports Intensity Scale (SIS) in a Support Needs Assessment and Planning Process.*.
- Thompson, J., Bryant, B., Campbell, E., Craig, P., Schalock, R., Tasse, M., Rothelz, D., Silverman, W., Wehmeyer, M., & Hughes, C. (2003, May). American Association on Mental Retardation 127th Annual Meeting and Exhibit Show, Chicago, Illinois: Presented panel presentation titled *Introducing the Supports Intensity Scale (SIS): Standardization and Users Manual*.

- Thompson, J., Bryant, B., Tasse, M., Campbell, E., Schalock, R., Wehmeyer, M., & Craig, P. (2002, May). American Association on Mental Retardation 126th Annual Meeting and Exhibit Show, Orlando, Florida: Presented workshop titled *AAMR Supports Intensity Scale*.
- Wehmeyer, M.L. & Davies, D. (May, 2002). American Association on Mental Retardation 126th Annual Meeting and Exhibit Show, Orlando, Florida: Presented workshop titled *Empowerment, technology, and people with mental retardation*.
- Wehmeyer, M. L., & Nelson, R. (2001, April). Council for Exceptional Children 79th Annual Convention and Expo, Kansas City, Missouri: Presented workshop titled *Demystifying the profession: Factors for success in early career*.
- Tamarit, J., Rueda, P., Wehmeyer, M. L., & Walsh, P. N. (2001, March). IV Jornadas Cientificas de Investigacion Sobre Personas con Discapacidad, Salamanca, Spain: Participated in panel titled *Autodeterminacion y personas con graves afectaciones: La utopia possible* (Self-determination and persons with severe disabilities: Possibilities).
- Schalock, R., Verdugo, M. A., & Wehmeyer, M. L. (2001, March). IV Jornadas Cientificas de Investigacion Sobre Personas con Discapacidad, Salamanca, Spain: Participated in panel titled *La contribucion de la autodeterminacion a la calidad de vida: Relaciones teoricas* (The relationship between self-determination and quality of life).
- Wehmeyer, M. L. (2001, March). IV Jornadas Cientificas de Investigacion Sobre Personas con Discapacidad, Salamanca, Spain: Presented workshop titled *Autodeterminacion: Teora y practica* (Self-determination: Theory and practice).
- Wehmeyer, M. L. (2000, October). American Association on Mental Retardation Region VIII and ST. Amant Conference on Research and Applications related to Developmental Disabilities, Winnipeg, Manitoba, Canada: Presented workshop titled *A functional theory of self-determination: Research and implications*.
- Wehmeyer, M. L. (2000, August). 11th World Congress of the International Association for the Scientific Study of Intellectual Disabilities, Seattle, Washington: Presented workshop titled *How do people with mental retardation use technology? The results of a national survey*.
- Wehmeyer, M. L. (2000, April). Council for Exceptional Children 78th Annual Convention, Vancouver, British Columbia: Presented spotlight session titled *Research in self-determination: Theory to practice*.
- Wehmeyer, M. L. (1998, November). American Speech-Language-Hearing Association Annual Conference, San Antonio, Texas: Presented double-seminar session titled *Self-determination and individuals with disabilities: An introduction and overview*.
- Agran, M., Hughes, C., Wehmeyer, M. L., Brown, F., & Bambara, L. (1997, December). TASH 1997 International Conference, Boston, Massachusetts: Participated in panel titled *JASH special issue on self-determination: Know the issues*.
- Field, S., Martin, J., Miller, R., Wehmeyer, M. L., & Bassett, D. (1997, April). Council for Exceptional Children 75th Annual Convention, Salt Lake City, Utah: Participated in panel titled *Self-determination and transition: What do we know? Where are we going?*
- Berkobien, R., & Wehmeyer, M. L. (1996, May). American Association on Mental Retardation 120th Annual Meeting, San Antonio, Texas: Presented workshop titled *Using the Internet: A resource for consumers, families and professionals*.
- Wehmeyer, M. L. (1991, September). Second International Self-Advocacy Conference, Nashville, Tennessee: Presented workshop titled *Integrated education*.

WORKSHOPS, SYMPOSIA, PANEL PRESENTATIONS, POSTERS, AND BREAKOUT SESSIONS (INVITED), NATIONAL

- Shogren, K.A., & Wehmeyer, M.L. (2016, December). 2016 Institute of Education Sciences Principal Investigators Meeting, "Making it Happen: Rigorous Research from Design to Dissemination," Washington, DC. Presented invited panel session titled *Promoting Positive Transition Outcomes for Students with Intellectual Disability: A Research Institution-SEA Partnership in Rhode Island*.
- Fields, S., Wehmeyer, M.L., Goldman, A., Bascom, J., Weintraub, E., & Gerst, M. (2015, October). Federal Communications Commission Summit and Expo on the Telecommunication Needs of People with Cognitive Disabilities, Washington, DC. Presented invited panel session titled *Communications Technologies for Independent Living*.
- Wehmeyer, M., Shogren, K., & Davies, D. (2015, October). University of Colorado Coleman Institute for Cognitive Disabilities 14th Annual Conference, Broomfield, Colorado. Presented breakout session titled *Supporting Independent Use of Online Social Networking*.
- Wehmeyer, M., Weintraub, E., Enfield, C., & Smith, J. (2015, October). University of Colorado Coleman Institute for Cognitive Disabilities 14th Annual Conference, Broomfield, Colorado. Presented plenary panel titled *Cognitive Disabilities and Technology*.
- Coleman, W., Swenson, S., Wehmeyer, M.L., & West, F.W. (2014, October). University of Colorado Coleman Institute for Cognitive Disabilities 14th Annual Conference, Broomfield, Colorado. Presented closing plenary panel titled *Cognitive Disabilities and Technology: Reflections on the Day*.
- Nygren, M., Ford, M., & Wehmeyer, M. (2014, October). University of Colorado Coleman Institute for Cognitive Disabilities 14th Annual Conference, Broomfield, Colorado. Presented breakout panel titled *Addressing Technology Advancements in Research and Policy*.
- Wehmeyer, M.L. (2014, September). New Zealand Disability Supports Network, Special Interest Forum and Annual General Meeting: "Building Bridges to Our Time," Wellington, New Zealand. Participated in Panel session titled *What's in a Label?*.
- Wehmeyer, M.L. (2014, September). New Zealand Disability Supports Network, Special Interest Forum and Annual General Meeting: "Building Bridges to Our Time," Wellington, New Zealand. Presented Breakout session titled *Who Gets to do the Naming?*.
- Wehmeyer, M.L. (2014, March). Johns Hopkins University School of Medicine, Continuing Medical Education, "The Spectrum of Developmental Disabilities XXXVI: Intellectual Disability at the Precipice, Johns Hopkins University, Baltimore, Maryland. Presented session titled *Special Education in the Era of Inclusion*.
- Coleman, W., Wehmeyer, M.L., & Lewis, C. (2013, October). University of Colorado Coleman Institute for Cognitive Disabilities 13th Annual Conference, "Declaring the Rights of People with Cognitive Disabilities to Technology and Information Access," Broomfield, Colorado. Presented closing plenary panel titled *Declaring the Rights of People with Cognitive Disabilities to Technology and Information Access: Reflections and Visions*.
- Coleman, W., Blanck, P., & Wehmeyer, M.L. (2012, November). University of Colorado Coleman Institute for Cognitive Disabilities 12th Annual Conference, "The State of the States in Cognitive Disability and Technology," Westminster, Colorado. Presented closing plenary panel titled *Technology to Promote Health, Well-being and Social Integration for People with Cognitive Disabilities*.
- Wehmeyer, M.L. (2012, November). University of Colorado Coleman Institute for Cognitive Disabilities 12th Annual Conference, "The State of the States in Cognitive Disability and Technology," Westminster, Colorado. Presented invited pre-conference presentation and conference roundtable titled *Recent Advances in Applied Cognitive Technologies*.

- Wehmeyer, M.L. (2012, July). University of Minnesota Research and Training Center on Independent Living State of the Science Conference, Halifax, Nova Scotia, Canada. Presented session titled *Supporting the Self-Determination and Community Inclusion of Youth with Intellectual and Developmental Disabilities*.⁴⁰
- Wehmeyer, M.L., Thoma, C., Blumberg, R., & Danser, B. (2010, October). State of the Art Conference on Postsecondary Education and Individuals with Intellectual Disabilities, Fairfax, VA. Moderated Workshop session titled *Self-Determination and Person-Centered Planning*.
- Mank, D., Wehmeyer, M.L., & Daley, R. (2010, October). State of the Art Conference on Postsecondary Education and Individuals with Intellectual Disabilities, Fairfax, VA. Presented Workshop session titled *Program Outcomes and Measuring Student Progress*.
- Coleman, W.T., Blanck, P., Caldwell, A.C., Padden, P. & Wehmeyer, M.L. (2010, October). University of Colorado Coleman Institute for Cognitive Disabilities 10th Annual Conference, "All Together Now: The Power of Partnership in Cognitive Disability and Technology, Westminster, Colorado. Presented invited panel discussion titled *Implications of Cloud Computing for People with Cognitive Disabilities*.
- Wehmeyer, M.L. (2010, October). University of Colorado Coleman Institute for Cognitive Disabilities 10th Annual Conference, "All Together Now: The Power of Partnership in Cognitive Disability and Technology, Westminster, Colorado. Presented invited roundtable discussion titled *Cognitive Accessibility and Self-Determination*.
- Lee, S.S., Jesien, G., & Wehmeyer, M.L. (2009, November). U.S. Department of Education National Institute on Disability and Rehabilitation Research and Office of Post Secondary Education State of the Science Conference on Postsecondary Education for Students with Intellectual Disabilities, Fairfax, VA: Presented panel session titled *Non-governmental Organizations and Stakeholder Interests in Postsecondary Education for Students with Intellectual Disabilities*.
- Spitalnik, D., Wehmeyer, M., Nisbet, J., & Mitchell, D. (2009, June). 2009 Administration on Developmental Disabilities Technical Assistance Institute; Transformative Change: Preparing for Excellence through Leadership and Partnership, Washington D.C.: Presented panel session titled *The Evolution of University Centers of Excellence in Developmental Disabilities*.
- Belneer, C., Wehmeyer, M., & Loznano, A. (2009, May). Administration on Developmental Disabilities Joint Meeting on Collaboration with the DD Network, Washington, D.C.: Presented panel session titled *Collaboration in Transition across the DD Network*.
- Armstrong, D., Wehmeyer, M., & Heller, T. (2009, February). Association for University Centers on Disability UCEDD Directors Retreat, Redondo Beach, CA: Presented panel session titled *A Facilitated Discussion on Federal Issues*.
- Olley, G., Wehmeyer, M., Abbeduto, L., & Gamel-McCormick, M. (2008, October). Paving the Way: Pathways for Research, Education, Service, and Policy—Association for University Centers on Disability 2008 Annual Meeting and Conference, Washington, DC: Presented panel session titled *Challenges Facing Professional Organizations in Developmental Disabilities*.
- Wehmeyer, M.L., Williams-Diehm, K., & Palmer, S. (2007, October). Rehabilitation Engineering Research Center on Advancing Cognitive Technologies State of the Science Conference, Westminster, Colorado: Presented workshop titled *Using Technology to Promote the Self-Determination of Youth with Cognitive Disabilities*.
- Wehmeyer, M.L. (2007, August). National Down Syndrome Congress 35th Annual Convention "Show Me the Possibilities," Kansas City, Missouri: Presented workshop titled *Self-Determination Across the Life Span: Independence and Choice for People with Down Syndrome*.

⁴⁰ Abstracted in *Journal on Intellectual Disability Research*, 56(7 & 8), 815.

- Wehmeyer, M.L. (2006, June). Special Olympics 2006 USA National Games Symposium, Ames, Iowa: Presented panel presentation titled *Self-Determination, Inclusion, Empowerment and the New Paradigm in Disability Supports*.
- Wehmeyer, M.L., & Shogren, K.A. (2005, October). University of Colorado Coleman Institute for Cognitive Disabilities Annual Conference, "Pioneering Cognitive Technologies," Boulder, Colorado: Presented poster titled *Technology to promote decision-making skills and self-determination for students with cognitive disabilities*.
- Braddock, D., Blair, M., Davies, D., Fried-Oken, M., Keyes, J., Rogers, M., & Wehmeyer, M. (2005, September). Alliance for Full Participation 2005 Summit, "Many Voices One Vision," Washington DC: Participated in panel titled *Using technology to improve independence of people with disabilities*.
- Warren, S., Bersani, H., McMillan, E., & Wehmeyer, M. (2005, September). Alliance for Full Participation 2005 Summit, "Many Voices One Vision," Washington DC: Participated in panel titled *Leadership in research: What are the issues and who will tackle them?*
- Wehmeyer, M.L., & Bradley, V. (2004, November). The Arc of the United States' 54th National Convention, "Spreading the Word," Boston, Massachusetts: Co-presented workshop titled *The Supports Intensity Scale*.
- Brown, L., Smith, A., & Wehmeyer, M. (2003, June). TASH Telephone Conferences on Quality Education in the General Education Classroom for Students with Significant Disabilities. Co-presented workshop titled *Relationships between academics, diplomas, and employment*.
- Correa, V., Ferrell, K., Jackson, L., Luckner, J., & Wehmeyer, M. (2002, October). National Center on Low Incidence Disabilities (University of Northern Colorado) Annual Research Conference, Greeley, Colorado: Participated in panel titled *Implications for research in low incidence disabilities*.
- Wehmeyer, M. L. (2001, April). American Association on Mental Retardation Region VIII Annual Conference, Montreal, Quebec, Canada: Presented workshop titled *De la theorie a la pratique – Promouvoir l'autodetermination* (From research to practice: Promoting self-determination).
- Wehmeyer, M. L. (2001, April). American Association on Mental Retardation Region VIII Annual Conference, Montreal, Quebec, Canada: Presented workshop titled *Un vue d'ensemble de la recherche sur l'autodetermination et le retard mental* (An Overview of research on self-determination and mental retardation).
- Wehmeyer, M. L. (2001, April). University of Quebec at Trois Rivières, Trois Rivières, Canada. Presented day-long workshop titled *Promouvoir l'autodetermination des jeunes presentant des iincapacites intellectuelles: Un modele fonctionnel* (Promoting the self-determination of youth with disabilities: A functional model).
- Wehmeyer, M. L., Gursten, R., Fuchs, L., Pisha, B., Morocco, C., Ralabate, P., Williams, J., & Thornton, H. (2001, July). ERIC/OSEP Special Project and the ERIC Clearinghouse on Disabilities and Gifted Education OSEP Research Project Directors' Conference, Washington, D.C.: Chaired panel titled *OSEP comprehensive planning expert results: Access to the general curriculum*.
- Palmer, S. B., & Wehmeyer, M. L. (1999, October). The Arc of the United States 50th Annual Convention, Nashville, Tennessee: Presented workshop titled *Whose future is it anyway? How can I have a voice in my future?*
- Wehmeyer, M. L., Palmer, S., & Gagne, R. (1996, November). The Arc of the United States' 47th National Convention, Louisville, Kentucky: Presented workshop titled *Self-determination: Taking more control in your individual planning meeting*.

- Berkobien, R., Wehmeyer, M. L., Henson, V., & Burke, D. (1996, November). The Arc of the United States' 47th National Convention, Louisville, Kentucky: Presented workshop titled *Using the Internet*.
- Berkobien, R., Wehmeyer, M.L., & Humphrey, J. (1995, October). The Arc of the United States' 46th Annual Convention, Indianapolis, Indiana: Presented workshop titled *Navigating the Internet*.
- Wehmeyer, M. L., & Gagne, R. (1995, October). The Arc of the United States' 46th Annual Convention, Indianapolis, Indiana: Presented workshop titled *Becoming a leader and making decisions*.
- Wehmeyer, M. L., Powers, L., & Ward, M. (1995, June). American Association on Mental Retardation 119th Annual Meeting, San Francisco, California: Participated in panel titled *Policy supporting self-determination*.
- Ward, M., & Wehmeyer, M. L. (1994, October). The Arc of the United States' 45th Annual Convention, Las Vegas, Nevada: Presented workshop titled *Promoting choice for self-advocates*.
- Romski, M. A., & Wehmeyer, M. L. (1994, October). The Arc of the United States' 45th Annual Convention, Las Vegas, Nevada: Presented workshop titled *Facilitated communication: Separating the light from the heat*.
- Guilfooy, V., & Wehmeyer, M. L. (1994, January). U.S. Department of Education, Women's Educational Equity Act Program Project Directors Meeting, Washington, D.C.: Presented workshop titled *Evaluation: Learning from the information you are gathering*.
- Wehmeyer, M. L., Berkobien, R., Kelchner, K., & Richards, S. (1993, October). The Arc of the United States' 44th Annual Convention, Providence, Rhode Island: Presented workshop titled *The ADA and self-determination*.
- Wehmeyer, M. L., & Ward, N. (1991, October). Association for Retarded Citizens of the United States 42nd Annual Convention, Portland, Oregon: Presented workshop titled *Untapped resources: Empowerment through self-determination*.
- Wehmeyer, M. L. (1991, October). National Association of Developmental Disabilities Councils National Conference, Madison, Wisconsin: Presented workshop titled *Curricula to build self-esteem*.

WORKSHOPS, SYMPOSIA, PANEL PRESENTATIONS, POSTERS, AND BREAKOUT SESSIONS (INVITED), REGIONAL, STATE, AND LOCAL

- Wehmeyer, M.L. (2017, December). Florida Atlantic University Center for Autism and Related Disabilities, Jupiter, FL. Presented daylong session titled *Promoting Self-Determination of Students with Autism across the Life Course*.
- Wehmeyer, M.L. (2017, November). The Arc of Massachusetts 3rd Annual Transition Conference, "Creating a Meaningful Life," Worcester, MA. Presented breakout titled *Promoting Self-Determination: A Conversation with the Keynote Presenter*.
- Wehmeyer, M.L. (2017, September). Hawaii Central School District professional development, Honolulu, HI. Presented two one-day sessions titled *Self-Determination: What is it? Why is it Important? How do I teach it?*
- Wehmeyer, M.L. (2017, August). Arizona Department of Education's 17th Annual Transition Conference "Ready to Launch! Countdown to Success," Scottsdale, AZ. Presented session titled *Self-Determination and Strengths-Based Approaches to Disability: A Bridge for 21st Century Transitions*.
- Wehmeyer, M.L. (2017, August). Arizona Department of Education's 17th Annual Transition Conference "Ready to Launch! Countdown to Success," Scottsdale, AZ. Presented session titled *Building the*

Bridge to 21st Century Transitions: Methods, Materials, and Strategies to Promote Self-Determination and Student Involvement.

