

Index

Appendices, figures and tables are indexed in bold.

- abbreviation, 165, 168, 169
- ACC systems, 249–50
- acoustic signs, 186
- actions, 70, 103, 146, 178
 - children, 20, 185
 - class of, 251
 - consequences, 150, 151
 - goal-directed, 167
 - students, 202
- ‘actually’, xii–xiii, 59–72
- adjacency pairs, 70–71, 250, 262, 263
- adjacent utterances, 20
- adult utterances, 5, 15
- adult–child interactions, xv, 3, 4, 18, 20, 42, 45, 46, 51, 52, 56–7, 146, 158, 161, 163, 164, 167, 171–2, 210, 227, 251
 - communication aids, 250–251, 263
- adult–child sessions/talk, 17–18, 166, 171–2
- adult–child storybook sharing, 209–210, 215**f11.1**, 219, 223
- adult-teachers, 163, 164
- adults
 - intervention, 186
 - support, 196–7, 198–9
 - understanding, 235
- adversative constructions, 59
- affirmations, 7, 11, 16, 17–18, 20
- age comparisons, 72, 76
- alveolarity, 14
- ambiguity, 170, 172, 174, 175, 177, 254
 - child counselling, 161
- anaphoric reference, 165
- anthropomorphisation, 159, 160
- anticipation, 168
- applied linguists, xi
- articulation, 9, 10, 11, 12, 16, 17, 18, 20, 33, 39, 78, 197, 239
- assessment, formal, 187–8
- asymmetry in relationships, xi
- attention, 187, 227
 - joint, 210, 211, 223
- atypical children, 43
- augmentative and alternative communication (AAC), 250
- autism, 185, 190, 199, 201–2
 - learning support, 188
- autistic spectrum disorders (ASD), xiv, 187–9
- behaviours, 107, 113, 222
 - adult–child, 164
 - child, 172
 - clinicians, 130
 - non-verbal, 222
 - repetitive, 187
 - verbal, 222
- block-construction play task, 186, 190
- block-counting sequence, 191, 194–6, 200
- block-removal sequences, 190–195, 196, 197–8, 206–8**ap10.1**
- body alignment, 254
- body movement, 252
- body orientation, 235
- body posture, 33, 235, 238, 252
- British Sign Language (BSL), 209
- candidate solutions, 93, 234, 235, 238, 240**f12.6**, 241, 242, 243, 244, 245
- categories of action, 188
- cerebral palsy, xi
 - electronic communications, xiv–xv
- child counselling, xiv, 146, 147–51, 161
 - child’s perspective, 152–4, 154**t8.1**, 155–60
- child development, xiv, 26, 43, 44–5, 50, 53, 60, 67, 76, 107, 123
- child patients, 129, 130
- child performance, 186
- child–adult interactions, 3, 150–151, 154, 163–4
 - use of gestures, 211
- child-alone sessions, 166, 170, 171–2
- child–child interactions, 76
 - VOCA use, 253, 255–1, 262–4
- child-directed registers, 3, 16
- child-directed speech (CDS), 3

