



Analysis of classic stories as a motivational tool for voice therapy

Análise de estórias clássicas infantis como recurso motivacional na terapia vocal

Análisis de cuentos clásicos como recurso motivacional en la terapia de la voz infantil

*Iára Bittante de Oliveira**

*Eliane Santos Fernandez***

*Elaine Pavan Gargantini****

*Sheila Cristina Bordin*****

Abstract

Introduction: motivation of dysphonic children is important for a better understanding and engagement in voice therapy. Therapeutic strategies constitute a challenge for speech therapists, and thus bibliographic resources may contribute in order to facilitate the child's comprehension regarding the importance of voice and the adequate vocal behavior. **Aim:** to select and analyze classic children's books involving contexts related to voice, aiming at motivating dysphonic children during the therapeutic process. **Method:** a documentary analysis of classic children's stories, available electronically or printed, was performed. The classic stories selected involved a description of the characters' voices or had contexts related to voice in order to attract the child's attention and to facilitate the understanding about different aspects related to vocal production. The selected stories were read and organized according to the inclusion criteria. **Results:** stories found were mostly traditional focusing the voice either as a positive feature of the character or involving plots allowing its appreciation. On the other hand, some tales focused peculiarities of voice negatively, which may facilitate the reflection of children about the disadvantages of an unhealthy voice. **Conclusion:** children's literature, for a long time, addresses voice in different ways. This may offer ludic opportunities of reflection by the child on advantages of a healthy and "pretty" voice. Such resource may be used by speech therapist as a motivational tool in the therapeutic process.

*Full Professor of Speech Language Pathology and Audiology at Pontifícia Universidade Católica de Campinas- SP-Brasil; **Scholarship holder, FAPIC Reitoria, Pontifícia Universidade Católica de Campinas- SP- Brasil.

Conflict of interests: No

Contribuição dos autores: ESF literature review, initial version writing collaboration, data collection and analysis, article submission and procedures; EPG literature review, data collection and analysis, initial version writing collaboration; IBO main researcher, research advisor, research project creator, article writing, article writing correction; SCB literature review, data collection and analysis, initial version writing collaboration.

Mailing address: Iára Bittante de Oliveira. Av. John Boyd Dunlop, s/n, Jardim Ipaussuruma, Campinas, São Paulo, Brasil.

CEP: 13060-904.

E-mail address: ibittante@puc-campinas.edu.br

Received: 08/01/2015; Accepted: 06/04/2015



Keywords: child; bibliotherapy; dysphonia; books; voice.

Resumo

Introdução: a motivação da criança disfônica para melhor compreensão e aderência à terapia vocal é imprescindível. Estratégias terapêuticas constituem um desafio ao fonoaudiólogo e, assim, recursos bibliográficos podem contribuir para facilitar a compreensão da criança em relação à importância da voz e comportamentos vocais adequados. **Objetivo:** selecionar e analisar livros clássicos infantis que envolvam contextos relacionados à voz, com intuito de motivar crianças disfônicas em processo terapêutico. **Método:** realizada análise documental de histórias clássicas infantis, disponíveis em meio eletrônico e em papel. Selecionados clássicos da literatura infantil, que envolvessem descrições da voz de personagens das histórias ou que tivessem em seus contextos alusões à voz de forma a poder atrair a atenção da criança e facilitar sua compreensão, sobre diferentes aspectos relacionados à produção vocal. As histórias selecionadas foram lidas e organizadas de acordo com critérios de inclusão. **Resultados:** foram encontradas histórias em sua maioria tradicionais, que enfocam a voz tanto como característica positiva de personagens, como envolvendo tramas que possibilitam sua valorização. Por outro lado, alguns contos focam as peculiaridades da voz de forma negativa, o que pode facilitar também a reflexão infantil sobre as desvantagens de uma voz não saudável. **Conclusão:** a literatura infantil há muito tempo aborda a voz de diferentes formas. Isso pode proporcionar de forma lúdica, oportunidades de reflexão pela criança das vantagens de uma voz saudável e “bonita”. Tal recurso pode ser utilizado pelo fonoaudiólogo como meio motivacional no processo terapêutico.

Palavras chave: criança; biblioterapia; disfonia; livros; voz.

