

Appendix: Jeffersonian Transcription Conventions

For a fuller discussion of these transcription conventions, see Hepburn, H., & Bolden, G. (2013). The conversation analytic approach to transcription. In J. Sidnell & T. Stivers (Eds.), *Handbook of conversation analysis*. Chichester: Wiley-Blackwell.

[text]	Square brackets indicated the start and finish of overlapping talk
[text]	
=	Equals sign indicates latching where there is no discernible gap between the end of one turn and the start of the next
	Equals signs can also show a speaker's talk broken up into separate lines on the transcript to accommodate the placement of overlapping talk
(number)	Silences in talk (gaps or pauses) are indicated by a number in brackets. Silences are normally timed to the nearest tenth of a second
.	A full stop indicates a falling intonation often characteristic of the end of a turn

?	A question mark indicates a strongly rising (questioning) intonation though it does not necessarily indicate that the phrase is a question
,	A comma indicates a more weakly rising intonation
<u>Text</u>	Underlining indicates emphasis placed on the underlined word or part of word
↓ or ↑	Down and up arrows indicated more marked lowering or raising of pitch
>text< or <text>	Greater than and less than symbols indicate a speeding up or slowing down of the talk contained between the symbols
<	A less than symbol on its own indicates that the following talk is 'left pushed' into the previous talk
:	Colons are used to indicate stretching of a sound in a word. The number of colons is proportional to the length of the 'stretch'
-	A hyphen at the end of work or part of a word indicates that the word was cut off
£text£	Pound signs indicate that the text enclosed by them is said in a 'smiley' voice
#text#	Hash sign indicates that the talk enclosed by the sign is said in a 'creaky' voice
hhh	Aspiration is indicated by 'h', the number of h's is proportional to the length of the aspiration. A series of h's indicates out-breath.
.hhh	A series of h's preceded by a full stop indicates in-breath
hah/huh etc.	Sounds of laughter are shown as separate laughter particles
wo(h)rd ((text))	Bracketed h shows laughter particles contained in words Text contained within double brackets indicates the transcriber's comments

Glossary

- Adjacency pair** Is a two-part exchange in which the second utterance is functionally dependent on the first, as exhibited in conventional greetings, invitations and requests. The first utterance is called the first pair part (FPP) or the first turn. The second or responding utterance is called the second pair part (SPP) or the second turn
- Affiliation** According with the demonstrated emotional stance of the speaker of a prior turn
- Alignment** According with the expected next sequential turn, for example, following a question with an answer
- Autism Spectrum Disorder** ASD is a neurodevelopmental condition which is lifelong and causes impairments in communication, rigidity of thinking and cognitive ability
- Bakhtian Discourse analysis** This is an approach to analysing discourse that is grounded in the work of Bakhtin, which conceptualises language as dialogue and a site of ongoing struggle
- Collocate** To utter a word or phrase alongside or in close proximity to another in a 'frozen' or semi-formulaic way
- Co-morbid** When there is more than one co-existing health condition or diagnoses

- Concrete competence** Problem-solving strategies that are based on lived or concrete experiences
- Critical Discourse Analysis** An umbrella term that refers to a collection of discourse analytic perspectives that emerged in the early 1990s, which attends generally to criticality, power and ideology, among other constructs. It often attends to the way in which power is produced in and through discourses and structures
- Critical Discursive Psychology** This is an approach to analysing discourse that considers both the individual's psychological representation in how they talk and how they are politically positioned
- Deconstructionism** Typically associated with the work of Derrida, it is a theoretical position that challenges the assumptions generally held about certainty and truth arguing that words only can refer to other words, and thus attempts to show how statements about text subvert their own meaning
- Discursive Psychology** A discourse analytic approach developed by Edwards and Potter (1992) which focused on the psychological language people use to describe mental states to perform a social action. This is a form of analysis of the details of interaction and how these are related to psychological concepts and ideas such as emotions and thoughts
- Discursive Repertoires** Are frequently used phrases or explanations that a speaker might use to explain something (see Linguistic Repertoires)
- Enactivism** A view of social interaction that rejects an appeal to inner mental states as the primary mediator of intersubjectivity. Rather, social actions are directly coordinated with others' social actions. Regularities in face-to-face interaction are not contingent on knowledge of pre-existing social 'rules' that reside in the minds of interaction partners, but on an outward orientation to the sequence structure of interaction, and participation in one another's sense-making activities. For further reading on enactivism, see De Jaegher and Di Paolo (2007), and for the application of this concept to ASD, see Klin, Jones, Schultz, and Volkmar (2003)
- Epistemic resources** Express speakers' subjective assessment of the strength of reliability or certainty regarding the truth value of the information in their propositions
- Epistemology** Relates to the theory of knowledge and what can be known and by what means
- First Pair Part (FPP)** Is a turn that initiates an action
- Forensic patient** In the UK, this refers to a patient detained under the Mental Health Act (Department of Health, 2007)