- child–mother interactions, 78–9, 79f5.1, 80, 81–4,
85–6, 86–90, 229
early, 28
hint and guess games, 230f12.1, 230f12.2, 231–3
home environment, 227
play interactions, 91–2, 92–3, 94
child–parent interactions/relationships, 74, 85, 93,
147–59
child–teacher interactions, 165–6, 170, 213
clarification, 26, 74, 81, 92, 228, 234, 235, 239
classroom interactions, xv, 7, 146, 188, 189, 190, 201,
209, 210
language learning needs, 209
clinicians, 128, 129–30, 143, 144
co-active scaffolding, 187, 198–9, 200
co-occurring talk, 256, 258, 260, 263–4
co-participation, 190, 195, 199, 201, 222–3
co-taught lessons, 202
cochlear implants, 209, 212
cognition, 75, 107, 125, 165, 177, 187, 199, 234
children growth, 163, 227
collaboration, 186–7, 201, 202, 254, 256
colours, 159, 160
'common ground', 164, 177
common knowledge, 164
communication, 74, 77, 78, 81, 95, 122, 128, 147, 151,
152, 189, 209, 210, 211, 212, 227, 245
disability, 249
communication aid technologies, 250, 264
delays, 251, 262
fluctuating rhythm, 251
communication disorders, xiv, xv
autistic spectrum disorder, xiv
cerebral palsy, xi
classroom disabilities, xv
deaf, xiv, 4
computer-based tasks, 166
content, 250
contexts, 12–13, 18, 30, 164, 165, 170, 179
child counselling, 152–3
repairs, 178
sequential, 170–171, 175
social actions, 44
specific episodic structure, 167
subsequent actions, 188–9
continuous talk, 249
conventional gestures, 211
conversation analysis (CA), ix, x–xi, xiii, xiv, xv, xvi, 4,
5–6, 18–20, 25, 42, 44, 46, 47, 56–7, 71, 77,
128, 130, 165, 168, 179, 185, 188–9, 199, 200,
202, 209, 211, 213, 222, 227, 230, 251, 252
conversation practices, 43
conversation skills, 50, 56
conversational power, 23
conversations, 165, 227–8, 238, 249, 255
organisation, 264
pre-beginnings, 254, 256–60
VOCA use, 250–251
coordination, 164, 170, 177
corrections, 5, 9, 19, 20
corrective repetitions, 93, 99ap5.2
counting skills, 190, 191, 194, 195–6, 197, 200
culture, xi, 43, 56
membership, xiii, 43, 44, 45, 47, 50, 51, 53, 54–6
cut-off, 74–5
Finnish, 74, 81, 83, 88, 89, 93, 94
deaf children, xiv, 4, 209, 210, 212
communication skills, 222
gaze, 223
gesture–speech combinations, 211, 215–16
prelingual, 209, 215, 217, 221
deduction, 4
deictic terms, 81, 92
departures, 68–70
developmental delays, 187, 188, 194
developmental tasks, 199
dialogue, 151
structure, 186
digital hearing aids, 212
directive-interrogative, 193
disambiguation, 177, 178
discontinuous talk, 249
discrete sequence, 196
display of learning, 178
divorce, 147
doctor–child talk, 140–141, 143, 144
doctor–patient communication, 129
dyadic talk, 4, 25, 128, 130, 138, 140, 142, 143,
172, 211, 251
ecological scaffolding, 187
educational psychology, 185–6
emotions, 151, 157, 159, 161
English, 75, 76, 77, 90, 91, 93, 99ap5.1, 230
enriched scaffolding, 187, 188, 199
environmental objects, 187
episodic organisation, 167
estimation, 165
ethnomethodology, xiii, 4, 42–5, 46, 56–7
evaluate receipt, 8, 9, 12–13, 20
adult, 7, 9, 14
expressive speech, 229
eye gaze, 32, 33, 77, 88, 209, 210–211, 213
family relations, 159, 161
feedback, 4–5, 8, 9–10, 18, 19–20, 74
adult, 23
corrective, 90
negative, 3–4
feelings-talk, 147, 148–57, 161
Finnish, 74–7, 77t5.1, 90, 93, 95, 99ap5.1,
230, 231, 240
adult self-repairs, 91
cut-off, 74, 81, 83, 88, 89, 93, 94
particles, 92, 94, 238–9, 241–2

