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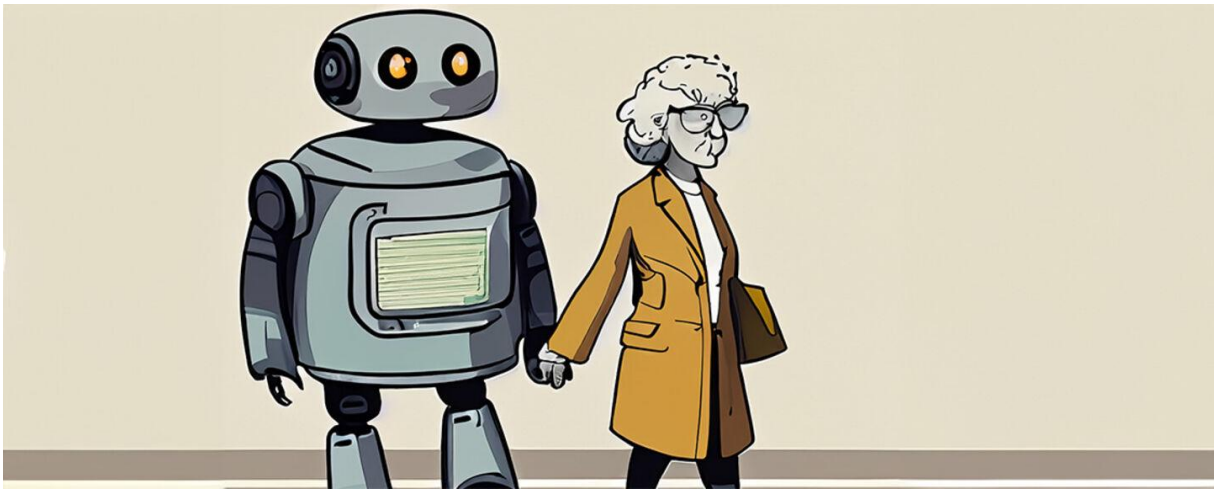

Book of Abstracts

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Keynotes

Keynote 1

What can conversation analysis contribute to understanding interactions involving people with autism?

John P. Rae

Autism is a neurodevelopmental condition that is characterised by distinctive kinds of social interaction and communication and in repetitive interests and behaviour (American Psychiatric Association, 2013; World Health Organization, 1992, 2018). Whilst much of the research into autism has used experimental methods, or theoretically based coding tools, for over 30 years, the discovery-oriented approach of conversation analysis (CA) has been used to examine recordings of naturally occurring interactions involving people with autism. Taking research that I've conducted with colleagues and students focusing on parents' and carers' support for children with autism as a point of departure, this presentation examines the diversity of work that has used CA to study autism. I discuss some of the challenges and opportunities of using CA to study autism and what the detailed analysis of interactions involving people with autism can tell us about human social interaction.

Bio: **John P. Rae** is Reader in Psychology in the School of Psychology, University of Roehampton, London, UK. His research focuses on talk and body movement in social interaction in both informal and service-related to settings, including psychotherapy. He is interested in human diversity, particularly interactions involving participants with autism. He co-edited *Atypical Interaction: The Impact of Communicative Impairments within Everyday Talk* (with Ray Wilkinson and Gitte Rasmussen, Palgrave, 2020) and *Bridging the Gap between Conversation Analysis and Poetics* (with Raymond F Person, Jr. and Robin Wooffitt, Routledge, 2022).

Keynote 2

Exploring comparative research in aided communication: Insights from Conversation Analysis and methodological challenges

Irina T. Savolainen

Conversations are constructed in situ as a result of the shared actions of interaction partners, making them unique and impossible to replicate exactly. However, with the accumulation of conversation analysis (CA) research, scholars have identified typical and recurring interaction practices across various datasets, including atypical ones. Today, we recognize, for example, how aided communication differs from typical spoken interaction and how this should be considered in guiding communication partners or developing communication aids. Utilizing CA knowledge in clinical work with aided communicators is, however, rare. There are only a few researchers focusing on aided interaction, and the research is quite fragmented. In this presentation, I will present our plans to conduct comparative interaction research in aided communication. Our aim is to develop an analysis tool for the systematic exploration of different cross-sectional datasets and methodological strategies for demonstrating changes in longitudinal datasets of everyday interaction. I will also present examples from the data of our rehabilitation project and discuss the methodological challenges posed by the unique nature of conversations for comparative interaction research.

Bio: **Irina T. Savolainen** is a University Lecturer in the Department of Speech-Language Pathology at the University of Helsinki and a licensed speech and language therapist. Her research focuses on aided interaction and interventions for aided communication. She leads the research project *Rehabilitation of Aided Interaction*, which explores the goals and implementation of rehabilitation, as well as the changes that occur after rehabilitation. Together with rehabilitation stakeholders, she has developed an intervention model called Reco (Relaxed Communication), which is based on video reflections and utilizes principles of conversation analysis.

Keynote 3

Digital communication support applications for people living with dementia

Christina Samuelsson

Digital communication supports for people with dementia have gained increasing attention due to the growing need for effective interventions to enhance their quality of life, where relation have a great impact. Dementia, characterized by cognitive impairments that affect memory, communication, and reasoning, often limits individuals' ability to interact socially and maintain meaningful connections. Digital communication tools, including applications, wearable devices, and virtual assistants, have emerged as innovative solutions to address these challenges. These technologies may facilitate communication by simplifying interactions, offering reminders, and providing accessible platforms for social engagement. For instance, specialized applications targeting communication may enable individuals to participate in social activities. Additionally, digital platforms can support caregivers by enhancing communication strategies tailored to the individual. Research suggests that these tools can reduce social isolation, strengthen relations, improve emotional well-being, and promote independence in people with dementia. However, their effectiveness is often influenced by factors such as the stage of dementia, ease of use, and accessibility. In this presentation I will present results from studies of people with dementia in different situations where digital technology is used. I will also present results from interview studies on the experiences of people with dementia and their significant other regarding the use of digital technology in their everyday life.

Bio: **Christina Samuelsson** is a Professor in the Division of Speech and Language Pathology at Karolinska Institutet, Stockholm, a guest Professor at the division of Sensory Organs and Communication at Linköping University, and a qualified speech and language therapist. Her research focuses on communication disabilities such as dementia, aphasia, and developmental language disorders, and she explores their impact on everyday interaction. She leads the new network Enabling Voices: Exploring AI Tools to support People with Acquired Communication Disabilities

Papers – AAC

Atypicality in social interaction with virtual voice assistants in private settings: child versus adult users

Mathias Barthel & Uwe-A. Küttner

Verbal interactions with virtual assistants (VAs) like Amazon's Alexa are becoming continuously more frequent in private environments (Minder et al., 2023). Such human-VA interactions can be argued to be atypical in various respects, for instance in terms of their sequential organisation and their turn-taking patterns. Nonetheless, during the course of becoming experienced users of VAs, human users are found to strategically adapt their verbal behaviour to pursue their interactional goals (Barthel et al., 2023), creating what can be described as a 'typical' style of human-VA interaction. Analysing single session video recordings of experienced VA users, as well as (micro-)longitudinal audio recordings of novice VA-users during their first weeks of using the device, we trace the development of the features of what emerges as 'typical' human-VA interaction. Both video and audio recordings were recorded in the users' homes. Audio recordings were captured using a conditional voice recorder, which recorded snippets of interaction around user commands (Porcheron et al., 2018), resulting in a collection of over 5.000 commands by sixteen users recorded in six households. Video recordings captured single days or social events like card game evenings in four homes of users, comprising over eighteen hours of video recordings.

Combining quantitative corpus linguistic and qualitative conversation analytic methods, we analyse user command sequences in order to characterise the observable features of language-mediated human-VA interaction. For this talk, we focus on a comparison of adult- versus child-initiated interactions, describing differences between their respective practices. Analysing selected linguistic formats of VA-directed user commands in depth, we find that, over time, children are typically more consistently relying on modal requests (e.g., "Can you (do) X?") and associated practices of face-saving and politeness than adults, who adapt to the atypicalities of human-VA interaction more quickly. During the initial adaptation phase, we also observe instances of adults explicitly teaching children about expectable differences in interaction with VAs versus humans, giving us further insights into the disparities of the underlying partner models that adults and children hold of their VA interlocutors (Garg & Sengupta, 2020), which become visible in their distinct usage practices (Lotze, 2025).

Sequential organization of non-compliance among young adults with extensive support needs

Caroline Braun

Many interventions for children and adults with developmental disabilities target increased compliance, but social scientists' conceptualizations of non-compliance are often taken for granted. Researchers applying a behaviorist perspective define non-compliance as an instance in which an individual (typically a child or disabled adult) does not follow a directive that another individual (typically an adult with normative ways of communicating) has issued within a certain amount of time (Fischetti et al., 2012). This understanding only minimally considers the social contexts in which actions/non-actions are constructed as non-compliant. In contrast, an ethnomethodological approach, like conversation analysis, yields a more complex understanding.

This presentation includes data from a study of interactions among youth with extensive support needs (ESN) and educational staff at a special education school. It examines sequences in which educational staff mark students' interactional moves as either acceptable refusals, negotiable responses, or as non-compliance. The three student participants in this study are all non-speaking, experience mobility impairments, and use highly individualized forms of alternative and augmentative communication (AAC) including non-lexical vocalizations, body positioning, gesture, signed language, and speech generating devices.

While data collection is still ongoing, preliminary analysis of 110 minutes of video across 9 sessions of filming demonstrate the myriad interactional strategies that both staff and disabled participants deploy during these sequences of directive-declination. Importantly, the staff member's third turn can be implemented to achieve one of three social actions: acceptance of student refusal, initiating a sequence of negotiation, or construing the students' actions/non-actions as non-compliance. Drawing upon Levinson's (2012) discussion of action ascription, I describe the process by which some student declinations are treated as acceptable or negotiable while others are marked as non-compliance. Despite infrequent vocalizations and movements, initial analysis reveals that students often demonstrate orientation to preference organization in exchanges with staff. Turn shapes in response to staff directives reflect this orientation and involve the deployment of subtle multimodal communicative resources.

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From static to dynamic: enhancing SGD with generative imagery and zero-shot TTS

Juliana Francis, Éva Székely & Joakim Gustafsson

We present a research prototype of a Speech Generating Device (SGD) for minimally verbal children with autism spectrum disorder. SGDs often serve as supports for communication development for these children (Light et al., 2019). However, many SGD interventions are focused narrowly on 'requesting' rather than broader communication intents (Paris et al., 2024, Van Der Meer et al., 2010), which are expressed in traditional SGDs by utilizing fixed symbol sets and pre-defined TTS voices which heavily limit expressive capabilities. The proposed method leverages text-to-image (T2I) generation (Betker et al., 2023) and zero-shot Text-to-Speech (TTS) (Casanova et al., 2024) to expand expressive capabilities with the aim of enhancing communication for SGD users.

Users and caregivers can customize the interface by creating new interactive buttons that incorporate user-defined words or phrases. These inputs trigger the T2I system to generate multiple image options based on either a predefined or user-specified prompt, allowing the selection of a symbol that best represents the intended concept. Simultaneously, zero-shot TTS facilitates personalized voice output by enabling the use of uploaded or recorded voices, thereby enhancing user identification and emotional resonance. The system is designed for straightforward deployment, minimizing the need for prior instruction or extensive diagnostics, and is aligned with Universal Design for Learning principles (CAST, 2018).

Discussions with users of those with SGDs have provided positive feedback in terms of reception and are eager to work with the research prototype to adapt and improve it. Speech language pathologists who work with SGD users have stated that this research would be beneficial to enable broader and enhanced communication for SGD users. Further, trials of the system to neurotypical children have led to positive feedback regarding the dynamism of the system, as well as feedback regarding improvements to the TTS.

By minimizing reliance on static symbols and voices, this approach aims to increase communicative agency, personal relevance, and social validity, areas often neglected in traditional interventions. Future research will explore its long-term effects on communicative skills, user satisfaction, social engagement, and its adaptability across various cultural and linguistic settings, aiming to develop more dynamic and personalized alternative communication solutions.

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Explicit action and intention ascriptions in interactions with voice assistants

Uwe-A. Küttner & Silke Reineke

In human social interaction, participants routinely, and at times overtly (see Sidnell 2017; Deppermann & Kaiser 2022), ascribe actions and intentions to one another (e.g., Deppermann & Haugh 2022). Intriguingly, they may on occasion attribute similar agentive qualities to machines when engaging with robots (Alač 2016; Fischer 2021; Pelikan et al. 2022), embodied virtual agents (Krummheuer 2010), and other 'interactive' technologies. In the domestic sphere, few technologies appear to invite such attributions as strongly as voice-controlled assistants (VAs), like Amazon's Alexa, do (Purington et al. 2018; Lopatovska & Williams 2018; Lind 2021).

