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DAS „JA,...UND“-PRINZIP

IMPROVISATION BEI 'RUPTUREN' IN DYADISCHER INTERAKTION

Prof. Dr. Stefan Pfänder

<https://uni-freiburg.de/romanistik/stefan-pfaender/>

Junktim, IPU, Berlin, 15. MÄRZ 2025

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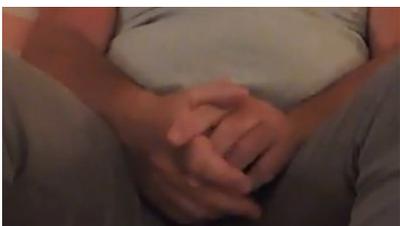
Ausgangsbeobachtung



Konzepte & Empirie

Stefan Pfänder
Kommunikative Herausforderungen multimodal meistern
HEIDELBERGER AKADEMIE DER WISSENSCHAFTEN
KRÖNER

Fidgeting vs self-soothing



Lindauer Beiträge zur Psychotherapie und Psychosomatik
Herausgegeben von Michael Ermann und Dorothea Huber
Hedda Lausberg
Der Körper in der Psychotherapie
Kohlhammer

PARTICIPATION AND ENGAGEMENT



4 crucial domains



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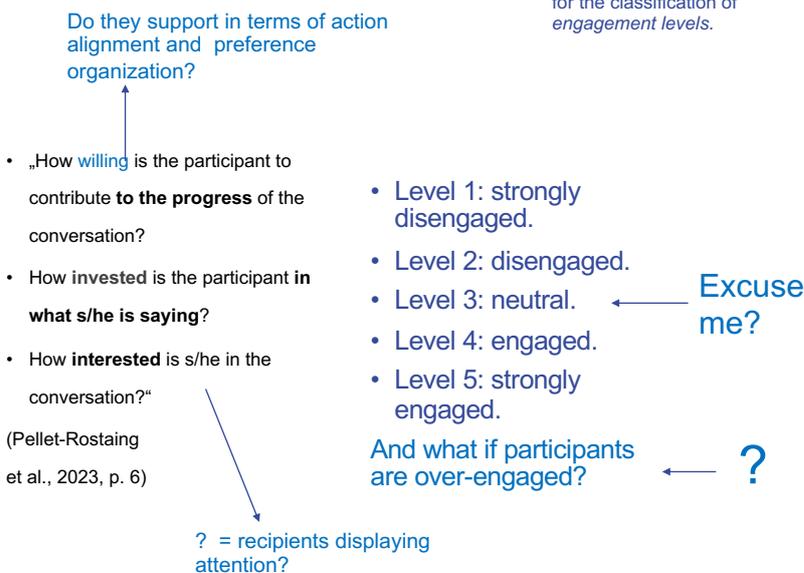
When there is **co-presence**, **engagement** becomes possible (but engagement is not necessary for there to be co-presence). (De Jaegher et al., 2016, p. 4)

Engagement, then, is necessary for the remaining two domains of coordination, **turn-taking** and **sequentiality** — shared attention and involvement are needed for taking turns and for producing sequentially organized actions. (De Jaegher et al., 2016, p. 4)

De Jaegher, H., Peräkylä, A., & Stevanovic, M. (2016). The co-creation of meaningful action: Bridging enaction and interactional sociology. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 371(1693), 20150378.

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assessing the participation level

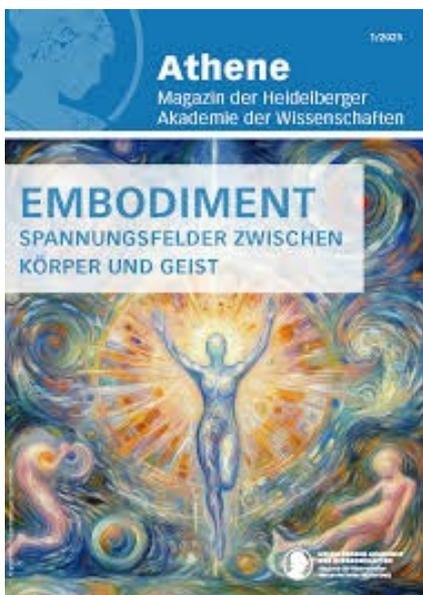


Following these authors, **multimodality** is crucial for the classification of *engagement levels*.

