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Vita

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Lou Brown received BA and MA degrees in Social Studies and Clinical Psychology respectively from East Carolina University and a Ph. D. degree in Special Education from Florida State University. In 1969 he joined the Department of Rehabilitation Psychology and Special Education at the University of Wisconsin. He retired in 2003 and is now an Emeritus Professor, Lecturer, Expert Witness and Consultant.

His efforts have been focused upon developing service delivery models, instructional policies, procedures, practices and values that prepare or otherwise arrange for individuals with significant intellectual disabilities to live, work and play in integrated society. His dream is that someday soon all persons with disabilities will function in integrated schools, classrooms and classes, will reside in decent family style settings, will produce real work in the real world next to coworkers who are not disabled, will enjoy rich and varied recreation/leisure lives with fellow citizens who are and are not disabled and will function in the wide array of community environments and activities in which they would function if not disabled.

Many years ago he expressed his belief that persons with significant intellectual disabilities could and should become contributing members of integrated society. Accordingly, he started working toward terminating institutions, special schools and classes, group homes, sheltered workshops, activity centers, work enclaves and other manifestations of segregation. Once considered radical and extreme, these activities are now recognized as decent and realizable. Finally, he believes that the segregated and waiting list outcomes of the expensive educational and related school services provided the vast majority of students with significant intellectual disabilities are unacceptable. Thus, massive changes in the ways they are prepared for citizenship are in order.

EDUCATION

Ph. D - Special Education and Vocational Rehabilitation - Florida State University - 1969

MA - Clinical Psychology - East Carolina University - 1965

BA - Social Studies - East Carolina University - 1963

EMPLOYMENT

Western Carolina Center, Morganton, North Carolina, 1966

Florida Division for Mental Retardation, 1968 - 1969

Instructor, Florida State University, 1969

Assistant Professor, University of Wisconsin, 1969 - 1972

Associate Professor, University of Wisconsin, 1972 - 1975

Professor, University of Wisconsin, 1975 - 2003

Visiting Professor, Appalachian State University, 1975

Visiting Professor, University of Hawaii, 1975, 1976

Visiting Professor, San Francisco State University, 1977, 1983

Visiting Professor, San Diego State University, 1978

Visiting Professor, University of Calgary, 1980

Visiting Professor, University of Maryland, 1982

Lecturer, Fundacio Catalana Sindrome De Down, Barcelona, 1989, 1994

Lecturer, Iceland Institute of Education, 1990

Lecturer, Instituto de Inovacao Educacional, Lisbon, 1994, 2002

Emeritus Professor, University of Wisconsin, 2003 - Present

OTHER

Executive Board, TASH, 1973 - 1987

President, TASH, 1978 - 1981

Who's Who in American Education, 1990

Distinguished Educator Alumni Award, College of Education, Florida State University, 2011

PRESENTATIONS

PRESENTATION # 1 Preparing Students with Significant Intellectual Disabilities to Live, Work and Play In Integrated Society: Basic Instructional Concepts.

PRESENTATION # 2 Serving Students with Significant Disabilities in Home Schools, Classrooms and Classes and Producing Integrated Post School Outcomes.

PRESENTATION # 3 Preparing Individuals with Significant Intellectual Disabilities to Function Productively In the Real World of Work.

EDITORIAL ACTIVITIES

Journal of Special Education

Journal of Applied Behavior Analysis

Exceptional Children

Teaching Exceptional Children

Education and Training of the Mentally Retarded

Encyclopedia of Special Education

Journal of the Association for Persons with Severe Handicaps

Career Development for Exceptional Individuals

GRANT AND CONTRACT ADMINISTRATION

Brown, L. A graduate level training and information development program for professionals working with severely handicapped students. Special Project Grant # OEG - 0 - 73 - 6137 awarded to the University of Wisconsin from the USDOE - BEH - Division for Personnel Preparation, 1973 - 1975.

