

Workshop 2. Tensions, Troubles, and Displays of Affect

June 23–24 2020

Program

Central European Time

	Tuesday 23 rd	Wednesday 24 th
	Zoom adress: https://uu-se.zoom.us/j/63324856496	
10:00-10:30	Introduction	Introduction
10:30-11:45	<p>Talk 1 <i>Affective pedagogy in New Zealand early childhood education: Noticing, recognising and responding to crying and laughter</i></p> <p>Amanda Bateman</p>	<p>Talk 2 <i>The visibility of trouble: On displays of affect in embodiment</i></p> <p>Rebecca Clift</p>
11:45-12:15	Pause	
12:15-13:45	<p>Data session 1 <i>Interaction between autistic children in a kindergarten</i></p> <p>Friederike Kern</p>	<p>Data session 3 <i>"I CAN NOT!" Emotional displays in the negotiation of agency in atypical interaction during morning routines.</i></p> <p>Antonia Krummheuer</p>
13:45-14:45	Lunch break	
14:45-16:30	<p>Data session 2</p> <p>Michael Clarke</p>	<p>Data session 4 <i>Resisting with limited means. AAC-mediated interaction between a young man with ID and an occupational therapist</i></p> <p>Niklas Norén and Helena Tegler</p>
-17:00	Reserve time until 17:00 in case we run into technical problems.	

	Thursday 25 th 2020
09:00-17:00	<p>Independent writing. Write down comments, ideas and reflections on the workshop as a whole, and on the individual presentations and data sessions. These will be shared with all participants. The format can be rather ruff and should only be considered as preliminary notes. Use Ms Word. Email your notes to Antonia Lina Krummheuer antonia@hum.aau.dk before 17:00.</p>

Main topics and questions

The main topics of the workshop are *tensions, troubles, and displays of affect*, as they appear and are dealt with in atypical interaction. We use the notion of atypical interaction as described in Wilkinson (1999): “*Atypical interaction* refers to social interactions where one or more participants have a communicative impairment and where that impairment is evident in consequential ways within the interaction.” Our joint discussions following the presentations and data sessions may orient to the following questions:

- What is communicative competence in atypical interaction? Is this a concept that is useful for EMCA?
- How can we understand, track, monitor, compare or foster communicative competence across contexts (transition)?
- Breaches and communicative crises are common features of social interaction — how does this become publicly consequential for the interaction?

Wilkinson, Ray (2019) *Atypical Interaction: Conversation Analysis and Communicative Impairments*, *Research on Language and Social Interaction*, 52:3, 281-299, DOI: 10.1080/08351813.2019.1631045

Data sessions

We use Zoom to discuss the data, which is safe for talking about confidential and sensitive data, but we suggest to only use code-names or pseudonyms of participants in the recordings.

Videos can be transferred to a safe server at Bielefeld University, where Friederike puts them into an encrypted online service for sharing video (*Panopto*). This is a much more reliable way of sharing video than Zoom, where video streaming may result in problems with both video and audio quality. NB! Although Panopto is an encrypted service, we recommend anonymising your recordings by adding a visual filter on the video and by deleting names from the audio. These measures are of course voluntary, and depend on the content of the consent form you used when recording your data. Contact Friederike if you want to use Panopto!

The data-sessions will be organized in the following way:

1. 15 minutes presentation of the data (participants, context, activities etc.)
2. 15 minutes individual time to look at video clips (Panopto links are shared in advance)
3. 60 minutes for discussion

Transcripts can be shared live in Zoom and/or be e-mailed to all participants in advance. E-mail transcripts to niklas.noren@edu.uu.se on Monday 22nd if you want him to make a coordinated mailing. Transcripts should include *time codes* to make it easier to follow transcript and video clip simultaneously.

Ethical terms of participation

We will not use written consent to ethical principles. Instead, when joining the Zoom meeting for the workshop, you are also accepting the terms to not download or record the conversation of the meeting, or the data that is shown during the meeting. The host will not record the meeting.

Abstracts

Talk 1. Amanda Bateman

Affective pedagogy in New Zealand early childhood education: Noticing, recognizing and responding to crying and laughter

This presentation examines affect in everyday pedagogical practice in New Zealand early childhood education. The footage is taken from projects investigating pedagogical interactions in the outdoor environment, post-earthquake play and refugee belonging. We will explore how teachers' response to and engagement with children's affect displays co-produce participation frameworks that support children as competent and capable, and demonstrates teacher's skillful pedagogical strategies to effectively implement their early childhood curriculum, Te Whāriki.

Talk 2. Rebecca Clift

The visibility of trouble: On displays of affect in embodiment

In this presentation I wish to explore the means by which interactants design displays of affect either to be visible, and to be interactionally consequential – or not. I examine a corpus of videoed English family interaction to investigate two different types of interactional sequence involving facial expressions. The first consists of instances in which a speaker appears to initiate repair on another's facial expression (Drew, 1997). The second type of sequence involves what is recognizable as a 'sceptical look', which appears to have different implications for progressivity.

Drew, P. 1997. 'Open' Class repair Initiators in Response to Sequential Sources of Troubles in Conversation. *Journal of Pragmatics* 28: 69-101.

Data session 1. Friederike Kern

Interaction between autistic children in a kindergarten.

In my data session, I will present a short clip from an inclusive kindergarten that shows a play interaction between one child and a nursery school teacher, while another child moves in and out of the interaction without participating in the game. I am especially interested in how touch between the two children is organized and regulated by the children themselves, and the attendant nursery-school teacher. I am also interested in the social rules that are explicitly and implicitly referred to by the teacher, and insight they might provide into underlying norms of social behavior concerning touch in this particular group of children, and – possibly – society in general.

Data session 2. Michael Clarke

Title will be added later

Abstract will be added later

Data session 3. Antonia Krummheuer

"I CAN NOT!" Emotional displays in the negotiation of agency in atypical interaction during morning routines.

I will show two videos of Allan (anonymized) a person living with acquired brain injury who gets helps of two different caregivers during morning routines. A part of morning routines consist of request for help in which the caretaker ask Allan to take over a part of a given

TRANSITION AND SUSTAINABILITY OF COMMUNICATIVE COMPETENCIES IN INTERACTIONS INVOLVING YOUNG PEOPLE WITH COMMUNICATION DISABILITIES (TRANSCOMM)

task, which Alan often feels he cannot do alone. His expressions are often formulated with heightened emotional displays (shouting and sometimes even swearing). In this data session, I want to invite you to look and discuss how agency (or communicative competence?) and emotional displays are constructed and negotiated during these interactions in the different contexts.

Data session 4. Niklas Norén and Helena Tegler

Resisting with limited means. AAC-mediated interaction between a young man with ID and an occupational therapist

A young man (Steve, 19 yrs) with Intellectual disability and Cerebral Palsy interacts with a new interaction partner, an occupational therapist. The interaction is partly mediated by an eye-gaze accessed SGD. First, Steve's ordinary personal assistant prepares the SGD screen for everyday communication and then leaves them to manage their interaction by themselves.

Participants

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