





Psychoanalysis and Speech, Language and Hearing Sciences: an interdisciplinary perspective

Psicanálise e fonoaudiologia: uma perspectiva interdisciplinar

Psicoanálisis y terapia del lenguaje: una perspectiva interdisciplinaria

Carina Chimainski* 
Carolina Lisboa Mezzomo* 
Amanda Schreiner Pereira* 
Marieli Barichello Gubiani* 

Abstract

Introduction: The interdisciplinary relationship between Psychoanalysis and Speech, Language and Hearing Sciences started in the '90s in Brazil, intending to seek a communication that shared issues related to the field of speech and language. **Objective:** To verify, through an integrative literature review, what has been published about the interdisciplinarity between Psychoanalysis and Speech, Language Pathology and Audiology in national and international literature. **Method:** The search for the articles was realized using the descriptors: “Psicanálise”, “Fonoaudiologia”, “Psychoanalysis”, “Speech Therapy”, “Audiology”, in the Lilacs, Scielo, VHL, Cochrane Library, Medline, Ibecs, and Pubmed databases. **Results:** 10 articles published between the years 2010 and 2020 were selected. The analysis was performed through the classification of articles and the categorization of results. Three thematic categories were highlighted for discussion: Psychic constitution as a basis for development and language changes; Epistemological complementarity for the analysis of language pathologies and the contribution of psychoanalytic listening in the speech therapy clinic. The results indicated a concentration of publications on the topic researched in journals in the field of Speech, Language and Hearing Sciences and were published by authors trained in Speech Therapy, Psychology, and Linguistics. Regarding the area of performance of Speech Therapy in interface with Psychoanalysis, the highest prevalence was in language. **Conclusion:** The results demonstrate the importance of Psychoanalysis in listening to symptoms and speech-language

* Universidade Federal de Santa Maria – UFSM, Santa Maria, RS, Brazil.

Authors' contributions:

CC, MBG: Conception of the study; Methodology; Data collection; Article outline; Critical review.
CLM, ASP: Conception of the study; Methodology; Article outline; Critical review; Orientation.

Correspondence email address: Carina Chimainski - carinakksm@hotmail.com

Received: 11/03/2021

Accepted: 10/11/2021

disorders, since these do not manifest themselves in isolation; they are directly influenced or caused by the subject's psychic issues.

Keywords: Psychoanalysis; Speech, Language and Hearing Sciences; Interdisciplinary Research.

Resumo

Introdução: A relação interdisciplinar entre Psicanálise e Fonoaudiologia se deu a partir da década de 90, no Brasil, com o objetivo de buscar uma comunicação que compartilhasse questões voltadas ao campo da fala e da linguagem. **Objetivo:** Verificar, por meio de uma revisão integrativa da literatura, o que tem sido publicado sobre a interdisciplinaridade entre Psicanálise e Fonoaudiologia na literatura nacional e internacional. **Método:** A busca pelos artigos foi realizada a partir dos descritores: “Psicanálise”, “Fonoaudiologia”, “Psychoanalysis”, “Speech Therapy”, “Audiology”, nas bases de dados Lilacs, Scielo, BVS, Biblioteca Cochrane, Medline, Ibecs, Pubmed. **Resultados:** Foram selecionados 10 artigos publicados entre os anos de 2010 e 2020. A análise foi realizada por meio da classificação dos artigos e da categorização dos resultados. Destacaram-se três categorias temáticas para discussão: Constituição psíquica como base para o desenvolvimento e para as alterações de linguagem; Complementariedade epistemológica para a análise das patologias de linguagem e; A contribuição da escuta psicanalítica na clínica fonoaudiológica. Os resultados indicaram uma concentração de publicações sobre a temática pesquisada em periódicos da área da Fonoaudiologia e foram publicados por autores com formação em Fonoaudiologia, Psicologia e Linguística. Em relação à área de atuação da Fonoaudiologia em interface com a Psicanálise a maior prevalência se deu na área de linguagem. **Conclusão:** Os resultados demonstram a importância da Psicanálise na escuta dos sintomas e alterações fonoaudiológicas, uma vez que estas não se manifestam isoladamente, elas são influenciadas diretamente ou causadas por questões psíquicas do sujeito.

Palavras-chave: Psicanálise; Fonoaudiologia; Pesquisa Interdisciplinar.

Resumen

Introducción: La relación interdisciplinaria entre Psicoanálisis y Fonoaudiología se inició en los años 90 en Brasil, con la intención de buscar una comunicación que compartiera temas relacionados con el campo del habla y el lenguaje. **Objetivo:** Verificar, a través de una revisión integradora de la literatura, lo publicado sobre la interdisciplinariedad entre Psicoanálisis y Fonoaudiología en la literatura nacional e internacional. **Métodos:** La búsqueda de los artículos se realizó mediante los descriptores: “Psicanálise”, “Fonoaudiologia”, “Psychoanalysis”, “Speech Therapy”, “Audiology”, en las bases de datos Lilacs, Scielo, BVS, Cochrane Library, Medline, Ibecs y Pubmed. **Resultados:** se seleccionaron 10 artículos publicados entre los años 2010 y 2020. El análisis se realizó mediante la clasificación de artículos y la categorización de resultados. Se destacaron tres categorías temáticas para la discusión: la constitución psíquica como base para el desarrollo y los cambios del lenguaje; Complementariedad epistemológica para el análisis de patologías del lenguaje y; La contribución de la escucha psicoanalítica en la clínica fonoaudiológica. Los resultados indicaron una concentración de publicaciones sobre el tema investigado en revistas del campo de la Fonoaudiología y fueron publicados por autores formados en Fonoaudiología, Psicología y Lingüística. En cuanto al área de desempeño de la Fonoaudiología en interfaz con el Psicoanálisis, la mayor prevalencia se dio en el área del lenguaje. **Conclusión:** Los resultados demuestran la importancia del psicoanálisis en la escucha de síntomas y trastornos del habla y el lenguaje, ya que estos no se manifiestan de forma aislada, están directamente influenciados o provocados por los problemas psíquicos del sujeto.