Brown, L. A graduate level training and information program for professionals working with severely handicapped students. Special Project Grant # G007501004 awarded to the University of Wisconsin by the USDOE - BEH - Division for Personnel Preparation, 1975 - 1978.

Brown, L. A graduate level training and information development program for professionals working with severely handicapped students. Program Assistance Grant # G007801740 awarded to the University of Wisconsin by the USDOE - BEH - Division for Personnel Preparation, 1978 - 1981.

- Brown, L. & Gruenewald, L. Strategies for developing chronological age appropriate curricular content and public school service delivery models to prepare severely handicapped students to function in post school community, vocational, domestic and recreational environments. Federal Contract # 300 - 78 - 0345 to The University of Wisconsin and the Madison Metropolitan School District by the USDOE, Office of Special Education, Division for Innovation and Development, 1978 - 1981.
- Brown, L. A doctoral level training program designed to prepare personnel to function in training and service delivery settings pertaining to severely handicapped students. Program Assistance Grant # G008102099 awarded to the University of Wisconsin by the USDOE, Office of Special Education, Division for Personnel Preparation, 1981 - 1984.
- Brown, L. & Gruenewald, L. Strategies for preparing severely handicapped students to perform meaningful work in nonsheltered environments. Model Demonstration Grant # G008302977 awarded to the University of Wisconsin and the Madison Metropolitan School District by the USDOE, Special Education Programs, Division for Innovation and Development, 1983 - 1986.
- Brown, L. A doctoral level training program pertaining to the education of severely handicapped students. Program Assistance Grant # G008400669 awarded to the University of Wisconsin by the USDOE, Special Education Programs, Division for Personnel Preparation, 1984 - 1987.
- Brown, L. & Gruenewald, L. A strategy for evaluating the vocational milieu of a worker with severe intellectual disabilities. Model Demonstration Grant # G008630388 awarded to the University of Wisconsin and the Madison Metropolitan School District by the USDOE - OSERS - OSEP - Division for Innovation and Development, 1986 -1989.
- Brown, L. A doctoral training program pertaining to students who are severely intellectually disabled. Program Assistance Grant # H029D80019 awarded to the University of Wisconsin by the USDOE - OSERS - OSEP - Division for Personnel Preparation, 1988 - 1993.
- Brown, L., Jorgensen, J., & Gruenewald, L. Developing social relationships between students with severe intellectual disabilities and nondisabled peers and others. Model Demonstration Grant # H086D00020 awarded to the University of Wisconsin and the Madison Metropolitan School District by the USDOE - OSERS - OSEP - Division for Educational Services, 1990 - 1993.
- Brown, L., Jorgensen, J., & Gruenewald, L. Developing adaptations so individuals with severe intellectual and physical disabilities can function in integrated vocational environments. Model Demonstration Grant # H128A01044 awarded to the University of Wisconsin and the Madison Metropolitan School District by the USDOE, Office of Rehabilitation Services, and Special Projects. Transferred to Cheryl Hanley Maxwell. 1990 - 1993
- Brown, L., & Udvari Solner, A. Developing the capacity of local schools to educate students with disabilities in an inclusive manner. Model Demonstration Subcontract # H086S30028 awarded to the University of Wisconsin by the USDOE - OSERS - OSEP - Program for

Children with Severe Disabilities through the University of Wisconsin - Milwaukee, 1993 - 1999.

Brown, L., & Udvari Solner, A. Developing the capacity in local schools to educate students with disabilities in an inclusive manner. IDEA Discretionary Subcontract # 949901 - 44 awarded to the University of Wisconsin by the Wisconsin Department of Public Instruction through CESA # 1, 1993 - 1996

Brown, L., Ford, A. & Jorgensen, J. Serving students with significant disabilities in regular education and community settings in urban schools. Grant # H086U60006 awarded to the University of Wisconsin by the USDOE - OSERS - OSEP - Program for Children with Severe Disabilities, 1996 - 1999.

Brown, L., The Transition Service Integration Expansion Project. Grant # H158Q70009 awarded to San Diego and San Francisco State Universities with a subcontract to the University of Wisconsin by USDOE - OSERS - OSEP, 1997 - 2000.

