

REVEALING COMMUNICATIVE ENGAGEMENT

USING NARRATIVES AND MULTI-PARTY CONVERSATIONS

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BACKGROUND – ABOUT MYSELF

Psychologist in the field of congenital deafblindness

- Residential care
- Bartiméus Expertise Centre on deafblindness

Theoretical concepts <-> daily practice



MSC COMMUNICATION AND CONGENITAL DEAFBLINDNESS

1 month daily classes:

- Teachers who are very experienced in the field of deafblindness
- Small classes – much room for exchange
- International group – other cultures and systems
- Full focus on studying

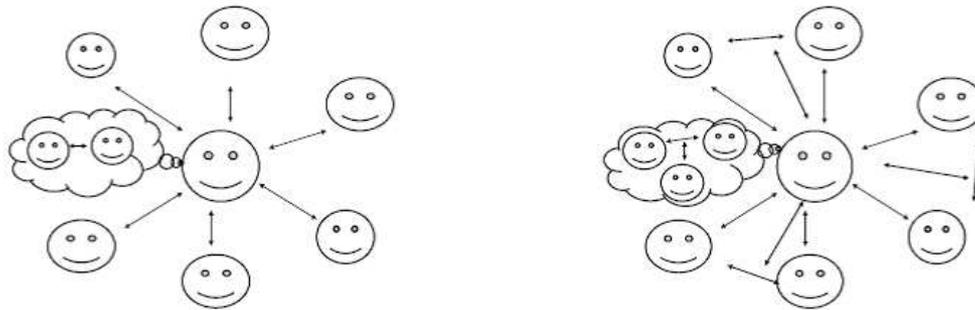
Thereafter own research project:

- Thesis
- Essay
- Learners report

CHOOSING TOPIC

Inspiration:

Presentation Marlene Daelman on multi-party conversations -> work of Eija Lundqvist (2012)

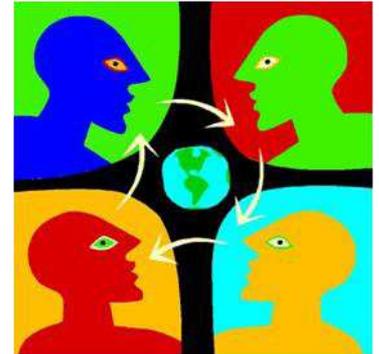


Such an important part of our daily communication, so little of the persons with congenital deafblindness in my network.

MULTI-PARTY CONVERSATIONS & ENGAGEMENT

Benefits of multi-party conversations:

- Broadens the world (Miles, 2003)
- Base for learning (Akhtar, 2005)
- Longer duration of conversations (Barton & Tomassello, 1991)
- Encourages language development (Lundqvist, 2012)



= Person with deafblindness as an active participant: Engaged to the conversation.

COMMUNICATIVE ENGAGEMENT

Communicative engagement

An ongoing effort towards maintaining an active role within a conversation, co-authoring the themes within the dialogue.

Operationalised in observable elements drawn from dialogical theory:

- Positions (active role)
- Tension (ongoing effort)
- Communicative projects (themes)
- Negotiations (co-authorship)

RESEARCH QUESTION

What is the contribution of co-created narratives and multiparty conversations to the communicative engagement of a person with congenital deafblindness?



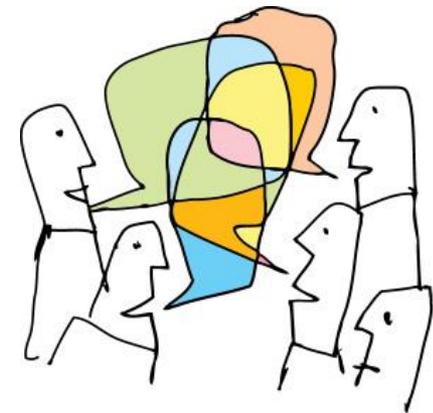
FRAMEWORK

Sequences of conversation sessions:

