

2005

Reference List NIH Final Report 2005

Barbara Zurer Pearson
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/aae_summary



Part of the [Social Justice Commons](#)

Pearson, Barbara Zurer, "Reference List NIH Final Report 2005" (2005). *Summary Documents*. 1.
Retrieved from https://scholarworks.umass.edu/aae_summary/1

This Article is brought to you for free and open access by the NIH Working Groups on African American English (AAE) at ScholarWorks@UMass Amherst. It has been accepted for inclusion in Summary Documents by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

NIH Working Groups Reference List (to 2005) – Alphabetical order

- Abdulkarim, L. (2001). *Complex wh-questions and universal grammars: New evidence from the acquisition of negative barriers*. Unpublished Ph.D. thesis. (Department of Communication Disorders), University of Massachusetts, Amherst, MA.
- Abdulkarim, L. (2005a, July). *Crosslinguistic evidence for universal grammar: The negative barrier*. Poster presented at the Triennial Meeting of the International Association for the Study of Child Language (IASCL), Berlin, Germany.
- Abdulkarim, L. (2005b, July). *Use of crosslinguistic constructions to determine universal principles in child language development*. Poster presented at the Triennial Meeting of the International Association for the Study of Child Language (IASCL), Berlin, Germany.
- Abdulkarim, L., Benedicto, E., Johnson, V., Garrett, D., & Seymour, H.N. (1998, April). *Some constraints on overt copulas in child African American English*. Poster presented at the Annual Convention of the National Black Association for Speech, Language and Hearing, Washington, D.C.
- Abdulkarim, L., Benedicto, E., Garrett, D., Johnson, V., & Seymour, H. N. (1998, November). *Syntactic-semantic constraints on overt copulas in African American English*. Paper presented at the American Speech-Language-Hearing Association Annual Meeting, San Antonio, TX.
- Abdulkarim, L., Bryant, T., Seymour, H.N., & Pearson, B.Z. (1999a, November). *Consonant clusters in child African American English phonology* Poster presented at the American Speech-Language-Hearing Association, San Francisco, CA.
- Abdulkarim, L., Bryant, T., Seymour, H.N., & Pearson, B.Z. (1999b, November). *Final consonants in child African American English phonology*. Poster presented at the American Speech-Language-Hearing Association, San Francisco, CA.
- Abdulkarim, L., & Roeper, T. (1998). Semantic or syntax for negative islands in language acquisition. In A. Greenhill, M. Hughes, H. Littlefield, & H. Walsh (Eds.), *Proceedings of the 22nd Annual Boston University Conference on Language Development: Vol. 1* (pp. 39-49). Somerville, MA: Cascadilla Press.
- Abdulkarim, L. & Seymour, H.N. (1996a, June). *"Does" and "has" in African-American English*. Poster presented at the Memphis Research Symposium, Memphis, TN.
- Abdulkarim, L. & Seymour, H.N. (1996b, November). *"Do" and "have" in African-American English*. Poster presented at the American Speech Language and Hearing Association Annual Meeting. Seattle, WA.
- Abdulkarim, L., Seymour, H. N., & Roeper, T. (2001, November). *Why is child language different from adult?* Poster presented at the Annual Meeting of the American Speech, Language, and Hearing Association, New Orleans, LA.
- Allen, B.A., de Villiers, J.G. & François, S. (2001). Deficit or difference: African American children's linguistic paths towards a Theory of Mind. In symposium, Language acquisition, point of view and possible worlds. In M. Almgren, A. Barrena, M-J.

- Ezeizabarrena, I. Idiazabal, & B. MacWhinney (Eds.), *Research on child language acquisition: Proceedings of the 8th International Congress of Child Language*, San Sebastian, 1999 (pp. 1006-1014). Somerville, MA: Cascadilla Press.
- Asplin, Kristen (2002). *Can complement frames help children learn the meaning of abstract verbs?* Unpublished Ph.D. thesis (Department of Psychology), University of Massachusetts, Amherst, MA.
- Baran, J. (1973). *Contextual vs. morphemic cues in the comprehension of Black dialect homophonous word pairs*. Unpublished M.A. (Communication Disorders, Director H.N.Seymour), University of Massachusetts, Amherst, MA.
- Baran, J. & Seymour, H. N. (1976). The influence of three phonological rules of Black English on the discrimination of minimal word pairs. *The Journal of Speech and Hearing Research*, 19, 467-474.
- Benedicto, E., Abdulkarim, L., Garrett, D., Johnson, V., & Seymour, H. N. (1998). Overt copulas in African American English speaking children. In A. Greenhill, M. Hughes, H.Littlefield, & H. Walsh (Eds.), *Proceedings of the 22nd Annual Boston University Conference on Language Development: Vol. 1* (pp. 50-57). Somerville, MA: Cascadilla Press.
- Bland, L. M. (1996). *Speech and language development in African American two-year-olds prenatally exposed to cocaine*. Unpublished Ph.D. dissertation (Communication Disorders), University of Massachusetts, Amherst, MA.
- Bland-Stewart, L. M. (2005, November). *Research to practice: Tools for non-biased assessment*. Paper presented to the American Speech Language and Hearing Association Annual Meeting, San Diego, CA.
- Bland-Stewart, L. M. (2005, May 3). Difference or deficit in speakers of African American English: What every clinician should know...and do. *The ASHA Leader*, p. 6-7, 30-31.
- Bland, L. M., de Villiers, J., Roeper, T., Champion, T., & Seymour, H.N. (November 1992). *Wh-movement in children of divergent language backgrounds*. Presented at the American Speech-Language-Hearing Association Annual Meeting. San Antonio, TX. (Also at NBASLH, Los Angeles, 1991).
- Bland-Stewart, L. M., Pearson, B. Z. & Seymour, H. N. (in press). Difference vs. Deficit: Delving into a Solution: The Research Base for the New *Norm-Referenced Diagnostic Evaluation of Language Variation (DELV-NR)*. *ASHA Newsletter, Special Interest Group 14*.
- Bland-Stewart, L. M., Seymour, H. N., Beeghly, M., & Frank, D.A. (1998). Semantic development in African American children prenatally exposed to cocaine. *Seminars in Speech and Language*. 19(2), 167-187.
- Bland-Stewart, L. M., Seymour, H.N., Beeghley, M., & Frank, D. A. (1999, November). *Semantic development in African American children prenatally exposed to cocaine*. Poster session presented to the annual meeting of the American Speech Language Hearing Association, San Francisco, CA.
- Bloome, D., Champion, T., Katz, L., Morton, M. & Muldrow, R. (2000). Spoken and written