- Wehmeyer, M.L. (2017, May). MAAPS 39th Annual Conference and Vendor Exposition, "Exceptional Schools for Exceptional Children," Marlborough, MA. Presented session titled *Strengths-Based Approaches to Disability and Self-Determination*.
- Wehmeyer, M.L. (2017, May). MAAPS 39th Annual Conference and Vendor Exposition, "Exceptional Schools for Exceptional Children," Marlborough, MA. Presented session titled *Self-Determination and 21st Century Special Education Services*.
- Wehmeyer, M.L. (2017, April). Raising Special Kids and Partners in Care, Arizona Symposium on Children with Special Health Care Needs, Phoenix, AZ. Presented invited session titled *Self-Determination and Positive Healthcare Transitions for Youth with Special Healthcare Needs*.
- Wehmeyer, M.L. & Marks, S.I. (2016, November). The Arc of Arizona's 2016 Developmental Disabilities Family Resources Conference, Phoenix, AZ. Presented breakout titled *Tips for Fostering Self-Determination Throughout Schooling*.
- Wehmeyer, M.L. (2016, September). American Association on Intellectual and Developmental Disabilities-Louisiana Chapter 45th Annual Meeting and Conference, "Finding the Right Fit," Alexandria, LA. Presented breakout session titled *Making the Fit: Self-Determination and 21st Century Supports*.
- Wehmeyer, M.L. (2016, July). Pennsylvania Community on Transition Annual Conference, "Unlocking Potential: Promoting Strengths and Inspiring Success," State College, PA. Presented breakout session titled *Building the Bridge to 21st Century Transitions: Methods, Materials, and Strategies to Promote Self-Determination and Student Involvement*.
- Wehmeyer, M.L. (2016, June). University of Florida College of Medicine-Jacksonville, Center for Autism and Related Disabilities (CARD), Partnership for Effective Programs for Students with Autism, Jacksonville, Florida. Presented daylong session titled *A Bridge to Where? Transition in the Era of College and Career Readiness*.
- Wehmeyer, M.L. (2016, April). Kansas Council on Developmental Disabilities 2016 Employment First Summit, "Trailblazing: Charting our Employment Path," Topeka, KS. Presented invited workshop titled *Promoting Positive Employment Outcomes through Self-Determination*.
- Wehmeyer, M.L. (2016, February). Pennsylvania Department of Education, Bureau of Special Education Annual Conference 2016, "Making a Difference: Educational Practices that Work!," Hershey, PA. Presented concurrent session titled *Transition in the 21st Century: Self-Determination and Changing Understandings of Disability*.
- Wehmeyer, M.L., & Shogren, K.A. (2015, October). Kansas Center for Autism Research and Training, "Beyond the Diagnosis: Autism Across the Life Span," Overland Park, KS. Presented breakout session titled *Self-Determination in Youth with Autism*.
- Wehmeyer, M.L. (2015, October). Cooperative Educational Service Agency No. 11, Third Annual Special Education Conference, Wisconsin Dells, WI. Presented breakout session titled *Riding the Third Wave: Self-Determination and Student Involvement*.
- Wehmeyer, M.L. (2014, October). Center for Autism and Related Disorders at Kennedy Krieger Institute 14th Annual Autism Conference, "Autism: Transforming the Future," Timonium, MD. Presented breakout session titled *Promoting the Self-Determination of Youth with Autism Spectrum Disorders*.

- Wehmeyer, M.L. (2014, August). Rehabilitation Association of Mississippi 36th Annual Training Conference, Jackson, Mississippi. Presented invited breakout session titled *The Third Wave of the Disability Movement: An Evolution of Meaning, Understanding, and Public Perception*.
- Wehmeyer, M.L. (2013, June). Commonwealth of Pennsylvania, Department of Public Welfare, Bureau of Autism Services, Office of Developmental Programs 6th Annual Pennsylvania Autism Training Conference, "Delivering Autism Services in Pennsylvania: Practical Strategies and Tools," Lancaster, Pennsylvania. Presented invited breakout session titled *Promoting Self-Determination to Achieve More Positive Employment and Community Inclusion Outcomes*.
- Wehmeyer, M.L. (2013, March). The John E. Fogarty Foundation, John E. Fogarty Centennial Celebration, Salve Regina University, Newport, RI. Presented invited symposium titled *A Century of Progress: From Sterilization to the Self-Determination Movement*.
- Wehmeyer, M.L. (2013, January). Arizona TASH and AZWINS Ninth Annual Inclusive Practices Institute, Phoenix, AZ. Presented invited workshop session titled *Separate is Never Equal: Science, Nature, and the Myth of the Kallikaks*.
- Wehmeyer, M.L. (2012, November). Kansas Autism Conference, "Beyond the Diagnosis: Autism Across the Life Span," Overland Park, Kansas. Presented invited workshop session titled *Good Blood, Bad Blood: Science, Nature, and the Myth of the Kallikaks*.
- Wehmeyer, M.L. (2012, June). Arizona TASH 8th Annual Inclusive Schools Conference, Phoenix, AZ. Presented invited breakout session titled *Everybody Wins: Self-Determination, Self-Advocacy, and Inclusion*.
- Webb, K.W., & Wehmeyer, M.L. (2012, June). Duval County School District Summer Academy, Jacksonville, Florida. Presented daylong session titled *Research-based Practices in Transition*.
- Wehmeyer, M.L. (2012, June). Duval County School District Summer Academy, Jacksonville, Florida. Presented daylong session titled *Self-Determination: Student's Engagement in Transition Planning/Instructional and Assessment Strategies*.
- Wehmeyer, M.L. (2010, October). Kansas Center for Autism Research and Training, "Beyond the Diagnosis: Autism Across the Life Span," Overland Park, KS. Presented invited workshop session titled *Promoting the Self-Determination of Youth and Adults with Autism Spectrum Disorders*.
- Wehmeyer, M.L. (2010, August). Maryland Coalition for Inclusive Education Summer Institute, "Changing Lives and Attitudes: Teaching Self-Advocacy Skills," Baltimore, Maryland. Presented breakout session titled *Making Sure that Everyone Belongs: Self-Advocacy and Self-Determination*.
- Wehmeyer, M.L. & Craig, E. M. (2010, July). American Association on Intellectual and Developmental Disabilities, Texas Chapter 35th Annual Convention, "Making Positive Change Happen," Houston, Texas. Presented breakout session titled *Intellectual Disability: Definition, Classification, and Systems of Supports – 2010*.
- Wehmeyer, M.L. (2010, May). North Dakota Association of Community Providers 24th Annual Conference, "Creating Inclusive Communities," Bismarck, ND. Featured Speaker for session titled *Intellectual Disability, Human Functioning, and the Supports Paradigm*.
- Wehmeyer, M.L. (2010, May). North Dakota Association of Community Providers 24th Annual Conference, "Creating Inclusive Communities," Bismarck, ND. Featured Speaker for session titled *Technology to Support Employment, Independent Living, and Community Inclusion*.
- Wehmeyer, M.L. (2010, May). North Dakota Association of Community Providers 24th Annual Conference, "Creating Inclusive Communities," Bismarck, ND. Featured Speaker for session titled *Self-Determination, Social Inclusion, and Employment*.

- Wehmeyer, M.L. (2010, April). State University of New York at Albany, Center for Autism and Related Disabilities, 4th Annual Statewide Autism Conference, Syracuse, NY. Presented breakout session titled *Promoting the Self-Determination of Students with Autism Spectrum Disorders*.
- Wehmeyer, M.L. (2009, December). Region XI Education Service Center, Ft. Worth Texas. Presented day-long training titled *Promoting Self-Determination: Instructional and Assessment Strategies*.
- Wehmeyer, M.L. & Moss, J. (2009, March). Oklahoma Developmental Disabilities 2009 Governor's Conference on Developmental Disabilities, Tulsa, Oklahoma. Presented workshop titled *Promoting the Self-Determination of People with Intensive Support Needs*.
- Wehmeyer, M.L. (2008, August). University of Wisconsin at Whitewater 2008 Summer Institute Series, Whitewater, Wisconsin. Presented 2 day workshop titled *Self-Determination: Attending to Life Span Issues*.
- Wehmeyer, M.L. (2008, February). Arkansas Department of Education 2008 Arkansas Transition Summit "Focusing on What Matters in Arkansas," Hot Spring, Arkansas. Presented workshop titled *Self-Determination: How to Promote It*.
- Wehmeyer, M.L. (2007, September). Network of Autism Training and Technical Assistance Programs, Ohio Department of Education, Office for Exceptional Children, and Ohio Center for Autism and Low Incidence "Common Issues, Common Solutions: Information Sharing Across the World," Columbus, Ohio. Presented workshop titled *Self-Determination and Students with Autism Spectrum Disorders: Instructional and Assessment Strategies*.
- Wehmeyer, M.L. (2007, June). Arizona Department of Education and Arizona TASH Third Annual Arizona Summer Institute on Inclusive Schooling Practices, Addressing Diversity in the General Education Classroom, Phoenix, Arizona. Presented breakout session titled *Promoting the Self-Determination of Students with and Without Disabilities in the General Education Classroom*.
- Wehmeyer, M.L. & Field, S.L. (2007, May). Utah Department of Education Transition Institute, Salt Lake City, Utah. Presented 1 ½ day training titled *Self-Determination: Instructional and Assessment Strategies*.
- Wehmeyer, M.L., (2007, March). Texas Transition Institute, National Perspectives Conference, College Station, Texas. Presented workshop titled *Promoting the Self-Determination of Adolescents and Young Adults with Disabilities*.
- Wehmeyer, M.L. (2005, November). California Department of Rehabilitation Bridges to Self-Sufficiency Project Training, Whittier, California; Presented daylong workshop titled *Promoting the Self-Determination of Adolescents and Young Adults with Disabilities*.
- Wehmeyer, M.L. (2005, July). University of Northern Colorado Bresnahan-Halstead Special Education Symposia, Vail, Colorado: Presented daylong workshop titled *Transition for Students with Significant Support Needs*.
- Wehmeyer, M.L. (2005, June). West Chester University of Pennsylvania, Workshop: "National Perspectives in Transition," West Chester, PA: Presented daylong workshop titled *Self-Determination*.
- Wehmeyer, M.L. (2004, February). Rhode Island Department of Education Winter Leadership Institute, Providence, Rhode Island: Presented workshop titled *Strategies to promote effective instruction and access to the general curriculum*.
- Wehmeyer, M.L. (2003, October). 2003 InterHab Annual Conference "A Step Away," Overland Park, Kansas. Presented workshop titled *Measuring Support Needs: The AAMR Supports Intensity Scale*.

- Wehmeyer, M.L. (2003, May). Rehabilitation Services Administration Region V Community Rehabilitation Providers Rehabilitation Continuing Education Program (CRP-RCEP) Teleconference Series, University of Illinois at Urbana-Champaign. Presented teleconference workshop titled *Self-Determination, Transition, and Employment Supports*.
- Wehmeyer, M.L. (2002, August). Northern Arizona University Institute for Human Development, Arizona Coalition for Family Support, Self-Determination, and Disability "High Hopes, High Expectations" conference, Phoenix, Arizona. Presented workshop titled *Promoting Self-Determination Across the Life Span*.
- Wehmeyer, M.L. (2002, April). Region XIX Education Service Center, Choices for Building a Better Future Conference, El Paso, Texas: Presented workshop titled *Self-Determination: A Family Affair*.
- Wehmeyer, M.L. (2002, April). Region XIX Education Service Center, El Paso, Texas: Presented day-long training titled *Promoting Self-Determination for Students with Disabilities*.
- Wehmeyer, M.L. (2002, April). Kansas Conference on Social Welfare 2002 Conference, "Sowing Seeds of Harmony," Lawrence, Kansas: Presented workshop titled *Self-Determination in Career Decision-Making for Youth and Adults with Disabilities*.
- Wehmeyer, M.L. (2002, January). Florida Department of Education Bureau of Instructional Support and Community Services and The Transition Center at the University of Florida, Orlando, Florida: Presented day-long pre-conference session titled *Teaching self-determination skills*.
- Wehmeyer, M. L. (2001, November). Nebraska Education Service Unit #9, South Central Nebraska Regional Training Team, Hastings, Nebraska: Presented day-long workshop titled *Transition services and planning: Self-determination and student-directed learning*.
- Wehmeyer, M. L. (2001, August). Kansas Annual State Conference on Developmental Disabilities, Wichita, Kansas: Presented workshop titled *Promoting personal self-determination*.
- Wehmeyer, M. L. (2001, June). University of Northern Iowa 7th Annual Summer Leadership Institute in Inclusion, Cedar Falls, Iowa: Presented workshop titled *Accessing the general curriculum: The importance of student-directed instruction*.
- Wehmeyer, M. L. (2001, May). Kentucky Department of Mental Health and Mental Retardation 11th Annual Statewide Best Practices Conference, Lexington, Kentucky: Presented workshop titled *Self-determination: At work in the public schools*.
- Wehmeyer, M. L., & Palmer, S. B. (2001, May). University Affiliated Program of Rhode Island, the Rhode Island Developmental Disabilities Council, and the Rhode Island Transition Systems Change Project Statewide Self-Determination Conference, Providence, Rhode Island: Presented workshop titled *Promoting self-determination for children and youth with disabilities*.
- Thompson, E., & Wehmeyer, M. L. (2001, March). KansTrans 1st Annual Transition Conference, Wichita, Kansas: Presented workshop titled *Self-determination: Vocational rehabilitation in the future*.
- Wehmeyer, M. L. (2001, February). Arizona Council for Exceptional Children Annual Conference, Phoenix, Arizona: Presented workshop titled *Self-determination: Laying the foundations*.
- Wehmeyer, M. L. (2000, November). Developmental Disabilities Division of the Hawaii Department of Health Conference on Self-Determination, Honolulu, Hawaii: Presented workshop titled *Promoting the self-determination of youth with disabilities: Methods, materials, and strategies*.

- Wehmeyer, M. L. (2000, November). South Carolina Division on Career Development and Transition and Project SIGHT State Transition Conference, Greenville, South Carolina: Presented workshop titled *Self-determination: Building a bridge to a meaningful life*.
- Wehmeyer, M. L. (2000, November). South Carolina Division on Career Development and Transition and Project SIGHT State Transition Conference, Greenville, South Carolina: Presented day-long workshop titled *Self-determination: Foundations for successful transition*.
- Wehmeyer, M. L. (2000, June). Northwest Educational Service District 2nd Annual Secondary Special Education Institute, Bellingham, Washington: Presented workshop titled *Nuts and bolts of promoting self-determination*.
- Wehmeyer, M. L. (2000, May). Oklahoma Governor's Conference on Developmental Disabilities, Tulsa, Oklahoma: Presented workshop titled *It's my future: Taking charge of your life*.
- Wehmeyer, M. L. (2000, May). Kansas Statewide Conference on Transition to Adulthood for Youth with Emotional and Behavioral Disabilities, Lawrence, Kansas: Presented workshop titled *Promoting self-determination: Basic skills for successful transition*.
- Wehmeyer, M. L. (2000, March). San Antonio College North Community Transition Fair Speaker's Forum, Houston, Texas: Presented day-long session titled *Education's ultimate outcome: Self-determination and transition*.
- East, B., Halloran, W., Halpern, A., Horne, R. & Wehmeyer, M. L. (2000, March). Auburn University Transition X Conference, Auburn, Alabama: Presented panel presentation titled *Our past, present, and future: A professional perspective*.
- Mayhall, C., & Wehmeyer, M. L. (2000, May). Illinois Association of Persons in Supported Employment Annual Convention, Matteson, Illinois: Presented workshop titled *Whose future is it anyway? Promoting involvement in the habilitation planning process*.
- Wehmeyer, M. L. (1999, November). University of Tulsa Department of Psychology and the Tulsa Area Alliance on Disabilities Brown Bag Symposium, Tulsa, Oklahoma: Presented workshop titled *Self-determination across the life span*.
- Wehmeyer, M. L. (1999, June). Auburn University Transition IX Conference, Auburn, Alabama: Presented day-long workshop titled *Promoting self-directed learning*.
- Wehmeyer, M. L. (1999, May). The Arc of Illinois Annual Convention, Springfield, Illinois: Presented workshop titled *Promoting self-determination for youth with disabilities*.
- Wehmeyer, M. L. (1999, March). Virginia Transition Forum '99, Williamsburg, Virginia: Presented workshop titled *Promoting self-determination: Methods, materials, and strategies*.
- Wehmeyer, M. L. (1999, March). Delaware Council for Exceptional Children State Convention, Dover, Delaware: Presented workshop titled *Promoting the self-determination of students with disabilities and*
- Wehmeyer, M. L. (1999, March). Delaware Council for Exceptional Children State Convention, Dover, Delaware: Presented workshop titled *Whose future is it anyway?*
- Wehmeyer, M. L. (1998, November). Nevada TASH Community Inclusion Conference, Las Vegas, Nevada: Presented day-long preconference workshop titled *Self-determination and planning: The ultimate person-centered planning process*.
- Wehmeyer, M. L. (1998, November). Nevada TASH Community Inclusion Conference, Las Vegas, Nevada: Presented day-long preconference workshop titled *Strategies for supporting student self-determination*.