Resumen

Introducción: la motivación de los niños disfónicos es importante para una mejor comprensión y participación en la terapia de voz. Los recursos terapéuticos buscan facilitar la comprensión de los niños sobre sus comportamientos vocales y de la importancia de la voz. Recursos bibliográficos pueden proveer estrategias para apoyar la terapia del habla de los niños, pueden ofrecer medios para lograr la motivación de los niños y desarrollar la sensibilidad a la importancia de la voz y de la modificación de su comportamiento vocal inapropiado. **Objetivo:** seleccionar y analizar libros infantiles clásicos que presenten personajes o contextos relacionados con la voz, que puedan motivar niños disfónicos en proceso terapéutico. **Método:** fue realizado análisis documental de cuentos clásicos para niños, disponibles en formato electrónico o impreso. Las historias fueron leídas seleccionadas y organizadas teniendo en cuenta los criterios de inclusión. **Resultados:** fueron encontrados cuentos en su mayoría tradicionales teniendo la voz tanto como rasgo positivo de los personajes como en tramas que posibilitan su valorización. Por otro lado ciertos cuentos se centraron en características negativas de la voz que pueden facilitar una reflexión por parte de los niños que logren la percepción de las desventajas de una voz comprometida. **Conclusión:** la literatura infantil, hace mucho tiempo, aborda la voz de diferentes maneras, lo que proporciona posibilidades de reflexión por parte del niño de los beneficios de una voz sana, consolidando recursos que pueden ser utilizados por los terapeutas del habla como motivación en el proceso terapéutico.

Palabras clave: niño; biblioterapia; disfonía; libros; voz.

Introduction

Voice is present on human socializing processes as one component of the oral language and of the interpersonal relation. It may be a health and emotional status indicator, besides being unique and revealing characteristics such as age or gender¹⁻².

The vocal production performed with effort, without harmony and limiting the transmission of the individual's verbal and emotional message is a vocal disorder named dysphonia³. It is defined as a weakening of all vocal parameters, presenting several changes in vocal quality of pitch or intensity and it is common in children, prejudicing the communicative role of voice and compromising the verbal and emotional message⁴.

Dysphonic children present hoarse and breathy voice quality, reduced maximum phonatory time (MPT), inadequate pitch and loudness^{5,6,7}. Children's vocal disorders may interfere negatively in the child's social activities and, consequently, in the adult life⁸. The child is not always aware of the problem or even knows that his voice is altered.

Epidemiological data show that 70% of dysphonic children present vocal nodules and that the onset is between five and 10 years of age, with a higher incidence in boys. Among etiological factors of dysphonia, there are inadequate life habits, environmental, physical and psychological factors, personality structure, phonic inadaptation, and allergic factors among others⁹.

In order to educate the child searching for transformations regarding voice disorders, the speech-language pathologist should guide, help and instruct the child concerning vocal problems using tools such as stories, games and plays that are developed and may be adapted for clinical activity¹⁰⁻¹¹.

During the vocal therapeutic process, the child awareness regarding his vocal problem is crucial for the adhesion of appropriate vocal behavior orientation. Thus, material resources such as story books, games and plays may be adapted facilitating clinical activities¹⁰⁻¹¹.

It is important to stress that complex and abstract concepts related to voice should be learned effect and efficiently by the child. Thus, it is up to the speech-language pathologist to find new approaches for the establishment of an effective communication, sensitizing children about their vocal disorder in order for them to modify their

behavior^{7,12}. In this conception, children's voice therapy will enlarge the cognitive, linguistic, social and emotional development levels for the progress of the child's therapeutic plan¹².

Many therapeutic programs for voice disorders in children teach important concepts and aspects involving oral communication which are considered facilitators of an adequate vocal production, such as sound components strong/weak, low/high, slow/fast, short/long, or even body components such as tense/relaxed, etc. Those should be approached in order for the child to internalize and use them during the treatment process¹³.

Therefore, it is understood that an effective communication between child and therapist is one of the pillars of therapy efficacy, and sensitizing the child regarding his/her vocal disorder is very important. Authors affirm that stories with cognitive clues are a potential approach for vocal treatment favoring thinking patterns that lead to changes in the speaker's voice¹⁴.

Thus, this study targets to analyze and select classic children's books involving contexts related to voice, available in the market, aiming at motivating dysphonic children during the therapeutic process.

Methods

The present study is a documentary analysis in which, initially, internet researches performed using key words or combined terms for the selection of classic children's stories, having as selection criteria the voice, either as a feature of the story's character, or as being part of one of the elements of the story plot. It was also verified whether the selected stories were available in book formats or in tales collection. After the selection, stories were read and organized in charts according to the inclusion criteria.

