Atypical Interaction Conference 2022
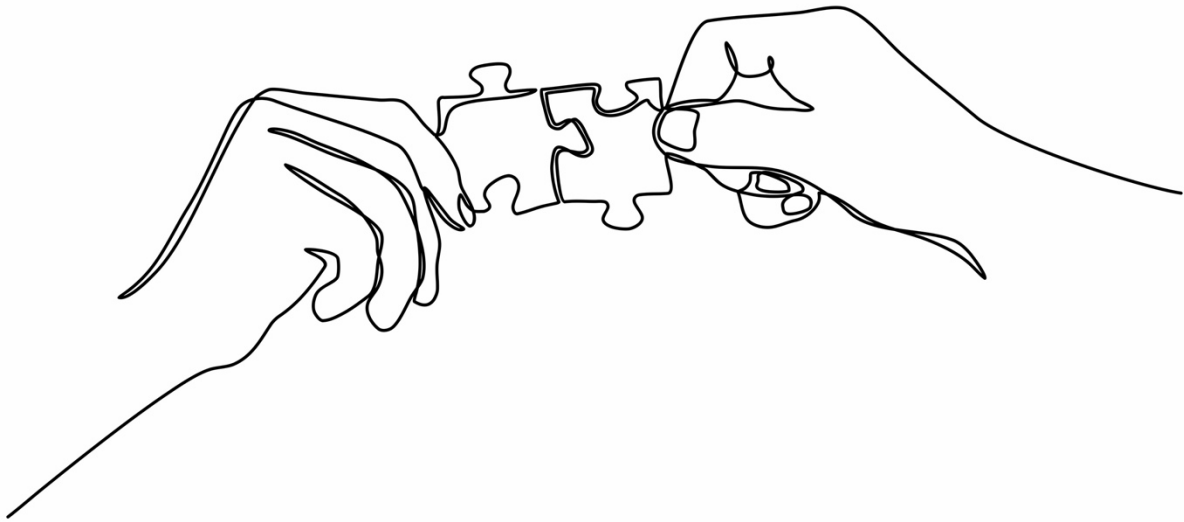
Activity, Inclusivity, Creativity

Book of Abstracts

Atypical Interaction Conference

27 – 29 June 2022

AIC2022

Activity / Inclusivity / Creativity

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Welcome

Welcome to AIC2022 conference, *Activity, Inclusivity, Creativity*.

These have not been typical times. For several years now, we have suffered curbs on travel and on in-person interaction. We've missed out on the opportunities that result from members of a research community gathering together in a space around a shared interest. On touching base with old friends and acquaintances, and registering new faces and names and new lines of research. Of bouncing ideas around over a coffee (or tea!) between talks.

We are therefore thrilled to welcome you to Newcastle at long last, and we would like to express our sincere thanks to you for making it here and for making this conference happen.

We are equally excited to see such breadth of research featured on the programme. Although broadly sharing in the same methodological approach and similarity in the overall interest, the keynote talks, the posters, the panels, and the individual presentations show an incredible abundance of riches that this 'convergent diversity' (Goodwin 1995) of scholarship embodies. We hope that such an inspiring cross-section of research will make for a stimulating visit over the coming three days.

These have also been atypical times for many of the people who feature in our particular strands of research. The impact of the pandemic has been considerable, with people often cut off from in-person contact with those they rely on, or from those who rely on them. Tablets took the place of touch, and video-conferencing embedded itself so deeply into our social fabric that we all but forgot what it was to share the same physical space with others. It is therefore an opportune moment for a renewed focus on the importance of social interaction, be it remote or in-person, for the participants in our research as well as for us a research community.

For those of you who are visiting Newcastle for the first time, we hope you enjoy our city. And for veteran and novice alike, we hope your time here will be rewarding, both through the discussions, feedback and new research opportunities you encounter at the conference, and through some time to relax away from the conference too.

The organisers, AIC2022

A note on attending the panels and thematic sessions
The paper presentations are organised as parts of a panel or a thematic session. Although we cannot prevent you from moving back and forth between the different parallel sessions, we hope you will consider staying for a full session instead. This would help minimise disruption to the flow of an ongoing session due to delegates arriving or leaving. Please note also that although the timetabling for the thematic sessions follows conference convention (20 minutes plus 10 minutes for discussion and transition to the next talk), panel convenors have greater discretion to organise the timetabling within their sessions. Presenters are respectfully asked to follow the guidelines and instructions of the session chairperson, who is responsible for time-keeping.

AIC2022 Practical Information

Venue: **Frederick Douglass Centre**

Presentation rooms:

Ground floor   **G06, G56, Foyer (for posters)**

First floor   **1.16, 1.17**

Second floor   **2.14, 2.15, 2.16**

WiFi at AIC2022

Visitors who are not able to connect to **eduroam** can use the free cloud WiFi network **WiFi Guest** to access the Internet using their own computer. The service is simple to use and requires no configuration changes to the visitor's computer.
You will need to create an account to use the service, unless you already have an account for The Cloud.

Steps to get connected:
- From your device connect to the network **WiFi Guest**
- On The Cloud landing page locate the box **Get online at Newcastle University** and click **Go**
- Scroll down to select **Create Account**
- Enter your details and the account will be created.
- The device will then be connected to **WiFi Guest**

How to use the service
Visitors and delegates should connect their device to the open wireless network WiFi Guest and open a web browser. They will be automatically redirected to the The Cloud login page where they should enter their account details. After connecting the first time your device should remember your credentials for next time.

Meals and coffee breaks

Lunch on Monday and Tuesday is provided as part of your conference fee. The lunch buffet can be found on the ground floor of the conference venue.

Coffees, teas and refreshments will be provided at various times throughout the days. Water stations will be provided, and the local tap water is safe to drink. We encourage you to use the refillable bottle in your conference pack rather than buying bottled water.

On Monday evening, we will host complementary welcome drinks and BBQ at a venue on the river (By The River Brew). Walking directions can be found on the next pages (p5), and in your conference pack. Our conference student helpers will be on hand to walk down with you should you like some guidance.

On Tuesday evening, we will be hosting the conference meal for those who have signed up for this (Wylam Brewery). Walking directions are available on the next pages (p6). A taxi service is available from the entrance if Exhibition Park to the venue should you wish to use it, and from the venue back to the entrance after the dinner. See the map for details of where to find the taxi.
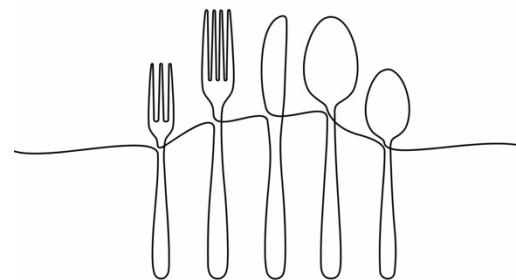
Photography and filming

Due to the nature of the research being presented, please refrain from photographing, recording or filming any data shown in the presentations.

Newcastle University COVID-19 guidance

To keep you safe and to enable us to deliver an in-person event:
- face masks and hand sanitizers will be available at various sites within the Frederick Douglass Centre
- we respect your personal choice to wear a face covering on campus
- we will continue to maintain our enhanced cleaning regime across campus
- we encourage everyone to maintain good personal hygiene to prevent the spread of the virus
- please respect people's personal space whilst on campus - where possible maintain a reasonable distance between yourself and others
- we will continue to work closely with the UK Health Security Agency and local public health teams to monitor case numbers and discuss the introduction of additional measures if this becomes necessary
- we continue to encourage colleagues where appropriate to get vaccinated against Covid-19

Emergency contacts

In the case of an emergency on campus you can telephone University Security on **0191 208 6817** (available 24hrs a day).

If you find yourself or someone else in immediate danger you should phone **999**. The call is free and you can make it from any phone to contact the fire service, police, ambulance (and the coastguard).
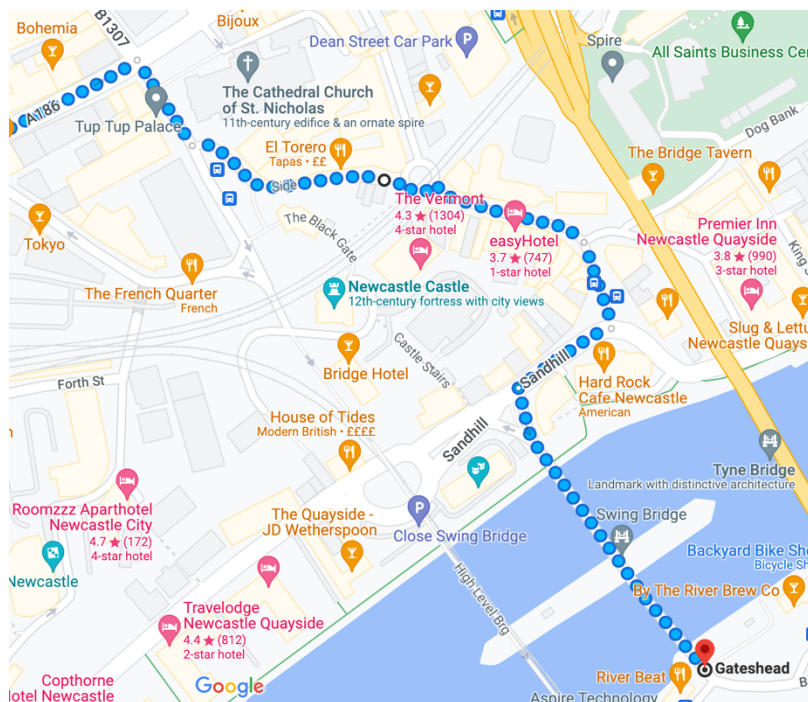
Social event information

Monday 5pm

Welcome drinks and BBQ – all welcome at no charge

By The River Brew, Hillgate Quays, Gateshead NE8 2FD

Walking directions from conference venue:
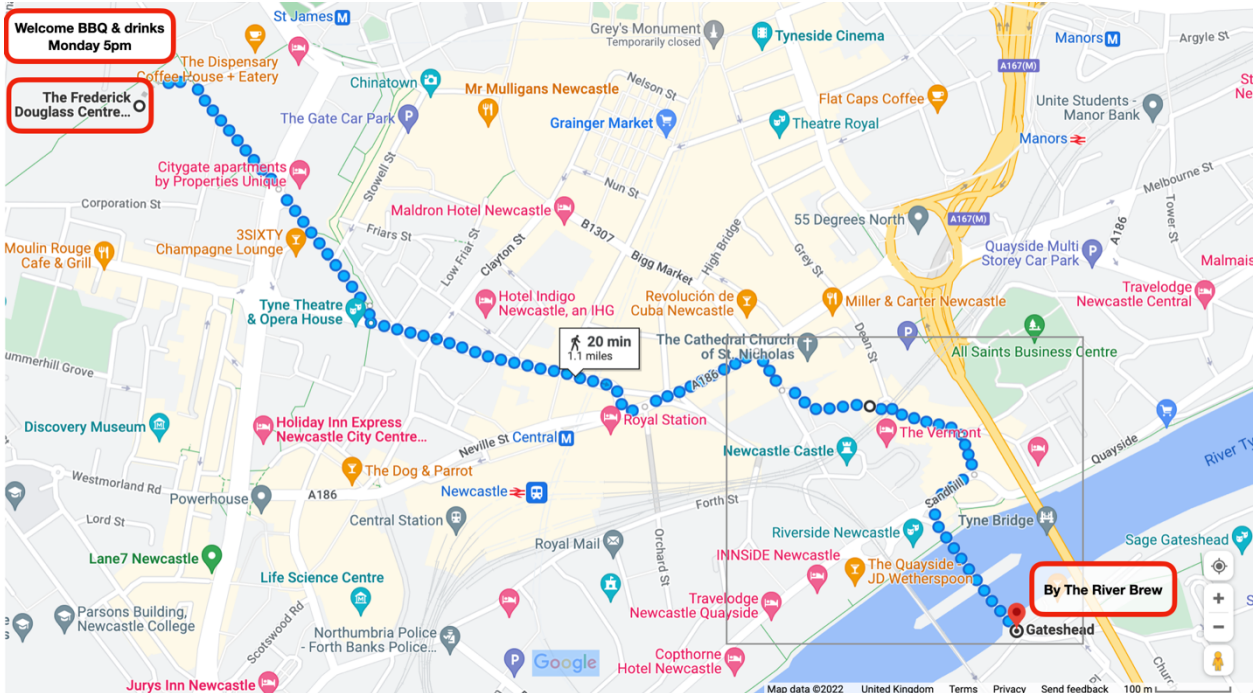
Tuesday 6pm
Conference Gala Dinner – pre-registration required

Wylam Brewery
Palace of Arts, Exhibition Park,
Claremont Rd,
Newcastle upon Tyne NE2 4PZ

Walking directions from conference venue:

Free taxi service provided pre- and post-dinner, from entrance to Exhibition Park (see map)

Conference Programme Abstracts

1. KEYNOTE TALKS

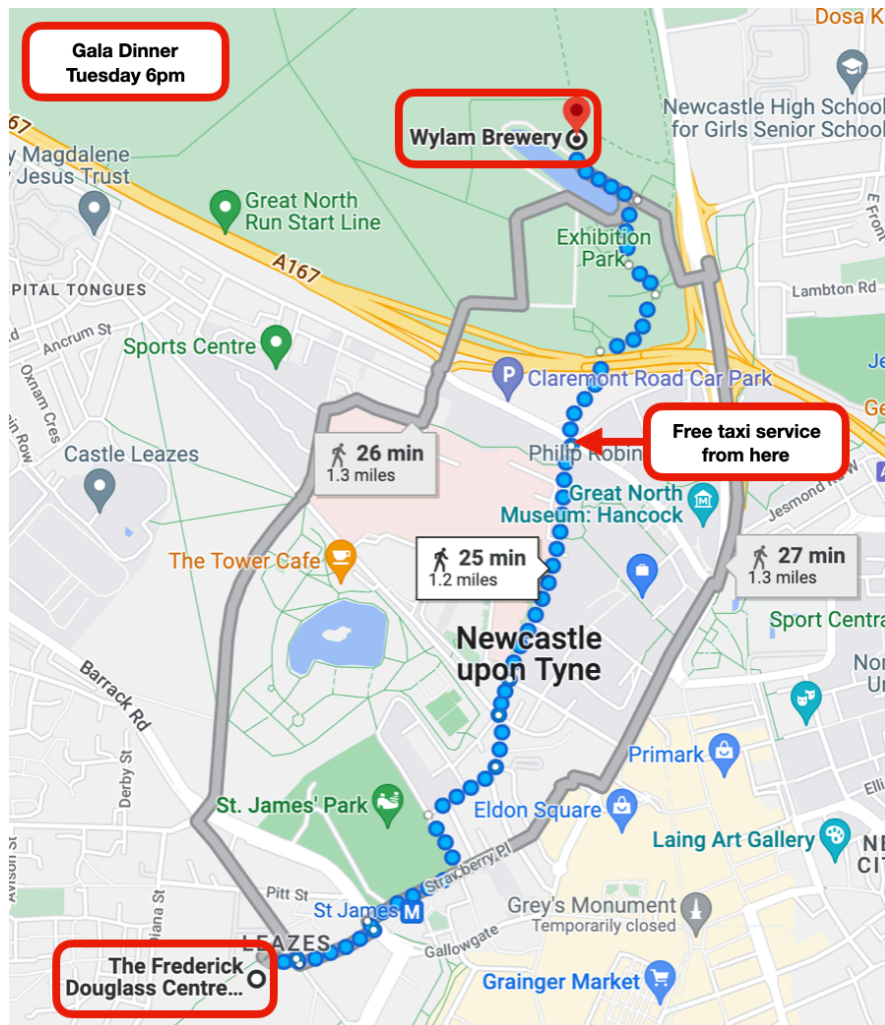# The impact of mobility impairments on participation and interaction

Gitte Rasmussen

The ability to walk is an expected background feature of ordinary social interaction (Garfinkel, 1964). Social activities and physical environments are arranged presupposing typical mobility function and consequentially excluding individuals with mobility impairments from engaging with environments and participating in activities on equal terms with individuals without impairments if they participate at all.

The International Paralympic Committee's organization of wheelchair sports, and some institutions' and organizations' provision of lifts and ramps for wheelchair users testify to the fact that mobility impairments impact social life and activities. This talk concerns how mobility impairments and use of wheelchairs impact interaction and participation in sports activities in a sports high school in Denmark.

The talk is based on an ongoing study of sports students' interaction with technologies (Sørensen et al., 2016), visiting researchers, instructors, teachers, and other sports students in the sports high school and in a sports lab at the University of Southern Denmark. Most of the involved students suffer from Cerebral Palsy (CP) (Colver et al., 2014). CP may impact cognitive functioning and abilities in speech, language, and communication (Clarke and Wilkinson, 2008). Additionally, it may impact physical functioning.

The talk concerns specifically aspects of how wheelchairs impact the users' participation in social sports activities in a gym and in a sports hall in the high school. It examines how non-wheelchair users configure interactional spaces (Mondada, 2013),that pre-begin exchanges of talk and activities, in interaction with the wheelchair users. Additionally, it touches upon the co-participants' practices for terminating interaction and dissolving established interactional spaces (e.g., Broth & Mondada2013; LeBaron & Jones, 2002).

The study is situated in a framework I have described elsewhere as EMCA studies of Atypical Multimodal Interaction (Rasmussen, (under review)). It directs its attention to how co-participants in Atypical Interaction configure focused and unfocused interaction (Goffman, 1963) by drawing on and orienting to talk, gaze, gestures, bodily movements, objects, as well as physical environments (Goodwin, 2011).

The study draws on data, collected by the Tri-Disciplinary Contexture for research in Motion, Technology, and Humans (TRINITY) at SDU, in terms of video-recorded interactions in the sports high school. The recordings were transcribed using conventions for multimodal transcription (see e.g., Mondada, 2014; Hepburn and Bolden, 2012)

Gitte Rasmussen is a Professor of Social Interaction at the Department of Language and Communication at the University of Southern Denmark. She conducts EMCA studies of interaction with an interest in how participants gear their actions into the social environment and draw upon available modes and modalities for the purpose of action construction, e.g., talk, bodily movements, material objects, and digital and robot technologies. She is especially involved in research of social interaction that involves persons with language, cognitive, and physical impairments. She has done research in interactions involving e.g., persons with dementia in care facilities in Denmark. She is e.g., co-editor of Atypical Interaction: The Impact of Communicative Impairments within Everyday Talk. Palgrave Macmillan (with Ray Wilkinson and John Rae) and author of chapter 6 Singing as a resource in conversations involving persons with dementia.