- narrative development: African American preschoolers as storytellers and storymakers. In A. Kamhi, K. Pollock & J. Harris (Eds.), *Literacy in African American communities* (pp. 45-75). Mahwah, N. J. Lawrence Erlbaum Associates.
- Bryant, T. J. (2003, April). *All about the DELV, the Diagnostic Evaluation of Language Variation, new from The Psychological Corporation in 2003*. Presentation to the Mississippi Speech, Language, and Hearing Association, Jackson, MS.
- Bryant, T. J., Abdulkarim, L., Velleman, S., & Seymour, H. N. (2002, November). *Predictors of coda consonant cluster reduction in African American English*. Paper presented at the Annual Meeting of the American Speech Language Association, Atlanta, GA.
- Bryant, T. J. & Seymour, H.N. (2000, June). *A sonority account of cluster reduction in African-American English*. Poster presented at the 4th Biennial Memphis Research Symposium, University of Memphis, Memphis, TN. (Also presented at the 22nd Annual Convention, National Black Association for Speech-Language and Hearing, Jackson, MS, April 2000).
- Burns, Frances (2004). *Elicited and open-ended narratives in African American children*. Unpublished Ph.D. thesis. (Department of Communication Disorders), University of Massachusetts, Amherst, MA.
- Burns, F. B. & Camarata, S. (in submission). Dialect and critical linguistic devices in narratives. *Applied Psycholinguistics*.
- Burns, F., de Villiers, P. A., & Pearson, B. Z. (November, 2001). *Elicited production of critical narrative devices*. Poster presented at the Annual Meeting of the American Speech, Language, and Hearing Association, New Orleans, LA.
- Burns, F. & McIntyre, R. (April 2000). *Children's use of prosody as a device for disambiguating language*. Poster presented at the 22nd Annual Convention, National Black Association for Speech-Language and Hearing, Jackson, MS.
- Burns, F., Paulk, C. & Johnson, V.E. (June 2000). *Linguistic constraints on typically developing and language impaired African American English speakers*. Poster presented at the 4th Biennial Memphis Research Symposium, University of Memphis, Memphis, TN.
- Burns, F., Paulk, C., Johnson, V. & Seymour, H. (November, 1999). *Constraint analysis of typical and impaired African American English speaking children*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, San Francisco, CA. (Preliminary version presented at the National Black Association of Language Speech and Hearing meeting in St. Louis, April, 1999.)
- Burns, F., Paulk, C. J., Seymour, H. N. & Pearson, B. Z., (November, 2000). *Copula/auxiliary comparisons in African American and impaired Standard American English*. Poster presented at the Annual Meeting of the American Speech, Language, and Hearing Association, Washington, D. C.
- Champion, T. B. (1995). *A description of narrative production and development in child speakers of African American English*. Unpublished Ph.D. dissertation (Communication Disorders), University of Massachusetts, Amherst, MA.

- Champion, T.B. (1997). "Tell me somethin' good.": A description of narrative structures among African American children. *Linguistic and Education*, 9(3), 251-286.
- Champion, T.B. (2000). Storytelling in an urban preschool classroom: Reconceptualizing narrative analysis. *Newsletter of the ASHA Special Interest Division 14: Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 6(3) 11-14.
- Champion, T. (2001). Moral-centered narratives: Narrative production among African American children. *The Negro Educational Review*, 52 (4), 165-179.
- Champion, T. (2002). *Understanding storytelling among African American children: A journey from Africa to America*. Mahwah NJ: Lawrence Erlbaum.
- Champion, T. & Hyter, Y. (in press). Literacy development, education, and dialects. In S. Martinez and J. Harris (Eds.), *The Basics of African American English: A Workbook for Clinicians*. Rockville, MD. American Speech Language and Hearing Association.
- Champion, T., Hyter, Y., McCabe, A., & Bland-Stewart, L. (2003). "A matter of vocabulary": Performances of low-income African American Head Start children on the Peabody Picture Vocabulary Test III. *Communication Disorders Quarterly*, 24 (3), 121-127.
- Champion, T., Katz, L., Dail, R., & Muldrow, R. (1999). Storytelling and storymaking in an urban preschool classroom: Building bridges from home to school culture." *Topics in Language Disorders*, 19(3), 52-67.
- Champion, T., Seymour, H., & Camaratta, S. (1996). Narrative discourse in African American children. *Journal of Narrative and Life History*, 5(4).
- Charko, T. & Velleman, S. (July 2003). *The influence of dialect on children's phonotactic constraint rankings*. Poster presented at the Child Phonology Conference, University of British Columbia, Vancouver, B.C.
- Ciulli, L. & Seymour, H. N. (2004). Dialect identification versus evaluation of risk in language screening. *Seminars in Speech and Language*, 25 (1), 33-40.
- Coles, D. J. R. (1998). *Barrier constraints on negative concord in African American English*. Unpublished Ph.D. dissertation (Communication Disorders), University of Massachusetts, Amherst, MA.
- Coles-White, D. J. (2004). Negative concord in child African American English: Implications for Specific Language Impairment. *Journal of Speech, Language, and Hearing Research*, 47, 212- 222.
- Coles-White, D. J. (2005, April). *Acquiring the unique features of African-American English (AAE): The development of negative concord*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA.
- Coles-White, D.J., de Villiers, J. G., & Roeper, T. (2004). The emergence of barriers to wh-movement, negative concord and quantification. In A. Brugos, L. Micciulla, & C. Smith (Eds.), *BUCLD 28, The proceedings of the 28th annual Boston University Conference on Language Development* (pp. 98-107). Somerville, MA: Cascadilla Press.
- Coles-White, D.J., Roeper, T. & de Villiers, J. (November 2003). *Emergence of barriers to wh-movement, negative concord, and quantification*. Paper presented at the Boston

University Conference on Language Development, Boston MA.

- de Villiers, J. G. (1995). Empty categories and complex sentences: The case of *wh*-questions. In P. Fletcher & B. MacWhinney (Eds.), *Handbook of language acquisition*. Oxford: Blackwell.
- de Villiers, J. G. (1995). Introduction to the special issue on the acquisition of *wh*-questions. *Language Acquisition*, 4, 1-4.
- de Villiers, J. G. (1996). Defining the open and closed program for acquisition: The case of *wh*-questions. In M. Rice (Ed.), *Towards a genetics of language*. Hillsdale, NJ: Lawrence Erlbaum.
- de Villiers, J. G. (2001a). Continuity and modularity in language acquisition and research. In F. Wijnen, M. Verrips & L. Santelmann (Eds.), *Annual Review of Language Acquisition*, 1, 1-64.
- de Villiers, J. G. (2001b). Extension, intension and other minds. In symposium, Language acquisition, point of view and possible worlds. In M. Almgren, A. Barrena, M-J. Ezeizabarrena, I. Idiazabal, & B. MacWhinney (Eds.), *Research on child language acquisition: Proceedings of the 8th International Congress of Child Language*, San Sebastian, 1999 (pp. 1015-1025). Somerville, MA: Cascadilla Press.
- de Villiers, J. G. (2001c). Language acquisition and language disorders. In J. Kagan (Ed.), *Encyclopedia of the Child and Child Development*. Chicago: Eastman.
- de Villiers, J. G. (2001d). Language acquisition, point of view and possible worlds. Introduction to symposium. In M. Almgren, A. Barrena, M-J. Ezeizabarrena, I. Idiazabal, & B. MacWhinney (Eds.), *Research on child language acquisition: Proceedings of the 8th International Congress of Child Language*, San Sebastian, 1999 (pp. 981-983). Somerville, MA: Cascadilla Press.
- de Villiers, J. G. (2002). How can linguistic theory contribute to the definition of SLI. In Y. Levy & J. Schaeffer (Eds.), *Language competence across populations: Toward a definition of SLI*. Mahwah, NJ: Erlbaum.
- de Villiers, J. G. (2004). Cultural and linguistic fairness in the assessment of semantics. *Seminars in Speech and Language*, 25 (1), 73-90.
- de Villiers, J. G. (2004, May). *Meme or module?* Invited paper for Web conference on Co-evolution of language and Theory of Mind.
<http://www.interdisciplines.org/coevolution/papers/5>
- de Villiers, J. G. (2004, June). *On getting language for thinking*. Invited plenary address at the Second Lisbon Meeting on Language Acquisition, Lisbon, Portugal.
- de Villiers, J. G. (2004, July). *Can referential opacity be considered a form of Agreement?* Symposium on the Development of Opacity given at the European Society for Philosophy of Psychology, Barcelona, Spain.
- de Villiers, J. G. (2004, August). *What's the use of recursion?* Symposium on Language and Thought given at the Cognitive Science Society, Chicago, IL.
- de Villiers, J. G. (2005, April). *Links Between Theory of Mind (ToM), language, and family*

communicative environments: Some ideas on why language matters for Theory of Mind. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA.