- Wehmeyer, M. L. (1998, October). The Arc of Spokane and Spokane County Community Services Division Community 2000 Conference, Spokane, Washington: Presented workshop titled *Who's in charge here?*
- Wehmeyer, M. L. (1998, October). Maryland Developmental Disabilities Administration, Division of Rehabilitation Services, and State Department of Education Statewide Self-Determination and Transitioning Youth Conference, Linthicum Heights, Maryland: Presented workshop titled *Whose future is it?*
- Wehmeyer, M. L. (1998, October). Ninth Bi-Annual Division on Career Development and Transition Midwest Regional Conference, Kansas City, Missouri: Presented workshop titled *Whose future is it anyway?*
- Wehmeyer, M. L. (1998, October). Ninth Bi-Annual Division on Career Development and Transition Midwest Regional Conference, Kansas City, Missouri: Presented workshop titled *Teaching self-determination to students with disabilities: Basic skills for successful transitions.*
- Wehmeyer, M. L. (1998, October). Maryland Transition Initiative and Mid-Maryland Career Connections Team Regional Conference, Westminster, Maryland: Presented workshop titled *Promoting self-determination for youth in transition.*
- Wehmeyer, M. L. (1998, June). Georgia Federation of the Council for Exceptional Children Annual Conference, St. Simons Island, Georgia: Presented day-long workshop titled *Embedding self-determination into the curriculum for all students with disabilities.*
- Wehmeyer, M. L. (1998, April). Northwest Ohio Education Service Center Professional Development Conference, Montpelier, Ohio: Presented day-long workshop titled *Whose future is it anyway? Self-determination training.*
- Wehmeyer, M. L. (1998, January). Auburn University Transition VIII Conference, Auburn, Alabama: Presented day-long workshop titled *Promoting student directed practices.*
- Wehmeyer, M. L. (1997, November). Ohio State University, Nisonger Center UAP Making it Work Project Seminar, Columbus, Ohio: Presented day-long workshop titled *Whose future is it anyway? Self-determination training.*
- Wehmeyer, M. L. (1996, October). Texas Planning Council for Developmental Disabilities PASS Network State Trainer's Conference, Austin, Texas: Presented workshop titled *Self-determination: The most natural support.*
- Wehmeyer, M. L. (1996, August). Arkansas State Department of Education 'Special Show '96', Little Rock, Arkansas: Presented workshop titled *Student directed IEPs.*
- Wehmeyer, M. L. (1996, February). Auburn University Transition VI Conference, Auburn, Alabama: Presented day-long workshop titled *Self-determination: An educational outcome.*
- Wehmeyer, M. L. (1995, October). ChoiceMaker Network Self-Determination Transition Workshop, Breckenridge, Colorado: Presented workshop titled *The Arc's Self-Determination Assessment.*
- Wehmeyer, M. L. (1995, July). University of Illinois at Urbana-Champaign Supported Employment Issues Forum, Chicago, Illinois: Presented half-day workshop titled *Self-determination: The most natural support.*
- Wehmeyer, M. L. (1995, June). Drake University JMI Foundation Conference, Des Moines, Iowa: Presented day-long workshop titled *Promoting self-determination in today's schools.*

- Wehmeyer, M. L. (1995, February). Auburn University Transition V Conference, Auburn, Alabama: Presented day-long workshop titled *Self-determination: A critical life enhancement ingredient*.
- Wehmeyer, M. L. (1993, December). Wayne County, Michigan Regional Educational Service Center, Wayne, Michigan: Presented workshop titled *Promoting self-determination and empowerment through the Life Centered Career Education Curriculum*.
- Brolin, D., Wehmeyer, M. L., & Kelchner, K. (1993, October). Region X Educational Service Center Annual Inservice Program, Richardson, Texas: Presented workshop titled *Functional curricular approaches to transition planning*.
- Wehmeyer, M. L. (1993, June). South Dakota People First Conference, Pierre, South Dakota: Presented workshop titled *Taking control*.
- Wehmeyer, M. L. (1993, March). Iowa State Department of Education Annual Conference on Innovative Practices in Special Education, Cedar Rapids, Iowa: Presented workshop titled *Transition: Self-determination for individuals and families*.
- Wehmeyer, M. L. (1993, March). The Arc of Nebraska's Annual Convention, Columbus, Nebraska: Presented day-long workshop titled *Self-determination: Turning over control*.
- Wehmeyer, M. L. (1993, January). Full Citizenship Inc. and The Beach Center on Families and Disability Visions of Self-Determination Conference, Lawrence, Kansas: Participated in panel titled *Visions of self-determination: The role of educators*.
- Wehmeyer, M. L. (1992, March). Iowa State Department of Education Annual Conference on Innovative Practices in Special Education, Cedar Rapids, Iowa: Presented workshop titled *Self-determination and the education of students with mental retardation*.
- Wehmeyer, M. L. (1991, June). Association for Retarded Citizens of Alabama State Conference, Tuscaloosa, Alabama: Presented workshop titled *The role of the professional in promoting self-determination*.
- Wehmeyer, M. L., & Berkobien, R. (1991, April). Association for Retarded Citizens of Louisiana State Conference, Houma, Louisiana: Presented day-long workshop titled *Building empowerment: Promoting self-advocacy through self-determination*.

WORKSHOPS, SYMPOSIA, PANEL PRESENTATIONS, POSTERS, AND BREAKOUT SESSIONS, (COMPETITIVE SELECTION), INTERNATIONAL CONFERENCES

- Wehmeyer, M.L., & Shogren, K.A. (2017, August). American Psychological Association 125th Annual Conference, Washington, DC. Presented portion of breakout session titled *Promoting Self-Determination and Intrinsic Motivation: Causal Agency Theory*.
- Wehmeyer, M.L. (2017, July). International Positive Psychology Association Fifth World Congress on Positive Psychology, Montreal, Quebec. Presented portion of breakout session titled *The Application of Self-Determination and Character Strengths to People with Intellectual and Developmental Disabilities*.
- Wehmeyer, M.L., Shogren, K.A., Brown, J., Ellingsen, K.E., & Askvig, B. (2016, December). Association of University Centers on Disability Annual Conference, "Navigating Change: Building our Future Together, Washington, D.C. Presented concurrent session titled *Connecting the Dots: Perspectives on Self-Determination, Emotion Regulation, and Reducing Force and Coercion*.
- Shogren, K.A., Wehmeyer, M.L., & Khamsi, S. (2016, October). Council for Exceptional Children, Division on Career Development and Transition 21st Annual Conference, 'Riding the Tide of Transition,' Myrtle Beach, SC. Presented workshop titled *Self-Determination Inventory: Student Report-Introducing a New Measure of Self-Determination*.

- Shogren, K.A., Test, D., Wehmeyer, M.L., & Martin, J. (2016, October). Council for Exceptional Children, Division on Career Development and Transition 21st Annual Conference, 'Riding the Tide of Transition,' Myrtle Beach, SC. Presented workshop titled *Strategies and Recommendations on Conducting Research and Getting Published: Advice from the Experts*.
- Wehmeyer, M.L., & Shogren, K.A. (2016, August). International Association for the Scientific Study of Intellectual and Developmental Disabilities 15th World Congress, "Global Partnerships: Enhancing Research, Policy, and Practice, Melbourne, Australia. Presented breakout session titled *Assessment Development and Research in Supported Decision-Making*.
- Wehmeyer, M.L., Shogren, K.A., & Young, R. (2016, August). American Psychological Association 124th Annual Convention, Denver, CO. Presented Division 33 Symposium titled *Self-Determination and Transition to Adulthood for Youth with Intellectual/Developmental Disability*.
- Thompson, J., Shogren, K., & Wehmeyer, M. (2016, June). American Association on Intellectual and Developmental Disabilities 140th Annual Conference, "The Meaning of Professional in the Era of Change," Atlanta, GA. Presented Concurrent Session titled *Introducing the SIS-A Annual Review Protocol*.
- Fujiura, G., Wehmeyer, M.L., Shogren, K., & Thompson, J.. (2016, June). American Association on Intellectual and Developmental Disabilities 140th Annual Conference, "The Meaning of Professional in the Era of Change," Atlanta, GA. Presented post-conference session titled *Writing for Publication*..
- Wehmeyer, M.L., & Shogren, K.A. (2016). The 6th International Conference on Self-Determination Theory, "The Science and Practice of Self-Determination: Optimizing Health, Well-Being, and Sustainability," Victoria, BC, Canada. Presented paper titled *On the Development of Self-Determination and Autonomy-Supportive Interventions*.
- Thompson, J., Shogren, K., & Wehmeyer, M. (2016). Council for Exceptional Children Division on Autism and Developmental Disabilities 17th International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Honolulu, HI. Presented Concurrent Session titled *Support Needs Assessment and Planning for Students with Intellectual Disability*.
- Shogren, K., & Wehmeyer, M. (2016). Council for Exceptional Children Division on Autism and Developmental Disabilities 17th International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Honolulu, HI. Presented Concurrent Session titled *Self-Determination Inventory: A New Measure of Self-Determination*.
- Shogren, K., & Wehmeyer, M. (2016). Council for Exceptional Children Division on Autism and Developmental Disabilities 17th International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Honolulu, HI. Presented Concurrent Session titled *Success at Writing a Textbook: Strategies from Authors*.
- Agran, M., Shogren, K.A., & Wehmeyer, M.L. (December, 2015). TASH 40th Annual Conference, "Continuing 40 Years of Progressive Leadership," Portland, OR. Presented session titled *Self-Determination: What do we Know? Where do we Go?*.
- Shogren, K., Millar, D., & Wehmeyer, M. (2015, November). Council for Exceptional Children, Division on Career Development and Transition 20th Annual Conference, 'Blazing New Trails in Transition,' Portland, OR. Presented concurrent session titled *A Conceptual Model Addressing Supported Decision-Making and Guardianship Alternatives for Transition Age Youth*.
- Adkins, M., Khamsi, S., Shogren, K., & Wehmeyer, M. (2015, November). Council for Exceptional Children, Division on Career Development and Transition 20th Annual Conference, 'Blazing New Trails in Transition,' Portland, OR. Presented poster titled *Self-Determination Inventory: Student Report-A New Measure of Self-Determination*.

- Storey, K., Test, D., Martin, J., Wehmeyer, M., Shogren, K., Trainor, A., & Carter, E. (2015, November). Council for Exceptional Children, Division on Career Development and Transition 20th Annual Conference, 'Blazing New Trails in Transition,' Portland, OR. Presented panel session titled *How to Conduct Meaningful Research and Get Published: Tips and Strategies for Beginning Researchers*.
- Shogren, K.A., Wehmeyer, M.L., & Niemiec, R. (2015, August). American Psychological Association 123rd Annual Convention, Toronto, Canada. Presented breakout titled *Character Strengths and Disability: The VIA-Youth Survey and its Use in Adolescents with Intellectual and Developmental Disabilities*.
- Thompson, J., Shogren, K., & Wehmeyer, M. (2015, June). American Association on Intellectual and Developmental Disabilities 139th Annual Conference, "Making a Difference Through Research, Practice, and Policy," Louisville, KY. Presented Concurrent Session titled *Moving Forward with the Supports Intensity Scale*.
- Campanella, T., Martinis, J., & Wehmeyer, M. (2015, June). American Association on Intellectual and Developmental Disabilities 139th Annual Conference, "Making a Difference Through Research, Practice, and Policy," Louisville, KY. Presented Concurrent Session titled *National Research Center for Supported Decision-Making: Preliminary Developments and Outcomes*.
- Fujiura, G., Fidler, D., Wehmeyer, M.L., Shogren, K., & McLane, K. (2015, June). American Association on Intellectual and Developmental Disabilities 139th Annual Conference, "Making a Difference Through Research, Practice, and Policy," Louisville, KY. Presented post-conference session titled *Writing for Publication..*
- Wehmeyer, M.L., & Shogren, K.A. (2015, June). International Positive Psychology Association Fourth World Congress on Positive Psychology, Orlando, FL. Presented Symposium Presentation titled *Self-Determination and Positive Psychology: Assessment and Intervention..*
- Shogren, K.A., & Wehmeyer, M.L. (2015, June). International Positive Psychology Association Fourth World Congress on Positive Psychology, Orlando, FL. Presented Symposium Presentation titled *Character Strengths and Disability: The VIA-Youth Survey and its Use in Adolescents with Intellectual and Developmental Disabilities*.
- Shogren, K.A., & Wehmeyer, M.L. (2015, May). International Association for the Scientific Study of Intellectual and Developmental Disabilities 2015 Americas Regional Congress, 'Inclusive Boundaries,' Honolulu, HI. Presented Symposium Session titled *Supported Decision Making: Alternatives to Guardianship*.
- Wehmeyer, M.L., & Shogren, K.A. (2015, May). International Association for the Scientific Study of Intellectual and Developmental Disabilities 2015 Americas Regional Congress, 'Inclusive Boundaries,' Honolulu, HI. Presented Symposium Session titled *Promoting Self-Determination as an Evidence-Based Practice in the Education of Students with Intellectual and Developmental Disabilities..*
- Thompson, J., Viriyangkura, Y., Shogren, K.A., Wehmeyer, M.L., & Hughes, C. (2014, June). American Association on Intellectual and Developmental Disabilities 138th Annual Conference, "Embracing Complexity: Inclusion, Participation, and Citizenship," Orlando, FL. Presented workshop session titled *Moving Forward with the Supports Intensity Scale: Research and Practice*.
- Thompson, J., Wehmeyer, M., & DeSpain, S. (2014, April). Council for Exceptional Children 92nd Annual Convention and Expo, Philadelphia, PA. Presented session titled *How IEP Teams can use SIS-C to Plan Inclusive Education Opportunities for Children with Intellectual Disability and Autism Spectrum Disorders*.
- Shogren, K., & Wehmeyer, M. (2014). Council for Exceptional Children Division on Autism and Developmental Disabilities 15th International Conference on Autism, Intellectual Disability, and

- Developmental Disabilities, Clearwater, FL. Presented Concurrent Session titled *Evidence-based practices to promote self-determination: Impact on school and post-school outcomes*.
- Mank, D., Verdugo, M.A., Wehmeyer, M., Jordan de Urries, B., & Parent, W. (2012, December). Association of University Centers on Disability Annual Meeting, Innovating Today: Shaping Tomorrow, Washington, D.C. Presented Concurrent Session titled *Employment of People with Intellectual and Developmental Disabilities in an International Context*.
- Palmer, S. & Wehmeyer, M.L. (2012, April). Council for Exceptional Children 90th Annual Convention and Expo, Denver, CO. Presented session titled *Evidence-based transition preparation: Whose Future is it Anyway?*
- Tasse, M., Wehmeyer, M.L., & Thompson, J. (2011, August). 119th Annual Convention of the American Psychological Association, Washington, D.C. Presented symposium titled *Use and Importance of Individual Support Needs Assessment*.
- Wehmeyer, M.L., & Shogren, K. (2010, December). TASH 35th Annual Conference, Embracing Differences ... It's Time!, Denver, C. Presented session titled *Evidence-based Practices to Promote Self-Determination and Student-Involvement*.
- Palmer, S., Obremski, S., & Wehmeyer, M. (2009, June). American Association on Intellectual and Developmental Disabilities 133rd Annual Meeting, Creating Enviable Lives: The Business Plan Conference, New Orleans, Louisiana. Presented session titled *Technology Use for People with Intellectual Disabilities: Results of Three Surveys*.
- Williams-Diehm, K., & Wehmeyer, M.L. (2008, October). Council for Exceptional Children Division on Developmental Disabilities 11th International Conference, San Diego, CA: Presented workshop titled *Promoting Self-Determination through Technology*.
- Palmer, S. B., Wehmeyer, M. L., & Williams-Diehm, K. (2007, October). Council for Exceptional Children Division for Career Development and Transition 14th International Conference, Orlando, FL: Presented workshop titled *An Evidence Base for Self-Determination*.
- Williams-Diehm, K., Wehmeyer, M.L., Palmer, S. B., & Soukup, J. (2007, October). Council for Exceptional Children Division for Career Development and Transition 14th International Conference, Orlando, FL: Presented workshop titled *Technology to Promote Self-Determination*.
- Wehmeyer, M.L. (2006, October). The Fifth International Positive Psychology Summit, Washington, D.C. Presented presentation titled *Self-determination, positive psychology, and students with intellectual and developmental disabilities*.
- Palmer, S., & Wehmeyer, M.L. (2006, May). International Summit for the Alliance on Social Inclusion, Montreal, Canada. Presented Special Theme Session titled *Technology use for people with intellectual disabilities: Results of two U.S. surveys*.
- Thoma, C., Agran, M., & Wehmeyer, M. (2005, November). TASH International Conference, "The Heart of TASH: 30 Years and Still Beating Strong," Milwaukee, Wisconsin: Presented workshop titled *Teaching self-determination to all students: Infusing self-determination instruction into a health class curriculum*.
- Shogren, K. A., Bovaird, J. A., Wehmeyer, M. L., & Palmer, S. B. (2005, August). American Psychological Association Annual Convention, Washington, DC: Presented poster titled *Perceptions of control in children and youth with mental retardation*.
- Wehmeyer, M.L., Agran, M., & Palmer, S. (2004, June). International Association on the Scientific Study of Intellectual Disabilities 12th World Congress, "Towards Mutual Understanding: Person,

- Environment, Community,” Montpellier, France: Presented symposium titled *Promoting self-determination and quality of life: The Self-Determined Learning Model of Instruction*.⁴¹
- Schalock, R.A., Verdugo, M.A., Wehmeyer, M.L., & Jenaro, C. (2004, June). International Association on the Scientific Study of Intellectual Disabilities 12th World Congress, “Towards Mutual Understanding: Person, Environment, Community,” Montpellier, France: Presented symposium titled *Importance and use of quality of life indicators in different continents: Final results*.⁴²
- Wehmeyer, M.L. (2004, June). International Association on the Scientific Study of Intellectual Disabilities 12th World Congress, “Towards Mutual Understanding: Person, Environment, Community,” Montpellier, France: Presented symposium titled *A functional model of self-determination*.⁴³
- Lachapelle, Y., Wehmeyer, M.L., & Walsh, P.N. (2004, June). International Association on the Scientific Study of Intellectual Disabilities 12th World Congress, “Towards Mutual Understanding: Person, Environment, Community,” Montpellier, France: Presented symposium titled *Cross-cultural research on self-determination and quality of life*.⁴⁴
- Palmer, S., Copeland, S., Wehmeyer, M., & Shogren, K. (2004, June). American Association on Mental Retardation 128th Annual Meeting and Exhibit Show, Philadelphia, Pennsylvania: Presented presentation titled *Evidence-based practices in education*.
- Braddock, D., Wehmeyer, M.L., Palmer, S., LaChapelle, Y., & Wendt, O. (2004, June). American Association on Mental Retardation 128th Annual Meeting and Exhibit Show, Philadelphia, Pennsylvania: Presented presentation titled *Emerging technologies and the state of the states*.
- Agran, M., Cavin, M., & Wehmeyer, M. (2003, December). TASH 2003 International Conference, Chicago, Illinois: Presented workshop titled *Access to the general curriculum and students with intellectual disabilities*.
- Thoma, C., & Wehmeyer, M.L. (2003, December). TASH 2003 International Conference, Chicago, Illinois: Presented workshop titled *Goal setting for students with severe disabilities: Teaching this core component skill*.
- Schalock, R., Lachapelle, Y., Wehmeyer, M., Brown, I., & Matikka, L. (2003, May). American Association on Mental Retardation 127th Annual Meeting and Exhibit Show, Chicago, Illinois: Presented panel presentation titled *International research on individual and family quality of life*.
- Bashinski, S., Agran, M., Wehmeyer, M., Wortman, J., Cavin, M., & Palmer, S. (2003, May). American Association on Mental Retardation 127th Annual Meeting and Exhibit Show, Chicago, Illinois: Presented panel presentation titled *Access to the general curriculum for students with mental retardation in middle and high school*.
- Emerson, J., Wehmeyer, M.L., & Smith, T. (2003, April). Council for Exceptional 81st Annual Convention and Expo, Seattle, Washington: Presented workshop titled *Person centered planning: A self-determination model for students in foster care*.
- Schalock, R., Verdugo, M., Wehmeyer, M., Lachapelle, Y., & Keith, K. (2002, May). American Association on Mental Retardation 126th Annual Meeting and Exhibit Show, Orlando, Florida: Presented workshop titled *Cross-cultural comparison of core quality of life indicators*.
- Agran, M., Wehmeyer, M., & Cavin, M. (2002, May). American Association on Mental Retardation 126th Annual Meeting and Exhibit Show, Orlando, Florida: Presented workshop titled *Teaching students to support themselves in inclusive education*.

⁴¹ Abstracted in *Journal of Intellectual Disability Research*, 48, 444.

⁴² Abstracted in *Journal of Intellectual Disability Research*, 48, 444.

⁴³ Abstracted in *Journal of Intellectual Disability Research*, 48, 453.

⁴⁴ Abstracted in *Journal of Intellectual Disability Research*, 48, 449.