For the composition of the study frame, the following criteria were obeyed:

1. Having story contexts related to voice either as an important communication form or as a character feature.
2. Being, both the stories and tales, of commercial accessibility, available for buying in shops or via internet.
3. Books and stories that could be facilitators during therapeutic approaches for the treatment of

children's dysphonia, favoring thinking patterns auxiliary in behavior changes for a vocal recovery.

Books written by speech-language pathologists with stories already directed to the control of the facilitator behavior for adequate vocal production, or referring to behaviors of vocal well-being were excluded, once they were understood as being restricted to the speech-language pathology field.

From these criteria, 93 classic children's books were selected and organized in charts according to the criteria described above.

Results

Results are presented in charts in order to facilitate the perception of the contents found in the selected books.

Annex 1 presents the 16 selected stories found in children's classic books according to the inclusion criteria of the study.

Appendix 1. Relation of stories that address the voice as a communication way or as a character's feature with the respective summaries, stressing the parts in which such references occur

Summary	Parts related to the voice
<p>The grasshopper and the ant</p> <p>There was a grasshopper called Oto who lived up in the hills playing, singing, and dancing in the sun. Buba, a puppy hawk, didn't like Oto's songs and teased him. André was an ant who liked music and Always listened to Oto's singing. One day, he tried to join the grasshopper but the queen didn't allow. When winter came, Oto didn't have shelter nor food and couldn't play because of the cold. He fell in front of the ants' house, who were singing and dancing. André was singing to the queen and recognized the friend's voice, who was then nominated king because of this skill. Oto warmed up and fed and sang, teaching even the ants' queen to sing.</p>	<p>"At the ants' house, André sang to the queen when he heard Oto's moaning and recognized the friend's voice. But the queen didn't hear anything."</p> <p>"The ants danced happily with the new guest. Even the queen learned to sing and all had an amusing winter."</p>
<p>The ugly duckling</p> <p>The book tells the story of a swan that was born in the middle of ducks and isn't like the rest, and momma chews poppa out. On top of all that, where the ducklings quack, the oddball honks. He's soon ostracized and rejected forever by all the ducks. He also explores a nest of sparrows and a duck decoy, but there's no acceptance there, either. A kind farmer rescues him and takes him home. The woodman's children want to play with him, but he mistakes this for them trying to hurt him. He flees once more. He leaves and endures the harsh winter. The next morning he sees some beautiful swans and thinks they will peck at him if he comes too close, because he's so ugly. But as he looks in the water, he sees his reflection - he is a beautiful swan. A family of swans comes by, and he's found his real Family</p>	<p>"It can't be our son!" exclaimed Mrs. Duck. To worsen the situation, the ugly duckling honked and his voice was very different than the others!"</p> <p>"The duckling decided to run away looking for his real mother. He walked and walked and found three heron puppies in a nest. 'Why are you screaming?,' asked him. 'We are waiting for our mother to bring us food. Meanwhile we sing'. The ugly duckling decided to sing too, but he was very tuneless. The little herons didn't like his voice. 'Didn't your mother teach you to sing?' asked them.</p>
<p>The singing whale</p> <p>This is a story of a whale called Belinda that sang opera and wanted to leave the sea in order to sing in a theater. The fishermen spread the whale's wish and a conductor came to get her. When he heard the whale, he as amazed because Belinda could sing with multiple opera voices at once, it was a unique phenomenon. Belinda started to imagine the success she would make in the theater, on stages and in magazines since her voice was beyond normal. The conductor was fascinated because Belinda could sing anything with a male or a female voice and, fearing to lose her, decided to hold her with a harpoon. Belinda run away. Thus, the whale never sang in the theater but kept singing operas for her sea colleagues and received a lot of applauses.</p>	<p>"The conductor was amazed. Belinda could sing with multiple opera voices at once. It was a unique phenomenon."</p> <p>"Belinda's voice was beyond normal."</p> <p>"The conductor Tetetate was fascinated, Belinda could sing anything with a male or a female voice."</p>