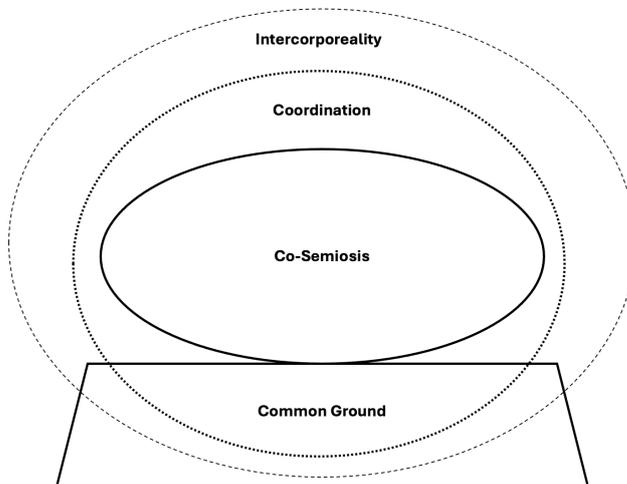
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Pellet-Rostaing, A., Bertrand, R., Boudin, A., Rauzy, S., & Blache, P. (2023). A multimodal approach for modeling engagement in conversation. *Frontiers in Computer Science*, 5, 1062342.

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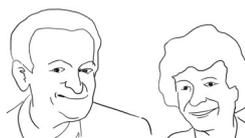


Pfänder, S. (2025). Embodiment aus Sicht der Gesprächsforschung. Athene – Magazin der Heidelberger Akademie der Wissenschaften (1/2025). 11-14

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Die vier C-Dimensionen in der Improvisation

Co-Semiosis



Common ground



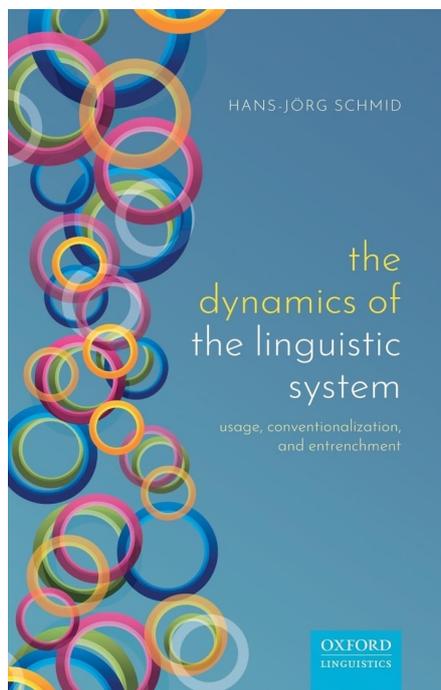
Coordination



InterCorporeality



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Co-semiosis – the daily adventure of making sense together

If talking is about understanding each other, then some shared conception of what is being talked about is crucial for communication to succeed. Building up this shared conception has been called ‘co-semiosis’ by Schmid (2020), a phenomenon he defines as **“the activity of negotiating and establishing mutual beliefs of the mutual understanding of an utterance in a given context”** (Schmid 2020: 30).

Note that the notion of ‘mutual belief’ is to be taken quite literally in this context: Schmid shares Tomasello’s view that **“shared intentionality refers to behavioral phenomena that are both intentional and irreducibly social, in the sense that the agent of the intentions and actions is the plural subject ‘we.’”** (Tomasello 2008: 72)

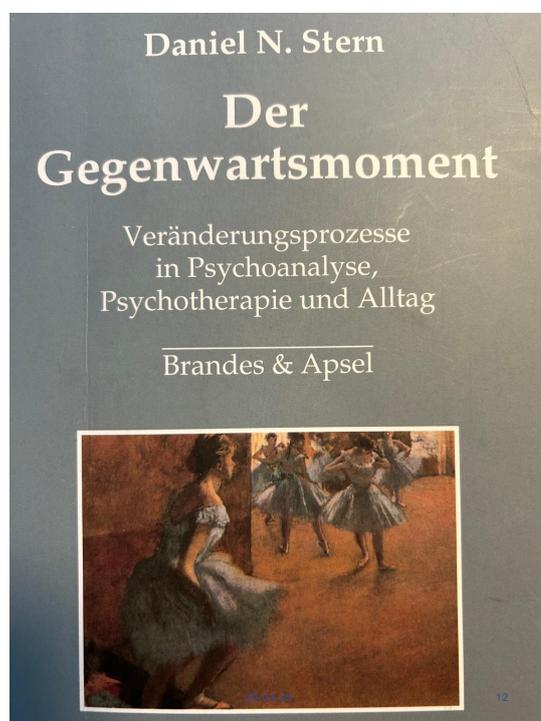
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Der Gegenwärtmoment