Prior interactional research on how people use VAs in everyday life has shown that such attributions are socially situated productions, though, with several studies indicating that they are neatly tailored to the social-interactional circumstances and the local courses of action in which they are embedded (Porcheron et al. 2018; Habscheid et al. 2023; Reeves & Porcheron 2023). With this paper, we seek to expand on these general insights. Drawing on a corpus of 18 hours of video-recordings of natural interactions in four German households (comprising roughly 400 occasions of VA use), we examine instances in which experienced users explicitly attribute actions or intentions to VAs as they interact with (and around) them. Following a conversation analytic approach, our procedure is to identify sequential environments in which such attributions are recurrently made and to explicate, through careful multimodal and sequential analyses, the kinds of socially situated actions they afford in these environments (compare Drew 1997). We find that such attributions prevail in sociable rather than solitary usage contexts (e.g., during mealtimes or card game sessions) and are particularly common when users find themselves confronted with departures from local, sequential expectations concerning their interaction with the device (irrespective of whether these are disappointed or surpassed). Taken together, these observations suggest that attributing actions or intentions to the VA can serve to socially normalize 'anomalous' experiences with the device while at the same time working to (obliquely) manage various associated interactional accountabilities vis-à-vis the other co-present human participants. Overtly ascribing actions and intentions to VAs may thus accomplish important socio-relational work.

A look into the classroom – how teachers use aided language input and modeling to promote students use of communication aids

Imke Niediek & Mia Luckmann

Approaches such as modeling and aided language input are the focus of training courses and materials for professionals in the field of alternative and augmentative communication in Germany (Castañeda, Fröhlich & Weigand, 2016). These approaches are linked to the basic idea of supporting children's communication development by providing support that is as natural and close to everyday life as possible. Modeling and aided language input are considered as important and evidence-based components of professional AAC support (e.g. Blackstone 2006; Binger & Light 2007; Sennott, Light & McNaughton, 2016; Neuvonen, Smith, Launonen & von Tetzchner, 2022; Renner, Hörmeyer & Hoffer, 2019; Willke ,2019). However, it has been hardly investigated yet, how these approaches find their way into everyday school life. In teaching situations at school, teachers not only have to balance communication support, but also the processing of curricular educational goals and the dynamics of social interaction.

How do teachers employ strategies of modeling and aided language input in their interactions with students? To investigate this question, video recordings of lessons (see Higginbotham & Engelke, 2013; Wilkinson, 2019) at two special schools in Lower Saxony were made, sequenced and analysed together with the students in a teaching research project with Master's students of rehabilitation sciences in 2022 and 2023. The focus is on teacher-pupil interactions of 4 pupils with an electronic communication aid. In the planned lecture, the results of a new material run using video interaction analysis (Tuma, Schnettler & Knoblauch, 2013; Tuma, 2018) will be presented and discussed.

Analysis show that modeling can hardly be found in the videotaped teaching situations. Forms of aided language input are also limited to instructions that restrict the choice of means of communication and navigation within the vocabulary structure of the app. Other dimensions of communicative competence (Light & McNaughton, 2014) are hardly taken into account. This leads to artificial conversational processes that neither support processing of content nor pragmatic and social dimensions of interaction. Findings raise the question of what effects one-dimensional communication support in the school context has on pupils growing up and which conclusions can be drawn from this for future teacher training.

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Assistance sequences across communicative contexts in social interaction that depends on a communication aid

Niklas Norén

This presentation reports findings from a comparative Conversation Analysis study of the organisation of assistance in aided interaction in two contexts - everyday conversation at home and classroom talk.

Four children (12 yrs) were video recorded during one day each, beginning at school in the morning and then at home in the afternoon and evening. The children had severe communicative impairments due to cerebral palsy. They interacted with their usual everyday communication partners (mainly personal assistants, teachers, other students and parents). The interaction was aided by Bliss communication boards. These boards were accessed via partner scanning, as the children could not point at the board themselves.

Recruitment sequences (Kendrick & Drew 2016) were identified in both context types where help was recruited to support the child. These sequences were analysed with regard to who initiated the sequence, in what local sequential contexts recruitment was done, how the sequence developed, and the outcome of the sequence in terms of receiving help and resolving the issue at hand.

Findings indicate that when the children were at home, they displayed communicative competence by way of self-initiating other-help, while at school, it was mainly the teachers or the personal assistants that other-initiated other-help. This finding may be attributed to differences in activity type and participation framework between whole class interaction and ordinary conversation at home. In the classroom, the students' contributions were achieved within a competitive time frame, while at home, there were no competition, and the children were provided with ample time to construct turns. At school, the students received help and managed to co-construct answers together with assistants. Requests for help were never negotiated or denied. At home, on the other hand, negotiation sometimes occurred regarding the child's right to receive help, and sometimes the children were denied help with explicit orientation to norms of independent communication.

The two interactional contexts offered the children very different opportunities to contribute to the activities at hand. This finding point towards understanding communicative competence as an interactional achievement rather as an individual trait or skill, with implications for therapists' assessment of communicative competence when persons transfer between different interactional contexts and participation frameworks (Clarke & Wilkinson 2013; Light 1989).

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Unsolicited questions by students with speaking-aids in teacher-led classrooms

Helena Tegler & Helen Melander Bowden

Students who lack speech and have language disorders can participate in teach-led classroom activities provided augmentative and alternative communication (AAC), for example picture-based communication boards or speech-generating devices (SGDs). The majority of AAC contributions are treated as answers, comments or requests, which can be problematic, since asking questions is important for learning and socialization (Chin and Osborne 2008). Using CA, the current study focuses on sequences of students' unsolicited questions (i.e., students' self-selected questions). The analysis draws on 18 hours of video recording of naturally occurring whole class interaction including 23 students with speaking-aids, their teachers, assistants and classmates (Tegler and Melander Bowden 2024). In all, 245 AAC-mediated contributions were identified (126 answers, 74 comments, 35 questions and 10 requests). 13 out of 35 questions were unsolicited questions. These were produced by three students during two lessons with the same teacher. Two of the students were literate and used letters and word prediction and one used Blissymbolics (i.e., a semantic graphic language).

The detailed analysis showed that the students oriented towards turn-transition relevance places. However, due to the extended production time, their questions risked being out of sequence or off-topic in the ongoing classroom discussion, which risked leading to potential misunderstandings. To address this dilemma, students activated the synthetic voice before finalizing their question, thereby claiming the interactional floor and securing time to complete their utterance. Alternatively, they refrained from activating the synthetic voice and displayed the question visually for the teacher to read. By doing this, they transferred responsibility to the teacher to incorporate the question when sequentially and topically relevant.

The study highlights the complex interactional process of formulating questions mediated by SGDs, often requiring teachers, assistants, and students to engage in repair work and scaffolding to clarify the student's utterance.

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How to order coffee with a voice that once filled lecture halls? The changing landscape of personalised synthetic speech for sudden-onset speech impairments

Éva Székely, László Tóth & Péter Mihajlik

For individuals who experience sudden-onset speech loss, personalised synthetic voices are not only about communication, they can also provide a sense of continuity of self. Unlike those who may have time to prepare through voice banking, stroke survivors must reconstruct their voices from any available speech recordings. But does a TTS voice trained on lectures translate to everyday interaction such as placing an order at a bakery? Text-to-Speech synthesis has undergone a dramatic shift recently: from models trained on 4 to 100 hours of speech per speaker to open-source foundation models trained on tens of thousands of hours of diverse speech data (Casanova et al., 2024). These models enable speaker-adaptive synthesis with as little as a few seconds of reference audio. While this technology is promising for individuals with sudden speech loss, its effectiveness in AAC personalisation remains to be investigated. We present a co-designed case study with a research participant who, before experiencing a stroke, recorded both voice banking sentences and spontaneous speech in the form of lectures, as part of his work as a professor in machine learning and speech technology. This unique case allowed us to systematically compare various data availability scenarios and speaker adaptation strategies, including little to no pre-morbid speech recordings. We evaluate the resulting synthetic voices for quality, speaker similarity, AAC applicability, and cross-lingual performance. Results show that even minimal personal recordings achieve high TTS quality, while one hour of spontaneous speech recordings increase speaker similarity and conversational suitability. Beyond listening tests, we use a qualitative framework, incorporating insights from the research participant as both a speech technology expert and as an AAC user with acquired speech impairment (Dietz, Wallace, and Weissling, 2020). This also enabled us to explore a novel interactive approach, where dysarthric speech is used as an audio prompt in the personalised TTS system as a means to guide the prosodic realisation. We discuss implications for perceptual and interactional dimensions of voice reconstruction and open up a conversation on how large-scale speech models can best be leveraged to meet individual communication needs.

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Papers-ADHD

Depathologizing interactional practices of adults with ADHD in everyday settings

Iuliia Avgustis

Previous EMCA research on ADHD (Attention Deficit Hyperactivity Disorder) has predominantly focused on institutional contexts, such as psychiatric consultations (Mikesell et al., 2020), ADHD coaching sessions (Bradley & Butler, 2015), and special education classrooms (Evaldsson, 2014), with a primary emphasis on children. In contrast, the interactional practices of adults with ADHD in everyday settings remain underexplored. At the same time, quantitative clinical linguistics research has identified a distinct conversational profile associated with ADHD, which is characterized by a faster-than-average speaking rate, an elevated occurrence of linguistic mazes, low topic maintenance, rapid speech onset, utterance formulation difficulties, frequent interruptions, and repair disfluencies (Kessler & Ikuta, 2023; Redmond, 2004). However, as these conversational features can also occur in interactions among "neurotypical" individuals, this raises the question of whether the distinguishing characteristic is simply the frequency of such behaviors. Furthermore, much of the existing research has been conducted in experimental settings, offering limited insight into how these practices manifest in everyday life.

This paper offers a methodological reflection on how the interactional practices of adults with ADHD can be examined through the lens of ethnomethodology and conversation analysis. Often seen as disruptive and lacking coherence, ADHDers' behavior is typically framed as something to be corrected through medical or therapeutic intervention. Instead of pathologizing ADHDers' everyday practices, an ethnomethodological perspective reveals their local orderliness. Drawing on video-recorded naturally occurring interactions involving participants with and without ADHD, this study employs multimodal interaction analysis to uncover a unique set of interactional competencies displayed by neurodivergent participants. Through a descriptive analysis of actual and embodied practices, this paper challenges the view of ADHD as merely a neurodevelopmental disability, instead respecifying it as an observable interactional phenomenon.

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Papers-Aphasia

Parents with aphasia: navigating relations in everyday family interactions

Helene Killmer, Suzanne Beeke & Jan Svennevig

Raising a child happens through interaction. Parents with aphasia describe change in interaction with their children, loss of parental authority and need for support to engage with their children. Thus, in the younger stroke population, interventions require a focus on demands of the whole family, including children. However, we are lacking insight into how parents with aphasia and children engage in real time interaction. Parental requests, such as 'go to bed', and 'sit still', are common and have been described in typical parent-child interaction. Aphasia may impede involvement in interaction and thus potentially also the possibilities to make requests to children. The aim of the study is threefold:

(1) To analyze the conversational practices used by parents with aphasia to make requests.
(2) To examine how severity of aphasia influences requesting.
(3) To consider what consequences the formulation of requests has for deontic authority (the right to direct another person's future action) of parents with aphasia.

Using conversation analysis (CA), I carried out a collection-based study of 46 request sequences in 10 hours of video recordings involving three parents with aphasia (two with mild and one with severe aphasia) during everyday interactions with their children (e.g. mealtimes, games). The results show that when initiating requests, stopping a child's action may be easier to achieve than getting a child to do something, as it requires less specification of the action. The severity of aphasia may limit the fine-tuning of deontic authority. Whereas the two parents with mild aphasia cautiously calibrate authority, such fine-tuning is not present when the parent with severe aphasia involves in requesting. He uses intrusive physical practices, gestures, increased volume and repetition.

The analysis offers insight into practices that may allow or hinder these parents with aphasia to perform requests and thus to engage in parenting. The findings suggest that individuals with aphasia may benefit from focusing on activities such as requesting, in interventions. Further CA research on parental interactions in aphasia would be desirable to develop training aimed at overcoming challenges such as those described in the present study.

Bodily asymmetries, participation and displays of affect in therapy for people with aphasia

Sara Merlino

In this paper, I focus on the role of verbal, vocal and bodily resources – such as voice qualities, facial expressions, gaze, body positioning, gestures and touch – for establishing forms of participation and affect in therapy for people with aphasia (see Merlino, 2021; forth.). I particularly focus on interactions among patients and speech-language therapists during therapeutic sessions taking place at the hospital, in the early recovery of post-stroke aphasia. In the hospital room, the patient is generally lying or sitting in his/her bed, which is temporally transformed in a place for realizing the therapeutic activities. The patient is then clearly in a kind of motionless position, while the therapist is moving and standing nearby, sometimes sitting laterally. In this apparent trivial *asymmetric bodily configuration*, I observe the ways in which the therapist organizes the interaction with the patient, structures the participation framework and establishes forms of affect: among the different ways of being close and "with" the patient, there are ones which seem not only to favor his/her participation and involvement in the activity, but also to recognize his/her stance and agency, and manifest care and affection (Goodwin, 2007). For instance, at the beginning of the session, therapist can prepare the setting, by reorganizing the material objects, while at the same time s(he) maintains a parallel focus of attention with the patient; during the therapeutic activities, therapist can modify her/his position and assume forms of bodily co-presence that favors the scaffolding – like lowering down towards the patient or "embracing" him/her, or even touching him/her (Merlino, 2021).