<p>Little red riding hood</p> <p>This is the story of a girl who wore a red cape and walked through the woods with a basket of goodies for your Grandma. On her way to the grandmother's house, she finds a wolf that decides to devour the girl and her grandmother. The wolf tells the little red riding hood to pick flowers, so he would gain some time to get to the grandmother's house. Arriving at the house, the wolf says he is the little red riding hood, but grandma mistrusts the different voice of the wolf. He replies telling grandma he has a cold. The wolf enters the house and eats grandma, wears her clothes and waits for the little red riding hood. When the girl arrives, she finds grandma very strange and asks why her eyes and nose are so big, she also asks why her voice of is so rough, and her teeth so big. The wolf decides to eat little red riding hood, but she was too fast and ran out the door. The wolf was too heavy as he had swallowed the grandmother and could not reach her. A huntsman was just passing the house and shot the wolf. He opened his belly and took the grandmother from inside the wolf.</p>	<p>"The wolf ran straight to the grandmother's house and knocked at the door. He said he was the little red riding hood and that was bringing cake and orange juice. The grandmother found her voice a little strange, but the wolf replied: it's because I'm cold, grandma."</p> <p>"The little red riding hood thought that her grandmother was strange that day: 'why is your voice so rough, grandma?'"</p>
<p>Happy valley adventure</p> <p>The book tells the story of a valley that was happy because of the singing of a golden harp. One day the harp was stolen by a giant and the valley was no longer happy. With nothing to eat, Mickey took his only cow to sell and traded for magic beans. When he got home the beans were thrown on the floor by Donald and the beanstalk grew up to the clouds. They climbed up the tree and found a castle where the giant who stole the harp lived. The giant held the harp so it could sing for him to sleep. When the giant slept, the characters rescued the harp. With the return of the golden harp's singing, the valley was happy again.</p>	<p>"This happiness was due to a golden harp that sang from a castle balcony up in the hill. It spread joy all over the valley."</p> <p>"Imagining he had arrested all three, the giant was satisfied and asked for the harp: sing now, golden harp, for me to sleep."</p> <p>"The golden harp sang a lullaby. In one instant the giant was asleep and snoring loud."</p> <p>"Golden harp returned to the balcony of the castle on the top of the hill. From there, it sang every day, just like before it was stolen. And the valley was happy again."</p>
<p>The three little pigs</p> <p>It is a tale featuring three pigs who build three houses of different materials. A big bad wolf is able to blow down the first two pigs' houses, made of straw and sticks respectively, but is unable to destroy the third pig's house, made of bricks. He tried to enter the brick house by the chimney but he falls inside a hot water cauldron.</p>	<p>"'Ha, ha, ha', the two pigs laughed again and went for a walk in the woods, singing happily."</p> <p>"'Who is it?' asked the pigs. 'Have pity on the poor sheep that doesn't have mother or father! Open the door and let me in!' answered the wolf imitating a sheep's voice."</p> <p>"The wolf never returned again and the three little pigs could live happily ever after in the brick house, singing and dancing."</p>