Kairos ist der vorübergehende Augenblick, in dem etwas geschieht, während die Zeit sich entfaltet. [...] Er ist eine subjektive, von Chronos abgesetzte Parenthese. *Kairos* ist die entscheidende Gelegenheit, [...] ein Zusammentreffen von Ereignissen, das ins Bewusstsein gelangt und uns klar macht, dass wir jetzt, unverzüglich, etwas unternehmen müssen, um das eigene Schicksal – sei’s für die nächste Minute, sei’s fürs ganze Leben – in eine andere Richtung zu lenken.

Stern, D. N. (2023). *Der Gegenwärtmoment: Veränderungsprozesse in Psychoanalyse, Psychotherapie und Alltag*. Brandes & Apsel.

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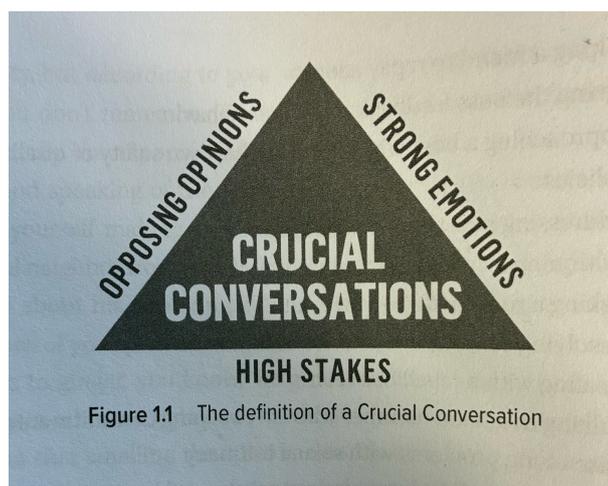
12

**Zufriedenheit von Patient:innen höher,
wenn es (reparierte) Rupturen gab.**

Und Rupturen werden erinnert.

David-Sela, T. B., Leibovich, L., Khoury, Y., Hill, C. E. & Zilcha-Mano, S. (2023).
“Picking up the pieces”: Patients’ retrospective reflections of rupture resolution
episodes during treatment. *Psychotherapy Research*, 34(7), 858–871.
<https://doi.org/10.1080/10503307.2023.2245128>

Crucial Conversation Triangle



Literaturangabe:
Grenny, J., Patterson, K., McMillan, R., Switzler, A., & Gregory, E. (2023). *Crucial conversations: Tools for talking when stakes are high* (Third edition). McGraw Hill, S. 4

Herausfordernde Kommunikationskontexte

Crucial Conversation (krúu shel kón vör sáy shen)

A discussion between two or more people in which they hold

- (1) opposing opinions about a
- (2) high-stakes issue and where
- (3) emotions run strong.

Literaturangabe:

Grenny, J., Patterson, K., McMillan, R., Switzler, A., & Gregory, E. (2023). *Crucial conversations: Tools for talking when stakes are high* (Third edition). McGraw Hill, S. 3

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Principle & Exception

Principle: progressivity has high priority in talk-in-interaction
(per Ignacio Satti's PhD)

- **Exception: when intersubjective trouble occurs**
= RUPTURES are preferred, then.

Satti Luis Ignacio

„WE“-Stories



Fixed-term Research Tenure Track

Department of Languages, Literatures, Cultures and Mediations

Scientific-Disciplinary Sector

SPAN-01/C - Spanish Language, Translation and Linguistics

Scientific-Disciplinary Group/Competition Sector

10/SPAN-01 - LINGUE, LETTERATURE E CULTURE SPAGNOLA E ISPANO-AMERICANE

Research fields and competencies

see profile on our Expertise&Skills portal

[Curriculum vitae - Luis Ignacio Satti](#)

Das Progressivitätsprinzip

La progresividad se manifiesta en el movimiento de un elemento hacia el que se escucha **como el siguiente más probable** sin que nada intervenga entre ellos. Este principio puede aplicarse en distintos niveles, desde sonidos individuales que conforman una palabra hasta **secuencias de acciones** que conforman un **curso de acción completo** (Schegloff 2007: 14).