- de Villiers, J. G. (2005, April). *When and how does language development affect cognitive development?: Embedded complements and false beliefs.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA.
- de Villiers, J. G. & de Villiers, P. A. (1973). Development of the use of word order in comprehension. *Journal of Psycholinguistic Research*, 2(4), 331–341.
- de Villiers, J. G. & de Villiers, P. A. (1978). *Language acquisition.* Cambridge MA: Harvard University Press.
- de Villiers, J. G. & de Villiers, P. A. (1985). Acquisition of English. In D. Slobin (Ed.), *The crosslinguistic study of language acquisition: Vol. 1. The data* (pp. 27–140). Hillsdale, NJ: Lawrence Erlbaum.
- de Villiers, J. G. & de Villiers, P. A. (1998, June). *Language for thought: False complements and false beliefs.* Whither Whorf Conference, Northwestern University.
- de Villiers, J. G. & de Villiers, P. A. (2000). Linguistics determination and the understanding of false beliefs. In P. Mitchell & K. J. Riggs (Eds.), *Children's reasoning and the mind* (pp. 191–228). East Sussex, UK: Psychology Press.
- de Villiers, J. G. & de Villiers, P. A. (2003) Language for thought: Coming to understand false beliefs. In D. Gentner & S. Goldin-Meadow (Eds.), *Language in mind: Advances in the study of language and thought* (pp. 335-384). Cambridge, MA: MIT Press.
- de Villiers, J. G. & de Villiers, P. A. (2005, November). *Language and Theory of Mind: What every SLP should know.* Paper presented to the American Speech Language and Hearing Association Annual Meeting, San Diego, CA.
- de Villiers, J. G., de Villiers, P. A., Pearson, B. Z., Roeper, T. & Seymour, H. N. (February 9, 2004). Raising the standard: New approaches for language assessment. In D. Beck (Ed.), *Speech Pathology On-line*, <http://www.speechpathology.com>
- de Villiers, J. G., Jackson, J., Green, L., Wyatt, T., Dickey, M., Hollebrandse, B., Terry, J. M., & Seymour, H. N. (July 2002). *Acquiring tense and aspect in African American English.* Symposium presented at the joint meeting of the IX International Congress for the Study of Child Language (IASCL) and the Symposium on Research in Child Language Disorders (SRCLD), University of Wisconsin, Madison, WI.
- de Villiers, J. G. & Johnson, V. (2004, February). *Implications of new vocabulary assessments for minority children.* Invited paper at the Florida Conference on Reading and Vocabulary. Captiva, FL.
- de Villiers, J. G. & Johnson, V. (in press). Implications of new vocabulary assessments for minority children. In R. Wagner, A. Muse & K. Tannebaum (Eds.), *Vocabulary acquisition and its implications for reading comprehension*, NY: Guilford Press.
- de Villiers, J. G. & Johnson, V. (in submission). The information in third person /s/. *Journal of Child Language.*

- de Villiers, J. G. & Johnson, V. (in preparation). *Fastmapping strategies for lexical development*.
- de Villiers, J., Morrissey, G., & de Villiers, P. (May 2004). *Development of relative clauses in African American English*. Symposium presented at the UMass UConn Smith Language Acquisition Workshop (UUSLAW), Northampton, MA.
- de Villiers, J. G. & Pyers, J. (2002). Complements to cognition: A longitudinal study of the relationship between complex syntax and false-belief-understanding. *Cognitive Development*, 17(1), 1037-1060.
- de Villiers, J. G. & Roeper, T. (1995a). Barriers, binding, and the acquisition of the DP/NP distinction. *Language Acquisition*, 4, 73-104.
- de Villiers, J. G. & Roeper, T. (1995b). Relative clauses are barriers to *wh*-movement for young children. *Journal of Child Language*, 22, 389-404.
- de Villiers, J. G. & Roeper, T. (1996). Questions after stories: Supplying context and removing it as a variable. In D. McDaniel, H. Cairns, & C. McKee (Eds.), *Methods for assessing children's syntax* (pp. 163-188). Cambridge MA: MIT Press.
- de Villiers, J. G. & Roeper, T. (2001, November). *What every 3-year-old should know*. Paper presented at the Annual Meeting of the American Speech, Language, and Hearing Association, New Orleans, LA.
- de Villiers, J. G. & Roeper, T. (2003, November). *Twenty questions*. Paper presented at the Annual Meeting of the American Speech Language Association, Chicago IL.
- de Villiers, J., Roeper, T., Bland-Stewart, L., & Pearson, B. Z., (in preparation). *Answering hard questions: Wh-movement over dialects and disorder*.
- de Villiers, J. G., Roeper, T. W., Seymour, H. N. & deVilliers, P. A., (November, 2001). *Assessing what every 5-year-old should know*. Paper presented at the Annual Meeting of the American Speech, Language, and Hearing Association, New Orleans, LA.
- de Villiers, J. G., Roeper, T. & Vainikka, A. (1990). The acquisition of long-distance rules. In L. Frazier & J. de Villiers (Eds.), *Language processing and acquisition* (pp. 257-297). Dordrecht: Kluwer.
- de Villiers, J., Roeper, T., Seymour, H. & Pearson, B. (2003, November). *Raising the standard*. Seminar presented at the Annual Meeting of the American Speech Language Association, Chicago IL.
- deVilliers, J. G., Schafer, R., Pearson, B. Z., & Seymour, H. N. (November, 2000). *Control of article use in SAE- & AAE-speaking children*. Poster presented at the Annual Meeting of the American Speech, Language, and Hearing Association, Washington, DC.
- de Villiers, J. G., Speas, P., Roeper, T., de Villiers, P. S., & Pyers, J. (2005, July). *Current research on language and Theory of Mind*. Symposium presented at the Triennial Meeting of the International Association for the Study of Child Language (IASCL), Berlin, Germany.
- de Villiers, J., Terry, J. M., Abdulkarim, L., Seymour, H. N., & Coles, D. (July 2002). *Acquiring the unique features of African American English*. Symposium presented at the

joint meeting of the IX International Congress for the Study of Child Language (IASCL) and the Symposium on Research in Child Language Disorders (SRCLD), University of Wisconsin, Madison, WI.

- de Villiers, P. A. (1991). English literacy development in deaf children: Directions for research and intervention. In J. Miller (Ed.), *Research in child language disorders: A decade of progress* (pp. 349-378). Austin, TX: ProEd.
- de Villiers, P. A. (1998). Assessing English syntax in hearing impaired children: Eliciting production in pragmatically-motivated situations. In R. Kretschmer & L. Kretschmer (Eds.), *Communication assessment of hearing-impaired students* (pp. 41-72). Academy of Rehabilitative Audiology, Monograph Supplement, Vol. 2.
- de Villiers, P. A. (2004). Assessing pragmatic skills in elicited production. *Seminars in Speech and Language, 25* (1), 57-72.
- de Villiers, P. & Burns, F. (November 2003). *Assessing narrative skills in children*. Paper presented at the Annual Meeting of the American Speech Language Association, Chicago IL.
- de Villiers, P.A., Burns, F., & Pearson, B. Z. (2003). The role of language in the theory of mind development of language impaired children: Complementing theories. In B. Beachley, A. Brown, & F. Conlin (Eds.) *Proceedings of the 27th Boston University Conference on Child Development* (pp. 232-242). Cambridge, MA: Cascadilla Press.
- de Villiers, P., Burns, F. & Pearson, B. Z. (in submission). Narrative language and Theory of Mind acquisition: Effects of development, language impairment and dialect. *Journal of Speech, Language, & Hearing Research*.
- de Villiers, P. & de Villiers, J. (2004, November). *Assessing pragmatics: Who, what, and how*. Seminar presented at the Annual Meeting of the American Speech Language Association, Philadelphia, PA.
- de Villiers, P. A., de Villiers, J. G., & Narva, S. (2003, June). *Elicited production of WH-questions in a dialect neutral language assessment*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- de Villiers, P., de Villiers, J., Pearson, B., & Burns, F. (2002, November). *Assessing pragmatics and syntax between ages 4 & 8: Elicited production*. Paper presented at the Annual Meeting of the American Speech Language Association, Atlanta, GA.
- de Villiers, P.A., de Villiers, J.G., Roeper, T., Seymour, H. N. & Pearson, B. Z. (2004, Spring). Unbiased assessment of first language acquisition in English: Distinguishing development and dialect from disorder. In *Stellenbosch Papers in Linguistics*, Stellenbosch University, Cape Town, S. A.
- de Villiers, P. A., de Villiers, J. G., Seymour, H. N., Burns, F. & Pearson, B. Z. (2000, November). *Elicited production of critical pragmatic functions at age 5*. Paper presented at the Annual Meeting of the American Speech, Language, and Hearing Association, Washington, D. C.
- de Villiers, P. A., Pena, E., & Wyatt, T. (2003, June). *Validating assessments: Establishing a gold standard*. Invited session at the Symposium for Research in Child Language

Disorders, Madison, WI.

