Record Nr. UNINA9910455089103321 Autore Gardner Hilary Titolo Analysing interactions in childhood [[electronic resource]]: insights from conversation analysis / / Hilary Gardner, Michael Forrester Chichester, West Sussex, : Wiley, 2010 Pubbl/distr/stampa **ISBN** 1-282-38245-4 9786612382451 0-470-68709-6 Descrizione fisica 1 online resource (295 p.) Altri autori (Persone) ForresterMichael A Disciplina 302.3/46 Soggetti Conversation analysis Children Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Includes bibliographical references and index. Nota di bibliografia Nota di contenuto Analysing Interactions in Childhood; Contents; Foreword; Introduction; Contributors; Section 1 Interactions between typically developing children and their main carers; Chapter 1 Next turn and intersubjectivity in children's language acquisition; Chapter 2 Hm? What? Maternal repair and early child talk; Chapter 3 Ethnomethodology and adult-child conversation: Whose development?; Chapter 4 'Actually' and the sequential skills of a two-year-old; Chapter 5 Children's emerging and developing self-repair practices; Section 2 Childhood interactions in a wider social world Chapter 6 Questioning repeats in the talk of four-year-old childrenChapter 7 Children's participation in their primary care consultations; Chapter 8 Feelings-talk and therapeutic vision in childcounsellorinteraction; Chapter 9 Intersubjectivity and misunderstanding in adult-child learning conversations; Section 3 Interactions with children who are atypical; Chapter 10 Interactional analysis of

scaffolding in a mathematical task in ASD; Chapter 11 Multi-modal participation in storybook sharing; Chapter 12 Child-initiated repair in

Chapter 13 Communication aid use in children's conversation: Time,

task interactions

## timing and speakertransferGlossary of transcript symbols; Index

## Sommario/riassunto

Offers a fresh perspective on how conversation analysis can be used to highlight the sophisticated nature of what children actually do when interacting with their peers, parents, and other adults. Brings together a contributor team of leading experts in the emerging field of child-focused conversation analytic studies, from both academic and professional research backgrounds Includes examples of typically developing children and those who face a variety of challenges to participation, as they interact with parents and friends, teachers, counsellors and health professionals Encompa