The paper then explores different ways of exploiting the affordances of the contextual and material environment to organize the interaction, as well as the different embodied and sensorial resources used, in this peculiar institutional health setting, to structure participation and establish affect as situated practice (see Goodwin et al. 2012; Ruusuvuori, 2012). More broadly, it contributes to research on the role of embodiment and multimodality for organizing actions and inter-actions with atypical populations (Antaki et al., 2012; Wilkinson et al., 2020). Data have been collected in France as part of an extended fieldwork realized in different therapeutic settings along the linguistic recovery of patients. The study is framed within Multimodal Conversation Analysis and is based on detailed transcripts of participants' verbal and multimodal conduct.

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Papers-Autism

Capturing change: Comparative analysis of parental guidance interactions with autistic and non-autistic parents

Katja Dindar, Elina Husu, Terhi Helminen, Tiia Itäjärvi, Johanna Ruusuvuori & Anneli Kylliäinen

Parental guidance interventions have been developed to facilitate social interaction between parents and their autistic children. Yet, limited research has investigated the interactional practices through which they are delivered and responded to. Also, autistic and non-autistic parents often have different social interaction preferences and could therefore respond to parental guidance differently which is currently not well understood.

Our focus is on the interactional histories (Deppermann, 2018) of parental guidance encounters between a healthcare professional and autistic and non-autistic parents. We examine the interactional practices the professional employs to encourage the parents to use a specific interaction method, and how the parents respond to these. By tracking how these practices transform over time, we aim at capturing change in the participants' understandings and examine the similarities and differences in these interactional histories between the autistic and non-autistic parents' guidance encounters.

The participants include two families with a toddler with autistic traits. One family has an autistic and non-autistic parent; the other family has two non-autistic parents. Both the families interacted with the same professional, a clinical psychologist. All the participants are native Finnish speakers. Both families participated in five guidance sessions. The guidance sessions of the family involving an autistic parent spanned over 4 months. Video recordings (2 hours 54 minutes) exist from three sessions. The guidance sessions involving non-autistic parents spanned over 3 months. Video recordings (3 hours 49 minutes) exist from all the sessions. The analysis builds on longitudinal conversation analysis (Deppermann & Pekarek Doehler, 2021) that allows to examine change in such repeated interactional encounters.

The analysis is on-going. Preliminary results suggest that the professional carefully orients to any parental hesitations or resistance and designs her turns-at-talk accordingly. Her interactional practices appear to change over time, in connection with the parents' transforming understandings. The preliminary analysis suggests some differences in the interactional histories between the autistic and non-autistic parents' guidance encounters.

This study increases knowledge on how parental guidance is delivered and how autistic and non-autistic parents respond to it in authentic interactions. As such, the findings can inform the design of the interactional delivery of parental guidance.

Non lexical vocalisations in interactions between autistic children and their caregivers

Alessandra Fasulo, Iris Nomikou, Vienna Kemp & Sybille Janert

There is increasing recognition that autism research and diagnostic tools, with their focus on spoken language, risk overestimating the level of communication impairments in the autistic population. Studies adopting a multimodal, whole-body communication approach, including vocalisation, have on the other hand revealed that familiar interactional partners, of which one or more are autistic, can develop effective alternatives to the verbal modality.

This study focuses on interactional sequences including non lexical vocalisations (NLVs) uttered by 3-6 old autistic children, in the presence of their caregivers. Children are either nonverbal or have some language but still adopt NLVs as a mode of communication. The data is taken from a corpus of longitudinal video recordings filmed by the home therapist as part of her own habitual practice. The families were observed in London, UK, but are of diverse cultural backgrounds, with parents often being bilingual.

This study focuses on sequences initiated by children's NLV. The analysis shows that NLVs are effective as initiating turns, i.e. they elicit a response, and that caregivers' responses discriminate between different NLVs as part of multimodal communicative configurations.

We argue that NLVs display communicative competence and interactional engagement, and we discuss competence as a relational and emerging feature of interaction (Goodwin & Goodwin 2023). We draw implications for theory and intervention.

Multimodal engagement in partner and group learning activities: Exploring participation of autistic children in inclusive classrooms

Vivien Heller, Friederike Kern, Celina Tschiedel & Leslie Wathsack

Quantitative educational research shows that, compared to neurotypical children, children on the Autism Spectrum spend more time engaged in solitary activities and less time participating in activities with their peers (Humphrey & Symes, 2011). Initial qualitative research, primarily based on single-case studies, highlights the role of social dynamics in shaping their participation (e.g. Bottema-Beutel, 2011; Bottema-Beutel & Smith, 2013; Rendle-Short et al., 2014). However, little is known about how autistic children use and combine multimodal resources to express their (non-)willingness to participate in group or partner interactions in the classroom, and how their peers interpret atypical or incongruent embodied behaviors (but see Heller & Kern, 2021)

To address this gap, we analyze 60 hours of video recorded partner and group classroom interactions involving ten autistic children and their peers, using a framework inspired by conversation analysis and multimodal interaction analysis (Goodwin, 2017; Mondada, 2014). The analysis focuses on both teacher- and student-initiated partner or group activities, which represent significant learning contexts in inclusive classrooms. Our goal is to describe the ways in which autistic children initiate and shape participation in these activities. By examining the multimodal resources the children use—such as gaze, facial expressions, gestures, body posture, and speech—we aim to uncover embodied displays of engagement that either support or hinder successful participation.

Our findings suggest that autistic children may not always engage in partner or group activities in the same manner or frequency as their neurotypical peers. Most children in our data do not take the initiative to participate in group work. Furthermore, gaze, posture and facial expressions are used in ambiguous ways, occasionally supporting the interpretation that they are unavailable for participation. By exploring these nuances, we aim to shed light on the complex and dynamic ways in which autistic children navigate partner and group activities in inclusive educational settings.

The video data stem from our ongoing research project PICA (Participation in Inclusive Classrooms with Children with Autism Spectrum Disorder), which investigates aspects of classroom interaction with children on the autism spectrum in German language and STEM lessons, as well as peer interaction.

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Autistic pupils' interaction with a digital communication device, featuring a touch-sensitive button, in adaptive primary school

Linda Kahlin & Pernilla Josefsson

This study explores how a communication device with a digital touch-sensitive button[1] is used in interaction between pupils with autism[2] and their teachers in an adapted primary school[3]. The research focuses on how the device facilitates immediate interaction while also fostering the long-term development of communication skills, integrating various modes of communication to support the pupils' expression and active participation in the learning environment.

In this presentation, video-recorded classroom activities are analyzed using multimodal conversation analysis, capturing real-time interactions between pupils with autism and their teachers. The analysis centers on the teacher's repeated efforts to involve the pupil in interaction in specific ways, such as through key word signs. In these situations, the teacher actively encourages the pupils to express themselves using multiple modes of communication, such as combining the use of the touch-sensitive button with vocalizations. Special attention is given to the early stages of the pupil's interaction with the device, including how the teacher guides and scaffolds the use of the button.

Preliminary findings suggest that pupils are encouraged to move beyond familiar communication strategies and develop new skills through the teacher's repeated initiatives. This process not only promotes interaction but also encourages pupils to focus and engage in interaction with the teacher. Over time, this approach contributes to progress toward greater communicative flexibility and independence. The use of the touch-sensitive button places specific demands on pupils, including the need to engage with increased multimodality, where gestures and vocalizations are integrated alongside the device's functionality.

This study highlights how digital communication devices with touch-sensitive features can support interaction for pupils with autism in adapted primary schools by enabling more effective self-expression and fostering skills that contribute to lifelong communicative competence. The research offers practical insights for educators, speech-language therapists, and developers of assistive technologies by examining how tailored support in educational settings can ensure that these tools meet the diverse needs of pupils. The findings contribute to broader discussions about the role of innovative technologies in promoting equitable communication opportunities.

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[2] https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders

[3] Skolverket. (2023) Läroplan för anpassade grundskolan – Lgra22. Stockholm: Norstedts

Collaborative Storytelling: Autistic and non-autistic students' proposals and joint decision-making

Anniina Kämäräinen, Anni Kilpiä, Katja Dindar & Eija Kärnä

Storytelling helps people organize and communicate their experiences of the world, making it an important component of basic education curricula. Prior research on autistic individuals has mostly focused on their narrative difficulties from an individual perspective. Less research has examined *the process of how* autistic people build narratives and even less so how they do it *in interaction* in shared storytelling contexts. This study examines how a group of one autistic and two non-autistic students collaboratively creates a fictional story. Collaborative storytelling is primarily a process of joint decision-making, requiring participants to make numerous shared decisions. Such negotiations are generally initiated by a proposal that calls for the co-participants' acceptance (Couper-Kuhlen, 2014; Herder et al., 2018). Thus, we explore how students propose and make decisions regarding a shared story. Video data (totalling 3.5 hours) of a group of three 11-12-year-old students speaking Finnish as their first language was collected during L1 lessons in an inclusive class. The students first planned a story as a mind map and then wrote it using a shared online document. This study uses multimodal conversation analysis (Mondada, 2019) to examine the function and design of proposals and co-participants' responses, including embodied actions (e.g., gaze, gestures) and material artefacts (e.g., mind map, laptops). We illustrate how autistic and non-autistic participants handle delayed responses, counterproposals, and rejections, ultimately arriving at a joint decision on fictional story elements.

The findings show that story planning was a jointly managed process, developed through sequences beginning with proposals generally targeted at task management (procedural proposals) or story elements (content proposals). Sequence constructions involving procedural proposals were simple, whereas content proposals were often followed by counterproposals or (implicit) rejections, indicating misalignment and requiring negotiation, resulting in complex sequences. Misalignment sometimes occurred due to differences in students' orientations. For example, an autistic student seemed to focus more on creating an unconventional story, while non-autistic students focused more on following social norms. However, students generally reached joint decisions through negotiations. This study highlights that collaborative storytelling involving both autistic and non-autistic students provides a platform for practicing storytelling skills, initiative-taking, and joint decision-making.

What language-related interests and behaviors do autistic children exhibit when using tablets?

Roya Moeini, Sylvie Ratté, Pierre André Ménard & Laurent Mottron

The autism spectrum is a neurodevelopmental variation that affects social interaction, speech, and behavior [1]. A significant number of autistic children experience delayed verbal development, and about 10–15% remain nonverbal throughout their lives. Notably, nonverbal, prototypical autistic children (NVPAC) often prefer using digital devices [2], such as smartphones and tablets [3], over direct human interaction and favor nonsocial language-learning methods. It has been observed that NVPAC naturally engages with cartoons [4]containing linguistic symbols (e.g., letters and numbers), geometric shapes, animals, and vehicles. This interest is manifested by intense and recurrent searches for written material, as well as atypical expressions of joy (hand flapping) when they find it, and distress (temper tantrums, self-injurious behaviors) when they are deprived of it. Research suggests that early exposure to engaging video content can facilitate language acquisition in NVAC without imposing unwanted communication demands [5].

In the long term, our research aims to gain deeper insights into how autistic children acquire language through video interactions, ultimately informing more tailored strategies for language development. We seek to identify children's interests by analyzing their playlists on a streaming platform. To achieve this, we focus on understanding their natural content preferences while watching cartoons online. Our methodology maps video content (including objects and dialogues), screen-related behavior (such as touch, pause, and rewind), and observable actions (such as hand-flapping and jumping in place) to children's video content preferences. Screen-related actions will be recorded by capturing the tablet screen during each session, and clinicians will interview parents to gather information about their children's observable behaviors.

By aligning the video contents with relevant on-screen behaviors, we aim to identify patterns in how various objects in cartoons engage non-verbal autistic children, thus documenting each child's unique interests. Preliminary results suggest that our approach effectively characterizes cartoon content, revealing distinct preferences for specific visual and textual elements such as letters, numbers, and animals. These findings will guide our future work, where a recommendation system will personalize video selections based on each child's evolving interests. As we gather more data and integrate user interaction metrics, we will refine these results to strengthen the connections between content features and engagement patterns. This process will enable us to gradually introduce new language content, expanding their interest from isolated symbols to words and ultimately fostering engagement with oral language.

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Forms of participation in neurodiverse peer groups in school-age educare centres – engaging and managing social interactions

Helena Myllymäki Jonsson

This paper explores different forms of participation in neurodiverse peer groups in everyday activities in SAEC settings. It is important to study the social activities of neurodiverse peer groups, especially those groups where children with autism are represented because autism is often described as "a different embodied way of being that can lead to effects on social interactions and understanding" (Milton, et al. p. 26). The data collection consists of 56 hours of video ethnography on naturally occurring interactions in three school-age educare (SAEC) settings. It involves 23 teachers and 123 children (of which four were children with autism). The data is transcribed using the Mondada convention for multimodal interaction (Mondada, 2018) and conversation analysis.

Initial results indicate different forms of participation, where some children can take other children´s perspectives in play while others cannot. It shows how children engage in and manage intersubjectivity in relational work with their peers. Examining the peer culture in SAEC settings will reflect the unique and complex social world created by children (Wolfberg et al., 1999). Also, such an undertaking may offer teachers better means of comprehending and supporting children with disabilities (Wolfberg et al., 1999, p. 83).