- first pair parts (FPPs), 70–71, 250
 1st-position turn, 171, 172, 173
 first turns, 263
 fish games, 229, 241–3
 clinical setting, 231f12.4
 fists, 220
 five-part sequential structure, 166, 166f9.1(a),
 167, 167f9(b), 168, 168t9.1, 169, 173,
 176, 177, 178
 fluctuating rhythm, 251
 4th-position rationale, 170
 functional speech, 249, 250, 262
- game-like tasks, 229, 231, 236
 gaze, 77, 209, 210–11, 213, 214, 223, 254, 263
 eye, 32, 33, 77, 88, 209, 210–11, 213, 227–8, 235
 held, 218, 219, 221–2
 orientation, 252
 shift, 213–14, 218–19, 220, 220f11.5, 221,
 231, 235
 timing, 223
 gesture–speech combinations, 211, 216–17, 217f11.3,
 218, 218f.4, 219, 220
 gestures, 35, 78, 81, 190, 193, 195, 201, 209,
 221, 254, 257
 categorisation system, 211
 child's timing, 212, 212t11.1, 213–16, 216f11.2,
 217, 217f11.3, 218, 218f.4
 conventional, 211
 fists, 220
 head movements, 250
 manual, 209, 211, 222, 223
 overlap, 222
 pointing, 28
 representational, 211
 glossing, 98–9ap5.1
 glottal stops, 36, 37
 grammar, 3, 4, 5, 18, 20, 32, 36, 92, 123, 210, 235
 ground rules, 177–8
 guessing, 173, 257, 262
 guidance, 186, 195, 196, 197
- 'half-membership' rights, xiv, 46, 51–2
 hand movements, 195–6, 198, 211, 220
 head movements, 250
 health care, 128, 129
 hearing, 75, 108, 109, 110, 112, 113, 121, 227,
 233–4, 235, 236
 hearing aids, 212
 impairments, 209
 profound loss, 212
 troubles, 23
 held gaze, 218, 219, 221–2
 high-pitch, 62
 hint and guess games, 229
 clinical setting, 230f12.2
 home environment, 230f12.1, 231–3, 234
 hm?, 23, 25, 36
- 'I was just thinking . . .', 155–9, 161
 imitation, 14, 95, 122, 123, 198
 initiating actions, 197, 199
 failure to respond, 199
 Initiation-Response-Evaluation (IRE), 167–8, 178
 input, 18
 insertion sequences, 16–17, 71
 institutional agendas, 146–7, 161
 institutional discourse/talk, xi, xiii, xiv, 167, 178–9
 instructional work, 7, 8
 insubjectivity, ix–x, xiii, xiv, xv, 19–20, 26, 28, 31,
 38–9, 74, 125, 163, 165, 186, 188
 intensive interaction, 186
 instructional work, 6–8, 10, 20
 intelligibility, 16, 26, 30, 34, 39, 50, 211
 difficulties in speech, 249–50
 linguistic, 29
 intensive interactions, 186, 188, 189, 202
 interactional difficulties, 172, 175, 176, 177–8
 interactions
 analysis, 185, 188, 189
 competencies, 209
 sequential organisation, 188–9, 190–191, 193,
 198–9
 verbal dimensions, 188
 'Intermental Development Zone' (IDZ), 164, 165, 177
 interpersonal relationships, 164
 intersubjectivity, 31, 77, 93, 95, 163, 164, 169, 174,
 177, 178, 227, 241
 interthinking, 164, 177
 intonation, 214
 intra-turn silence, 253
 intrasubjectivity, 163
- joint activity, 163, 164
 joint attention, 210, 211, 223
 joint problem-solving, 165
 just-thinking turns, 155, 159, 161
- kinesic modality, 250
 knowledge
 acquisition, 187
 common, 154
 shared, 177
- labelling, 7, 9, 12
 labelling sequences, 7–10
 labiality, 14
 language, xii, xiii, xiv, xv, 3, 4, 6, 18, 24, 25, 38,
 39, 40, 44, 45–6, 53, 56, 107, 178
 disorders, 23
 language acquisition, 3, 81, 92, 210, 211
 language comprehension, 228
 language delay, 210
 language development, 4, 25, 34, 93, 95, 122
 deaf children, 223
 joint attention, 223
 typical, 227

