




**Interactional competences: Social representations and interactional practices in Speech Therapy**

Subproject B  
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**Objectives**

- investigates the treatment that speech therapy confers to the interactional competence of language-impaired adolescents;
- helps us understand how the role and the nature of interactional competences are configured within the very course of speech therapy sessions, as part of a central purpose of speech therapy, i.e. to favor young people's integration into education and work-life.

**Questions (I)**

**1. Actual interactional practices:**

- Which interaction competences are put to work and valued within speech therapy?
- What precisely is their nature?
- What place is conferred to these competences in the therapy?
- Are these competences explicitly addressed as such during therapy sessions?

**Questions (II)**

**2. Social representations**

- What are the social representations of the therapists and the adolescents as regards interactional competences?
- How do therapists and language-impaired adolescents perceive the role of interactional competences for the future of the adolescents?

→ objectives of the speech therapist  
→ evaluations of their competences and expectations of adolescents

### Questions (III)

3. What are the **relations** between the declared social representations of interactional competences and the representations in action that emerge within the very practice of speech therapy?

### Links with other sub-projects

→ How are the relevant competences treated in speech therapy sessions related to the way interactional competences are treated in school, vocational training, job interviews and workplace?

### Theoretical background (I)

- discursive pragmatic disorders in adolescence (Nippold & al., 2009; Reed & al., 2007; Wheterell & al., 2007a, 2007b)
- and their effects on:
  - academic success in general (Aram & Nation, 1980; Conti-Ramsden & al., 2009; Durkin & al., 2009)
  - relational and emotional development, self-esteem, degree of sociability and independence (Brownlie & al., 2004; Conti-Ramsden & Botting, 2004, 2008; Conti-Ramsden & Durkin, 2008)

### Theoretical background (II)

- interactional practices and social representations rarely studied (Cirrin & Gillam, 2008)
  - some comparisons between different therapeutic procedures with children (Nelson & al., 1996; Gillam & al., 2008; Camarata & al., 2009)
  - heterogeneous results about perception of adolescents of their difficulties and repercussions on their life (Palikara & al., 2009; Simkin & Conti-Ramsden, 2009)

### Methodology (I)

- Population: 20 adolescents 14-17 y.o. and their speech therapists
- Data:
  - written questionnaires on types of interactional competences put to work within therapy session and outside (for adolescents), the role of these competences, the adolescents' interactional capacities and difficulties

### Methodology (II)

- For each of 3 adolescents, 8 **speech therapy sessions** will be entirely audio-video recorded over a period of 4 months, one session every two weeks (24 sessions in total).

### Methodology (III)

- For each of 3 adolescents, **2 interviews with the speech therapist:**
  - a. a semi-directed interview, allowing us to deepen some of the issues addressed in the written questionnaire
  - b. a self-confrontational interview, based on the viewing of selected excerpts from the audio-video recorded therapy sessions.

### Methodology (IV)

- **A semi-directed interview with each of the 3 adolescents** regarding their interaction competences:
  - to recount positive vs. negative experiences with their interactional capacities
  - to describe their communicative practices and their use of new technologies
  - to talk about their speech therapy, their training projects and the role of interaction competences in these.

## Data analyses

- **Questionnaires:** content analysis on the basis of response categories established in a data driven way; quantitative analyses
- **Speech therapy session:** inventory of recurrent activities; analysis of different dimensions of pragmatic competences like discourse production, resolution of interpersonal comprehension problems, etc.
- **Semi-directed interviews:** methodology to be elaborated with subproject A - school

Thank you