- de Villiers, P.A. & Pyers, J. (2001). Complementation and false-belief representation. In symposium, Language acquisition, point of view and possible worlds. In M. Almgren, A. Barrena, M-J. Ezeizabarrena, I. Idiazabal, & B. MacWhinney (Eds.), *Research on child language acquisition: Proceedings of the 8th International Congress of Child Language*, San Sebastian, 1999 (pp. 984-1005). Somerville, MA: Cascadilla Press.
- Dickey, Michael Walsh (2000). *The processing of tense*. Unpublished Ph.D. thesis. (Department of Linguistics), University of Massachusetts, Amherst, MA.
- Dickey, M. W., Johnson, V., Roeper, T., & Seymour, H. (1997, June). *Tense and discourse in African American English*. Paper presented at the New Perspectives on Language Acquisition Conference, Amherst, MA.
- Dickey, M. W., Johnson, V. E., Roeper, T. & Seymour, H. N. (1999). Tense and discourse in African American English. In B. Hollebrandse (Ed.), *Proceedings of the New Perspectives on Language Acquisition Conference* (pp. 107-124). Amherst, MA: GLSA.
- Eilers, R. E., Pearson, B. Z., & Cobo-Lewis, A.B. (2004, April and in press). *The social circumstances of bilingualism: The Miami experience*. Invited talk at NIH Special Meeting on Bilingual Development, Washington, DC. In P. McCardle & E. Hoff (Eds.), *Childhood Bilingualism*. Clevedon UK: Multilingual Matters.
- Finneran, Denise. A. (1993). *Bound variable knowledge in language disordered children*. Unpublished M.A. thesis (Communication Disorders), University of Massachusetts, Amherst, MA.
- Foreman, C. G. (2005, April). *Acquiring the unique features of African-American English (AAE): Higher-level language skills in African American English (AAE)-speaking children*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA.
- Foreman, C., Pearson, B. Z., & Ciolli, L. (2004, November). *Implications of higher level language: Distinguishing dialect and development from disorder*. Poster presented at the Annual Meeting of the American Speech Language Association, Philadelphia, PA.
- Green, Lisa. J. (1993). *Topics in African American English: The verb system*. Unpublished Ph.D. dissertation (Linguistics), University of Massachusetts, Amherst, MA.
- Green, L. (1995). Study of verb classes in African American English. *Linguistics and Education*, 7(1), 65-81.
- Green, L. (2002). *African American English: A linguistic introduction*. Cambridge: Cambridge University Press.
- Green, L. (2004, February). *On African American English*. Colloquium for the University of Massachusetts Linguistic Department, Amherst MA.
- Green, L., Quigley, R. & Seifert, N. (2004, November). *Distinctions in past marking in child African American English*. Paper presented to the 29th Boston University Conference on Language Development, Boston, MA.
- Haynes, W. O., Haak, N. J., Moran, M., Rice, R. & Johnson, V. (1995, December). *Language*

performance differences in Southern African-American and White Head Start children. Poster presented at the Annual Convention of American Speech-Language-Hearing Association, Orlando, FL.

- Hirsh-Pasek, K., Kochanoff, A., Newcombe, N. & de Villiers, J.G. (2005) Using scientific knowledge to inform preschool assessment: making the case for empirical validity. *Social Policy Report (SRCD)* Volume XIX, 1, 3-19.
- Hollebrandse, B. (1999, November). *Temporal dependencies: Complement and relative clauses compared.* Paper presented at the Boston University Conference on Language Development, Boston MA.
- Hollebrandse, Bart. (1999b). *The acquisition of the sequence of tenses (SOT).* Unpublished Ph.D. dissertation (Linguistics), University of Massachusetts, Amherst, MA.
- Jackson, Janice. E. (1998). *Linguistic aspect in African-American English speaking children : an investigation of aspectual "be."* Unpublished Ph.D. dissertation. (Communication Disorders), University of Massachusetts, Amherst, MA.
- Jackson, J.E. (1999, February). *Linguistic aspect in African-American English speaking children.* Poster presented at the 1999 Texas Research Symposium on Language Diversity. Austin, TX.
- Jackson, J.E. (2000, June). *Tense and aspect distinctions in African American English.* Poster presented at the 21st Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI.
- Jackson, J. E. (2005, April). *Acquiring the unique features of African-American English (AAE): The acquisition of tense and aspect distinctions in child African-American English (AAE).* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA.
- Jackson, J., Abdulkarim, L., Champion, T., Seymour, H. N. & Roeper, T. (1993, November). *Comprehension of grammatical morphemes in African American English: A case study.* Poster presented at the American Speech-Language-Hearing Association Annual Meeting. New Orleans, LA.
- Jackson, J., Abdulkarim, L., Champion, T., Seymour, H. N. & Roeper, T. (1994). *Comprehension of grammatical morphemes in African American English* (poster) . New Orleans LA: American Speech-Language-Hearing Association Annual Meeting. Also at NBASLH.
- Jackson, J. E., deVilliers, J. G., Green, L. & Roeper, T., (2000, November). *Difference versus disorder in AAE: The role of linguistic theory.* Paper presented at the Annual Meeting of the American Speech, Language, and Hearing Association, Washington, DC.
- Jackson, J. & Pearson, B. Z.(2004, November). *Contrastive versus non-contrastive features in African American English child speech, ages 4-12.* Poster presented at the Annual Meeting of the American Speech Language Association, Philadelphia, PA.
- Jackson, J. & Pearson, B. Z. (in preparation). *The persistence of AAE dialect features in the language of African-American school children, ages 4 to 12.*