1 adult woman with deafblindness and 2 support workers

1 adult woman with partial sight and deafness and 2 support workers

- Dyadic narrative conversational frame
- Multi-party conversational frame



Research phase	Communicative practice			Coaching
Video of daily interaction	Activity			
				Introduction in team
Day 1	Activity	Narrative		Video-feedback
Day 2		Narrative		Video-feedback
Day 3		Narrative		Video-feedback
	- 1 to 1,5 week no videos, practice time -			
Day 4	Activity	Narrative	Multiparty	Video-feedback
Day 5		Narrative	Multiparty	Video-feedback
Day 6		Narrative	Multiparty	Video-feedback
	- 1 to 1,5 week no videos, practice time -			
Day 15	Activity	Narrative	Multiparty	Video-feedback
Day 16		Narrative	Multiparty	Video-feedback
Day 17		Narrative	Multiparty	Video-feedback
				Evaluation in team

RAW MATERIAL

9 activity- and conversation sessions done per cdb person
Video-analysis with the support worker after every session



Video-material:
02:21:03 of recorded
conversations

Daily interactions/ narratives/
multiparty conversations

ANALYSES TO OBSERVE COMMUNICATIVE ENGAGEMENT

1) Selection of “good examples”

- > Daily interaction situation
- > Narrative conversation
- > Multiparty conversations

(a total amount of 9 exemplary video's)

2) Analysis with ELAN

3) Communicative projects

4) Focus group sessions

5) In-depth analysis of certain specific fragments (conversation analyses, 6-space analyses, dialogical theory)

RESULTS - POSITIONS

- > relatively long conversations
- > in all three positions: speaking, listening and thinking.

Focus group Helen: Thinking position is a very active position:

- Incorporating conversation in the mind
- Regulating emotions
- Formulate one's own expression

RESULTS - TENSIONS

Were visible in the dialogues: tensions due to misunderstandings or unheard expressions, but also positions-changes

-> both narrative and multiparty conversations tensions were endured by communications partners

-> listening and following attitude of the seeing-hearing conversation partner



EXAMPLE - TENSIONS

Video of Helen in a multiparty session



RESULTS – COMMUNICATIVE PROJECTS

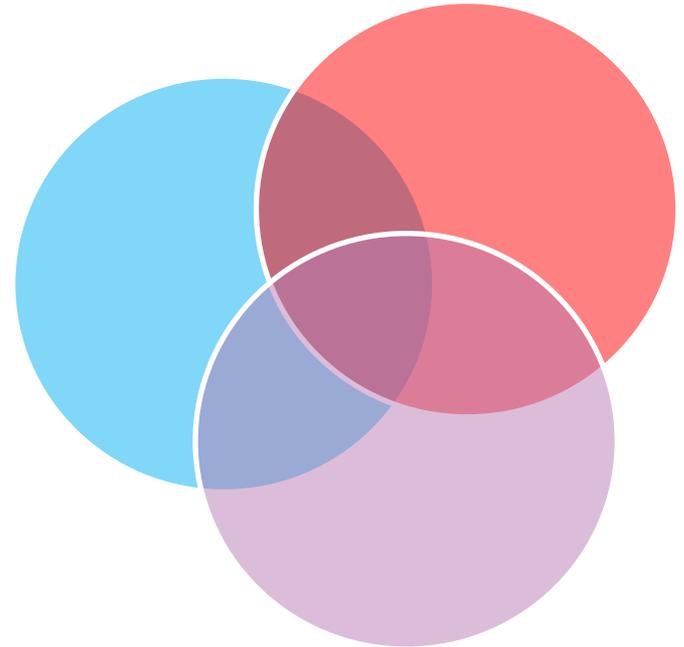
Not the number of projects, but the duration of projects and the coherence between the different projects were indicators of communicative engagement



RESULTS - NEGOTIATIONS

Negotiations about meaning and intentions were observed

Negotiations clarify differences between the different communication partners: some parts of the topic discussed are shared with one person, some with both and some with none



EXAMPLE NEGOTIATIONS

Jane in a multiparty conversation



RESULTS – NARRATIVES AND MULTIPARTY

Both narrative and multiparty conversations revealed a high level of communicative engagement

But -> multiparty conversations have narrative forms (Aukrust, 2002)

Both narrative and multiparty conversations are needed on a daily base



CONCLUSIONS & SOME FINAL THOUGHTS

Engagement can be operationalised in dialogical terms

Speaking - listening - thinking happen simultaneously

Multiparty conversations with persons with congenital deafblindness are NOT difficult

Being involved in research and practice simultaneously is inspiring and valuable for both fields



QUESTIONS? REMARKS?



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