- Bolding, N., Yeager, D., & Wehmeyer, M. L. (2001, October). Council for Exceptional Children Division for Career Development and Transition International Conference, Phoenix, AZ: Presented workshop titled *Beyond high school for students with mental retardation*.
- Thoma, C. A., Wehmeyer, M. L., & Tamura, R. (2001, October). Council for Exceptional Children Division for Career Development and Transition International Conference, Phoenix, AZ: Presented workshop titled *Teaching students with disabilities to set and attain goals*.
- Agran, M., Cavin, M., Palmer, S., & Wehmeyer, M. (2001, May). American Association on Mental Retardation 125th Annual Meeting, Denver, Colorado: Presented workshop titled *Self-Determined Learning Model of Instruction: Summary of outcome findings*.
- Palmer, S., & Wehmeyer, M. L. (2001, May). American Association on Mental Retardation 125th Annual Meeting, Denver, Colorado: Presented workshop titled *Post-secondary outcomes for self-determined youth*.
- Wehmeyer, M. L., & Palmer, S. (2000, August). International Association for the Scientific Study of Intellectual Disabilities 11th World Congress, Seattle, Washington: Presented workshop titled *Self-determination and the education of students with mental retardation*.
- Hughes, C., Agran, M., Wehmeyer, M., & Alper, S. (2000, June). American Association on Mental Retardation 124th Annual Meeting, Washington, D.C.: Presented workshop titled *Peers as teachers of self-determination skills: Promoting high school inclusion*.
- LaChappelle, Y. & Wehmeyer, M. L. (2000, May). American Association on Mental Retardation 124th Annual Meeting, Washington, D.C.: Presented workshop titled *The translation and cross-cultural validation of The Arc's Self-Determination Scale*.
- Thoma, C., Selby, P., & Wehmeyer, M. L. (1999, December). TASH 1999 International Conference, Chicago, Illinois: Presented workshop titled *Self-determination: What do teachers know and how do they learn it?*
- Agran, M., Hughes, C., & Wehmeyer, M. L. (1999, December). TASH 1999 International Conference, Chicago, Illinois: Presented workshop titled *Teaching students to support themselves in general education classrooms*.
- Gardner, J., Beckwith, R. M., Conroy, J., Powers, L., Scott, B., & Wehmeyer, M. L. (1998, May). American Association on Mental Retardation 122nd Annual Meeting, San Diego, California: Participated in panel presentation titled *...And the pursuit of happiness: An outcome, self-determination, or quality of life indicator?*
- Wehmeyer, M. L., & Bolding, N. (1998, May). American Association on Mental Retardations 122nd Annual Meeting, San Diego, California: Presented workshop titled *The impact of opportunity and environment on the self-determination of adults with mental retardation*.
- Wehmeyer, M. L. (1997, October). Council for Exceptional Children Division for Career Development and Transition International Conference, Phoenix, AZ: Presented workshop titled *Teaching self-determination skills to youth with cognitive disabilities*.
- Field, S., Bassett, D., Hoffman, A., Martin, J., Powers, L., Ward, M. & Wehmeyer, M. L. (1997, October). Council for Exceptional Children Division for Career Development and Transition Biannual International Conference, Phoenix, AZ: Presented workshop titled *Self-determination is for teachers, too!*
- Agran, M., Hughes, C., Wehmeyer, M. L., & Palmer, S. (1997, May). American Association on Mental Retardation 121st Annual Meeting, New York, New York: Presented workshop titled *Self-determination and educational outcomes: What is being worked on, what is being achieved?*

- Kraemer, B., Blacher, J., Heller, T., & Wehmeyer, M. L. (1997, May). American Association on Mental Retardation 121st Annual Meeting, New York, New York: Presented workshop titled *The launching phase: Supporting adolescents and adults in life pursuits*.
- Wehmeyer, M. L. (1996, October). Council for Exceptional Children Division on Mental Retardation and Developmental Disabilities 5th International Conference, Austin, Texas: Presented workshop titled *Promoting self-determination for youth with mental retardation and developmental disabilities*.
- Wehmeyer, M. L. & Gagne, R. (1996, August). Fourth International Self-Advocacy Conference, Tulsa Oklahoma: Presented workshop titled *Becoming a leader*.
- Agran, M., Wehmeyer, M. L., & Hughes, C. (1996, May). American Association on Mental Retardation 120th Annual Meeting, San Antonio, Texas: Presented workshop titled *Self-determination: Determining instructional needs and recommended practices*.
- Wehmeyer, M. L. (1995, October). Council for Exceptional Children Division for Career Development and Transition Biannual International Conference, Raleigh, North Carolina: Presented workshop titled *Whose Future is it Anyway? A student-directed transition planning program*.
- Wehmeyer, M. L. (1994, October). Council for Exceptional Children Division on Mental Retardation and Developmental Disabilities 4th International Conference, Chicago, Illinois: Presented workshop titled *Self-determination and students with mental retardation*.
- Wehmeyer, M. L., & Kelchner, K. (1993, April). Council for Exceptional Children 71st Annual Convention, San Antonio, Texas: Presented teacher-exchange workshop titled *Promoting self-determination for secondary students with cognitive disabilities*.⁴⁵
- Wehmeyer, M. L. (1992, April). Independence '92, Vancouver, British Columbia: Presented workshop titled *A life-centered approach to teaching self-determination*.
- Ward, M., Ward, N., St. Peter, S., & Wehmeyer, M. L. (1991, November). The Association for Persons with Severe Handicaps National Convention, Washington, D.C.: Participated in panel titled *Self-determination skills: Building blocks for fuller inclusion*.

WORKSHOPS, SYMPOSIA, PANEL PRESENTATIONS, POSTERS, AND BREAKOUT SESSIONS, (COMPETITIVE SELECTION), NATIONAL CONFERENCES

- Wehmeyer, M.L., & Shogren, K. (2012, May). National Transition Conference 2012: College and Careers for Youth with Disabilities, Washington, DC. Presented Youth Development Theme session titled *Evidence-based practices to promote self-determination and student involvement*.
- Shogren, K., & Wehmeyer, M. (2011, March). 44th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, "Adolescence and Developmental Disabilities, Neurobiology to Interventions," San Antonio, TX. Presented poster session titled *Impact of the Self-Determined Learning Model of Instruction on the self-determination of adolescents with intellectual disability*.
- Wehmeyer, M.L., Palmer, S.B., & Shogren, K. (2010, June). U.S. Department of Education, Institute on Education Sciences 5th Annual Research Conference "Connecting Research, Policy, and Practice, National Harbor, MD. Presented poster session titled *Efficacy of the Self-Determined Learning Model of Instruction for Secondary and Transition Outcomes*.
- Wehmeyer, M.L., Agran, M., & Palmer, S. (2003, July). U.S. Department of Education, OSERS, OSEP Research Project Directors Conference, Washington, D.C.: Presented poster session titled

⁴⁵ Abstracted in *Resources in Education*, April, 1994, ERIC Clearinghouse #ED 364 006

Promoting Access to the General Curriculum for Students with Mental Retardation and Severe Disabilities.

Thoma, C., Wehmeyer, M. L., Baker, S., & Tamura, R. (2000, July). 11th Annual Association for Persons in Supported Employment Conference, Las Vegas, Nevada: Presented workshop titled *Are we meeting the needs of students?*

Wehmeyer, M. L. (2000, March). 33rd Annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, San Diego, California: Presented paper titled *The impact of environment on self-determination of adults with mental retardation.*

Agran, M., & Wehmeyer, M. L. (1999, June). U. S. Department of Education, OSERS, OSEP Annual Transition Research Project Directors Meeting, Washington, DC: Presented workshop titled *Self-Determined Learning Model of Instruction: A national outreach project.*

Field, S. & Wehmeyer, M. L. (1997, June). U. S. Department of Education, OSERS, OSEP Annual Transition Research Project Directors Meeting, Washington, DC: Presented workshop titled *Lessons learned from self-determination multi-district outreach projects.*

Wehmeyer, M. L. (1993, June). U. S. Department of Education, OSERS, OSEP Annual Transition Research Project Directors Meeting, Washington, DC: Presented idea exchange session titled *Promoting self-determination using the Life Centered Career Education Curriculum.*

WORKSHOPS, SYMPOSIA, PANEL PRESENTATIONS, POSTERS, AND BREAKOUT SESSIONS, (COMPETITIVE SELECTION), REGIONAL AND STATE CONFERENCES

Wehmeyer, M. L., Storey, D., & Bourland, G. (1991, October). Texas Association for Behavior Analysis Annual Conference, Austin, Texas: Presented poster session titled *An analogue assessment of hand stereotypes in persons having Rett syndrome.*

Wehmeyer, M. L., Baum, D., Sibley, S., & Carpenter, B. (1986, July). Texas Council for Exceptional Children State Conference, Corpus Christi, Texas: Presented workshop titled *Assessment of regression in severely and profoundly disabled students: Implications for evaluation of extended school year programs.*

Wehmeyer, M. L. (1982, March). Oklahoma Federation of the Council for Exceptional Children State Convention, Enid, Oklahoma: Presented workshop titled *Respite care: A tool for parents and educators.*

HONORS AND AWARDS, SCHOLARSHIP

2017 Recipient, *Università degli Studi di Padova (University of Padua, Italy) and Società Italiana per l'Orientamento (Italian Society for Counseling) Delegato del Rettore per l'inclusione e la Disabilità (Delegate to the Rector for Inclusion and Disability) Premi per Inclusion (Award for Inclusion)*, given "in recognition of the commitment to promoting equity and social justice for persons with disability by focusing on self-determination and for developing instruments to identify supports for inclusion."

2016 Recipient, *Council for Exceptional Children Special Education Research Award*, given to an individual or research team whose research has made significant contributions to the education of children and youth with exceptionalities.

2016 Recipient, *Jay Turnbull Fellowship* for research that is intended to and is likely to have the effect of advancing the rights and abilities of individuals with intellectual or related developmental disabilities and their families to secure equal opportunity, economic self-sufficiency, independent living and choice, and full participation in their communities.

2015 Recipient, *Higuchi-KU Endowment Research Achievement Awards, Balfour S. Jefferey Award* given "in recognition of research achievement in the humanities and social sciences to an

individual who may be described as having had a major and substantial impact and who has been of national and/or international interest.”

- 2015** Recipient, *American Psychological Association, Committee on Disability Issues in Psychology Distinguished Contributions to the Advancement of Disability Issues in Psychology Award*, presented to a psychologist who has had a significant and enduring impact on advancing the role of psychological principles to enhance the lives of and promote the inclusion of people with disabilities in society.
- 2015** Recipient, *American Association on Intellectual and Developmental Disabilities Research Award* for “formulations and investigations that have contributed significantly to the body of scientific knowledge in the field of intellectual and developmental disabilities.”
- 2015** Recipient, *University of Kansas, Schiefelbusch Institute for Life Span Studies Investigator Award* for “Principal Investigators on externally-funded LSI research projects who are evaluated on the nature and quality of their research record and the potential impact, or realized impact, of their work in generating new knowledge or contributing to translational science in keeping with the mission of the Life Span Institute.”
- 2015** Recipient, *Council for Exceptional Children, Division on Autism and Developmental Disabilities Burton Blatt Humanitarian Award*, presented to a person who “has made significant contributions to the field of intellectual disabilities, developmental disabilities, and/or autism.”
- 2014** Recipient, *The University of Texas at Dallas Distinguished Alumni Award*, School of Behavioral and Brain Sciences.
- 2013** Recipient, *The Arc of the United States Distinguished Researcher Award*, presented to a career academic researcher whose work has significantly advanced the field of research in intellectual and developmental disabilities.
- 2013** Distinguished Alumni inductee, *Phi Beta Kappa-Beta Chapter of Oklahoma, University of Tulsa*.
- 2013** Co-Recipient, bronze medal in non-fiction, *Independent Publisher Regional Book Award*. Presented annually to honor the year's best independently published title. The award was presented for *Good Blood, Bad Blood: Science, Nature, and the Myth of the Kallikaks*, Smith & Wehmeyer, authors.
- 2012** Recipient, *University of Kansas Office of the Provost and Research and Graduate Studies Leading Light Award* for contributing to the research enterprise at the University of Kansas.
- 2012** Appointed, *Fellow of the International Association for the Scientific Study of Intellectual and Developmental Disabilities*.
- 2011** Appointed, *Fellow of the American Psychological Association*.
- 2009** Inducted, *Phi Beta Delta International Scholarship Honor Society, Alpha Pi Chapter, University of Kansas* recognizing scholarly achievement in international education.
- 2008** Recipient, *Kansas Federation of the Council for Exceptional Children Research Award*.
- 2007** Recipient, *Council for Exceptional Children, Division for Career Development and Transition, Patricia Sitlington Research in Transition Award*, presented to “an individual who has contributed to more positive outcomes for transition-aged youth and to the field of transition through a body of research in transition.”
- 2006** Co-Recipient, *Council for Exceptional Children, Division on Developmental Disabilities Research Award, 2006*. Presented to an “individual, or group of individuals, in recognition of outstanding basic and/or applied research in the area of developmental disabilities.”

- 2004** Recipient, *University of Kansas School of Education Faculty Achievement Award for Research*.
- 2003** Appointed *Fellow of the American Association on Mental Retardation*.
- 2003** Recipient, *American Association on Mental Retardation Region V Century Award*. Special project set up to recognize “individuals who have made significant contributions in the field of intellectual disabilities or outstanding contributions to AAMR during the 20th century in Region V.”
- 2003** Co-Recipient, *CHOICE (Current Reviews for Academic Libraries) Outstanding Academic Title* award. Presented annually to academic books selected “for their excellence in scholarship and presentation, the significance of their contribution to the field, and their value as important – often the first—treatment of their subject. The award is given to only 3% of more than 22,000 titles submitted. The award was presented for *Double Jeopardy: Addressing Gender Equity in Special Education*, Rousso & Wehmeyer, co-editors.
- 2003** Recipient, *American Association on Mental Retardation 2003 Education Award*. “for visionary leadership in the field of education and for innovative research in support of self-determination, equity and technology. Presented annually for significant contributions to disseminating knowledge in the field of mental retardation.
- 2002** Co-Recipient, *TASH Thomas G. Haring Award for Excellence in Research*. Presented to the author(s) of a study of particular significance that was published in JASH within the two years prior to the annual conference. The study is identified as having demonstrated scientific merit, and to have made an important contribution to the disability field.
- 2002** Recipient, *American Association on Mental Retardation Region V 2002 Research Award*. Awarded annually to researcher for “formulations and investigations that have contributed significantly to the body of scientific knowledge in the field of mental retardation.”
- 2000** Recipient, *American Association on Mental Retardation Region V 2000 Research Award*. Awarded annually to researcher for “formulations and investigations that have contributed significantly to the body of scientific knowledge in the field of mental retardation.”
- 1999** Recipient, *Inaugural Council for Exceptional Children Division for Research Distinguished Early Career Research Award*. Presented annually to honor an individual who has made “outstanding scientific contributions in special education, in basic and/or applied research, within the first 10 years following receipt of the doctoral degree.”
- 1987** *Rotary Foundation Teacher of the Handicapped Fellow*, University of Sussex, Brighton, England, October 1, 1987 – September 30, 1988.
- 1981** *Mary K. Chapman Graduate Scholar*, School of Education, University of Tulsa, 1981 – 1982.

SERVICE

INTERNATIONAL

- Member* (2017). Scientific Committee. International Conference on Counseling and Support: “Decent Work, Equity, and Inclusion: Passwords for the Present and the Future” to be held 5-7 October, 2017 at the University of Padova, Italy.
- Reviewer* (2015). University of Leuven-Katholieke Universiteit Leuven, Research Council grant competition. Leuven, Belgium.
- Member* (2012-2013). Honorary Scientific Committee, Maria Grzegorzewska Academy of Special Education, International Conference, “PERSON-Positive Implications in Theory, Research and Practice,” to be held 14 & 15 May, 2014, Warsaw, Poland.

- Member* (2012-2013). Scientific Committee, European Society for Vocational Designing and Career Counseling, International Conference, "Life Design and Career Counseling: Building Hope and Resilience, 20, 21, 22 June, 2013, University of Padova, Padova, Italy.
- Member* (2011). Scientific Committee, International Conference on Vocational Designing and Career Counseling: Challenges and New Horizons, University of Padova, Padova, Italy.
- Member* (2009). Scientific Committee, Congreso Internacional sobre Atencion Integral a la Discapacidad y la Dependencia (International Congress on Comprehensive Attention to Disability and Dependence), Pozoblanco, Cordoba, Spain.
- Member* (2007-2008). Scientific Advisory Committee, International Association for the Scientific Study of Intellectual Disability, International Conference and General Assembly 2008, Cape Town, South Africa.
- Reviewer* (2007). Neurosciences and Mental Health Board grant competition, Medical Research Council, London, England.
- Reviewer* (2007). Special Research Programme fund competition, Austrian Science Fund, Humanities & Social Sciences/Open Access Issues, Vienna, Austria.
- Member* (2007). Scientific Advisory Committee, International Association for Educational and Vocational Guidance, International Conference and General Assembly 2007: Guidance and Diversity: Research and Applications, University of Padova, Italy.
- Member* (2004-2005). Expert Task-Force, World Health Organization Project Atlas for Intellectual Disabilities, a project operated by the University of Quebec-Montreal.
- Member* (2004-2006). International Scientific Committee, International Summit on the Alliance for Social Inclusion, Montreal, Quebec, Canada.
- Member* (2003-2004). Conference Planning Committee, International Association of Societies for the Study of Intellectual Disability, 2004 International Conference, Montpellier, France.
- Reviewer* (1996). Social Sciences and Humanities Research Council of Canada, Strategic Joint Initiative, Integration of Persons with Disabilities Grant Competition.

NATIONAL: UNITED STATES DEPARTMENT OF EDUCATION**PRESIDENT'S COMMITTEE FOR PEOPLE WITH INTELLECTUAL DISABILITIES**

- Advisor* (2015). U.S. Department of Health and Human Services, Administration on Community Living, Administration on Intellectual and Developmental Disabilities, President's Committee for People with Intellectual Disabilities, Report to the President on *The Promise of Technology for People with Intellectual and Developmental Disabilities*.
- Member, Task Force* (2011) U.S. Department of Health and Human Services Administration on Children and Families, President's Committee for People with Intellectual Disabilities and U.S. Department of Education, National Institute on Disability Rehabilitation Research Compendium of Fiscal Resources for Students with Intellectual Disabilities Focus Group.

INSTITUTE OF EDUCATION SCIENCES

- Content Expert* (2013 - 2018). U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse, Systematic Review of Research on Educational Interventions in Special Education.
- Content Expert* (2010 - 2013). U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse, Systematic Review of research on Educational Interventions for Students with Intellectual Disability.

OFFICE OF SPECIAL EDUCATION PROGRAMS

Expert Reviewer (2008). U.S. Department of Education, OSERS, OSEP, Division of Research to Practice, Evidence-based Practices Validation Study, Inclusive Strategies.

Member (2007). U.S. Department of Education, OSERS, OSEP, Evidence-based Practices Initiative, Transition Workgroup.

Member (2005). U.S. Department of Education, OSERS, OSEP, Combined Research/Personnel Preparation Project Directors' Conference Planning Committee.

Member (2003). 3 + 2 Review Team, U.S. Department of Education, OSERS, OSEP appointed external review panel to evaluate Youth Leadership Development Project (National Youth Leadership Network), a U.S. Department of Education, OSERS, OSEP project awarded to the Oregon Health & Science University.

Field Reader (2003, June). U.S. Department of Education, OSERS, OSEP: Field Initiated Research Projects grant competition (CFDA 84.324C), Washington, D.C.

Member (2003-2007). U.S. Department of Education, OSERS, OSEP, National Advisory Panel, National Instructional Materials Accessibility Standard initiative, Washington, DC.

