Clues to Systematic Failure: Ideal Screener Goals

Tom Roeper  Linguistics Department
UMass
ASHA 2000  (roeper@linguist.umass.edu)

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 always
      Van 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)

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>Aspect</th>
<th>Verbal System</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>be</td>
<td>eating</td>
</tr>
<tr>
<td>Tense</td>
<td>been</td>
<td>eating/ate</td>
</tr>
<tr>
<td>done</td>
<td>ate</td>
<td></td>
</tr>
<tr>
<td>be done</td>
<td>ate</td>
<td></td>
</tr>
<tr>
<td>been done</td>
<td>ate</td>
<td></td>
</tr>
</tbody>
</table>

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

(Jackson (1998))

“he fights, but he don’t be fighting”

Generic ≠ 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