Coordinated Management of Meaning (CMM)

- CMM communications theory
- Special focus on the contexts in which we interact

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Before we start: the context

- **Presentation**

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Masters degree in Systemic Practice from VID in Oslo

On my third year of the Professional doctorate in advanced practice and research: systemic psychotherapy at Tavistock, London.

I am married to Anja and have three son (16,20,22 years old) from a previous marriage and a son and a daughter from my current marriage (4,1 years old)

- **The setting**

What is CMM?

How do CMM explain adolescent frustration behavior?

How can we as professionals make use of CMM in our future communication with children/adolescents.

- **The unsettling**

I have little idea of the expectations to this workshop, English is not at all my best language, I am a

little nervous and therefore I tend to speak to fast – please do tell me to slow down ☺

Constructing a social world
– also in the grocery store

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Coordinated Management of Meaning

- Socialconstructionist theory

- Vernon Cronen and Barnett Pearce

- Coordination of social worlds

Why CMM?

- Peter Lang and the sentence:

" …we connect to the childs behavior in a different way when we see it as invitations…the childs emotional language becomes an expression of its moral and personal integrity"

Elspeth McAdam encouraged me to look at the CMM theory.

The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.

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CMM - Coordination and Meaning

Koordination

- Everything we do, we do in a context, in a relation to something else or in connection to something. We never communicate on a "clean slate".

- We can understand this in both "one on one"relations. But also in a societal and historical meaning. Communication is done in coordination with already existing systems and patterns (gender, macropolitics, economy and so on).

- Coordinating means being aware of:

  - Communication happens between two or more individual, takin turns.

  - The communicational pattern is creating the social world we inhabit.

Meaning

- Establishing meaning is an essential part of being human.

- Meaning is established through punctuation.

- Meaning is (hence coordination) already existing and punctuated when we are born. Eg. you can describe my skincolor in different terms, that have different meaning: "pigcolored","skincolored", "beige with pink nuances", "caucasian" , "white" or you can describe it in pshysical terms with focus on how the sunlight is reflected in my skin.

- When we add meaning to the spoken word, we at the same time creates a social world. This demands an attention to poweraspects, because our culture (which is what adds meaning to the spoken words), can be understood as "rules" for understanding, and who decides what is to be the "rules" on how we understand our social world?

What are the consequenses?

- Communication between two individuals is conditioned by the two individuals "rules" for communication (example from a recent party at my street).

- Communication can be conditioned by who of the two who starts the communication (example from living in a brought together family).

- The outcome of the communication can be conditioned by certain choices taken by the communicating individuals i certain branching points in the conversation. These branching points are point where you sense that you can say two (or more) different things, and you as an individual know that the two different things have different outcome for the rest of the conversation.

examples:

- Discussions about cleaning with almost grown ups in your household

- Gangcriminals and politicians

- "The war on terror" and "either you are with us or you are with the terrorist"

Branchingpoint example

Eksempel

Hierarchy-model

Culture

The culture is the prism through which we see the world we inhabit. It is already existing when we "arrive" and is the visible and invisible background for powerstructures in our communication (genderdiscurses, childviews, humnaviews, socioeconomical frameworks and so on).

Feeling of self

The sense or the feeling of the self is created in narrations and manuscripts about the individual. It contains our norms, values, ethical stances, expectations, dreams and wishes. It is with the sense of self that we introduce ourselves to relations..

Relation

An episode happens in a relation between two or more individuals. The relation therefor is the framework for, which speechacts the indivdual can make use of in an episode. (I can not yell at my students, I can not do therapywork on my own children).

Episode

Episodes are sequences of speech acts (the quarrel, the scolding, the meeting) The naming is in it self a punctuational proces, that points us towards which speech acts will be reciprocal for the episode.