Field Reader (2002, March). U.S. Department of Education, OSERS, OSEP: Field Initiated Research Projects grant competition (CFDA 84.324C), Washington, D.C.

Panel Member (2001, February). U.S. Department of Education, OSERS, OSEP Research to Practice Division Review and Dissemination Work Group to examine the feasibility and utility of establishing an evaluation process within OSEP to identify and disseminate information about effective practices in special education, Washington, DC.

Member (2001). U.S. Department of Education, OSERS, OSEP, Project Directors' Conference Planning Committee.

Member (2001 – 2003). U.S. Department of Education, OSERS, OSEP, Standing Review Panel.

Panel Member (2000, September & November). U.S. Department of Education, OSERS, OSEP Comprehensive Planning Process, Expert Strategy Panels, Students with Disabilities' Access to, Participation in, and Progress in the General Education Curriculum Panel, Washington, DC.

Field Reader (2000, February). U.S. Department of Education, OSERS, OSEP: Steppingstones to Technology grant competition (CFDA 84.327A), Washington, D.C.

Chair (1999, October). External Review Team, U.S. Department of Education, OSERS, OSEP appointed external review panel to evaluate Research Institute on Secondary Education Reform for Youth with Disabilities (RISER), a U.S. Department of Education, OSERS, OSEP project awarded to the University of Wisconsin-Madison, Center for Education and Work.

Field Reader (1997). U.S. Department of Education, OSERS, OSEP, Secondary Education and Transition Services Branch, Model Demonstration Projects to Improve the Delivery and Outcomes of Secondary Education Services for Students with Disabilities (CFDA 84.158Q), Washington, D.C.

Field Reader (1996). U.S. Department of Education, OSERS, OSEP Postsecondary Education Programs for Individuals with Disabilities, Model Demonstration Projects (CFDA 84.0478C), Washington, D.C.

Field Reader (1994). U.S. Department of Education, OSERS, OSEP, Secondary Education and Transition Services Branch, Outreach Projects (CFDA 84.158Q), Washington, D.C.

Consultant (1994). U.S. Department of Education, OSERS, OSEP, Division of Innovation and Development, Performance Assessment for Self Sufficiency (Project PASS) Task Force.

Field Reader (1991 & 1992) U.S. Department of Education, OSERS, OSEP, Secondary Education and Transition Services Branch, Self-Determination for Youth with Disabilities competition (CFDA 84.158K).

NATIONAL INSTITUTE ON DISABILITY REHABILITATION RESEARCH

Member (2006-2009). NIDRR National Center for the Dissemination of Disability Research Standards and Research Review Board, Systematic Review and Guidelines Task Force.

Member-at-Large, Board of Governors (2002). National Association of [NIDRR-funded] Rehabilitation Research and Training Centers.

Field Reader (1998). U.S. Department of Education, OSERS, NIDRR, Field-Initiated Competition, Behavioral Supports panel (CFDA 84.133GQ), Washington, D.C.

NATIONAL: NATIONAL INSTITUTES OF HEALTH

Member (2010-2011). National Institute of Health, National Institute of Child Health and Human Development, Down Syndrome Consortium on Patient Registries, Research Databases, and Biobanks.

Reviewer (2005). Federal Proposal Preparation Assistance Programs, National Institutes for Health, SBIR and STTR competitions.

NATIONAL: UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES

Member, Technical Advisory Panel (2010 - 2011). Centers for Medicare and Medicaid Services, State of the States in Autism Services contract, awarded to Thomson Reuters, Baltimore, MD.

Consultant (2010). National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Health Surveillance of People with Intellectual Disabilities working meeting, Bethesda, MD.

Member, Honors and Awards Committee (2007). Association for University Centers on Disability, Washington, DC.

Member, Project Advisory Committee (2006). Technical Assistance and Training Contract awarded by the Administration on Developmental Disabilities to the Association for University Centers on Disability, Washington, DC.

NATIONAL: FEDERALLY-FUNDED GRANT PROJECTS OR CONTRACTS

Member, Project Governance Board (2017-2020). Innovations in Science Map, Assessment, & Report Technologies (I-SMART), a U.S. Department of Education, Office of Elementary and Secondary Education, Enhanced Assessment Instrument grant program, project awarded to the University of Kansas, Achievement & Assessment Institute.

Member, National Steering Committee (2017-). Enhancing Transportation Technologies for Individuals with Cognitive Disabilities, a U.S. Department of Transportation, Accessible Transportation Technologies Research Initiative awarded to AbleLink Technologies.

Mentor, Accessing Science through Literacy: Facilitating Blended and Inclusive Content Area Literacy Instruction for Students with Intellectual and Developmental Disability, a U.S. Department of Education, Institute for Education Sciences, National Center for Special Education Research, Early Career Development and Mentoring program grant awarded to the University of Washington.

Member, Advisory Committee (2015-2020). Teaching, Leading, and Collaborating: A Personnel Preparation Program to Prepare Teachers of Students on Alternate Assessment (TLC), a U.S. Department of Education, OSERS, OSEP personnel preparation grant awarded to University of North Carolina-Greensboro.

- Member, Advisory Committee*, (2013 – 2018). I-CONNECT Plus: A Mobile Application to Increase Social Competence, Problem Solving, and Active Engagement in Community Settings for Adolescents and Young Adults with Autism Spectrum Disorders, a U.S. Department of Education, OSERS, NIDRR Field-initiated project awarded to Juniper Gardens Childrens' Project, University of Kansas, Kansas City, KS.
- Consultant* (2013). College & Career Readiness & Success Center, a U.S. Department of Education, OSERS, OSEP technical assistance center grant awarded to American Institutes for Research, Washington, DC.
- Member, Advisory Committee* (2012-2016). Partnerships in Employment Technical Assistance Center, a U.S. Department of Health and Human Services, Administration on Intellectual and Developmental Disabilities grant awarded to University of Massachusetts-Boston, Boston, MA.
- Participatory Action Team* (2012-2016). Scaling-Up EnvisionIT: A Model for Teaching 21st Century Skills to Students with Disabilities, a U.S. Department of Education, OSERS, OSEP stepping-up technology implementation program grant awarded to The Ohio State University, Columbus, OH.
- External Evaluator* (2011 – 2015). Transition Specialization Certificate Program, a U.S. Department of Education, OSERS, OSEP personnel preparation grant awarded to San Diego State University, San Diego, CA.
- Member, Formative Evaluation Advisory Committee* (2011-2013). Dynamic Learning Maps Project, a U.S. Department of Education, OSERS, OSEP project awarded to the Center for Educational Testing and Evaluation, University of Kansas.
- Member, National Advisory Panel* (2011). Education Services for Military Dependent Children with Special Needs Phase II Project, a U.S. Department of Defense project awarded to The Ohio State University, Columbus, OH.
- Member, National Advisory Committee*, (2009 – 2014). Rehabilitation Research and Training Center for Pathways to Positive Futures, a U.S. Department of Education, OSERS, NIDRR RRTC project awarded to Portland State University, Portland, OR.
- Member, National Advisory Board*, (2008 – 2009). Beyond Access for Teacher Education: Preparation of Personnel to Serve School Age Children with Low-Incidence Disabilities, a U.S. Department of Education, OSERS, OSEP personnel preparation project awarded to the University of New Hampshire, Durham, NH.
- Expert Reviewer* (2007). National Secondary Transition Technical Assistance Center, a U.S. Department of Education, OSEP funded Technical Assistance and Training Center awarded to the University of North Carolina at Charlotte, Charlotte, NC.
- Consultant* (2005). Bridges to Youth Self-Sufficiency Project, a U.S. Social Security Administration Demonstration Youth Transition Demonstration project awarded to the California Department of Rehabilitation, Whittier, California.
- Consultant* (2005). Youth Transition Demonstration Project, a U.S. Social Security Administration Demonstration project awarded to the City University of New York, Graduate School and University Center, School of Professional Studies, John F. Kennedy, Jr. Institute for Worker Education.
- Consultant* (2005). Youth Transition Demonstration Technical Assistance Center, Vocational Planning and Self-Determination Workgroup, a U.S. Social Security Administration contract awarded to Virginia Commonwealth University, Richmond, VA.

- Member* (2004 – 2009). National Instructional Materials Accessibility Standard (NIMAS) Development Team, NIMAS Development and Technical Assistance Center, a U. S. Department of Education, OSEP funded Technical Assistance and Training Center awarded to CAST, Inc., Boston, MA.
- Member, National Advisory Board*, (2003 – 2005). Literacy by Design, a U.S. Department of Education, OSERS, OSEP model demonstration project awarded to CAST, Wakefield, MA.
- Co-Chair* (2003 – 2004). Planning team for Capacity Building Institute on Self-Determination. National Center on Secondary Education and Transition, a U.S. Department of Education, OSERS, OSEP funded Technical Assistance and Training Center awarded to the University of Minnesota, Minneapolis, MN.
- Consultant* (2003, June). Smart Start Transition Project, a Social Security Administration funded project awarded to the University of Iowa Center for Disabilities and Development, Employment Policy Group, Ames, Iowa.
- Member* (2002-2004). *National File Format Technical Panel*, a U.S. Department of Education, OSERS, OSEP contract awarded to CAST, Boston, Massachusetts.
- Consultant* (2002 -2003). QuestNet: A customizable Internet-based self-directed testing and assessment system for individuals with mental retardation, a U. S. Department of Education, OSERS NIDRR SBIR Phase I Grant awarded to AbleLink Technologies, Colorado Springs, Colorado.
- Consultant* (2002 -2003). Pocket Accessible Communication Enabler (ACE): Providing access to palmtop computer wireless communication technologies for individuals with mental retardation, a U. S. Department of Education, OSERS NIDRR SBIR Phase I Grant awarded to AbleLink Technologies, Colorado Springs, Colorado.
- Consultant* (2002 -2003). Pocket MoneyCoach: A portable money management system to facilitate community access for individuals with intellectual disabilities, a U. S. Department of Education, OSERS NIDRR SBIR Phase I Grant awarded to AbleLink Technologies, Colorado Springs, Colorado.
- Consultant* (2002 – 2004). Kentucky Peer Tutoring and Service Learning Project. A U.S. Department of Health and Human Services, Administration on Developmental Disabilities project of national significance awarded to University of Kentucky Interdisciplinary Human Development Institute, Lexington, Kentucky.
- External Evaluator* (2002 – 2005). The Arizona Student-Led IEP Outreach Project. A U.S. Department of Education, OSERS, OSEP outreach project awarded to Arizona State University – West, Phoenix, Arizona.
- Consultant* (2002 – 2005). Functional literacy for decision-making: Personal computers as metacognitive tools for youth with mild/moderate mental retardation. A U.S. Department of Education, OSERS, OSEP model demonstration project awarded to the Eugene Research Institute, Eugene, Oregon.
- Consultant* (2001 -2002). Pocket Compass: A palmtop computer-based intelligent aide for individuals with mental retardation to increase independence and self-determination in decision-making, a U. S. Department of Education, OSERS NIDRR SBIR Phase I Grant awarded to AbleLink Technologies, Colorado Springs, Colorado.
- Consultant* (2001 -2002). Pocket Voyager: Making palmtop computers accessible to individuals with mental retardation, a U. S. Department of Education, OSERS NIDRR SBIR Phase I Grant awarded to AbleLink Technologies, Colorado Springs, Colorado.
- Consultant and Presenter* (2000, May). Virginia Commonwealth University Rehabilitation Research and Training Center on Workplace Supports Supported Employment Network Project, a U.S.

Department of Education, OSERS, NIDRR Rehabilitation Research and Training Center project awarded to the Virginia Commonwealth University,.

Consultant and Advisory Panel Member (1999 – 2002). Project INSITE: Infusing Self-Determination into Teacher Education, a U.S. Department of Education, OSERS, OSEP Initial Career Award project awarded to the University of Nevada, Las Vegas,.

Consultant and Lead Discussant (1999). National Institute for Urban School Improvement, a U.S. Department of Education, OSERS, OSEP project awarded to University of Colorado at Denver.

Consultant (1999). Alabama Transition Initiative, a U.S. Department of Education, OSERS, OSEP transition systems change project awarded to the Alabama State Department of Education.

Member, National Advisory Panel, (1998 – 1999). Synthesizing and Communicating the Effects of Research on Self-Determination and Self-Advocacy with Children and Youth with Disabilities for Practice, a U.S. Department of Education, OSERS, OSEP model demonstration project awarded to University of North Carolina at Charlotte.

Consultant (1998 -1999). Web Trek: A specialized web browser providing independent access to the internet to individuals with mental retardation, a U. S. Department of Education, OSERS NIDRR SBIR Phase I Grant awarded to AbleLink Technologies, Colorado Springs, Colorado.

Consultant (1998 -1999). Visual Assistant: A portable multimedia training system for community-based skill development for individuals with mental retardation, a U. S. Department of Education, OSERS NIDRR SBIR Phase I Grant awarded to AbleLink Technologies, Colorado Springs, Colorado.

Member, National Design Forum (1998, June). Research Institute on Secondary Education Reform for Youth with Disabilities (RISER), a U.S. Department of Education, OSERS, OSEP project awarded to the University of Wisconsin-Madison, Center for Education and Work.

Member, National Steering Committee (1998). Report to Congress on the Status of Educational Equity for Women And Girls, a U.S. Department of Education, Office of Elementary and Secondary Education (OESE) and Office of Research and Innovation (OERI) activity mandated by the Improving America's Schools Act, sponsored by the Women's Educational Equity Act Resource Center at Education Development Center, Newton, Massachusetts,.

Member, National Review Panel (1998). Seeking, Screening, Evaluating, Describing and Disseminating Approaches used by Two-Year Colleges to Serve Rehabilitation Services Clients with Severe/Multiple Functional Limitations in Highly Effective Ways, a U.S. Department of Education, OSERS, NIDRR project awarded to the University of Wisconsin- Madison Center on Education and Work,.

Consultant (1997). Louisiana Statewide Transition Project, a U.S. Department of Education, OSERS, OSEP project and Louisiana: Health and Ready to Work Project, a U.S. Department of Health and Human Services, Maternal and Child Health (MCH) Ready to Work project, both awarded to Louisiana State University Medical Center.

Consultant (1997). Promoting Student Self-Determination: A Student Directed Multimedia Transition Planning and Learning Package, a U.S. Department of Education, OSERS, NIDRR, Small Business Innovation Research (SBIR) Phase I project awarded to A.U. Software, Washington, D.C.,

Evaluator and Consultant (1997 – 1998). Supported Employment Consortium for the Competitive Employment of People with Significant Disabilities, a U.S. Department of Education, OSERS, RSA project awarded to the Rehabilitation Research and Training Center on Supported Employment at Virginia Commonwealth University.

Management Team Member (1997 – 2000). National Center on Self-Determination and 21st Century Leadership, a U.S. Department of Health and Human Services, Administration on Developmental Disabilities (ADD) Project of National Significance awarded to Oregon Health Sciences University,.

Content Expert (1997, September). National Transition Alliance National Forum on School to Work and Youth with Disabilities, a U.S. Department of Education, OSERS, OSEP technical assistance project, Washington, D.C.

Consultant (1996-1997). Transition AbleAide: A Multimedia Software Tool to Facilitate Transition for Youth with Disabilities, a U. S. Department of Education, OSERS NIDRR SBIR Phase I Grant awarded to Meeting the Challenge, Inc., Colorado Springs, Colorado.

Consultant (1997). The ChoiceMaker Network, a U.S. Department of Education, OSERS, OSEP project awarded to the University of Colorado at Colorado Springs, Department of Special Education.

Consultant, (1997). Technology Transition from School To Work, a U.S. Department of Education, OSERS, OSEP project awarded to the Oregon Health Sciences University, Child Development and Rehabilitation Center.

Consultant, (1996 - 1997). MenuCoach: A Multimedia Software Tool to Enhance Independence and Knowledge in Menu Planning, Grocery Shopping, Meal Preparation and General Nutrition for Individuals with Developmental Disabilities, a U. S. Department of Education, OSERS, NIDRR, SBIR Phase I Grant awarded to Meeting the Challenge, Inc., Colorado Springs, Colorado, 1996 – 1997.

Member, National Advisory Committee (1995 – 1998). A New Approach for Inclusion and Success for Students with Disabilities: Computerized Test Accommodations, a U.S. Department of Education, OSERS, OSEP project awarded to A.U. Software, Washington, D.C.

Consultant (1995 – 1996). Adaptive Dining Device Production Feasibility Study, a National Institutes on Health (NIH), SBIR Phase I Grant awarded to Wyatt Enterprises, Azle, Texas.

Member, Advisory Committee and Review Panel (1995). National Classification System for Assistive Technology Devices and Services, a U.S. Department of Education, OSERS, NIDRR Project awarded to Research Triangle Institute, Center for Research in Education.

Member, National Advisory Panel (1993). Steps to Self-Determination, a U.S. Department of Education, OSERS, OSEP model demonstration project awarded to Wayne State University.

Consultant (1992 – 1994). Iowa Department of Education, Iowa Transition Initiative, a U.S. Department of Education, OSERS, OSEP transition systems change grant.

NATIONAL: OTHER SERVICE ACTIVITIES

Member (2013). U.S. Department of Health and Human Services, Office of Community Living, Administration on Intellectual and Developmental Disabilities *Performance Measurement Task Force*. Washington DC.

Member, Advisory Committee (2012). Project ACTION, Determining ADA Paratransit Eligibility project, Easter Seals Transportation Group. Washington DC.

Member, Planning Committee (2012). University of Colorado Coleman Institute on Cognitive Disabilities Conference, The State of the States in Cognitive Disability and Technology, and Pre-Conference. Westminster, CO.

Expert Advisory Panel Member (2012 – 2013). eXplore eRecycling Initiative, a Walmart Foundation-funded project awarded to The Arc of the United States

Member, Advisory Board (2012-2013). National State of the Art Conference on Postsecondary Education for Students with Intellectual Disability. Fairfax, VA.

Consultant (2011). Museum of disABILITY History, Impact of Journalism and Writing on Disability exhibit.

Member, Planning Committee (2011). National State of the Art Conference on Postsecondary Education for Students with Intellectual Disability. Fairfax, VA.

Member, Advisory Board (2010-2013). College of Employment Supports. Institute on Community Inclusion, University of Massachusetts Boston; Elsevier Publishing Company; and Institute on Community Integration, University of Minnesota.

Member, Planning Committee and Participant (2010). University of Colorado Coleman Institute on Cognitive Technologies and Silicon Flatirons Roundtable on Cloud Computing and Disability Communities. Boulder, CO.

Member, Planning Committee (2010). National State of the Art Conference on Postsecondary Education for Students with Intellectual Disability. Fairfax, VA.

Member, Local Arrangements Committee (2009-2010). Self-Advocates Becoming Empowered 2010 National Conference “Jazz it Up”, Kansas City, Missouri.

Expert Advisory Panel Member (2009 – 2012). School to Community Transition Project, a Walmart Foundation-funded project awarded to The Arc of the United States.

Coordinator (2000, August). Joseph P. Kennedy, Jr. Foundation Symposium on Mental Retardation, Technology and Mental Retardation strand, held in conjunction with the International Association on the Scientific Study of Intellectual Disability Conference, Seattle, Washington,

Consultant (2000). The Casey Family Program, Seattle, Washington.