- Jackson, J., Ramos, E., Hall, F., Coles, D. J., Seymour, H. N., Dickey, M., Broderick, K., & Hollebrandse, B. (1996). They be taggin', don't they? The acquisition of invariant Be. In A. Stringfellow, D. Cahana-Amitay, E. Hughes, & A. Zukowski (Eds.), *Proceedings of the 20th Annual Boston University Conference on Language Development: Vol. 1* (pp. 364-373). Somerville, MA: Cascadilla Press.
- Johnson, K., Bateman, S., Moore, D., Roeper, T., & de Villiers, J. G. (1996). On the acquisition of word order in nominals. In A. Stringfellow, D. Cahana-Amitay, E. Hughes, & A. Zukowski (Eds.), *Proceedings of the 20th Annual Boston University Conference on Language Development: Vol. 1* (pp. 397-406). Somerville, MA: Cascadilla Press.
- Johnson, V. E. (1997, June). *Children who speak African American English and copula usage*. Paper presented at the Annual Ethnography Conference and Education, Amherst, MA.
- Johnson, V. (1998, November). *Theory and practice in the study of African American English*. Paper presented at the American Speech-Language-Hearing Association, San Antonio, TX.
- Johnson, V. E. (2000, April). *Fast mapping and syntactic bootstrapping in verb learning*. Miniseminar presented at the 22nd Annual Convention, National Black Association for Speech-Language and Hearing, Jackson, MS.
- Johnson, V. E. (2000, June). *Fast mapping verb meaning from argument structure*. Poster presented at the 4th Biennial Memphis Research Symposium, University of Memphis, Memphis, TN.
- Johnson, V. E. (2000, November). *Fast-mapping verb meaning from argument structure*. Poster presented at the Annual Meeting of the American Speech, Language, and Hearing Association, Washington, D. C.
- Johnson, Valerie E. (2001). *Fast mapping verb meaning from argument structure*. Unpublished Ph.D. thesis. (Department of Communication Disorders), University of Massachusetts, Amherst, MA.
- Johnson, V. (2005). Comprehension of third person singular /s/ in AAE-speaking children. *Language, Speech, and Hearing Services in Schools*, 36, 116-124.
- Johnson, V.E., Coles, D. R., Ramos, E., Seymour, H.N., & Hall, F. (June 1996). *Linguistic constraints governing third person /s/ agreement*. Poster presented at the Memphis Symposium: Communication in African-American Children and Youth, Memphis, TN.
- Johnson, V. E., Coles, D. R., Seymour, H. N., & Hall, F. (April 1997). *Third person singular /s/ agreement in African American English*. Poster presented at the Annual Convention of the National Black Association for Speech, Language and Hearing, Cleveland, OH.
- Johnson, V. & de Villiers, J.G. (in press). Agreement without understanding: the case of third person /s/. *First Language*.
- Johnson, V. & de Villiers, J.G. (in preparation). The potential for assessing the process of vocabulary learning via fast mapping of verbs.

- Johnson, V., De Villiers, J. G. & Seymour, H. N. (1998, November). *Comprehension of third person singular /s/ in AAE and SAE speaking children*. Paper presented at the American Speech-Language-Hearing Association Annual Meeting, San Antonio TX.
- Johnson, V. E., de Villiers, J. G. & Seymour, H.N. (2000, April). *Comprehension of third person /s/ in children*. Poster presented at the 22nd Annual Convention, National Black Association for Speech-Language and Hearing, Jackson, MS.
- Johnson, V. E. & Speas, M. (1997, November). *Copula usage and aspect in children who speak African American English*. Poster presented at the Annual Convention of American Speech-Language-Hearing Association, Boston, MA.
- Johnson, V., Vargas, S., de Villiers, J. G., Grela, B. & de Villiers, P. A. (2005, November). *Speech Act responses in children: A closer look*. Poster presented to the American Speech Language and Hearing Association Annual Meeting, San Diego, CA.
- Jones, Caroline (2003). *The development of phonological categories in children's perception of final voicing in dialects of English*. Unpublished Ph.D. thesis (Department of Linguistics), University of Massachusetts, Amherst, MA.
- Kamawar, D., Garfield, J. & de Villiers, J.G. (2002). Difficulties with a computational model of weak coherence as an explanation of autism. *Mind and Language*, 17 (3), 266-272.
- Lin, Y.-J., Johnson, V. & Grela, B. (2003, November). *Telicity and past tense marking in African American English-speaking children*. Paper presented at the American Speech-Language-Hearing Association Convention, Chicago, IL.
- Marinis, T., Yang, C., Roeper, T., Tsimpli, I. M., & Morgan, G. (2005, July). *What is innate and what can be learnt through experience: The Innateness Hypothesis revisited*. Symposium presented at the Triennial Meeting of the International Association for the Study of Child Language (IASCL), Berlin, Germany.
- Matthei, E. & Roeper, T. (1975). On the acquisition of “all” and “some.” *Papers and Reports on Child Language Development*, 9, 63–74.
- Morrissey, G., de Villiers, P., & de Villiers, J. (2004, November). *Development of relative clauses in African American English*. Poster presented at the Annual Meeting of the American Speech Language Association, Philadelphia, PA.
- Nober, E.H. & Seymour, H.N., (1974). Speech recognition scores of White and of Black student-teacher listeners for Black and for White first grade speakers. U.S. Office of Education Monograph.
- Nober, E. H. & Seymour, H. N. (1979). Speaker intelligibility of black and white school children for black and white adult listeners under varying listening conditions. *Language and Speech*, 22, 237-242.
- Pearson, B. Z. (2001a). Bilingual infants: What we know, what we need to know. In M. Suarez-Orozco & M. Páez, (Eds.), *Latinos: Remaking America*. (pp. 306-320). Berkeley, CA: University of California Press.
- Pearson, B. Z. (2001b). Language and mind in the stories of bilingual children. In L. Verhoeven & S. Lundquist, (Eds.), *Narrative development in a multilingual context* (pp. 373-398). Amsterdam: John Benjamins.

- Pearson, B. Z. (2002). Narrative competence in bilingual school children in Miami. In D. K. Oller & R. Eilers (Eds.), *Language and literacy development in bilingual children* (pp. 135-174). Clevedon, UK: Multilingual Matters.
- Pearson, B. Z. (2004). Theoretical and empirical bases for dialect-neutral language assessment: Contributions from theoretical and applied linguistics to communication disorders. *Seminars in Speech and Language, 25 (1)*, 13-26
- Pearson, B. Z. (2005). Review of M. Hickmann, *Children's discourse: Person, space and time across languages*. Cambridge University Press, 2003. *Journal of Child Language, 32(2)*. 463-69.
- Pearson, B. Z. (2003, April). *Narrative competence of bilingual children*. In invited symposium on Language and Literacy in Bilingual Children at the Society for Research in Child Development, Tampa FL.
- Pearson, B. Z. (in conjunction with T. Roeper) (2004). Learnability and triggers: Obligatory versus optional triggers for the passive in two dialects of English and in language impairment. In A. Brugos, L. Micciulla, & C. Smith (Eds.), *BUCLD 28, The proceedings of the 28th annual Boston University Conference on Language Development* (pp. 447-460). Somerville, MA: Cascadilla Press.
- Pearson, B. Z., Asplin, K., Wagner, L. & de Villiers, J. (2001, June). *Organization is the key: Alternative measures of the verb lexicon*. Poster session presented at Symposium on Research in Child Language Disorders, Madison, WI.
- Pearson, B. Z. & Ciolli, L. (2004). Distinguishing dialect and development from disorder: Case studies. *Seminars in Speech and Language, 25 (1)*, 101-112.
- Pearson, B. Z. & de Villiers, P.A. (2005). Child language acquisition: Discourse, narrative, and pragmatics. In K. Brown/ E. Lieven, (Eds.). *Encyclopedia of language and linguistics, 2nd edition*. Oxford, UK: Elsevier.
- Pearson, B. Z., de Villiers, P. A., Magaziner, K., Perisho, N. & Sunderland, K. (2005, November). *Validation of the DELV-NR by language sample analysis*. Poster presented to the American Speech Language and Hearing Association Annual Meeting, San Diego, CA.
- Pearson, B. Z., de Villiers, P., Magaziner, K., Perisho, N. & Sunderland, K. (in preparation). *Validation of the DELV-NR by language sample analysis*.
- Pearson, B. Z. & Roeper, T. (2003, November). *The role of optional vs. obligatory cues in the acquisition of passive in two dialects of English and in language impairment*. Paper presented at the Boston University Conference on Language Development, Boston MA.
- Pearson, B. Z. & Roeper, T. (2004, January). *The role of optional versus obligatory triggers for the passive in acquisition and impairment*. Poster presented to the Annual Meeting of the Linguistic Society of America, Boston, MA.
- Pearson, B. Z. & Stickney, H. (In preparation). *NIH-AAE Working Groups Hypertext CD: History, Data, References, and Reports*.
- Pearson, B. Z., Umbel, V., Andrews de Flores, P. & Cobo-Lewis, A. B. (1999, February). *Measuring cross-language vocabulary in childhood bilinguals at different stages of*

development. Poster presented at the University of Texas Research Symposium on Language Diversity, Austin, TX.