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Autism in interaction (AUTIN): Understanding and enhancing communication practices in school and transition service for better inclusion of young persons on the autism spectrum

Karianne Skovholt, Lill-Johanne Eilertsen, Anne Marie Dalby Landmark & Kenneth Larsen

People on the autism spectrum (AS) have notable challenges in the pragmatic use of language, including interpreting implied meanings, managing turn-taking, and responding to conversational nuances. These challenges can lead to situations where they misunderstand or are misunderstood by others (Dindar et al., 2015) and they are particularly pronounced in high-stakes contexts, such as job interviews and in interactions with teachers, supervisors and coworkers (McKnight-Lizotte, 2018). The differences in attention and processing between persons on the AS and neurotypical individuals often give rise to problems of mutual understanding, known as the "double empathy problem" (Milton, 2012). This is a two-way, or bidirectional interactional problem rather than solely attributable as a 'communicational deficit' (Suero Montero et al., 2023) and highlights the need for systemic change in how neurotypical individuals adapt their communication in autism-inclusive settings.

AUTIN aims to develop a prototype for video-based workshops for practitioners to foster autism-inclusive communication in upper secondary school and transition service, NAV (Norwegian labor and welfare administration). The workshop will be built on principles from the Conversation Analytic role-play Method (CARM) (Stokoe, 2014) and developed by using EMCA on video-recorded bidirectional interactions in upper secondary school and NAV. To involve the users' perspectives in designing the workshop, AUTIN undertakes a "reflective interventionist EMCA approach" (RICA) (O'Reilly et al., 2020), that takes a collaborative starting point for reflecting on practice, is inductive, not deficit driven, and has a goal to identify implications for practice. The project draws on educational design research (Plomp, 2006) involving a systematic intervention in authentic contexts and comprehensive cooperation between researchers, young persons on the AS, and professionals, in the design and evaluation of the project (Akker, 1999). While CARM workshops previously mainly have been developed from the researchers' perspective, AUTIN will involve persons on the AS and their communication partners in school and transition service in all stages of the process.

In this presentation, we demonstrate the research design and invite discussion on how user involvement can move EMCA research and development of communication training a step forward in the context of autism in interaction. The project is on an early stage.

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Gestures and adaptors in social interaction of neurodiverse university students

Agnieszka Sowinska, Julia Zaborowska, Piotr Bekier & Klaudia Karkowska

The objective of the paper is to identify distinctive patterns of gesture and adaptor use), specific to neurodivergent populations, drawing on Conversation Analysis (Sidnell and Stivers (Eds.), 2012) and gesture studies (Bavelas et al., 1992, 1995; Kendon, 2004; McNeill, 2005). The paper is part of a larger research project on social interaction and multimodal resources of neurodivergent university students. We work on the assumption that individuals with ASD bring with them their own compensatory communicative resources for interacting. In particular, as preliminary results have shown, the (a)typicality of their interaction may manifest itself in compensatory (a)typical forms and functions of gestures regulating conversational dynamics, especially facilitating conversational turn-taking (cf. de Marchena et al., 2018).

The paper draws on a mixed-method approach (McKinley and Rose (Eds.), 2020), combining quantitative and qualitative analysis. The data comes from an audio-visual corpus of dyadic interactions with neurodiverse students in a semi-controlled setting. Students were instructed to have a conversation related to their studies and university life, in a room equipped with three cameras, filming each participant and the interaction from the side. The researchers were not present during the interactions. All spontaneously produced hand gestures (interactive and topic; Bavelas et al. 1992) and adaptors (Ekman and Friesen, 1969) in dyadic interactions of students with ASD and controls were identified and coded by two experts using ELAN software and later processed statistically. Finally, the interactive use of gestures and adaptors during turn-taking was examined.

The findings highlight the role of gestures and adaptors in regulating interaction and engagement. The study contributes to better understanding of nonverbal communication in neurodivergent populations, addressing a research gap in (a)typical interactions of individuals with ASD, and can potentially guide educators, clinicians, and peers in ensuring more effective communication strategies, and more inclusive environments for neurodivergent individuals.

Parental practices in interactions with their autistic children during speech and language therapy

Melanie Trojan, Iris Nomikou & Alessandra Fasulo

Autistic children are frequently referred to Speech and Language Therapy (SLT) due to challenges in developing social-pragmatic communication skills. Since parent-child interactions represent a child's earliest social exchanges, parental practices play a crucial role in a child's communicative development, so incorporating these interactions into SLT is essential. The importance of interacting partners has increasingly been considered particularly in research suggesting that miscommunication between autistic and non-autistic people is mutual. Yet the difficulties are still mostly attributed to the autistic person and research into the ways in which non-autistic people might be contributing to barriers in communication is scarce. This is particularly so in research focusing on parents and autistic children. This study aims to address this gap by analysing parent-child interactions, with a particular focus on how parents structure and guide their child's interactional engagement. Through this exploration, we seek to provide a more nuanced understanding of parent-child communication dynamics.

To address our aim, we present analysis from three parent-child interactions, video-recorded in a SLT practice as part of a diagnostic assessment process. The dyads consisted of an autistic child and their non-autistic parent and were given play-based tasks by the therapist. These tasks were designed to create opportunities for spontaneous interaction between child and parent. For data analysis, we employed a multimodal interaction analysis focussing on parents' responses to their child's verbal and embodied contributions.

Initial analyses show that parents did not consistently follow up on their children's verbal or embodied actions. Furthermore, they employed various haptic readjustments to regulate their children's actions. Finally, we observed a mismatch between the form of utterances used by parents and the social actions they aimed to achieve.

We argue that the parental practices outlined above may create barriers for autistic children's interactional expression. Parents used various directive strategies to manage their child's behaviour, often disregarding or resisting the child's interactive cues, suggesting that what might seem like errors of lack of understanding on behalf of the child could also be explained by parent's behaviours.

Language and communication assessment in a group of young children with autism spectrum disorder

Lisa Westfors & Christina Samuelsson

The aim of this study is to contribute detailed knowledge on communicative development in children with autism by describing language and communication skills in a group of young children with autism spectrum disorder (ASD). This will be achieved through assessment according to current Swedish speech- and language (SLP) practices, and via video recordings of assessments and everyday interaction.
The procedure includes two assessment meetings at the clinic where the SLP assesses language and communication skills with formal and informal testing. The procedure comprised video-recordings of the assessment and of spontaneous interaction in the clinical room as well as video-recordings of everyday interaction at home. The recordings were watched unmotivatedly and repeatedly. The material was transcribed and analyzed according to conversation analytic principles.

Five children participated in the study, 3:1-4:4 years old. The formal language assessment could not proceed as planned due to lack of compliance. The result from MacArthur-Bates Communicative Development Inventories (CDI) shows a limited lexicon for all of the participating children. The children spoke mainly in one-word sentences. The conversation analysis of interaction between the participating children and a caregiver shows that the participating children and adults sometimes have different agendas. In all examples, the children take turns, and are persistent in the interaction, and all examples lead up to mutual understanding. However, the children sometimes contribute dis-preferred responses. There are also examples showing that the adult follows the child's interest and interacts within the child's area of interest.

Despite the children's limited language ability, the children in this study participate in interaction in both clinical and home setting. The children show interest in interacting and they compensate for their limited language ability using gestures, sounds and body language. The different phenomena both represent important components in language development where different agendas can lead up to acquisition of a new skill, and following the child may create a good learning environment. Conversation analysis can be a complement in language assessment in order to include how language is used in everyday interaction. By including conversation analysis in the assessment of language and communication it is possible to highlight communicative ability and not only deficits. As a clinician it is important to guide parents to be responsive to all communicative attempts.

Papers-Dementia/Parkinsons

Communicative changes in Parkinson's disease: Exploring everyday conversations as basis for self-management intervention

Inga-Lena Johansson & Nicole Müller

Parkinson's disease may lead to changes of communicative abilities and participation in conversations, where both people with Parkinson's disease and their close communication partners need to make adjustments. Focus for communication treatments in Parkinson's disease has traditionally been on speech and voice function, while methods targeting interaction and facilitation of mutual understanding in everyday conversations have been less studied.

The aim of the present study was to pilot the use of exploratory interviewing and videorecorded everyday conversations as a basis for communicative intervention in the context of Parkinson's disease from a self-management perspective. Three dyads consisting of a person with Parkinson's disease and a close communication partner participated.

Qualitative semi-structured interviews and the participating dyads' video-recorded conversations from their home environment formed the basis for problem identification, goal setting and the dyads' work on better functioning communication strategies. The recordings were administered by the dyads themselves to minimize risk of unnatural interaction due to the presence of a researcher. In two treatment sessions, sequences of the recorded conversations were jointly watched and analysed by the dyad and the researcher with reflective discussions on communicative habits as well as facilitating factors and barriers for communication.

Participant rating and reports indicated that watching and discussing the dyad's video recorded conversations was perceived as particularly helpful, while the goal setting procedure received more varying opinions and somewhat lower ratings.

Conclusions and implications

- Communication is a collaborative activity. Therefore, close communication partners of people with Parkinson's disease should be included in communication assessment and intervention planning.
- To optimally tailor interventions, insights into the experiences and everyday communication habits of persons with Parkinson's disease and their communication partners are needed.
- Video recorded everyday conversations in combination with reflective discussions may contribute to increased awareness of communicative behaviours that are successful and those that are counterproductive, which may aid adjustment to communication changes.

Examining the interactional dynamics of testing using known-answer questions across dementia contexts

Danielle Jones, **Felicity Slocombe**, **Joe Webb** & **Peter Muntigl**

Known answer question-and-answer sequences are common in a range of different interactional environments. Asking a person living with dementia, whose communication may be impaired, a known-answer question requires interactants to delicately negotiate epistemics and face work (Goffman, 1967). Such interactions play a crucial role in memory assessments, social engagement, and personal relationships.

This study explores question-and-answer sequences across three different settings: memory clinic assessments, quizzes in social care environments, and discussions of family photographs. The research examines how known-answer questions are designed, responded to, and evaluated, with a focus on similarities and differences across these contexts.

The study uses Conversation Analysis (CA) to explore data collected from three sources: 105 memory clinic consultations, 10 recordings of quizzes involving people with dementia in social care settings, and 10 at-home discussions of family photographs. The analysis focuses on the structure of interactions, particularly the use of Initiation-Response-Evaluation (IRE) sequences, which position individuals with dementia as demonstrating knowledge. Differences in response strategies across settings are also examined, considering implications for accountability within these interactions.

Findings reveal that in memory clinic settings, clinicians often refrain from pressing for correct responses when individuals with dementia do not answer or provide incorrect answers, allowing them to "save face." In contrast, quiz facilitators and family members are more likely to pursue correct responses by offering hints or using attention-focusing strategies. This pursuit of correctness can be particularly challenging in social contexts where personal knowledge, such as recognising family members, carries significant emotional weight. The potential identity threat in these interactions may discourage participation and lower confidence.

Interactions involving question-and-answer sequences are shaped by institutional and social contexts. While clinicians aim to balance rapport-building with diagnostic needs, social and family interactions may inadvertently create pressure to perform, potentially exposing cognitive difficulties and affecting self-esteem.

The study highlights the importance of structuring social and diagnostic interactions in ways that minimise face threats and support the dignity of individuals with dementia. Practical recommendations include designing communication strategies that promote engagement and reduce potential stress, thereby fostering more positive and inclusive interactions.

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Mediating dance instructions in hybrid online face-to-face settings for people living with dementia

An Kosurko

The aim of this presentation is to share the results of a Ph.D. dissertation. The objective of the study is to understand the social interactional implications of using internet-based communications technology (ICT) to bring dance to PLWD in institutional settings, particularly regarding the role of the co-present facilitator in the face-to-face context. The research question asks: how is face-to-face social inclusion in the dance achieved by participants in interaction in relation to on-screen dance instructions (for PLWD and carers)? The study employs multimodal CA of video data of participants (PLWD and their carers) in dance activities in both face-to-face and hybrid online-face-to-face settings and each focus on triadic interactions involving onscreen instructors, PLWD, and carers. The data features three studies conducted between 2017 and 2023 in institutional, long-term residential care settings for older adults and PLWD in Canada, Finland, and the UK. Results were published in four original research publications. This dissertation discusses these in a cohesive contribution to respecifying social inclusion in practical action in the dance activities of PLWD and their carers, with implications for remote program delivery. Each article attends to the research question in different ways, each generating subsequent research questions resulting in different respecifications of social inclusion as practical action. In all articles, most examples in our analyses highlighted moments when PLWD did not individually respond directly to onscreen instruction, resulting in interactional work by copresent facilitators and participants contingent upon each other's responses. Each of the articles looks at the different ways that carers conducted interactional work using multimodal resources to bring non-participants into participation with others in hybrid online-face-to-face interactions responsive to onscreen dance instruction in institutional settings. All articles implicate the collaborative nature of facilitating creative action in the context of hybrid online-face-to-face interaction in dance instruction towards achieving social inclusion in meaningful participation in connected relationships.

Digital or analogue communication support in residential group activities – does it matter?

Sophia Lindeberg, Carl Zarén, Lars-Christer Hydén & Christina Samuelsson

Digital tools are increasingly utilized by older adults in daily life (Hunsaker & Hargittai, 2018) and are also being introduced in residential care settings to facilitate conversations during group activities (see, for instance, Ingebrand et al., 2023). Research has shown that the use of digital communication support may enhance active participation in communication activities among individuals with dementia (Samuelsson et al., 2021). However, there is limited research on how participants engage with these tools and whether the choice of material influences the interactions between the participants. This study explores residential group activities involving older adults aged 70–90 with and without dementia. The overall activity of each meeting was organized around a) pictures displayed through analogue means, or b) digital pictures on a tablet computer.