Palabras clave: Psicoanálisis; Fonoaudiología; Investigación Interdisciplinaria.

Introduction

Since the 1990's, in Brazil, an interdisciplinary relationship was established between the areas of Speech, Language and Hearing Sciences and Psychoanalysis, with the objective of developing a communication that could support clinical interventions. In fact, both areas share the same territory, namely: symptoms/speech and language disorders¹.

For the clinical methodological structuring of Speech, Language and Hearing Sciences, it was necessary to seek theoretical and methodological apparatus referenced in different fields of science. Going back to the history of this construction, there are indications that in the 1920's the Speech, Language and Hearing practice originated through assessment and treatment procedures for human communication disorders in an attempt to obtain language control^{1,2}.

In the 1930's, psychologists focused on the study of communication with an emphasis on the theory of Skinner and Piaget founded the first American School of Speech, Language and Hearing Sciences. However, it was only in the 1960's that Speech, Language and Hearing Sciences Major appeared in the Brazilian scenario, whose practice was structured through theoretical contributions from Medicine, Education, Linguistics and Psychology. With the influence of Linguistics, in the 70s, Speech, Language and Hearing Sciences found a possible dialogue with regard to language studies^{1,2}.

According to authors^{3,4} it was from December 9, 1981, in Brazil, under Law No. 6965 that Speech, Language and Hearing professionals started to be regulated as specialists. In the 1990's, there was a dialogue between Psychoanalysis and Speech, Language and Hearing Sciences through language studies, from which important reformulations and developments in the language clinical method emerged. Currently, the interface between the fields of Speech, Language and Hearing Sciences and Psychoanalysis is marked by several researches, studies and scientific evidence¹.

There is a shared axis between the disciplines, which is the subjective recognition of the subject and the language that operates in an intersubjective and intrapsychic way between these two cores, that is, "despite incorporating external voices, every discourse has an author. An author who marks language with his psyche, with his inner voice"².

Psychoanalysis and Speech Therapy were born from the same territory, from medicine. Thus, in the search to alleviate the symptoms of the patient, the "cure by speech" and the "cure of speech" are born, respectively, crossed by the specificity and history of each of the disciplines. Symptoms arising of an alteration in the organism affect the body, but can also be reported by the patient as a subjective suffering, that is, the symptom presents itself as a word, in speech, or even in other forms of language. This is what Cunha² tells us in relation to professional work, "the speech therapist with two ears, one to hear the body of the word, its articulation. Another to hear its meaning and perceive the communication it establishes".

It is at this common thread that Psychoanalysis and Speech, Language and Hearing Sciences intertwine with the possibility of looking and listening to the subject in the different symptoms related to communication alterations^{3,5}. Beyond the purpose of communication, given the issues that emerge from the interdisciplinary therapeutic process, "the speech therapist must try to listen to the speech and the subject who speaks, reading what is not heard and what is not seen [...]"⁶.

Thus, the raising of some questions is pertinent to the development of this research: What is there in the literature about the interdisciplinarity between Psychoanalysis and Speech, Language and Hearing Sciences? When and in which databases were the papers published? What is the education background of the authors? In which journals were the studies made available? In which areas of Speech, Language and Hearing Sciences is this intertwining between Psychoanalysis and communication alterations found?

Therefore, the aim of this study was to systematize what has been published about the interdisciplinarity between Psychoanalysis and Speech Therapy. This investigation is justified with a view to providing interdisciplinary theoretical and practical subsidies between Speech, Language and Hearing Sciences and Psychoanalysis, with the intention of verifying the contribution between these areas.

Method

This is an integrative literature review characterized as exploratory, longitudinal and retrospective. For reliability of the results, the access to the data was carried out by two researchers (one

professional psychologist and one speech therapist) independently, with searches in Literatura Latino-Americana e do Caribe em Ciências da Saúde (LILACS), Scientific Electronic Library Online (SCIELO), Biblioteca Virtual em Saúde (BVS), Biblioteca Cochrane, Medline, IBECs e PubMed databases. Faced with any disparity in findings, a third professional would be consulted to perform the search using the same criteria. However, this was not necessary. To carry out the search in each of the bases mentioned above, the following descriptors were used: “Psicanálise” and “Fonoaudiologia” (for texts in Portuguese), “Psychoanalysis”, “Speech, Language and Hearing Sciences” (for texts in the English language).

