CASE STUDY 7

DINNER WITH THE FAMILY
I. BACKGROUND INFORMATION

The dinner takes place outside, in the patio. Five adults and a small child are present. They are: the student’s researcher’s step father and mother; Sheila (Father’s daughter and Mom’s stepdaughter) and her baby son, Julian, who are visiting; The student researcher and brother Sean. The student researcher being busy recording the conversation, does not participate. Sean briefly answers one question by Sheila and addresses Julian only once. Otherwise he is silent. So it’s basically a threesome between Sheila, Father and Mom. They talk about Steve, Sheila’s boyfriend and father of Julian and about Davy who is Diana’s son by Bert. Diana is a friend of Sheila’s. The respondent is Father (Sheila’s father and student researcher’s stepfather).

In his Recollection the respondent describes what usually takes place during a dinner with the family when Sheila is visiting, as follows: well during dinner we usually …um...you-know just a very loose conversation about the family generally about what we're doing ahh… about for instance what the kids might be doing at school or at work…um a lot about…uh Sheila's over quite a bit and I talk a lot with her about Julian and her relationship with Steve and mostly what we're doing in our lives our relatiobships our relationship with work and things like that
PLACE OF SPECIMEN IN ENTIRE EVENT

There is only one environment: the patio outside the house. The specimen occurs at some point in the middle of the event.

BEGINNING: participants come and sit at dinner table

SPECIMEN
- they eat and talk
- Sheila is stealing some of Father’s popcorn (84-85)
- Julian escapes and Sean runs after him (154-155)

MIDDLE

END: ?
II. VERBAL FLOW STRUCTURE
A: SEGMENTATION OF TALK IN SPECIMEN

1) RESPONDENT'S SEGMENTATION:

In giving his Blow-by-Blow the respondent stopped the tape recorder whenever he felt it necessary to give an explanation.
For example line 8,
Sheila is angry because she would rather not be working.

In the Follow-up interviewing, he gave 6 types of information:
1: background information
for example line 1,
Sheila is my daughter
she is now in a recovery program
they teach "one step at a time"
2: informative
for example lines 3-5,
she give an example of how her day went
3: clarify
for example line 71,
your mother wanted to turn the recorder off
4: observation of emotions
for example line 7,
without enthusiasm
5: opinion
for example line 5,
she is rambling
6: rephrase
for example lines 10-11,
I suggest to apply "one step at a time" to all her activities
not just the things she dislikes

In addition the respondent distinguishes two types of verbal flows:

- main flow of topic
- aside (talk that is not part of a given ongoing topic)
The main flow includes 3 types of topics:

unlabelled
a relationship
gossip

There are 8 asides.
Transcript of talk as segmented and characterized by respondent

Topic 1: unlabelled

[noise of a siren in the background]

S (1): I did just what you told me to do Dad:
(2): one hour at a time
(3): OK, right now I'm bagging groceries
(4): OK, right now I'm taking my break
(5): OK, right now I'm taking the bus to go home

Father (6): how did it work?
S (7): good
(8): but I came home pretty angry

silence

Father (9): (clearing of throat)
    slight pause
(10): you could do that with anything ya-know
(11): not just something you need to do
S (12): I-know
    slight pause

Topic 2: A Relationship

S (13): I decided that
(14): the reason why I have such difficulty
(15): is/
(16): why I never had a friend as a guy/
(17): a guy as a friend/
(18): why I never had a guy as a friend
(19): is/
Father (20): uh-huh
S (21): is because I've never tried to before

silence

Father (22): well
    (23): the only way you can relate to men
    (24): is sexually
S (25): yeah
(26): so I made a big step in the right direction last night
(27): I talked to/
(28): went to Perkins with Bert
(29): and talked to him
(30): I told him exactly where I was at
(31): what's going on with me
(32): what I needed to do
Father (33): you said you were going to do that
(34): that's good!

S (35): well
(36): and he says: "yeah" *(high pitched)*
(37): he goes:
(38): "that's exactly what I need to do too"
(39): he goes:
(40): "but I'll be honest with you
(41): back in/
(42): in the back of my mind
(43): I'm attracted to you"
(44): and I said: "can/
(45): are you capable of putting that on the
(46): back burner
(47): while we learn to do this?"
(48): and he said: "YES"
(49): that it was something he wanted
(50): to learn how to do

**slight pause**

Father (51): it will work out

Mom (52): now
(53): Bert is
(54): anybody I know?

S (55): YEAH *(said loud)*
(56): Bert's at Amherst-Snyder
(57): every Monday and Friday
(58): every week
(59): he's a young guy
(60): and he's probably
(61): same age as Sean

### ASIDE 1
S (62): Sean, how old are you?
Sean (62\(^{\prime}\) ): 24

S (63): yeah he's the same age as Sean

**pause**
(64): he's a pretty nice lookin guy

**pause**
(65): he's got a great body!

**silence**

Mom (66): *laughs*
(67): she's already thinking
(68): *laughter by all*

S (69): ALREADY *(loud)*
(70): are you kidding?

### ASIDE 2
Mom (71): turn it off
S (72): I'm in phase three
Father (73): she's one big gland!
S (74): I'm going to learn how to/
(75): laughs

ASIDE 3
S (76): oh
(77): oh (high pitch)
(78): oh
(79): listen to the
(80): pot calling the kettle black
Father (81): laughs
(82): laughter by all
S (83): Mr
(84): oh
(85): I'll only eat one piece of popcorn

Father (86): oh God!
(87): poor Berty doesn't know what he's in for!
S (88): OH YES he does! (loud)
(89): I told him
(90): I said:
(91): "this is uh
(92): a pretty big
(93): package

long pause

(94): deal

long pause

(95): here"

slight pause

(96): I said:
(97): I have a complicated life
(98): and I
(99): struggle very much with relationships
(100): I'm very selfish"

silence

F (101): you'll be alright

ASIDE 4
S (102): he's a very good friend with Diana

pause

F (103): (exclamation) Diana!

pause
Topic 3: unlabelled

S (104): we went to take Julian to the day care center
(105): to check out the day care center
(106): I'm standing there talking to the women
(107): I look down
(108): I go:
(109): "DAVY!"
Father (110): who's that kid? (laughter)
S (111): I start talking:
(112): "DAVY..."
(113): I'm talking to him
(114): it's like
(115): a-know
(116): when you see someone you know in public
(117): it's usually not a little tiny baby
Mom (118): right
(119): laughs
S (120): she's like:
(121): "you know him?"
(122): I'm like:
(123): "yeah!" (laughter)
Mom (124): know?
S (126): yeah (laughter)
Father (127): he and I think alike
S (128): you should see him
Father (129): is he good?
S (130): big
(131): fat
(132): ROUND
(133): rosy
(134): cheeks
(135: BIG tree trunk legs
(136: LONG
Mom (137): he just took a while to fill out
S (138): he totally filled out
(139): he said: "hi" (low voice)
Mom (140): oh good!
S (141): really on the ball
Mom (142): well
(143): that's good news
S (144): yeah
Mom (145): everybody was a little worried about him
S (146): I called Diana
(147): and I said:
(148): "I saw Davy
(149): Diana
(150): he looks great
(151): you're doing a fantastic job!
silence
**Topic 4: Gossip**

Father (152): where's Diana?
   (153): I haven't seen her in months

ASIDE 5
Sean (154): hey Julian!
   (155): where you going?