LEGAL ACTIVITIES

Expert Witness, Federal District Court, Association for Retarded Citizens - Pennsylvania v Commonwealth of Pennsylvania, 1979 - 1981, Judge Edward Becker.

Expert Witness, Federal District Court, Matthews v Chesterfield County Virginia Public Schools, 1979, Judge Robert Mehridge.

Expert Witness, Federal District Court, Garrity, et al. v Gallen, et al., Concord, New Hampshire, 1980, Judge Shane Devine.

Expert Witness, Federal District Court, Campbell v Grosset, et al., Anniston, Alabama, 1980, Judge Robert Vance.

Expert Witness, Federal District Court, Yaris et al. v Special School District of St. Louis County Missouri, et al., 1982, Judge John Nangle.

Expert Witness, Federal District Court, St. Louis Developmental Disabilities Treatment Center Parents' Association et al. v State of Missouri, 1982 - 1983, Judge Elmo Hunter.

Expert Witness, Federal District Court, Association for Retarded Citizens - Connecticut et al. v Thorne et al., 1983, Magistrate Owen Eagan.

Expert Witness, Federal District Court, Homeward Bound Inc. et al. v Hissom Memorial Center et al., Tulsa, Oklahoma, 1986, Judge James Ellerson.

Expert Witness, Federal District Court, Grant Wood Area Education Agency v Knebel, Smith, & Vaughan, Davenport, Iowa, 1987, Judge Harold Vietor.

Expert Witness, Federal District Court, Walter Stephen Jackson, et al. v Fort Stanton Hospital and Training School, et al., New Mexico, 1989, Judge James Parker.

Expert Witness, Federal District Court, Oberti v. Clementon New Jersey School District, et al., 1992, Judge John Gerry.

- Expert Witness, Federal District Court, Association for Retarded Citizens - Connecticut v Connecticut Board of Education, 1996 - 2000, Judge Robert Chatigny.
- Expert Witness, Lamont A, et al. v Milwaukee Public Schools and Wisconsin Department of Public Instruction, United States District Court for the Eastern District of Wisconsin. Case No. 01 - C - 0928. 2002.
- Expert Witness, Federal District Court, Gaskin et al. v Commonwealth of Pennsylvania Department of Education et al., Case No. 94 - CV - 4048. Judge Robert Robreno.
- Expert Witness, Disability Rights New Jersey et al., v New Jersey State Department of Education, et al., (2014). Settlement Agreement. United States District Court for the District of New Jersey, Civil Action No. 07 - 2978.

VIDEO TAPES AND DISCS

- Brown, L. 2005. Lou Brown Unplugged: A lifetime of experiences advocating for individuals with disabilities, their family members and the professionals who serve them. Three Video Discs - Integrated Education (79 min) Instructional Practices (64 min) Vocational Preparation (110 min). Go to www.erpmedia.net. Click on Multimedia. Click on Forum on Education. Scroll down the catalog to Lou Brown Unplugged.
- Brown, L., & Sontag, E. (1997). Fifteen Video Tapes. Inclusion - Learning Together - A video series about the practice and challenge of educating students with disabilities in the regular classroom. Great Plains National Instructional Library, Lincoln: University of Nebraska. www.gpn@unlinfo.unl.edu or 800 - 228 - 4630.
- Brown, L. & Burrello, L. (1993). Videotape. The two faces of inclusion: The concept and the practice. Bloomington: Indiana University.
- An interview with Lou Brown (1990) Videotape. St. Paul, Minnesota: Governor's Planning Council on Developmental Disabilities.

SELECTED PUBLICATIONS

1965 - 1970

- Brown, L. (1965). A Comparison of Negro and White Raw Scores on the Peabody Picture Vocabulary Test. Unpublished Master's Thesis, East Carolina University.
- Brown, L. (1969). A Comparison of Techniques for Increasing Attending to Visual Stimuli in Classrooms for Children with Mental Retardation. (1971). *Education and Training of the Mentally Retarded*, 6(1), 4 -11.
- Brown, L., Hermanson, J., Klemme, H., Haubrich, P., & Ora, J. (1970). Using Behavior Modification Principles to Teach Sight Vocabulary. *Teaching Exceptional Children*, 2 (3), 120 - 128.