The research took place during the month of October 2020. This cut is in line with the schedule for planning the activities of the graduate program to which the authors are associated. Despite the knowledge that many scientific journals publish their last annual number in December, the research followed the evaluation procedures of the discipline for which it was produced.

The use of the inclusion criteria of periodicity from 2010 to 2020 took into consideration the following aspects: the search for the topicality of issues relevant to clinical interventions; access to

publications, with free versions available on the online network; as well as the fact that the papers included in this research carried out a retrospective of works with the same object of study published in previous years (1990 to 2010), as in the papers^{3,24}, so that this review was supported as integrative, without configure itself extensive and redundant.

Thus, papers published more than 10 years ago were excluded, as well as papers that were not in agreement with the theme of this study – the interdisciplinarity between Psychoanalysis and Speech, Language and Hearing Sciences; papers repeated in different databases; and papers of literature review, books and master’s thesis.

As shown in Figure 1, 111 papers were found in all databases. In the BVS database, 31 papers were found (09 included and 22 excluded). In Scielo, 06 papers were found (01 included and 05 excluded). In Lilacs, 20 papers were found and they were all excluded and in PubMed, the 54 articles found were also all excluded. No papers were found in IBECs, Medline and the Cochrane Library.

Then, 10 papers were included for the study and 101 papers were excluded (33 repeated, 54 without free access, 08 published more than ten years ago, 03 did not deal with the subject, 01 literature review study and 02 master’s thesis).

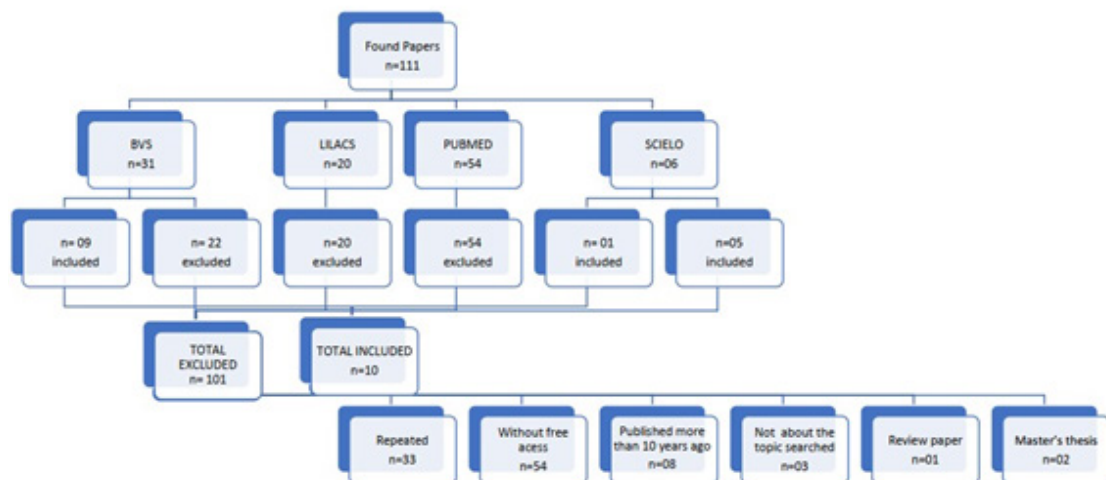


Figure 1. Flowchart of the number of papers.



The analysis of these identified works was carried out consensually by the researchers responsible for data collection, with no need for a third judge. After this analysis, the papers were detailed and systematized according to the knowledge area of the journals, the instruments that were used, the objectives, the methodology and the results. Thus, the aspects that have been privileged in the studies were analyzed, as well as the indication of the main results that will be presented in illustrative figures and in a descriptive way.

So, the classification and analysis took place in four stages: (1) comprehensive reading of the texts; (2) selective reading, in which the focus was on parts of the texts that interested the study; (3) analytical reading, with the objective of ordering and summarizing the information consulted, with the identification of key ideas in the papers and construction of syntheses; (4) interpretive read-

ing, which established relationships between the researched content⁷.

After this analysis, the works were grouped into categories according to the content presented, in order to systematize the most discussed elements in the papers. In this way, the following themes converged: (1) Psychic constitution as a basis for development and for language alterations; (2) Epistemological complementarity for the analysis of language pathologies and (3) The contribution of psychoanalytic listening in language therapy.

Results

111 journals were found in national and international databases, as shown in Table 1. After applying the inclusion and exclusion criteria, 10 papers were found, 09 in the BVS database and 01 in Scielo.

Table 1. Classification of papers regarding the number of papers in the databases.

Databases	FP	SP
Lilacs	20	0
Scielo	06	01
Biblioteca Cochrane	0	0
IBECS	0	0
Medline	0	0
BVS	31	09
PubMed	54	0
TOTAL	111	10

Caption: FP: Found Papers; SP: Selected Papers.

As shown in Figure 2, the results of the 10 papers indicated a concentration of publications on the subject researched in journals in the area of Speech, Language and Hearing Sciences, revealing that journals in this area present a greater number of interdisciplinary publications and this suggests that

undergraduate and graduate programs in Speech, Language and Hearing Sciences, from which the researches originate, stimulate productions about the relationship between Psychoanalysis and Speech, Language and Hearing Sciences.