S (156): you're not going to believe this
   (157): in a million/trillion years!
   (158): guess what she told me on the phone the other day
   slight pause
   (159): she is gonna marry
   (160): Bert
Father (161): the guy...?
Mom (162): your friend?
S (163): Davy's father
Mom (164): I-mean the guy
   (165): oh
   (166): a different Bert
S (167): no
   (168): they're friends with each other
   (169): but a different Bert
   (170): Bert C.....
Mom (171): oh

(interference)

Father (172): she's gonna marry him?
S (173): she is gonna marry him
Father (174): he's still using
   (175): isn't he?
S (176): no
Father (177): he's clean?
S (178): he's got like
   (179): five yeaars
Father (180): yeah?
S (181): in/
   (182): in/
   (183): yeah
Father (184): does he?
Mom (185): oh
   (186): well!
   (187): is that good news?
S (188): nonverbal negative
Mom (189): no

silence
ASIDE 6
S (190): they’re worse than me and Steve
(191): if you can fathom that

cough
laughter
(192): if you can fathom that

S (193): much disfunction in the relationship
(194): even more than you think
(195): really super sick stuff
(196): going on there

ASIDE 7
Mom (197): background talking

S (198): she said: "I'm/I'm/
(199): she goes:
(200): "guess what?
(201): I'm getting married"
(202): I felt like saying:

pause

(203): so grateful
silence

(204): I said/
(205): ya-know what I did say to her is:
(206): "WOW! (strong voice)
(207): we took the exact opposite step
(208): you decided to get married
(209): and I decided to get out"

laughs

silence

ASIDE 8
S (210): she said he had a spiritual awakening

silence
(211): you know what I think he had?

silence
(212): a hard one
F (213): laughter
(214): yeah
(215): that's more like it
(216): laughter by group
S (217): that's what I believe (laughs)
F (218): that's more like it
(219): laughter by group
(2) ANALYST'S SEGMENTATION: VERBAL FLOW SECTIONS:

The systematization of the respondent's segmentation yields candidate basic units, the Verbal Flow Sections. They are obtained as follows:

<table>
<thead>
<tr>
<th>DEFINING CRITERIA FOR VF1:</th>
<th>SEGMENTATION CRITERIA FOR VF1 SECTIONS: topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: FAMILY SOCIALIZING</td>
<td>-S seeking approval from Father (1-12)</td>
</tr>
<tr>
<td>Modality of Talk: displaced</td>
<td>-a relationship (13-70)+(72-83)+(86-103)</td>
</tr>
<tr>
<td>Focality: focal</td>
<td>-Davy (104-115)</td>
</tr>
<tr>
<td></td>
<td>-Gossip (152-153)+(156-196)+(198-219)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEFINING CRITERIA FOR VF2:</th>
<th>SEGMENTATION CRITERION FOR VF2 SECTION (84-85): triggering agent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: FAMILY SOCIALIZING</td>
<td>Father objects to S stealing his popcorn</td>
</tr>
<tr>
<td>Modality of Talk: here-and-now</td>
<td></td>
</tr>
<tr>
<td>Focality: marginal</td>
<td></td>
</tr>
<tr>
<td>DEFINING CRITERIA FOR VF 3:</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Type of Talk:</strong> REGULATING</td>
<td></td>
</tr>
<tr>
<td><strong>Modality of Talk:</strong> here-and-now</td>
<td></td>
</tr>
<tr>
<td><strong>Focality:</strong> marginal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEGMENTATION CRITERIA FOR VF3 SECTIONS: triggering agents</th>
</tr>
</thead>
<tbody>
<tr>
<td>- presence of tape recorder (71)</td>
</tr>
<tr>
<td>- Julian tries to run away (154-155)</td>
</tr>
</tbody>
</table>
(3) COMPARISON between A’s and R’s ORGANIZATION

<table>
<thead>
<tr>
<th>ANALYST’S</th>
<th>RESPONDENT’S</th>
</tr>
</thead>
<tbody>
<tr>
<td>VF1 Stretch (1-12) __________ topic: unlabelled (1-12)</td>
<td>topic: a relationship (13-61)</td>
</tr>
<tr>
<td>VF1 Stretch (13-70)</td>
<td>ASIDE 1 (62-62”)</td>
</tr>
<tr>
<td>VF3 Stretch (71) __________</td>
<td>ASIDE 2 (71)</td>
</tr>
<tr>
<td>VF1 Stretch (72-83)</td>
<td>(72-75)</td>
</tr>
<tr>
<td>VF2 Stretch (84-85)</td>
<td>ASIDE 3 (76-85)</td>
</tr>
<tr>
<td>VF1 Stretch (86-103)</td>
<td>(86-101)</td>
</tr>
<tr>
<td>VF1 Stretch (104-151)</td>
<td>ASIDE 4 (102-103)</td>
</tr>
<tr>
<td>VF1 Stretch (152-153)</td>
<td>topic: gossip (152-153)</td>
</tr>
<tr>
<td>VF3 Stretch (154-155)</td>
<td>ASIDE 5 (154-155)</td>
</tr>
<tr>
<td>VF1 Stretch (156-196)</td>
<td>(156-189)</td>
</tr>
<tr>
<td>UNIDENTIFIED (197)</td>
<td>ASIDE 6 (190-192)</td>
</tr>
<tr>
<td>VF1 Stretch (198-219)</td>
<td>(193-196)</td>
</tr>
<tr>
<td></td>
<td>ASIDE 7 (197)</td>
</tr>
<tr>
<td></td>
<td>(198-209)</td>
</tr>
<tr>
<td></td>
<td>ASIDE 8 (210-219)</td>
</tr>
</tbody>
</table>
B: BASIC UNITS: INTERNAL STRUCTURE and PARTIAL RHETORICAL ORGANIZATION of TALK IN CORES

Each VF Section is now examined in turn in order to ascertain how many basic units it contains. Then, the internal structure of each basic unit, and the partial rhetorical organization of Talk in their respective cores, are described in some detail.
VF1 SECTION (1-12)

1) RECAPITULATION
a) Analytic specification of Section:

<table>
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<td>Type of Talk: FAMILY SOCIALIZING</td>
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<td>Modality of Talk: displaced</td>
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<tr>
<td>Focality: focal</td>
</tr>
</tbody>
</table>

Segmentation Criterion for VF1 Section (1-12):

topic: Sheila seeking approval from Father

b) Transcript of Talk in Section:

[noise of a siren in the background]

S (1): I did just what you told me to do Dad:
(2): one hour at a time
(3): OK, right now I'm bagging groceries
(4): OK, right now I'm taking my break
(5): OK, right now I'm taking the bus to go home
Father (6): how did it work?
S (7): good
(8): but I came home pretty angry

silence

Father (9): (clearing of throat)

slight pause

Father to S: (10): you could do that with anything you-know
(11): not just something you need to do
S (12): I-know

slight pause

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (1-12). It is an INFORMING, specified by the semantic schema: Sheila tells Father about her progress.
(3) DETAILED ANALYSIS OF INFORMING (1-12)

a) INTERNAL STRUCTURE OF INFORMING:

The INFORMING has a nucleus and one satellite. The nucleus has a core and an exit. The exit is a univox by S. The core is a dialogue initiated by S and addressed to Father, with one exchange.