Policy Recorder (2000, February). U.S. Department of Health and Human Services, President’s Committee on Mental Retardation, Conference on Poverty and Disability, New York City.

Reviewer, (1999). Assistive Technology related proposals for Joseph P. Kennedy, Jr. Foundation.

Invited Participant (1999, February). U.S. Department of Health and Human Services, President's Committee on Mental Retardation, Forgotten Generation National Summit, Washington, D.C.

Member, National Planning Committee (1996). Alliance for Self-Determination, sponsored by Oregon Health Sciences University, University Affiliated Program, the Robert Wood Johnson Foundation, and the United States Department of Education, 1996.

Consultant (1994). National Council on Disability, Review of Special Education Outcomes and Efficacy for IDEA Reauthorization.

STATE AND LOCAL: SERVICE TO OTHER UNIVERSITIES

PROMOTION AND/OR TENURE REVIEWS

External Evaluator, Promotion-in-Rank and Tenure or Mid-Probation Review

2017	Faculty of Social Sciences, School of Education, University of Wollongong, New South Wales, Australia
2017	Department of Special Education and Communication Disorders, College of Education and Human Sciences, University of Nebraska-Lincoln
2016	Department of Kinesiology and Rehab Sciences, College of Education, University of Hawaii at Manoa
2015	Department of Educational Psychology, Research, and Evaluation, College of Education, University of Missouri-St. Louis

- 2015** Department of Special Education, College of Education, University of Texas at Austin
- 2015** Department of Rehabilitation and Mental Health Counseling, College of Behavioral and Community Sciences, University of South Florida
- 2014** Faculty of Education, Department of Educational and Counseling Psychology, McGill University, Canada
- 2014** College of Liberal Arts and Sciences, Department of Psychology, University of Massachusetts Boston
- 2014** College of Education and Health Professions, Department of Curriculum and Instruction, University of Arkansas
- 2013** College of Education and Human Development, Department of Special Education, University of Louisville
- 2013** College of Education, Department of Educational Leadership, University of North Carolina-Charlotte
- 2013** College of Economic and Social Sciences, Department of Educational and Social Policy, University of Macedonia, Thessaloniki, Greece
- 2012** Department of Curriculum and Teaching, Teachers College, Columbia University
- 2012** College of Education, Department of Special Education, University of Louisville
- 2012** College of Education, Department of Special Education and Early Childhood Studies, Boise State University
- 2012** School of Urban Affairs and Public Policy, Department of Social Work, University of Memphis
- 2011** Mary Lou Fulton Teachers College, Arizona State University
- 2010** College of Health Sciences, Division of Communication Sciences and Disorders, Department of Rehabilitation Sciences, University of Kentucky
- 2010** College of Education, Department of Counseling Psychology and Human Services, University of Oregon
- 2010** School of Education, Department of Curriculum and Instruction, College of William and Mary
- 2010** College of Education, Department of Educational Studies, Purdue University
- 2010** College of Education, Department of Special Education and Child Development, University of North Carolina at Charlotte
- 2009** College of Education, Health, and Human Science, Department of Theory and Practice in Teacher Education, University of Tennessee, Knoxville
- 2009** College of Education, Department of Educational Studies in Psychology, Research Methodology, and Counseling, University of Alabama
- 2009** School of Education, Department of Rehabilitation Psychology and Special Education, University of Wisconsin-Madison
- 2009** Department of Communication Sciences and Special Education, College of Education, University of Georgia
- 2009** Department of Psychiatry, College of Medicine and Public Health, Ohio State University
- 2007** College of Education and Human Development, University of Southern Maine
- 2006** College of Education, Department of Special Education, University of Illinois
- 2006** Lynch College of Education, Department of Teacher Education, Special Education, and Curriculum and Instruction, Boston College
- 2006** College of Education, Department of Educational Specialties, University of New Mexico
- 2005** Department of Physical Medicine and Rehabilitation, University of Colorado at Denver and Health Sciences Center
- 2004** College of Education, University of Colorado, Colorado Springs
- 2004** Eugene T. Moore School of Education, Faculty of Teacher Education, College of Health, Education, and Human Development, Clemson University
- 2003** School of Education, Department of Early Childhood, Childhood and Adolescent Education, St. John's University
- 2003** School of Education, Department of Teacher Education, Virginia Commonwealth University

2001 College of Education, Division of Teaching and Learning, University of Missouri at St. Louis

External Evaluator, Promotion-in-Rank or Continuous Employment/Appointment Review

2017 Department of Psychology in Education, College of Education, Temple University

2017 Institute on Human Development and Disability, College of Family and Consumer Sciences, University of Georgia

2017 College of Education and Human Development, University of Delaware

2016 Department of Counseling, Educational Psychology, and Special Education, College of Education, Michigan State University

2016 Division of Curriculum and Teaching, Graduate School of Education, Fordham University

2016 Center on Disability Studies, College of Education, University of Hawaii at Manoa

2016 Department of Counseling, Psychology, and Special Education, School of Education, Duquesne University

2016 Department of Child and Family Studies, College of Behavioral and Community Sciences, University of South Florida

2016 School of Teacher Education, College of Education, Florida State University

2016 Department of Health Sciences, School of Health Professions, University of Missouri

2016 Tizard Centre, School of Social Policy, Sociology, and Social Research, University of Kent at Canterbury, England

2015 College of Education, Department of Educational Psychology, University of North Texas

2015 Department of Educational Studies, College of Education and Human Ecology, The Ohio State University

2014 Division of Education, Department of Educational and Community Programs, Queen's College, City University of New York

2014 School of Education, Program of Special Education, Loyola University Chicago

2013 Lynch School of Education, Department of Teacher Education, Special Education, Curriculum and Instruction, Boston College

2013 College of Medicine, Department of Pediatrics, University of Colorado

2013 College of Education, Department of Educational Specialties, University of New Mexico

2013 College of Education, Center on Disability Studies, University of Hawaii at Manoa

2013 College of Education, Department of Special Education, University of Illinois

2013 Neag School of Education, Department of Educational Psychology, University of Connecticut

2013 College of Education, Department of Educational Studies, Purdue University

2013 College of Education, Department of Educational and Community Supports, University of Oregon

2012 College of Education, Department of Educational Studies, Purdue University

2012 Department of Special Education, Mary Lou Fulton College of Teacher Education, Arizona State University

2012 Department of Special Education, College of Education, University of Illinois

2011 School of Special Education, School Psychology, and Early Childhood Studies, College of Education, University of Florida

2011 Department of Disability and Human Development, College of Applied Health Sciences, University of Illinois at Chicago

2011 Faculty of Health Sciences, University of Sydney, Sydney, Australia

2010 Department of Psychiatry, College of Medicine and Public Health, Ohio State University

2009 Graduate School of Social Work, Portland State University

2008 College of Education and Health Professions, Department of Curriculum and Instruction, University of Arkansas

- 2008** College of Education, Department of Special Education and Disability Policy, Virginia Commonwealth University
- 2008** College of Education, Department of Special Education, University of South Florida
- 2007** School of Education, College of William and Mary
- 2006** Department of Special Education, University of Karachi, Pakistan
- 2005** Division of Education, Department of Educational and Community Programs, Queens College-City University of New York
- 2001** College of Education, Division of Teaching and Learning, University of Missouri at St. Louis
- 2000** College of Education, Department of Special Education, University of Oregon
- 1998** School of Education, Department of Special Education, University of Kansas

External Evaluator, Appointment to Distinguished Professor

- 2012** Department of Disability and Human Development, College of Applied Health Sciences, University of Illinois at Chicago
- 2011** Department of Curriculum and Instruction, College of Education and Health Professions, University of Arkansas
- 2011** Graduate School of Education, University of California, Riverside

DEPARTMENT REVIEW/EVALUATION

External Evaluator (2011). Florida Board of Governors and Florida State University Board of Trustees Quality Enhancement and Graduate Program Review, Special Education Program, Florida State University, Tallahassee, Florida.

Member, Review Team (2007). Arizona Board of Regents External Review, Department of Special Education, College of Teacher Education and Leadership, Arizona State University, West campus.

OTHER UNIVERSITY SERVICE

Advisory Council (2012-2013). Center for Teaching and Research in Autism, Pace University, New York, NY.

Strand Leader (2012). Choice, Control, and Self-Determination Strand, State of the Science Conference on Outcomes for People with Intellectual and Developmental Disabilities. Rehabilitation Research and Training Center on Community Living, Institute on Community Integration, University of Minnesota.

Founding Member, National Advisory Board (1998 – 2003). Center for Opportunities and Outcomes for People with Disabilities, Columbia University Teachers College, New York.

Consultant (1997). My Future, My Choices Project, a North Carolina Developmental Disabilities Council project awarded to The Arc of Mecklenburg County and the University of North Carolina at Charlotte.

Committee Member, (1993). Consensus panel on the use of psychopharmacology in mental retardation, Nisonger Center, Ohio State University Affiliated Program.

STATE AND LOCAL: GOVERNMENT AND EDUCATION AGENCIES

Member, Expert Panel (2012, March). Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network, Membership, Participation and Learning program. Advising on issues pertaining to access to the general education curriculum for and the inclusion of students with complex support needs.

Consultant and Trainer (2010, August). Frisco, Texas Independent School District.

Expert Reviewer (2004). Indiana Department of Education, Division of Exceptional Learners. Reviewed procedure and materials for state follow-up study of special education graduates.

Consultant (2003). Georgia Department of Education, Exceptional Education Division. Consulting on inclusion of students with disabilities in standards-based reform and assessment.

Consultant and Trainer (2001, November). Nebraska Education Service Unit #9 (South Central Nebraska),.

Consultant and Trainer (2001, January). Lincoln, Nebraska Public School District.

Consultant (1999 – 2000). State of Iowa Department of Education, Bureau of Children, Family and Community Services. Consulting on implementing IDEA age of majority requirements.

Consultant (1999, March). Delaware Department of Education, Transition System Change Initiative. Consulting on transition services and promoting self-determination.

Consultant (1997-1999). Region XI Education Service Center, Ft. Worth, Texas, Special Education Effectiveness Study, a Texas Education Agency funded project.

Consultant (1995). Region X Education Service Center, Dallas, Texas. Consulting on transition services delivery.

Evaluator (1994). Missouri Department of Mental Health, Division of Mental Retardation/Developmental Disabilities Medicaid Waiver Program for Developmental Disabilities.

Consultant (1992). Region XI Education Service Center, Fort Worth, Texas. Consulting on transition services delivery.

Member, Human Rights Committee (1991 – 1995). Texas Department of Mental Health and Mental Retardation, Ft. Worth State School.

Consultant (1985). Region IX Education Service Center, Wichita Falls, Texas. Consulting on community-based instruction.

STATE AND LOCAL: OTHER

Member, Blue Ribbon Panel (2014-Present), Ohio Center for Autism and Low Incidence (OCALI), Transition through Adulthood State of Ohio Certification Program.

STATE AND LOCAL GOVERNMENT AND EDUCATION AGENCIES, KANSAS

KANSAS COUNCIL ON DEVELOPMENTAL DISABILITIES

Member (appointed by Governor Sam Brownback; 2011 – 2016).

Member (appointed by Governor Mark Parkinson; 2009 – 2011).

Member (appointed by Governor Kathleen Sebelious; 2003 – 2009).

Member (appointed by Governor Bill Graves; 2002 – 2003).

Member, Quality Assurance Committee (2014-2015)

Member, Executive Committee (2002 – 2005)

Chair, Community Living Committee (2002 – 2003)

Member, Grant Review Committee (2003-2012)

Member, Nominations Committee (2002)

Member, Grants Manager Search Committee (2002)

OTHER

Member (2002). Shawnee Mission School District Task Force on Services to Students Ages 18-21.

Member (2002 – 2003). Kansas IHE Task Force on Low Incidence Personnel Preparation

Member (2000 – 2002). Kansas Transition Interagency Council.

UNIVERSITY OF KANSAS

UNIVERSITY

Member (2018). KU Vice Chancellor for Research search committee.

Member, (2016-2017). KU Office of the Provost, Senior Administrative Fellows Program

Member, (2016-2017) Higuchi Award Recommendation Panel
Member, Advisory Board (2013). KU Center for Research Methods, Design, and Analysis (CRMDA).
Presenter (2003). KU Center for Teaching Excellence Annual Conference for New GTAs, "About Teaching." Conducted training on "The Inclusive Classroom."
Member (2002). Instructional Development and Support, Instructional Design and Development Specialist Search Committee

SCHOOL OF EDUCATION

Member (2017 to present), School of Education Administrative Council
Member (2013-2014), Student Awards Committee
Co-Chair (2012-2013), Search Committee, Professor/Director, Center for Research on Learning
Chair (2011-2012), Search Committee, Department Chairperson
Member (2009) Department Chairperson Evaluation Committee
Member (2007-2008) Search Committee, Department Chairperson
Chair (2008 – 2009). School of Education Grievance Committee
Member (2007 – 2008; 2011- 2013). School of Education Grievance Committee
Chair (2003 – 2005). LRC Advisory Committee
Member (2002 – 2004). Graduate Research Fund Committee

DEPARTMENT OF SPECIAL EDUCATION

Member (2016) Special Education Budig Teaching Professorship Award Committee
Member (2010) Five-Year Hiring Plan Committee
Chair (2005-2007) Admissions and Recruitment Committee
Member (2004-2005) Curriculum Committee Task Force on Practicum Experiences
Member (2004) Search Committee, Transition/Low Incidence Faculty Position
Member (2003-2005; 2007-2008) Admissions and Recruitment Committee
Member (2003-2005) Curriculum Committee
Member (2003) Ad Hoc Task Force on SPED grant activities
Member (2001 – 2003; 2011-2014) Leadership Studies Committee
Chair (2002 – 2003) Personnel Committee
Member (2001 – 2002; 2008-2011; 2013-2014) Personnel Committee
Member (2002) Anderson Fund Task Force
Ambassador (2001 – 2005) Center for Teaching Excellence

SCHIEFELBUSCH INSTITUTE FOR LIFE SPAN STUDIES (LSI)

Member (2010) Friends of the LSI Graduate Research Awards Committee
Chair (2009) Search Committee, LSI Associate Director for Finance and Administration
Member (2008-2013) Advisory Group, Kansas Center for Autism Research and Training.
Chair (2008-2016) Promotion Committee
Member (2008) Search Committee, LSI Director
Member (2007) Work Group on Autism Research and Training Center
Member (2006) Promotion Committee
Member (2006-Present) LSI Directors Council
Member (2006) Search Committee, Information Technology Director Search
Member (2002 – 2005) Technology Policy Committee

BEACH CENTER ON DISABILITY

Member (2007-Present) Beach Center Administration Committee
Chair (2002 – 2003) Technology Committee

KANSAS UNIVERSITY CENTER ON DEVELOPMENTAL DISABILITIES

Member (2005) Planning Committee, U.S. Department of Health and Human Services Region VII Field Offices, Region VII Administration on Developmental Disabilities' Developmental Disabilities Network Leadership meeting
Member (2003) Planning Committee, U.S. Department of Health and Human Services Region VII Field Offices, Region VII Administration on Developmental Disabilities Developmental Disabilities Network Leadership meeting

Chair (2002 – 2017) Executive Committee

INSTITUTE FOR CHILD DEVELOPMENT (KUMC)

Member (2002 – 2003) Executive Council

MEMBERSHIPS, OFFICES, AND SERVICE IN PROFESSIONAL ORGANIZATIONS

AMERICAN ASSOCIATION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (Formerly American Association on Mental Retardation), 1987 - Present

Member, Advisory Committee, *Intellectual Disability: Definition, Diagnosis, Classification, and Systems of Supports*, 12th Edition-2017-2020.

Recipient, 2016 AAIDD Presidential Award

Recipient, 2015 AAIDD Research Award

Member, 2015 Annual Conference Planning Committee

Member, ICD-11 World Health Organization Clinical Field Study Committee

Co-Editor, *Inclusion* (2013-Present).

Member, Nominations and Elections Committee, 2012-2013.

Member, Supports Intensity Scale Development Committee (2012-Present).

Co-Chair, Task force on Measuring Participation (2012-2015).

Chair, Nominations and Elections Committee, 2011-2012.

Immediate Past President, Board of Directors, 2011-2012.

Recipient, AAIDD Exceptional Service Award for Service to the Field and the Association as an author/developer of the Supports Intensity Scale, June, 2011.

Recipient, AAIDD Service Award for Service to the Association as 134th President of the Association, June, 2011.

Interim Editor, *Intellectual and Developmental Disabilities*, 2011

President, Board of Directors, 2010-2011.

Member, Task force on Assistive Technology, Communication, and Social Networking, 2009-2013

Member, Ad hoc Committee on the Implementation of the 11th Edition of the Terminology and Classification Systems Manual, 2009 – 2015.

Member, Litigation Decision Committee, 2009

Editorial Board, *American Journal on Intellectual and Developmental Disabilities*, 2009 – 2015.

Editorial Board, *Intellectual and Developmental Disabilities*, 2009 – 2010.

Conference Chairperson, 2010 AAIDD International Conference, Providence, RI

President-Elect, Board of Directors, 2009-2010

Recipient, President's Award for Service to the Field as a Member of the AAIDD Terminology and Classification Systems Task Force, June, 2009.

Member, Executive Director Search Committee, 2009-2010

Proposal Reviewer, 2009 AAIDD International Conference

Member, Planning Committee, 2009 AAIDD International Conference, New Orleans, LA

Member, Position Statement Review Task Force, 2008-2010

Vice-President, Board of Directors, 2008-2009

Proposal Reviewer, 2008 AAIDD International Conference

Member, Planning Committee, 2008 AAIDD International Conference, Washington DC

Proposal Reviewer, 2007 AAIDD International Conference, Atlanta, GA

Member, Board of Directors, 2006-2012.

Member, 2011 Terminology, Classification, and Systems of Support Committee, 2005 – 2010.

Member, *Scientific Committee*, International Summit for the Alliance on Social Inclusion, Montreal, Quebec, Canada, (May, 2006), 2005-2006.

Consulting Editor, *American Journal on Mental Retardation/American Journal on Intellectual and Developmental Disabilities*, 2005 – Present.

Member, Ad hoc Committee on the Implementation of the Supports Intensity Scale, 2004 – 2015.

Member, Ad hoc Committee Editorial Advisory Board (2002 – 2011)

Member, Ad hoc Committee on Implementation of the 2002 AAMR Terminology and Classification System, 2002 – 2005.

Recipient, 2003 AAMR Education Award

Fellow, AAIDD (formerly FAAMR) 2003 – Present.

Co-Chair, AAMR Special Interest Group on Technology and Mental Retardation, 2002 – 2004.