Video-recorded interactions during 4 sessions per group were analyzed to identify differences and similarities in how the digital and analogue tools were used, as well as any potential differences between how the two groups oriented to the materials. Independently of the type of material object used, the analysis shows that the participants take turns in choosing a picture and initiate discussions relating to the topic. Despite these overall similarities, differences are seen between the two settings in terms of how the artifact is handled and this has consequences for the organization of the interaction, such as when a participant handles the artifact in such a way that others cannot see it or when changes in the artifact are used to change the topic or direction of the ongoing conversation. As demonstrated by our results, the use of communication supporting artifacts, be it analogue or digital, promotes social interaction. However, the digital condition seems to afford shared focus around the device, while the analogue pictures may enhance the possibilities for each participant to get a close look at the pictures. The results also reveal that the two participating groups orient toward the material objects in a similar fashion.

We conclude that the choice of material objects used in group activities has consequences for the interaction and that the material should be considered when planning for group activities involving persons with and without dementia.

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Gestures and bodily actions as part of trouble management and repair sequences in interaction involving persons with dementia

Elin Nilsson, Anna Ekström & Lars-Christer Hydén

Relationships and continuity in relations have shown to be important for a person with dementia's ability to participate in interaction and to talk about their experiences and life. Gestures and bodily actions in interaction have been argued to be specifically important for inclusion as speech production and the ability to find words often get affected by a dementia disease. Based on this, dementia interaction often involves lengthy sequences of trouble management, which may affect the well-being of the person with dementia. To support families living with dementia, more knowledge is needed on this process. In this study, the aim is to explore the characteristics and functions of gestures and bodily actions in word-finding sequences in multi-party interaction involving people living with dementia.

The data consist of three video-recorded research interviews with three different couples (one of the partners had dementia). The couples were interviewed yearly, and data is drawn from year two and three. We benefit from the theoretical and methodological framework multimodal conversation analysis. Also, relevant for the analysis is the theory of common ground, our assumptions about shared knowledge, as a basis for communication.

We have found that persons with dementia use gestures and bodily actions as replacement for a word, or together with verbal contributions as part of trouble indication or management of trouble. The gestures range from the framework of depicting, to pointing at objects. Repair sequences with a conversational partner range from being seamless to extended with no solution in the end. Here, co-interactants' contributions in terms of candidate words play a crucial part. In the examples, gesturing in later stages of dementia does not appear to improve the ability to repair trouble, potentially connected to cognitive status. Looking at gestures in repair-sequences also opens for a discussion about relationality rather than individuality in terms of initiation and execution of repairs.

The findings have practical implications for professionals supporting families living with dementia, as they often play an important role in the lives of the families. Also, how professionals understand and make use of gestures and bodily actions ought to influence care and support.

Material objects in supporting mutual understanding in dementia interactions

Gitte Rasmussen & Ali Reza Majlesi

This paper investigates the role of material objects in embodied interactions involving dementia. It highlights the lived social realities and challenges faced by those experiencing cognitive decline and language deterioration in communication with their caregivers (Hamilton, 2019). Additionally, it seeks to deepen our understanding of the relationship between materiality and social actions (Majlesi & Rasmussen, forthcoming).

Building on research from the social sciences and humanities that explores how objects are embedded in cultural practices and social relations (Ingold, 2007) and how they shape actions and practices (Garfinkel, 1967, Goodwin, 2018, Nevile et al., 2014), this ethnomethodological conversation analytic study examines the everyday practices of arranging objects around participants in various stages of dementia. As in interactions involving participants without cognitive impairments, these arrangements influence both the actions performed and the meanings ascribed to them. Furthermore, the study considers how the objects and their configurations influence the social-relational dynamics between the participants (Goodwin, 1994).

The paper provides examples of how sequences of actions are shaped by the properties of objects, and how staff and visitors – sometimes correctly and sometimes mistakenly – assume shared knowledge of objects' affordances based on their arrangements. In this context, the arrangement of objects is often amplified to facilitate both recognition and anticipation in interactions. These examples illustrate how the arrangement of objects can both facilitate and complicate interactions involving dementia. They also reveal how staff make assumptions about the semiotic interdependence of materiality and social action – assumptions that become explicit in caregiving environments. The study presents four examples drawn from video-recordings of naturally occurring interactions in care settings in Sweden and Denmark. The participants include residents in care homes and clients visiting a daycare facility, in early to severe stages of dementia. The examples were transcribed using both Jeffersonian and Mondanian conventions.

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Memory in the moment: Insights from interactions involving people with dementia in care and home environments

Felicity Slocombe, Elizabeth Peel, Alison Pilnick & Saul Albert

Our identity is often represented as intrinsically linked to our memories, especially in the case of public discourse surrounding dementia. However, we know little about how interactions explicitly discussing memories are navigated by people with dementia and their conversation partners in a way which supports individual and shared relational identities.

This paper examines these unexplored interactions by comparing and contrasting interactions where memories are explicitly discussed across two environments: a care home and a home setting. Using conversation analysis of approximately 35 hours of video recorded interactions, we specifically focus on practices used by both people with dementia and their conversation partners which help to navigate interactions where memories are discussed, without threatening the face of people with dementia, or interactionally exposing them as 'incompetent' if they cannot display recall of a memory. The home environment features interactions between spouses or friends, where one party has dementia, and the care home environment includes interactions between formal carers and people with dementia. The home environment focuses on interactions involving co-remembering, or shared memories. The care home environment focuses on conversations where personal photo albums of residents with dementia are being used in informal 1-1 reminiscence interactions.

We focus upon the interactional practices that enable progressivity in conversations about memories across the settings, demonstrating how these practices can support the individual and shared identities of people with dementia through facilitating their co-participation in these interactions. We discuss the implications of these different environments for the interactional practices that can be effectively used. For example, the different environments pose observably different interactional challenges for conversation partners: for those in the home environment, their friend or spouse with dementia not remembering a shared memory may be personally upsetting, and in the care home environment, a lack of shared memories may impact what can be discussed when looking at photographs related to the person with dementia's memories only. The findings highlight the importance of tailoring interactional practices to the dynamics of the environment and the individual, offering insight into how memories can be discussed with people with dementia in a supportive and identity-affirming manner.

The accomplishment of intimate dressing for people with advanced dementia: Putting on the bra in the morning

Anca-Cristina Sterie, Anne-Sylvie Horlacher &Fanny Bovey

This paper explores the accomplishment of intimate dressing routines in the nursing home. We analyze the practices through which healthcare assistants help female nursing home residents with dementia put on the bra in the morning and engage the resident in the activity.

Data for this paper come from a study on "care in interaction" for people with advanced dementia, taking place in Switzerland. Data consist of 31 video-recordings of naturally occurring interactions during care acts in the nursing home. Here, we focus on how a particular care activity (a health assistant helping a resident put on her bra) is accomplished. Participants are one resident with advanced dementia and three health assistants that help her in three consecutive days. Data consists of three recorded interactions, in French, and is analysed with multimodal conversation analysis, identifying and comparing practices that contribute to the activity between the three health assistants.

We identify four stages of the activity of helping a resident put on her bra. In the "preparation" stage, the health assistant prepares the setting; through preliminary manipulations and verbal references, she signals that putting on the bra is imminent. During the "initiation" stage, the health assistant can either start dressing up the resident or invite the resident to start dressing up herself, through verbal and non-verbal directives. In the "accomplishment" stage, the resident shows most initiatives to adjust the bra while the health assistant deals with tasks that the resident cannot do. The "closing" stage is punctuated by evaluations by the health assistant and orienting towards a new activity. We equally underline the role of small talk, initiated by the resident, in the collaborative accomplishment of putting on the bra.

Helping residents put on their bra in the morning is a high-stake activity for people who are disoriented and exposed. The three health assistants that we recorded have very different ways of helping the resident. By identifying and comparing their practices, conversation analysis highlights the interactional competencies involved in the act, made relevant by the needs of the resident as well as by the possibilities of the setting.

Papers-Institutional talk

Asymmetric and atypical interaction as tools for military identity construction

Helena Textorius

This presentation outlines a study with the aim to clarify how military identity and culture are reproduced and negotiated on the micro-level in interaction between officers and conscripts in the Swedish Armed Forces. The Swedish Armed Forces is a highly hierarchical institution that values uniformity, discipline and obedience, and a military identity is characterized by stress tolerance, group orientation and a strong work ethic (Stalpe 2018; Grimell 2024; Beder 2012). A key institutional aspect is the military language, which serves to efficiently manage large, complex units (Ben-Ari 1998:11), and is institutionally regulated both lexically and multimodally, making it distinct from an everyday communication. The study undertaken investigates the interaction between officers and newly enlisted conscripts to analyze how the military values are reproduced and transmitted through the military language used in the daily routines.

The data was collected ethnographically within a conscript group and consists of video recordings of institutional interactions between conscripts and their officers in the Swedish Armed Forces. The study investigates multimodal interaction from a conversation analytic perspective (multimodal interaktionsanalys, see Broth & Keevallik 2020) to highlight the interactional work from an emic perspective.

Initial results indicate that the asymmetry in the interaction is stated and reinforced through the military language, and the officers´ epistemic and deontic stance and status are used as resources that bridges the transmission of the military culture and identity. The military language use creates an atypical interactional order, evident in turn-taking and in the structure of speech acts, reinforcing the military discipline and obedience. Conclusions drawn from the results are that strong asymmetry between participants combined with an atypical interaction order are effective tools in transmitting a military identity.

In an era of increasing conscription, an emic study of conscripts provides an understanding of the individual within the institution, an underinvestigated aspect (Woodward & Jenkins 2011:254), that could benefit both the individual and the Armed Forces in the development of conscript training. With a focus on the primary objective of conscript training–a unit functioning in armed conflict– these insights are highly relevant.

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Papers – Primates

Practices and actions within non-human primate interaction: the social organization of grooming among chimpanzees

Ray Wilkinson & Simone Pika

Recently there has been a growth of interest in using conversation analysis to investigate the interactional abilities of non-human animals, in particular non-human primates (e.g., Mondada & Meguerditchian, 2022; van Boekholt, Wilkinson & Pika, 2024). One reason for this interest concerns the nature of this type of interaction, i.e., what practices and actions are evident, and how these function to allow the animals concerned to jointly co-construct coherent social activities (such as playing or grooming). Another, related, interest is what types of continuities and discontinuities may be found between animal (often primarily embodied) social interaction on the one hand, and human social interaction, including talk-in-interaction, on the other. Traditionally this question has been approached from the perspective of the evolution of language (Levinson, 2019).

The main aim of the study is to investigate the embodied and/or vocal practices used by chimpanzees in the organization of joint grooming activities, and to analyse how these practices can be seen to be treated by recipient chimpanzees as vehicles for certain meanings or actions.

The data are in the form of video recordings of chimpanzees in the wild collected in the Kibale National Park, Uganda. The methodology is conversation analysis.

We suggest that the different practices and actions displayed by chimpanzees within grooming activities can be arranged on a continuum, ranging from those where a chimpanzee can be understood to be requesting to be groomed (e.g., by scratching the part of their own body which is to be groomed by another chimpanzee) to those where one chimpanzee can be understood as offering to groom another (e.g., by use of a specific vocalization). By the use of these practices and actions chimpanzees can negotiate who will groom whom, and when this grooming will take place.

The social organization of grooming activities by chimpanzees is of interest in its own right as well as possibly having implications for the evolution of distinct human forms of social interaction, including talk within interaction (Dunbar, 1996). We focus here on certain practices and actions involved in grooming and explore continuities and discontinuities with human social interaction.

Papers – Robot/AI-Human

Using conversation analysis to encode empathy into an AI-powered agent for telephone-based clinical consultations

Adam Brandt, Spencer Hazel, Andrew Harris, Rory McKinnon & Nikoleta Ventoura

Recent innovations in AI technology means that interactions involving conversational AI agents are increasingly prevalent across a range of settings, including healthcare. In addition, such agents are increasingly linguistically and interactionally sophisticated, more closely approximating human conversation than ever before. However, a current aim in industry is to go beyond the transactional nature of most of these systems, developing them such that they are able to emulate relational aspects of interaction, such as emotion and empathy displays, which were therefore to considered to be exclusively human.

This presentation reports on an ongoing collaborative project, involving a team of conversation analysis researchers and AI software engineers at a private digital health startup, in which we explore the possibility of using CA to 'encode empathy' into the design of Dora, a conversational AI agent used for clinical consultations. We do this by first analysing 25 telephone consultations between human clinicians and patients in a fracture liaison services hospital department in the UK. Analyses aim to identify effective practices of clinical conversation, including the building of rapport and establishing of a supportive relationship with the patient; displays of empathy; successfully encouraging the patient to engage in positive behaviours (such as regularly taking prescribed painkillers). Following this, we then redesign the 'conversational framework' prompts which guide Dora's conversational behaviour in order to incorporate such practices into the system. Finally, we analyse 25 clinical trial calls between Dora and patients to explore the extent to which these design interventions are interactionally effective.

Preliminary findings suggest that empathy in this healthcare setting is displayed through affiliative work, for example through embedded assessments in response to patients' disclosures about symptoms. However, the question remains as to whether such practices are treated the same by patients when delivered by human clinicians or by a conversational AI system.

This project contributes to our understanding of empathy and other relational work in social interaction broadly, and in human-AI interaction, particularly in a healthcare context. The project also provides a further case of the potential for the application of conversation analysis in the design of conversational AI systems.