Gitte is currently conducting an interdisciplinary research project on if and how robot technology can be drawn upon in gait training for patients with gait disorders and if and how it can be used to create possibilities for young adults with physical (gait) impairments to participate in sports activities.

Working out a relevant next in interaction: Co-operative actions with people with late-stage dementia

Ali Reza Maljesi

This study deals with the interpretive work of building actions in interaction with people with late-stage dementia who are unable to speak. Studies of interaction have pointed out that understanding of a prior action is located in the subsequent turns (Sacks et al., 1974; see also Stivers and Rossano, 2010). Action ascription is further defined as "the assignment of an action to a turn as revealed by response of the next speaker" (Levinson, 2012: 104). However, Goodwin (2018) shows that "co-operative, accumulative action occurs not only when one party provides a response to an earlier action that has come to completion, but in the midst of emerging action itself" (p. 55). This draws the attention to understanding action not only as a post-hoc display of a certain category of conduct but also as an interactional achievement rather than a discrete unit produced by a single actor (see also Enfield & Sidnell, 2022). Drawing on conversation analysis and multimodal analysis of interaction (e.g., Goodwin, 2018; Mondada, 2021), I will show how interaction with a person with late-stage dementia is co-operatively and accumulatively shaped through ongoing monitoring and testing the boundaries of actions. The results of the study are based on the detailed analysis joint activities with people with late-stage dementia. The findings point to response making procedures as sense making activities which involve a continuous work of resolving the indeterminacy of action through following procedures: the relevancy of the next action is somewhat settled through working out the embodied display of intent by either testing the relevancy of the next action or soliciting confirmations before making the next move. Unresolved determinacy of actions is managed by other practices including aborting an ongoing action (often for a restart) or self-responding to the owns 'prior action to move on in the activity. The implications of the study point to the distribution of accountability not only for understanding a single action but its production, and also understanding "agency" as a socially distributed and embodied achievement in interaction.

AliReza Majlesi, PhD. in Language and Culture, is Associate Professor at the Department of Education at Stockholm University, Sweden. He conducts research on social interaction in both every day and institutional settings with participants with various cognitive and communicative abilities. His research focuses on embodiment and meaning making practices in social activities. His interests lie in communication, health and pedagogical practices. He draws on ethnomethodological conversation analysis and multimodal analysis of social interaction. His main project deals with communication with people with dementia, which is conducted at the Center for Dementia Research (CEDER) at Linköping University, Sweden.

What does participation in collaborative activities look like when you have aphasia and how can communication training underpinned by conversation analysis help?

Suzanne Beeke

Wellbeing is mediated through active participation in the collaborative activities that make up our life-worlds. Adults with aphasia are acutely aware of the impact of their communication difficulties on life participation, and they tell us that having complex conversations about their opinions and emotions is a rehabilitation goal. Whilst exclusion from active participation can occur, much of the time the situation is more one of restricted participation. This can be due to the impact of their limited interactional resources on conversations, and the ways in which their interlocutors shape activity frameworks. I will explore the idea of activity frameworks (i) supporting people aphasia to actively collaborate because they permit and scaffold divergence from typical interaction, and (ii) restricting participation by creating the need to break free of the activity framework to do something else interactionally. I will outline the Better Conversations approach to training dyads to adapt their interactive practices, which is underpinned by our conversation analytic understandings of collaboration and participation, and discuss the ways in which this work is being influenced by a focus on situated activities such as participatory art.

SuzanneBeeke is an Associate Professor in the Division of Psychology and Language Sciences at University College London, and a qualified speech and language therapist. Her research focuses on communication disabilities such as post-stroke aphasia, traumatic brain injury and dementia, and she explores their impact on everyday conversations in the home and on healthcare interactions. She leads the Better Conversations Lab at UCL. Better Conversations is an approach to the study of conversation in communication disability, and a growing suite of intervention programmes, pioneered by UCL and underpinned by the principles and methods of Conversation Analysis.

@BCAphasia Better Conversations Lab

Creativity, engagement, and limitations. The case of multi-party interaction and dementia

Camilla Lindholm

Previous research has reported that persons with dementia communicate best one-on-one and have difficulties following conversations in which several participants speak simultaneously. Therefore, the group conversations and overlapping stimuli that are commonplace in institutional arenas of care work and support, such as daily activities and long-term care, may cause interaction difficulties for people with dementia. However, these arenas also constitute resources for participation and everyday creativity. This paper reports on the role of the physical and social environment in supporting the conversational participation of persons with dementia. It does so by drawing on video-recorded data from several projects on dementia and interaction, featuring data from multiparty conversations between persons with dementia and professional caregivers. Activities such as games and quizzes are demonstrated to trigger creativity in the form of verbal playfulness and humor, and conversations in the immediate environment are shown to endorse responsiveness and engagement. Finally, this presentation shows how co-participants' manner of responding sets limitations on how persons with dementia engage in interaction.

Camilla Lindholm is Professor in Nordic languages at Tampere University, Finland. Her main research areas are interaction in institutional settings and asymmetric interaction involving persons with communication impairments. She takes a special interest in applying her research findings in dialogue with society. Among her recent research projects are 'Easy (Finland) Swedish '(2021-2024), funded by The Society of Swedish Literature in Finland.

Conference Programme Abstracts

2. PANELS

What is atypical about visual impaired people in object-centred sequences?
(p.13-17)

Issues of epistemics, participation and compensation in conversations and activities involving people with dementia
(p.18-22)

Beyond Communicative Competence - initial remarks and joint discussions on what we know and where we are going
(p.23)

Panel: **What is atypical about visual impaired people in object-centred sequences?**

Room G06, Monday 12-4pm

Panel organiser: Brian L. Due

Studies in atypical interaction typically have provided insight into how speech-, language-, hearing- and cognitive impairments impact talk in everyday social interaction (Antaki & Wilkinson, 2013; Wilkinson et al., 2020). However, other types of impairments might also be discussed under the umbrella "atypical". This panel compiles research papers dealing specifically with how visual impairment may affect every day social interaction. Having an impaired visual sensation has significant consequences for being and perception in the world (Merleau-Ponty, 2002) which is also observable in social interaction (Due, 2021). Ordinary forms of conversations are the norm when visually impaired people (VIP) interact with others - i.e., following conversational organizational principles of turn-taking and action formation (Sacks et al., 1974). However, atypical forms may also occur that is recognizable and accountable as some kind of specialized form which diverge from the "typical". This, however, requires that the concept of atypical interaction is also expanded from not only dealing with divergences from ordinary talk-in-interaction but also embodied divergences from "typical" uses of bodily, sensory resources and objects. This, taken together, is perhaps best understood as atypical, embodied interaction. However, it remains an unanswered question how and if visually impaired people in interaction, with otherwise no language impairments, might reasonably be labeled atypical at all. In this panel we address this question by specifically looking into object-centred sequences (Tuncer et al., 2019), i.e., situations where VIP orient to objects and technologies. This panel contributes with papers focusing on how orientation to and use of objects are accomplished within interactions and how other sensory resources than sight is used.

Antaki, C., & Wilkinson, R. (2013). Conversation Analysis and the Study of Atypical Populations. In J. Sidnell & T. Stivers (Eds.), The Handbook of Conversation Analysis (pp. 533–550). Blackwell Publishers Ltd.

Due, B. L. (2021). Distributed Perception: Co-Operation between Sense-Able, Actionable, and Accountable Semiotic Agents. Symbolic Interaction, 44(1), 134–162. https://doi.org/10.1002/symb.538

Merleau-Ponty, M. (2002). Phenomenology of Perception. Routledge.

Sacks, H. L., Schegloff, E. A., & Jefferson, G. (1974). A Simplest Systematics for the Organization of Turn-Taking for Conversation. Language, 50(4), 696–735.

Tuncer, S., Licoppe, C., & Haddington, P. (2019). When objects become the focus of human action and activity: Object- centred sequences in social interaction. Gesprächsforschung - Online-Zeitschrift Zur Verbalen Interaktion, 20.

1. Achieving joint perception of an object from multisensory resources: Visually impaired person's tactile explorations in the context of instructor's verbal descriptions.

Brian L. Due, University of Copenhagen
Savi Camilla Drachmann Jakobsen, University of Copenhagen
Ann Merrit Rikke Nielsen, University of Copenhagen
Louise Lüchow, University of Copenhagen

Atypical interactional sequences may arise when visually impaired people (VIP) interact with seeing people. In this paper we explore a particular type of instructional sequence that is ubiquitous when VIP interact with ICT consultants about new technological aids in the process of familiarizing with it. This paper explores members orientation towards a Google Home speaker and a pair of Envision smart

glasses. The VIP's basic questions are: how does it work, what is its material form, what are the functionalities, etc. Familiarizing with the device involves, as we will show in this presentation, instructional sequences where the consultant produce verbal descriptions and the VIP responds with embodied explorations. Based on EMCA and video recordings (Heath et al., 2010; Mondada, 2019) the paper shows how participants co-construct an observable understanding of the object's material and functional features based on the co-construction of joint perception from different sensory resources. We show the organization of how participants monitor each other and shifts between different sequential organizations: the instructor producing verbal descriptions of a specific feature, and the VIP producing tactile explorations of the technology as a response, or vice versa. The sequences are different, but also alike with regards to organization of adjacency pairs: there is a conditional relevance (Schegloff, 1968) between ICT's verbal descriptions and VIP's tactile explorations. We thus show a profound social order in which the participants jointly achieve perception of the object (cf. Due, 2021). We discuss how the intertwined nature of the sensory resources and the creative building on each other's distributed perception is vital for accomplishing the activity and thus establish possibility for social inclusion in mundane activities of daily living.

Due, B. L. (2021). Distributed Perception: Co-Operation between Sense-Able, Actionable, and Accountable Semiotic Agents. Symbolic Interaction, 44(1), 134–162. https://doi.org/10.1002/symb.538
Heath, C., Hindmarsh, J., & Luff, P. (2010). Video in Qualitative Research. SAGE Publications Ltd.
Mondada, L. (2019). Contemporary issues in conversation analysis: Embodiment and materiality, multimodality and multisensoriality in social interaction. Journal of Pragmatics, 145, 47–62. https://doi.org/10.1016/j.pragma.2019.01.016
Schegloff, E. A. (1968). Sequencing in Conversational Openings. American Anthropologist, 70(6), 1075–1095.

2. Understanding visually impaired interaction through assistive technology demonstrations

Gisela Reyes-Cruz, University of Nottingham

Interaction of visually impaired people (VIP) with the physical world could arguably be understood as 'atypical 'in the sense that for conducting everyday activities without sight or with low vision, other senses, embodied resources, and external objects must come into play (Due & Lang, 2018). As such, a variety of technologies have been increasingly adopted and used by many VIP for supporting daily tasks. These technologies can fall into a broad spectrum between 1) mainstream or off-the-shelf products targeted to the general public, 2) specialised or assistive technologies that are purposely made to support different types of visual impairments and 3) a combination of both e.g., mainstream devices used with accessibility features enabled (Bhowmick & Hazarika, 2017). However, when analysing technology use by VIP oftentimes the focus is towards their problematic or unsuccessful interactions. Although these efforts rightly point at accessibility issues that require fixes or improvements, there is an underexamined space to better understand VIP's competencies, their expertise, and proficient interactions (Reyes-Cruz et al., 2020). As part of this panel looking into object-centred sequences (Tuncer et al., 2019) with VIP, I will present and discuss work analysing –through ethnomethodology and conversation analysis– a series of technology demonstrations performed by visually impaired participants in the context of a larger ethnographic study investigating their everyday practices involving technology. The analysis uncovers the key features observed in those demonstration instances. I will then argue for the significance of empirical demonstrations and discuss how, through participants 'orientation to the piece of technology being demonstrated, the sensory and embodied resources employed for using it are brought to the fore for the benefit of the investigator, thus enabling intersubjectivity or shared understanding of the interaction with technology and the surrounding world.

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Bhowmick, A., & Hazarika, S. M. (2017). An insight into assistive technology for the visually impaired and blind people: state-of-the-art and future trends. Journal on Multimodal User Interfaces, 11(2), 149-172.

Due, B., & Lange, S. (2018). Semiotic resources for navigation: A video ethnographic study of blind people's uses of the white cane and a guide dog for navigating in urban areas. Semiotica, 2018(222), 287-312.

Reyes-Cruz, G., Fischer, J. E., & Reeves, S. (2020). Reframing disability as competency: Unpacking everyday technology practices of people with visual impairments. In Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems (pp. 1-13).

Tuncer, S., Licoppe, C., & Haddington, P. (2019). When objects become the focus of human action and activity: Object- centred sequences in social interaction. Gesprächsforschung - Online-Zeitschrift Zur Verbalen Interaktion, 20.

3. When visual impairment leads to atypical and excluding classroom interaction

Brian L. Due, University of Copenhagen, Department of Nordic Studies and Linguistics.
Thomas L.W. Toft, University of Copenhagen, Department of Nordic Studies and Linguistics.
Julie Sandersen, University of Copenhagen, Department of Nordic Studies and Linguistics.

Visually impaired students (VIS) typically attend lessons with sighted students and are therefore supported by a professional assistant (PA), who helps interpret school assignments and translate them into non-visual forms. When VIS and their PA engage in such co-operative work (Goodwin, 2013), they may encounter issues that require assistance from the teacher. However, VIS and the teacher cannot have a joint visual attention (Kidwell & Zimmerman, 2007) towards physical objects constituting the school assignment, e.g., worksheets featuring text and calculations, that are central for the joint activity of reviewing VIS 'work (Goodwin, 2007). Consequently, VIS must rely on the PA and/or teacher to perform inclusive-oriented actions to be able to participate, thus establishing these situations as atypical compared to the typical joint visual attention. In this paper, we show how a shift occurs in the participation framework (Goffman, 1981), whereby VIS are excluded from the joint activity of reviewing their work and thus learning-in-interaction. We do so by focusing on A) the opening of the encounter where participant roles for the reviewing-activity are established, B) how the teacher and PA's practice of engaging with the assignment causes VIS to perform off-task activities, and C) the closing of the encounter where participant roles for the co-operative work are resumed. The paper is based on video ethnographic data collection (Heath et al., 2010) with video data and transcripts analyzed using EMCA (Mondada, 2019). The analysis shows how the PA takes on the local role of a "learner" that demonstrably differ from her institutional role as VIS" 'helper". The analysis is used to discuss the phenomenon of visually impaired people being included/excluded and contributes to a respecification of atypicality as being a more multisensorial phenomenon, not only relating to speech impairment but also to other sensory systems, in this case visual impairment.

Goffman E. (1981). Forms of Talk. Philadelphia: University of Pennsylvania Press.

Goodwin, C. (2007). Participation, stance and affect in the organization of activities. Discourse & Society, 18(1), 53–73. https://doi.org/10.1177/0957926507069457

Goodwin, C. (2013). The co-operative, transformative organization of human action and knowledge. Journal of Pragmatics, 46(1), 8–23. https://doi.org/10.1016/j.pragma.2012.09.003

Heath, C., Hindmarsh, J., & Luff, P. (2010). Video in Qualitative Research. SAGE Publications Ltd.

Kidwell, M., & Zimmerman, D. H. (2007). Joint Attention as Action. Journal of Pragmatics, 39(3), 592–611. https://doi.org/10.1016/j.pragma.2006.07.012

Mondada, L. (2019). Contemporary issues in conversation analysis: Embodiment and materiality, multimodality and multisensoriality in social interaction. Journal of Pragmatics, 145, 47–62. https://doi.org/10.1016/j.pragma.2019.01.016

4. Frustration as Emotional Stance: when blind people encounter problems with new technology

Ann Merrit Rikke Nielsen, University of Copenhagen
Brian L. Due, University of Copenhagen

Visually Impaired People (VIP) increasingly use mainstream technologies, such as smart phones and digital assistants featuring AI in their everyday lives. The VIP's limited visual access can prove challenging when learning to use these technologies and this may lead to considerable frustration, observable in interaction as emotional displays. This paper examines atypical interaction between VIP and seeing participants both when VIP are being instructed in or testing the use of a Google Home assistant and when they are using the Seeing AI app for shopping for the first time. Both settings involve learning-by-doing (Lindwall & Ekström, 2012), a lot of trial-and-error sequences, and a great risk of experiencing being 'put on the spot'.

Applying multimodal EMCA (Streeck et al., 2011) to video recordings of these settings this paper explores VIP's displayed emotional stance (Ruusuvuori, 2012; Peräkylä & Sorjonen, 2012) when partaking in these complex activities, specifically the different formations of the action type "frustration". Frustration has been shown to be displayed within the situated activities of demonstrating and leaning (C. Goodwin, 2007), in academic feedback (Sandlund, 2004), and in mundane family interaction (M. H. Goodwin et al., 2012). We explore how VIP's, via facial expression, prosody, gesture, explaining, accounting, outbursts, and explicit lexical formulations of own affectual state, produce a large number of multimodal emotional displays (C. Goodwin & Goodwin, 2000; Kaukomaa, 2015). Examining the sequential organization of these displays of frustration and demonstrating how co-participants orient (or not) to these features of the interaction as affective (Edwards, 1999) we uses these examples to discuss how increased sensibility to the VIPs reaction to being 'put on the spot 'when performing complex technology-related tasks might improve the learning environment. Thus, this paper contributes to EMCA research in how to increase VIP's safe inclusion in collaborative leaning activities, ultimately enhancing their self-reliance.

Goodwin, C. (2007). Participation, Stance and Affect in the Organization of Activities. Discourse and society, 18(1), 53–74.

Goodwin, C., & Goodwin, M. H. (2000). Emotion within Situated Activity. I Duranti (ed.) Linguistic Anthropology: A Reader. (s. 239–257). Malden, MA, Oxford, Blackwell.

Goodwin, M. H., Cekaite, A., Goodwin, C., & Tulbert, E. (2011). Emotion as Stance. I A. Peräkylä & M-L. Sorjônen (eds.) Emotion in interaction. Oxford University Press.

Kaukomaa, T., Peräkylä, A., & Ruusuvuori, J. (2015). How Listeners Use Facial Expression to Shift the Emotional Stance of the Speaker's Utterance. Research on Language and Social Interaction, 48(3), 319–341.