- language difficulties, 187, 212
 specific, 219–220
language-impaired toddlers, 228
language impairment, 189
language learning, 5, 75, 90, 94, 223
 needs (SSLD), 209, 210, 211, 222
 targets, 213t11.2
language skills, 24, 74
 developmental delays, 187
 typical development, 229
language therapy, 210, 212, 227, 229–30, 235, 245
laughter, 117, 118–22, 123
learnability theory, 3, 4
learner knowledge, 186
learning, 165, 174, 177
 barriers, 187
 children, 4, 185
 competence, 186
 responsibility for own, 187
 sensory barriers, 186
learning conversations, 164, 165, 178–9
learning disability (LD), 186, 187, 188, 201
Learning Support Assistant (LSA), 190, 194, 197,
 199, 200, 201, 202
level intonation, 213
lexical gloss, 25
lexical particles, 74–5, 93
lexical repair devices, 76, 81, 238
lexical repeats, 32
lexical skills, 4, 9–10, 11, 20, 28, 32, 33, 39, 83, 89, 95,
 243f12.7
lexical testing, 11
linguistic knowledge, 231
linguistic signs, 186
linguistics, 6, 9, 12, 15, 17, 18, 20, 34, 36, 44, 91,
 112, 229
listeners, 164
 child, 216f11.2
literacy skills, 209

manual gestures, 209, 210–11, 222, 223
 overlap, 222
mathematics, 185, 189–90, 197
mediation, 186, 190
medical interactions, 128, 152
meta-interaction function, 251, 263
methodologies, 42–4, 45, 56–7, 130, 227–8
minimal understanding, 236
mishearing, 108–9
misunderstandings, 78, 81, 94, 142, 165, 168, 175,
 177, 178
 analysis, 165
 child orientation, 192
 co-participants, 88
modality, 185, 197, 201–2, 256
 kinesic, 250
Moerk, E., 4, 5
moment-by-moment activity, 77, 188

monitoring, 185, 193
 behaviour, 75
 held gaze, 221–2
 self, 10, 91, 95
morality, 146
morpho-syntax, 210
morphology, 238
multi-layered turns, 222
multi-modal turn, 218
multi-modality, 263
multi-word combinations, 210
multi-word utterances, 91, 92, 93
multimodal interactions, 189, 209, 241, 242
multimodal proto-words, 78
multimodal resources, xv
multiparty talk, 128, 132
mundane talk, xiv, xvi, 8, 18, 28
 delays, 254
mutuality in scaffolding, 202

National Curriculum, 189
natural speakers, 250, 251–2
 pre-beginnings, 256–8, 263
 initiated turns, 259
 prior turns, 251–2, 263
 turn exchange, 263
negation, 71
negative evidence, 3, 4
 Moerk on, 4–5
negative feedback, 3–4
negative scaffolding, 187
negotiation, 163, 227, 238, 241, 262
next turns, 1–20, 25, 27, 31, 32, 39, 165, 172, 21, 251,
 254, 263
 no negative evidence, 3
 VOCA-use, 252, 257, 264
no-trouble silence, 253–4
non-speaking children, 250, 252, 263
non-spoken resources, 187, 189, 191, 201, 202
 children, 210
non-verbal activities, 229, 235
non-verbal behaviours, 222
non-verbal communications, 77, 211
non-verbal turns, 222, 240
non-vocal interactions, 29–30, 31, 32, 37, 189, 191,
 200, 201, 202, 209, 211, 263
 adult, 209
normative rules, 178
notation conventions, 6
numberline tasks, 166, 166f9.1(a), 167, 167f9.1(b),
 169, 170, 171–8, 197

O1-formats, 106, 106f6.1, 107
object play, 26
object transfer, 125
objectivity, 177
one-to-one tuition, 188
open-class initiation, 26, 27, 28, 30–31, 34, 38, 39, 40