En la interacción hay una **preferencia** demostrable por la progresividad (Stivers y Robinson 2006; Heritage 2007; Schegloff 2007; Raymond 2016; Raymond submitted). [...] Sin embargo, los participantes también **interrumpen la progresividad** de la interacción para reparar un turno de habla, por lo que, en ciertas ocasiones, **los participantes priorizan la intersubjetividad por sobre la progresividad de la interacción** (Satti 2023)

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A **gathering** involves 'mere' co-presence, attendance to the cultural rules [...].

gathering vs encounter

An **encounter** [...] involves a new layer of engagement: [...] participants 'jointly ratify one another as authorized co-sustainers of a single, albeit moving, focus of visual and cognitive attention'. (Goffman, 1964, p. 134; apud De Jaegher et al., 2016, p. 3).

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Methods



Schwünge

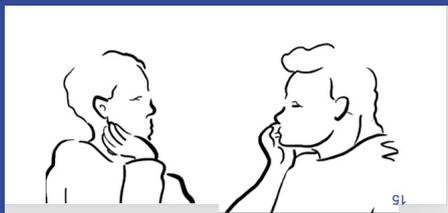
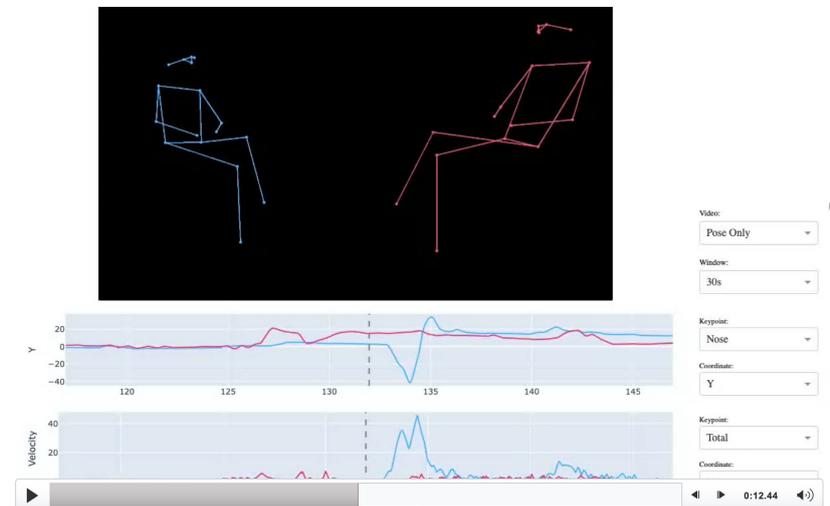


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02

Human Pose Estimation

- Pose estimation operates by finding key-points of a person or object and track the pose and orientation.



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Case Studies

SZENEN EINER EHE

1 EIN EI

MUTTER-KIND-INTERAKTION

2 FLÄSCHCHEN

3 STILLEN

PSYCHTHERAPIE

4 WEITERMACHEN

5 WEITERLEBEN



Improvisation and Participation – Extended Framework

orientation
to the co-participant

collaboration
in joint action

sharing of
local moral order

Coordination

Inter-Corporeality

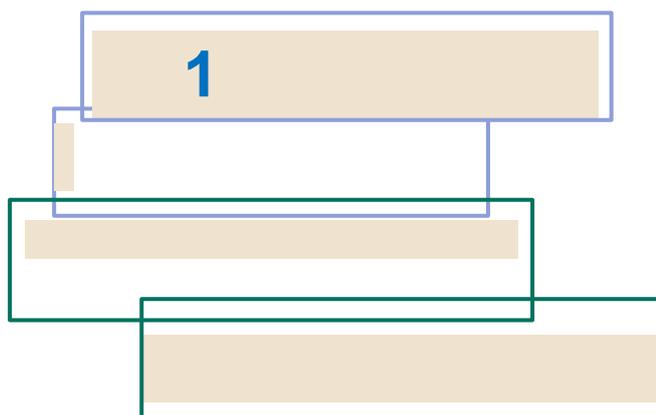
Co-Semiosis,

Common Ground

12



SZENEN EINER EHE
1 EIN EI



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92

**Storyboard –
solo caffè**



FED, Federico

GIU, Giulia

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79 FED: (<<pp>sa fai sa) so FAre sOlo il caffè-

I only know how to make coffee

80 GIU: sa FAre sOlo (il) caffè,

he just knows how to make coffee

81 ecco

(.) e basta.