- Forensic ward** A ward in a secure psychiatric hospital
- Foucauldian discourse analysis** An approach to discourse analysis that studies historically based ideologies that are assumed to underpin dominant discourses
- Frame** A structure of expectations which helps people to compartmentalise and recognise regularly encountered types of interaction in the world, for example, institutional discourse, sports, commentary and so on
- Genre** A constellation of formal features and structures that functions as conventionalised framework for the production and interpretation of discourse, oral as well as written. For further reading, see Briggs and Bauman (1992) and Hanks (1987)
- Ideological dilemmas** When two or more commonly held beliefs or ideals within a culture appear to contradict each other
- Indexicality** A pervasive property of language that relates linguistic forms to the contexts in which they are produced. In addition to demonstratives, deictic adverbs and pronouns, many other features of language bear relationship to dimensions of context. For instance, register features relate to a certain professional domain and identity. For further reading on indexicality, see Levinson (1983), and for an in-depth examination of the relationship of this concept to interaction in ASD, see Ochs, Kremer-Sadlik, Sirota, and Solomon (2004)
- Interactional sociolinguistics** An approach to the study of discourse which analyses power within linguistic practices
- Interpretative Phenomenological Analysis** Is a method of analysing data where the researcher tries to go beyond what their participant's say and understand their experiences
- Intersubjectivity** Coordinating or adapting one's subjectivity with other's subjectivity within interaction. A capacity that is embodied prior to becoming reflexive, i.e. a theory of mind (Trevarthen, 1979). For further reading, see Duranti (2010)
- Inter-turn pause or gap** Is a pause that occurs between syntactic units at a possible transition relevance place
- Intra-turn pause** Is a pause that occurs within a speaker's turn but not at a possible transition relevance place
- Linguistic repertoires** Ways of talking about a topic that are used by a particular culture or group of people and might include particular phrases, keywords or metaphors that are repeatedly referred to

- Minimal response** A turn sequential to a question composed of vocal material which indicates little beyond acknowledgement of the prior turn
- Neurodevelopmental disorder** These are a group of disorders where the brain has developed in a particular way that fundamentally changes the way the brain reacts to the outside world. In turn, this affects particular behaviours and emotions in the person
- Nursing assistant** A non-qualified practitioner who works with patients under the supervision of qualified staff
- Ontology** The underpinning theoretical position of a methodological approach. An ontological position is a position on the existence of reality
- Orthographic Transcript** A transcript that reflects what can be heard in the interviews, but does not include detailed prosodic transcription or other details regarding the delivery of the talk
- Paralinguistic** Refers to the features which accompany words in a message to convey non-linguistic information, for example, tone, volume, rhythm and so forth
- Positive symptoms of psychosis** An experience that is present that should not be, for example, hearing a voice when there is nobody there
- Post-structuralism** A label often used to characterise French philosophers and others who generated critiques of structuralism and also argued that for individuals to understand objects, they should study both the object and the systems of knowledge that produce the object—among other beliefs
- Recipient design** The process in which speakers structure their talk in a way that is sensitive to the particular others involved in the social encounter. For further reading, see Sacks, Schegloff, and Jefferson (1974)
- Register** A variant of language including both lexical and syntactic choices, associated and identified with a particular context, for example, scientific German, talk directed at pets
- Repair** A correction of self or other in an interaction to clarify a misunderstanding. This refers to the set of practices whereby interlocutors attend to possible trouble in speaking, hearing or understanding in conversation. For further reading, see Schegloff, Jefferson, and Sacks (1977) and Drew (1997)
- Social constructionism** This is a theoretical position positing that our understanding of the world is jointly constructed and forms the basis for a shared reality
- Social constructivism** This is a theoretical position that posits that knowledge is constructed through interaction with others, which emphasises the learning that takes place through interaction

- Subject Positions** Identities found in discourse, for example, autism as a biological phenomenon that means a person might always be socially awkward, or an autism position that suggests people can high levels of social ability, they just do so differently
- Tellability** The ‘newsworthiness’ of a story, as such a fitness criterion for narratives in everyday conversations (Sacks, 1992). For further reading on tellability and narrative in ASD, see Solomon (2004)
- Theory of mind** This is the appreciation of the views and perspectives of others, the ability to empathise
- Therapeutic alliance** The collaborative relationship between patient and therapist which enables change
- Threshold Concepts** Are concepts in learning a discipline that once understood, change a student’s way of thinking about a topic
- Turn Construction Unit** This is a component of a speaker’s turn after which the turn may be construed as complete

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