Brown, L. & Pearce, E. (1970). Increasing the Production Rates of Trainable Retarded Students in a Public School Simulated Workshop. *Education and Training of the Mentally Retarded*, 5 (1), 15 - 22.

1971 - 1975

Bellamy, T. & Brown, L. (1972). A Sequential Procedure for Teaching Addition Skills to Trainable Retarded Students. *Training School Bulletin*, 69 (1), 31 - 44.

Brown, L. (1973). Instructional Programs for Trainable Level Retarded Students. L. Mann & D. Sabatino (Eds). *The First Review of Special Education*, (103 - 136). Philadelphia: Buttonwood Farms.

Brown, L., Bellamy, T. & Gadberry, E. (1971). A Procedure for the Development and Measurement of Rudimentary Quantitative Concepts in Low Functioning Trainable Students. *Training School Bulletin*, 68 (3), 178 - 185.

Brown, L., Bellamy, T., Perlmutter, L., Sackowitz, P. & Sontag, E. (1972). The Development of Quality, Quantity and Durability in the Work Performance of Retarded Students in a Public School Prevocational Workshop. *Training School Bulletin*, 69 (2), 58 - 69.

Brown, L., Bellamy, T. & Sontag, E. (1971). The Development and Implementation of a Public School Prevocational Training Program for Trainable Retarded and Severely Emotionally Disturbed Children, Volume I. Madison: University of Wisconsin and the Madison Metropolitan School District.

Brown, L., Crowner, T., Williams, W. & York, R. (1975). *Madison's Alternative for Zero Exclusion: A Book of Readings*, Volume V. Madison: University of Wisconsin and the Madison Metropolitan School District.

Brown, L., Fenrick, N. & Klemme, H. (1971). Trainable Level Retarded Students Teach Trainable Level Retarded Students. *Teaching Exceptional Children*, 4 (1), 18 - 24.

Brown, L., Frank, R., Fox, L., Voekler, R., York, R. & Sontag, E. (1974). Effects of Interval Payment, Task Choice and High Rate Reinforcement Contingencies on the Production Rates of Trainable Level Retarded and Severely Emotionally Disturbed Students. *Training School Bulletin*, 71 (3), 195 - 202.

Brown, L., Huppler, B., Pierce, L., Johnson, N. & Sontag, E. (1974). Teaching Young Trainable Level Retarded Students to Report Behavioral Events. *School Applications of Learning Theory*, 6 (93), 1 - 14.

Brown, L., Huppler, B., Pierce, L., York, B. & Sontag, E. (1974). Teaching Trainable Level Students to Read Unconjugated Action Verbs. *Journal of Special Education*, 8 (1), 51 - 56.

Brown, L., Huppler, B., Vandeventer, P. & Sontag, E. (1973). Use of the "College Bowl" Format to Increase Silent Reading Comprehension. *Child Study Journal*, 3 (4), 181 - 193.

Brown, L., Huppler, B., Vandeventer, P., York, R. & Sontag, E. (1973). Use of Reinforcement Principles to Increase Comprehension of Instructional Filmstrips. *Education and Training of the Mentally Retarded*, 8 (1), 50 - 56.