- Pearson, B. Z., Velleman, S., Bryant, T. J., Abdulkarim, L. & Seymour, H. N. (2004, May). *Development of contrastive and non-contrastive phonological features in African-American English learning children, ages 4 to 12*. Paper presented to the Annual Meeting of the Child Phonology Association, Arizona State University, Tempe, AZ.
- Pfaff, C. W., List, G., Pearson, B. Z., Hakansson, G., Rothweiler, M., Dirim, I., Ya-Mur, K., Nap-Kolhoff, E., Gogolin, I., Dollnick, M., Harnisch, U., Hayasi, T., Kecik, I., Ozcan, H., Jorgensen, N., Akinci, M.-A. (2005, July). *Language development of minority bilingual children: Discriminating between impairment and normal acquisition of interlanguage ethnic varieties*. Symposium presented at the Triennial Meeting of the International Association for the Study of Child Language (IASCL), Berlin, Germany.
- Philip, W. (1995). *Event quantification in the acquisition of universal quantification*. Unpublished doctoral dissertation, University of Massachusetts, Amherst, MA.
- Philip W. (1996). The event quantificational account of symmetrical interpretation and a denial of implausible infelicity. In A. Stringfellow, D. Cahana-Amitay, E. Hughes & A. Zukowski (Eds.), *Proceedings of the 20th Annual Boston University Conference on Language Development* (pp. 564-575). Somerville, MA: Cascadilla Press.
- Ramos, Eliane. (1999). *Acquisition of noun-phrase structure in children with Specific Language Impairment (SLI)*. Unpublished Ph.D. dissertation (Communication Disorders), University of Massachusetts, Amherst, MA.
- Roeper, T. (1987). The acquisition of implicit arguments and the distinction between theory, process, and mechanism. In B. MacWhinney (Ed.), *Mechanisms of language acquisition* (pp. 309-343). Hillsdale, NJ: L. Erlbaum Associates.
- Roeper, T. (1999). Universal bilingualism. *Bilingualism*, 2 (3), 169–186.
- Roeper, T. (2004a). Diagnosing language variations: Underlying principles for syntactic assessment. *Seminars in Speech and Language*, 25 (1), 41-56.
- Roeper, T. (2004b, March). *Paired wh-: Bringing syntax, semantics, parsing and acquisition together*. Invited lecture. Berlin, Germany.
- Roeper, T. (2004c, June). *Telicity in L1 and L2*. Paper presented at the Conference on Cross-linguistic SLI. University of Groningen, Groningen, The Netherlands.
- Roeper, T. (2004d, July-August). *Acquisition Theory; Morphological Theory*. Eastern European Generative Grammar Summer School, Cluj, Romania.
- Roeper, T. (in press). *The prism of grammar: How everyone can discover unique minds in child language*. Cambridge MA: MIT Press.
- Roeper, T. & de Villiers, J. G. (1993). The emergence of bound variable structures. In E. Reuland & W. Abraham (Eds.), *Knowledge and language: Orwell's problem and Plato's problem* (pp. 105-139). Boston: Kluwer Academic.
- Roeper, T., & de Villiers, J. G. (1994). Lexical links in the *wh*-chain. In B. Lust, G. Hermon, & J. Kornfilt (Eds.), *Syntactic theory and first language acquisition: Cross-linguistic*

perspectives Vol II: Binding, dependencies, and learnability, (pp. 357-390). Hillsdale NJ: Erlbaum.

- Roeper, T. & de Villiers, J. (2004a, November). *Point of view in language and Theory of Mind*. Paper presented at the Annual Meeting of the American Speech Language Association, Philadelphia, PA.
- Roeper, T. & de Villiers, J. G. (2005b, November). *A new look at the relationships of language & context*. Paper presented to the American Speech Language and Hearing Association Annual Meeting, San Diego, CA.
- Roeper, T., de Villiers, J., & Connell, P. (1992, November). *Theoretical work in language acquisition and implications for language disorders*. Presented at the American Speech-Language-Hearing Association Annual Meeting. San Antonio, TX.
- Roeper, T., de Villiers, J. & de Villiers, P. (1999, November). *What every 5-year-old should know: Syntax, semantics, & pragmatics*. Invited shortcourse presented at the American Speech-Language-Hearing Association, San Francisco, CA.
- Roeper, T., & Pearson, B. Z., Penner, Z. & Schultz, P. (2002, July). *The emergence of wh-variables: Cross-linguistic explorations*. Paper presented at IX International Congress for the Study of Child Language (IASCL) and the Symposium on Research in Child Language Disorders (SRCLD), University of Wisconsin, Madison, WI.
- Roeper, T., Pearson, B. Z. & Seymour, H.N. (June 2000). *Optional versus obligatory triggers for learning the passive in SAE and AAE: Implications for assessment of SLI*. Poster presented at the 21st Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI.
- Roeper, T., Ramos, E. Seymour, H.N. & Abdul-Karim, L. (2001). Language disorders as a window on a universal grammar: An abstract theory of agreement for IP, DP, and V-PP. *Brain and Language*, 77(3), 378-397.
- Roeper, T., Reckling, I., Schulz, P., Abdulkarim, L., Pearson, B., Strauss, U., & Sauerland, U. (2005, July). *Disordered language and complex syntax*. Symposium presented at the Triennial Meeting of the International Association for the Study of Child Language (IASCL), Berlin, Germany.
- Roeper, T., Schulz, P., Pearson, B. Z. & Reckling, I. (in press). From singleton to exhaustive: The acquisition of *wh-*. *Proceedings of SULA 2005 Conference (Semantics of Understudied Languages)*, Buffalo NY.
- Roeper, T., & Seymour, H. N. (1994). The place of linguistic theory in the theory of language acquisition and language impairment. In Y. Levy (Ed.), *Other children, other languages: Issues in the theory of language acquisition* (pp. 305-330). Hillsdale, NJ: Lawrence Erlbaum.
- Roeper, T., Strauss, U. & Pearson, B. Z. (in press). The acquisition path of quantifiers: Two kinds of spreading. In K. Drozd (Guest Editor), Special Issue on Quantifiers, *Language Acquisition*.
- Schafer, R. & de Villiers, J. (2000). Imagining articles: What "a" and "the" can tell us about the emergence of DP. In S. C. Howell, S. A. Fish, and T. Keith-Lucas (Eds.), *Proceeding*

of the 24th annual Boston University Conference on Language Development: Volume 2 (pp. 609-620). Somerville, MA: Cascadilla Press.

- Schafer, R. & de Villiers, J. (1999, May and November). *Imagining articles: What "a" and "the" can tell us about the emergence of DP*. Paper presented at the UCONN-UMASS Linguistics Colloquium, Storrs, CT. Also presented at the Boston University Conference on Language Development, Boston MA.
- Schafer, R., & Roeper, T. (2000). The Role of the Expletive in the Acquisition of a discourse Anaphor. In S. C. Howell, S. A. Fish, and T. Keith-Lucas (Eds.), *Proceeding of the 24th annual Boston University Conference on Language Development: Volume 2* (pp. 621-632). Somerville, MA: Cascadilla Press.
- Schulz, P., Roeper, T., & Pearson, B. Z. (2005, July). *The acquisition of the semantics of exhaustive wh-questions from a cross-linguistic perspective*. Symposium presented at the Triennial Meeting of the International Association for the Study of Child Language (IASCL), Berlin, Germany.
- Seymour, H. N. (1975). Attributes of pitch level, rate level and loudness level among male children. *Journal of Communication Disorders*, 8, 97-104.
- Seymour, H.N. (1986). Alternative strategies for the teaching of language to minority individuals. *Proceedings of the 1st National Symposium on Concerns for Minority Groups in Communication Disorders*.
- Seymour, H.N. (1986). Clinical intervention strategies for language disorders among nonstandard English speaking children. In O.L. Taylor (Ed.), *Treatment of communication disorders in culturally and linguistically diverse populations*. San Diego CA: College-Hill Press.
- Seymour, H. N. (1988). *The pragmatics of code-switching in Black English speakers*. Presented at the Annual Meeting of the National Black Association for Speech, Language, and Hearing (NBASLH), Washington, DC.
- Seymour, H.N. (1991). Language development and language disorders in children: Sample course syllabus. In L. Cole (Ed.), *Multicultural Diversity within the Professional Education Curriculum*. Rockville, MD: American Speech-Language-Hearing Association,
- Seymour, H. N. (1991, November). *A description of language disorders in African American children*. Presented at the American Speech-Language-Hearing Association Annual Meeting, Atlanta, GA.
- Seymour, H. N. (1992). The invisible children: A reply to Lahey's perspective. *The Journal of Speech and Hearing Research*, 35, 640-641.
- Seymour, H. N. (1992, Spring). Multicultural concerns: Its relevance in Communication Disorders, *NSSLHA News & Notes*, pp. 1 / 7.
- Seymour, H. N. (1995/ 2004) *Archive of AAE-learning 5-year-olds* (4 DVDs). Produced by Pearson, B. Z., Speckels, P., Coler, W. J., Ebersole, B., & Jeshull, L. University of Massachusetts, Amherst.
- Seymour, H. N. (1997). Ebonics debate. *Voice*, 2 (March).