Speech act

So say something is an action; promissing, ordering, acknowledging, appreciating, asking, answering, proposing) Our power can decide which speech acts we can make use of in a reciprocical understadning (judging, ordering, apologising) Det er forskelligt, hvilken magt vi har, til at bruge forskellige talehandlinger (dømme, beordre, undskylde). What is also present in the speech acts are tone, mimic, moral view and so on.
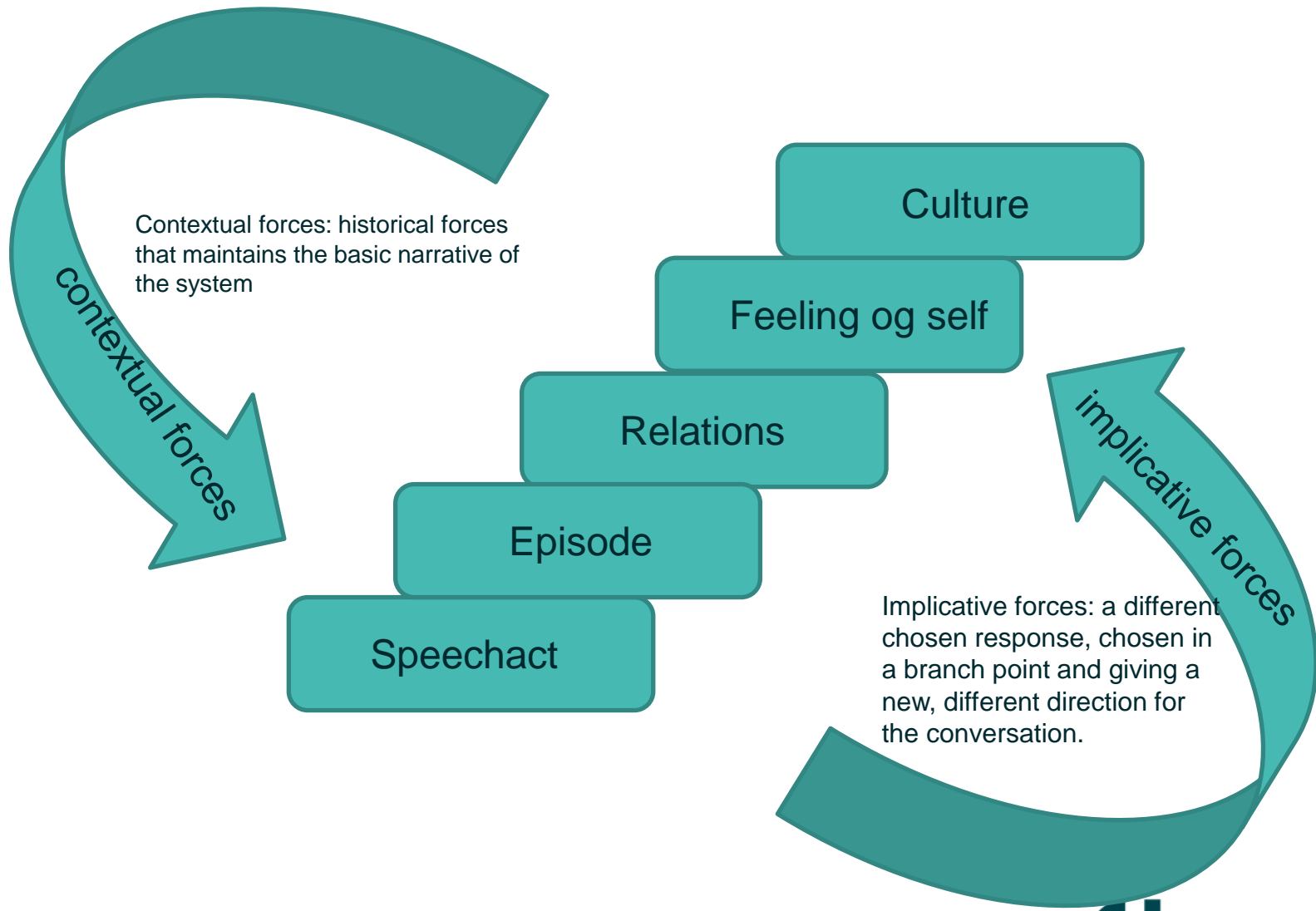
Many layers in the conversation

- Share your last experience with a conflict with eachother.

Then discuss :

- Identify the <u>speechact</u> (or act) that was your expression of frustration ("shut up", "I am going to cry", or slamming the door.)