That's it and nothing else

82 SAR: e cucinAre?

And cooking

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27

83 SIL: (-)

84 GIU: no: zEro.

No nothing

85 FED: ↑CHI?:

who

86 GIU: tU- (.)

you

87 **++un <<f>%Uovo> *-fig.13 +**

An egg

giu: %gesture palms up-->

giu: +turns head towards FED+

fed: *1. at GIU*

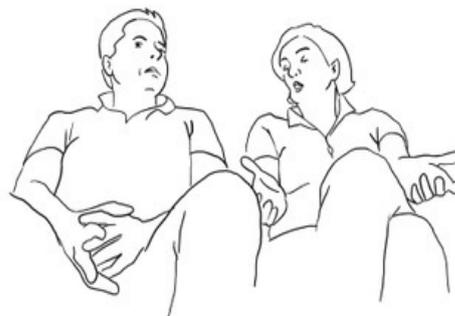
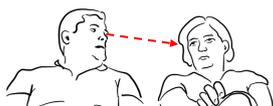


Fig. 13

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88 FED: la PASTa mi faccio se (voglio)-
Pasta I make if (I want to)

89 GIU: [boh (.) la PASTa-]
Well pasta

90 FED: [se ho FAME mi fac]cio tutto quello che vOglio.(.)
If I'm hungry I do what I want

91 si sei tu a casa fai TU (.) perchè devo fare io.
If you're at home, you take care of it, why should I

92 GIU: bOn ma% la PASTa,%
Well but pasta
giu: %finger list%

93 FED: però se non ci SEi mi f/
However, if you are not there,
PUOH,
mi arrangio.=
I get by
Interlacing fingers, closing

29

93 FED: mi arrangio.=
I get by

94 FED: [=mi faccio (tutto)(.)-]
I prepare (my meal)

95 GIU: [%+un UO\$vo- %]
An egg
giu: %finger list%
giu: +looks at FED-->
fed: \$head flick backwards

96 FED: \$*una bisteCca\$ fig.14
A steak
fed: \$finger list-\$
fed: *middle distance gaze-->>

97 <<decresc> me la [fa:(ccio)>-]
I can prepare myself

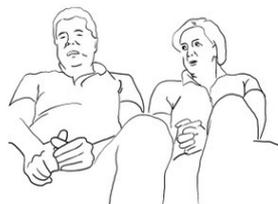


Fig. 14

98 GIU: [una bisteC] [ca-]

30

100 =che non NON muoio di [fame;]
I don't starve

101 GIU: [ah NO bon] morir di fAme
 [no (.) ma::-]31
Well no well not starve but

102 FED: [eh+]
eh
 giu :-->+

103 GIU: sì non È un:- °h (.)
Yes he's not a

104 non è uno CHEF,
he's not a chef

Augenblitzen, happy gaze

105 SIL: (-)

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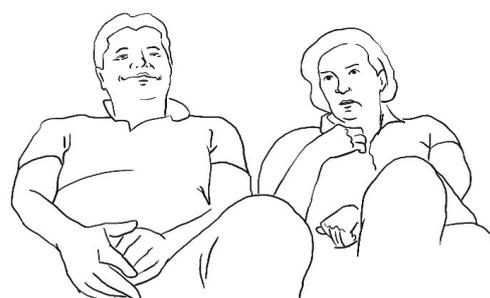


Fig. 15

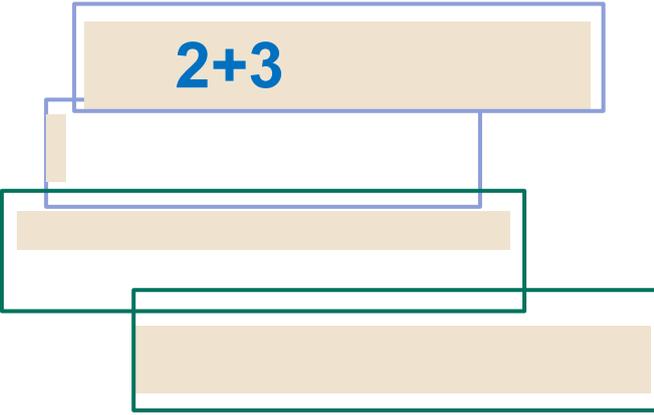
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Results: levels of interactional engagement

Level 1*:	not engaged.
Level 2**:	strongly under-engaged.
Level 3***:	under-engaged.
Level 4****:	engaged.
Level 5*****:	strongly engaged.
Level 6*****:	over-engaged.