- Brown, L., Johnson, S., Gadberry, E. & Fenrick, N. (1971). Increasing Individual and Assembly Line Production Rates of Retarded Students. *Training School Bulletin*, 67 (4), 206 - 212.
- Brown, L., Jones, S., Troccoli, E., Heiser, C., Bellamy, T. & Sontag, E. (1972). Teaching Functional Reading to Young Trainable Students: Toward Longitudinal Objectives. *Journal of Special Education*, 6 (3), 237 - 246.
- Brown, L. & Perlmutter, L. (1971). Teaching Functional Reading to Trainable Level Retarded Students. *Education and Training of the Mentally Retarded*, 6 (2), 74 - 84.
- Brown, L., Scheuerman, N., Cartwright, S. & York, R. (1973). The Design and Implementation of an Empirically Based Instructional Program for Severely Handicapped Students: Toward the Rejection of the Exclusion Principle, Volume III. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Brown, L. & Sontag, E. (1972). Toward the Development and Implementation of an Empirically Based Public School Program for Trainable Mentally Retarded and Severely Emotionally Disturbed Students, Volume II. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Brown, L., Vandeventer, P., Johnson, R. & Sontag, E. (1974). Teaching Adolescent Trainable Level Retarded Students to Read a Restaurant Menu. *School Applications of Learning Theory*, 6 (3), 1 - 14.
- Brown, L., Vandeventer, P., Perlmutter, L. (1972). Effects of Consequences on Production Rates of Trainable Retarded and Severely Emotionally Disturbed Students in a Public School Workshop. *Education and Training of the Mentally Retarded*, 7 (2), 74 - 81.
- Brown, L., Williams, W. & Crouner, T. (1974). A Collection of Papers and Programs Related to Public School Services for Severely Handicapped Students, Volume IV. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Brown, L. & York, R. (1974). Developing Programs for Severely Handicapped Students: Teacher Training and Classroom Instruction. *Focus on Exceptional Children*, 6 (2), 1 - 11.
- Republished: (1975). E. Meyen, G. Vergason & R. Whelan (Eds). *Alternatives for Teaching Exceptional Children*, 236 - 254. Denver: Love Publishing.
- Gadberry, E., Brown, L., Shores, R. & York, R. (1974). Use of a Stimulus Fading Procedure to Teach Retarded/ Emotionally Disturbed Students to Discriminate Mathematical Operations. *School Applications of Learning Theory*, 6 (4), 1 - 19.
- Johnson, G. & Brown, L. (1974). The Use of "Whole Word Procedures" to Develop Basic Components of Selected Chart Story Reading Skills in Severely Handicapped Young Students. L. Brown, W. Williams & T. Crouner (Eds). A Collection of Papers and Programs Related to Public School Services for Severely Handicapped Students, Volume IV. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Scheuerman, N., Cartwright, S., York, B., Lowry, P. & Brown, L. (1974). Teaching Young Severely Handicapped Students to Follow Verbal Directions. *Journal of Special Education*, 8 (3), 223 - 236.

Williams, W., Brown, L. & Certo, N. (1975). Basic Components of Instructional Programs. *Theory into Practice*, 14 (2), 23 -136.

Republished: (1975). *Educating the 24 Hour Retarded Child*, 164 - 187. Arlington, Texas: National Association for Retarded Citizens.

Republished: (1976). R. Anderson & J. Greer (Eds). *Educating the Severely and Profoundly Retarded*, 55 - 74. Baltimore: University Park Press.

1976 - 1980

Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford, A., Sweet, M., Ranieri, L., Hansen, L. & Schroeder, J. (1980). The Principle of Partial Participation and Individualized Adaptations in Educational Programs for Severely Handicapped Students. *Journal of the Association for the Severely Handicapped*, 7 (2), 17 - 27.

Belmore, K. & Brown, L. (1978). A Job Skill Inventory Strategy for Use in a Public School Vocational Training Program for Severely Handicapped Potential Workers. N. G. Haring & D. Bricker (Eds). *Teaching the Severely Handicapped*, Volume III, 223 - 262. Seattle: American Association for the Education of the Severely/Profoundly Handicapped.

Brown, L., Branston, M., Baumgart, D., Vincent, L., Falvey, M. & Schroeder, J. (1979). Utilizing the Characteristics of a Variety of Current and Subsequent Least Restrictive Environments as Factors in the Development of Curricular Content for Severely Handicapped Students. *AAESPH Review*, 4 (4), 407 - 424.