Member, Conference Planning Committee, 2003 Annual International Conference.
Member, AAMR Task Force on the Supports Intensity Scale, 2001 - 2004
Author, Joint AAMR and The Arc position statement on Inclusion, 2001
Author, Joint AAMR and The Arc position statement on Self-Determination and Self-Advocacy, 2001.
Member, National AAMR Publications Committee, 2000 – 2003.
Co-Editor, AAMR research to practice monograph series, 2000 – 2003
Editorial Board, *Mental Retardation*, 1997 – 2009
Member, National AAMR/AAIDD, 1987 - Present

AMERICAN PSYCHOLOGICAL ASSOCIATION, 2005 - Present

Fellow, 2011-Present
Member, 2005 – Present.
APA Division 17, Society for Counseling Psychology
Member, 2005 – Present
Member, Section on Positive Psychology, 2005-Present
APA Division 33, Psychology in Intellectual and Developmental Disabilities
Member, 2008 - Present
APA Division 52, International Psychology
Member, 2013 - Present

ASSOCIATION FOR UNIVERSITY CENTERS ON DISABILITY

Member, International Committee International Affiliate Status Task Force, 2016-Present
Member, International Committee, 2010-Present

COUNCIL FOR EXCEPTIONAL CHILDREN, 1978 – 1982; 1984 - Present

Proposal Reviewer, CEC 2018 Conference
Member, Interdivisional Caucus (2017-2019)
Member, Representative Assembly (2017-2019)
Member, CEC Life Centered Education Curriculum Advisory Committee (2014-2015)
Member, CEC Life Centered Education Curriculum Revision National Advisory Committee, 2010-2012.
Member, CEC Life Centered Career Education Curriculum National Advisory Committee, 2000–2004.
Member, Kansas Federation of the Council for Exceptional Children, 1999-Present
Chair, Severe and Profound Disabilities Strand, Texas Federation of the Council for Exceptional Children State Conference, 1990.
Recipient, Irving Texas CEC Special Educator of the Year Award, May, 1987
President, Irving, Texas CEC Chapter, 1984 – 1985
Member, Irving, Texas CEC Chapter, 1984 – 1987
Member, Texas Federation of the Council for Exceptional Children, 1984 – 1999.
Member, Oklahoma Federation of the Council for Exceptional Children, 1978 – 1982
Candidate, Vice-President for Programs, International Student CEC, 1978
Member, University of Tulsa Student CEC chapter, 1978 – 1982
Member, International CEC, 1978 – 1982; 1984 - Present

CEC DIVISION ON CAREER DEVELOPMENT AND TRANSITION, 1990 – Present

Member, DCDT National Research Committee, 2014-2015
Member, DCDT National Awards Committee 2009
Chair, DCDT National Elections Committee, 2006
Chair, DCDT National Awards Committee, 2006
Past-President, DCDT National Board of Directors, 2005-2006
President, DCDT National Board of Directors, 2004-2005
President-Elect, DCDT National Board of Directors, 2003 - 2004
Vice-President, DCDT National Board of Directors, 2002 – 2003
Chair, DCDT National Membership Committee, 2002 - 2004
Guest Editor, DCDT journal (*CDEI*) issue on personnel preparation in transition, 2002-2003
Chair, Position Statement on Access to the General Curriculum Writing Committee, 2001 - 2002

Co-Chair, Pre-Conference Planning Committee, Transition, Access to the General Curriculum, and High Stakes Testing Pre-Conference, October, 2001
Chair, DCDT National Research Committee, 1999 – 2002
Member, National Board of Directors, 1999 - 2006
Member, Position Statement on Self-Determination Writing Committee, 1998
Member, DCDT National Research Committee, 1997 - 1999
Editorial Board, DCDT journal (*CDEI*), 1997 – 2000
Member, Technology Strand Review Committee, DCDT conference, 1997
Member, National DCDT, 1990 – Present

CEC DIVISION FOR RESEARCH, 1990 - Present

Member, Ad Hoc Subcommittee, NCER and NCSER, 2012-2014
Member, DR Education Sciences Reform Act Reauthorization and Legislative Issues Advisory Committee, 2011-2012
Seminar Leader, Doctoral Student Seminar, *What Contributes to Excellence in Special Education Research?*, 2011
Chair, Student Research Award Committee 2008-Present
Member, Early Career Publication Award committee, 2002-2008.
Recipient, Inaugural DR Early Career Research Award, April, 1999
Member, National DR, 1990 - Present

CEC TECHNOLOGY AND MEDIA DIVISION, 1990 - Present

Guest editor, TAM journal (*JSET*) issue on technology and students with cognitive disabilities, 2004
Member, Review Board, TAM journal (*JSET*), 2003 - 2013
Member, National TAM Division, 1990 - Present

CEC DIVISION ON AUTISM AND DEVELOPMENTAL DISABILITIES (formerly Division on Mental Retardation, Division on Developmental Disabilities), 1984 - Present

President-Elect, 2018
Co-Chair, DADD Conference Committee
Vice-President, 2017
DADD Representative, Interdivisional Caucus (2017-2019)
DADD Representative, Representative Assembly (2017-2019)
Member, DADD Conference Committee (2017)
Member, Nominations Committee, 2015-2016
Recipient, Burton Blatt Humanitarian Award, 2015
Member, National Board of Directors, 2011 – Present.
Chair, Publications Committee, 2011 – Present.
Co-Recipient, DADD Research Award, 2006
Co-chair, Position Statement on Age of Majority Writing Committee, 1999
Member, National Division of DADD (formerly MRDD), 1984 – Present.

CEC PIONEERS DIVISION, 2003 – 2015.

Member, The Romaine Mackie Leadership Award Selection Committee, 2007-2010.
Member, National Pioneers Division, 2003-2015

INTERNATIONAL ASSOCIATION FOR THE SCIENTIFIC STUDY OF INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (Formerly International Association for the Scientific Study of Intellectual Disabilities), 2000 - Present

Member, Finance Committee, 2012-2016
Chair, Publications Committee, 2012-2016
Vice-President for the Americas, IASSIDD Executive Council, 2012-2016
Member, IASSIDD Council (Board of Directors), 2012-2016.
Fellow, 2012 - Present.
Congress Chair, 2015 IASSIDD Americas Regional Congress
Member, Scientific Advisory Committee, 13th World Congress, Cape Town, South Africa, 2007-2008.

Member, Scientific Advisory Committee, 12th World Congress, Montpellier, France, 2003-2004.
Member, IASSIDD 2000 – Present

INTERNATIONAL POSITIVE PSYCHOLOGY ASSOCIATION 2015- Present

Steering Committee Member, IPPA Education Professional Division (IPPAed)
Member, IPPA 2015 – Present

NATIONAL ASSOCIATION OF VOCATIONAL EDUCATION SPECIAL NEEDS PERSONNEL, 1990 – 2000, 2002 - 2005

Member, Editorial Board, NAVSNEP journal, 2000 - 2005
Member, NAVSNEP, 1990 – 2000, 2002 - 2005

TASH (formerly The Association for Persons with Severe Handicaps), 1984 - Present

Member, Research Committee, 2010 – 2012
Recipient, Distinguished Reviewer Award for Research and Practice for Persons with Severe Disabilities, 2005
Lifetime Member, 2003
Recipient, Thomas G. Haring Research Award, 2002
Member, Editorial Board, TASH journal, 1999 – 2001, 2002 - 2005
Member, National TASH, 1984 – 1987, 1990 - 2002

THE ACADEMY ON INTELLECTUAL DISABILITY, 1991-2011

Member, 1991 - 2011

THE ARC OF THE UNITED STATES (formerly Association for Retarded Citizens), 1984 - Present

Distinguished Researcher Award, 2013
Expert Advisory Panel Member (2009-2012), School to Community Transition Project.
Author, Joint AAMR and The Arc position statement on Inclusion, 2001
Author, Joint AAMR and The Arc position statement on Self-Determination and Self-Advocacy, 2001.
Member, The Arc of Douglas County, 1999 - Present
Member, The Arc of Kansas, 1999 – 2002
Member, The Arc of Collin County (Texas), 1990 – 1999
Member, The Arc of Texas, 1990 - 1999
Member, The Arc of the United States, 1990 - Present
Member, Dallas Association for Retarded Citizens, 1984 - 1987
Member, National Association for Retarded Citizens, 1984 - 1987

EDITORIAL RESPONSIBILITIES

EDITOR

Springer Positive Psychology and Disability Book Series (Co-Editor with K. Shogren, 2016-Present)
Inclusion: AAIDD Research to Practice Journal (Co-Editor with K. Shogren, 2013-Present)
Prism Series: CEC DADD Research to Practice Series (Executive Editor, 2011-Present)
Intellectual and Developmental Disabilities (Interim Editor-in-Chief, 2011)
Remedial and Special Education (Editor-in-Chief, 2005-2010)
Innovations: AAMR Research to Practice Series (Co-Editor with M. Agran, 2000 - 2003)

ASSOCIATE EDITOR

Advances in Neurodevelopmental Disorders (2016-Present)

GUEST EDITOR

Exceptionality (2007, 2011)
Journal of Special Education Technology (2004)
Career Development for Exceptional Individuals (2003)
Focus on Autism and Developmental Disabilities (2000)
Journal of Vocational Rehabilitation (1995, 2003, 2004)

EDITORIAL BOARD MEMBER OR CONSULTING EDITOR: JOURNALSActive*Journal of Developmental and Physical Disabilities* (2017-Present)*Journal of Special Education* (2007-Present)*Journal of Vocational Rehabilitation* (2005-Present)*Man-Disability-Society* (Poland)(2012-Present)Completed*Exceptional Children* (2009-2016)*Journal of Special Education Technology* (2003 – 2015)*American Journal on Intellectual and Developmental Disabilities* (2009 – 2015)*Siglo Cero: Revista Espanola Sobre Discapacidad Intelectual* (Spain)(2011-2015)*Exceptionality* (2011-2014)*Journal of Happiness and Well-Being* (Turkey)(2013-2014)*Assistive Technology Outcomes and Benefits* (2007-2013)*Journal of Intellectual Disability Research* (England)(2004 – 2013)*Journal of Positive Behavior Interventions* (2003 – 2013)*Intellectual and Developmental Disabilities* (2007-2012)*International Journal of Disability, Development and Education* (Australia)(2007-2011)*American Journal on Mental Retardation* (2005-2009)*Journal of Intellectual and Developmental Disability* (Australia)(2002–2005; 2006-2008)*Mental Retardation* (1997 - 2007)*Research and Practice for Persons with Severe Disabilities* (2002 – 2007)*Journal for Vocational Special Needs Education* (2000 – 2003; 2003 - 2005)*Remedial and Special Education* (1999 – 2002; 2002 - 2005)*Journal of the Association for Persons with Severe Handicaps* (1998–2001)*Career Development for Exceptional Individuals* (1997 - 2000)EDITORIAL BOARD MEMBER, ADVISORY BOARD MEMBER, OR CONSULTING EDITOR: BOOKSSpringer Publisher, *CAISE Advancement in Inclusive Special Education Series* (2018-Present)Oxford University Press, *Oxford Research Reviews* (2012-2015)Paul H. Brookes Publishers Inc., *Transition to Adulthood Series: Onward and Upward* (2008-2014)American Association on Mental Retardation *Innovations: Research to Practice Series* (1997 - 2000)AD HOC REVIEWER: JOURNALS*Adapted Physical Activity Quarterly* (2007; 2008)*African Journal of Disability* (2015)*American Journal on Mental Retardation* (1995; 1998; 1999; 2002; 2003; 2004)*Asia Pacific Education Review* (2013; 2017)*Augmentative and Alternative Communication* (1998)*Autism: International Journal of Research and Practice* (England)(2006)*Canadian Journal of Learning and Technology* (2015)*Children and Youth Services Review* (2012; 2017)*Computers in Human Behavior* (2016)*Developmental Medicine & Child Neurology* (2017)*Disability and Rehabilitation* (2010)*Disability and Rehabilitation: Assistive Technology* (2011)*Education and Treatment of Children* (1993)*Educational Evaluation and Policy Analysis* (2007)*Elementary School Journal* (2013)*Evaluation and Program Planning* (2004, 2005)*Exceptional Children* (2003; 2004; 2007; 2008; 2009)*Exceptionality* (2017)*Focus on Autism and Other Developmental Disabilities* (2010; 2013)*Infants and Young Children* (2001)*Intellectual and Developmental Disabilities* (2012; 2013; 2014; 2016)*International Journal of Developmental Disabilities* (UK)(2014; 2016; 2018)*International Journal of Disability, Development and Education* (Australia)(1996; 2002)*Journal of Applied Behavior Analysis* (2002)

Journal of Applied Research in Intellectual Disabilities (England)(2004; 2009; 2015)
Journal of Developmental and Physical Disabilities (2012; 2016)
Journal of Emotional and Behavioral Disorders (2013; 2017)
Journal of Happiness Studies (2013; 2015; 2016)
Journal of Intellectual Disability Research (UK)(2013, 2014, 2015, 2016)
Journal of Learning Disabilities (2006; 2008; 2012; 2014; 2016)
Journal of Policy and Practice in Intellectual Disabilities (2003; 2006; 2009; 2009; 2013; 2015)
Journal of Special Education (2000; 2001; 2017)
Journal of the Association for Persons with Severe Handicaps (1996; 1997)
Journal on Developmental Disabilities (Canada)(2007)
Learning Disabilities: A Contemporary Journal (2011)
Mental Retardation (1996)
New Zealand Journal of Disability Studies (New Zealand)(1999)
Nursing Research and Practice (2011)
Perceptual and Motor Skills (2007; 2008)
Psychological Reports (2006; 2008; 2009)
Research and Practice for Persons with Severe Disabilities (2006, 2007, 2010)
Review of Educational Research (2000; 2003)
Research in Developmental Disabilities (1994; 2000; 2011; 2015; 2018)

AD HOC REVIEWER: CHAPTERS IN EDITED TEXTS

Children with Disabilities (6th Ed.), Paul H. Brookes (2006)
Effective Instructional Strategies, Sage Publications (2005)
Children with Disabilities (5th Ed.), Paul H. Brookes (2000)
International Review of Research in Mental Retardation (1998)

AD HOC REVIEWER: BOOKS AND BOOK PROPOSALS

Oxford University Press (2017)
 Association for Higher Education and Disability (AHEAD)(2016 reviewed for endorsement)
 Routledge (2011; 2013, reviewed for endorsement; 2015 reviewed for endorsement)
 Woodbine House (2009, reviewed for endorsement)
 Harvard Education Publishing Group, Cambridge, Massachusetts (2004; 2005, reviewed for endorsement)
 Merrill/Prentice Hall, Columbus, Ohio (2002; 2004)
 Council for Exceptional Children, Alexandria, Virginia (2002)
 Guilford Publications, New York, New York (2000, reviewed for quote; 2004)
 Southern Illinois University Press, Carbondale, Illinois (1999, reviewed for quote)
 Peytral Publications, Minnetonka, Minnesota (1998, reviewed for quote)
 Paul H. Brookes Publishers, Baltimore, Maryland (1995; 1996; 1997; 1998; 2000, 2001; 2003, reviewed for endorsement; 2004; 2005; 2006; 2007, reviewed for endorsement; 2008, reviewed for endorsement; 2009, reviewed for endorsement; 2010 proposal review and review for endorsement)
 Sage Publications, Thousand Oaks, California (1996, reviewed for endorsement)

AD HOC REVIEWER: OTHER

ERIC Clearinghouse on Disabilities and Gifted Education (2002; 2003 reviewed ERIC Digests)

HONORS AND AWARDS, SERVICE

Recipient, Association of University Centers on Disabilities International Service Award, in recognition of “outstanding international contributions that have improved the lives of people with disabilities and their families,” December, 2016.

Recipient, *American Association on Intellectual and Developmental Disabilities Presidential Award*, given in recognition of “outstanding leadership to AAIDD at the State, Regional, and National levels,” June, 2016.

Recipient, *Bethesda Lutheran Communities Pool of Bethesda Award* recognizing outstanding lifetime achievements in service and leadership to the field of intellectual and developmental disabilities, September, 2014.

Recipient, *University of Kansas School of Education Faculty Achievement Award for Service*, May 2013.

Recipient, *American Association on Intellectual and Developmental Disabilities Exceptional Service Award* for service to the field and the Association as an author/developer of the Supports Intensity Scale, June, 2011.

Recipient, *American Association on Intellectual and Developmental Disabilities Service Award* for service to the Association as 134th President of the Association, June, 2011.

Recipient, *American Association on Intellectual and Developmental Disabilities Presidential Award* for service to the field as a Member of the AAIDD Terminology and Classification Systems Task Force, 2009.

Recipient, *TASH Distinguished Reviewer Award* for “scholarly, thoughtful, and constructive reviews and service to TASH and *Research and Practice in Severe Disabilities*, 2005.

Recipient, *Council for Exceptional Children, Division on Career Development and Transition Outstanding Service Award* for service as the DCDT President, 2005.

Recipient, *Council for Exceptional Children, Division on Career Development and Transition Outstanding Service Award* for service as chair of the Division’s Research Committee, 2002.

TEACHING

COURSES TAUGHT

SPED 425	Introduction to the Psychology and Education of Exceptional Children and Youth.
SPED 614/714	Instructional Accommodations and Learning Styles: Severe Multiple and Cognitive Disabilities
SPED 632/732	Characteristics of Students with Disabilities Needing a Functional Curriculum
SPED 635/735	Educating Students with Low-Incidence Disabilities: Historical Perspectives, Learning Characteristics, and Principles of Instruction
SPED 642/742	Methods and Assessment: Life Skills and Community-Based Instruction
SPED 775	Practicum in Functional/Severe Cognitive and Multiple Disabilities
SPED 798	Transition Planning and Services for Adolescents with Disabilities: Self-Determination and Transition (Co-Taught with Dr. Mary Morningstar).
SPED 814	Instructional Approaches in Inclusive Secondary Settings: Severe Multiple and Cognitive Disabilities
SPED 875	Advanced Practicum in Functional/Severe Cognitive and Multiple Disabilities
SPED 937	Cross-Specialization II: Methodological Issues in Special Education (Co-Taught with Dr. Subini Annamma)
SPED 980	Self-Determination Across the Life Span: Theory to Practice
SPED 980	Access to the General Curriculum and Students with Low Incidence Disabilities
SPED 983	Proposal Development (Co-Taught with Dr. Karrie Shogren)
SPED 998	Self-Determination, Support Needs, and the Application of Positive Psychology to the Education of Students with Extensive and Pervasive Support Needs
SPED 998	Inclusion and Access to the General Education Curriculum for Students with Extensive and Pervasive Support Needs (Co-Taught with Dr. Jennifer Kurth)

STUDENTS ADVISED

DISSERTATION OR THESIS COMMITTEES

DOCTORAL STUDENTS

Doctoral Advisor and Chair, Dissertation Committee

University of Kansas, Department of Special Education

Ph.D. Youjin Seong (Doctoral Advisor and Chair, Ph.D. Dissertation Committee)

Graduation: Spring, 2017 Ph.D. in Special Education

Dissertation: Examining Psychometric Properties of the Adolescent Self-Determination Assessment-Short Form

Honors and Awards:

Finalist, Patricia Sitlington Student Paper Award, Division for Career Development and Transition 2013.