Peräkylä, A., & Sorjonen, M.-L. (2012). Emotion in Interaction (Illustrated edition). OUP USA.

5. 'If you step off the kerb you're going to be in a puddle': blind persons, mediated assistance and navigating everyday obstacles.

Eric Laurier, University of Edinburgh
Daniel Muñoz, University of Oxford

As part of a pilot study on visually impaired users of assistive technologies, we have focused on how they navigate through everyday environments. In this presentation we use secondary video data from Youtube to examine a blind person avoiding a large puddle with the assistance of the AIRA app on her phone and the Uber driver that has arrived to collect her. The sighted service providers (the AIRA agent and the driver) analyse the obstacle and provide announcements, suggestions and confirmations to help in avoiding the obstacle. Their actions are carefully tailored in their production of assistance to acknowledge and preserve the agency of the blind person. The blind user supports the assistance from the taxi driver across a series of turns where the driver appears not to recognise how much detail will be needed to navigate around the obstacle. The blind person is also being provided with additional and timely information from the AIRA agent on the app, who is professionally trained in assisting visually impaired people. One of the complexities for the blind person is making sense of and coordinating the information, about the environment, that she is being given by the two parties toward boarding her taxi. Moreover, each party has different visual and audio access to what is happening. The presentation builds on existing studies of distributing the work of perceiving the environment (Due 2021) in addressing the panel's question on how objects (the obstacle & the taxi) and technologies (the AIRA app and smartphone) are utilized and made relevant within the activity of boarding the taxi. In the case we present, assistance is collectively produced by the joint effort from all parties involved, and particularly in producing prompts and indications that do not impair the blind user's autonomy.

Due, B. L. (2021). Interspecies intercorporeality and mediated haptic sociality: distributing perception with a guide dog. Visual Studies, 1-14.

KEYWORDS Visual impairment; AI; navigation; assistance; obstacles

6. Discussion: What is atypical about blind people in interaction?

Gitte Rasmussen, University of Southern Denmark

Panel: **Issues of epistemics, participation and compensation in conversations and activities involving people with dementia**

Room 1.17, Monday 12-4pm

Panel organisers: Ray Wilkinson (University of Sheffield) and **Danielle Jones** (University of Bradford)

Dementia can be defined as "persistent, progressive problems with more than one aspect of brain function (such as language, memory, recognition, motivation or personality)" (Graham & Warner 2009:8). Approximately 50 million people live with dementia worldwide. In almost all types of dementia people's communication abilities will alter or decline. However, often people with dementia, as well as their interlocutors, develop novel, often idiosyncratic, methods for producing contributions to interaction. This panel uses conversation analysis to examine the interactions of people with dementia and their interlocutors, both in mundane conversation and in a range of types of interactional activities, such as testing activities, healthcare appointments, games/quizzes, and everyday tasks. As such, the panel reflects the increase in, and breadth of, conversation analytic research that has been undertaken into various types of dementia over the last decade or so.

Themes that recur across papers in the panel include issues of epistemics, participation and compensation. As regards epistemics (Heritage, 2012), the memory and other impairments associated with dementia can regularly impact on the person with dementia's ability to negotiate their rights and obligations to knowledge. In addition, due to this and other factors, the person with dementia's ability to participate and be actively included within the interaction may be impacted upon. At the same time, however, the person with dementia and their interlocutors may display the ability to creatively compensate for, and adapt to, these difficulties, both in conversation and in interactional activities. These distinctive ways of talking and interacting may function to facilitate ongoing and positive everyday interactions, promote engagement in social activities and offer support and reassurance during healthcare interactions. In regards to these and other issues, the panel aims to highlight what CA can contribute to our understanding of how dementia impacts upon talk-in-interaction.

Graham, N., & Warner, J. (2009). Alzheimer's Disease and Other Dementias. Poole: Family Doctor Publications.

Heritage, J. (2012) Epistemics in action: Action formation and territories of knowledge. Research on Language and Social Interaction, 45(1), 1-29.

KEYWORDS dementia, epistemics, participation, compensation

1. Multimodal resources in different communication tasks: Exploring the use of verbal and non-verbal means in a test situation and conversations in non-fluent primary progressive aphasia

Sophia Lindeberg, Linköping University
Nicole Müller, University College Cork
Christina Samuelsson, Karolinska Institutet, Stockholm

Non-fluent primary progressive aphasia is a type of language-led dementia, with clinical features including agrammatism in language production, effortful speech and apraxia (Gorno-Tempini et al., 2011). As a consequence, the use of non-verbal contributions may become increasingly prominent in conversations (Marshall et al., 2018). This presentation reports from an ongoing study exploring multimodal resources in different communication tasks. The data includes recordings from linguistic and cognitive testing, casual conversations, and collaborative storytelling. The participants include a couple where the husband was diagnosed with non-fluent primary progressive aphasia two years prior to data collection, together with a researcher.

This study demonstrates the ways in which the participants draw upon, and interpret, verbal and non-verbal resources in different communication task. Non-verbal resources used by the participants were, for example, writing, gestures, and body positioning. The participant with nfPPA would also use tapping and writing with his finger on the table when struggling with verbal contributions (this was a particularly prominent feature in the test situation). The different practices employed by the participants are explored and discussed in relation to the nature of the communication tasks. These preliminary results are also viewed in light of the couple's own descriptions of challenges and resources in daily conversations, where the wife described difficulties in interpreting the husband's non-verbal contributions in conversations. These results have implications for the way in which clinical professionals evaluate function, and how families best can be supported in collaboratively making use of remaining and developed resources.

Gorno-Tempini, M. L., Hillis, A. E., Weintraub, S., Kertesz, A., Mendez, M., Cappa, S. F., ... & Grossman, M. (2011). Classification of primary progressive aphasia and its variants. Neurology, 76(11), 1006-1014.

Marshall, C. R., Hardy, C. J., Volkmer, A., Russell, L. L., Bond, R. L., Fletcher, P. D., ... & Warren, J. D. (2018). Primary progressive aphasia: a clinical approach. Journal of Neurology, 265(6), 1474-1490.

2. Adaptation by co-participants of people with dementia in talk-in-interaction: On the use of tag questions

Ray Wilkinson, University of Sheffield
Jacqueline Kindell, Pennine Care NHS Trust
John Keady, University of Manchester

In this paper we use a conversation analytic approach to analyse tag question use by the co-participants of people with dementia. Tag questions have been noted to be one regular element of 'elderspeak', a speech register which can be displayed by those talking with older adults and people with dementia and which may be heard as implying a lack of competence on the part of the recipient (Williams et al., 2004). Thus, for instance, an example of elderspeak is 'you want to take your medicine now, don't you? ' (Williams et al., 2004).

Here, while discussing elderspeak, we focus primarily on the use of tag questions by spouses of people with semantic dementia, a type of frontotemporal dementia. The data set consists of three people with semantic dementia, each engaged in conversations at home with their spouse. Together, the dataset consists of over 7 hours of conversation.

In each dyad the spouse produced tag questions more than the person with dementia and their usage displayed some distinctive patterns, which we will discuss here in relation to two types of tag-formatted actions, assertions and challenges. In particular we draw on two features of tag questions that are relevant in analysing these interactions i.e., their use, when appended to an utterance, to function as a 'current speaker selects next speaker 'technique (Sacks et al., 1974) and the fact that by means of displaying a preference for responses that align with the tag-formatted statement, they put interactional pressure on the recipient to agree with that statement (Heritage, 2010). We discuss this pattern of tag question as a form of adaptation by spouses in terms of how they recipient-design (Sacks et al., 1974) their turns, and we explore how this pattern can reflect a loss of autonomy on the part of the person with dementia.

Heritage, J. (2010). Questioning in medicine. In A. F. Freed & S. Ehrlich (Eds.), "Why Do You Ask?": The Function of Questions in Institutional Discourse New York, NY: Oxford University Press (Pp. 42–68).

Sacks, H., Schegloff, E.A. & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking in conversation. Language, 50(4), 696-735.

Williams, K., Kemper, S. & Hummert, M. L. (2004). Enhancing communication with older adults overcoming elderspeak. Journal of Gerontological Nursing, 30(10), 17-25

KEYWORDS dementia, co-participants, tag questions, adaptation, conversation

3. 'Are you going to join in? 'Proposing, accepting, and resisting participation in social activities for people living with dementia

Joseph Webb, University of Bristol

Games and social activities are an important part of the fabric of social care services which aim to support 'living well with dementia'. This paper examines instances where the staff members propose, announce or otherwise topicalise a future social activity put on as part of a timetabled activity (e.g, a quiz), and how and why these proposals may be accepted or resisted by people living with dementia.

Drawing on 10 hours filmed interactions, a conversation analytic approach was used to examine sequences where a future or ongoing activity was proposed by a staff member, and in which participation was sought from a person living with dementia.

We outline the interactional strategies staff members use to secure service user involvement in upcoming/ongoing activities, and the ways in which they are accepted or resisted by potential players. Where people living with dementia agree or do not overtly resist activity, next turns are delivered without delay and move to subsequent actions. Declining to participate is often treated by staff as a dispreferred action, and one which is strongly countered. Staff can treat decisions to not participate as negotiable, employing a range of interactional strategies to secure participation.

Whether it is to progress with a game that is underway, or solicit participation in an activity that is proposed, staff often face the task of proposing an activity that will happen regardless of the person's wishes. We outline the tensions evident in these interactions between recognising and supporting the right to choose whether to participate, and the orientation to the overarching progressivity of the activity. This can mean that staff find themselves caught between respecting choice, control and independence, cornerstones of 20th and 21st century social care policy, and successfully enacting activities that include the people they support.

KEYWORDS dementia; conversation analysis; proposals; resistance; games

4. Good reasons for non-standardisation in the administration of cognitive assessments

Danielle Jones, Centre for Applied Dementia Studies, University of Bradford
Clare Jackson, Department of Sociology, University of York
Ray Wilkinson, Division of Human Communication Sciences, University of Sheffield

Cognitive assessment tools are a key medical (and social) activity within a diagnostic process, and aim to facilitate identification of cognitive impairment, its type and severity (Panegyres et al, 2016). If correct administrative procedures are not followed the test is "not useful in indicating whether [a patient's] score falls in the normal or pathological range" (Venneri, 2005, p.97) and, therefore, could alter a clinician's ability to make an accurate diagnosis. However, there are often 'good reasons 'for clinicians to step away from standard procedure. Clinicians often engage in "tinkering" practices to "carefully choreograph the consultation process", prioritising recipiency and emotional labour (Swallow and Hillman, 2018, p. 229), and thus create a more inclusive and person-centred approach to testing.

We use Conversation Analysis to examine 40 Addenbrooke's Cognitive examinations (ACE-III), administered within a specialist memory clinic in the UK. We demonstrate evidence of recipient-design; clinicians undertake extra interactional work to help and reassure patients. We show how this 'special attention 'appears in different sequential locations, notably in the clinician's third-turn responses, and between different patients. When a patient has (or is suspected of having) dementia, clinicians often use the third-turn more frequently, to reassure a patient following an incorrect response, or to provide a legitimate account for why the patient may not be able to provide the correct answer. Some clinicians do not always appear to hold patients with dementia to the same standard to acquire a point on the test. This raises the inherent tension between the demands for the clinician to follow the standard administrative procedures on one hand and the demands of recipient design on the other. It can be suggested therefore that there are often good interactional reasons for non-standard administration of cognitive assessments.

Panegyres, P.K., Berry, R. and Burchell, J., (2016) Early dementia screening. Diagnostics, 6(1):6

Swallow, J. & Hillman, A. (2018) Fear and Anxiety: Affects, emotions and care practices in the memory clinic. Social Studies of Science, doi.org/10.1177/0306312718820965

Venneri, A. (2005) The Promised land: The blooming business of neurosychological assessment guidance books. Cortex, 41: 96-98.

5. Using "now what" to discursively compensate for frontotemporal dementia-related challenges: A longitudinal case study

Lisa Mikesell, Institute for Health, Health Care Policy and Aging Research, Rutgers University

Drawing on conversation analysis and supplemented with ethnographic data, this paper analyzes the evolving discursive functions of a single interactional practice – the use of the phrase "now what" – that is recurrently employed by an individual diagnosed with behavioral variant frontotemporal dementia (bvFTD; pseudonym Robert). The analysis demonstrates that the use of "now what" is strategically and innovatively used to recruit assistance from interlocutors when a wider array of recruitment resources may not be readily available. The analysis reveals how this practice provides a resource for Robert to navigate difficulties that likely reflect executive cognitive limitations associated with frontal lobe functioning. More specifically, "now what" often calls on his collaborators to identify and articulate the next step of a multi-step activity, which often comes in the form of explicit instructions. This paper also takes a longitudinal approach, examining how Robert employs "now what" over the course of a year. Although over time "now what" maintains this function of recruiting others to navigate well-defined tasks, Robert also begins to

employ "now what" to navigate interactionally sensitive moments, such as when he is reprimanded, showing how this compensatory strategy extends in usage as he faces new interactional challenges as his disease progresses. However, these later uses of "now what" are notably less effective and interlocutors often do not respond to them. While some research examines "dementia interactions" through a lens of deficit – emphasizing challenges individuals face – and other research emphasizes skillfulness – emphasizing how individuals creatively navigate their environments – this paper blurs this distinction. I show how compensatory strategies such as "now what" illuminate both the troubles Robert faces while simultaneously demonstrating his resourcefulness to navigate such troubles. I thus argue that such practices point to both deficit and skill and suggest that a dichotomous framework – identifying a practice or behavior as either a deficit or skill – is unlikely to accurately capture the social engagement of those diagnosed with neurological disorders.

Hydén, L-C. (2014) 'Cutting Brussels sprouts: collaboration involving persons with dementia', Journal of Aging Studies, 29, 115-123. doi: https://10.1016/j.jaging.2014.02.004

Kendrick, K. H. and Drew, P. (2016) 'Recruitment: offers, requests, and the organization of assistance in interaction', Research on Language and Social Interaction, 49(1), 1-19. doi: https://doi.org/10.1080/08351813.2016.1126436

Majlesi, A. R. and Ekström, A. (2016) 'Baking together – the coordination of actions in activities involving people with dementia', Journal of Aging Studies, 38, 37-46. doi: https://10.1016/j.jaging.2016.04.004

Mikesell, L. (2014) 'Conflicting demonstrations of understanding in interactions with individuals with frontotemporal dementia: considering cognitive resources and their implications for caring and communication', in Schrauf, R. and Muller, N. (eds.) Dialogue and Dementia: Cognitive and Communicative Resources for Engagement. New York: Psychology Press, pp. 147-80.

Mikesell, L. (2016) 'Opposing orientations in interactions with individuals with frontotemporal dementia: blurring the boundaries between conflict and collaboration', Journal on Language Aggression and Conflict, 4(1), 62-89. doi: https://doi.org/10.1075/jlac.4.1.03mik

Mikesell, L. (2020) 'Does atypicality entail impairment? Tracing a cohesive marker in the interactions of an individual with schizophrenia', in Wilkinson, R., Rae, J. and

Rasmussen, G. (eds.) Atypical interaction: impacts of communicative impairments within everyday talk. Macmillan, pp.

Panel: **Beyond Communicative Competence - initial remarks and joint discussions on what we know and where we are going**

Room G06, Wednesday 9-11am

Panel organisers: Antonia Krummheuer (Aalborg University)**, Friederike Kern** (Bielefeld University)**, Michael Clarke** (University College London)**, Niklas Norén** (Uppsala University)**.**

The concept of communicative competence has long attracted a range of discussion from different disciplines. Beside individualistic approaches that claim that communicative competence is mainly located in the individual's cognitive or bodily abilities, we can also find more interactional approaches that focus on situational, relational, and collaborative constructions of competences. Rather than revisiting past discussions, the panel aims to identify current challenges and future research agendas in which communicative competences are relevant, with a particular focus on EMCA research. We will discuss:

- How do organizational agendas and ongoing interaction shape the production and recognition of communicative competences?
- How do objects and technologies, such as measurement scales or communication aids, interplay in the situated achievement of communicative competence?
- How can we follow communicative competence across contexts?
- How can EMCA knowledge be used for intervention to support people's competences in establishing intersubjectivity?
- How does the concept of communicative competence enrich or limit our view on interaction with atypical populations?

These questions will be explored in an inclusive, active, and creative format of join discussions with the panels participants framed by four initial remarks (10 minutes each). The discussion will be organised in groups and steered by the panel organisers.

Invited and confirmed speakers are:

Ray Wilkinson, University of Sheffield, UK
Communicative competence: how useful is it as a concept for conversation analytic studies of atypical interaction?

Alessandra Fasulo, University of Portsmouth, UK
Communicative competence and the 'lived body': Notes from research on children with language impairments

Laura Sterponi, University of California, Berkeley, USA
""Il n'y a pas de hors-context"": Rethinking communicative competence and autistic pragmatic deficit through indexicality

Suzanne Beeke, University College London, UK
Reframing communicative competence: whose competence matters? And who should judge?

The panel is organised by the Transcomm Research Network (www.transcomm.aau.dk) funded by the Independent Research Fund (Denmark).

KEYWORDS Communicative competence, Ethnomethodology, Conversation Analysis, Atypical Interaction, Context

3. THEMATIC SESSIONS

THEMATIC SESSIONS
MONDAY SESSIONS

TUESDAY SESSIONS

WEDNESDAY SESSIONS

MONDAY SESSIONS

SPEECH GENERATING DEVICES
Room 2.14, 12-3.30pm

Composition Delay in Speech Generating Device-Mediated Talk-in-Interaction

Jeff Higginbotham
Antara Satchidinand
Franchesca Arecy
Jordynn Koroschetz
Jenna Bizovi,
Communication and Assistive Device Laboratory
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Buffalo, NY 14214 USA

Speech Generating Devices (SGDs) (i.e., also called Voice Output Communication Aids) have been used by individuals with complex communication needs for producing utterances via synthesized speech for the last 40 years. By design, SGD's are composition focused, providing a display screen to accumulate selected letters, words, icons, etc., until the utterance is ready to be spoken. This composition style results in long temporal gaps between the partner's contribution and the augmented speaker's response, which are called composition delays.

Research focusing on the temporal-sequential aspects of augmented interactions have often pointed out the problematic nature of delayed contributions by the augmented speaker. Interactions that take place during composition can have problematic consequences for understanding the utterance-in-composition is spoken. Such delays may figure into problems with maintaining coherence and intersubjectivity during conversation.