- open-repair initiation
 child's response, 31–2
 oral language skills, 209, 210
 other-corrections, 75–6, 78, 89, 90, 91, 95
 other-initiated repair sequences, 25–6, 31, 32–4, 38, 75, 92, 103, 105, 110–11, 123, 125, 199
 other-initiated self-repair, 31, 74, 75, 77, 177–8
- paediatric consultations, 128–30, 135–44
 greeting/seat allocation, 130–131, 131t7.1, 132–4, 144
 parent–child interactions, 74, 75, 76, 77, 93, 149–50
 parent–teacher interviews, 146
 parental separation, 147
 pedagogy, 7–8, 9, 20, 186
 peer interactions/socialisation, 123, 250, 263
 progressivity, 251
 personnel, 197
 phonemes, 89
 phonetics, 9, 10, 14, 20, 28, 32, 33, 36
 phonology, 4, 28, 81, 83, 89, 91, 95
 physical disabilities, 252, 255, 257–8, 262, 264
 physical guidance, 196
 physical orientation, 252, 263
 picture books, 89–90, 91, 95
 picture cards, 231, 233, 237–8
 picture labelling, 7–9, 10, 20, 2–30, 34–5, 66, 90
 from books, 7–9
 outside book settings, 10–11
 pictures, 85, 234–5
 pitch, 7, 32, 36, 37, 38, 62, 67, 90
 play, 25, 26, 28, 29, 30–2, 39, 40, 61, 67, 81, 83, 85, 91, 91–2, 93, 105–6, 110, 113, 159, 186
 child–mother interactions, 28–9, 94
 home environment, 227, 229, 231
 interactions, 23–4
 pragmatic knowledge, 231
 pragmatic language impairment (PLI), 229
 prelingual deaf child, 215–16, 216f11.2, 217, 217f11.3, 218, 218f11.4, 219
 presuppositions, 164, 171, 172, 177, 178
 preverbal children, 88, 94–5
 primary care, 128, 129, 143
 prior turns, 79, 92, 95, 110, 112–16, 114, 116, 155, 159, 164, 165, 171, 193, 210, 227, 249, 250, 251, 252, 254, 256
 problem presentation, 134, 134t7.2, 135, 137, 143, 144
 problem turns, 75, 227
 problem-solving, 74, 186
 profound loss of hearing, 212
 progressivity, 249, 250, 251, 256, 257, 262, 263, 264
 prolepsis, 164, 178
 prompt – VOCA turn – response, 251, 263
 pronunciation, 90, 105, 108, 112, 121, 122, 123
 proportional reasoning, 166
 prosodic configurations, 62, 67
 prosodic stress, 196, 200
- prosody, 90, 138, 178
 prospective support, 193, 197, 199
 proto-words, 78, 79, 81
- question–answer sequences, 17, 47, 50, 52–3, 250, 263
 question–answer–receipt sequences, 8
 question–answer–response sequences, 254, 263
 questioning repeats, 105, 106, 107–10, 112, 113–17, 119, 120, 121, 122–5
 questions, 8, 11–12, 15, 16–17, 48–50, 51, 5–6, 63, 86, 92, 93, 105, 139, 176, 178, 195, 197, 229, 251, 252, 253, 255, 256, 257, 258, 261–2
 particles, 231, 233, 235, 237, 238
 yes/no, 250, 262
- rationale, 176, 177
 reading, 210
 recasts, 5, 23, 147
 receipting, 229
 reference, 125
 referential expression, 125
 referential meaning, 78
 referents, 95, 211
 reflexive cognitive process, 199
 reflexive responses, 192, 199, 200
 repair initiations, 170, 172–3, 175, 177, 178, 193, 233f12.5, 236–8
 parents, 95
 SLI, 235, 237, 238–9
 task setting, 227, 230, 233–4, 238–40
 typical child development, 235
 verbal, 227–8
- repair organisation, 75, 77
 in 3/4 children, 93
 repair practices, 74
 children, 75, 77, 93, 94–5
 repair sequences, ix, x, xii, xiii, xv, 9, 18, 30, 40, 61, 93, 108–9, 110–12, 114, 116, 117, 120–121, 165, 170, 172, 174
 child sequences, 227
 open-class initiation, 2–6, 28, 30–31, 38, 39, 40
 other-initiated, 25, 26, 31, 32–4, 38, 75, 92, 103, 105, 110–11, 123, 125, 199
 repeat repairs, 32–4, 39, 103–5, 123
 repetition, 103, 105, 113, 122, 123
 behaviours, 187
 corrective, 89
 language difficulties, 187
 parents, 90
 therapy, 238
 with variation, 165
- representational activities, 155, 158–9
 representational gestures, 211
 request selections, 7, 83
 responsive action, 197
 revision repairs, 32, 33–4, 35, 36, 39
 rhythmic turn passing structure, 250