- Name the <u>episode</u> (would you call it the Quarrel, the Discussion, the Violation, or something else?) talk about what this "name" meant for the speech act you used in the conflict.

- What characterises the <u>relation</u> to the one you experienced the conflict with? How is that characterisation supporting that a conflict could arise? How is the relation defining what name you are able to name the episode?

- Which norms and values, that you experience as being important parts of your understanding of yourself, was in play in the conflict? How is your understanding of yourself defining the relation you have to the one you were in conflict with?

- How can you understand your conflict as a conflict rooted in culture? Which basic discurses can be used to explain the powerstructures that were in play in the conflict (genderunderstandings/workroles/religion/socialclass eg).
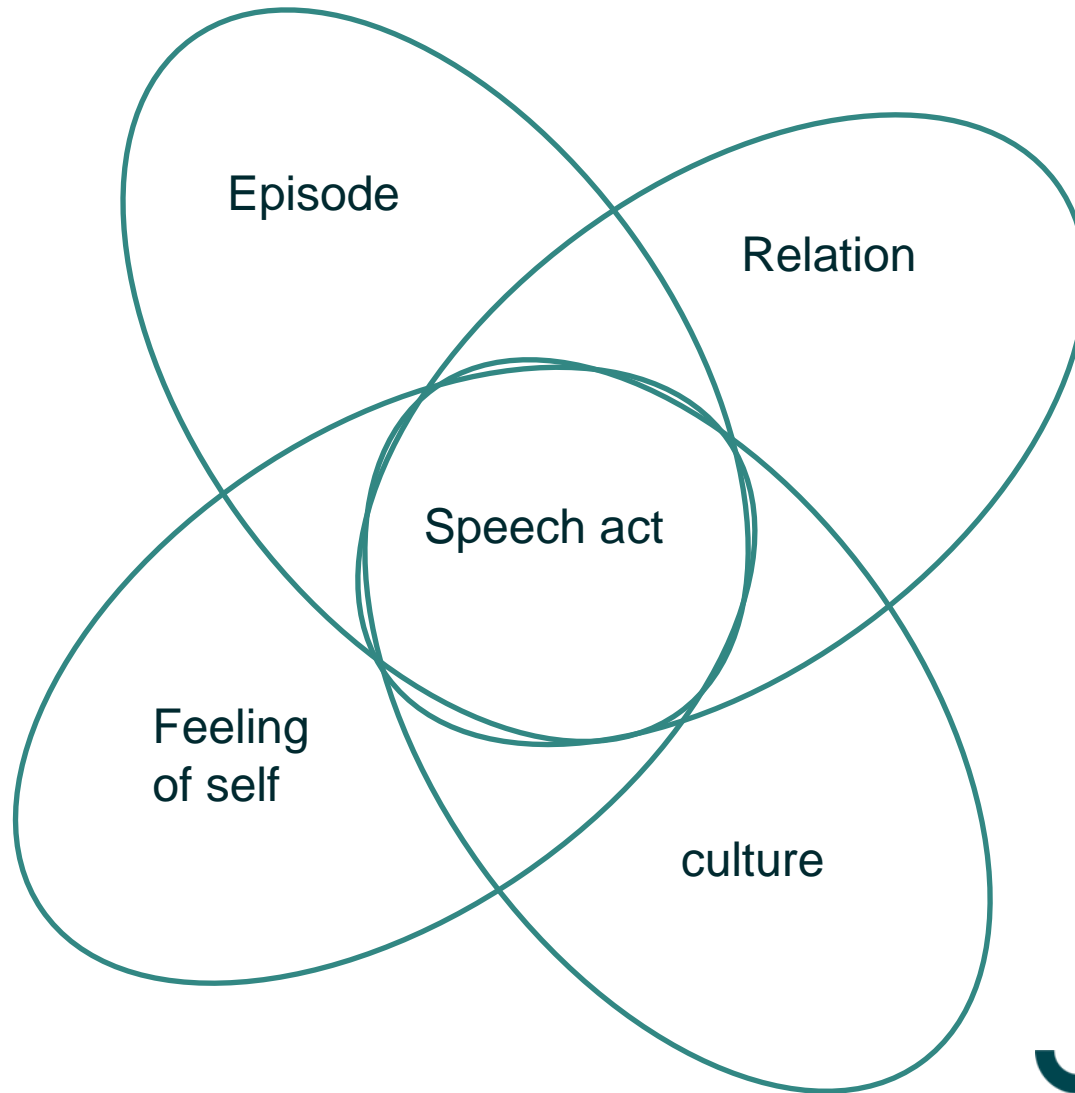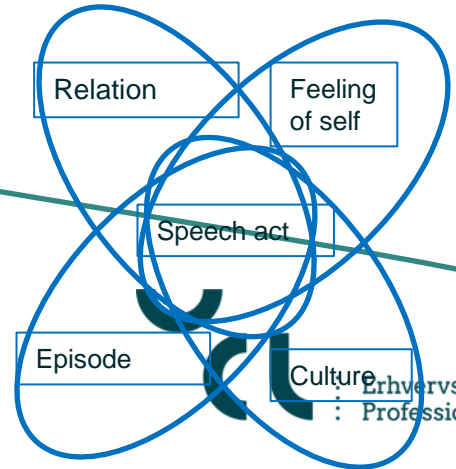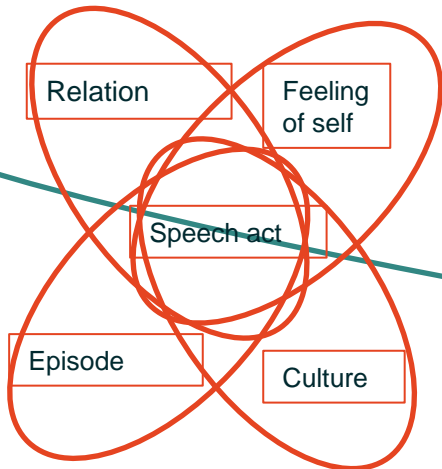
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Hierachy-model