Brown, L., Branston, M., Hamre Nietupski, S., Johnson, F., Wilcox, B. & Gruenewald, L. (1979). A Rationale for Comprehensive Longitudinal Interactions between Severely Handicapped Students and Nonhandicapped Students and Other Citizens. *AAESPH Review*, 4 (1), 3 - 14.

Brown, L., Branston, M., Hamre Nietupski, S., Pumpian, I., Certo, N. & Gruenewald, L. (1979). A Strategy for Developing Chronological Age Appropriate and Functional Curricular Content for Severely Handicapped Adolescents and Young Adults. *Journal of Special Education*, 13 (1), 81 - 90.

Brown, L., Falvey, M., Baumgart, D., Pumpian, I., Schroeder, J. & Gruenewald, L. (1979). Strategies for Teaching Chronological Age Appropriate Functional Skills to Adolescent and Young Adult Severely Handicapped Students, Volume IX, Part 1. Madison: University of Wisconsin and the Madison Metropolitan School District.

Brown, L., Falvey, M., Pumpian, I., Baumgart, D., Nisbet, J., Ford, A., Schroeder, J. & Loomis, R. (1980). Curricular Strategies for Teaching Severely Handicapped Students Functional Skills in School and Nonschool Environments, Volume X. Madison: University of Wisconsin and the Madison Metropolitan School District.

Brown, L., Falvey, M., Vincent, L., Kaye, N., Johnson, F., Ferrara Parrish, P. & Gruenewald, L. (1980). Strategies for Generating Comprehensive, Longitudinal and Chronological Age Appropriate Individual Educational Plans for Adolescent and Young Adult Severely Handicapped Students. *Journal of Special Education*, 14 (2), 199 - 215.

- Brown, L., Hamre Nietupski, S., Lyon, S., Branston, M., Falvey, M. & Gruenewald, L. (1978). Curricular Strategies for Developing Longitudinal Curricular Strategies for Teaching Severely Handicapped Students to Acquire and Perform Skills in Response to Naturally Occurring Cues and Correction Procedures, Volume VIII, Part 1. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Brown, L., Nietupski, J. & Hamre Nietupski, S. (1976). The Criterion of Ultimate Functioning and Public School Services for Severely Handicapped Students. Hey, Don't Forget About Me: Education's Investment in the Severely, Profoundly and Multiply Handicapped, 2 - 15. Reston, Virginia: Council for Exceptional Children.
- Brown, L., Nietupski, J., Lyon, S., Hamre Nietupski, S., Crowner, T. & Gruenewald, L. (1976). Curricular Strategies for Teaching Functional Object Use, Nonverbal Communication, Problem Solving and Mealtime Skills to Severely Handicapped Students, Volume VII, Part 1. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Brown, L., Scheuerman, N., & Crowner, T. (1976). Madison's Alternative for Zero Exclusion: Toward an Integrated Therapy Model for Teaching Motor, Tracking and Scanning Skills to Severely Handicapped Students, Volume VI, Part 3. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Brown, L., Wilcox, B., Sontag, E., Vincent, B., Dodd, N. & Gruenewald, L. (1977). Toward the Realization of the Least Restrictive Educational Environments for Severely Handicapped Students. *The AAESPH Review*, 2 (4), 195 - 201.
- Republished: (1980). R. Flynn & K. Nitsch (Eds). *Normalization, Social Integration and Community Services*, 177 - 186. Baltimore: University Park Press.
- Republished: (2004) *Research and Practice for Persons with Severe Disabilities*. Volume 29, 1, 2 - 8.
- Certo, N., Belmore, K., Crowner, T. & Brown, L. (1977). A Review of Secondary Level Educational Service Delivery Models for Severely Handicapped Students in the Madison Metropolitan School District. E. Sontag, J. Smith & N. Certo (Eds). *Educational Programming for the Severely/ Profoundly Handicapped*, 111 - 128. Reston, Virginia: Council for Exceptional Children, Division on Mental Retardation.
- Certo, N., Schwartz, R. & Brown, L. (1977). Community Transportation: Teaching Severely Handicapped Students to Ride a Public Bus System. N. G. Haring & L. Brown (Eds). *Teaching the Severely Handicapped*, Volume II, 147 - 232. New York: Grune & Stratton.
- Domnie, M. & Brown, L. (1977). Teaching Severely Handicapped Students Basic Reading Comprehension Skills Requiring Printed Answers to Who, What and Where Questions. *Education and Training of the Mentally Retarded*, 12 (4), 332 - 335.
- Donnellan, A., Ford, A., Nisbet, J., Falvey, M., Pumpian, I., Baumgart, D., Schroeder, J. & Brown, L. (1980). A Strategy for Evaluating Educational Programs for Students with Autism and Other Handicapping Conditions. L. Brown, M. Falvey, I. Pumpian, D. Baumgart, J. Nisbet, A. Ford, J. Schroeder & R. Loomis (Eds). *Curricular Strategies for Teaching Severely Handicapped Students Functional Skills in School and Nonschool Environments*, Volume X. Madison: University of Wisconsin and the Madison Metropolitan School District.