- scaffolding, 163, 164, 168, 178, 185, 188, 189, 190, 196, 199, 202
 adult, 198
 analysis, 189, 202
 bidirectional nature, 186
 co-active, 187
 knowledge acquisition, 187
 learning disability, 188
 mutuality, 202
 organisation, 200
- school classrooms, 146
- second pair parts (SPP), 71
- second-language learning, 178
- second pair turns, 250
- 2nd-position turns, 170, 176, 177–8
- self-monitoring, 10
- self-repairs, 30, 31, 32, 33, 34, 35, 38, 39, 46, 61, 72, 75, 99t5.2, 113
 children, 76, 77, 82–3, 85–6, 90, 95, 99t5.2
 cut-off, 74–5
 first, 89
 orientations, 85, 88
 other-initiated, 74, 75, 77, 177–8
 parent-initiated, 89
 practices, 76, 93
 same-turn, 74, 75, 81, 88, 91, 93, 95, 99ap5.2
 self-initiated, 78, 81, 95, 99ap5.2
 sequentially constructed, 89, 90, 91, 99, 99t5.2, 99ap5.2
- self-scaffolding, 187
- semantics, 26, 35, 36, 38, 39, 211
- sense-making, 30–31, 43–4, 57
- sensory barriers to learning, 186, 187
- sequence
 initiation, 29, 35, 71, 193
 projectability, 69
- sequence initiation actions, 190, 193, 196
- sequential analysis, 188
- sequential consequences, 155
- sequential contingency, 176
- sequential expectation, 64, 65, 70
- sequential implicature, 19, 32, 71
- sequential locations, 262
- sequential organisation, 77, 188, 190
 child-initiated repair sequences, 227
- sequential orientation, 71
- sequential positions, 197, 199
- sequentially constructed self-repairs, 89, 90, 91, 99, 99t5.2, 99ap5.2
- severe language-compromise, 187
- severe learning difficulties, 185, 189, 190, 199, 201–2
- shared understandings, 165
- sign language, 209, 210, 212
- signalling code, 5
- signs, 186, 250
- silence, 146, 154, 222, 260, 263
 intra-turn, 253
 non-responsive children, 146
- single words, 89, 90, 93
- situated learning, 186
- social competencies, 146, 161
- social interactions, 4, 6, 18–19, 186
 developmental delays, 187
 organisation of languages, 74
- social practices, xi, 24, 39, 43, 56
- social scaffolding, 187
- socio-motivational deficits, 187–8
- sociocultural studies, 163
- sound, non-speaking children, 252
- sound play, 11
- sound stretching, 213
- speaker transfer/transition, 249, 251–2, 262
 delays, 251, 254, 263, 264
 natural speaking children, 263
 organisation, 264
 VOCA use, 253, 256, 257
- speaking, 74, 75, 81, 94, 249, 250
- Specific Language Impairment (SLI), xv, 4, 209, 212, 214, 227, 229
 child's daily interactions, 245
 repair initiation, 235, 238
 therapy, 238, 238f12.6
- speech, xiv, 15, 46, 53, 75, 77, 81, 89, 91, 99ap5.1, 122, 163, 190
 difficulties (SSLD), 209, 210, 211, 212, 222
 disorders, 23
 functional, 251, 262
 intelligible, 249–50, 258
 monitoring own, 91
 predetermined categories, 164
 prosody, 235, 243f12.7
 revision in same turn, 91
 use of VOCA, 255
- speech development, 93
- speech therapy, 210, 212, 227, 229–30, 235, 238–9, 245
- spoken languages, 209, 210, 220
- spoken resources, 187, 189, 191, 197, 201, 202
- stimulus, 4
- storybook sharing, 209, 210–211, 219, 223
 adult-child, 209–210, 215f11.1
- support activities, 187, 194–7, 199, 200–201
- symbolic objects, 189
- syndrome-specific educational technologies, 188
- syntax, 210, 214
 constructions, 93, 95
- synthesised speech, 252, 253
- talk, 26, 75, 76, 77, 187, 193, 194, 200–201, 252
 co-occurring, 256, 258, 260, 263–4
 delay, 252
 pre-beginnings, 261, 262, 264
 progressivity, 249, 250, 251, 256, 262, 263, 264
 structure, 8
- talk-in-interaction, 25, 147, 163, 164, 165, 172, 177, 178