Our ongoing analysis of interactions involve 12 adults with amyotrophic lateral sclerosis (ALS) or cerebral palsy (CP) engaged in talking about shared experiences with their spouse or good friend. Videotaped interactions, including a video recording of device use, were analyzed using CA inspired microanalysis techniques. We have focused our analyses on the interactions occurring just before, during and just after each composition event.

To date, our analyses have focused on the interactional consequences of interactions occurring between the partner and augmented speaker during the composition process, how those interactions are dealt with multimodally by the augmented speaker and their consequences for successful understanding of the composed utterance once issued. So far, our results have indicated that over 25% of utterances composed by augmented speakers are misunderstood in ways that can be attributed to the ongoing exchanges between the augmented speaker and communication partner during utterance composition. This presentation will focus on the talk-in-interaction analysis of those exchanges. Implications for device design and intervention will also be discussed.

Auer, P., & Hörmeyer, I. (2017). Achieving intersubjectivity in Augmented and Alternative Communication (AAC): Intercorporeal, embodied and disembodied practices. In J. S. &. J. S. J. (eds). Chr. Meyer (Ed.), Intercorporeality. Emerging Socialities in Interaction. (pp. 323–360.). Oxford University Press.

Barnes, S., & Bloch, S. (2020). Communication disorders, enchrony, and other-participation in repair. Clinical Linguistics & Phonetics, 34(10-11), 887–893.

Enfield, N. J., & Sidnell, J. (2014). Language presupposes an enchronic infrastructure for social interaction. In The social origins of language (pp. 92-104). Oxford University Press.

Engelke, C. R., & Higginbotham, D. J. (2013). Looking to speak: On the temporality of misalignment in interaction involving an augmented communicator using eye-gaze technology. Journal of Interactional Research in Communication Disorders, 4(1), 95–122.

Seale, J. M., Bisantz, A. M., & Higginbotham, J. (2020). Interaction symmetry: Assessing augmented speaker and oral speaker performances across four tasks. Augmentative and Alternative Communication , 1–13.

Interaction between a child with ASD, her teacher and a speech generating device: The situated realisaton of communicative (in)competence

Orlagh O'leary, University College London
Michael Clarke, University College London

This paper explores interaction between Emma, a child who has a clinical description of autism spectrum disorder (ASD) and has been proved with a speech generating device (SGD), and her teacher John, in the context of language intervention.

The intervention examined in this paper is based largely on John coaxing Emma to use the SGD to make more socially recognisable turns (e.g. requests for food items or toys) than she might normally do through less conventional methods such as vocalisation or physical actions (e.g. reaching out and taking a toy). By using the SGD to take a relevant turn, Emma is judged by John to display a form of communicative competence through behavioural compliance and appropriate language use. One method that John uses to encourage Emma's use of the SGD is to use it himself in his own turns. John's SGD use is intended to be a noticeable and recognisable model of the desired form and content for Emma's next turn (see Sigurd Pilesjö & Norén, in press for analysis of modelling practices).

In this analysis we examine how John's intervention goals and his intervention practices may diverge, and how Emma's contributions may be relevantly aligned with John's actions despite not being desired in relation to the intervention goal (Sterponi & Kirby 2016; Maynard & Turowetz 2017). We discuss also how transitions within and between intervention activities can enhance and mask John's expectations for Emma's next turn (the intervention goal), and the recognisability of Emma's actions as relevant.

Through the analysis we highlight how communicative competence is realised as a shared accomplishment between both teacher and child in interaction, and how communicative competence is generated incrementally on a moment-by-moment basis through the participants' realisation of recognisably shared actions.

References
Maynard, D. W., & Turowetz, J. J. (2017). Doing testing: How concrete competence can facilitate or inhibit performances of children with autism spectrum disorder. Qualitative Sociology, 40(4), 467-491.

Sigurd Pilesjö & Norén (In press) Facilitators' use of a communication device following children's aided turns in everyday interaction. To appear in Journal of Interactional Research in Communication Disorders.

Sterponi, L., & de Kirby, K. (2016). A multidimensional reappraisal of language in autism: Insights from a discourse analytic study. Journal of autism and developmental disorders, 46(2), 394-405.

Communication partner's practices to encourage children to use an SGD

Irina Savolainen, University of Helsinki

People who cannot speak can use speech-generating devices (SGD) to substitute their oral speech with synthesized speech. In this kind of aided interaction, conversationalists follow the same principles of intersubjectivity as in spoken conversations. Still, the communication aids inevitably shape interaction, for example, by slowing the rhythm of conversations (Savolainen, 2020).

Speech and language therapists (SLT) often meet non-speaking clients or their partners who are not motivated to use communication devices in everyday interaction. The more familiar the interaction partners are, the more they use gestures, pointing at objects, moving to a physical location, facial expressions, and vocalizations (e.g., Batorowicz, Campbell, von Tetzchner, King & Missiuna, 2014). The use of communication aids remains minimal, even though SGDs have shown to be powerful tools for social participation and belonging to the community (Ripat, Verdonck, Gacek & McNicol, 2019).

This presentation will show how an SLT facilitates and encourages non-speaking children to use an SGD in play situations. In this study, the data are from a pilot project, in which the aim is to try out a new video-based intervention to support aided conversations. Using conversation analysis and microanalytic observations enables us to see how a sensitive and competent communication partner uses many different practices that indirectly activate the use of an SGD in play situations without a direct claim. The results help us ponder the optimal strategies to guide communication partners to encourage and support the use of an SGD in everyday interaction.

Batorowicz, B., Campbell, F., von Tetzchner, S., King, G., & Missiuna, C. (2014). Social participation of school-aged children who use communication aids: The views of children and parents. Augmentative and Alternative Communication, 30(3), 237-251.

Ripat, J., Verdonck, M., Gacek, C., & McNicol, S. (2019). A qualitative metasynthesis of the meaning of speech-generating devices for people with complex communication needs. Augmentative and Alternative Communication, 35(2), 69-79.

Savolainen, I. (2020). Co-constructing structure and social action of aided turn in everyday conversations. Dissertation. University of Helsinki. http://hdl.handle.net/10138/319424

KEYWORDS aided conversation; speech-generating device; conversation analysis; play; communication partner

Misunderstanding and Repair after Disjunctive Topic Transition in Augmented Conversation

Sasha Kurlenkova, Department of Media, Culture, and Communication, New York University
Antara Satchidanand, Communication and Assistive Device Laboratory (CADL),
University at Buffalo Department of Communication Disorders and Sciences

In conversation between typical oral speakers, topic transitions are demonstrated to be systematically accompanied by repair activities [1]. In conversation including individuals using speech generating devices (SGD), unintelligible synthesized speech, reduced access to embodied communication and use of transition markers, ambiguous references, and composition delay make topic transitions still more challenging [2]. The objective of this study is to examine the interactional resources that augmented speakers and their partners use to repair miscommunication at moments of disjunctive topic transition.

We have used microanalysis of video-taped repair sequences between two augmented speakers, one speaking Russian and the other English, and their oral speaking conversants to reveal the interactional resources they employ as they manage misunderstandings immediately following topic transitions.

Augmented speakers used a variety of communication resources to resolve miscommunication at moments of topic transition including the text display and speech features of their SGDs, iconic and indexical gestures, gaze, and facial expressions. In initial repair attempts, use of these resources was predominantly connected to the immediate conversational context. When confusion persisted, however, rather than narrowing the thematic frame established to facilitate oral-speakers' guessing, both augmented speakers chose to broaden this frame, first moving from a less familiar communication partner to a more familiar one, then appealing to the more expansive but more firmly established set of grounding tactics available between them [4, 5].

Augmented speakers in our study pivoted from a less familiar conversation partner to a more familiar one in order to leverage a broader base of shared knowledge to help resolve miscommunication at topic transitions. This points to the importance of shared knowledge and shared interaction strategies when navigating vulnerable moments within augmented conversation, which has implications for device design in the future.

1. Schegloff E. (1979) The Relevance of Repair to Syntax-for-Conversation, in T. Givon (ed.), Syntax and Semantics, Volume 12. New York: Academic Press, pp. 261-286.
2. Bloch S., Saldert Ch., Ferm U. (2015) Problematic topic transitions in dysarthric conversation, International Journal of Speech-Language Pathology, 17:4, pp. 373-383.
3. Laakso, M., & Klippi, A. (1999). A closer look at the "hint and guess" sequences in aphasic conversation. Aphasiology, 13(4-5), 345–363.
4. Goodwin, C. (1995). Co-constructing meaning in conversations with an aphasic man. Research on Language & Social Interaction, 28(3), 233–260.
5. Clark, H. H. (1996) Using language. Cambridge University Press.

KEYWORDS augmentative and alternative communication, repair, topic transition, common ground, conversation analysis

Mobilizing device-mediated contributions in interaction involving beginner users of eye-gaze accessed speech-generating devices

Helena Tegler, Centre for Social Work (CESAR) Department of Sociology, Uppsala University.
Niklas Norén, Department of Education, Uppsala University

This paper uses Conversation Analysis to examine four dyads of speech-generating device (SGD) mediated interaction involving two non-speaking children (Steve and Lucas) with severe physical impairments and intellectual disability. Participation in interaction with an SGD is often hard work. For example, turn production is prolonged in time (Savolainen et al., 2020) which affects temporality and sequentially, and the vocabulary is chosen and arranged by someone else. Embodied resources may be quicker and easier to use, but in the long run, SGD-mediated interaction can enhance non-speaking participants opportunities to participate in interaction (Caron & Light, 2016).

The video recordings (5 hr 46 min) were collected at Lucas' and Steve's schools in Sweden between May to November 2018. The first 30 minutes of every session were transcribed and screened for sequences where initiatives by the communication partner's were followed by a contribution with the child's' SGD. We identified 134 sequences, and they were analysed for practices that mobilized the child's SGD use.

The analysis showed that a combination of different practices mobilized SGD-mediated contributions: (a) environmental arrangements, (b) explicit embodied practices, (c) features of linguistic and prosodic resources, and (d) shifts from spoken turns that constructed an epistemic asymmetry to turns that increased the deontic pressure to use the SGD. Response mobilization in SGD-mediated interaction involving beginner non-speaking users with intellectual disability appeared as joint communicative projects achieved within extended interactional sequences. These results indicate that non-speaking children with intellectual disability who are beginner SGD users need communication partners who show enhanced other-orientedness and responsiveness, and who use multimodal practices in motivating and joyful activities.

Caron, J. G. and J. Light (2016). ""Social media experiences of adolescents and young adults with cerebral palsy who use augmentative and alternative communication."" International Journal of Speech-Language Pathology 19(1): 30-42.

Savolainen, I., et al. (2020). ""The structure of participants' turn-transition practices in aided conversations that use speech-output technologies."" Augmentative and alternative communication 36(1): 17-30.

Peer conversations in school: Children with Down syndrome & Hearing impairment

Lill-Johanne Eilertsen, Signo Resource Centre; University of South-Eastern Norway
Romy R. Prochnow, Signo Resource Centre
Sigrun Slettner, Signo Resource Centre
Oddvar Hjulstad, University of South-Eastern Norway

his paper presents a study that is a part of a larger project called 'Building communication and participation in school activities: Interactions involving pupils with Down syndrome and hearing impairment (DS-HI)'. Amongst important areas and situations children spend time at, the school has a significant role. While embedding academic education, it also frames a large portion of children's social life. Children's play is most often characterised as spontaneous, joyful, sometimes containing complex rules and rapid changes. Communication challenges caused by developmental or linguistic disorders might interfere with the fluency of the play, or the shared experience of mutual understanding in general (Antia, Kreimeyer, Metz, & Spolsky, 2011; Eilertsen, 2014, 2017). This study looks at child-child interactions and will analyse which and how semiotic resources are in use. Different kinds of schools are included in the study, i.e. local municipal schools with one or two children with DS-HI; smaller units in close relation to local municipal schools, including children with learning difficulties; and schools for pupils with hearing impairment where several children also have Down syndrome.

Members of the project group have visited schools, observed teaching classes, meals and free play, and have video recorded situations of naturally occurring interactions. The study draws on the CA framework, applying multimodal interaction analysis with conventions from Mondana (2018), adjusted for Norwegian Sign Language.

At the present moment (Jan. -22), analysis is still ongoing. Preliminary results suggest that the children make use of a range of semiotic resources in order to understand each other. Children seem to rely on visual information to confirm the auditive information, e.g. use of body language, symbols or sign to support spoken language. In addition, they seem to rely on the situation and on expectations of what their peer is likely to talk about.

Antia, S. D., Kreimeyer, K. H., Metz, K. K., & Spolsky, S. (2011). Peer Interactions of Deaf and Hard-of-Hearing Children. In M. Marschark & P. E. Spencer (Eds.), The Oxford Handbook of Deaf Studies, Language, and Education (2 ed., Vol. 1, pp. 173-187). Oxford: Oxford University Press.

Eilertsen, L.-J. (2014). Maintaining Intersubjectivity When Communication Is Challenging: Hearing Impairment and Complex Needs. Research on Language and Social Interaction, 47(4), 353-379. https://doi.org/10.1080/08351813.2014.958278

Eilertsen, L.-J. (2017). Constructing conditions of participation through play formats: children with hearing impairment and complex needs. Deafness & Education International, 19(2), 95-106. https://doi.org/10.1080/14643154.2017.1381814

Mondada, L. (2018) Multiple Temporalities of Language and Body in Interaction: Challenges for Transcribing Multimodality, Research on Language and Social Interaction, 51:1, 85-106.

KEYWORDS peer interaction; Down syndrome; Hearing impairment; semiotic resources

"Shall we have a race?" Proposal trajectories in caregiver-child play

Iris Nomikou, University of Portsmouth
Alessandra Fasulo, University of Portsmouth
Leanne Chrisostomou, University of Portsmouth
Joanna Nye, University of Portsmouth

Joint play can be seen as the ideal arena for inclusion and collaborative creativity. Yet joint play between children and adults can be inflected by the latter's cultural values on preferred modalities of expression, which can affect the quality of participation and the relative agency of the players.

In this presentation we examine child-caregiver interaction during free play. The children have an age range of 3.5 – 7 years and have Down syndrome.

We examine sequences in which caregivers make proposals to progress the play activity, and the child, although verbally agreeing, does not follow up in practice on the proposal, leading to caregivers recycled turns or repairs. Looking at the timing and nature of these proposals with respect to the child's current focus, we have found that there is a premature transition to a new type of activity, which skips the shared acknowledgment of the completion of what the child was engaged with; secondly, the caregiver's proposals add a narrative or pretend element to the activity, broadening the play beyond the child's observable course of action and engagement with the toys.

We argue that the child's apparently ill-formed response might be the result of a sequential mismatch, which hides from sight the pertinence of the caregiver's narrative overlay with the activity at hand.

We discuss the results in terms of the primacy of language for caregivers as the most valued modality, and a corresponding disregard for performances which rely more on other modalities.

KEYWORDS Proposals; Agreement; Pretend Play; Down Syndrome

Gaze in interaction with students with Down Syndrome in combination with sensory challenges

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Oddvar Hjulstad, University of South-Eastern Norway

This paper presents a study that is a part of a larger project called 'Building communication and participation in school activities: Interactions involving pupils with Down syndrome and hearing impairment (DS-HI). Visual and hearing impairments are common comorbid conditions for Down Syndrome. These sensory losses can cause major communication challenges, which affect the opportunities for participation, learning and development.
The use of gaze is an important resource for the students with Down Syndrome in combination with hearing and visual impairment (DS-HI-VI) and is strategically used to regulate, orient, and establish attention, but also to actively express interest / lack of interest and intention. The aim of the study is to scrutinise communicative functions of the use of gaze in social interaction where at least one of the participants has DS-HI-VI. This includes the use and characterisations of multimodal strategies.

The sample consists of four children with DS-HI-VI, their teachers and assistants.
The students attend both a local municipal school and a part-time special resource school. The study applies an interaction analytical method based on video recordings of naturally occurring interaction in various activities in everyday school life.

Despite the sensory challenges the students experience, eye contact plays an important role in the interactions.

Findings show the importance of students' communicative resources and the teacher's attention and facilitation to provide the opportunity for interaction on equal terms.

Knowledge of the individual child's specific sensory and communication challenges, as they actually occur in social interaction, will uncover students' communicative strategies, resources and tactile preferences. This will optimize access to meaning making and communication, and in turn increase the opportunity to facilitate participation, learning and development.

Talk, play, cooperation, conflict: Framing Child-SLT interactions in Hebrew

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Bracha Nir, Department of Communication Sciences and Disorders, University of Haifa, Israel

Speech-and-Language Therapy (SLT) revolves around communicative and linguistic activities. Focusing on SLT-Child interactions in Hebrew, this paper illustrates how stakeholders in these interactions - clinician, child, caregiver - use various activities to construct different interactional frames (Thompson & Dori-Hacohen, 2013). While competition over activities and frames can be detrimental to the therapeutic process, cooperation in these contexts can promote it. We study metacommunicative utterances regarding "talk" and "play" to illustrate these tensions and to explore how instances of cooperation or conflict evolve around the different frames. "Talk" is considered a central activity since it is both a vehicle and a targeted achievement in its own right (Holland, 1975), and is favored by the parents (Ex. 4) and at times by the therapist (Ex. 3) but not by the children. "Play," a vehicle for learning (Bateson, 2000), is favored by the children (Ex. 2), and used by the therapists (Ex. 1) to encourage agency (Nir et al, 2019) and hone the child's communications skills. We discuss the implications of the following: Whereas talk constructs the interaction as a therapy session (Ex. 4), "play" as a main activity constructs it as a "playdate" (Ex. 1). "Play," as opposed to "talk" (Ex. 3), often leads to the children's cooperation in the session, and allows for freer interaction and the children's more spontaneous talk. Focusing on talk for the sake of talk, especially when it comes from the parents, creates a confrontational session and reduces the children's cooperation in it.

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KEYWORDS Speech-and-Language Therapy; Activities; Frames; Metacommunication; Conversation Analysis

Autism Spectrum Disorder
Room 2.16, 10.30-4pm

How a teacher orients to the responses of a boy with autism spectrum disorder to promote his participation in classroom interaction

John P. Rae, University of Roehampton
Maisie Turner, formerly of University of Roehampton

One line of research in the use of conversation analysis to examine interactions involving children with autism spectrum disorder (ASD) has explored how teachers, or teaching assistants, in classroom settings, or parents in domestic settings, provide support in the accomplishment of specific tasks. Another line of research has focused on testing situations and how the interactional organisation of such settings might constrain a children's abilities. In order to better understand the kind of interactional support that might be systematically absent in a controlled test setting, this study examines the interactional support provided by a teacher to a child with autism in a classroom setting.