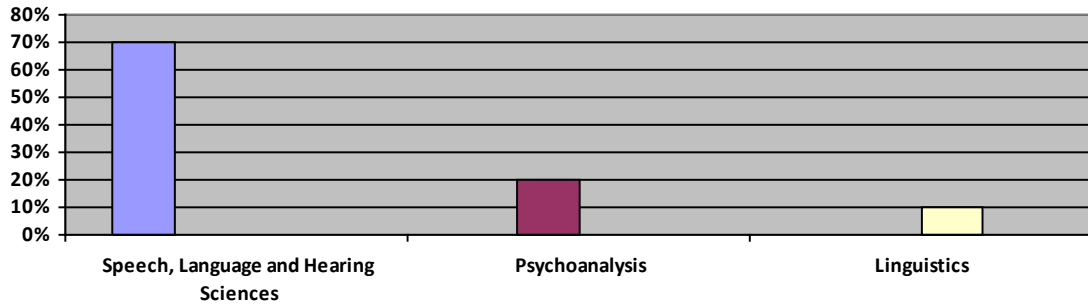


Figure 2. Frequency of publications by thematic area.

The papers consulted on the topic were published by authors graduated in Speech, Language and Hearing Sciences, Psychology and Linguistics. In relation to the distribution of papers over the years, it was found that there were 04 papers published in 2019; in 2016 and 2013 there was only one publication each year; 03 date from the year 2012 and 01 in 2010. There were no publications in 2018, 2017, 2015, 2014 and 2011.

From this, there is an increase in the number of papers in 2012, followed by a decrease between the years 2013 to 2018, returning to a progressive increase in the year 2019. There was no paper in the year of 2020, until the publication of this research. A production peak can be observed in the years of 2012 and 2019 (Figure 3).

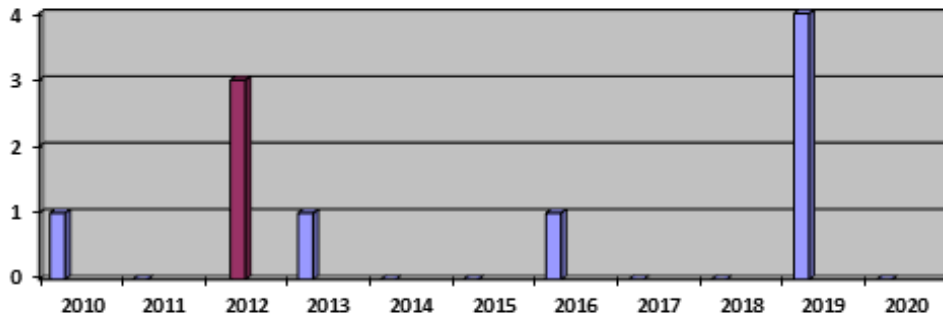


Figure 3. Distribution of papers published by year.

Regarding the area of activity of Speech, Language and Hearing Sciences in interface with Psychoanalysis, in Table 2, the highest prevalence

is in the area of language. In this way, it is possible to consider language as a central point of intersection between these areas of activity.



Table 2. Distribution of the interface between Speech, Language and Hearing Sciences and Psychoanalysis in the areas of Speech, Language and Hearing Sciences.

Area	NP
Language	06
Speech	01
Orofacial Motricity	01
Hearing	01
Airways	01
TOTAL	10

Caption: NP: Number of papers

With regard to the qualitative analysis, among the 10 papers, three thematic categories stood out: (1) Psychic constitution as a basis for the development and for language alterations; (2) Epistemological complementarity for the analysis of language pathologies and (3) The contribution of psychoanalytic listening in language therapy clinic. These will be discussed in the next session. The first category refers to 02 papers that address the topic, whose authors are trained in the areas of Psychology and Speech, Language and Hearing Sciences and the papers were published in 2019.

The second category, on the other hand, addresses 03 papers on problems/language alterations addressed under different theories of knowledge (Linguistics, Speech, Language and Hearing Sciences and Psychoanalysis). The authors are graduated in the areas of Speech, Language and Hearing Sciences and Linguistics and the papers were published in 2012 and 2019. Finally, the third category consisted of 05 papers that aimed to discuss the psychic aspects, crossed by Psychoanalysis, in listening therapy clinic. The authors of the studies are trained in the areas of Speech, Language and Hearing Sciences and Psychology and the papers were published in 2010, 2012, 2013 and 2016.

Discussion

Contextual Analysis of Publications

In 2012, in relation to the growth in the publication of papers, it was found that the same occurred after the enactment of Law 10,216/2001⁸, which provides for the protection and rights of people with mental disorders. With that, the Psychosocial Care Centers (CAPS) were established, foreseeing the existence of a multidisciplinary

team, composed of many professionals, a psychologist and a speech therapist. CAPS emerged in the 1980s in Brazil and were regulated in 1992 through Ordinance MS 224/92¹ (Ordinance No. 224, of January 29, 1992 of the National Health Assistance Secretariat of the Ministry of Health - MS). In addition, what may have contributed to the increase in the number of papers published is the fact that the Regional Council of Speech, Language and Hearing Sciences of São Paulo had published the Opinion No. 04/089, which provides some guidelines on the work of speech therapists in CAPS for the care of children and of teenagers. It is possible to emphasize the hypothesis that this approximation of work between psychologists and speech therapists may have stimulated the production of publications in the area.