- Seymour, H. (2002, November). *The misdiagnosis of African American children in Special Education: An issue of cultural and linguistic hegemony*. Paper presented at the National Association of Black School Educators, Atlanta, GA.
- Seymour, H. N. (July 2003). *The misdiagnosis of African American children in Special Education: An issue of cultural and linguistic hegemony*. Presentation to the Fordham Institute Cosby Scholars, Fordham University, NY.
- Seymour, H. N. (2004a). A Noncontrastive Model for Assessment of Phonology. *Seminars in Speech and Language*, 25 (1), 91-100.
- Seymour, H. N. (2004b). The challenge of language assessment for African American English-speaking children: A historical perspective. *Seminars in Speech and Language*, 25 (1), 3-12.
- Seymour, H. N., Abdulkarim, L., & Johnson, V. (1999). The Ebonics controversy: An educational and clinical dilemma. *Topics in Language Disorders*, 19(4), 66-77.
- Seymour, H. N., Ashton, N., & Wheeler, L. W. (1986). The effect of race on language elicitation. *Language Speech and Hearing Services in Schools*, 17(3), 146-151.
- Seymour, H. N. & Baran, J. (1979). Reply to Parker's "A comment on Baran and Seymour's The influence of three phonological rules." *Journal of Speech and Hearing Research*, 22(3), 662-665.
- Seymour, H. N., & Bland, L. (1991). A minority perspective in diagnosis of child language disorders. *Clinics in Communication Disorders*, 1(1).
- Seymour, H. N., Bland-Stewart, L., & Green, L. J. (1998). Difference versus deficit in child African-American English. *Language, Speech, and Hearing Services in Schools*, 29, 96-108.
- Seymour, H. N., Champion, T., & Jackson, J. (1995). The language of African- American learners: Effective assessment and instructional programming for special needs children. In B. Ford, F. Obiakor, & J. Patton (Eds.), *Education of African-American Exceptional Learners: New Perspectives*. Austin TX: Pro Ed.
- Seymour, H. N. & Ciolli, L. (2002, April). *Research update for the Dialect Sensitive Language Screener and Test*. Paper presented at the National Black Association for Speech-Language and Hearing Conference, Raleigh, NC.
- Seymour, H. N. & Ciolli, L. (2003, April). *Research update on the DELV*. Presentation to NBASLH (National Black Association for Speech Language and Hearing), Atlanta, GA.
- Seymour, H.N. & Ciolli, L. (2004, October). *Equitable language assessment of African American Children*. Paper presented to the ITC, International Test Conference, Williamsburg VA.
- Seymour, H. N., deVilliers, J. G. & Roeper, T. (November, 2000). *A Dialect-Sensitive Language Screener*. Paper presented at the Annual Meeting of the American Speech, Language, and Hearing Association, Washington, D. C.
- ??Seymour, H. N., de Villiers, J., Roeper, T., Jackson, J., Coles, D. J., Abdulkarim, L., & Seymour, H., Green, L., & Huntley, R. (1991, November). *Phonological patterns in the*

- conversational speech of African-American children*. Poster presented at: the Annual Meeting of the American Speech-Language-Hearing Association, Atlanta, GA.
- Seymour, H.N. & Miller-Jones, D. (1981). Language and cognitive assessment of Black children. In N. Lass (Ed.), *Speech and language: Advances in basic research and practice, Vol. 6* (pp. 203-263). NY: Academic Press.
- Seymour, H.N. & Pearson, B. Z. (1999, February). *Theoretical studies of African-American English and their contribution to the development of a speech-language assessment tool for speakers of AAE*. Paper presented at the 1999 Texas Research Symposium on Language Diversity. Austin, TX.
- Seymour, H. N. & Pearson, B. Z. (2003) 4D Data Archive. Databases for 25 AAE-learning 5-year-olds, syntax, phonology (zip disk).
- Seymour, H. N. & Pearson, B. Z. (2004). Steps in designing and implementing an innovative assessment instrument. *Seminars in Speech and Language, 25 (1)*, 27-32.
- Seymour, H. N. & Pearson, B. Z. (Guest Eds.) (2004). Evaluating language variation: Distinguishing development and dialect from disorder. Special issue of *Seminars in Speech and Language*, vol 25 (1). NY: Thieme Medical Publishers.
- Seymour, H. N., & Ralabate, P. (1985). The acquisition of a phonological feature of Black English. *Journal of Communication Disorders, 18*, 139-148.
- Seymour, H. N., Ramos, E., Coles, D. R., Johnson, V. E., Hall, F. (November, 1996). *Third person /s/ agreement in child African American English*. Poster presented at the Annual Convention of American Speech-Language and Hearing Association, Seattle, WA.
- Seymour, H. N., & Roeper, T. (1999). Grammatical acquisition of African American English. In O. Taylor & L. Leonard (Eds.), *Speech and language in North America* (pp. 109-153). San Diego CA: Singular Press.
- Seymour, H. N., Roeper, T. & de Villiers, J. G. (2003). *DELV-CR (Diagnostic Evaluation of Language Variation) Criterion-Referenced Test*. San Antonio TX: The Psychological Corporation.
- Seymour, H. N., Roeper, T. & de Villiers, J. G. (2003). *DELV-ST (Diagnostic Evaluation of Language Variation) Screening Test*. San Antonio TX: The Psychological Corporation.
- Seymour, H. N., Roeper, T. & de Villiers, J. G. (2004). Conclusions, future directions, and implications for remediation. *Seminars in Speech and Language, 25 (1)*, 113-115.
- Seymour, H. N., Roeper, T. & de Villiers, J. G. (2005). *DELV-NR (Diagnostic Evaluation of Language Variation) Norm-Referenced Test*. San Antonio TX: The Psychological Corporation.
- Seymour, H. N., Roeper, T. & de Villiers, J. G. (2005). *DELV-NR (Diagnostic Evaluation of Language Variation) Norm-Referenced Test*. San Antonio TX: The Psychological Corporation.
- Seymour, H. N., Roeper, T. W., deVilliers, J. G. & deVilliers, P. A. (2001, November) *Language profiles from the Dialect-Sensitive Language Test*. Paper presented at the Annual Meeting of the American Speech, Language, and Hearing Association, New

Orleans, LA.