We used conversation analysis to examine video-recordings of various one-to-one classroom sessions in which an 8-year-old boy, who has a diagnosis of ASD, interacts with a special educational needs teacher. The boy and the teacher know each other well, having interacted frequently for the previous two years.

We identify a range of interactional practices through which the teacher orients to the boy's multi-modal behaviours in order to assist him and position him as an active participant in the interaction. In particular, we examine the practice of revising a previously initiated sequence (e.g., reformulating a previously-asked question) so that the boy's response is appropriate or correct.

The analysis contributes to our understanding of the routine practices used by teachers of children with ASD to sustain and support interaction. The findings have practical implications for interactionally-administered diagnostic tests, such as the Sally-Anne test. The paper speaks to the conference themes through showing both participant's creativity is relevant. The teacher's interactional creativity promotes the boy's participation in the setting - and it does so by responding to the boy's own creative contributions.

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Stribling, P., & Rae, J. (2010). Interactional analysis of scaffolding in a mathematical task in ASD. In H. Gardner and M. Forrester (Eds.), Analysing Interactions in Childhood insights from conversation analysis (chapter 10). New York: Wiley.

KEYWORDS autism spectrum disorder; conversation analysis; assistance; participation

Unresponsiveness in peer interaction – The case of three pupils during a group task

Anni Kilpiä, University of Eastern Finland
Anniina Kämäräinen, University of Eastern Finland
Katja Dindar, University of Oulu
Calkin Suero Montero, University of Eastern Finland
Kaisa Pihlainen, University of Eastern Finland
Eija Kärnä, University of Eastern Finland

Unresponsiveness occurs in interaction when a response is not produced after an initiative action. As an interactional resource, unresponsiveness enables interactional partners to avoid, change, or resist a specific conversational topic (Theobald, 2017; Hollin & Pilnick, 2018). In school contexts, adult interactional partners may not always respond to the initiations of pupils on the autism spectrum (Keen, 2005) for instance to promote progressing in the task or teaching other skills to the pupil (Kilpiä, Dindar, Kärnä & Räty, in review). However, less is known about how and for what purposes unresponsiveness is produced in peer interaction.

This study aims to investigate actions that are carried out through unresponsive practices during peer interaction in inclusive classrooms. Our study focuses on the analysis of interaction among three 11–12-year-old pupils (one on the autism spectrum) while performing group tasks during first language lessons. Total one hour of interactions were recorded using wide-angle video cameras and eye-tracking glasses, which enable precise analysis of gaze interactions. Using multimodal conversation analysis, we examine how unresponsiveness was constructed and what kind of actions are carried out trough unresponsiveness in peer interaction.

The preliminary results indicates that unresponsiveness can be constructed at least in three different ways: by a) staying silent, b) changing the topic after an interactional partner's turn, or c) taking turn by interrupting an interactional partner's turn. Unresponsiveness appears to be carried out for instance to avoid sensitive topics, promote the progression of a task, or present one's ideas. Occasionally unresponsiveness also implicated that participants had problems in responding, for instance in not knowing how to respond to a question. Deeper understanding about the role of unresponsiveness during peer interactions could support teachers and other professionals to facilitate all children's participation in peer interaction and promote their social skills.

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Kilpiä, A., Dindar, K., Kärnä, E. & Räty, H. (in review) Koulunkäynninohjaajan vastaamattomuus autismikirjon oppilaan sosiaalisiin aloitteisiin päällekkäistyvien vuorovaikutusprojektien näkökulmasta.

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The co-construction of pragmatic competences during a play situation: The case of a child with autism spectrum disorder

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Friederike Kern, Bielefeld University

Autism spectrum disorder (ASD) is in general associated with pragmatic language impairments, even though they may vary considerably between individuals with ASD (Volden, 2017). To assess pragmatic competences, a range of tests and checklists exist (Adams, 2002) that often use interview-like situations. Other methodical approaches, using e.g. ethnomethodological conversation analysis, may provide new paths to assess pragmatic competences in authentic conversational interactions. Assuming that pragmatic competence is an interactively constructed phenomenon (Goodwin, 2003), especially the role of the co-participant needs to be considered more closely.

In our paper, we will focus on one autistic child's performance in a interactional play situation at home with various game partners (parents and sibling). Regarding pragmatic performance in general, the child appears quite competent in this situation in so far as the ongoing interaction is relatively smooth and trouble-free. Yet when answering questions, e.g. about the rules of the game, or during repair sequences, the child shows some difficulties so that the flow of the conversation is disrupted at times. Especially, adapting explanatory utterances to the co-participants' questions seem to be an issue. It remains open, whether those observed pragmatic difficulties are associated with a „theory of mind" deficit (Baron-Cohen, 2000). However, our analysis will show how co-participants adopt communicative strategies to deal with the occurring conversational trouble, such as providing an explanation themselves, or suggesting additional questions to solve the problem at hand. The goal of the case study is thus twofold: (1) to reconstruct co-participants' interactive support-practices in naturally occurring interactions, and (2) to demonstrate by this the importance of considering all participants' communicative and interactive behaviour in situated atypical interaction in order to assess individual pragmatic competence (Heller & Kern, 2021).

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Perseverative storytelling in autism as an interactional phenomenon

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Topic perseveration is often considered to be an autistic trait observable in more verbally-able individuals with autism. However, the phenomenon has been subject to little empirical research. The aim of the presentation is to explore the organisation of perseverative talk within the context of autistic storytellings. Specifically, this conversation-analytic study investigates the ways in which two adults with autism initiate, develop and pursue storytellings in naturally occurring interactions. Moreover, the coparticipants' management of the apparently perseverative autistic talk is brought into focus. The findings show that the storytellings are successfully launched and initiated with a subtle sensitivity to the local environments of the

ongoing interaction. Furthermore, the adults with autism develop and pursue their tellings with an orientation to the coparticipants' display of structural support of the storytelling activity (alignment). However, the autistic tellers pursue their stories despite recipients' display of disinterest in their projects (disaffiliation). Ultimately, this leads to recipient-initiated story closure, and the recipients treat the tellings as sequentially non-implicative actions. The findings propose that perseverative storytellings are locally and collaboratively managed social activities, developed on a turn-by-turn basis in natural interaction. It is argued that recipients' feedback, both mid-telling and post-telling, contributes to the perseverative character of the tellings. This interpersonal approach to perseveration suggests that the most common intrapersonal conceptualisations of the phenomenon need to be refined to some extent.

Interactional Functions of Therapists' Reformulations in a Group Session Involving French-Speaking Children with Autism Spectrum Disorder

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Simo Määttä, University of Helsinki

Common characteristics of Autism Spectrum Disorder (ASD) include restricted, repetitive patterns of behaviour, interests or activities, and deficits in social-emotional reciprocity and nonverbal communication, as well as in developing, maintaining and understanding relationships (APA, 2013: 50). Atypical communication patterns and the failure to use language appropriately or effectively constitute a prominent feature of ASD (Cummings, 2009: 56). Specific problems concern the production and comprehension of speech acts, understanding non-literal language, the ability to draw upon contextual information when interpreting the interlocutor's speech, and the acquisition of conversational skills such as turn-taking (Cummings, 2009: 56, 2014: 49).

In this paper, we present our analysis of a group therapy session involving four 11-13-year-old French-speaking boys with ASD and their two female therapists. The duration of the session is 55 minutes, and it was recorded in Geneva, Switzerland. The aim of the group sessions was to teach the children interactional skills and group activities. The theme of this particular session was taunting.
This paper focuses on the therapists responses to the boys' turns – especially the turns in which the therapists reformulate the contents of a preceding turn produced by a child with ASD. This type of response strategy is frequent in the session: the number of reformulations occurring in the data is 24.
Methodologically, the study is based mainly on Conversation Analysis.

The reformulations show how the therapists aim at achieving meaningful learning outcomes with regard to the topic of conversation. They either validate the boys' turns or parts of them, or invite the boys to provide more valid input (see also Wiklund & Määttä, 2021). The results show that although reformulations may have many different interactional functions, the aim in all of them is to maintain intersubjectivity among the participants.

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Cummings, Louise (2014). Communication Disorders. Hampshire: Palgrave Macmillan.

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The sound of touch: Non-speaking Autistic children and their parents stimming together

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The homes of non-speaking autistic children are intimate spaces, delicately fraught with both tension and care. At the very center of family life is the autistic child, navigating daily interaction with neurotypical others. Non-speaking autistic children do not share the same interactional modality as their speaking-family members, but are often expected to participate in interaction through oral-acoustic speech. Yet a growing body of testimonials from Autistic individuals (Conn, 2015; Kapp, 2019), supported by scientific research (Dickerson, 2007; Chen, 2016; Chen, in press), have demonstrated that the other characteristic of Autism—the production of repetitive movement (stimming)—is an intrinsically motivating sensory expression of focused engagement with oneself and the surrounding world (Nolan & McBride, 2015). Autistic individuals have even coined the term interactive stimming— producing rhythmic behaviors together with others—as an empathetic experience of belonging and relatedness (Bascom, 2012). What if we flipped the interactional context, so that as neurotypical family members and researchers, we accommodated to the expressive modalities of autistic children? What sociomaterial environments would enable such interactions to occur? Through multimodal interaction analysis of video data, this paper examines the embodied interactions of three pairs of non-speaking autistic children and their parents on a musical mat that I developed and brought into their homes. When participants step onto the mat and establish skin contact, they trigger a rich diversity of musical sounds that dynamically evolves based on their touch-based gestures. The analyses show that parents attuned to the stims of their children, bringing various objects onto the mat for collaborative play. The autistic children invited and included their parents in their sensory experiences, and all pairs found diverse, creative ways to co-operatively build upon each others' actions. This paper contributes to celebrating stimming as an expressive mode of sense-making and experience.

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Turn Initial Ai.ia as a Resource for Mandarin Speakers of Aphasia to Respond in Interaction

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Ray Wilkinson, Health Sciences School, University of Sheffield
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Second position Turn Initial Particles (TIPs) in normal interactions are regularly found to show disjunction between the prior turn and the current turn (i.e. well: Schegloff & Lerner, 2009) or to treat the prior turn as inapposite (i.e. oh: Heritage, 1998). However, these TIPs have been little studied in interactions involving persons with aphasia (PWA). Based on 300 minutes' talk between 15 PWAs and healthcare professionals, this paper, taking a conversation-analytic (CA) approach, discusses a distinctive use of second position turn initial ai.ia (oh my in English) as a response to wh-questions in interactions involving Mandarin speakers with aphasia (MSA).

As questions by healthcare professionals are a recurrent feature in interactions, the PWAs under constraints for producing a response (i.e. producing their turn in a timely manner and in ways fit the action and topical agendas and presuppositions set by the question (Heritage, 2013)). In this context, ai.ia is one resource used by PWA to begin the turn before the relevant action (an answer) has been proffered or attempted, especially in response to wh-questions where particular information is being requested. In addition, while in non-aphasic Mandarin, ai.ia has been particularly discussed as to reflect on the action of a previous turn (Chao, 1965), it is found in our data that turn initial ai.ia is recurrently forward-looking. It works both to project, with a dispreferred turn format, the PWA's difficulty in proffering an expected answer, and to display accountability for the expected answer not (yet) being produced.
As such, ai.ia can be a resource for PWA to display difficulty in producing the expected answer due to linguistic impairments. While filling a gap concerning the study of TIPs in atypical interactions, this research also constitutes an exploration of interactions involving MSA, an area which has been little studied from a CA perspective.

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Heritage, J. (1998). Oh-prefaced responses to inquiry. Language in society, 27(3), 291-334.

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KEYWORDS conversation analysis, turn initial particles, ai.ia, mandarin, question-answer sequences

Planning activities when you have severe aphasia: proposing joint future actions

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Anu Klippi, University of Helsinki

Social activities are commonly planned beforehand. Proposals of joint future activities, i.e. activities a speaker and a recipient will perform together outside the present moment, are in mundane conversations typically accomplished through distinct linguistic formats. These entail the production of multi-word utterances. The objective of this study was to explore how people with severe aphasia (PwSA) construct such proposals, and thus participate in the planning of upcoming social activities.

Utilizing the methods of conversation analysis and drawing from a data pool of ten hours of video-recorded everyday conversations at home, we examined the turn-construction and sequential position of proposals made by two persons with severe aphasia (Western Aphasia Battery Aphasia Quotient <70) and compared them to proposals made by both people with mild aphasia and family members. Data are in Finnish.

Compared to persons with mild aphasia or family members, PwSA made considerably less proposals of joint future activities. Further, PwSAs' turn-constructions were semantically and grammatically unclear, whereas people with mild aphasia and the familiar conversation partners used linguistic formats typical to Finnish conversations. For all speakers, a future time reference was found to be an important linguistic element, especially in proposals initiating a planning activity. PwSAs produced such time-references turn-initially, employing either linguistic or material resources. We argue that a turn-initial future time-reference both compensates for the language impairment and provides the recipients with a clue to comprehend the turn as a proposal.

As the infrequency of proposals display, severe aphasia potentially limits participation in the planning of joint future social activities. However, by employing their remaining linguistic resources or an artefact, PwSAs orient to the typical pattern of providing a future time-reference when initiating a planning activity. Implications for speech and language therapy will be discussed.

KEYWORDS aphasia; proposals; planning; everyday conversation

Multiparty interaction involving Thai speakers with aphasia

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Ray Wilkinson, University of Sheffield

While there have been numerous studies of people with aphasia (PWA) and their significant others (SO) using conversation analysis (CA) over the past 30 years or so, most of these have tended to focus on the PWA in dyadic interaction. Furthermore, those focusing on multiparty interaction were often conducted in a clinical context or included a researcher or interviewer in the interaction (Ferguson & Harper, 2010; Simmons-Mackie & Damico, 2009). Therefore, there has been relatively little exploration of the nature of multiparty interaction involving PWA and their SO in mundane conversation. This matters since multiparty conversation can display distinctive features of, for example, turn-taking compared to dyadic conversation (Lerner, 2019).

This study examines features of multiparty interactions involving Thai PWA and their SO in everyday conversations at home. The focus is particularly on the patterns of actions that non-aphasic participants contribute to multiparty interaction to help promote the flow of conversation.

Participants were PWA and their SO recruited from a hospital in Thailand. Data were video recordings of naturalistic conversations among these participants. Data were observed, transcribed, and analyzed using the principles of CA (Sidnell, 2010) to investigate certain actions that only were evident multiparty interaction.

Three actions which participants use to facilitate the conversation are discussed: 'interpreting' on behalf of a person with aphasia; 'doing other-initiated repair' for the benefits of others; and 'directing' a person with aphasia what to speak. In each case, the non-aphasic participant's contribution, seemingly to assist the successful participation of the PWA in conversation, creates a distinctive participation framework (Stivers, 2021) not routinely seen in 'typical' conversation.

These findings provide new insights into the types of contributions that SO can make and the distinctive participation frameworks that emerge within multiparty conversation involving PWA. These findings also contribute to knowledge of naturalistic multiparty conversation involving PWA, which has so far been relatively little explored.

Keywords: Multiparty interaction, Conversation analysis, Aphasia, Thai

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Simmons-Mackie, N., & Damico, J. S. (2009). Engagement in group therapy for aphasia. Seminars in Speech & Language, 30(1), 18–26.

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Supporting phone calls. When do communication facilitators intervene in interaction between people with communicative impairments and their conversation partners?

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Charlotta Plejert, Linköping University
Christina Samuelsson, Karolinska Institutet

The Swedish Communication Facilitation Service Taltjänst (Vårdguiden, 2021) offers assistance for people with communicative impairments, commonly caused by neurological damage or disease, and their conversation partners. The facilitators working in the service, offer support in conversations in various settings, including phone-call conversations. The service is sparsely studied (cf. Thorén-Jönsson, 2007). The way the facilitator supports a conversation, depends on the nature of the impairment. The facilitator may repeat unclear speech, or support word-finding.

The aim of this study is to investigate interaction in Taltjänst, with a focus on what occasions interventions by the facilitator, exploring; 1) When does the facilitator intervene? 2) When is the conversation managed by the main conversation participants (i.e., the person with communicative impairment and his/her conversation partner)? Data consists of two phone calls where the facilitator is placed together with the client with a disability, calling someone using a loudspeaker phone. Conversations were analyzed using multimodal interaction/conversation analytical methods (Sidnell & Stivers, 2012). In one of the phone calls, the client has acquired aphasia and in the other, the client has congenital dysarthria. This allows comparison of interactional challenges in relation to different impairments, faced by the communication facilitator. Analyses show that; 1) facilitators are commonly invited to intervene by means of eye gaze of their client, and 2) it appears to be a routine to intervene after all non-interrupted turns of the client with dysarthria, while for the client with aphasia, the pattern of what occasions intervention is more diverse. Results provide insights into the work of communication facilitators, and anyone supporting phone calls involving a participant with a communicative impairment. Increased knowledge of interactional practices by communication facilitators may also contribute to a development of this, so far unexplored, but important service.

Vårdguiden 2021, www.1177.se/behandling--hjalpmedel/hjalpmedel/kognition-och-kommunikation/tolktjanster-vid-funktionsnedsattning/

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Supporting people living with dementia to make choices during creative workshops

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Adam Brandt, School of Education, Communication & Language Sciences, Newcastle University
Spencer Hazel, School of Education, Communication & Language Sciences, Newcastle University

Multiple studies have shown that creative workshops can promote various positive outcomes for people with dementia, such as reductions in undesirable symptoms and achieving levels of autonomy. Although these are undoubtedly positive *outcomes*, there is little understanding of the specific *processes* that can enable such outcomes. For instance, while it is argued that making independent choices during creative workshops can enable a person living with dementia (PlwD) to participate in activities and accomplish self-expression, it is unclear how choices can be facilitated on the ground. To address this issue, we discuss some interactional processes of 'choice-sequences', in which a PlwD makes a choice pertaining to materials (e.g. pens, coloured papers) for a creative activity. Our Conversation Analysis study is based upon around 60 hours of video-recorded creative workshops involving artists, people with dementia, and carers. Drawing upon the notion of 'co-creativity', we examine the collaborative work involving an artist, PlwD and carer that goes into accomplishing choice-sequences. Our study reveals that each stage of a choice-sequence can present the PlwD with particular challenges. We highlight the ways the artist and carer work with the PlwD to overcome such challenges, and reveal the importance of shifting participation frameworks in the process.