Recipient, University of Kansas School of Education Grace M. Phinney Scholarship (2004 – 2005)

- Ed.D. Toni Marie Jenkins-Cook (Doctoral Advisor and Chair, Ed.D. Dissertation Committee)
Graduation: Spring, 2016, Ed.D. in Special Education
Dissertation: Examining the Effects of the Self-Determined Learning Model of Instruction on on Students With and Without Intellectual Disability.
Current Appt: Autism Coach, Shawnee Mission School District, Shawnee, Kansas
- Ph.D. Hyojeong Seo (Doctoral Advisor and Chair, Ph.D. Dissertation Committee)
Graduation: Fall, 2013, Ph.D. in Special Education
Dissertation: Examining the Impact of Individual Variables on Support Needs and Underlying Relationships Between Adult and Children's Versions of the Supports Intensity Scale.
Current Appt: Assistant Professor, Kongju National University (Korea)
Honors and Awards:
Recipient, University of Kansas School of Education Outstanding Dissertation Award, 2014
Recipient, University of Kansas Department of Special Education's 2013 Judy Tate Outstanding Doctoral Student Medallion Award
Recipient, Council for Exceptional Children Division for Research Student Research Award in Quantitative designs, 2013
Recipient, American Association on Intellectual and Developmental Disabilities, Student and Early Career Professionals Special Interest Group, Student Paper Scholarship Award , 2012
Recipient, School of Education International Student Recruitment Scholarship (2009-2010)
- Ph.D. Emily Shea Obremski Tanis (Doctoral Advisor and Chair, Ph.D. Dissertation Committee)
Graduation: Fall, 2013, Ph.D. in Special Education
Dissertation: Examining the Theoretical Relationships Between Support Needs and Adaptive Behavior: A Construct Analysis of Children with Intellectual Disability.
Current Appt: Associate Director, Coleman Institute on Cognitive Disabilities and Senior Instructor in Psychiatry, University of Colorado
Honors and Awards:
Recipient, KU Department of Special Education's 2010 Judy Tate Outstanding Doctoral Student Medallion Award
Recipient, American Association on Intellectual and Developmental Disabilities 2010 Student Award
Recipient, Council for Exceptional Children 2010 Outstanding Graduate Student Member of the Year Award
Recipient, Association for University Centers on Disability 2009 Anne Rudigier Award.
Recipient, School of Education Recruitment Scholarship (2006-2007)
- Ph.D. Yu-Chi Chou (Doctoral Advisor and Chair, Ph.D. Dissertation Committee)
Graduation: Spring, 2013, Ph.D. in Special Education
Dissertation: Autism and Self-Determination: Measurement and Contrast with Other Disability Groups
Current Appt: Assistant Professor, Department of Special Education, Chung Yuan Christian University, Chung Li City, Taiwan
Honors and Awards:
Recipient, University of Kansas School of Education Grace M. Phinney Scholarship (2009 – 2010)
Recipient, University of Kansas School of Education Gordon Alley Family Achievement Scholarship (2008-2009)
Recipient, University of Kansas Graduate School International Student Recruitment Scholarship (2007-2008).
Recipient, University of Kansas, School of Education, Joseph and Gwen Speyer Scholarship in Special Education (2006-2007).
- Ph.D. Youngsun Lee (Doctoral Advisor and Chair, Ph.D. Dissertation Committee)

Graduation: Fall, 2007, Ph.D. in Special Education
 Dissertation: Instructional, Intraindividual, and Dispositional Factors Promoting Self-Determination and Student Involvement in Transition Planning.
 Current Appt: Assistant Professor, School of Education, Inha University, Incheon, South Korea

Ph.D. Suk-Hyang Lee (Doctoral Advisor and Chair, Ph.D. Dissertation Committee)

Graduation: Spring, 2006, Ph.D. in Special Education
 Dissertation: Promoting Self-Determination and Student-Directed Learning as a Curriculum Augmentation to Promote Access to the General Education Curriculum for Students with Cognitive and Developmental Disabilities.
 Current Appt: Associate Professor and Chairperson, Department of Special Education, Ewha Womans University, Seoul, South Korea

Honors and Awards:

Post-Doctoral Fellow, Beach Center on Disability, University of Kansas (2006-2007)
Recipient, 2006 CEC Division on Developmental Disabilities Herbert J. Prehm Student Presentation Award
Recipient, University of Kansas School of Education Grace M Phinney Scholarship (2005 – 2006)
Recipient, U.S. Department of State Fulbright/East Asia Fellowship

Ed.D. Stelios Gragoudas (Doctoral Advisor and Chair, Ed.D. Dissertation Committee)

Graduation: Spring, 2006, Ph.D. in Special Education
 Dissertation: Youth Leadership Forums : Empowering Transition-Aged Students with Disabilities.

Honors and Awards:

Recipient, KU Department of Special Education Dahlke Community Inclusion Award, 2003.
Recipient, University of Kansas School of Education Grace M. Phinney Scholarship (2003 – 2004)

Ph.D. Karrie Ann Shogren (Doctoral Advisor and Chair, Ph.D. Dissertation Committee)

Graduation: Spring, 2006, Ph.D. in Special Education
 Dissertation: Examining the Measurement of Self-Determination and its Individual and Ecological Predictors in Students with Disabilities.
 Current Appt: Professor, Department of Special Education, University of Kansas;
 Director, Kansas University Center on Developmental Disabilities;
 Associate Director, Beach Center on Disability

Honors and Awards:

Recipient, American Association on Intellectual and Developmental Disabilities 2016 Early Career Research Award.
Recipient, Council for Exceptional Children, Division for Research 2015 Early Career Award.
Recipient, Council for Exceptional Children, Division for Research 2009 Early Career Publication Award for *Examining Individual and Ecological Predictors of the Self-Determination of Students With Disabilities* (derived from dissertation research).
Recipient, University of Kansas Department of Special Education's 2006 Judy Tate Outstanding Doctoral Student Medallion Award
Recipient, TASH 2005 Alice H. Hayden Award
Recipient, American Association on Mental Retardation 2006 Student Award
Inducted, Phi Kappa Phi Honorary Society, University of Kansas, 2005
Recipient, University of Kansas University Women's Club 2005 Scholarship
Recipient, University of Kansas School of Education Floyd and Ruth Fassnacht Scholarship in Special Education (2005-2006)
Recipient, University of Kansas School of Education Grace M Phinney Scholarship (2004 – 2005)
Recipient, University of Kansas Department of Special Education Dahlke Community Inclusion Award, 2003.
Recipient, University of Kansas Department of Special Education Anderson Scholarship (2002 – 2003)

Ongoing

Ph.D. Hatice Uyanik (Doctoral Advisor and Chair, Ph.D. Dissertation Committee)

Honors and Awards:*Recipient*, Turkish Coalition of America 2015 Washington Summer Internship Program*Recipient*, KU Department of Special Education Dahlke Community Inclusion Award, 2016.

Ph.D. Stephanie Mahal (Doctoral Co-Advisor and Chair, Ph.D. Dissertation Committee)

Chair, Dissertation Committee

Ph.D. Jane Helen Wortman Soukup (Chair, Ph.D. Dissertation Committee)

Graduation: Spring, 2004, Ph.D. in Special Education

Dissertation: An Observational Study of Students with Intellectual and Developmental Disabilities: Supports Provided to Access the General Curriculum and Factors that Contribute to Students' Involvement in the General Curriculum

Ph.D. Angie Susanne Reeder-Sublet (Chair, Ph.D. Dissertation Committee)

Graduation: Fall, 2002, Ph.D. in Special Education

Dissertation: Long Latency Auditory Evoked Potentials and Behavior State Conditions Among Children with Severe, Multiple Disabilities.

Ph.D. Laura Ann Riffel (Co-Chair, Ph.D. Dissertation Committee)

Graduation: Fall, 2002, Ph.D. in Special Education

Dissertation: Enhancing Independent Transition Skills Through Use of a Self-Directed Visual and Auditory Prompting System and Palmtop Computer.

Ph.D. William Douglas Anderson (Co-Chair, Ph.D. Dissertation Committee)

Graduation: Fall, 2001, Ph.D. in Special Education

Dissertation: Assessment of Transition Content Areas Emphasized in Special Education Teacher Preparation Programs Throughout the United States

Current Appt: Executive Director, Student Support Services, Wichita Public Schools, USD 259

Member, Doctoral Advisory Committee and Dissertation Committee**University of Kansas, Other Departments**

Ph.D. Cindy Pressgrove Buchanon

Graduation: Summer 2008, Ph.D. in Counseling Psychology (PRE)

Dissertation: Making Hope Happen for Students Receiving Special Education Services

Ph.D. Lisa M. Edwards

Graduation: Spring, 2003, Ph.D. in Counseling Psychology (PRE)

Dissertation: Factors Contributing to Subjective Well-Being in Mexican-American Adolescents

Ph.D. Sandra Wright

Graduation: Spring, 2010, Ph.D. in Speech, Language, and Hearing Sciences (SPLH, CLAS)

Dissertation: Improving the Social Communication Competence of Augmentative and Alternative Communication Users

Ongoing

Sally Clark (Speech, Language, and Hearing Sciences, SPLH, CLAS)

Gina DeBarthe (Speech, Language, and Hearing Sciences, SPLH, CLAS)

Other Universities or Colleges

DPhil Janice M. Ollerton

Graduation: Spring 2011, DPhil, Social Sciences, University of Western Sydney

Dissertation: Rights, Camera, Action! A Collaborative Exploration of Social Barriers to Self-Determination with People Labelled with Learning Difficulties

Member, Comprehensive Exam and/or Dissertation Committee**University of Kansas, Department of Special Education**

Ph.D. Kimberly Marie Hopewell Knackstedt

Graduation: Fall, 2017

Dissertation: Seclusion and Restraint in Schools: Connecting Research, Policy, and Practice

- Ph.D. Jacob Wolf (in addition, served as chair for dissertation defense meeting)
Graduation: Spring 2014, Ph.D. in Special Education
Dissertation: Effects of Online Professional Development in Augmentative and Alternative Communication for Special Education Teachers and Speech Language Pathologists
- Ph.D. Chun-Yu Chiu
Graduation: Spring 2013, Ph.D. in Special Education
Dissertation: Family Needs and Family Quality of Life for Taiwanese Families of Children with Intellectual Disability and Developmental Delay
- Ph.D. Shana Jackson Haines
Graduation: Spring, 2012, Ph.D. in Special Education
Dissertation: Fostering a Child's Foundational Skills Leading to Self-Determination: A Case Study of a Refugee Family, A Head Start Agency, and Their Family-Professional Partnership.
- Ph.D. Susana Bernad Ripoll
Graduation: Spring, 2011, Ph.D. in Special Education
Dissertation: Developmental Regression in Children with Down Syndrome
- Ph.D. Jamie M. Bezdek
Graduation: Spring, 2011, Ph.D. in Special Education
Dissertation: An Examination of the Validity of Office Disciplinary Referrals as a Behavioral Screener: A Descriptive Study
- Ph.D. Beth Anne Clavenna-Deane
Graduation: Summer, 2010, Ph.D. in Special Education
Dissertation: Using a Social Communication Intervention to Improve Social Interactions and Employment Experiences of Adolescents with High Functioning Autism Spectrum Disorders
- Ph.D. Nikki L. Wolf
Graduation: Spring, 2008, Ph.D. in Special Education
Dissertation: A Case Study Comparison of Charter and Traditional Schools in New Orleans Recovery School District: Selection Criteria and Service for Students with Disabilities
- Ph.D. Betty A. Amos
Graduation: Spring, 2008, Ph.D. in Special Education
Dissertation: Exploring communication Between Paraprofessional and Teacher
- Ph.D. Sung Jik Bae
Graduation: Spring, 2006, Ph.D. in Special Education
Dissertation: Self-Determination and Academic Achievement of Individuals with Disabilities in Postsecondary Education: A Meta-Analysis
- Ph.D. Kyang-Hwa Kim
Graduation: Spring, 2006, Ph.D. in Special Education
Dissertation: Enhancing Secondary Special Education Teachers' Knowledge and Competencies in Working with Families through Online Training Modules
- Ph.D. Debra Benitez
Graduation: Spring, 2005, Ph.D. in Special Education
Dissertation: Transition Service and Delivery: A Multi-State Study of Special Education Teachers' Perceptions of Their Transition Competencies
- Ph.D. Suni Shieh

Graduation: Spring, 2003, Ph.D. in Special Education
Dissertation: Perceptions of Chinese Families and Educators of Students with Severe Disabilities on the Importance of Collaboration.

Ph.D. Amy McCart
Graduation: Spring, 2003, Ph.D. in Special Education
Dissertation: Effectiveness of School-wide Positive Behavior Support in Two Urban Schools.

Ph.D. Richard Harrison
Graduation: Fall, 2003, Ph.D. in Special Education
Dissertation: Involving Junior High Students in the Planning and Application of Group Level Positive Behavior Supports.

Ongoing

Sheida Khamsi (Member, Probationary Review Committee)
Sarah Roberts (Member, Probationary Review Committee)

University of Kansas, Other Departments

Ph.D. Jeffrey M. Gordon
Graduation: Fall, 2015, Ph.D. in Applied Behavioral Science
Dissertation: Pilot Testing an Online and Face-to-Face Self-Advocacy Skills Training Program for Negotiating Classroom Accommodations

Ph.D. Evan E. Dean
Graduation: Spring, 2015, Ph.D. in Occupational Therapy
Dissertation: Sensory Processing Predictors of Challenging Behaviors

Ph.D. Makenzie Bayles
Graduation: Fall 2013, Ph.D. in Applied Behavioral Sciences
Dissertation: Attention as a Reinforcer for the Behavior of Young Children in Early Education Classrooms

Ph.D. Melissa J. Gard
Graduation: Spring 2012, Ph.D. in Applied Behavioral Sciences
Dissertation: An Evaluation of Sight Word Instruction Procedures for Children with Autism: Interspersed Trial Training

Ph.D. G. John Geldof
Graduation: Spring 2011, Ph.D. in Clinical and Quantitative Psychology
Dissertation: Development and Validation of the Academic and Social SOC Scale

Ph.D. Matthew Gallagher
Graduation: Spring 2010, Ph.D. in Clinical and Quantitative Psychology
Dissertation: Agency, Optimism, and the Longitudinal Course of Anxiety and Well-Being

Ph.D. Kristen Noel Bast
Graduation: Spring 2009, Ph.D. in Counseling Psychology
Dissertation: Self-Determination, Hope, and Subjective Well-Being in Adolescents with Cognitive Disabilities.

Other Universities or Colleges

Ph.D. Kimberley Wolowiec-Fisher (University of Illinois)
Graduation: Spring, 2014, Ph.D. in Special Education
Dissertation: Egocentric Networks of Adolescents with and without Disabilities Across Academic Tracks: Conditions and Impact on Communication Technology Use and Formal and Informal Social Activity

Chair: Project, Thesis, or Examination Committee**University of Kansas, Department of Special Education**

Amanda Wondra-Appl, M.Ed., May, 2017 (Advisor and Chair, Project Committee)
Elizabeth Jordan Bell, M.Ed., May 2016 (Advisor and Chair, Project Committee)
Delores Steinbach, M.Ed., December 2015 (Advisor and Chair, Project Committee)
Breauna N. Rundus, M.Ed., May 2015 (Advisor and Chair, Project Committee)
Casey Busch, M.Ed., December 2014 (Advisor and Chair, Project Committee)
Kristen Brielle Brown, M.Ed., May 2014 (Advisor and Chair, Project Committee)
Meredith Ray Marlier, M.Ed. December 2013 (Advisor and Chair, Project Committee)
Suzanne Gay, M.Ed., May 2013 (Advisor and Chair, Project Committee)
Sherry Lynn Meyer, M.Ed., May 2010 (Advisor and Chair, Project Committee)
Sarah Elizabeth Dodge, M.Ed., May 2009 (Advisor)
Patricia Ann Brennaman Lieneske, M.Ed., May 2008 (Advisor and Chair, Project Committee)
Kristi Ortiz-Ramos, M.Ed., December 2007 (Advisor and Chair, Project Committee)
Ching-Lun Tsai, M.Ed., December 2007 (Advisor and Chair, Project Committee)
Dana Steinwart, M.Ed., December 2007 (Advisor and Chair, Project Committee)
Christine Mancellis, M.Ed. Spring 2007 (Advisor and Chair, Project Committee)
Jennifer Lynn Reach, M.Ed. Spring 2005 (Advisor and Chair, Project Committee)
Steven Scott Graves, M.Ed. Spring 2005 (Advisor and Chair, Project Committee)
Kelli Anne Brown, M.Ed. Summer 2004 (Chair, Project Committee)
Mirasol Machicado, M.Ed. Spring 2003 (Chair, Project Committee)

Member: Project, Thesis, or Examination Committee**University of Kansas, Department of Special Education**

Dierdre Tunney, M.Ed., Summer, 2017 (Member, Project Committee)
Loretta Alvarez, M.Ed., Summer, 2015 (Member, Project Committee)
Denise Dawson, M.Ed., Spring, 2014 (Member, Project Committee)
Teresa Pena, M.Ed., Spring 2013 (Member, Project Committee)
Michelle Walter, M.Ed., Spring 2010 (Member, Examination Committee)
Jean Brodie, M.Ed., Spring 2008 (Member, Thesis Committee)
Mbaye Ndeye, M.Ed. Spring 2007 (Member, Project Committee)
Hsin-Yi Tsai, M.Ed. Spring 2007 (Member, Thesis Committee)
Jannice Barland, M.Ed. Spring 2006 (Member, Project Committee)
Youngsun Lee, M.Ed. Spring 2005 (Member, Thesis Committee)
Stephanie Taylor, M.Ed. Summer 2003 (Member, Examination Committee)
Jeong-Hoon Choi, M.S. Summer 2002 (Member, Thesis Committee)
Meng-Chuan Lin, M.Ed., Fall 2000 (Member, Thesis Committee)

Other Universities or Colleges

Ellen Herr Vogts, M.Ed. Spring 2003, Tabor College, Hillsboro, Kansas

HONORS AND AWARDS, TEACHING

Gene A. Budig Teaching Professorship in Special Education, Department of Special Education, School of Education, University of Kansas (2010-2011).

Special Educator of the Year, Irving, Texas chapter of the Council for Exceptional Children, 1986 – 1987 school year.

Attachment B

Sources Referenced or Reviewed

- Abbeduto, L. (1991). Development of verbal communication in persons with moderate to mild mental retardation. In N. Bray (Ed.), *International Review of Research in Mental Retardation* (Vol. 17)(pp. 91 – 115). New York: Academic Press.
- Abbeduto, L. (Ed.)(2003). *International Review of Research in Mental Retardation, Volume 27: Language and Communication in Mental Retardation*. New York: Academic Press.
- Abbeduto, L., Furman, L., & Davies, B. (1989). Relation between the receptive language and mental age of persons with mental retardation. *American Journal on Mental Retardation*, 93, 535-543.
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Client Review Aggregate Findings, Bates Number, Bates Number US00257014-257015

Plaintiffs' Second Amended and Supplemental Complaint, ECF Doc. 173

Tex. Health and Human Services Commission, Form 1039, Community Living Options, PX331, DefE-00171082-1083, Bates Number US00253559-253568

Tex. Health and Human Services Commission, Form 1039 Community Living Options - Instructions, PX332, available at <https://hhs.texas.gov/laws-regulations/forms/1000-1999/form-1039-community-living-options>