Culture

Feeling og self

Relations

Episode

Speechact

Contextual forces: historical forces that maintains the basic narrative of the system

contextual forces

implicative forces

Implicative forces: a different chosen response, chosen in a branch point and giving a new, different direction for the conversation.

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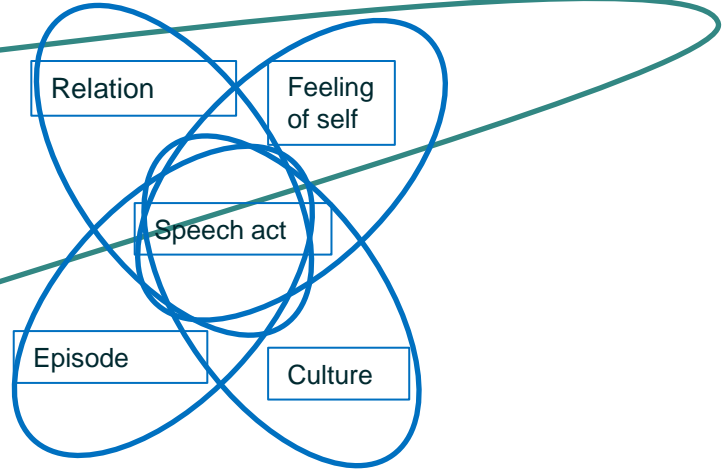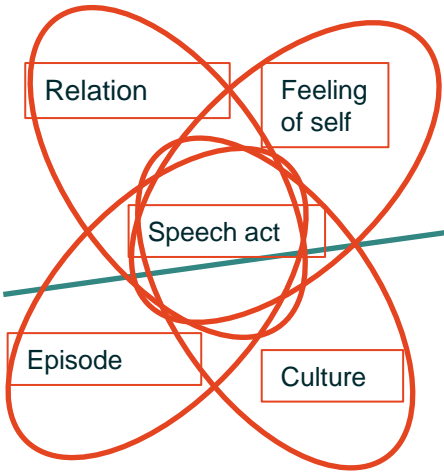# Serpentine model

Episode

Relation

Speech act

Feeling
of self

culture

Yasmin

- 15 years old.

- Both parents are alcoholabusers

- Racism, physical violations, physical abuse, sexual abuse.