Layered displays of sensemaking in registerings of a robot's non-verbal behavior

Lynn de Rijk, Wyke Stommel & Mike Huiskes

In first encounters with humanoid robots, the question at stake is how to make sense of and subsequently interact with it. This presentation explores how participants display their sensemaking of a humanoid robot's non-verbal behavior (NVB) by verbally "registering" (cf. Pillet-Shore, 2020) it, e.g., 'She's looking at me now because I am speaking' or 'Those colors, does that have a function?'. Using a conversation analytic approach, we examine video-recordings in which a more experienced participant provides informal instructions to an unexperienced participant in the presence of the already activated robot. We analyze which robot NVB is registered, what about it is made relevant, and who is treated to "own" (Pillet-Shore, 2020) the behavior, showing what normative assumptions participants draw on in making sense of a robot and how they treat the robot as more or less interactionally competent.

We find that a range of robot NVB is registered by participants. Human-resembling NVBs (e.g., nods, gaze, gestures) are registered as deviating from human social norms which is accompanied by stance-taking. Robot-specific NVBs (bleeps, eye/ear lights) are registered without displayed assumptions regarding its potential meaning and following explanations are treated as informings. Although human social norms are oriented towards by participants when registering human-resembling NVB, the robot is never treated as able to adhere to these norms. First, participants generally talk about the robot in its presence, without treating this as potentially threatening its face. Ownership of deviant NVB is taken by the more experienced participant or attributed to a third party, rather than holding the robot accountable for its own behavior. Second, when they address the robot directly about its behavior, they do so in a way that does not treat the robot as a fully competent co-participant, for example through turn design.

Participants thus display a layered approach to the robot: they rely on human social norms to make sense of the robot's human-resembling behavior, yet still do not treat the robot as (fully) capable of adhering to these norms. Furthermore, participants seem to adopt practices from other asymmetrical interactions to manage limited interactional competence of the robot.

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The atypicality of human-robot interaction

Gustav Lymer, Ali Reza Majlesi, Catrin Norrby & Silvia Kunitz

The term 'atypical' has mostly been applied to interactions involving human participants with interactionally consequential communicative impairments (Wilkinson, 2019). However, there is now a rapid increase in the development and use of artificial agents, capable of supporting interactions that are clearly atypical, in the sense that they involve departures from the normative conventions of conversational interaction. Moreover, HRI is often described as beset by frequent communicative troubles and failures (see e.g. Majlesi et al., 2022). Against this background, using a conversation analytic methodology, we examine the forms of atypicality that are observable in HRI in relation to central characteristics of atypical interaction, including atypical forms of delay; atypical problems of understandability, intelligibility and hearing; and atypical actions (Wilkinson, 2019). Our data consists of video-recorded interactions in two experiments where upper secondary school students solve mathematical and electrical engineering tasks in interaction with a semi-humanoid robot called Furhat. A total of 35 students participated in the two experiments, each engaging in a one-on-one interaction with the robot. We examine the ways in which the human participant constitutes interactional phenomena as departures from normative expectations, and how interactional troubles are managed sequentially. We find that the forms of atypicality identified by Wilkinson can be said to be present in our data. However, interactions between humans and artificial agents also involve new forms of atypicality. We highlight in particular how human participants' orientation to the artificiality of the conversational partner may constitute a form of interactionally consequential atypicality, distinguishing HRI from atypical interactions between human participants. On the basis of the study, we argue that extending the notion of atypicality to HRI should be treated with caution, bearing in mind the relevance of participants' orientation to artificiality.

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Gender attribution trouble in interaction: From linguistic system to action relevance of robot gender

Wyke Stommel, Lynn de Rijk, Mieke Breukelman, Evi Dalmaijer & Marie Rickert

Although gender is one of the first and main things members of (occidental) societies note about each other, gender attribution generally happens covertly. However, previous research has shown that gender attribution may be sparked by the linguistic system in person reference (system relevance) and may also become action relevant in interaction. In this article, we focus on overt gender attribution of a co-present *gender ambiguous robot*, examining how it impacts the course of interaction. The data consist of 30 recorded interactions between a nurse who gives instructions and a participant who is about to do a task with a Pepper robot standing in front of them. We use Conversation Analysis as a method.

Our analysis shows that while in roughly half of the interactions, gender attribution occurs smoothly with binary gendered pronouns, not halting progressivity, in the other half, gender attribution involves various degrees of interactional trouble. Sometimes, the trouble is minimal in the form of an increment ("or he or it"), marking low epistemic stance regarding the robot's gender. It may also be moderate in case of minimal inserted sequences displaying accountability ("yes it is more of a woman huh"), or even extensive in the case of larger inserted sequences involving gender negotiation and accounts that include gender assumptions ("in terms of figure I think it is more of a woman"). Overall, gender attribution in our data extends linguistic system relevance. It is action relevant, warranting a diversion from the ongoing activity and thus halting progressivity, and moreover it is treated as problematic and/or delicate.

Our findings add evidence of deeply ingrained gender norms and assumptions, even when the "other" is non-human. Furthermore, extended gender attribution sequences are characterized by paradoxes; gender is constructed as a matter of opinion but also as knowable; robot gender is deflected as irrelevant because the robot is an object while gender relevance persists in the conversation; in our data gender attribution talk is abundant while capturing gender categorisation work in naturally occurring interactions has been reported to be difficult.

Panel: Atypical interactions with public mobile robots

Paper 1: Notes on the art of walking with and around robots
Barry Brown, Hannah Pelikan & Wendy Ju

Paper 2: 'May I please pass': Distinctive features of roadside delivery robots
Christian Greiffenhagen, Shan Shan Li & Stuart Reeves

Paper 3: Opening up human-robot collaboration
Stuart Reeves, Hannah Pelikan & Marina Cantarutti

In the last few years globally, we have seen the deployment of robots in various public places – whether as experiments, technology trials, or full-blown commercial enterprises. The activities performed by them/their infrastructures range between provision of delivery services (Pelikan et al. 2024), through to cleaning, garbage collection (Brown et al. 2024), and security. The form of robots also varies significantly, from small 2ft high 'boxes on wheels' that operate on pedestrian paths (e.g., Starship Robots), to quadruped robots (e.g., Boston Dynamics 'Spot'), to larger AV-like robots that traverse roads and shared spaces (e.g., Xiaomanlv AVs). This panel is concerned with exploring the many social, interactional implications of these robots entering public urban places as well as quasi-public places (e.g., airports). Most crucially, public robots exhibit atypical forms of mobility and behaviour that have the potential to present different interactional possibilities for local social order, such as new forms of trouble. Members of public places then need to deal with this change in some way; for example, novel forms of robot 'micromobility' may have significant implications for disability and impairment (Bennett et al. 2021). The topic also raises conceptual questions around the need for (re)formulating notions of robotic 'embodiment', and what it means to 'embed' robots into public interactions as well as who and what work is entailed in doing that 'embedding', alongside attendant implications for categorial work and moral order. Complicating this, public robots will construct various asymmetries e.g., when matters of accountability become more diffuse, and those notionally accountable (engineers, designers, and those monitoring and sometimes manually intervening with them) become hidden from view. Studying robots in public places further connects topically with contemporary discourses on non-humans and interaction (Mondémé 2023), and analytic questions over the relevance of this to robots as 'non-humans'.

Papers – Schizophrenia

Interpersonal difficulties in guided interviews conducted with individuals with schizophrenia from a linguistic approach

Csilla Egyed, Judit Fekete, Anikó Hambuch & Róbert Herold

Individuals with schizophrenia demonstrate substantial impairment in their Theory of Mind (ToM) skills and their speech impacting everyday functioning. In order for them to effectively take part in social interactions, perspective taking and the expression of viewpoints are of utmost importance. From a linguistic standpoint, deictic expressions and mental state terms provide the means for perspective taking as well as for expressing and referring to one's own and others' mental states. Deictic expressions are directed at the spatial, temporal, interpersonal and discursive aspects of the context, whereas mental state terms involve references to one's own mental state and others' cognitive and affective mental states. The analysis of the most commonly used deictic expressions and mental state terms may help describe linguistic disturbances and determine whether the language use of patients with schizophrenia may reflect impairments in the cognitive or affective aspects.

The research aims to identify linguistic disturbances during mentalizing processes expressed via deictic expression and mental state terms. The study particularly focuses on interpersonal relations expressed with person deictic forms as well as cognitive and affective mental state terms that may indicate difficulties of this patient group with regards to perspective taking and mental state attribution.

The corpus involves 40 guided interviews including 20 individuals with schizophrenia and 20 controls. The interviews were conducted in Hungarian and were based on Hemingway's short story entitled *The End of Something*. The qualitative analysis targeted the identification and classification of collocations associated with the interviewees' cognitive and affective mentalizing processes.

Regarding deictic expressions, the patient group predominantly referred to the spatial and discursive components of the context. As for mental state terms, the schizophrenia group made significantly less references to cognitive mental states, indicating intact affective mentalizing skills while demonstrating cognitive deficits in their language use.

The findings can offer possible indications for psychotherapists how to detect pragmatic impairments in schizophrenic speech and may form the basis of future language therapeutic interventions in order to enhance patients' social reintegration.]

Papers – SLT

Comparing and quantifying self- and other-initiated repair in atypical interaction

Minna Laakso, Melina Meritähti, Kati Pajo & Minea Tikkanen

In our research project COMPAIR we have used CA findings to investigate conversational repair practices in naturally occurring everyday social interactions. The main aim of the study was to examine how profound communication problems are repaired in everyday conversation involving participants with adult-onset deficits in cognitive-linguistic (aphasia), and sensory-perceptual (hearing loss) performance, as compared to interactions between neurotypical participants. To achieve this aim, we developed an annotation template in ELAN software to examine both self-initiated repairs (i.e., repairs initiated by the speaker's own initiative on her own speech), and other-initiated repairs (i.e., repairs initiated by the recipient of talk), and compared their frequencies and distributions across the participants. We examined both the duration and the participation structure of repair sequences in order to find out whether the difference in the origin of the repairable problems was causing any differences in the repair activities. We used seven hours of data of each Finnish data subset (aphasia, hearing loss, neurotypical).

In all data sets the length of repair sequences varied from swift self-initiated self-repairs (within one turn) and other-initiated self-repairs (comprising of two turns) to long multi-turn repair sequences. In neurotypical symmetric interactions short and swift repair sequences were pronounced, and repair occurred more frequently than in data involving participants with adult-onset disorders (aphasia, or moderate to severe hearing loss). Compared to symmetric adult interactions, in aphasia data the overall duration of repair sequences was significantly longer. Participants with aphasia regularly self-initiated repair with cut-offs and word searching, and their partners regularly requested for clarification and provided candidate understandings, actively taking part in solving the aphasic speaker's self-initiated problem. Participants with hearing loss frequently made other-initiations to request for clarification of poorly heard speech and their conversational partners responded with self-repair repeating their prior utterance. Thus, the participation frameworks in the repair sequences of the three interactions were different.

The results provide new insight into the fundamentals of human conversational interaction in occasions of communication breakdowns. In particular, the results reveal the effects of cognitive-linguistic and sensory-perceptual deficits on the management of intersubjective understanding using repair.

Cluttering and the management of shared understanding through self-initiated self-repair in Norwegian conversations

Rein Ove Sikveland, Anne Marie Dalby Landmark & Hilda Sønsterud

Cluttering is a speech fluency disorder where sequences of talk can be heard as too fast, unclear or disorganised. Focussing on instances of self-initiated self-repair, this study explores how people with cluttering and their conversation partners manage potential trouble in understanding. The study is based on 19 hours audio/video-recorded conversations in Norwegian. The material involves 10 adult people with cluttered speech, in (i) everyday conversations involving friends, family members and colleagues, and (ii) focus group interactions. Using a conversation analytic approach, we identified instances of self-initiated self-repair in which a word, phrase or clause was repeated. As previous conversation analytic research shows, repetition (or recycling) is one of several 'operations' available for resolving a potential trouble source in one's own talk (different to e.g., inserting, replacing or deleting words or phrases in one's own talk). In our data collection we included cases in which the self-repetition was produced both within and beyond the 'transition space' of a turn-constructional unit (TCU).

Our findings show that, while speakers may repeat their own talk to *expose* the trouble source in their own talk (i.e. as 'faulty' or problematic in some way), self-initiated repetitions were more commonly *unexposed*, i.e. not marking phonetically or verbally the trouble source, thus supporting progressivity in the ongoing talk. Secondly, while there were many cases of multiple self-repair repetitions within a TCU, we also found self-repetition produced beyond the TCU, 'in the clear'. Based on our analysis, we argue that repeating terms 'in the clear' (i.e., post TCU), offers some advantages for managing shared understanding compared to resolving repair within a TCU, despite temporarily 'halting' progressivity.

We demonstrate how self-repetition is embedded in talk to both renew and build social action. We argue that self-repair practices that are generally (i.e., 'typically') occasioned by orientations to normative expectations and to intersubjectivity in talk, are particularly relevant to explore in view of a speaking population for whom these practices are associated with the communication disorder. And perhaps especially so for people with cluttering, for whom the distinction between 'typical' and 'atypical' forms of speech may be blurred.