The satellite is an incidental query. It has only a core, a dialogue initiated by Father and addressed to S, with one exchange.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
<th>SATELLITE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M1</strong>: S to F</td>
<td><strong>INCIDENTAL QUERY</strong></td>
</tr>
<tr>
<td>(1-5)</td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td><strong>M2</strong>: F to S</td>
<td><strong>M1</strong>: F to S (6)</td>
</tr>
<tr>
<td>(9-11)</td>
<td><strong>M2</strong>: S to F (7-8)</td>
</tr>
<tr>
<td>EXIT: S (12): I</td>
<td></td>
</tr>
</tbody>
</table>

Respondent's account:

-fn1
Sheila is frustrated
b) RHETORICAL ORGANIZATION OF CORES:

M1: S’s indirect request for approval from Father (in format of informing)
•1: informing proper:
  (1): I did just what you told me to do, Dad:
  (2) one hour at a time
•2: elaboration (examples):  
  (3): “OK, right now I’m bagging groceries”
  (4): “OK, right now I’m taking a break”
  (5): “OK, right now I’m taking the bus to go home”

INCIDENTAL QUERY
M1: Father’s request for information to S:  
(6): how did it work?
M2: S’s response to Father:
(7): good  
(8): but I came home pretty angry  

M2: Father’s response
advice instead of approval:  
(10): you could do that with anything ya-know
(11): not just something you need to do

Respondent account:

-fn1
Sheila is my daughter
she is now in recovery program
they teach ‘one step at a time’

-fn2
(1-5)
she is rambling
S seeks acceptance
(3-5)
stopped here (at line5)
wanted to explain what Sheila was doing: she gives an example of how her day went

-fn3
(6)
Father is anxious (about Sheila’s recovery)

-fn4
(7)
without enthusiasm
Father is not convinced
(he does not believe her when she answers “good”
because he knows that she does not want to work hard)
Sheila hides her true feelings
she is unhappy, unsatisfied
needed explanation: Sheila was angry because she would rather not be working it's work for her Sheila is afraid of commitments

Father no pity mocks her: I suggested to apply "one step at a time" to all her activities not just the things she dislikes
OVERLAPPING VERBAL FLOWS
VF1Section (13-70)+(72-83)+(86-103) is overlapped by VF2Section (84-85) and VF3 Section (71):
VF1 SECTION (13-70) +(72-83)+(86-103)

(1) RECAPITULATION
a) Analytic specification of Section:

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<td><strong>Focality:</strong> focal</td>
</tr>
<tr>
<td><strong>Segmentation Criterion for VF1 Section (13-70)+(72-83)+(86-103):</strong></td>
</tr>
<tr>
<td><strong>topic:</strong> a relationship</td>
</tr>
</tbody>
</table>

b) Transcript of Talk in Section:

S (13): I decided that
(14): the reason why I have such difficulty
(15): [is]
(16): [why I never had a friend as a guy]
(17): [a guy as a friend]
(18): why I never had a guy as a friend
(19): [is]
Father (20): uh-huh
S (21): is because I've never tried to before

silence

Father (22): well
(23): the only way you can relate to men
(24): is sexually
S (25): yeah
S (26): so I made a big step in the right direction last night
(27): I [talked to]
(28): went to Perkins with Bert
(29): and talked to him
(30): I told him exactly where I was at
(31): what's going on with me
(32): what I needed to do
Father (33): you said you were going to do that
(34): that's good!
S (35): well
(36): and he says: “yeah” *(high pitched)*
(37): he goes:
(38): "that's exactly what I need to do too”
(39): he goes:
(40): "but I’ll be honest with you
(41): [back in]
(42): in the back of my mind
(43): I’m attracted to you”
(44): and I said: ["can]
(45): “are you capable of putting that on the
(46): back burne
(47): while we learn to do this?"
(48): and he said: "YES"
(49): that it was something he wanted
(50): to learn how to do

slight pause

Father (51): it will work out
Mom (52): now
(53): Bert is
(54): anybody I know?
S (55): YEAH  *(said loud)*
(56): Bert's at Amherst-Snyder
(57): every Monday and Friday
(58): every week
S (59): he's a young guy
(60): and he's probably
(61): same age as Sean
S (62): Sean, how old are you?
Sean (62'): 24
S (63): yeah
S (63'): he's the same age as Sean

pause

(64): he's a pretty nice lookin guy

pause

(65): he's got a great body!

silence

Mom (66): *laughs*
Mom (67): she's already thinking
(68): *laughter by all*
S (69): ALREADY *(loud)*
(70): are you kidding?

S (72): I'm in phase three
Father (73): she's one big gland!
S (74): I'm going to learn how to/
S (75): *laughs*
S (76): oh!
(77): oh! *(high pitch)*
(78): oh!
(79): listen to the
(80): pot calling the kettle black
Father (81): *laughs*
(82): *laughter by all*
S (83): Mr
Father (86): oh God!

   (87): poor Berty doesn't know what he's in for! (said calmly)
S (88): OH YES he does! (loud)
S (89): I told him
   (90): I said:
   (91): "this is [uh]
   (92): a pretty big
   (93): package

   long pause

   (94): deal

   long pause

   (95): here"

   slight pause

   (96): I said:
   (97): I have a complicated life
   (98): and I
   (99): struggle very much with relationships
   (100): I'm very selfish"

   silence

Father (101): you'll be alright
S (102): he's a very good friend with Diana

   pause

Father (103): Diana! (exclamation)

   pause

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (13-70)+(72-83)+(86-113). It is a TELLING, specified by the semantic schema: Sheila recounts her experience.
(3) DETAILED ANALYSIS OF TELLING (13-70)+(72-83)+(86-113)

a) INTERNAL STRUCTURE OF TELLING:

The TELLING has a nucleus and 11 primary satellites.
The nucleus has only a core, a univox by S addressed first to Father, then
to all, then to Father again.