- Entriokin, D., York, R. & Brown, L. (1977). Teaching Trainable Level Multiply Handicapped Students to Use Picture Cues, Context Cues and Initial Consonant Sounds to Determine the Labels of Unknown Words. *The AAESPH Review*, 2 (3), 169 - 190.
- Evans, T., Pierce, L., York, R. & Brown, L. (1977). Increasing the Speech Intensity of Retarded/Emotionally Disturbed Students in a Public School Classroom. *Child Study Journal*, 7 (3), 131 - 144.
- Falvey, M., Brown, L., Lyon, S., Baumgart, D. & Schroeder, J. (1980). Curricular Strategies for Teaching Severely Handicapped Students to Acquire and Perform Chronological Age Appropriate Functional Skills in Response to Naturally Occurring Cues and Correction Procedures. W. Sailor, B. Wilcox & L. Brown (Eds). *Instructional Design for the Severely Handicapped* 109 - 134. Baltimore: Brookes Publishing Co.
- Falvey, M., Ferrara Parrish, P., Johnson, F., Pumpian, I., Schroeder, J. & Brown, L. (1979). Curricular Strategies for Generating Comprehensive, Longitudinal and Chronological Age Appropriate Functional Individual Vocational Plans for Severely Handicapped Adolescents and Young Adults. L. Brown, M. Falvey, D. Baumgart, I. Pumpian, J. Schroeder, & L. Gruenewald (Eds). *Strategies for Teaching Chronological Age Appropriate Functional Skills to Adolescent and Young Adult Severely Handicapped Students, Volume IX, Part 1*. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Hamre Nietupski, S., Branston, M., Ford, A., Stoll, A., Sweet, M., Gruenewald, L. & Brown, L. (1978). Curricular Strategies for Developing Longitudinal Interactions between Severely Handicapped and Nonhandicapped Individuals in School and Nonschool Environments. L. Brown, S. Hamre Nietupski, S. Lyon, M. Branston, M. Falvey & L. Gruenewald (Eds). *Curricular Strategies for Developing Longitudinal Interactions Between Severely Handicapped Students and Others and Curricular Strategies for Teaching Severely Handicapped Students to Acquire and Perform Skills in Response to Naturally Occurring Cues and Correction Procedures, Volume VIII, Part 1*. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Hamre Nietupski, S., Stoll, A., Holtz, K., Fullerton, P., Ryan Flottum, M. & Brown, L. (1977). Curricular Strategies for Teaching Selected Nonverbal Communication Skills to Nonverbal and Verbal Severely Handicapped Students. L. Brown, J. Nietupski, S. Lyon, S. Hamre Nietupski, T. Crouner & L. Gruenewald (Eds). *Curricular Strategies for Teaching Functional Object Use, Nonverbal Communication, Problem Solving and Mealtime Skills to Severely Handicapped Students, Volume VII, Part 1*. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Haring, N. G. & Brown, L. (1976). *Teaching the Severely Handicapped, Volume I*. New York: Grune & Stratton.
- Haring, N.G. & Brown, L. (1977). *Teaching the Severely Handicapped, Volume II*. New York: Grune & Stratton.
- Lyon, S., Baumgart, D., Stoll, A. & Brown, L. (1977). Curricular Strategies for Teaching Basic Functional Object Use Skills to Severely Handicapped Students. L. Brown, J. Nietupski, S.