Papers - Vision/hearing

Developing the “Video-based contextual inquiry” method for studying asymmetrical interactions and the everyday lives of people with impairments

Brian L. Due, Sara Merlino & Barbara Nino

Based on a decade of video ethnographic data collection among people with impairments, this paper aims to develop further the *video-based contextual inquiry method* (Due 2024) for studying the everyday lives of people with impairments. Thus, this paper focuses on methodological innovations and applications for studying asymmetrical interactions.

Employing ethnomethodological conversation analysis in a post-praxiological version that includes the distributed nature of agency and the active role of materials (e.g. Toft and Due 2024), the paper examines the sociomaterial practices when using assistive technologies by including the role of the researcher. The video-based contextual inquiry (VCI) method integrates video ethnography, ethnomethodology, conversation analysis (EM/CA), contextual inquiry, and action research with post-praxeology, emphasising the active role of researcher-participants in data collection to observe the sense-making practices of VIPs using technology.

In this paper, we unpack the essential traits of the method and provide exemplary cases from video ethnographic studies involving visually impaired persons. We present video excerpts and transcripts. Our analysis focuses on how the ecology of the setting, including the researcher and researcher equipment, produces the situations we are studying. The paper shows that researcher participation is not only a source of bias but an opportunity to explore how participants orient to the researcher's presence. The researchers' engagement can help facilitate the production and observability of sense-making practices.

VCI emphasises situated learning when people use technology in real-life settings. It highlights how users adapt to the technology through practical explorations and sense-making practices. This is in contrast to abstract tutorials or lab-based studies. This research has implications for all types of more or less semi-experimental video-based studies of atypical and asymmetrical interactions.

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Co-constructing a medium of virtual intersubjectivity – The case of VR sign language learning communities

Mariia Erofeeva & Nils Klowait

We present findings from a multimodal investigation of sign language (SL) classes on the VRChat social virtual reality (SVR) platform; these classes were established by Deaf and hard-of-hearing individuals in SVR as grassroots SL learning communities. The environment is doubly asymmetrical: first, it involves sensorial asymmetries between diverse participants which include Deaf and hearing students. Second, it involves communicative asymmetries related to language proficiency and technical specificities of VR equipment. For instance, hardware disparities between different VR controllers have resulted in the creation of two versions of SL - one resembling its real-life counterpart, the other being adapted to VR-specificities. Participants are thus driven to develop procedures of perspective-mutualization and achievement of intersubjectivity.

Drawing on multimodal interaction analysis and the co-operative action framework (Goodwin, 2017), we aim to investigate the methods VR interactants use to establish a common medium of intersubjectivity (Edwards, 2024) – the configuration of the environment that makes action intelligible. First, we focus on VR-specific multimodal resources used to mitigate sensory and communicative asymmetries, such as "airpens" capable of creating durable 3D drawings in space. Second, we examine contrastive cases of exclusion brought about by participants resorting to a modality unavailable to some of the co-present interactants. Our results show that the achievement of intersubjectivity in a highly asymmetric environment is the consequence of a creative environment adaptation by participants in which the decomposability of at-hand resources plays an important part. Establishing a common medium of intersubjectivity is a longitudinal process aimed at transforming or mastering the available interactive resources and is hence trans-situational. Nevertheless, we conclude that the dynamics of inclusion/exclusion remains situational as it is dependent on their deployment *in situ*.

The conceptual and methodological challenges of virtual sociality are not specific to these spaces but rather highlight universal challenges of multimodal interaction research. We invite a broader discussion relating to technologically mediated embodiment, temporality, and intersubjectivity, as well as multimodal transcriptions of asymmetrical and talk-independent interactions.

This study is based on the analysis of video recordings inside VR. The data is multilingual. The language of instruction is French SL.

Theories and methods for coding and analyzing interaction involving people with congenital deafblindness

Charlotta Plejert, Saskia Damen, Kim Tosolini, Camilla Warnicke & Emil Holmer

People with Congenital Deafblindness (CDB) form very heterogeneous groups, for whom the severity of impairments may vary greatly, from some limitations in visual and hearing abilities, to a complete loss of these senses. Analytical attempts to establish what is taking place in the interaction are often quite difficult. To identify facilitative and less facilitative practices, however, is necessary to inform communication partners on how to enhance interaction with individuals with CDB but to this date, research is scarce.

The aim of the current study is to discuss an "experiment", in which a group of scholars who adopt different frameworks in the study of interaction in CDB, deductive and inductive, meet in a data-session, watch and analyse the same video clips of interaction and discuss how to *code* various interactional moves (cf. Antaki et al., 2008, for a similar approach). The comments produced by the scholars who worked deductively, were based on Bråten & Trevarthen's (2007) developmental theory of layers of intersubjectivity (cf., Damen et al., 2015), and a generic theory of actions in communication. The qualitative and inductive frameworks were Linell's dialogical theory (e.g., Linell 2009; 2017; Lindström, 2019), and Multimodal interaction analysis.

The analysis of the data-session brings forth prospects and consequences of these disparate, yet overlapping frameworks and highlights analytical gaps still to be filled to develop tools for identifying, coding and analyzing interactional resources and practices of relevance for use in education and training of communication partners of people with CDB.

Spelling out the interaction: Exploring hand alphabet systems in deafblind communication

Louisa Willoughby, Eli Raanes, Shimako Iwasaki, Jim Hlavac, Howard Manns, Meredith Bartlett & Dennis Witcombe

Deafblind individuals employ a variety of communication methods, influenced by the aetiology and onset age of their disabilities. While significant research exists on how deafblind people use tactile sign languages, there is limited study on other signed systems[4] used for communication. This paper explores one such system that involve spelling messages into the hands of deafblind individuals. These systems are typically described as "spelling out" spoken content, yet our analysis of naturally recorded, interpreter-mediated interactions reveal greater complexity.

In this paper we explore how interpreters use this technique with one deafblind man, who we call J. Our data for this paper is approx. 4 hours of committee meetings of an Australian deafblind association that J participated in. The data was collected and transcribed in ELAN as part of a wider Australian Research Council Linkage Project on Deafblind interpreting. We outline strategies used by three interpreters to manage interactional challenges across three areas:

1. Keeping up with signed/ spoken contributions from other attendees
2. Transmitting non-linguistic information, such as who is laughing, has their hand raised or has entered the room
3. Distinguishing who is the author of contributions and the difference between directly interpreted messages and metacommentary (e.g. “we are waiting for X”).

Our analysis shows that a range of shortcuts have become conventionalised in interpreting for J, despite none of the interpreters recorded having received formal training in these techniques. Like in Japanese fingerbraille (Bono et al., 2023) this Australian data shows that hand alphabet interpreting has a range of complexities and emerging conventions which interpreters would benefit from further training in. We conclude by reflecting on similarities and differences in the findings we have presented and known challenges in deafblind sign language interpreting (see e.g. Raanes, 2020) and the relevance of our findings more generally for atypical interaction studies.

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[4] In sign language research “sign system” is used as a technical term to describe and distinguish invented communication methods such as Makaton or hand alphabets that are not natural sign languages. For more information on this point see e.g. https://www.ndcs.org.uk/information-and-support/language-and-communication/sign-language/what-is-a-sign-system

Posters

The multiple spatial and bodily configurations of attention: interaction between autistic and non-autistic participants in a kindergarten classroom

Fernanda Miranda da Cruz & Vitória Sellito de Melo

The aim of this article is to analyze interactions in a kindergarten classroom involving 20 children and two teachers. The children are 5 years old. The interactions in this classroom were observed and recorded on video during 2 months in Brazil. The audiovisual corpus consists of 11 hours of video. The data is in Brazilian Portuguese. Noah (pseudonym), a 5-year-old autistic child, participates in this class. The data was transcribed using Mondada's (2014) transcription convention. The analysis is informed by the field of multimodal conversation analysis (Mondada, 2014; Goodwin, 2000) and by interactional studies dedicated to interactions involving autistic children (Ochs, 2010; Ochs Solomon, 2010; Dindar et al, 2014; Korkiakangas, 2011, to name a few), and focuses on the introduction of a pedagogical task conducted by the teacher on the blackboard. The introduction of the pedagogical task is preceded by requests for the children's attention and invitations to organize their bodies while seated and with their attention (gaze and torso) turned towards the blackboard and/or the teacher. In a significant part of these moments, Noah is walking around the classroom. The analyses show how the construction of students' joint attention mobilizes resources such as touches, verbal and bodily directives, but also adjustments to a spatial configuration in which Noah's needs for movement are accommodated in the classroom. These analyses allow us to discuss the multiple spatial and bodily configurations that a classroom can have and how such configurations can provide insights about attention and engagement that are not necessarily restricted to gazing or the body turned towards a focus of attention.

Video recordings to supplement SLP services for preschool children with SLCN

Lovisa Elm, Inger Lundeborg Hammarström, Christina Samuelsson & Charlotta Plejert

For effective speech-language pathology (SLP) services for children with speech, language and communication needs (SLCN), it is important to target skills that are relevant to the individual child's everyday life. However, SLPs typically work in clinical settings often disconnected from children's daily contexts. Video recordings from children's everyday life could be an efficient way to gain access to everyday skills and needs.

To investigate whether and how an intervention approach based on video recordings of a child's everyday communication could supplement regular SLP services for children with SLCN. Four preschool children with SLNC and their caregivers participated in the study. The children first received regular treatment at their SLP clinic, followed by the new video-based treatment, which was based on video recordings collected by the caregivers at home. Conversation analysis (CA) was used as the analytical framework for analysing the recordings.

The regular treatment consisted of organised exercises targeting a specific linguistic feature. Caregivers were generally observers but were also included as participants in games and assisted their children during the exercises. All families received 'homework', but also recommendations on how to incorporate treatment into everyday settings. The video-based treatment consisted of discussions that focused on when and how to apply different language development strategies in everyday interaction. The caregiver's expertise in their children, and their competence in analysing interaction, underpinned the coaching. Furthermore, the video recordings offered samples of the child's everyday speech, language and communication, which formed the basis of the treatment.

Video recordings have the potential to serve as a valuable supplement to SLP services, as they invite the child's caregivers to reflect and involve them as experts on their child. Furthermore, the recordings provide samples of the child's everyday speech, language, and communication, which are essential for individualising treatment.

Teaching driving skills to learners with ASD: The role of effective communication

Lina Hertzberg & Birgitta Thorslund

Obtaining a driver's license can greatly improve a person's life by unlocking many opportunities, particularly in terms of employment and social participation. However, for some individuals, especially those with autism spectrum disorder (ASD), earning a driver's license can be more difficult compared to neurotypical individuals. ASD involves cognitive challenges as well as difficulties with social communication, which can, for example, lead to struggles with multitasking, making quick decisions, and understanding social cues or communicating with other drivers—skills that are essential for safe driving. These cognitive and social communication difficulties may also result in learning challenges during driver education. Research on how to address the challenges faced by people with ASD in driver education is limited, and, to the best of our knowledge, no previous study has investigated this issue in a Swedish context.

The Swedish driving license authorities are currently reviewing the driver education system. To ensure that future improvements effectively support people with ASD, it is essential to understand what is needed to help this group overcome their challenges. Therefore, the aim of our study is to contribute to this understanding by identifying the challenges faced by individuals with ASD when learning to drive, and how driving instructors work to address these challenges. Thirteen driving instructors were interviewed about the difficulties individuals with ASD encounter during driver education and the strategies the instructors use to mitigate these challenges. The interviews were analyzed using content analysis. The preliminary results highlight the importance of effective communication. The driving instructors emphasize the need to adapt their communication style, focusing on aspects such as how they phrase sentences, how they listen to the learner, non-verbal cues, and their interpretation of the learner’s responses. They also highlight the importance of functional communication from the learner and how they work to encourage it. Our results aim to provide valuable insights that can serve as a foundation for future research and practices focused on supporting individuals with ASD in driver education.

Art as an interactive phenomenon: Inspirations and implications for aphasia therapy

Sari Karjalainen

A visual art project was carried out exploring the possibilities of visual art practices in a group of people with aphasia (PWA) and their family members. The original aim of the project was pure artistic, enhancing the capability of the participants for artistic expression and, particularly, experiencing visual arts as a collaborative and interactive phenomenon in a linguistically asymmetrical setting.

The data consists of visual art works produced in the project. Practically, the artistic efforts were realized via dyadic turn-taking procedures by the participants. The art works, co-constructed mainly from lines and brush strokes and collage, are analyzed from art-theoretical and semiotic points of view and are seen as representations of interaction.

The project gave promising insight into visual arts as a successful means of nonverbal participation for PWA. Moreover, the therapeutical implications are discussed, especially for the use of visual material and developing the art procedure as an applicable therapeutic practice enhancing linguistic aphasia therapy methodology for interactive and communicative purposes. So far, there are hardly any artistic practices available in the speech therapy field for PWA.

Finally, the project has opened a path for CA research in respective settings, wherein the multimodal activity will be examined as temporal and co-constructed. The video data collection for this project is in progress.

Intersubjectivity in SGD-mediated conversation: The impact of composition activity and co-occurring talk on the relevance of SGD utterances

Jordynn Koroschetz, Francesco Possemato & Jeff Higginbotham

Interlocutors' primary resource for demonstrating and updating intersubjectivity during an interaction is the sequential organization of conversation (Enfield, 2014; Schegloff, 2007). Comprising sequences of moves and turns linked by relevance, each turn is understood as a pertinent response to the previous one while establishing a context for interpreting subsequent turns (Stivers & Sidnell, 2005; Enfield, 2005). Through this sequence-based framework, conversants can continuously monitor intersubjectivity and address breakdowns in understanding.

