

# Clues to Systematic Failure: Ideal Screener Goals

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## I. Introduction:

- A. Test => reduced form of a linguistic system  
Find examples => clues
- B. Systems of Time and Events => linked by General Aspect
- C. Question: Screener => problem with crucial items  
Diagnostic => is the Aspect system affected as a whole  
Why is this a possibility?
  1. It is a system
  2. It may have related pragmatic triggers
- D. First Obligation: get a picture of what is wrong

## II. Universal Aspect

- A. Lexical telicity (completiveness): (van Hout (1998))
  1. who ate the cake up => telic alwaysVan Hout: up = first form of telicity in children
  2. John managed to climb the mountain
  3. John finished the painting  
finish => completion

### B. Non-telic (incomplete)

- a, who ate cake
  - b. who was eating the cake
- Wagner (1997): who was drawing a picture
- 
- who drew a picture

- C. Other distinctions: Green (1993), Terry (in prep, UMass, Diss)  
habitual (be+ing) , stativizer (done) , remote past (be/been)

### Examples:

“I BIN ate”/“I BIN knew his name”/“I BIN had that dress”  
“she be done did it before he get the chance”  
“She been done been doing it that way”  
  
“he done played baseball, ain’t he”  
“he be playing baseball, don’t he”

General Framework: (Green, 1991)

Auxiliary	Aspect	Verbal System
can	be	eating
Tense	been	eating/ate
	done	ate
	be done	ate
	been done	ate

III. Do Children have Habitual “be”/ do-insertion?

(Jackson (1998))

“he fights, but he don’t be fighting”

Generic  $\neq$  Habitual

Scenario: Cookie Monster is sick and not eating cookies today

Elmo is eating cookies.

Ernie only (Cookie Monster is sick?)

Ernie only eats cookies on his birthday when his Mom lets him.

Cat has never had a cookie. Cats can’t eat cookies

who be eating cookies---CM

who is eating cookies---Elmo

who eats cookies -----CM,Elmo, Ernie

who don’t be eating no cookies----Cat,Ernie, Elmo

Who doesn’t eat cookies-----Cat,Ernie

Who isn’t eating cookies—CM, Ernie, Cat

Do-insertion:

This boy be jumping, and this girl be jumping, but this girl...

“don’t be jumping”

Conclusion: child knows that be is aspectual

IV. Future: separate be and ing

(Generic and Habitual)—see Terry (in prep, UMass Diss)

Situation: John is short, and Bill and Fred are tall.

Fred always jumps over the fence

who be tall enough to jump over the fence

= generic ability = Bill, Fred

=habitual = Fred

V. Identify semantic and syntactic status of Stativizer

Scene: a. John is eating food, but Mary ...is not eating food

b. Mary done played baseball, but Susan....ain't done played baseball

Or: he done played baseball, ain't he

VI.. Remote Past Marker: Johnny looked through the window and saw the baby  
but Billy has not done so yet:

Who BIN seen? (Johnny or baby)

he been done played baseball => remote past

a. he bin ate

VII. Discourse-linking: (Dickey et al (1998))

Is the king alive => No, he DIE

Can I go now? Mother: You BRUSH your teeth?

Scene: he rode a bike as a child and now he rides a horse

what did he say he ride?

ride present => horse

ride past => bike

a. John came here. he slide on the hill. he run and play

b. work for other cases:

he done came here. he slide on the hill

Dialect/Different Grammar/Deficit== Which one?What other  
kinds of factors are involved? Child may

a) choose a different grammar

b) choose a default grammar

These can be difficult to separate:

c) what do you use to sweep the room?

“broom”

d) How do you sweep the room?

“broom”

Not the same: a = “kind” reference found in many grammars

b = absence of preposition, which suggests  
absence of case-marking

= situations where no case required

broom-swept room

The second is probably a real error.

First is possibly a dialect feature as well.

Moral: abstract theories => precise predictions  
precise predictions => accurate assessments