- The first satellite is a univocal back channel by Father.
- The second satellite is a dyadic remark involving Father and Sheila.
- The third and fourth satellites are univocal remarks by Father to S.
- The fifth satellite is an incidental query. It has an entry and a core.
  The entry is a univox by Mom.
  The core is a dialogue initiated by Mom and addressed to S, with one exchange.
- The sixth satellite is also an incidental query. It has an entry and a core.
  The entry is a univox by S, the main speaker.
  The core is a dialogue initiated by S, the main speaker, and addressed Sean, with one exchange.
- The seventh satellite is a back channel by M (laughter).
- The eighth satellite is a multilogic remark, a trio with 2 rounds, involving Mom, Sheila
  and Father. It has 3 back channels satellites, 2 laughers by all and one laughter by Father.
- The ninth satellite is a dyadic remark initiated by F and addressed to S.
- The tenth satellite is a univocal remark by Father.
- The eleventh satellite is a dyadic remark initiated by S, the main speaker, and addressed
to Father.
CORE:

S to F\(^1\) (13-19)

- BACK CHANNEL
  - F (20): uhhuh

(21)

- REMARK (dyad)
  - F to S (22-24)
  - S to F (25)

(26-32)

- REMARK
  - F to S (33-34)

(35-50)

- REMARK
  - F to S (51)

INCIDENTAL QUERY

entry: M (52): now

M1: Mom to S\(^2\) (53-54)

M2: S to Mom\(^3\) (55-58)
INCIDENTAL QUERY
entry: S (62): Sean
M1: S to Sean (62)
core
M2: Sean to S (62')

Back Channel
Mom (66): laughter

REMARK
T1: Mom to all (67)
R1
T2: S to all (69-70) (72)
T3: Father to all (73)
R2
T2: S to all (74) (76-80) (83)

BACK CHANNELS
(68) laughter by all
(81) laughter by F
(82) laughter by all

REMARK (dyad)
F to S (86-87)
S to F (88)

REMARK
F to S (101)

REMARK (dyad) 11
S to F (102)
F (103)
Respondent’s account:

- fn1
(13-51)
two-way conversation
(the analyst’s interpretation is that S’s talk is monologic with a back channel and remarks by Father and an incidental query by Mom)

- fn2
(53-54)
talking to S

- fn3
(55-58)
talking to Mom

fn4
directed to group

fn5
aside

fn6
nothing to do with main flow

fn7
directed at group

fn8
talking to group

fn9
talking to group

fn10
still talking to Father
line 100 is end of topic

fn11
aside
on to a new topic
b) RHETORICAL ORGANIZATION of CORES:

(1) S addresses her reporting to F

1: preparation

(13): I decided that
(14): the reason

REPAIRABLES

(14): [why I have such difficult]
(15): [is]
(16): [why I never had a friend as a guy]
(17): [a guy as a friend] ¹

(18): why I never had a guy as a friend²
(19): [is]
(21): is because I’ve never tried to before

REMARK (dyad)

disapproval by F:

initiation:

(22): well

development:

(23): the only way you can relate to men
(24): is sexually

acknowledgment by S:

(25): yeah³

.2: reporting proper (what she told Bert)

initiation:

(26): so

development:

(26): I made a big step in the right direction last night
(27): I [talked to]
(28): went to Perkins with Bert⁵
(29) and talked to him
(30) I told him exactly where I was at
(31): what’s going on with me
(32): what I needed to do

REMARK

approval by F to S: 

(33): you said you were going to do that
(34): that’s good!

.3: reporting proper (what Bert said)⁷

initiation:

(35): well
(36): and he says: “yeah” (high pitch)
(37): he goes:
(38): “that’s exactly what I need to do too”
(39): he goes:
(40): “but I’ll be honest with you
(41): [back in]
(42): in the back of my mind
(43): I’m attracted to you”
(44): and I said: [“can]
(45): “are you capable of putting that on the
(46): back burner
(47): while we learn to do this?”
(48): and he said: “YES”
(49): that it was something he wanted
(50): to learn how to do

REMARK
support by F to S:
(51): it will work out

INCIDENTAL QUERY
M1: Mom’s request for information
(53): Bert is
(54): anybody I know?
M2: S’s response to Mom
•1: response proper (affirmative):
(55): YEAH (said loud)
•2: elaboration:
(56): Bert’s at Amherst-Snyder
(57): every Monday and Friday
(58): every week

(2) S addresses her reporting to all:
(59): he’s a young guy
(60) and he’s probably
(61): same age as Sean

INCIDENTAL QUERY
M1: S’s request for information to Sean:
(62): how old are you?
M2: Sean’s response to S:
(62’): twenty four
CONFIRMATION

initiation:
(63): yeah
development:
(63): he’s the same age as Sean

(64): he’s pretty nice lookin guy
(65): he’s got a great body!

REMARK (trio)
-Round 1: Mom and S
T1: Mom’s joking comment (indirectly to S), 13
(67): she’s already thinking + laughter
T2: S joking back, 14
(69): ALREADY (loud)
(70): are you kidding?
(72): I’m in phase three

-Round 2: Father and S
T3: Father’s joking comment (indirectly to S)
(73): she’s one big gland, 15
T2: S joking back
.1: responding to F’s comment:
(74): I’m going to learn how to… 16
.2: S is at a loss for words: 17
(76): oh! + laughter
(77): oh!
(78): oh!
.3: returning the compliment: 18
(79): listen to the
(80): pot calling the kettle black
(83): Mr!

REMARK (dyad)
- commiserating by F:
initiation:
(86): oh God! 19
development:
(87): poor Berty doesn’t know what he’s in for!
- contradiction by S:
(88): oh yes he does! 20
(3) S addresses her reporting to Father
rehashing what she said to Bert:21
(89): I told him
(90): I said:
(91): “this is uh
(92): a pretty big
(93): package
(94): deal
(95): here”22
(96): I said:
(97): I have a complicated life
(98): and I
(99): struggle very much with relationships
(100): I’m very selfish

**REMARK**
support by F to S:
(101): you’ll be alright

**REMARK (dyad)**
-announcement by S:
(102): he’s a very good friend with Diana
-acknowledgment (surprise) by F:
(103): Diana!

**Respondent’s account:**

-fn1
(16-17)
here she changes the subject (i.e. the construction)

-fn2
(18)+(21)
clarify the confusion:
Sheila repeats herself to try to make things clear to us

-fn3
(25)
Sheila agreeing

-fn4
(26)
Sheila expressed proudly
Sheila wants to please her father
Sheila seeks approval and acceptance
Father is happy for her
-fn5
(28)
Sheila is attempting to have a friends-only-relationship with a guy named Bert; he is also in recovery

-fn6
(33-34)
I said with much approval
Sheila feeds on praise and tries to please her father
Sheila feels praised
Father is happy for her

-fn7
(35-50)
Sheila is telling us as a story what went on at the restaurant with Bert (36-50)
Sheila likes to story tell her experiences
Sheila likes to be the center of attention
Sheila likes to talk
Father likes to get to the point

-fn8
(48)
here she sounded surprised
Sheila is shocked
Sheila is naive
Father was not surprised
expected it

-fn9
(52-54)
Mom's first interaction directed at Sheila
Mom breaks two-way conversation between Sheila and Father by asking a question
Sheila feels interrupted by Mom
Sheila answers Mom but quickly directs herself to group
Mom is left out
your mother is very interested in Sheila's life
Sheila sees Mom as an outsider
Sheila is intimidating to M
Mom just doesn't want to ripple the waters so she keeps her thoughts to herself