- Lyon, S. Hamre Nietupski, T. Crowner & L. Gruenewald (Eds). Curricular Strategies for Teaching Functional Object Use, Nonverbal Communication, Problem Solving and Mealtime Skills to Severely Handicapped Students, Volume VII, Part 1. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Nietupski, J., Stoll, A., Broome, D. & Brown, L. (1977). Curricular Strategies for Teaching Selected Problem Solving Skills to Severely Handicapped Students. Brown, J. Nietupski, S. Lyon, S. Hamre Nietupski, T. Crowner & L. Gruenewald (Eds). Curricular Strategies for Teaching Functional Object Use, Nonverbal Communication, Problem Solving and Mealtime Skills to Severely Handicapped Students, Volume VII, Part 1. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Pumpian, I., Baumgart, D., Shiraga, B., Ford, A., Nisbet, J., Loomis, R. & Brown, L. (1980). Vocational Training Programs for Severely Handicapped Students in the Madison Metropolitan School District. L. Brown, M. Falvey, I. Pumpian, D. Baumgart, J. Nisbet, A. Ford, J. Schroeder & R. Loomis (Eds). Curricular Strategies for Teaching Severely Handicapped Students Functional Skills in School and Nonschool Environments, Volume X. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Pumpian, I., Livi, J., Falvey, M., Loomis, R. & Brown, L. (1979). Strategies for Generating Curricular Content to Teach Adolescent and Young Adult Severely Handicapped Students Domestic Living Skills. L. Brown, M. Falvey, D. Baumgart, I. Pumpian, J. Schroeder & L. Gruenewald (Eds). Strategies for Teaching Chronological Age Appropriate Functional Skills to Adolescent and Young Adult Severely Handicapped Students, Volume IX, Part 1. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Sailor, W., Wilcox, B. & Brown, L. (1980). Instructional Design for the Severely Handicapped. Baltimore: Brookes Publishing Co.
- Scheuerman, N., Baumgart, D., Sipsma, K. & Brown, L. (1976). Toward the Development of a Curriculum for Teaching Nonverbal Communication Skills to Severely Handicapped Students: Teaching Basic Tracking, Scanning and Selection Skills. L. Brown, N. Scheuerman & T. Crowner (Eds). Toward an Integrated Therapy Model for Teaching Motor, Tracking and Scanning Skills to Severely Handicapped Students, Volume VI, Part 3. Madison: University of Wisconsin and the Madison Metropolitan School District.
- Sternat, J., Nietupski, J., Lyon, S., Messina, R. & Brown, L. (1977). Occupational and Physical Therapy Services for Severely Handicapped Students: Toward a Naturalized Public School Service Delivery Model, Parts 1 - 5. E. Sontag, J. Smith & N. Certo (Eds). Educational Programming for the Severely/Profoundly Handicapped, 263 - 278. Reston, Virginia: Council for Exceptional Children.
- Swetlik, B. & Brown, L. (1977). Teaching Severely Handicapped Students to Express Selected First, Second, and Third Person Singular Pronoun Responses in Answer to "Who Doing" Questions. N. G. Haring & L. Brown (Eds). Teaching the Severely Handicapped, Volume II 15 - 62. New York: Grune & Stratton.

Wambold, C., Jedlinski, K. & Brown, L. (1976). Improving the Sequential Memory Performance of Trainable Mentally Retarded Youngsters: A Learning Strategies Approach. *Journal of Special Education*, 10 (1), 41 - 46.

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