- task interaction, 229–30
- task-setting, 227–8, 233, 237
 child's orientation, 239
 repair initiating, 227
 therapy, 239–40, 243f12.7
 turns, 230, 238–9
 problematic, 236–7
- task-solving, 233, 234, 235, 240, 242, 244, 245
- teacher–child talk, xiii, 170, 172, 178, 209
 controlling nature of teachers, 210
- teacher–student interactions, 188
- temporal asynchrony, 29–30
- therapeutic vision, 148–9, 154, 159, 161
- therapists, 227, 229, 235, 236, 237, 238, 239, 240,
 241f12.6, 242–5, 243f12.7
- third position, 75
- third position receipt, 7–8, 9, 10
- 3rd-position requests, 170, 172–3, 177
- third turn, 13, 158, 165
- thoughts, 147, 152
 children, 151
- three-party talk, 137, 144
- three-way talk, 128
- toggles, 235, 237
- toggle board games, 229, 236, 238–41
 clinical setting, 231f12.3
- topic progression, 28–9, 38, 56, 66–7, 218
- topic shift, 28, 30, 38
- triadic talk, 128, 143, 144
- trouble-source turns, 23, 24, 27, 28, 31, 32, 33,
 34–5, 38, 39–40, 103, 105, 112, 119,
 120, 121, 123–5
- turn at talk, 6
- turn bidding, 212, 213, 216, 218, 222
- turn design, 26, 39
- turn exchange, 263
- turn holding, 212, 214, 218, 219, 222
- turn sequencing, 26, 27
- turn sharing, 216, 222
 gaze shift, 219
 turn sequences, 251
- turn transition, 218, 219, 220–221, 254
- turn-competitive, 213
- turn-construction units (TCU), 168, 254
- turn-initial environments/positions, 60, 62, 67,
 68, 72, 72
- turns, 4, 5, 6, 7–8, 12–13, 15–16, 19, 20, 22–4, 25,
 26–7, 30, 31, 33, 36, 38, 39, 50, 55–6, 59, 61,
 67, 77, 165, 167, 186
 children, 222
 initiated, 259, 262
 delays, 252
 multi-layered, 222
 organisation, 168
 prior, 6, 79, 92, 95, 110, 112–16, 114, 116, 155,
 159, 164, 165, 171, 193, 210, 227, 249, 250,
 251, 252, 254, 256
 teacher, 172
- tutors
 activities, 186, 187–8, 194
 expert, 187, 190
 orientation, 199–200
 scaffolding, 198–9
- two-part turn, 36
- understanding checks, 235
- understandings, 60, 63, 67, 68–70, 75, 148, 165, 176,
 227, 235, 240
 shared, 165
 troubles, 23
- utterances, 5, 9, 12–13, 14, 15, 16, 17, 18, 19, 20, 25,
 35, 48, 50, 59, 77, 85, 92, 94, 95, 122, 130, 154,
 159, 164–5, 177, 178, 196, 230, 245
 cut-off, 83
 incomplete (DIU), 214
 mixed, 211
 multi-word, 91, 92, 93
- verbal behaviours, 222
- verbal interactions, 189
 adult, 209
 children, 210, 241, 245
- verbal turns, 212–13, 214, 218, 221
- visual learning, 187
- visual signs, 186
- visual source, 210
- VOCA-mediated turns, 250–261, 263–4
- vocabulary, 210
- vocal prosodies, 39
- vocalisations, 14, 78, 223, 250, 252
- voice, 12–14, 25
 quality, 230
 therapy, 238
- voice output communication aids (VOCAs), 249–50, 252
 delays, 251
- what?, 23, 25
- what-it-is-to-do the task, 163, 169, 176, 178
- words, 35, 39, 50, 61, 62, 67, 103, 112, 121, 130, 133,
 151, 249
 cut-off, 89
 error, 238
 manual gestures, 211
 printed, 220
 single, 89, 90, 93, 95
 writing, 253–4
- 'zone of proximal development' (ZPD), 163, 164, 185,
 186, 188, 202