In the year 2019 there was, again, an advance in publications, which may be related to the increase in postgraduate courses that encourage interdisciplinary research. In addition, from 1999 onwards, the interdisciplinary area was created, which currently has the highest growth rate among the courses of the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior¹⁰.

In this context, the importance of interdisciplinarity for research in the Brazilian scenario is evident, given the expressiveness of the advance of these researches in graduate programs^{11,12}.

The increase in Interdisciplinary Programs, promoted by CAPES, reflects the emergence of the construction of new devices to deal with the complex web of scientific investigation that has manifested itself today. This increase is also shown as “a sign of exhaustion, of weakness in the hegemonic model – linear and analytical – of the disciplining process of the scientific knowledge”¹².



Psychic constitution as a basis for language development and alterations

Regarding the thematic categories, the first is based on two papers. The study by Lieber and Freire¹³, which is located in the area of hearing, and the study by Santos et al.¹⁵, related to the area of language within Speech, Language and Hearing Sciences work.

In relation to the first study, it considers the interaction of someone with the baby in order that he is introduced in the linguistic and subjective systems, noting that the sound is one of the means for listeners to constitute themselves in the world. Thus, in cases of deafness, hearing deprivation would have implications for psychological and social aspects, depending on the environment that surrounds him, given the loss in the oral language acquisition process, due to the lack of auditory input and feedback.

Based on psychoanalysis, the authors emphasize that, from birth, the baby is inserted in a symbolic system through language, which covers it with meaning and organizes its world. For this introduction into the symbolic universe of language, the baby has a function, the primordial Other, which offers the first signifiers in order to translate, signify and interpret infant acts. In this way, the Other is an instance, treasure of the signifiers that make up a symbolic repertoire, a place where language captures the organism, producing singularity¹³.

The process in which the child first submits to the senses that the agent of the Other attributes to him, as well as inscribes his body marked by the discourse of the Other, the Lacanian psychoanalysis names alienation. On the other hand, the separation process appears when there is a mismatch between what is desired and what is received. It is from the separation that the child will be a speaker, will have their preferences and, thus, will change their subjective position from invoked/spoken to invoker/speaker^{13,14}.

It is noteworthy that this psychoanalytic notion of language implies that both processes – alienation and separation – can happen both with hearing people and with deaf people. The deaf will not have access to oral language, but will be captured by the look, touch, movements and facial expressions of the other speaker, and these conditions are essential to the psychic constitution, since “... it is the language that interprets them, causing any organic limitations can be overcome. That is why

there is speech even in the absence of orality”¹³. In this sense, for Psychoanalysis, language is a structuring of the subject, and from the beginning, the baby is enunciated by the agent of the Other and compelled to respond, in whatever way.

In relation to speech, the authors set another perspective, when working the drive circuit of the voice object. They use the sound of the voice to exemplify their position: when the mother is away, the baby usually screams, expressing his need, which makes the mother present. This movement of presence and absence captures the baby, who does not speak, but is built by the action of the voice, referring to the constitution of a symbolic chain. Once meaning is attributed to the cry of the baby, it becomes a demand and the voice is no longer purely a sound register, becoming the representation of something for someone¹³.

With the deaf baby, considered without oral language, the same happens. He manifests his needs through babbles and screams that are deciphered by the space of the Other, just as hearing babies do. The body of the other inscriber can offer itself to this baby through the look, touch, body movements and facial expressions. As long as there is enunciation and addressing, there is the transmission of desire and lack to the subject, and the deaf baby can allow himself to be captured in a similar way to what happens with listeners¹³.

In the approach of another symptomatology, but attentive to the times of psychic constitution, the authors of the second paper analyzed the presence of psychic risk in children complaining of language delay, in an interdisciplinary perspective between psychoanalysis and the enunciative theory of language. The paper aims to “discuss the differential diagnosis between language disorders such as specific language disorder (SLI), language delays associated to psychological risk of a non-autistic nature and language disorders related to autism”¹⁵.

Some collection instruments were used to detect the history of risk of the children and make the psychoanalytic diagnosis/detection of psychopathologies that may have been ongoing since their birth. The research included the participation of children and their mothers¹⁵. The results showed that there is an association between psychic problems and difficulties in language acquisition.

In addition, it was detected that the use of the questionnaire of clinical risk indicators for child development (IRDI) can be an instrument used by

the speech therapist, who often does not have a professional in Psychology or with training in Psychoanalysis in his team, for understanding aspects of the psychic constitution and the functioning of language¹⁵.

Although the IRDI-questionnaire consists of capturing risk for autism, the results indicate that this instrument also detects risk for other psychopathologies. In relation to the Three Year-old Psychoanalytical (AP3) Assessment, the importance of the differential diagnosis between risk for autism and risk for psychosis is given. Regarding the analysis of language performed by the speech therapist, the effects of intersubjectivity in the language acquisition process of the subjects were verified¹⁵.

The authors found that, through dialogue, it was possible to perceive the importance of the principle of intersubjectivity in language issues, both through the manifestation of psychic aspects in the relationship between mothers and children, and through the behavior of children with different professionals¹⁵.