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2+3

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EE

Marie – 5 Jahre

- Vor den Transkriptauszügen haben Marie und ihre Mutter gemeinsam und erfolgreich Leo gewickelt.
- Wir stellen fest, dass Marie die Initiative ergreift und ihre Mutter nur assistiert.
- Die erste gestellte Aufgabe ist also eigentlich erledigt, aber Marie – noch stark in der imaginierten Spielsituation verankert – sucht nun in der Wickeltasche nach Essen für Leo. Maries Mutter entgegnet, dass Kinder in diesem Alter nur trinken und gestillt werden müssen, während sie ständig den Blicken ihrer Tochter folgt.

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05 MAR: DU musst ihn stillen;
 06 (0.5)
 07 musst DU machen;
 08 (0.6)
 09 MOT: ah ICH muss ihn stillen;=
 10 =ja BIN nicht die pUppenmama-=
 11 =DU bist doch die pUppenmama;
 12 MAR: =nEIn DU;
 13 (0.3)
 14 MOT: ah jetzt bin ICH-=
 15 MAR: =jetzt DU-
 16 MOT: mh:: a:lso dann TRINK mA-

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05 MAR: DU musst ihn stillen;
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 14 MOT: ah jetzt bin ICH-=
 15 MAR: =jetzt DU-
 16 MOT: mh:: a:lso dann TRINK mA-

paralleles
 syntaktisches
 Resonanzformat

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05 MAR: DU musst ihn stillen;
 06 (0.5)
 07 musst DU machen;
 08 (0.6)
 09 MOT: ah ICH muss ihn stillen;=
 10 =ja BIN nicht die pUppenmama-=
 11 =DU bist doch die pUppenmama;
 12 MAR: =nEIn DU;
 13 (0.3)
 14 MOT: ah jetzt bin ICH-=
 15 MAR: =jetzt DU-
 16 MOT: mh:: a:lso dann TRINK mAl-

paralleles
syntaktisches
Resonanzformat

Dies kann eher als
spielerische Ver-
handlung imaginä-
rer Rollen denn als
Ablehnung inter-
pretiert werden.

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11 MOT: =DU bist doch die pUppenmama; #2
 12 MAR: =nEIn DU; #3
 13 (0.3)
 14 MOT: ah jetzt bin ICH-=
 15 MAR: =jetzt DU-
 16 MOT: mh:: #4 a:lso dann TRINK mAl-

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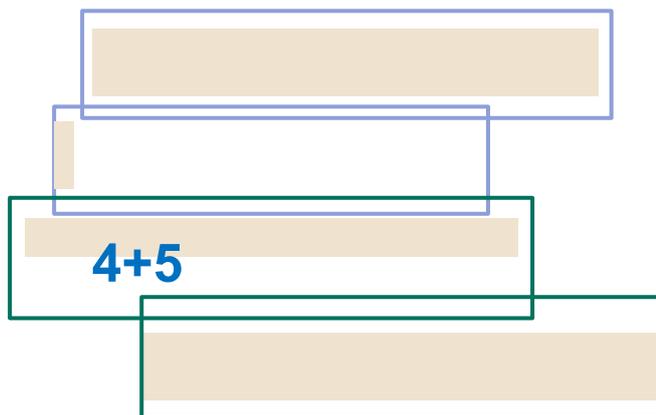