<p>Rapunzel</p> <p>A lonely couple, who want a child, live next to a garden belonging to a witch. The pregnant wife desires to eat the vegetables from the witch's garden. Her husband breaks into the garden to get some for her and is caught by the witch. He begs for mercy, and she agrees to be lenient, and allows him to take all he wants, on condition that the baby be given to her at birth. The witch calls the baby girl Rapunzel. She grows up to be the most beautiful child in the world with long golden hair, and was kept in a tower with no doors or stairs. The only way up the tower was Rapunzel's hair. One day, a prince rides through the forest and hears Rapunzel singing from the tower. He finds out how to gain access to Rapunzel and imitates the voice of the witch. He asks her to marry him. When the witch finds out, she cuts off Rapunzel's hair and casts her out into the wilderness to fend for herself. When the prince goes to the tower to get her, he finds out she is not there and he leaps from the tower in despair and is blinded by the thorns below. He wanders through the wastelands of the country and eventually comes to the wilderness where Rapunzel now lives and recognizes her voice. They fall into each other's arms, her tears immediately restore his sight.</p>	<p>"When the old witch wished to be let in, she would stand below and would cry: 'Rapunzel, Rapunzel! Let down your hair!'"</p> <p>"One day, a handsome prince came by the tower; and as he drew near he heard a voice singing so sweetly that he stood still and listened. He wished to see who was singing."</p> <p>"And the next day, as soon as it began to grow dusk, he went to the tower and cried, 'Rapunzel, Rapunzel! Let down your hair!'"</p> <p>"Despite her sadness, Rapunzel sang to pass the time. The prince heard her and walked towards her."</p>
<p>Donald and the witch</p> <p>It was Halloween night and Donald and his nephews were seeking for pumpkins. On the way, they saw a witch flying on her broom, but Donald did not believe. The three nephews continued looking for the witch and found her by her singing. When talking to her, they found out that the witch was good and decided to scare Donald. All had a great time dressed as witches and fooling their uncle that, even in the end of the play, still said he didn't believe in witches</p>	<p>"Suddenly, a singing voice was heard. 'It should be the witch. Let's go get her and prove to Uncle Donald that witches do exist', said Huey."</p> <p>"She did a magic trick and all started to fly. And there they went with the witch singing."</p>
<p>Uncle Scrooge's Christmas</p> <p>It was Christmas Eve, and Donald and his nephews were garnishing the house and singing. But Uncle Scrooge did not like parties, and left alone. Overnight, the Christmas Spirits of the Past, Present and Future came to visit Scrooge to show the joy of Christmas. Uncle Scrooge went to the Christmas party of Donald, got a present and was very happy.</p>	<p>"'Let's receive him singing', suggested Louie"</p> <p>"But uncle Scrooge entered already mad. 'What is this singing all about? Christmas is nonsense, it's good for spending money only, it is nothing but a clownery!'"</p> <p>"In order to show how Christmas was fun, Dewey opened the window so that Uncle Scrooge could hear the Christmas song coming from outside."</p>
<p>Lambert the Sheepish Lion</p> <p>Lambert is a lion that is mistakenly left with a flock of sheep by a stork. Lambert lives his life thinking he is a sheep. He suffers from being different than the other sheep. One day he is forced to defend the flock from an attack by a hungry wolf. He roars and the wolf falls down the hill. Lambert becomes the bravest "sheep" of the group.</p>	<p>"The flock found it strange he didn't know how to bleat."</p> <p>"One night, when the flock was asleep, Lambert woke up scared. He had heard a terrible howl."</p> <p>"Lambert roared. The wolf was so scared that he fell down the abysm."</p>