Therefore, in the process of psychic constitution, the offers of the agent of the Other are of paramount importance, as through naming and meanings he introduces the baby into the symbolic world. However, the baby may manifest that something is not going well during this process, showing signs of psychic risk, including aspects of language development. For this reason, it is emphasized the importance of an interdisciplinary work, in which the connection between Psychoanalysis and Speech, Language and Hearing Sciences may promote analysis, evaluation, detection and intervention in subjects with language alteration.

Epistemological complementarity for the analysis of language pathologies

To compose the second thematic category of this study, three papers about language problems/alterations from different theories of knowledge (Linguistics, Speech, Language and Hearing Sciences and Psychoanalysis). The authors of the research are graduated in the areas of Speech, Language and Hearing Sciences and Linguistics and the papers were published in 2012 and 2019.

The research by Sampaio, Paixão and Perotino¹⁶, located in the area of language, mentions that in Structural Linguistics “problems in dealing with the materiality of language are part of the written language acquisition process and could

not be labeled as pathologies”. This study presents a hypothesis for errors in reading/writing and/or literacy by the child, indicating that it would result from the subjective position of the child in linguistic and discursive functioning related to writing.

On the other hand, from the view of Speech, Language and Hearing Sciences, the problem of the child regarding issues of written language (reading/writing), for example, may have its origin in difficulties related to phonological awareness skills, an important condition for the acquisition of reading/writing. Deficient phonological awareness skills often manifest as an indication for the diagnosis of dyslexia.

Dyslexia is a difficulty related to learning, with some symptoms related to expressive and receptive language, oral or written, to the processing and manipulation of sounds, errors in pronunciation such as substitutions, omissions, word segmentation and combination of syllables. It can also involve alterations in math skills, as well as alterations in auditory and visual processing. In other words, patients with dyslexia present some difficulties in coding the language which is heard and/or read into oral and/or written language¹⁶.

The authors affirm that in these cases, intervention and professional follow-up are necessary, as early as possible, since the brain in young children would be more receptive to synaptic connections. Still, for the therapeutic approach in cases of patients diagnosed with dyslexia, it is necessary to establish strategies that help with difficulties in reading and the relationships between writing and phonemes (sounds).

Therefore, theorists believe that children who do not respond satisfactorily to reading/writing stimuli may present alterations in specific brain regions associated with genetic factors¹⁶. However, the problems related to the acquisition of written language are not limited only to genetic and neuronal conditions and to the speech therapy field.

It should be noted that language acquisition can also be understood from Interactionism, a theory of language, which establishes the interface with Psychoanalysis, since in the interactionist approach it is understood that the child is captured by language and from the locution/interlocution with the agent of the Other may occupy a discursive position of a subject who speaks and writes^{16,17}.

The authors mention that, from the point of view of Psychoanalysis, writing would function

as an instrument of seduction/power used by the child, since this resource would enchant the adult and, if seduced, would start to admire them, giving in to their interests. Writing construction is a winding terrain, because “child needs to realize that the image of the letter is erased because of the syllable and that the sound is not always equivalent to the letters that are written”. This functioning of writing starts from a certain subjective position of the child that is related to the unconscious, where the letters are not taken by their sound or their representation, but by the action of repression associated with the Oedipus complex¹⁶.

Returning to the discussion on language, Perottino¹⁷, in his study on the clinic of autism language, highlights that research and advances in relation to etiological factors must be considered in the psychoanalytic clinic. He understands that in order to the child to enter the world of language, it will be necessary to unite the genetic and cognitive aspects with the symbolic field offered by the Other, incarnated by the agent of the maternal function.

And also, in relation to the causal condition of autisms, the author states that the psychoanalytic perspective approaches the interactionist theory of language acquisition with regard to psychic structuring, since the process of instinctual investment of the Other in relation to the baby is a condition essential for the constitution of the subject and the emergence of language¹⁷. It is with the bet on this issue that the study suggests that the psychoanalytic treatment of an autistic subject aims to build possibilities of bond with the Other, alleviating their suffering, sustaining that they may come to express a legitimate desire.

It is because of the importance of communication between these areas that speech therapists¹ bring in their research that the stimulation of studies in academic training related to Psychoanalysis and Speech, Language and Hearing Sciences are essential to clarify, investigate and evaluate the symptomatic alterations observed in the psychic constitution process of the subject.

Considering that language is the object of study in both Linguistics, Speech, Language and Hearing Sciences and Psychoanalysis, these different areas of human knowledge are interested in answering the questions of language development; elucidate the changes observed in this process and its consequences; as well as paying attention to the

interdisciplinary theoretical and practical contributions to the effectiveness of clinical treatment.

The contribution of psychoanalytic listening in language therapy clinic

The third category of this study mentions that Psychoanalysis and Speech, Language and Hearing Sciences dialogue as disciplines that share the same territory: language, speech, word and listening. This “curious frontier”, as Cunha², refers, delimits two fields and calls for pertinent questions.

The symptomatic body, traversed by these areas, allows listening, associations and specificities in theoretical-clinical interpretations. In language therapy clinic, for example, based on the study by Silva and Cunha¹⁸ on peripheral facial palsy (PFP), in the area of Orofacial Motricity, there is the physical, psychological and social impact that this limitation may cause to the subject, since the face is full of expressiveness, emotion and traits that make up subjectivity. There are important changes in the face, speech, chewing, swallowing and other areas. In relation to the psychic and social aspects, communication and social relationships may be compromised, triggering stress, depression and anxiety.