- Placed on institution.

- Smokes marihuana, drinks a lot of alcohol, have experiences with harder drugs.

- This specific situation: The grown ups suspect Yasmin is smoking marihuana.

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Yasmin

- Getting caught stoned

Y ..and then I say, I am not stoned…then he says "mmm…., you are not stoned" and i'm thinking, okay stop yourself… and then I say….then he says like this "you look pretty stoned to me mmm". He is always saying "mmm" "mmm" and then I get fucking angry and says to him he should stop saying "mmm" all the time because it is stressing me out and I am stoned like hell and I get mad and you know, he is just anoying when you are stoned.

J Why is it anoying that he says "mmm"?

Y ehhh…. He says is in an arrogant way.

J What does it mean to you when somebody is arrogant?

Y isn't it when someone thinks they are better then others?

J why would he do that?...why would he behave arrogant towards someone?

Y Well, I do it myself if I am having a quarrel with somebody. Maybe he does it to anoy me so much that I give up. Either to get the upperhand in the quarrel, the power, or because he doesn't give a shit about me.

What can this tell us about Yasmin – using the hierachy model?

Contextual forces

- Being with little power
- Grownups want power over you or are indifferent about you and your life
- You can not trust anybody but yourself

Culture

Feeling of self

Relations

Episode

Speechact

?
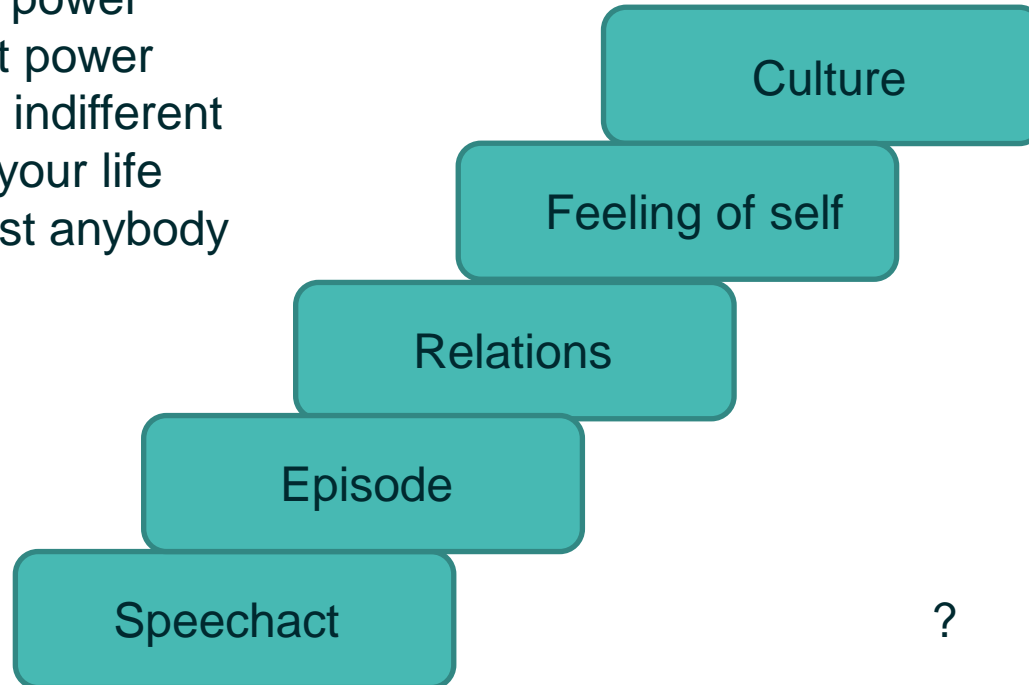
Implicative forces

My "own" suggestion

Questions to me   Not more then 30 minutes

- Why have you chosen this way of doing a conversation?

- What are your intentions for Yasmin via this kind of conversation?

- What is it about your conversations with Yasmin that makes you appreciate talking with her?

- What do you think Yasmin thinks about your conversations?

- What have you learned from your conversations with Yasmin?

- What is your hope will happen after this conversation?

- Is there something that you, Yasmin want to ask Jacob about?

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What do you think about this?

Litterature

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