In this presentation we analyze the interactions among participants as they work on mathematical problems in the context of a workshop for parents and children. We focus our analysis on 3 themes: The role of language (how do parents and children use English and Spanish to negotiate their mathematical interactions?); the role of collaboration (how do authority [as in being the mother] and expertise [as in knowing the mathematics] play out when working on a problem together); and the role of a third party (how a facilitator or other participant is invited to intervene when an impasse in a group arises). We use vignettes to illustrate these themes and to underscore hybrid spaces as opportunities for learning. (Received September 17, 2009)