



Reference List NIH Final Report 2005

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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 Unpublished Ph.D. thesis.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., Beeghly, 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.
- Ciolli, 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.
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