



IPrA 2021 Panel
***Inclusion and Communicative
Competences across Contexts***

Organized by

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Inclusion and Communicative Competences across Contexts

- ▶ Observation/Background:
 - ▶ People with communicative & cognitive disabilities often experience a loss of their communicative competencies when they transfer between interactional contexts.
 - ▶ This change of context can fundamentally challenge their participation and inclusion in new contexts and affect their quality of life.
- ▶ Aim
 - ▶ To bring together interaction analytical research on atypical interaction
 - ▶ To explore the situated, multimodal and practice-oriented concept of communicative competence
 - ▶ To discuss whether and how this approach can help to understand and inform inclusive practices.

Atypical interaction = interaction “where one or more participants have a communicative impairment and where that impairment is evident in consequential ways within the interaction.”

(Wilkinson (2019). Atypical Interaction. *ROLSI*, 52(3), 281–299)

We understand communicative competence as an interactional achievement rather than a set of skills that belong to individuals

Clarke & Wilkinson (2013). Communicative competence in children’s peer interaction. In Norén et al (Eds.), *Aided communication in everyday interaction*. (pp. 21–57). *J&R*,

Panel is part of the TransComm Research Network

- ▶ On Transition and Sustainability of Communicative Competencies in Interactions Involving Young People with Communication Disabilities
- ▶ Funded by the Independent Research Fund Denmark (2019-2022)
- ▶ Organized by the panel organizers
- ▶ More information: <http://www.transcomm.aau.dk>



Today's Questions

- How can interactional studies inform concepts of communicative competence?
- How can a multimodal and interactional understanding of communicative competence be informed by or applied to practice?
- How can a multimodal and interactional understanding of communicative competence inform the use or design of communication technologies?
- How can this concept be used to understand and foster communicative competences and inclusion of people with limited communication means across contexts?



**Program of the Panel
Inclusion and Communicative
Competences across Contexts**

Part 1 (08:30-10:00)

1. Assessing pragmatic competences of children with autism spectrum disorder by Lisa Vössing and Friederike Kern, Bielefeld University, Germany
2. The collaborative accomplishment of communicative competence in interaction between a teacher and a child with autism spectrum disorder by Orlagh O'Leary and Mike Clarke, University College London, United Kingdom
3. Agency in collaborative storytelling - reflecting competence in aphasia by Helene Killmer¹, Jan Svennevig¹, Suzanne Beeke², 1. University of Oslo, Norway, 2. University College London, United Kingdom

PART 2 (10:30-12:00)

1. Communicative competence displayed using speech generating devices- a comparison between two special education classroom settings by Helena Tegler¹ and Maja Sigurd Pilesjö², 1. Uppsala University, Sweden 2. University of Southern Denmark
2. Communicative competence across atypical interactional contexts - The case of recruiting help by Niklas Norén, Uppsala University, Sweden
3. Technical supported competence. The construction and resemiotization of competence during the development of a reminder robot. by Antonia Krummheuer, Matthias Rehm, Kasper Rodil, Aalborg University, Denmark

Some organizational information

- ▶ Each talk will be about 20 minutes, which leaves us a bit time for questions and comments.
- ▶ We do not record this session, however, some of the talks are recorded.
- ▶ I should advise you
 - ▶ to use 'Grid View' so that you can see all Panelists
 - ▶ to use 'Chat' directed specifically at the Host/Stage Manager
 - › to ask advice on a technical issue
 - › or to ask to be unmuted for discussion/questions
 - ▶ to only use Q&A to formulate questions (I will read them out when the time comes, as you cannot see them)
- ▶ I will verbally inform the speaker about the time (5 minutes, 2 minutes, sorry, time's up)