The ways interlocutors organize conversation to monitor and update intersubjectivity are partly influenced by the medium in which a conversation occurs (Clark & Brennan, 1991; Clark, 1996; Seale, Bisantz & Higginbotham, 2020; Higginbotham et al., 2016). In conversations that use spoken language, interlocutors are co-present and co-temporal, meaning they simultaneously interact within the same physical environment. This contrasts with other forms of interaction, such as email and text messaging, where different spatial, temporal, and technical characteristics exist. Enfield (2013) proposed a “temporal grain” extending from about 0.1 to 2 seconds in which humans experience language, its organization, expectations, and sanctions (i.e. enchrony). For individuals who use speech-generating technologies (SGDs)to interact, delays in utterance composition put them at significant risk at “staying in time” with their oral-speaking who adheres to the normative temporal-sequential order of spoken conversation.

This study will investigate how delays in speaking due to composition activities alter the temporal-sequential organization of conversation and the resulting impact on the relevance of augmented utterances. This analysis will include how the partner’s co-occurring talk may contribute to intersubjectivity breakdowns.

We will analyze the video-recorded interactions of 10 adults with amyotrophic lateral sclerosis (ALS) who use SGDs during their exchanges with familiar partners as they recount a shared experience at their homes. Through this analysis, we hope to understand better how the process of creating shared meaning in SGD-mediated interactions, shaped by the sequential organization of turns, is affected by the temporal constraints of device use.

This study will use CA-inspired microanalytic techniques and descriptive statistics to characterize the participant group (Higginbotham & Engelke, 2023; Higginbotham, Conway & Satchidanand, 2021).

Reconstruction of participation-related interaction processes with special consideration of multimodal communication

Imke Niediek, Ulla Licandro & Jonathan Klix

Peer interactions at the end of day-care are an important part of children's language development. However, studies of 'talk-in-interaction in atypical conversations' (Higginbotham & Engelke, 2013; Krummheuer et al., 2016) with children and adolescents with communication impairments often focus on communication with adult caregivers (Pilesjö & Norén, 2017; Savolainen et al., 2020) or peer interactions between older children or adolescents (Clarke et al., 2013; Therrien, Light & Pope, 2016). Interactions between peers of preschool age are less frequently analysed (Kappenberg & Licandro, 2022; Sotiropoulou Drosopulou, 2022; Tegler et al., 2021). Current research findings also show that children with developmental disabilities participate less in day care centres than their peers. In particular, the questions of how elementary school children whose spoken language communication is impaired establish interaction orders in various peer situations and which multimodal communicative strategies they use in the process have so far remained largely unresolved both nationally and internationally.

The aim of the research project to be presented here is to derive an empirically based description of patterns of communicative strategies and modes with which preschool children with impairments organise interactions and enable or limit participation in the interaction situation. A total of 24 children are focussed on, whose participation in elementary education is particularly often precarious – those who have a hearing impairment or communicate with the help of an electronic voice output ('talker'). To this end, a qualitative-reconstructive analytical approach to the video data material on the one hand and a quantitative-coding approach on the other are implemented and findings are interlinked: Interaction situations of children who use AAC and children with hearing impairments with their peers are videotaped in their day-to-day daycare and their characteristics are analysed both quantitatively (turns, initiations and reactions, communicative modalities, gesture types) and qualitatively (interaction analysis).

The poster discusses the theoretical framework, research questions and design. Therefore, no results can be named at the time of abstract submission. The purpose of the poster is twofold: firstly, to outline the importance of studying peer participation interactions; and secondly, to present the conceptualization of the research project.

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Data sessions

Ill-fitted formulations: repair in typical and atypical interaction

Marina Cantarutti & Isabel Windeatt-Harrison

As part of an initial exploratory study using Multimodal Conversation Analysis and Interactional Linguistics, and in the light of previous research on in atypical interaction especially involving aphasic talk (e.g. Wilkinson, 2006; Tetnowski et al., 2021), we take a comparative perspective to the study of repair between typical and atypical speakers. Building on prior understandings of repair in aphasic and typical talk (e.g. Barnes & Ferguson, 2015; Laakso, 2003; Parkins, 2003), we focus on a particular kind of trouble source involving a formulation that is treated by co-participants as ill-fitted to the context.

In this data session, we will present two interactional video extracts of UK English speakers: one between an aphasic speaker and her (typical speaker) friend, and one between two friends (both typical speakers). In the case of the speaker with aphasia, the ill-fitted formulation is the result of a sound substitution, while for the typical speaker, it is an inapposite combination of words.

In spite of the differences between the reasons behind the trouble source, there are sequential and linguistic similarities between the management of these formulations, involving side sequences making use of non-serious displays and laughter before the repair solution or resumption. This data session will invite participants to discuss how the typical and atypical speakers differ in their approach to both the repair initiation and the solution, while managing the in-between of the side sequence in comparable ways.

The data session will also present a reflection on the apparent idiosyncrasy of repair processes across different conversational partners when one of them is an aphasic speaker, with reference to other pairs of speakers in other data.

Conversation supported by a communication facilitator for a client with dysarthria

Maria Cromnow, Christina Samuelsson, Henrik Danielsson & Charlotta Plejert

The data selected for this data session come from a study on the role of communication facilitators working for The Swedish Communication Facilitation Service “Taltjänst”. The service provides support to people with communication disorders and their conversation partners. Communication facilitators may be hired for any kind of encounter and are primarily used in health-care visits and in contacts with different authorities. In this data session, we will show data from meetings where the clients are adults with congenital dysarthria. The focus is on the interventions (actions) by the facilitators; what actions do they use in attempts to facilitate the conversations, and how do their actions impact the unfolding activity?

Students' orientations to the progressivity of interaction in group work in an inclusive classroom

Enni Herttuainen, Katja Dindar & Anniina Kämäräinen

There is an inherent preference for progressivity in interaction, and participants often prioritize conversational fluidity over mutual understanding in interaction (Heritage 2007; Stivers & Robinson, 2006). In task-oriented interaction, progressivity can mean advancing a task toward completion (Nanbu & Greer 2023) and, for example, giving an answer in such situations may take precedence over the response of the selected speaker (Stivers &; Robinson, 2006). However, sometimes prioritizing progressivity and moving the task forward can limit the chances, for example to language learning by circumventing moments when students need to negotiate their understandings (Nanbu & Greer 2023).

This data session examines the task-oriented interaction of three students. The students are 11-12 years old and studied in an inclusive classroom. One of the students has an autism spectrum diagnosis. The data is a combination of video and eye-tracking data (totalling 3,5 hours). The eye tracking data that collects gaze behaviour together with video data makes it possible to investigate how children use their gaze as an interactional resource. The data session uses multimodal conversation analysis (Mondada, 2019) while examines moments in which students themselves orient towards advancing the task and investigates how they participate in building mutual understanding during group work. Examining such moments can be particularly important when studying interactions involving children on the autism spectrum, because social reciprocal deficiencies and, for example, differences in initiating interaction are part of the diagnostic criteria for autism spectrum disorder.

The focus of interest in the data session is on how the student on the autism spectrum contributes progressivity of interactions in task-oriented group work. Such an examination is particularly necessary to understand more about the use of interactional repertoire (Hall 2018) by children on the autism spectrum in inclusive groups.

Inclusion practices in group-based activities in dementia care

Elias Ingebrand

Gradual cognitive decline is the hallmark of Alzheimer's disease, the most common form of dementia. Consequently, the public perception of dementia is generally centered around memory loss and behavioral changes. However, many individuals with dementia, their next-of-kin and care professionals identify communicative challenges as the most significant difficulty. Indeed, as the disease progresses, people with dementia may experience increasing difficulties in expressing themselves, responding to conversational cues, or following the structure of an ongoing activity. These challenges can lead to perceptions of people living with dementia as disengaged conversational partners who struggle to initiate social actions or sustain focus in interactions.

In recent years, conversation analytic research has highlighted the role of cognitively healthy individuals in compensating for the communicative difficulties associated with dementia. By taking on greater interactional responsibility, carers and other participants can scaffold the participation of individuals with dementia, enabling their active engagement in activities. However, much of the existing research in this area has focused on dyadic interactions, leaving a gap in knowledge regarding how participation is managed and supported in multi-party settings.

This data session draws on video recordings, captured in a residential care facility and a day center, involving people living with dementia who participate in various group activities, such as quizzes, card games, and musical ensembles. Considering the prevalence of structured group activities in dementia care, it is crucial to investigate how people living with dementia are included as active participants in these activities, both by professional carers and other co-present individuals with dementia. With this data session I am interested in inclusion practices in a broad sense, both in terms of how engagement is solicited from individuals with dementia, and in how participants produce displays of treating ongoing activities as joint endeavors.

Exploring the role of candidate understandings in the co-construction of meaning in SGD-mediated conversation

Antara Satchidanand, Jeff Higginbotham & Francesco Possemato

The asymmetry of conversation between individuals using speech-generating devices (SGDs) and their oral-speaking partners is sometimes pointed to as evidence of augmented speakers' diminished communicative competence. However, studies using conversation analysis have demonstrated that augmented speakers take an agentive role in co-constructing meaning and guiding the flow of conversation along with their partners, using spoken, written and embodied communication modalities. A recent examination of other-initiated repair (OIR) in SGD-mediated conversation highlighted the frequency and role of candidate understandings in co-constructing meaning between conversants (Satchidanand, 2025). Beyond reformulating problematic utterances, candidate understandings were used by oral speakers to expand on the meaning of SGD-users' contributions. The video data presented for analysis in this session includes the use of candidate understandings as a mechanism for co-co-constructing utterances and distributing agency between communication partners in augmented conversation.

Video recordings of 11 individuals with a diagnosis of Amyotrophic Lateral Sclerosis (ALS) engaged in a semi-structured conversation task with a familiar partner were examined for the use of candidate understandings in repair initiation (i.e., a listener asks for clarification of their partner's prior contribution by proposing a reformulation of the problematic content for its speaker to either acknowledge as an accurate interpretation or reject as reflective of a misunderstanding). Of the 40 instances observed, 16 included an extension of or expansion upon the augmented speakers' trouble source contribution as part of the candidate offered. Four of these examples will be presented for analysis. These include conversants with different levels of physical impairment (i.e., full use of limbs, quadriplegia, paraplegia) and ways of accessing their SGDs (i.e., eye gaze, manual typing).

These interactions raise many considerations for discussion including issues of recipient design, "footing" (i.e., the attribution of authorship in co-constructed contributions), and the distribution of agency.

Together, these interactions reveal the nuanced ways in which augmented speakers demonstrate their agency in conversation despite asymmetry in conversational contributions, and they illustrate the connection between conversants in the co-construction of meaning access to communication modalities is unequal.

The organization of small talk during care acts between health assistants and people living with advanced dementia

Cristina Sterie, Anne-Sylvie Horlacher, Fanny Bovey & Eve Rubli Truchard

The data selected for this data session come from a study on "care in interaction" for people with advanced dementia, taking place in Switzerland. Data consist of 31 video-recordings of naturally occurring interactions during care acts in the nursing home. In this data session, we focus on a sequence in which small talk is produced and maintained between a health assistant and a resident with advanced dementia, throughout a care activity. We suggest to focus on the organization and accomplishment of small talk, as well as on its impact on the unfolding activity, which is at some points stalled.

From observation to participation: Multimodal strategies and challenges in peer interactions with children on the autism spectrum

Celina Tschiedel, Leslie Wathsack, Friederike Kern & Vivien Heller

From a conversation analytical perspective, activity transitions are known to be challenging [1], especially for children with autism [2],[3],[4]. However, there is a lack of detailed research on how children with autism manage activity transitions in peer-group settings. Specifically, little is known about the interactional challenges they face, the ways they integrate multimodal signals to engage and how peers interpret atypical or incongruent cues [5]. This research gap is particularly significant, as such challenges may lead to participation attempts being overlooked or misinterpreted. Therefore, in our data session, we focus on how children with autism move from observation to participation in peer interactions. The central question is: *How do children on the autism spectrum use multimodal resources to transition from observation to participation and how do their peers respond?* Based on the well-documented observation that people with autism use some of these resources atypically, we examine (1) the verbal, para- and nonverbal signals they employ to place contributions in ongoing talk and (2) how atypical signalling may affect mutual understanding and participation dynamics. Using a multimodal conversation analytic framework [6],[7], we aim to collaboratively analyze challenges and resources in these interactions.

Our data are drawn from the PICA project (https://pika.uni-wuppertal.de/de/) and include video footage of peer settings. In each, four students (aged 10-14, including one child with autism) were recorded in self-organized play activities and task-related interactions without supervision. Tasks included creating an explainer video on how to use a camping stove and making a decision based on a problem scenario. Altogether we collected around ten hours of footage of ten groups in these settings, in addition to German and MINT lessons recorded for PICA.

Our session invites participants to explore the social dynamics between children with and without autism through empirical examples of activity transitions. We aim to deepen understanding of how children on the autism spectrum (signal their desire to) get engaged in peer interactions. The analysis may serve as a basis for comparing how they engage in different educational settings (such as in classroom interactions also examined in PICA) and how their participation can be supported.

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