Facilitating participation in digital dance in a different language for people living with dementia

An Kosurko, University of Helsinki
Ilkka Arminen, University of Helsinki

To explore how staff facilitate participation for non-native speakers with dementia in a dance program remotely delivered to an assisted living facility from Canada to Finland. This Ph.D. project contributes to an exploration of social inclusion in a cross-border, arts-based collaboration via ICT from Canada to Finland utilizing the Sharing Dance Older Adults program developed by Canada's National Ballet School and Baycrest.

Exploring the internationalization of a digital dance program for people with cognitive challenges, a test pilot was implemented in a single assisted-living facility in Helsinki, Finland from Toronto, Canada during the COVID pandemic. Ethnographic and video data were collected observing interactions among Finnish speaking people living with dementia and staff facilitators as they participated in English-speaking on-screen dance instruction. In five weekly sessions, observations were conducted in situations without a facilitator, with a facilitator who joined the dance, and with a facilitator translating the English instructions to Finnish. EMCA analysis of embodied interaction focussed on tactics used by facilitators to engage residents in the dance.

Early findings show how participants respond to staff facilitators' tactics using gesture to communicate and negotiate participation preferences within the activity framework of dance instruction. This study reflects on how dance activities promote expressive communication and agentic social engagement for people living with dementia and staff, and raises questions of when language matters.

KEYWORDS Dementia, dance, embodiment, atypical communication, agency

A conversation analytic exploration of healthcare professional practices to avoid, manage or resolve episodes of distress in people with dementia in the acute hospital setting

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Sarah Goldberg, University of Nottingham,
Rowan Harwood University of Nottingham,
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Managing the distress of people living with dementia (PLWD) is important and difficult work. Distress in PLWD may be indicated by a range of behaviours, including agitation, verbal and physical aggression, exit-seeking and resistance to personal care (Porock et al 2014). These behaviours are common in the hospital context, with 20% of people over 70 admitted to UK emergency units displaying 'agitation or aggression' (Goldberg et al, 2012) and staff reporting a lack of training in how to manage such behaviour (Griffiths et al 2014). Approaches to reducing distress in PLWD have included medical, psychological and social interventions (Livingston et al 2014) but none have detailed the actual communication practices used by healthcare practitioners in practice to prevent, manage or resolve the distress. In this paper, we present data from an NIHR-funded project which aims to explore these practices and develop training resources for staff. Previous work by our team has shown that where patients with dementia show distress, reducing this distress is likely to be treated as a priority activity by healthcare professionals (Pilnick et al 2021); managing distress is therefore an important component of interactional inclusion. Building on this previous work, video and audio recordings of naturally occurring interactions between healthcare professionals and people with dementia were collected from older person's wards in two UK acute general hospitals. Patient participants were identified by their healthcare team as people with dementia who were also prone to showing distressed behaviours. Times, activities and contexts where distress had been triggered previously for the individual were identified and targeted for data collection. Data were analysed using conversation analysis. We will present preliminary observations on the approaches used by healthcare professionals and the ways they are responded to by PLWD, considering the implications these have for interactional inclusion.

Goldberg SE, Harwood RH, et al. The prevalence of mental health problems amongst older adults admitted as an emergency to a general hospital. Age and Ageing 2012; 41: 80-86

Griffiths A, Harwood RH et al. Preparation to care for confused older patients in general hospitals: A study of UK health practitioners. Age and Ageing 2014; 43: 521–527

Livingston G, et al. Systematic review of the clinical and cost-effectiveness of sensory, psychological and behavioural interventions for managing agitation in older adults with dementia. Health Technol Assess 2014; 18(39).

Pilnick A, O'Brien R, Beeke S, Goldberg S, Harwood R. Avoiding repair, maintaining face: Responding to hard-to-interpret talk from people living with dementia in the acute hospital. Soc Sci Med. 2021 Aug;282:114156. doi: 10.1016/j.socscimed.2021.114156. Epub 2021 Jun 19. PMID: 34182355.

Porock D, Harwood RH, et al. Disruption, control and coping: responses of and to the person with dementia in hospital. Ageing and Society 2014, 1- 27

Turn construction practices between people with a language-led dementia (Primary Progressive Aphasia) and their family conversation partners

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Primary Progressive Aphasia (PPA) is a language-led dementia associated with Alzheimer's pathology and fronto-temporal dementia (Marshall et al, 2018). People present with difficulties such as word finding, with no or few cognitive impairments. A small number of studies have used Conversation Analysis (CA) to examine conversations between people with PPA and their conversation partners, focusing predominantly on repair (Taylor et al, 2014). CA studies of stroke aphasia have investigated both repair and turn construction, thereby identifying important intervention targets for speech and language therapy. For example, Beeke et al (2014) explores the non-verbal turn construction practice of writing and how a man with stroke aphasia and his wife incorporate this into their interactional sequences. It is not known whether the impact of PPA on conversation is the same or different to that of stroke aphasia.

To investigate turn construction practices in conversations between people with PPA and their family conversation partners.

As part of a communication partner training intervention study for PPA (Volkmer et al, 2018) home-based conversations were video recorded by 18 people with PPA and a family member (a dyad). Consequently,144 recordings have been transcribed using CA conventions and analysis of turn construction practices is underway.

Our developing analysis is exploring a key pattern in these data whereby people with PPA use non-verbal resources to support turn construction such as eye contact and gesture. These non-verbal practices are not always accepted by the conversation partner resulting in the loss of the conversational floor.

Turn construction practices in conversations between people with PPA and their family conversation partners appears to have similarities to those of people living with stroke aphasia. This has important implications for speech and language therapy interventions that can support people with PPA to participate in conversations.

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Taylor. C., Croot, K., Power, E., Savage, S.A., Hodges, J.R. & Togher, L. (2014) Trouble and repair during conversations of people with primary progressive aphasia. Aphasiology. 2;28(8-9):1069-91.

Beeke, S., Johnson, F., Beckley, F., Heilemann, C., Edwards, S., Maxim, J., & Best, W. (2014). Enabling better conversations between a man with aphasia and his conversation partner: Incorporating writing into turn taking. Research on Language and Social Interaction, 47(3), 292–305.

Volkmer, A. et al (2018). The 'Better Conversations with Primary Progressive Aphasia (BCPPA)'program for people with PPA (Primary Progressive Aphasia): protocol for a randomised controlled pilot study. Pilot and Feasibility Studies, 4(1), 158.

KEYWORDS Primary Progressive Aphasia, Dementia, Turn construction, speech and language therapy

How does a participation framework shift relate to in- or exclusion? A discussion based on educational sequences in the kindergarten involving early second language learners

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This paper contributes to the study of unplanned educational activities by analyzing a sequence of packing up a game in a kindergarten involving early second language learners.
Almost per definition, early second language learners differ in linguistic and communicative competences. When early second language learners participate in learning sequences in groups of unequal composition, it may be a challenge for educators to provide equal opportunities for the learners with regard to partaking in learning sequences.

Based on multimodal conversation analytic methodology (Hazel et al. 2014; Mondada 2014), we analyze a case of participation framework shift (Goffman 1981) in an unplanned group activity with the implication that the learner with less linguistic/communicative resources becomes the overhearer in the educational activity. We show how the shift emerges and how the educator contributes to changing the participation framework by acknowledging and further engaging with the learner who displays competence (Hutchby & Moran-Ellis 1997) rather than pursuing interaction with the learner most in need to learn. In the analysis we consider both talk, gaze, gesture, and the handling of objects.

Based on detailed analysis, we discuss to what extent the participation framework shift corresponds with exclusion from the interaction by drawing on analysis of other sequences from the same data set. By contrasting the instance with more planned activities such as playing a game (in which the turn-taking system is preallocated (Hoffstetter 2021)), we explore whether and how the educator manages inclusion of all learners in unplanned sequences. In our presentation we reflect on how interaction involving early second language learners can be thought of as atypical interaction (Brouwer & Rasmussen 2019).

Brouwer, C. E., & Rasmussen, G. (2019). Piling up and Spelling out!-Repair work in Challenged Interaction. International journal of language and communication, 50, 17-42.

Goffman, E. (1981). Forms of talk. University of Pennsylvania Press.

Hazel, S., Mortensen, K., & Rasmussen, G. (2014). Introduction: A body of resources - CA studies of social conduct. Journal of Pragmatics, 65, 1-9.

Hofstetter, E. (2021). Achieving Preallocation: Turn Transition Practices in Board Games. Discourse Processes, 58(2), 113-133.

Hutchby, I., & Moran-Ellis, J. (1997). Situating children's social competence. In I. Hutchby & J. Moran-Ellis (Eds.), Children and social competence: Arenas of action (pp. 7-26). London and Washington, D.C.: The Falmer Press.

Mondada, L. (2014). The local constitution of multimodal resources for social interaction. Journal of Pragmatics, 65, 137-156. doi:10.1016/j.pragma.2014.04.004

Creative Learning Strategies in an 'Atypical' Language Learning Environment

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Simin Ren, Newcastle University

In today's globalised world, the possibilities for learning L2s through spoken interaction are diversifying, because of 'superdiversity' (Blommaert 2013) and the multiplicity of technological platforms. We ask: can spoken interaction in 'atypical', digitally-mediated environments be analysed using a multimodal CA methodology in the same way as 'typical' L2 classroom interaction, or is it just too indexical, complex and messy? We examine how two Norwegian learners learned Chinese vocabulary by cooking a Chinese recipe with the help of a digital app in a real-world kitchen in China. The learners are performing the real-world task of cooking real food in a real kitchen, but it is a digitally-mediated environment in that they must interact with a digital system, namely the Linguacuisine app (Seedhouse et al. 2019) in order to complete the task. They are receiving instructions and help by video, audio, photos and text in L2 Chinese from a tablet. We play a video of an extract and show how the participants creatively developed multimodal speech exchange systems appropriate to the language learning focus, combining verbal and non-verbal elements with task-completion actions.

We conclude that it is indeed perfectly possible to analyse interaction in this setting. We reveal the activity framework these learners to complete the task, employing a combination of 8 strategies. However, we then show how one learner creatively goes off-piste, introducing a language learning focus and multimodal speech exchange system entirely of her own making.

We locate and evaluate the evidence of what the participants have learnt in terms of language. We discuss issues of typicality/atypicality in relation to traditional L2 classrooms and consider the extent to which all language learning talk is fundamentally homogenous, regardless of how 'typical' or 'atypical' the settings and tasks are.

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Seedhouse, P., Heslop, P., Kharrufa, A., Ren, S. and Trang, N. (2019). The Linguacuisine Project: A Cooking-based Language Learning Application. The Eurocall Review, 27, 2. http://eurocall.webs.upv.es/the-eurocall-review/vol-27-september-2019/"

Openings in human-robot interaction

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Kerstin Fischer, University of Southern Denmark
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Openings in social interaction provide a fascinating, recurrent, and highly systematic aspect of human social life. It is where participants first establish a social relationship as they transition from co-present individuals to co-participants (Goffman, 1963); It is where participants negotiate language choice and relevant membership categories (Mondada, 2009); And it is where participants negotiate if and how the interaction continues following the opening. Openings are accomplished through the sequential mobilization of a range of resources including talk and the body in which participants continuously display their understanding of some prior action(s). Each action indexes a common-sense knowledge of just which social action is being performed in this sequential position, through this turn-design. Whereas these and other social practices are assumed and taken for granted in human social interaction (Garfinkel, 1967), this is not necessarily the case when interacting with technology. Here, the human participant faces the practical problem of attributing sense to the machine's actions including if an action displays an understanding of some prior action or not (Suchman, 1987). In this paper, we look at openings between social robots and humans. We focus on openings that are initiated by the social robot, and describe the sequential structure of the openings and how meaning-making resources are mobilized to do so.

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Mondada, L. (2009). Emergent Focused Interactions in Public Space: A Systematic Analysis of the Multimodal Achievement of a Common Interactional Space. Journal of Pragmatics, 41(10), 1977-1997.

Suchman, L. (1987). Plans and Situated Actions: The Problem of Human-machine communication. Cambridge University Press.

KEYWORDS openings, human-robot interaction

Managing Wandering Residents with a WH-Question and Embodiment in a Taiwanese Nursing Home

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In eldercare facilities, wandering behaviors by residents suffering from cognitive impairment must be addressed immediately by care staff due to safety concerns. While research centering on non-pharmacological interventions has reported the effectiveness of increasing staff-resident interactions to cope with wandering behaviors (Goldsmith et al., 1995), understanding how wandering is managed in naturally occurring interactions requires further scrutiny. This study examines a recurrent wh-question, 'where are you going' in Chinese (ni yao qu nali) or Taiwanese (li bue khi to-ui), by care staff to address wandering residents and those residents' subsequent actions. Video data comes from a dayroom in a Taiwanese eldercare facility. Participants are local residents with cognitive impairment and/or physical deterioration, and the caregivers are from Taiwan and Vietnam. Through a multimodal conversation analysis of 48 cases, this study has found that this wh-question ('where are you going') is designed to challenge (Koshik, 2003) and halt the wandering of residents with cognitive impairment. However, residents interpret this wh-question in two different ways (Levinson, 2013). Some residents stop moving and direct their attention to the caregivers without verbal responses. The caregivers approach the residents and utilize haptic prompts (e.g., arm-grabbing) to lead them back to their seats. The approach of caregivers, coordinated with talk and touch (C. Goodwin, 2000; M. H. Goodwin, 2017), addresses the problematic action on the part of residents and their inability to return to their assigned seats. In contrast, other residents provide a verbal response (e.g., (x) cesuo; cesuo; 'toilet, toilet' in Chinese), reflecting their understanding of the wh-question as requesting an answer. In summary, this wh-question enables care workers to manage the wandering actions of care recipients. This study adds to our current understanding regarding professional care delivery with consideration to care recipients' display of understanding and their affordance of multimodal resources.

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Levinson, S. C. (2013). Action formation and ascription. In J. Sidnell & T. Stivers (Eds.), The handbook of conversation analysis (pp. 103–130). Wiley-Blackwell. https://doi.org/10.1002/9781118325001.ch6

Features of answers to questions about recent events, and connections to memory function

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Traci Walker, University of Sheffield
Markus Reuber, University of Sheffield

Asking patients who have been referred to memory clinics open questions about recent events has been shown to have diagnostic relevance. In this study we look at responses to two questions about recent events, asked by an intelligent virtual agent which takes the form of a talking head on a laptop screen. The interviewees are a mixture of healthy control participants (HC; n=14), people with Mild Cognitive Impairment (MCI; n=8), and people with Alzheimer's Disease (AD; n=13). We present three features of responses which show the interviewees' orientation to the questions as queries about their capacity to remember: overt claims of an inability to respond that appeal to memory, self-directed questions as displays of attempts to recall, and ""well"" used as a preface to a response. We show that the identified features are distributed differently among the three groups. For example, healthy controls use claims of memory problems as prompts to say more whereas people with MCI use them as standalone accounts for not providing a response and as a way to terminate the sequence; self-directed questions are used only by healthy controls and people with AD, and never by people with MCI; people with AD and people with MCI rarely employ well-prefacing, and do so less often than healthy controls. We suggest that this shows that healthy controls are both willing and able to 'show off' their memory, whilst people with AD are willing but generally unable to do so. People with MCI, in contrast, display themselves as both unwilling and unable to engage with the agent's questions as tests of memory. We argue that since our data mimic naturally occurring interactions, they allow us to make some headway in understanding the lived experiences of people with memory deficits arising from certain neurological conditions.

KEYWORDS memory, cognitive impairment, conversation analysis

I don't know: interactional uses and meanings in conversations with individuals with schizophrenia

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Judit Fekete, University of Pécs, Pécs, Hungary
Róbert Herold, University of Pécs, Pécs, Hungary
Anikó Hambuch, University of Pécs, Pécs, Hungary

Individuals with schizophrenia exhibit severe speech and mentalizing difficulties. The study of schizophrenic speech is a multifaceted research field, requiring a functional linguistic approach. In order to understand the nature of patients' linguistic dysfunction, the primary task is to identify the occurrence of linguistic disturbances during mentalizing processes. As speech can be considered the reflection of thoughts, the analysis of schizophrenic speech can provide useful insight into patients' mentalizing skills. The study being part of an interdisciplinary research is based on guided interviews related to Hemingway's short story entitled The End of Something [1].

The primary purpose of the research is to describe the language use of patients with schizophrenia and classify typical recurring mental state terms associated with their mentalizing capacities. The present case study particularly focuses on the varied functions and use of the mental state term I don't know (IDK) expressing patients' mental condition.

The corpus includes 20-20 guided interviews involving 20 patients diagnosed with schizophrenia and 20 healthy controls. The interviews were digitally recorded and transcribed in Hungarian. The qualitative analysis was performed with the help of Sketch Engine corpus analysis tool in order to identify and classify collocations associated with IDK. Furthermore, the interactional uses and meanings of IDK were investigated with a conversation analysis approach.

The results show that individuals with schizophrenia tend to use I don't know more often and for more diverse communicative functions ranging from the expression of uncertainty to a strategy of avoidance than controls [2].

The findings can offer some possible indications for psychotherapeutists how to detect linguistic impairments in schizophrenic speech and correctly interpret mental state terms, particularly I don't know, in order to improve mentalizing capacities during social interaction, thereby contributing to the social reintegration of this patient group.