<p>The wolf and the seven young kids A mother goat leaves her seven children at home while she ventures into the forest to find food. She warns them about the big bad wolf. The wolf tries to enter the house imitating the mother goat's voice and dressing like her. When he finally enters, he eats all the little goats and slept. Later that day, the mother goat returns home from the forest and finds the door wide open and all but one of her children missing. She looks around and sees the big bad wolf asleep under a tree. He had eaten so much, he could not move. The mother goat calls to her youngest child to quickly get her a pair of scissors, a needle and some thread. She cuts open the big bad wolf's belly and the six children spring out miraculously unharmed. They fill the wolf's belly with rocks, and the mother sews it back up again. When the wolf wakes up, he is very thirsty. He goes to the river to drink, but falls in and drowns under the weight of the rocks. The family lived happily ever after.</p>	<p>"Before long, they hear a voice at the door that says 'Let me in children, your mother has something for each and every one of you'. His gruff voice betrays him and the kids do not let him in." "The upset wolf goes to a farm and eats all the eggs the chicken had laid. With a clearer voice, he returns to the goats' house."</p>
<p>The fish that could sing This is the story of a fish singer and storyteller, considered a sacred animal for being of a community that lives hidden in the middle of thick, huge bush. The existence of such magical fish, catches the interest of a researcher-traveler, who takes the fish away from his village; the fish loses the ability to sing and speak, and is finally thrown in a stream. Feeling homesick and hoping to one day return to his home, the fish swam for a long time until he found his people again.</p>	<p>"And when the researcher finds the fish singing in the tree, nothing else interests him. He wants to capture the "phenomenon" to analyze it." "Sadness began to reign in the village. The crying of all men and animals creates a gloomy lake. In this lake, cloudy and transparent at the same time, lays the tears of a people that has been robbed of his most precious possession that ensured the material and spiritual survival of the village." "When he sees he is home, he jumps to a tree and starts to sing, loudly, his most beautiful melody. People of the village get thrilled to hear him. The joy is back in men and animals."</p>
<p>Rita, don't yell! The book tells the story of a girl who had the habit of having temper tantrum, she complained about everything, always wanted everything first, she wanted to be the best at everything, and if someone told her 'no', she would scream. People told Rita not to scream, but she didn't care and kept on screaming. Tired of so much tantrum, friends devised a plan to end Rita's screaming: whenever she started screaming, everyone would leave, would not invite her to play or would ignore her. Rita stayed alone, sad and not wanting to talk. One day she got a toy from her grandmother and all the kids wanted to play. During play, Rita lost and everyone was expecting her screams, but she surprised them with a laugh. Rita learned to solve the difficult times with joy.</p>	<p>"Besides being a screamer, Rita was very talkative." "Her mother was always asking: Rita, don't yell!" "If someone distrusted her or said no, there came screaming. " "Friends could not handle so much disturbance of Rita and decided to end that strange mania. They made a plan for the next time there was screaming." She stayed with a muffled scream, and a choking cry. She was very upset with that rough scream choked in the neck." "She could scream and open her big mouth because no one would give attention to her."</p>
<p>The little mermaid It is a story about a mermaid who lived under the sea. She had a beautiful voice, and was admired by the inhabitants of the sea. However, she fell in love with a prince and decided to exchange her voice for a pair of legs, to become human and meet him. A witch who envied the mermaid's voice made the trade, and got for herself the beautiful voice. By losing her voice the mermaid realized its importance, since without it her beloved prince did not recognize her and was deceived by the witch who used the Mermaid's voice to seduce him.</p>	<p>"When he was about to Wake up, he only heard her marvelous voice." "The witch willingly helps her by selling her a potion that gives her legs in exchange for her tongue (as the Little Mermaid has the most enchanting and beautiful voice in the world)." "The prince's heart and thoughts belonged to the owner of that voice he heard on the beach." "A certain night, the prince heard the voice of his beloved and soon asked her to marry him."</p>
<p>The marriage of little cockroach This is the story of a cockroach that after finding a penny, decided to sing in the window to find herself a husband. However, the chosen husband could not be noisy. Among the pretenders there were the ox and the ass who were discharged for being noisy. The little cockroach chose the mouse because he did not make loud noises. But on the wedding day, the gluttonous mouse tried to eat all feijoada by himself and fell into the cauldron. Without a savior, the mouse died and the little cockroach was very sad.</p>	<p>"What noise do you make when you sleep?" and he replied: 'when I sleep I do MUUU..." "When you sleep, what noise do you make?' 'I do like this: Ióh..Ioh...Ióh...Ióhooooooooo..." "Get out! You scare me with all that noise!" "Little cockroach returned to her window singing the same song." "Frightened, little cockroach told him to get out and never return again to scare her." "Fortunately, the mouse had a smooth voice and at night he snored quietly." "Wonderful!" said the little cockroach. "This noise doesn't scare me, it sounds like a smooth melody. I want to marry you and I'm sure that we will be happy forever..." "</p>
<p>The presumptuous little rat A rat found money in his garden and decided to spend it with a beautiful hat. So, feeling beautiful, she went looking for a husband. She did not want the cock because his feathers shone brightly; did not want the dog because his voice was very strong; did not want the duck because he walked funny. She chose the cat by his beautiful voice and green eyes and got married. But the cat wanted to eat her and began to chase her. The other pretenders heard her screams and helped her, showing that appearance is not the most important feature.</p>	<p>"Soon, a faithful watchdog presented himself, and asked 'dear little rat, would you like to marry me?'" "No! Your voice is too strong, by your side no one would hear me!" "And then the cat came and she said: 'You do please me with your beautiful voice and green eyes'."</p>