24 MOT: ah#5 jetzt [DU;]#6
25 MAR: [<<p, Lächeln> OKEE >]
26 MOT: ((lacht)) #7

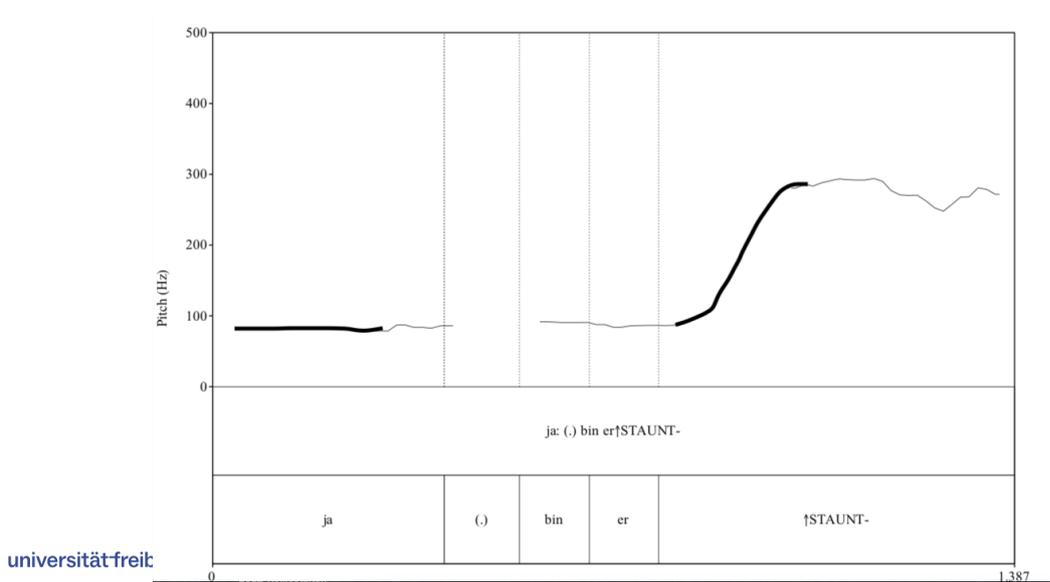
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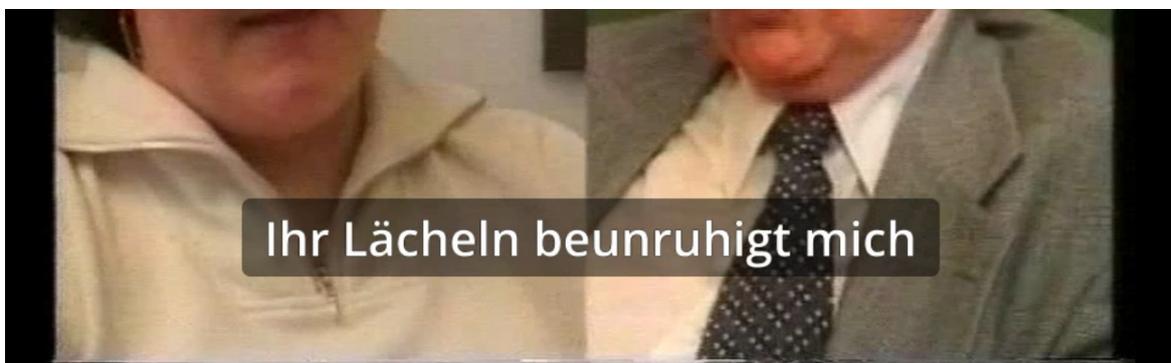
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172. Sitzung-bin erstaunt_pitch-contour



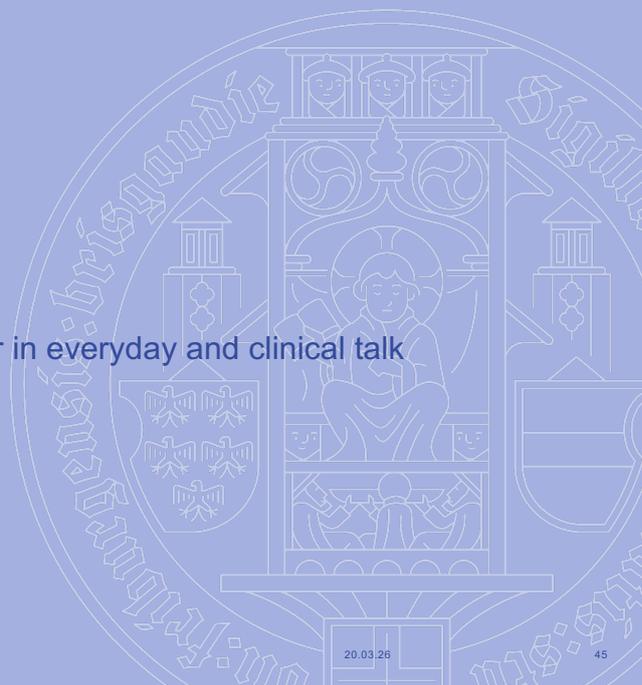
Otto Kernberg



Discussion

The growth potential of rupture and repair in everyday and clinical talk

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Lektüre

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