- Seymour, H. N., Roeper, T., de Villiers, J. G., & de Villiers, P. A. (March 2003). *On the DELV*. Presentation to the NYSSHLA (New York State Speech Language & Hearing Association). Rye, NY.
- Seymour, H. N., Roeper, R., de Villiers, J.G., de Villiers, P.A. & Pearson, B. Z. (2003, July). *UMass DELV Workshop Presentations*, University of Massachusetts, Amherst MA.
- Seymour, H. N., Roeper, T., de Villiers, J., Jackson, J., Coles, D., Ramos, E., Abdulkarim, L., Johnson, V., Hall, F., & Garrett, D. (November 1997). *A proposed test of African American English syntax*. Special session presented at the Annual Convention of American Speech-Language-Hearing Association, Boston, MA.
- Seymour, H. N., & Seymour, C. M. (1977). A therapeutic model for communicative disorders among children who speak Black English Vernacular. *Journal of Speech and Hearing Disorders*, 42, 247-256.
- Seymour, H. N., & Seymour, C. M. (1979a). Black English and the public law. *The Journal of Black Studies (Special Issue on Ebonics [Black English]: Implications for Education)*, 9(4), 449-468.
- Seymour, H. N., & Seymour, C. M. (1979b). The symbolism of Black English: I'd rather switch than fight. *The Journal of Black Studies (Special Issue on Ebonics [Black English]: Implications for Education)*, 9(4), 397-410.
- Seymour, H. N. & Seymour, C. M. (1981). Black English and Standard American English contrasts in consonantal development of four- and five-year-old children. *Journal of Speech and Hearing Disorders*, 46(3), 274-280.
- Seymour, H. N. & Seymour, C. M. (1987). Assessment of phonological disorders among Black English speakers. In L. Cole & V. R. Deal (Eds.), *Communication Disorders in Multicultural Populations*. ASHA ASHA Training Manual.
- Seymour, C.M., & Seymour, H.N. (1988). Anatomy of an effective recruitment and retention program, In Cole, L. (Ed.). *Communication Sciences and Disorders: Marketing careers to minority students*. Rockville, MD: American Speech-Language-Hearing Association.
- Seymour, H. & Seymour, C. (2002, November). *Minority student leadership program*. Panel presented at the National Association of Black School Educators, Atlanta, GA.
- Seymour, H. N., & Valles, L. (1998). Language intervention for linguistically different learners. In C. Seymour & H. Noyer (Eds.), *Introduction to communication disorders: A cultural social approach*. Boston : Butterworth-Heinemann.
- Seymour, H. N. & Wyatt, T. (1992) Speech and language assessment of preschool children. In E. V. Nuttall, I. Romero, & J. Kalesnik (Eds.), *Assessing and screening preschoolers : Psychological and educational dimensions*. Boston: Allyn and Bacon.
- Silliman, E. & Champion, T. (2002). Three dilemmas in cross-cultural narrative analysis: Introduction to the special issue. *Linguistics and Education*, 13 (2), 143-150.
- Strauss, U., Roeper, T., Pearson, B., de Villiers, J., & Seymour, H. (April 2003). *The acquisition of exhaustivity in wh-questions*. Paper presented at the General Linguistics in

the Old World (GLOW) Annual Meeting, Lund, Sweden.

- Terry, J. Michael (2002). *On the articulation of aspectual meaning in African-American English*. Unpublished Ph.D. thesis. (Department of Linguistics), University of Massachusetts, Amherst, MA.
- University of Massachusetts Working Group on African American English. (2002). *Development Milestones for AAE Speaking 4-, 5-, 6-Year-Olds*. Unpublished report to the National Institutes of Health. Department of Communication Disorders, Amherst, MA.
- Vainikka, A. & Roeper, T. (1995) Abstract operators in early acquisition. *Linguistic Review*, 12, 275–310.
- Vargas, S., Johnson, V., de Villiers, J. & de Villiers, P. (2004, November) *Item analysis of responses on communicative role taking in AAE and MAE*. Poster presented at the Annual Meeting of American Speech Language Association, Philadelphia PA.
- Velleman, S. L., Bryant, T. J., & Seymour, H. N. (November, 2000). *Consonant clusters in African American English: Syllable structure analysis*. Poster presented at the Annual Meeting of the American Speech, Language, and Hearing Association, Washington, DC.
- Velleman, S. L., Pearson, B.Z., Bryant, T. J., Charko, T. & Seymour, H. (in preparation). *Similarities and differences in the rate and order of Phonological Development of AAE- and MAE-learning Children*.
- Wagner, L. (1999, November). *Applying completion entailments to affected objects: Advanced problems in the acquisition of the imperfective*. Paper presented at the Boston University Conference on Language Development, Boston MA.
- Weissenborn, J., Roeper, T. & de Villiers, J.G. (1990). The acquisition of *wh*-movement in German and French. In T. L. Maxfield & B. Plunkett (Eds.), *Papers in the Acquisition of wh. Proceedings of the University of Massachusetts Roundtable* (pp. 43–73). Amherst, MA: UMOP Special Edition.
- Weissenborn, J., Roeper, T., & de Villiers, J. G. (1995). *Wh*-acquisition in French and German: Connections between case, *wh*-features and unique triggers. *Recherches Linguistiques*, 24, 125-155.
- Wijnen, F., Bryant, D., Vasi, N., Avrutin, S., Matsuo, A., Duffield, N. & Roeper, T. (2005, July). *Children's processing of ellipsis: Syntax, semantics and discourse*. Symposium presented at the Triennial Meeting of the International Association for the Study of Child Language (IASCL), Berlin, Germany.
- Wyatt, Toya. A. (1991). *Linguistic constraints on copula production in Black English child speech*. Unpublished Ph.D. dissertation (Communication Disorders), University of Massachusetts, Amherst, MA.
- Wyatt, T. A. (1995a). Language development in African American English child speech. *Linguistics and Education*, 7, 7-22.
- Wyatt, T. A. (1995b). *Non-biased assessment of the African-American child* [Videotape]. Available from Info-Link Video Bulletin, Box 852, Layton, UT 84041. (Also available from Singular Publishing Group, Inc., 401 West "A" St., Suite 325, San Diego, CA 92101.

- Wyatt, T. A. (1997). *African-American English: An introduction* [Videotape]. Available from Info-Link Video Bulletin, Box 852, Layton, UT 84041.
- Wyatt, T. A. (1999). An Afro-centered view of communicative competence. In D. Kovarsky, J. Duchan, & M. Maxwell (Eds.), *Constructing (in)competence: Disabling evaluations in clinical and social interaction*. Mahwah, NJ: Lawrence Erlbaum.
- Wyatt, T. A. (April 2000). *Multicultural training grant programs: Educational, clinical, professional, and research outcomes*. Miniseminar presented at the 22nd Annual Convention, National Black Association for Speech-Language and Hearing, Jackson, MS.
- Wyatt, T. A. (2000). Response to Ebonics and education in the context of culture. In J. D. Ramirez, T. G. Wiley, G. deKlerk, & E. Lee (Eds.), *Ebonics in the urban education debate*. Long Beach, CA: Center for Language Minority Education and Research, California State University Long Beach.
- Wyatt, T. A. (2001). The role of family, community and school in children's acquisition and maintenance of African American English. In S. Lanehart (Ed.), *Sociocultural and historical contexts of African American English* (pp. 261-280). Philadelphia/Amsterdam: John Benjamins.
- Wyatt, T. A. (2002). Assessing the communicative abilities of clients from diverse cultural and language backgrounds. In D.E. Battle (Ed.) *Communication disorders in multicultural populations, 3rd ed.* (pp. 415-459). Boston: Butterworth-Heinemann.
- Wyatt, T. A., & Seymour, H. N. (1990). The implications of code-switching in Black English speakers. *Equity and Excellence*, 24(4), 17-18.
- Wyatt, T. A. & Seymour, H. N. (1999). Assessing the speech and language skills in preschool children. In E. V. Nuttall, I. Romero, & J. Kalesnik (Eds.), *Assessing and screening preschoolers : Psychological and educational dimensions*. Boston: Allyn and Bacon.