Annex 2 shows the summaries of tales presented in the book “A story a day” written by Rehfeldt and Klaus. The tales selected from this book evidenced

the voice according to the previously mentioned criteria.

Appendix 2. Parts of stories from the book “A story a day”

Story name with a summary of the context related to voice
<p>Cats Concert</p> <p>““It was not necessary to say it twice. The cat ran to spread the good news to everyone. When evening came, a crowd of cats had gathered in the square. As they wanted a very festive atmosphere, they waited until the moon was shining up in the sky and then began to sing loudly. Each cat tried to do better than the other, with the most different musical accords. Sounds and rhythms were intonated by the cats.”</p>
<p>The frog Floriano and the thrush</p> <p>“Are you bored with your croaking? I would find it funny to croak for a whole day. In exchange I lend you my wonderful voice.”</p>
<p>The song of the nightingale</p> <p>“They say that while listening to the sublime song of the bird, the little deer was healed instantly. Even if we don’t have a nightingale voice, we can do well for others. Surely, the prize will be valuable and the action will never be forgotten.”</p>
<p>The talkative goose</p> <p>“Once upon a time, there was a goose who lived on a farm and talking was the only thing she could do. So, while her teammates were devoted to their daily tasks, she approached anyone and started to talk with a devilish speed. All animals of the farm were alert. When they saw her coming, they ran to hide under the ground, if necessary. They knew that if they made the mistake of putting up with the goose honking, they would fall in bed to cure the headache and earache from hearing the conversations of the colleague.”</p>
<p>The shy Goldfinch</p> <p>“The shy goldfinch, however, did not dare to sing. One day, a proud nightingale that sang like angels landed on his branch. Ignoring the colleague, he began to sing his best tunes. Seeing that the goldfinch was not following him, he interrupted his singing and asked, -What is it with you? Why don’t you sing too? Disturbed and full of shame, the goldfinch confessed his fears. After thinking, the nightingale answered: -If you sing well or badly doesn’t concern the others, but only yourself. Pay attention to what I tell you: if you do not sing at least for yourself, you are not goldfinch. Above all, you were born to sing.”</p>

Observation: These tales were placed in a separate chart for being constituted differently than a book. They are part of a tales collection inserted in a book together with others, not relevant for this study.

Discussion

Considering the enlargement of intervention approaches possibilities with children’s dysphonia, this study performed a documentary analysis comprised by reading, verification and organization, in charts, of children’s stories related to voice, aiming to contribute with ludic resources regarding reading and/or telling stories, enabling the aims of the voice therapy program.

Studies report that a simple reading may be a ludic way to contribute for the formation of an infantile reader, and that through reading the child may create his own make-believe world. As a result, it would help the child to develop his/her creative side, enlarging his/her knowledge¹⁶⁻¹⁷.

The information about the benefits that reading provides children with, allow the speech-language pathologists to broaden their effort and time to promote the establishment of an effective communication, sensitizing the child regarding his/her vocal disorder and expectations, especially regarding the vocal behavior characteristics¹².

Concerning the analysis of children’s book contents presenting the voice as a main feature of the character, shows that it is a determinant factor in everyone’s life. Especially concerning the story “Belinda, the singing whale”, it is observed that the character was known by her beautiful voice, which may stress to the child the importance of having a healthy and pleasant voice. Such characteristics may be seen in parts such as: *the conductor was dazzled. Belinda had all voices of opera singers. It was really a unique phenomenon; Belinda’s voice was out of normal. The conductor was fascinated; Belinda sang anything with a man or woman’s voice.*

Authors report that children may reflect upon the different types of voices in order to understand that singing may be healthy and enjoyable, and for that, a beautiful voice is needed⁶.

The same happens in the story “Happy valley adventure”, in which the valley was happy because of the sound of a harp, and that after it was stolen by the giant, sadness hovered over the valley. According to the story, the giant stole the harp so

it could sing for him to sleep, showing, once more, the power of the voice in people's interactions. Those aspects can be seen in parts such as: *This happiness was because of a golden harp that sang at the balcony of a castle on the top of the hill. It spread joy and peace over the valley. Imagining he had arrested all three, the giant was satisfied and asked for the harp: sing now, golden harp, for me to sleep. The golden harp sang a lullaby. In one instant the giant was asleep and snoring loud. The Golden harp returned to the balcony of the castle on the top of the hill. From there, it sang every day, just like before it was stolen. And the valley was happy again.*

In "Rapunzel", the prince was charmed with the princess' beautiful voice, and due to this voice, a prince was attracted to where she was and saved her from a captivity, as observed in the following parts: *when the witch wished to be let in, she would stand below and would cry,*

"Rapunzel, Rapunzel! Let down your hair!". One day, a handsome prince came by the tower; and as he drew near he heard a voice singing so sweetly that he stood still and listened. He wished to see who was singing. And the next day, as soon as it began to grow dusk, he went to the tower and cried, "Rapunzel, Rapunzel! Let down your hair". Despite her sadness, Rapunzel sang to pass the time. The prince heard her and walked towards her.

The same happens in the story "Donald and the witch", in which the witch is recognized and found because of her voice, confirming the importance of voice either as identity or as "capable of changing the destiny of characters", as observed in the following parts:

"Suddenly, a singing voice was heard. 'It should be the witch. Let's get her and prove to Uncle Donald that witches do exist', said Huey."