-fn10
(59-61)+(63-65)
Sheila answers Mom but quickly directs herself to group
Mom is left out
Sheila sees Mom as an outsider
Sheila is intimidating to Mom
your mother is very interested in Sheila’s life
Mom just doesn’t want to ripple the waters
so she keeps her thoughts to herself

-fn11
(56)
Amherst-Snyder is the location of Sheila’s support group that is held on Mondays and Fridays
this goes right back to her trait of relating to men sexually
Sheila is afraid of a commitment but afraid to be alone
Sheila seeks affection
Father fulfilled with his belief (that Sheila will not change)

joking
Mom wants to be accepted

Sheila deflects Mom's comment to group
Sheila feels uncomfortable
this is as if nothing she said had relevance (she goes back to her usual behavior)
Sheila wants to like herself the way she is (she doesn’t want to change)
Sheila admits the truth about herself
Father is disappointed

I won’t comment on this

she didn’t finish her sentence

Sheila was at a loss for words
'oh' marks exclamations of fake outrage

this is an old saying of hers
said as a joke in good humor

'oh' marks speaker involvement

storytelling about her conversation with Bert

this part was a very long and drawn out sentence
she was deep in thought I think
VF3 SECTION (71)

(1) RECAPITULATION
a) Analytic specification of Section:

**Defining Criteria for VF3:**
Type of Talk: REGULATING
Modality of Talk: here-and-now
Focality: marginal
Segmentation Criterion for VF3 Stretch:
triggering agent: presence of tape recorder (71)

b) Transcript of Talk in Section:

Mom to K (71): turn it off

(2) BASIC UNITS:

The Section is constituted by verbal responses to the triggering agent: presence of tape recorder. There is only one basic unit, VF3Stretch (71). It is an ADMONITION by Mom to K (student researcher).
This is shown in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>presence of tape recorder</td>
<td>ADMONITION (univox)</td>
</tr>
<tr>
<td></td>
<td>Mom to K (71): turn it off1</td>
</tr>
</tbody>
</table>

Respondent’s account
fn1
(71) aside: your mother wants to turn the recorder off
VF2 SECTION (84-85)

(1) RECAPITULATION
a) Analytic specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: FAMILY SOCIALIZING</td>
</tr>
<tr>
<td>Modality of Talk: here-and-now</td>
</tr>
<tr>
<td>Focality: marginal</td>
</tr>
</tbody>
</table>

Segmentation Criterion for VF2 Section (84-85):
triggering agent: Father objects to S stealing his popcorn

b) Transcript of Talk in Section:

S (84): oh
(85): I’ll only eat one piece of popcorn!

(2) BASIC UNITS:
The Section is constituted by verbal responses to the triggering agent: Father objecting to S stealing his popcorn. There is only one basic unit VF2 Stretch (84-85). It is a REASSURANCE by S to Father.

This is shown in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father objects to S stealing his popcorn</td>
<td>REASSURANCE:</td>
</tr>
<tr>
<td>entry: S (84): oh! (exclamation)</td>
<td></td>
</tr>
<tr>
<td>core: S to F (85): I’ll only eat one piece of popcorn!</td>
<td></td>
</tr>
</tbody>
</table>

Respondent’s and analyst's account:
fn1
clarification needed: I have a compulsion when it comes to snacks
The analyst’s interpretation is that S’s father is objecting to her eating his popcorn and she tries to reassure him that she won’t eat too much of it.
VF1 SECTION (104-151)

(1) RECAPITULATION
a) Analytic specification of Section:

**Defining Criteria for VF1:**
*Type of Talk:* FAMILY SOCIALIZING  
*Modality of Talk:* displaced  
*Focality:* focal  

**Segmentation Criterion for VF1 Section (104-151):**  
*topic:* Davy

b) Transcript of Talk in Section:

S (104): we went to take Julian to the day care center  
(105): to check out the day care center  
(106): I'm standing there talking to the women  
(107): I look down  
(108): I go:  
(109): "DAVY!"
Father (110): who's that kid? *(laughter)*  
S (111): I start talking:  
(112): "DAVY..."  
(113): I'm talking to him  
(114): it's like  
(115): you-know  
(116): when you see someone you know in public  
(117): it's usually not a little tiny baby  
Mom (118): right  
(119): *laughs*  
S (120): she's like:  
(121): "you know him?"  
(122): I'm like:  
(123): "yeah!" *(laughter) (said as a matter of fact)*  
Mom (124): he's one of my friends  
(125): you-know?  
S (126): yeah *(laughter)*  
Father (127): he and I think alike  
S (128): you should see him  
Father (129): is he good?  
S (130): big  
(131): fat  
(132): ROUND  
(133): rosy  
(134): cheeks *(powerful voice)*  
(135): BIG tree trunk legs  
(136): LONG  
Mom (137): he just took a while to fill out  
S (138): he totally filled out
S (139): he said: "hi" (low voice)
Mom (140): oh good!
S (141): really on the ball
Mom (142): well
    (143): that's good news S (144): yeah
Mom (145): everybody was a little worried about him
S (146): I called Diana
    (147): and I said:
    (148): "I saw Davy
    (149): Diana (powerful voice)
    (150): he looks great
    (151): you're doing a fantastic job!"

silence

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (104-151). It is a TELLING, specified by the semantic schema: Sheila recounts her experience.
(3) DETAILED ANALYSIS OF TELLING (104-151)

a) INTERNAL STRUCTURE OF TELLING:

The TELLING has a nucleus and 8 satellites.
The nucleus has only a univocal core by S addressed first to all, then to Mom, then to all again.

- The first satellite is a univocal remark by Father addressed to S.

- The second satellite is a univocal back channel by Mom responding to S.

- The third satellite is a univocal remark by Mom addressed to S.
  It has a satellite, a dyadic back channel initiated by Mom, the ongoing speaker, and addressed to S.

- The fourth and fifth satellites are univocal remarks by Father addressed to S.

- The sixth satellite is a univocal remark by Mom addressed to S.

- The seventh satellite is a univocal back channel by Mom responding to S.

- The eighth satellite is a dyadic remark by Mom initiated by Mom and addressed to S.
<table>
<thead>
<tr>
<th>NUCLEUS</th>
<th>SATELLITES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S to all</strong>&lt;sup&gt;1&lt;/sup&gt; (104-109)</td>
<td><strong>REMARK</strong>&lt;sup&gt;2&lt;/sup&gt; F to S (110)</td>
</tr>
<tr>
<td>(111-117)</td>
<td><strong>BACK CHANNEL</strong>&lt;sup&gt;3&lt;/sup&gt; Mom (118): right&lt;sup&gt;2&lt;/sup&gt; (119): laughter</td>
</tr>
<tr>
<td>(120-123)</td>
<td><strong>REMARK</strong>&lt;sup&gt;4&lt;/sup&gt; M to S&lt;sup&gt;5&lt;/sup&gt; (124) <strong>BACK CHANNEL (dyad)</strong>&lt;sup&gt;5&lt;/sup&gt; M (125): ya-know?&lt;sup&gt;6&lt;/sup&gt; S (126): yeah&lt;sup&gt;4&lt;/sup&gt; laughter</td>
</tr>
<tr>
<td>(128)</td>
<td><strong>REMARK</strong> F to S (127)</td>
</tr>
<tr>
<td><strong>S to all</strong> (130-136)</td>
<td><strong>REMARK</strong> F to S (129)</td>
</tr>
<tr>
<td><strong>S to Mom</strong> (138-139)</td>
<td><strong>REMARK</strong>&lt;sup&gt;7&lt;/sup&gt; Mom to S&lt;sup&gt;8&lt;/sup&gt; (137)</td>
</tr>
<tr>
<td>(141)</td>
<td><strong>BACK CHANNEL</strong>&lt;sup&gt;9&lt;/sup&gt; Mom (140): oh good!&lt;sup&gt;6&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>S to all</strong> (146-151)</td>
<td><strong>REMARK (dyad)</strong>&lt;sup&gt;10&lt;/sup&gt; M to S (142-143) S to M (144) (145)</td>
</tr>
</tbody>
</table>
Respondent’s account:

-fn1
talking to group (104-109)
still talking to group (111-117)
directed to group (128)+(130-136)

-fn2
agreeing with Sheila
Sheila ignores Mom: Mom is invisible
Sheila is involved with herself

-fn3
directed at Sheila: Mom tries to one-on-one with Sheila

-fn4
Sheila acknowledges her: Mom is accepted
Sheila is sincere

-fn5
two-way conversation between Mom and Sheila

-fn6
approval: Mom is happy to hear about Davy

‘oh’ marks speaker involvement
b) RHETORICAL ORGANIZATION OF CORES:

.1: narrative set up

..1: meeting Davy by chance

..1.1: preparation (circumstances):
(104): we went to take Julian to the day care center
(105): to check out the day care center

..1.2: meeting proper:
(106): I’m standing there talking to the women
(107): I look down
(108): I go:
(109): “DAVY!” (surprised)

REMARK
F joking (in format of query):
(110): who’s that kid!? + laughter

(111): I start talking:
(112): “DAVY…”
(113): I’m talking to him

PARENTHESIS
(114): it’s like
(115): ya-know
(116): when you see someone you know in public
(117): it’s usually not a little tiny baby

(120): she’s like:
(121): “you know him?”
(122): I’m like:
(123): “yeah!” (said as a matter of fact) + laughter

REMARK
Mom adding sarcasm:
(124): he’s one of my friends

REMARK
F adding sarcasm:
(127): he and I think alike

..2: description of Davy

..2.1: preparation:
(128): you should see him

REMARK
F6 adding sarcasm
(129): is he good!
..2.2: description proper: 7
S to all: (130): big
       (131): fat
       (132): ROUND  (powerful voice)
       (133): rosy
       (134): cheeks
       (135): BIG tree trunk legs
       (136): LONG

       REMARK
       concern by Mom to S: 8
       (137): he just took a while to fill out 9

S to Mom: (138): he totally filled out
       (139): he said: “hi”
       (141): really on the ball

       REMARK (dyad)
       -approval by Mom: 10
       initiation:
       (142): well
       development:
       (143): that’s good news
       (145): everyone was a little worried about him
       - acknowledgment by S: 11
       (144): yeah

*2: point of narrative:*
S to all (146): I called Diana
       (147) and I said:
       (148): “I saw Davy
       (149): Diana
       (150): he looks great!
       (151): you’re doing a fantastic job!”

---

**Respondent's account:**

-fn1
(104-151) new topic

-fn2
(104)
Julian is my grandson
so cute

-fn3
(109 )
Sheila was surprised
Davy is Sheila's friend Diana's little baby boy
(110)
I know who Davy is
I was just joking

(116-117)
she was being sarcastic here but it's true

(124-125)+(127)+(129)
in this section we are all adding to Sheila's sarcasm because we all know and identify with who Davy is
everybody joking with Sheila

(130-136)
Sheila is being very descriptive of Davy
she did a good job of it too
she would have gone on and on if you had let her

(137)
directed at Sheila
Mom cuts Sheila off here
Mom breaks two-way conversation with concerns and approvals (143-145)

(137-145) Davy was a little too thin at one time

(144)
Sheila acknowledges Mom
Mom feels accepted
Sheila appreciates Mom’s concern
OVERLAPPING VERBAL FLOWS

VF1 Section (152-153)+(156-196) +(198-219) is overlapped by VF3 Section (154-155) and by (?):
VF1 SECTION (152-153)+(156-196)+(198-219)

(1) RECAPITULATION
a) Analytic specification of Section:

Defining Criteria for VF1:
Type of Talk: FAMILY SOCIALIZING
Modality of Talk: displaced
Focality: focal
Segmentation Criterion for VF1 Section (152-153)+(156-196)+(198-219):
topic: Gossip

b) Transcript of Talk in Section:

Father (152): where's Diana?
   (153): I haven't seen her in months
S (156): you're not going to believe this
   (157): in a million/trillion years!
   (158): guess what she told me on the phone the other day
   slight pause
   (159): she is gonna marry
   (160): Bert
Father (161): the guy...?
Mom (162): your friend?
S (163): Davy's father
Mom (164): I-mean the guy
   (165): oh!
   (166): a different Bert
S (167): no
   (168): they're friends with each other
   (169): but a different Bert
   (170): Bert C,...
Mom (171): oh!

(interference)

Father (172): she's gonna marry him?
S (173): she is gonna marry him
Father (174): he's still using
   (175): isn't he?
S (176): no
Father (177): he's clean?
S (178): he's got like
   (179): five years
Father (180): yeah?
S (181): [in]
   (182): [in]
   (183): yeah
Father (184): does he?
Mom to S (185): oh
   (186): well
   (187): is that good news?
S to Mom (188): *nonverbal negative*

Mom (189): no

silence

S (190): they're worse than me and Steve
(191): if you can fathom that
   *cough*
   *laughter*
(192): if you can fathom that
S (193): much disfunction in the relationship
(194): even more than you think
(195): really super sick stuff
(196): going on there

S (198): [she said: "I'm/I'm/"]
(199): she goes:
(200): "guess what?"
(201): I'm getting married"
(202): I felt like saying:
   *pause*
(203): "so grateful"
   *silence*
(204): [I said]
(205): you-know what I did say to her is:
(206): "WOW! *(strong voice)*
(207): we took the exact opposite step
(208): you decided to get married
(209): and I decided to get out"
   *laughter*
   *silence*

S (210): she said he had a spiritual awakening
   *silence*
(211): you know what I think he had?
   *silence*
(212): a hard one

Father (213): *laughter*
(214): yeah
(215): that's more like it

(216): *laughter by group*
S (217): that's what I believe *(laughter)*

Father (218): that's more like it

(219): *laughter by group*
(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (152-153)+(156-196)+(198-219). It is a QUERY, specified by the semantic schema: Father asks Sheila about Diana.

(3) DETAILED ANALYSIS OF QUERY (152-153)+(156-196)+(198-219)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has a nucleus and 6 primary satellites:
The nucleus has only a core, a dialogue, initiated by Father and addressed to S, with one exchange.