Psychoanalysis contributes to listening to these psychosomatic manifestations, often loaded with bodily metaphors that communicate human suffering. In Psychoanalysis, it is understood that the listening of a speech that replaces symptoms (signs) with representations (symbols), enabling the understanding of symptoms to go beyond the corporeal dimension¹⁸. With that, it is bet that the speech therapist can use listening in his clinic in order to welcome the suffering of the subject. In this way, they can have access to latent content, enabling associations and opening space for their desire to emerge.

For this listening, both in the psychoanalytic clinic and in the language therapy clinic, it is necessary to construct a bond between the patient and the professional⁶. This process is also called by Freud¹⁹ as transference relationship, in which positive and negative affects are directed to the psychologist, with the repetition of primitive models of relationships for the analytic scene. This transfer is manageable through interpretation and permeable to the action of speech.

Research in the area of language, by Rocha et al.²⁰, pointed out that it is necessary for the speech



therapist to understand this process and, based on that, recognize subjectivity in his patient. In terms of clinical work with children, the transference relationship with the parents (family) also needs to be built for a better management and direction of therapeutic treatment.

Then, the study by Moro e Souza²¹, also located in the area of language, showed that a space for continued interviews with parents of subjects diagnosed with autism with follow-up by a speech therapist allowed parents to reflect on the exercise of their function and there was improvement in the dialogic relationship in playing between parents and children. Monitoring with the parents was presented as a fundamental element in the treatment based on the theoretical psychoanalytical and interactionist perspective.

The study in the area of speech, by Pereira and Keske-Soares⁶, states that Psychoanalysis may contribute to speech-language listening facing the symptoms, alterations and disorders that manifest themselves in the clinical setting. However, the speech therapist will need to have knowledge of Psychoanalysis to consider aspects such as: the processes of psychic constitution, the signifiers that make a symbolic mark on the child, the position the child occupies in the family dynamics, as well as the transference in the clinic. Therefore, they suggest, as a device for approaching psychoanalytic theory, the inclusion of disciplines in Speech, Language and Hearing Sciences Major, with a view to offering theoretical and practical subsidies to support a listening anchored in the paradigms of Psychoanalysis.

Freire²², on the other hand, points out the importance of listening to the uniqueness of language in clinical speech therapy, an aspect emphasized by Psychoanalysis. This ensures that, in the area of language acquisition, language unpredictability takes place and that, in the loss of language, symbolic fraying operates the difference between language and discourse. With this, he proposes that the specificity of this clinic can inaugurate a particularity for Speech, Language and Hearing Sciences. Therefore, it is worth revisiting the origin of this clinic positioned under an educational bias, and migrating to a “clinic of saying” about the speech of the patient and the position of the other in articulation with it.

Conclusion

The investigation of this study contributes to the systematization of knowledge about the interdisciplinarity between Psychoanalysis and Speech, Language and Hearing Sciences, reaching the proposed aim. Based on a review of papers published between 2010 and 2020, the history of this interdisciplinary relationship was revisited, paying attention to the contexts of each period. And also, it entered into the specifics of professional performance of the speech therapist professional when permeated by psychoanalytic theory.

The results identified a concentration of publications on the topic researched in journals in the field of Speech, Language and Hearing Sciences, and the papers consulted were mostly published by authors with this background, but also in Psychology and Linguistics.

Two years were highlighted in which publications in this field grew, 2012 and 2019. Regarding the first, it was found out that the work between psychologists and speech therapists was closer after the institution of Psychosocial Care Centers (CAPS), predicting the existence of a multidisciplinary team. In 2019, there was again an increase in the number of publications, which this study relates to the increase in graduate courses that encourage interdisciplinary research.

It was possible to observe that different areas of knowledge (Linguistics, Speech, Language and Hearing Sciences and Psychoanalysis) seek to explain the process of language acquisition, based on its theoretical-practical foundation. In addition, the psychic constitution of the subject, crossed by language, served as a basis for development and to discuss the alterations and risks evidenced in this process, considering the importance of interdisciplinary work. In relation to the role of Speech, Language and Hearing Sciences in an interface with Psychoanalysis, the studies emphasized that listening and psychoanalytic formulations serve as a subsidy for Speech, Language and Hearing Sciences. Furthermore, it emphasizes the importance of instigating more research on the interface between Psychoanalysis and Speech, Language and Hearing Sciences, in order to continue establishing a dialogue that contributes to the process of diagnosis and therapeutic intervention.