[1] Doddel-Feder, D. et al. Using Fiction to Assess Mental State Understanding: A New Task for Assessing Theory of Mind in Adults. PLoS One 2013; 8:11
[2] Pichler H, Hesson A: Discourse-pragmatic variation across situations, varieties, ages: I don't know in sociolinguistic and medical interviews in Language & Communication 2016; 49: 1-18

Speech & Language Disorders

Room 2.16, 9-11am

Talking about talking – How young people with DLD describe their language and communication in research interviews

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Olof Sandgren, Lund University
Birgitta Sahlén, Lund University
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Developmental Language Disorder (DLD) is common in children and young people with a prevalence of 7–10% (Norbury et al., 2016). Despite DLD being a common condition, the voice of young people with language disorders is largely absent in the literature. Understanding more about how young people make sense of their experiences of living with DLD is crucial for developing relevant and meaningful support (Lyon & Roulstone, 2018). How young people themselves view their language and communication in relation to everyday needs and aspirations may add important information. This study is based on interviews with 23 young people (13–19 years) diagnosed with DLD. The interviews were designed to elicit participants' descriptions and views about their experiences of language and communication. There is a growing number of studies using CA to analyse interviews (Roulstone, 2006). In this line of research, interviews are not treated "as 'time out' from real life, but as a social interaction in which members routinely draw on their stock of knowledge to provide descriptions of events and experiences pertinent to the research topic at hand" (Roulstone, 2006, 518–519). Following this approach, this presentation offers insights into the ways young people with DLD describe their language and communication in research interviews, as well as analyses of how these descriptions are co-constructed in the interviews (cf. Baker, 2004). Two main lines of reasoning were identified in the interviews: intrinsic limitations and extrinsic problems. In most of the interviews, negative perceptions about the interviewees' language and communication were present, and views about how the young people lack competences both when it comes to understanding others and expressing themselves were foregrounded. However, in several of the interviews the importance of how conversational partners express themselves, and how they engage in conversations, was emphasized as a main source of trouble.

Baker, C. (2004) 'Membership Categorization and Interview Accounts', in D. Silverman (ed.) Qualitative Research: Theory, Method and Practice (2nd Edition), pp. 162–76. London: Sage.

Lyons, R., & Roulstone, S. (2018). Well-being and resilience in children with speech and language disorders. Journal of Speech, Language, and Hearing Research, 61(2), 324-344.

Norbury, C. F., Gooch, D., Wray, C., Baird, G., Charman, T., Simonoff, E., ... & Pickles, A. (2016). The impact of nonverbal ability on prevalence and clinical presentation of language disorder: Evidence from a population study. Journal of child psychology and psychiatry, 57(11), 1247-1257.

Roulston, K. (2006). Close encounters of the 'CA' kind: a review of literature analysing talk in research interviews. Qualitative Research, 6(4), 515-534.

KEYWORDS DLD, young people, experiences of communication, interviews

Destigmatizing disfluency: Stuttering in peer telephone support

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Rachel Chen, Graduate School of Education, UC Berkeley & San Franscisco State University

Typically understood as a symptom of a speech disorder, stuttering is the verbal repetition of syllables, words, or phrases that suspends the progression of a speaker's turn. Stutters can be characterized as syllabic, which consist of singular repeated sounds (e.g., the first phoneme of a not-yet-stated word) or phrasal multi-syllabic stutters, often consisting of a repeated word or short phrase. Yet, stutters are present in everyday speech production, beyond the clinical diagnosis of speech pathology. Over 150 phrasal stutters were found in audio recordings of peer telephone support in the United States. To the best of our knowledge, no interactants had been diagnosed as people who stutter. Using conversation analysis, we found that stutters present variation, allowing for time to extend one's turn and do a 'word search'. Most phrasal stutters arise from early, within-turn indicators of potential sequential, semantic or syntactic trouble. Produced with quick pacing, the stutters are varied, including the latching of sound across words, abbreviated words, word blends, and insipient and/or unintelligible sounds. Elongated or cut-off sounds often indicate the seeming end of a stutter, with either abandonment or a typically fluent completion of a current turn occurring upon a stutter's conclusion. Some stutters have a staccato or periodic pacing, with short gaps between sounds and clearer enunciation. Importantly, the other interactant never interrupts or completes the stutter. These findings contradict prior conversation analytic studies of stutters (e.g., Tetnowski et al., 2004; Wilkinson & Morris, 2020) and describe stuttering as a normalized everyday action. Most importantly, this paper destigmatizes stuttering and stutters by showing how sound and word repetition can be commonplace within everyday conversation as speakers navigate disfluency to reach eventual fluency.

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Wilkinson, R., & Morris, S. (2020). 'My own space in this world': Stammering, telephone calls, and the progressivity and permeability of turns-at-talk. In R. Wilkinson, J. P. Rae, & G. Rasmussen (Eds.), Atypical interaction: The impact of communicative impairments within everyday talk (pp. 319-344). Palgrave.

'Better Conversations with Children': encouraging greater communicative participation and inclusivity for children with developmental language disorder

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Wendy Best, Division of Psychology and Language Sciences, University College London
Caroline Newton, Division of Psychology and Language Sciences, University College London
Juliette Corrin, Division of Psychology and Language Sciences, University College London

Children with developmental language disorder (DLD) experience difficulties with everyday conversation, which place them at risk of reduced social participation with family and peers(1). Yet, few interventions directly target conversation skills for this client group(2).

This study investigated a new intervention: 'Better Conversations with Children' (BCC), based on established methods used with other clinical populations. The programme, informed by Conversation Analysis, incorporates principles and methods from parent-child interaction therapy(3) and communication partner training(4).

The aims of the project were to:
• increase understanding of the impact of DLD on children's everyday interactions

• support their participation in conversation by identifying facilitators and barriers to their communication with parents.

Six children with DLD (aged 6;06 - 8;02 years) and their mothers took part in pre-therapy assessment and six conversation-based intervention sessions. Two dyads will be presented in detail. Video feedback was used to highlight facilitative and barrier strategies within their talk and to agree targets for change. Follow-up measures, using mixed methods, evaluated progress.

Experimentally-controlled outcomes showed an increase in child:adult ratio of speech and children's average utterance length for both dyads, as well as a statistically significant decrease in the use of barrier conversation behaviours. In addition, children showed progress on standardised assessment measures, including the Clinical Evaluation of Language Fundamentals(5). Participants reported improved communicative participation at home, however children experienced ongoing difficulties with social interaction at school.

This study was the first to evaluate the use of a conversation-based intervention, BCC, for primary school-aged children with DLD and their parents. The results suggest this clinical group can benefit from direct intervention to improve their everyday conversation, which is at the heart of social relationships and inclusivity. However, further work is needed to support generalisation of newly-acquired conversation skills to interactions in the classroom and playground.

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3 Falkus, G., Tilley, C., Thomas, C., Hockey, H., Kennedy, A., Arnold, T., Thorburn, B., Jones, K., Patel, B., Pimenta, C., Shah, R., Tweedie, F., O'Brien, F., Earney, R. & Pring, P. (2016). Assessing the effectiveness of parent–child interaction therapy with language delayed children: A clinical investigation. Child Language Teaching & Therapy, 32, 7-17
4 Beeke S., Sirman N., Beckley F., Maxim J., Edwards S., Swinburn K., Best W. (2013). Better Conversations with Aphasia: an e-learning resource. Available free at: https://extend.ucl.ac.uk/
5 Semel, E., Wiig, E.H. & Secord, W. A. (2017). Clinical Evaluation of Language Fundamentals - Fifth Edition UK (CELF-5 UK). London: Pearson.

Team building, individuality, and positions in the opening of Speech-Language Therapy with children

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Gonen Dori-Hacohen, Department of Communication, University of Amherst, USA

A major goal of Speech-and-Language-Therapy (SLT) is to achieve maximal participation while promoting communication. Following Ferguson and Armstrong's (2004) call to study SLT discourse, we explore how Clinician-Child interactions begin. Openings are "extremely compact, interactionally dense, and avail themselves of relatively few, generally simple resources" (Schegolff, 1986:112). Our analyses of 12 Hebrew SLT-Child video-recorded interactions demonstrate Schegloff's insights, particularly the tensions expressed in the session openings, and the mutual relations between the clinician, the child, and the institutional context.

In the pre-recording interviews, most clinicians conceptualized the opening phase as influential in creating a positive tone for the entire session. The analysis of the interactions shows that the openings have a similar structure: The clinicians start with a formulaic greeting, which some children verbally reciprocate. Some clinicians recruit their surroundings to elicit answers to their how-are-you questions. The children respond to these questions minimally, and rarely initiate any talk. Other therapists establish 'small talk' mimicking mundane interactions about the weather or daily activities, in which the children also minimally participate. During the opening, some clinicians use the first-person singular, mainly to highlight their stance (Du Bois, 2007). Others construct a conversational 'we' (Dori-Hacohen, 2014), creating a team with the child, who is expected to collaborate with the therapist. However, this is not always the case. The clinicians then move the session to its declared business – working on the child's talk. All but one clinician explicitly mentioned 'talk' or 'speaking' before transitioning to the main activities of the SLT session.

These findings show how in structuring session openings clinicians control the situation and establish the institutional setting, and consequently they also limit at times their own stated goals of promoting children's independence and communicative freedom. These consequences have an impact even on the positive outlook for the session as a whole.

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Du Bois, J. W. (2007). The stance triangle. In R. Englebretson (Ed.), Stancetaking in discourse: Subjectivity, evaluation, interaction (pp. 139–182). John Benjamins. https://doi.org/10.1075/pbns.164.07du

Ferguson, A., & Armstrong, E. (2004). Reflections on speech–language therapists' talk: Implications for clinical practice and education. International Journal of Language and Communication Disorders, 39(4), 469–507. https://doi.org/10.1080/1368282042000226879

Schegloff, E. A. (1986). The routine as achievement. Human Studies, 9(2-3), 111-151.

Better Communication in Individuals with Deafblindness – Conversation Analysis-Based Intervention for Assistants of People with Congenital Deafblindness

Charlotta Plejert, Linköping University;
Camilla Warnicke, Örebro University;
Krister Schönström, Stockholm University;
Emil Holmer, Linköping University

The aim of this presentation is to report work-in-progress from a project in which Conversation Analysis is used in an intervention to strengthen social interaction between people with congenital deafblindness, and their assistants. Data consists of video-recorded interaction between two informants with congenital deafblindness and five assistants, and experiences from retrospection-sessions with assistants and supervisors carrying out the intervention.

The intervention consists of five retrospection-sessions per assistant, based on video-recorded mundane interaction collected by the assistants every second week over approximately 20 weeks. Recordings are analysed by two CA-trained supervisors, proficient in Swedish sign language (STS), including the tactile form, video-clips for retrospection-sessions selected, and further scrutinized by two researchers with CA skills, one of whom is also proficient in STS and tactile modalities. When video-clips are agreed upon, the supervisors carry out individual retrospection-sessions with assistants, watching and discussing potentially facilitative interactional practices between the person with deafblindness and assistants.

Recurring features assessed as relevant for the intervention are: 1) practices to engage people with deafblindness in an activity; 2) practices for creating and maintaining recognizable actions and patterns which help the person with deafblindness to orient socially, and in time and space; 3) practices in which assistants are "passive" (e.g., sitting at a table watching the person with deafblindness eat); 4) practices enhancing shared attention - often involving objects.

Results indicate that discussing features such as 1-4 with assistants may lead to developed social interaction between assistants and people with deafblindness, e.g., by introducing "new" practices and/or objects, which might expand the lifeworld by people with deafblindness. The intervention appears to raise the awareness of assistants of interactional resources that they have not considered previously.

KEYWORDS congenital deafblindness, intervention, Conversation Analysis, Swedish Sign Language, tactile

Peer socialization in an oral classroom for deaf or hard-of-hearing children

Kristella Montiegel, Department of Sociology, University of California, Los Angeles

Socialization in special-education settings continues to receive little attention in social scientific research. By and large, students with disabilities are examined in mainstream (e.g., general classroom) settings and thus observed for how they interact with and learn from their typically-developing peers. As a result, students with disabilities are overwhelmingly viewed as socializing objects rather than as socializing agents. One main argument for mainstreaming is that it can enhance the interactions and socialization of students with disabilities. Yet, what of those students placed in separate special-education settings? Does peer socialization still occur in these contexts? Is peer socialization subverted in the absence of typically-developing peers?

Informed by the perspectives of Language Socialization and the Social Model of Childhood Disability (1, 2), and using the method of Conversation Analysis (3), this study examines peer interactions in an oral preschool classroom for deaf or hard-of-hearing (D/HH) children. I explore how D/HH children can serve as

peer models for each other, even in the absence of hearing children. Specifically, analyses show how the children's interactions can serve as mechanisms for socialization into norms and behaviors similar to what we see in general preschool settings, as well as those that are specific to their oral classroom. Their varying communication skills and competencies enable different abilities and methods for peer teaching, illustrating the ever-shifting roles of socializing 'experts' and 'novices' in interaction. Additionally, the children display a sensitivity to recipient design in peer interaction (4), which further demonstrates how they actively work to socialize each other. Data is drawn from approximately nine hours of video-recordings in one oral classroom in Southern California. Findings urge a reconsideration of the predominant medical framing of disability, which views students with special-education needs through a deficit-based lens that overlooks the nuanced ways in which they display social and interactional competence.

(1) Schieffelin, B. B., & Ochs, E. (1986). Language socialization. Annual Review of Anthropology, 15(1), 163-191

(2) Connors, C., & Stalker, K. (2007). Children's experiences of disability: Pointers to a social model of childhood disability. Disability & Society, 22(1), 19-33.

(3) Sidnell, J., & Stivers, T. (Eds.). (2013). The Handbook of Conversation Analysis (Vol. 121). John Wiley & Sons.

(4) Sacks, H., Schegloff, E.A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. Language, 50(4), 696–735.

KEYWORDS socialization; peer interaction; deaf or hard-of-hearing; special education; conversation analysis

Atypical Interaction in Atypical Spaces – Learning Sign Language in Virtual Reality

Nils Klowait, Moscow School of Social and Economic Sciences
Maria Erofeeva, Moscow School of Social and Economic Sciences
Denis Zababurin

We are experiencing the growth of social virtual reality – spaces like VRChat, Rec Room or Meta Horizons aim to provide a platform for embodied virtual social interaction, bringing together disparate—and different—participants in a shared virtual space and social context.

At the same time, multimodal interaction through the use of virtual reality helmets brings to the forefront considerations of the role of the body in the organization of social activity (Mondada, 2016). Consumer-grade VR helmets, such as the Meta Quest 2, presuppose a normate user, both in the design of the input methods (typically, two controllers that track rudimentary hand movements), and in the ways the other participants become available for interaction (typically in the form of full-body avatars). In other words, VR's growing accessibility is increasingly shedding light on the in-accessibility of many VR spaces (Mott, Tang, Kane, Cutrell, & Morris, 2020).

This project sets out to investigate how people with atypical bodily capabilities (ABCs) interact within virtual reality, and the way they overcome interactional challenges in these new social environments. For our data, our team made the decision to focus on a specific community in greater empirical detail: the highly active Helping Hands VR community for Deaf and hearing-impaired persons.
In our presentation, we will report findings from our video-ethnographic multimodal study of Helping Hands outreach sessions where signers and non-signers employ a version of ASL that has been adapted for the input specificities of VR. Specifically, we will discuss the emergence and deployment of environmentally coupled gestures (Goodwin, 2018) for the organization of ASL-teaching activity. We will subsequently relate our analysis to broader methodological questions relating to embodiment, cotemporality and language use in unorthodox interactional contexts.

Goodwin, C. (2018). Co-operative action. Learning in doing. Cambridge: Cambridge University Press.

Mondada, L. (2016). Challenges of multimodality: Language and the body in social interaction. Journal of Sociolinguistics, 20(3), 336–366. https://doi.org/10.1111/josl.1_12177

Mott, M., Tang, J., Kane, S., Cutrell, E., & Morris, M. R. (2020). "I just went into it assuming that I wouldn't be able to have the full experience": Understanding the Accessibility of Virtual Reality for People with Limited Mobility. In ASSETS 2020. Symposium conducted at the meeting of ACM. Retrieved from https://www.microsoft.com/en-us/research/publication/i-just-went-into-it-assuming-that-i-wouldnt-be-able-to-have-the-full-experience-understanding-the-accessibility-of-virtual-reality-for-people-with-limited-mobility/

Gestures and speech in young children with cochlear implants: responses during vocabulary testing with the Picture Naming Game

Ulrika Marklund, Linköping University
Henrik Danielsson, Linköping University
Björn Lyxell, Linköping University
Charlotta Plejert, Linköping University
Christina Samuelsson, Karolinska Institute

Development of gestures and speech are dependent on exposure and feedback (1). Early gestures emerge before first words (2) and are suggested to predict spoken language in both children with typical and atypical language development (3). It is known that children with CI meet challenges in their language development (4, 5), but little is known about their gestural development.

Today, there are materials for testing spoken language and for mapping gestures in young children through parental questionnaires, but to our knowledge no material that enables assessment of how gestures and spoken language and interact. The aim of this study is to create knowledge about development of gestures and speech, with focus on lexical development, in young children with CI.

In this study, ten children aged 23-39 months with bilateral CI were individually tested with the test Picture Naming Game (PiNG) that targets receptive and expressive vocabulary. The child was asked to identify/name in total 80 items on color pictures. The testing was video-recorded in the families' homes. Annotations of gestures and speech were made in ELAN. Isolated/simultaneous gestures and speech, including gestural types (deictic, conventional, iconic), were analyzed and related to PiNG performance and turn-taking between child and test leader.

Preliminary results show a large variation in child gestures and speech. Not surprisingly, most gestures were deictic. A frequently used conventional gesture was nodding for "yes". Iconic gestures were rare, but a few children imitated the test leader's iconic gesture when this opportunity was given. In all, gestures were more frequent in children that talked more. Turn-taking behavior and interaction were framed by the repetitive pattern of the test situation, rapidly comprehended by most, but not all, children. The results may contribute to development of clinical assessment tools and intervention materials.

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2. Rohlfing, K. J. (2019). Learning language from the use of gestures. In J. Horst, & J. von Koss Torkildsen (Eds.). (2019). International Handbook of Language Acquisition. Routledge.
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5. Lyxell, B., Wass, M., Sahlén, B., Samuelsson, C., Asker-Árnason, L., Ibertsson, T., ... & Hällgren, M. (2009). Cognitive development, reading and prosodic skills in children with cochlear implants. Scandinavian Journal of Psychology, 50(5), 463-474.

Action formation, ascription and people with aphasia

Isabel Windeatt, University of Sheffield
Traci Walker, University of Sheffield

Action formation and ascription involves a speaker producing a turn-at-talk with a recognisable action and a hearer assigning meaning to this turn (Schegloff, 2007; Levinson, 2012). Due to the damage aphasia causes, the formation of actions within talk by people with aphasia (PWA) can be impaired. Our study uncovers how actions are ascribed, or not ascribed, to PWA's turns-at-talk, along with some specific difficulties faced in ascribing actions to turns by PWA.