The satellites include 4 incidental queries and 2 remarks.
- The first and second incidental queries are overlapping. One query is by Father to Sheila, the other by Mom to Sheila.
- The incidental query by Father has a nucleus and a satellite.
  The nucleus has only a core, a dialogue initiated by F and addressed to S, with one exchange.
  The satellite is a univocal remark by Mom addressed to S.
- The incidental query by Mom has a core and an exit.
  The exit is a univox by M.
  The core is a dialogue initiated by M and addressed to S with one exchange.
- The third incidental query has a nucleus and one satellite.
  The nucleus has a core and an exit.
  The exit is a univox by F.
  The core is a dialogue initiated by F and addressed to S, with 3 exchanges.
- The fourth incidental query has only a nucleus. The latter has an entry, a core and an exit.
  The entry and the exit are univoxes by Mom.
  The core is a dialogue initiated by Mom and addressed to S, with one exchange.
- The first remark is a univox by S addressed first to both F and M, then only to F.
- The second remark is a univox by S addressed to F. It has a satellite, a univocal back channel by F + laughter by all.
NUCLEUS

M1: Father to S
(152-153)

CORE:
M2: S to Father
(156-160)

SATELLITES

OVERLAPPING INCIDENTAL QUERIES

M1: F to S (161)
M2: S to F (163)

REMARK
M to S (165-166)

M1': M to S
(162)

M'2: S to M
(167-170)

exit: M (171) : oh

INCIDENTAL QUERY

M1: F to S (172)
M2: S to F (173)
M1: F to S (174-175)
M2: S to F (176)
M1: F to S (177)
M2: S to F
(178)

exit: F (184): does he?

BACK CHANNEL (dyad)
F (180): yeah?
S (183): yeah
Respondent's account:

- fn1
  talking to Father
- fn2
  The 'oh' marks information receipt.
- fn3
  Father and Sheila interacting only (172-184)
- fn4
  Mom talking to Sheila
  Mom breaks two-way conversation (between Sheila and Father) with question
  the 'oh' marks speaker involvement
- fn5
  here your mother responded to Sheila showing disapproval (=saying no nonverbally)
  Mom wants to be accepted by Sheila
  Sheila is passive, domineering
Sheila answers both Mom and Father with assurance. Sheila wants to reassure Mom and Father with a joke.

Sheila talking to Father

end of main flow of topic

aside (210-219)

Talking to Father
b) RHETORICAL ORGANIZATION OF CORES:

M1: Father’s request of information\(^1\) to S

• 1: request proper:
  (152): where is Diana?

• 2: elaboration:
  (153): I haven’t seen her in months

M2: S responding to F

• 1: preparation:
  (156): you’re not going to believe this
  (157): in a million/ trillion years
  (158): guess what she told me on the phone the other day

• 2: response proper:
  (159): she is gonna marry
  (160): Bert\(^2\)

OVERLAPPING INCIDENTAL QUERIES

M1: Father’s request for clarification to S:
  (161): the guy...?\(^3\)

M1’: Mom’s request of information to S
request proper:
  (162): your friend?

echoing Father:
  (164): I-mean the guy...?

M2: S’s response to Father:
  (163): Davy’s father

REMARK
realization by Mom

initiation:
  (165): oh\(^4\)

development:
  (166): a different Bert!

M2’: S’s response to Mom

• 1: response proper

• 1: negation:
  (167): no

• 2: echoing Mom:
  (169): a different Bert

• 2: elaboration:
  (170): Bert C......
INCIDENTAL QUERY
Ex1: initial use of schema
M1: Father’s request for confirmation to S:
   (172): she’s gonna to marry him?
M2: S’s response to Father:
   (173): she is gonna to marry him
Ex2: additional use of schema
M1: Father’s request for confirmation to S:
   (174): he’s still using
   (175): isn’t he?
M2: S’s response to Father:
   (176): no
Ex3: additional use of schema
M1: Father’s request for confirmation to S:
   (177): he’s clean?
M2: S’s response to Father:
   (178): he’s got like
   (179): five years

REPAIRABLE
(181): [in]
(182): [in...]

INCIDENTAL QUERY
M1: Mom’s request for S’s opinion:
   (187): is that good news?
M2: S’s response to Mom:
   (188): nonverbal negative

REMARK
S to Mom & Father:
   evaluation
   (190): they’re worse than me and Steve
   (191): if you can fathom that
repeat:
   (192): if you can fathom that
S to Father:
   (193): much disfunction in the relationship
   (194): even more than you think
   (195): really super sick stuff
   (196): going on there
•3: elaboration (reporting conversation)\textsuperscript{12}

\begin{tabular}{|c|}
\hline
\textbf{REPAIRABLE} \\
(198): [she said I’m] [I’m] \\
\hline
(199): she goes: \\
(200): “guess what!” \\
(201): I’m getting married” \\
(202): I felt like saying: \\
\hspace{1cm} pause \\
(203): “so grateful!” \\
\hspace{1cm} silence \\
\hline
\end{tabular}

\begin{tabular}{|c|}
\hline
\textbf{REPAIRABLE} \\
(204): [I said] \\
\hline
(205): ya- now what I did say to her is: \\
(206): “WOW!” \\
(207): we took the exact opposite step \\
(208): you decided to get married \\
(209): and I decided to get out”\textsuperscript{13} + laughter \\
\hspace{1cm} silence \\
\hline
\end{tabular}

\textbf{REMARK}\textsuperscript{14} \\
sarcasm by S to Father: \\
(210): she said he had a spiritual awakening \\
\hspace{1cm} silence \\
(211): you know what I think he had?\textsuperscript{15} \\
\hspace{1cm} silence \\
(212): a hard one!\textsuperscript{16} \\
(217): that’s what I believe + laughter

\textbf{Respondent’s account:}

-fn1
(156) \\
end of old topic \\
start of new

-fn2
(159-160) \\
Sheila said this with disapproval
Sheila is jealous
Sheila is eager for happiness

-fn3
(161-171)
wanted to clarify the confusion:
there was some confusion here about who Bert was
we all thought Bert was the guy Sheila was talking with at the restaurant
but it turned out this was a different Bert

-fn4
The 'oh' marks information receipt

-fn5
(172) question

-fn6
(177)
this guy Bert was a drug addict
that's what I meant by "using" and "clean"

-fn7
(174-175) question

-fn8
(181-182) she was going to say “5 years in the program” or something along those lines

-fn9
(185-187)
Mom talking to Sheila
Mom breaks two-way (Father and S) with question
Mom is worried about Sheila

-fn10
(190)
Steve is Sheila's boyfriend, father of Julian, blood father
not part of topic

-fn11
(195)
needed explanation:
mental problems attributed to addiction

-fn12
(198-209)
Sheila and her storytelling again
Sheila likes to talk
likes to be the center of attention
Father is annoyed

-fn13
(209) end of main flow of topic
-fn14
(210-219)
this is the kind of fun we have at dinner together!
aside
Sheila was being truthful but at the same time laughing at her statement

-fn15
(210-211) Sheila was being truthful but at the same time laughing at her statement

-fn16
(212)
sarcasm
Sheila is mocking
Father is not convinced
he thinks she is jealous
VF1 SECTION (154-155)

(1) RECAPITULATION
a) Analytic specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: FAMILY SOCIALIZING</td>
</tr>
<tr>
<td>Modality of Talk: here-and-now</td>
</tr>
<tr>
<td>Focality: marginal</td>
</tr>
<tr>
<td>Segmentation Criterion for VF2 Section (154-155):</td>
</tr>
<tr>
<td>triggering agent: Julian trying to run away</td>
</tr>
</tbody>
</table>

b) Transcript of Talk in Section:

Sean (154): hey Julian
(155): where are you going?