References

1. Mori JSM, Machado FP, Cunha MC. Fonoaudiologia e Psicanálise: caracterização dessa interface na formação acadêmica de fonoaudiólogos e no discurso de docentes de cursos de Fonoaudiologia. *Distúrb. comun.* Setembro, 2012; 24(2): 239-47.
2. Cunha MC. Fonoaudiologia e Psicanálise: a fronteira como território. São Paulo: Plexus, 1997.
3. Nascimento EM, Ferreira DM, Santos FR, Silva NN, Oliveira AS, Carrer JS, Riato LA, Gozzer MM. Interface entre a psicanálise e a fonoaudiologia: uma revisão da literatura. *Rev. CEFAC.* Julho, 2017; 19(4): 575-83.
4. Aarão PCL, Pereira FCB, Seixas KL, Silva HG, Campos FR, Tavares APN, Gama ACC, Lemos SMA. Histórico da Fonoaudiologia: relato de alguns estados brasileiros. *Rev. méd. Minas Gerais.* 2011; 21(2): 238-44.
5. Prates LPCS, Martins VO. Distúrbios da fala e da linguagem na infância. *Rev. méd. Minas Gerais.* 2011; 21(4): 54-60.
6. Pereira AS, Keske-soares M. Patologia de linguagem e escuta fonoaudiológica permeada pela psicanálise. *Psico (Porto Alegre).* Outubro, 2010; 41(4): 517-24.
7. GIL AC. Como elaborar projetos de pesquisa. 5.ed. São Paulo: Atlas, 2010.
8. Brasil. Lei nº 10.2016. Dispõe sobre a proteção e os direitos das pessoas portadoras de transtornos mentais e redireciona o modelo assistencial em saúde mental. Brasília, 06 de abril de 2001. Disponível em: http://www.planalto.gov.br/ccivil_03/leis/leis_2001/110216.htm#:~:text=LEI%20No%2010.216%2C%20DE,Art.
9. Brasil. Parecer Nº 04/08. Dispõe sobre a atuação fonoaudiológica nos Centros de Apoio Psicossociais (CAPS) destinados ao atendimento da criança e adolescente. Conselho Regional de Fonoaudiologia, São Paulo: 2008. Disponível em: https://www.fonosp.org.br/images/Legislacao/Pareceres2Regiao/Parecer_CAP_04-08.pdf
10. Capes - Coordenação de Aperfeiçoamento de Pessoal de Nível Superior. Documento da Área Interdisciplinar. Brasília, 2019. Disponível em: https://uab.capes.gov.br/images/Documento_de_%C3%A1rea_2019/INTERDISCIPLINAR.pdf Acesso em: 09/01/2020
11. Satolo VPX, Bernardo CHC, Lorenzani AEBS, Morales AG. Um panorama histórico-conceitual da pesquisa interdisciplinar: uma análise a partir da pós-graduação da área interdisciplinar. *Educ. rev.* 2019; 35: 1-25.
12. Coelho GB. Programas de Pós-Graduação Interdisciplinares: uma necessidade emergente da pesquisa científica brasileira. In: Rodrigues LP, Almeida J, Coelho GB. (Org.). *Ciência, interdisciplinaridade e avaliação CAPES.* 1ed. Jundiaí: Paco Editorial; 2019. 71-90.
13. Lieber SN, Freire RMAC. O processo de constituição subjetiva de uma criança surda: relato de caso. *Rev. CEFAC.* 2019.
14. Lacan J. O inconsciente freudiano e o nosso. In: Lacan J. *Os quatro conceitos fundamentais da psicanálise.* 2. ed. Rio de Janeiro: Zahar, 1998 (1964) 23-33.
15. Santos, et al. Psiquismo e linguagem na clínica interdisciplinar com crianças pequenas. *Distúrb. comun.* Março, 2019; 31(1): 54-68.
16. Sampaio NFS, Paixão TN, Perottino S. Uma discussão a respeito da dislexia – o sujeito na sua relação com a escrita. *Pesqui. prá. psicossociais.* Janeiro, 2019; 14(1),1-18.
17. Perottino S. Riso e humor: seus efeitos na clínica de linguagem dos autismos. *Linguística.* 2019; 35 (2) 129-47.
18. Silva MFF, Cunha MC. Considerações teóricas acerca do impacto físico, psíquico e social na paralisia facial periférica. *Distúrb. comun.* Março, 2019; 28(1): 175-80.
19. Freud S. (1996). A dinâmica da transferência In: Freud S. *Edição Standard Brasileira das Obras Psicológicas Completas, Vol. XII: Imago;* 2012/1912. 60-6.
20. Rocha ACO, Baptista MGG, Maia SM, Novaes BCAC. Atendendo irmãos na clínica fonoaudiológica – algumas reflexões. *Distúrb. comun.* Dezembro, 2013; 25(3): 452-7.
21. Moro MP, Souza APR. A entrevista com os pais na terapia do espectro autístico. *Rev. CEFAC.* Maio, 2012; 14(3): 574-87.
22. Freire RMAC. Sobre o objeto da fonoaudiologia. *Rev. CEFAC.* Março, 2012; 14(2): 308-12.
23. Brasil. Lei nº 6.965. Regulamentação da profissão de Fonoaudiólogo. Brasília, 09 de dezembro de 1981. Disponível em: <https://legislacao.presidencia.gov.br/atos/?tipo=LEI&numero=6965&ano=1981&ato=b3cITUE50MrRTfc0>
24. Nascimento EN, Santos FR, Ferreira DMO, Oliveira SA, Silva NN, Cunha LA, Carrer JS. Caracterização das publicações periódicas nacionais integrando fonoaudiologia e psicologia: estudo longitudinal. *Distúrb. comun.* Setembro, 2016; 28(3): 568-80.