

Are Children with ADHD talkative? From the impression to an interaction analyses

Beyond the word rate in a conversation, several conversational features (turn-taking, topic management) may lead to an impression of talkativeness in an interlocutor (Bishop,1994). This can be a result of pragmatic Language Impairments (PLI), which is correlated to peer relations (Ketelaars et al., 2010). Thereby, this study aims to investigate the similarities/specificities of pragmatic behavior focusing on the word rate, overlap initiation and repair, in interactions between children with ADHD and children with typical development (TD).

For this purpose, 12 French-speaking children (9;8-12;4) with/without a diagnosis for ADHD (age-matched) were observed in interaction with their peers. Populations were contrasted for absence/presence of ADHD (irrespective of sub-types) and PLI by checklists and for structural language level by a battery of tests. The interactions took place between children with ADHD-TD and between TD-TD during snack-time and a show-preparation. Data has been analyzed in turns (Speaker1 talk before speaker2 takes the floor). The number of word/turn has been quantified. Two speakers talking simultaneously were identified as overlapped turns.

Quantitative data analysis showed higher rate of overlaps in conversations of ADHD-TD dyads compared to TD-TD with higher initiations from children with ADHD. Similar mean number of words per turn was observed in both populations. No correlation between the overlap rate and the mean number of word has been found.

This exploratory study of turn-taking and word rate may contribute to a better understanding of conversational behavior of children with ADHD and its role in their social interactions. It also brings evidence for considering the conversational behavior in their guidance.

References (Max of 3)

Ketelaars, M. P., Cuperus, J., Jansonius, K., & Verhoeven, L. (2010). Pragmatic language impairment and associated behavioural problems. *International Journal of Language & Communication Disorders*, 45(2), 204-214.

Bishop, D., J. Hartley, et al. (1994). "Why and when do some language-impaired children seem talkative? A study of initiation in conversations of children with semantic-pragmatic disorder." *Journal of Autism and Developmental Disorders* 24(2): 177-197.

3 Key Words

Pragmatics; talkativeness; peer-interaction