"She did a magic trick and all started to fly. And there they went with the witch singing."

Such stories may contribute for facilitating the therapeutic process in cases of children's dysphonia, educating and guiding the child regarding the importance of voice. Authors affirm that there are several theoretical-methodological approaches to ground the therapeutic process for children's dysphonia; some of them focus on guiding and taking care of the vocal well-being, and others propose to support the clinical activity providing materials such as stories, games and plays developed and adapted especially for

children's dysphonia contexts¹¹.

In cases of children's dysphonia, it is essential that the child is able to understand that a healthy voice allows an efficient communication, capable of improving interpersonal relations¹⁸, as it is possible to verify in the story "The ant and the grasshopper", where the main character 'Oto' finds shelter during winter because of his skills of singing and teaching others to sing. It is possible to observe that the voice characterizes the identity of the character, as observed in some parts:

"At the ant's house, Andre sang for the queen when he heard Oto moaning and recognized the friend's voice. The ants danced, very happy with the new guest. Even the queen learned to sing and all had an amusing winter". In this context it is clear the vocal identity and its unique feature so demonstrated by speech-language pathologists^{2,19}. A similar idea may be noted in the story "Uncle Scrooge's Christmas" in which, in order to celebrate Christmas, uncle Scrooge's nephew suggested that the uncle should be received with singing, and that Christmas was fun only because of the songs that were sang. The story also shows that due to singing, the main character remained with his family, demonstrating once more the importance of voice in interpersonal relations:

"Let's receive him singing', suggested Louie"

"But Uncle Scrooge entered already mad. 'What is this singing all about? Christmas is nonsense, it's good for spending money only, it is nothing but a clownery!'"

"In order to show how Christmas was fun, Dewey opened the window so that Uncle Scrooge could hear the Christmas song coming from outside".

The importance of hearing voices, including one's own voice is pointed in literature as relevant in the therapeutic process, enabling the monitoring of voice production way²⁰.

In the stories "The marriage of little cockroach" and "The presumptuous little rat" it is clear the importance of voice as a striking characteristic for a good communication relation, since in both stories the main characters choose their companions by the beautiful voice capable of attracting them:

"Fortunately, the Rat had a smooth voice and at night he snored quietly... 'Wonderful!' said the little cockroach. 'This noise doesn't scare me it sounds like a smooth melody. I want to marry you and 'm sure that will be happy forever...'"

“... and then the cat came and she said: ‘You do please me with your beautiful voice and green eyes’.

Authors report that through voice it is possible to identify emotions, since voice is a personality mark that allows the recognition of each individual, being therefore important in all contexts, interpersonal and social²¹⁻²³.

It may also be stressed that, besides being pleasurable, children’s literature is capable of bringing new possibilities of discussion about children’s learning to read, leading him/her to rethink and modify the way of life and sentimental values¹⁷.

Authors point out that reading is an activity that stimulates the subject to build his meanings, questionings and answers. It favors transformations in the individual and in the relations with the world. It helps the self-knowledge through reflection, reinforcing desirable social patterns, proportioning emotional development by experiences and, thus, allowing behavioral changes²⁴.

Reading books that are capable of stimulating vocal care may also be used by parents, helping the therapeutic process since reading provides the child’s understanding regarding the vocal behavior, corroborating a study that affirms that reading is essential for being educative, cultural and allows the child’s world understanding¹⁷.

Concerning children’s tales, it is possible to observe that when voice is not used adequately, it may repel listeners, such as in the story of the talkative goose, in which the character talks uninterruptedly and listeners can’t stand her yelps. In cases, such as this character it is recommended vocal rest after the abusive use of voice. This fact may be stressed during the therapeutic process in order to amplify the understanding capacity of the child for the correct use of voice. Authors report that cases of children’s dysphonia occur due to phonation misfits which may be related to the inadequate vocal behavior²⁵ and that when there is a voice disorder during childhood, it may compromise the development of an effective communication in the social ambit²⁶.

Conclusion

This study approached children’s literature involving the voice in different ways, as a motivational resource supporting voice therapy.

The analysis of books containing traditional stories revealed contexts that may create opportunities to motivate the child with behavioral dysphonia to consider the voice and its importance in communication. Such contexts were liable for the directing of voice therapy goals facilitating the child’s adhesion to the process.

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