12 hours of video recorded conversations between nine dyads of PWA (varying types and severities) and a communication partner (CP) were analysed using Conversation Analysis (CA). Our results show that speech is not the primary feature of PWA's talk that aids in action ascription. Instead, silence, gesture, and the local context of the talk may be relied upon by CPs when ascribing an action to a PWA's turn. PWA are often unable to undertake extra work to clarify or repair their talk and may also be limited by production difficulties which make utilising phonetic differences difficult or impossible. This can result in CP's controlling the PWA's action and the direction of the talk.

This research demonstrates some challenges in analysing conversations with people with communication difficulties. Given that CPs face difficulties in ascribing actions to PWA's turns, it can be even more challenging for the analyst to do so. We question how intersubjectivity can be maintained if participants are unable to fix misinterpretations of talk that is designed in one way and understood in another. In examining this gap between action formation and ascription, we show how PWA may be excluded from participation in talk, and uncover the techniques that are used by participants to produce social actions in ways that depart from normative approaches.

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Schegloff, E. A. (2007). Sequence Organization in Interaction: Volume 1: A Primer in Conversation Analysis. Cambridge University Press.

KEYWORDS Aphasia; Conversation Analysis; action formation; action ascription; agency

Instances of trouble in aphasia and dementia: an analysis of trouble domain and interactional consequences

Karin Myrberg, Linköping University, Linköping, Sweden
Lars-Christer Hydén, Linköping University, Linköping, Sweden
Christina Samuelsson, Karolinska Institutet, Stockholm

Language problems in dementia resemble the symptoms of aphasia in many respects. Persons with aphasia (PWA) and persons with dementia (PWD) present rather similar results on cognitive screening tools and standardised language tests. There is limited research that compares PWA's and PWD's language abilities. In this study, we will contribute to the emergent discussion about interaction in aphasia and dementia. The aim was to investigate instances of trouble in conversations between PWA and speech-language

pathologists (SLPs) and PWD and SLPs, with a particular focus on trouble domain and interactional consequences.

Ten PWA and ten PWD were video-recorded during informal conversations with SLPs. Each conversation was transcribed and instances of trouble were identified throughout the data. They were thereafter categorised by trouble domain: as connected to either primarily linguistic or cognitive issues.

At first glance, conversations involving PWA and PWD seemed rather similar with an equivalent number of instances of trouble. The analyses reveal, however, that significantly more turns were spent on trouble solving in the conversations involving the PWA. The vast majority of troubles involving the PWA were categorised as being connected primarily to linguistic issues, whereas trouble among the PWD were more evenly distributed between the trouble domains. The SLPs took a more active role in supporting the conversations of the PWA than for the PWD.

Conversational trouble involving the PWD that are labelled "lexical problems" might be a direct consequence of cognitive issues. Although there are many examples of instances of troubles connected to primarily linguistic issues in conversations involving the PWD, they seem to have less severe linguistic problems compared to the PWA. A lack of personal common ground and preconceived notions about the medical conditions are discussed as potential reasons for the SLPs' more passive behaviour towards the PWD.

KEYWORDS aphasia; dementia; conversational trouble, trouble domain

Making Opinions Tangible: Creative solutions for problematic verbal communication in aphasia

Elizabeth Clark, Charles Sturt University, Albury. Australia
Joan Murphy, Talking Mats Social Enterprise, Stirling University, Scotland.
Norman Alm, Honorary Research Fellow, University of Dundee, Scotland

With problematic interactions, such as those where one participant is non-verbal because of a physical or cognitive impairment, providing a way to externalise aspects of the conversation by making it concrete and manipulable can improve the quality and quantity of communication. This paper will provide a detailed, conversation analytic exploration of a single conversation involving a man with severe aphasia discussing his ability to be mobile in various everyday settings.

His communication with a speech and language therapist, which would otherwise be very difficult, is facilitated by using a set of cards which he places along a continuum representing how he can manage mobility, according to his views. Making use of the cards and the continuum allows the conversation to flow, free from the frustrating starts, stops and blockages which are typical of aphasia.

This 'reification' of the process of conversation, *representing the abstract aspects of language as a more concrete entity*, allows for a subtlety in communication to again be a possibility for the person with aphasia. Along with other non-verbal communication, the way a card is handled, placed, hovered over, and replaced can provide insights into the person's thinking process. In the interaction we analyse, we highlight the occurrence of 'swithering' – making up your mind -- and show how this process is made visible and concrete with the use of the cards.

KEYWORDS Aphasia; Multi-Modal Communication; AAC; Conversation analysis

4. POSTER PRESENTATIONS

Tuesday **10-10.30** and **12.30-13.20**

In the Foyer

POSTER PRESENTATIONS

The Interactional Management of Agency in Homecare Work with Virtual Assistants

Lauren Hall

School of Social Sciences and Humanities, Loughborough University

This research focuses on how virtual assistants, specifically smart speakers, are used in homecare settings, and how they impact service users' (SU) agency. Homecare is an emerging research priority, as elderly people are increasingly choosing homecare over residential care (Carers UK, 2015; Chen et al., 2016). At the same time, virtual assistant (VA) technologies such as the Amazon Echo are marketed as potentially improving the quality of life of elderly/disabled people (Amazon, 2019). Using conversation analysis (CA) in combination with discursive psychology, I analysed video recordings of a homecare routine where a smart speaker is well-integrated.

Analysis revealed two key findings; how agency is involved in the progressivity of the care routine with the virtual assistant (VA) and how collaborative interactional resources display the construction and management of the SUs agency. For example, upon a failed summons-request-response sequence, trouble alerts can demonstrate that assistance may be needed to complete a task. Progressivity of the care routine may be resumed by the SU successfully carrying out a summons-request sequence using the VA without the HCAs participation.

These practices both contributed to and utilised the discursive construction of the SUs agency. Using the VA, the SU was able to carry out day-to-day tasks such as turning the heater off as part of the joint progress of the routine. When the SU instructed the VA to complete part of a care routine with the HCA, they each took an independent, agentic role within a jointly managed routine. By giving the SU every opportunity to complete their component of the joint task using the VA, stepping in only when needed, the HCA enhanced the SU's control over their own home and care routine. The findings demonstrate how VAs can be used in 'smart' homecare settings to prioritise comfort and collaborative cooperation.

KEYWORDS homecare; virtual assistant; smart speaker; conversation analysis; discursive psychology

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Carers UK. (2015, October 29). *Facts about carers 2015*. https://www.carersuk.org/for-professionals/policy/policy-library/facts-about-carers-2015.

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Atypical interactions in school settings when some of the students have down syndrome in combination with hearing impairment – a meta synthesis approach

Sigrun Slettner, senior adviser, Signo Competence center
Lill-Johanne Eilertsen, PhD, senior adviser Signo Competence center, associate professor, USN
Romy Regina Prochnow, senior adviser Signo Competence center

This poster presents an ongoing study that is a part of a larger project called "Building communication and participation in school activities: Interactions involving pupils with Down syndrome and hearing impairment (DS-HI).
This poster presentation will present a literature review of research on social interaction between children with DS-HI and their peers. The purpose of the review is to get an overview of the knowledge of the field. The work presented will result in an article.
Social interactions are challenged when the pupils have a combination of hearing impairment and intellectual disability. Yet social relationships are a fundament for language learning and participation.

A systematic review of qualitative research will provide the main project with identifying features in research on atypical interactions in school settings.
Most regular systematic review find best practice intervention studies that facilitate peer interaction, which is valuable to the main project. Few studies focus on natural occurring interactions. This population is small; therefore, we expect to find a limited number of research.

We are using an interpretive approach to find features in the field (Hart, 2018). A meta-synthesis approach is required to gain more knowledge on interactions between students with HI-DS and their peers. An approach like this is described as an exploratory, inductive research design. By synthesizing primarily qualitative case studies it is possible to make contributions that goes further than the examined studies (Hoon, 2013) . We will compare the existing texts and provide new interpretations of existing studies. (Berg & Munthe-Kaas, 2013).

We are searching through databases, such as PubMed, ERIC, Science Direct, Academic Search Premier. We will do hand search in selected journals such as (JARID) and (ROLSI).

Articles that meet the criteria (qualitative studies of naturally occurring interactions) will be analysed and synthesised. The results will be discussed in the poster presentation.

Berg, R. C., & Munthe-Kaas, H. (2013). Systematiske oversikter og kvalitativ forskning. Norsk epidemiologi, 23(2), 131-139. doi:10.5324/nje.v23i2.1634

Hart, C. (2018). Doing a literature review: releasing the research imagination (2nd ed. ed.). Los Angeles, Calif: SAGE.

Hoon, C. (2013). Meta-Synthesis of Qualitative Case Studies: An Approach to Theory Building. Organizational Research Methods, 16(4), 522-556. doi:10.1177/1094428113484969

The typicality of non-remembering in interactions with people living with dementia and their conversation partners: Delicate identity management

Felicity Slocombe, Loughborough University

The interactional management of (non-)remembering is a salient issue for people living with dementia and their conversation partners, especially as displayed memory loss can threaten the identity of the person living with dementia[1]. Previous research also in the field of conversation analysis has analysed accounting for forgetfulness by people living with dementia, focusing on the reasons given for why they cannot remember[2] which ranged from normalising the lack of knowledge as something which would be difficult for anyone to recall, to claiming that it is not important or relevant for them to know that. In the poster I will present, non-remembering is not expressed in such an explicit way. There has been very little conversation analytic research specifically focused on the impact of non-remembering upon the identity of people living with dementia (c.f. Williams et al. 2019[3]). The poster will display findings from my research which examines how memory impairment is managed interactionally in a delicate manner which does not threaten the identity of the person living with dementia. This research furthers understanding of how conversation partners can interact in ways which support the person living with dementia and their identity. This topic merits research investigation as communicative breakdowns lead to high rates of depression in spousal carers of people living with dementia[4] . Therefore, approaches for supportive communication between informal carers and people living with dementia could lead to reduced negative impact of caring upon carers. This research will also contribute to advice which will be given to informal carers of people living with dementia on communicating with people living with dementia.

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KEYWORDS dementia, identity, remembering, supportive communication

Bodily-Tactile Early Intervention for Mothers and Their 0–2-year-old Children with Visual Impairment and Additional Disabilities

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Saara Salo, University of Helsinki, Faculty of Educational Sciences, Helsinki, Finland
Anne Nafstad, STATPED south-east, Department for deafblindness and combined vision and hearing impairments, Norway
Paul Hart, Sense Scotland, Scotland, United Kingdom
Elsa Tuomikoski, City of Helsinki, Social Services and Health Care Division, Maternity and Child Health Clinics, Helsinki; University of Helsinki, Department of Psychology and Logopedics, Helsinki, Finland
Minna Laakso, University of Helsinki, Department of Psychology and Logopedics, Helsinki, Finland

A child's visual impairment and additional disabilities (VIAD) may challenge the interaction between the parents and child. These interactional challenges put both the child's communication development and emotional availability between the child and parents at risk.

The study presented shows the effects of bodily-tactile early intervention for parents and their 0–2-year-old children with VIAD. In the intervention, the bodily-tactile modality is used as a compensatory strategy addressing the lack of visual information in interaction.

The study had five families as participants. A speech and language therapist met with the families 15 times at home (baseline–intervention–follow-up). The data consist of video recordings and questionnaire data. Mixed methods were used in the video analysis. Coding procedures were used to study the mothers 'use of the bodily-tactile modality in interaction and the children's expressions. Applied conversation analysis was used to analyze the children's emerging gestural expressions in their interactional context. Emotional Availability Scales were used to evaluate the emotional relationship between the children and their mothers.

The results from the first participant family are presented in this abstract. The results show that the mother increased her use of the bodily-tactile modality during the intervention. She used more bodily-tactile nursery rhymes and tactile signs with her son. The participating child started imitating the new signs and developed new gestural expressions based on his bodily-tactile experiences in the play. There was no change in the child's vocalizations during the intervention. Emotional availability between the child and his mother was already high before the intervention, and there were only mild positive changes in it during the intervention.

The preliminary findings for the intervention are encouraging. The findings need to be validated with more participants.

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Chen, D., & Downing, J. E. (2006). Tactile strategies for children who have visual

impairments and multiple disabilities: Promoting communication and learning skills. AFB Press.

Mondada, L. (2016). Challenges of multimodality: Language and the body in social

interaction. Journal of Sociolinguistics, 20(3), 336-366. https://doi.org/10.1111/josl.1_12177

Nafstad, A. V., & Rødbroe, I. B. (2015). Communicative relations. Interventions that create communication with persons with congenital deafblindness. Materialecentret.

https://www.statped.no/globalassets/laringsressurs/dokumenter/02-bokhefte/communicative-relations-uk.pdf

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Guiding novice tablet users living with dementia in managing iPads

Elias Ingebrand, Division of Ageing and Social Change, Linköping University, Linköping; Center for Dementia Research (CEDER), Linköping University, Linköping, Sweden

Christina Samuelsson, Department of Clinical Science, Intervention and Technology, Karolinska Institutet, Stockholm, Sweden; Center for Dementia Research (CEDER), Linköping University, Linköping, Sweden

Lars-Christer Hydén, Division of Ageing and Social Change, Linköping University, Linköping; Center for Dementia Research (CEDER), Linköping University, Linköping, Sweden

Contrary to common believes, recent research has demonstrated that people living with dementia are capable of novel learning, even without the use of structured interventions, when collaborating with cognitively healthy individuals (Ingebrand, Samuelsson & Hydén, 2020). In this poster presentation, focus is on an interactional practice that has received little attention in the existing research on dementia and learning, namely the use of directives. By using directives, the cognitively healthy participants guide the subsequent performance of the individuals living with dementia, enabling them to perform beyond what they could do in unassisted instances. (Majlesi, Ekström & Hydén, 2021).

The empirical basis comprises 39 video-recordings of 10 people living with dementia as they are using tablet computers as a social activity for the first time with either formal caregivers or their spouses. A collection of 320 directive sequences is included, and the data is analyzed by means of multimodal interaction analysis.

The analysis shows that the cognitively healthy individuals produce directives in an increasingly explicit fashion based on the publicly displayed capabilities of the person living with dementia. If an initial verbal directive does not get the desired uptake, the directive is reformulated and upgraded with an adherent embodied clue (e.g., pointing), and if the person living with dementia still does not respond in an adequate fashion, the cognitively healthy individual either (i) physically grabs the hand of the person living with dementia in order to complete the action or (ii) performs the action him/herself without involving the person living with dementia. Our conclusion is that directives are an intrinsic resource in structuring learning activities for people living with dementia.

Ingebrand, E., Samuelsson, C., & Hydén, L. C. (2021). People with dementia positioning themselves as learners. Educational Gerontology, 47(2), 47-62.

Majlesi, A. R., Ekström, A., & Hydén, L. C. (2021). Sitting down on a chair: Directives and embodied organization of joint activities involving persons with dementia. Gesprächsforschung, 22, 569-590.

5. DATA SESSIONS

AIC2022 would like to invite you to attend one of the specially arranged data sessions, in support of emerging research. Four current PhD students have been invited to present data from their ongoing projects.

Maria Cromnow (Linköping University)
Counselling sessions involving person with autism and social worker
Monday, 2.30-4pm, Room 1.16

Jamie Arathoon (University of Glasgow Keele University)
Human-Assistance dog partnerships
Tuesday, 10.30-12, Room 1.16

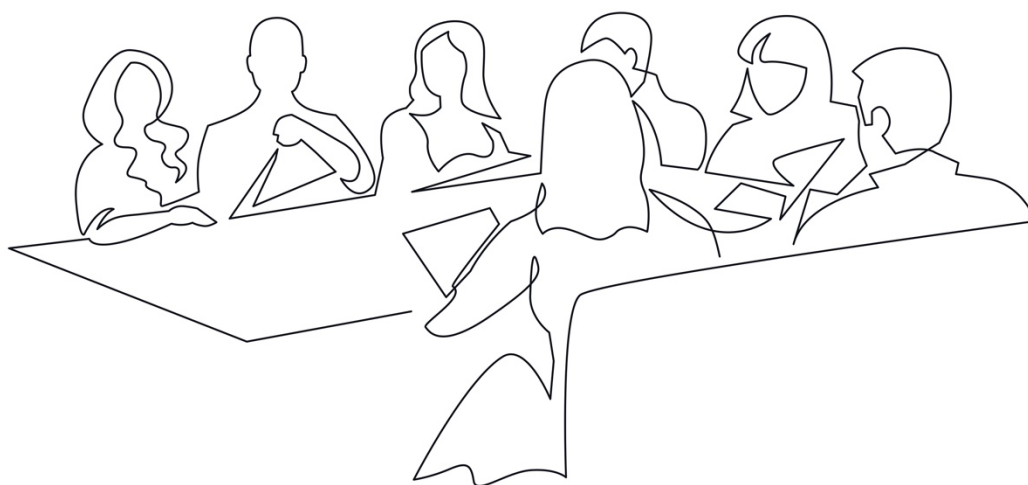**Anna Volkmer (University College London)**
Progressive aphasia in everyday conversations
Tuesday, 2.30-4pm, Room 1.16

Lauren Bridgstock (University of Nottingham)
Elderspeak in a hospital ward
Tuesday, 2.30-4pm, Room 2.14

6. SCIENTIFIC COMMITTEE

Saul Albert, Loughborough University

Elizabeth Muth Andersen, University of Southern Denmark

Charles Antaki, Loughborough University

Scott Barnes, Macquarie University

Rachel Chen, University of California Berkeley

Anna Ekström, Linköping University

Simone Girard-Groeber, University of Applied Sciences and Arts Northwestern Switzerland

Jon Hindmarsh, King's College London

Kristina Humonen, Newcastle Univerity

Anu Klippi, University of Helsinki

Minna Laakso, University of Helsinki

Christian Morgner, Sheffield University

Kristian Mortensen, University of Southern Denmark

Elin Nilsson, Linköping University

Mika Simonen, University of Helsinki

Jan Svennevig, University of Oslo

Sylvaine Tuncer, King's College London

Traci Walker, University of Sheffield

7. LOCAL ORGANISING COMMITTEE

Adam Brandt

David Carr

Spencer Hazel

Nikki Hawley

Gina Knaggs

Chris Leyland

Paul Seedhouse

Kleopatra Sideridou

8. CONFERENCE SUPPORT TEAM

Izzy Morris (Conference Support Team Lead)

Chiara Blows

Annabel Kramrisch

Katherine Shaw

Sandhaya Sritharan

Giulia Vascotto