(2) BASIC UNITS:

The Section is constituted by verbal responses to the triggering agent: Julian trying to run away. There is only one basic unit, VF2 Stretch (154-155), an ADMONITION by Sean to Julian.

This is shown in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
</table>
| Julian trying to run away             | ADMONITION
  entry: Sean (154): hey Julian!
  core: Sean to J (155): where are you going? |

Respondent’s account
(154-155)
aside
Sean just spoke over conversation
Sean calling out to Julian
III. INTERACTION CLIMATE

I. INTERACTIVE MODE:

(1) STRATEGIES
Strategy used by Mom: she breaks the two-way conversations between Father and S with questions, concerns and approvals.
As explained by student researcher:
she breaks in with jokes, agreements, concerns, approvals and questions

Strategy used by S not to engage in a one-on-one with Mom: she deflects the interaction to the group.
As explained by student researcher:
when M tries to break the two-way conversation between S and F, S directs her questions or comments to the group for discussion to avoid a one-on-one
when S is forced to carry a two-way conversation with M it is brief

(2) PARTICIPANT ALIGNMENTS
- Power relationship between Father and S, on the one hand, and S and Mom, on the other: whenever S and Mom are needy Father and S react negatively before relenting and giving them what they want.

Father and S as per student researcher:
F wants to take control of S's life
S is seeking guidance and wanting to be accepted by F
S says and does things that F wants to hear or see
S tries to please F

Mom and S as per student researcher:
M is seen as an outsider
M feels left out and wants to be accepted by S
S sees M as a threat to her close bond with F
F seems just as unsupportive and unaccepting of M

- closeness, at times, between the three of them: they are having fun together
- most of the time S is the center of attention

II. REACTIVE MODE:

PSYCHOLOGICAL STATES

Father is anxious about S’s progress in her recovery program
Father is happy for S when she shows progress
Father is annoyed by S’s need to be the center of attention
Father is tolerant(?) of S’s jealousy of her friend Diana

Father is disappointed by S

Mom is happy
Mom is worried

S is angry because she has to work
S is frustrated by her Father’s advice
S is jealous

**CHARACTER TRAITS**
S is naive
S is afraid of commitments but afraid to be alone
S is eager for happiness
DATA FROM RESPONDENT’S ACCOUNTS PERTAINING TO INTERACTION CLIMATE

VF1 SECTION (1-12)

I. INTERACTIVE MODE:
PARTICIPANT ALIGNMENTS between Father and Sheila
Sheila seeks acceptance (1-9)
but Father gives her advice instead
Father no pity
mocks her:
I suggested to apply "one step at a time" to all her activities
not just the things she dislikes (10-11)

II. REACTIVE MODE:
PSYCHOLOGICAL STATES
Father is anxious (about Sheila’s progress in her recovery program) because of her comportment
she is unhappy, unsatisfied
Sheila is frustrated

Sheila hides her true feelings (7)

Sheila was angry because she would rather not be working
it's work for her
Sheila is afraid of commitments
VF1 SECTION (13-70)+(72-83)+(86-103)

I. INTERACTIVE MODE:
STRATEGIES used by Mom and Sheila in relating to each other:
M breaks two-way conversation between S and F by asking a question (52-54)
joking to get accepted (67)
S answers Mom but quickly directs herself to group (52-54)
S deflects Mom's comment to group

PARTICIPANT ALIGNMENTS between Mom and Sheila:
Mom wants to be accepted by Sue (67)
but S do not acknowledge her
Mom is left out (52-54)
S feels interrupted by Mom (52-54)
S feels uncomfortable

background information:
your mother is very interested in S's life
but
S is intimidating to Mom
Mom just doesn't want to ripple the waters
so she keeps her thoughts to herself

S sees Mom as an outsider

PARTICIPANT ALIGNMENTS between Father and Sheila:
S wants to please her father (26)
S seeks approval and acceptance (26)
S tries to please her father
(S feeds on praise)
this time Father gives S the approval she seeks:
I said with much approval (33)
S feels praised (34)

II. REACTIVE MODE: PSYCHOLOGICAL STATES
F is happy for her (26)
because she is proud of what she did (S expressed proudly)
F is annoyed at S because
F likes to get to the point
whereas
S likes to be the center of attention
S likes to talk (33-50)
F is disappointed
he feels justified not to trust her
F fulfilled with his belief that S will not change (64-65)
because
S admits the truth about herself
S wants to like herself the way she is (i.e. she doesn't want to change)
S is afraid of a commitment but afraid to be alone
S seeks affection
VF1 SECTION (104-151)

INTERACTIVE MODE:

STRATEGIES

Strategy used by Mom in relating to S:
Mom cuts S off here
Mom breaks two-way conversation between S&Father with concerns and approval (137)

Strategy used by the three of them to create a bond: joking, sarcasm
in this section we are all adding to S's sarcasm
because we all know and identify with who Davy is
everybody joking with S (124-5+127+129)

I was just joking
she was being sarcastic here (116-117)

Mom joking
tries to be one on one with S (124-5)

PARTICIPANT ALIGNMENTS between S and Mom:
at first
S ignores Mom
S is involved with herself
Mom is invisible (118-9)

at one point
S acknowledges her
S is sincere
Mom is accepted (126)

and again
S acknowledges Mom (144)
S appreciates Mom’s concern (Mom is happy to hear about Davy)
Mom feels accepted

PARTICIPANT ALIGNMENTS between the three of them:
(1) closeness
(2) S dominates the interaction
she would have gone on and on if you had let her
I. INTERACTIVE MODE:
STRATEGY used by M in relation to S:
M breaks two-way between F and S with question (185-7)
(because M is worried about Sue)

STRATEGY used by S to create a bond between F and herself
S answers both M and F with assurance
S wants to reassure M and F with a joke (190-2)

PARTICIPANT ALIGNMENTS between M and S:
M wants to be accepted by Sue (189)
but S does not respond
S is passive
domineering

PARTICIPANT ALIGNMENTS between the three of them:
(1) closeness
this is the kind of fun we have at dinner together!
(2) Sue dominates the interaction

II. REACTIVE MODE: PSYCHOLOGICAL STATES:
F is annoyed (198-209)
because
S likes to talk
likes to be the center of attention

F is tolerant (?)
Sue is jealous about her friend Deborah getting married
background information
S is mocking
F is not convinced
he thinks she is jealous
because
S is eager for happiness