

Revision articles

Voice professionals' non-verbal communication: what has it been researching in speech language pathology?

Comunicação não verbal com profissionais da voz: o que se pesquisa na fonoaudiologia

Telma Dias dos Santos⁽¹⁾

Marta Assumpção de Andrada e Silva⁽²⁾

⁽¹⁾ Pontifícia Universidade Católica de São Paulo – PUC SP, São Paulo (SP), Brasil.

⁽²⁾ Pontifícia Universidade Católica de São Paulo – PUC SP, e Faculdade de Ciências Médicas da Santa Casa de São Paulo, São Paulo (SP), Brasil.

Source of aid: aid of CNPQ agency

Conflict of interest: non-existent

Received on: May 06, 2016
Accepted on: September 20, 2016

Mailing address:

Telma Dias dos Santos
R. Dr. Francisco Ursula, 359
Jardim Regina, São Paulo (SP)
CEP: 05175-250
E-mail: telmafono@yahoo.com.br

ABSTRACT

Non-verbal communication is part of communication and regardless intention, is always present. According to some authors, expressiveness may influence over 90% of a dialogic relationship. Each gesture or look is valuable source of information about the emotion while communicating. Speech-language Pathologist (SLP) is the professional that must seek all aspects of communication, verbal and non-verbal, altogether. Literature review was performed among the years of 2005 and 2015 in the main national SLP scientific periodic: Revista CEFAC, Journal of Communication Disorders - DIC, Pro-Fono – *Revista de Atualização Científica*, Journal of the Brazilian Society of Speech, Cogas, Journal of the Brazilian Society of Speech Pathology and Audiology Communication Research - ACR. The SciELO – Scientific Electronic Library Online – was the platform used to look for the voice papers. 342 voice papers were found. 176 were about voice professionals and, from these only eight addressed non-verbal communication. From the eight, three were about radio and television professionals, two about teachers, two about actors, and one about college students. Despite the importance of non-verbal resources in communication, there are few SLP publications on non-verbal communication and voice professionals.

Keywords: Nonverbal Communication; Communication; Voice; Speech, Language and Hearing Sciences

RESUMO

A comunicação não verbal é parte da comunicação e está sempre presente de maneira intencional ou não. Pode influenciar, segundo alguns autores, mais de 90% a expressividade na relação dialógica. Cada gesto, cada olhar é uma valiosa fonte de informação sobre a emoção que acontece no momento da comunicação. Como o fonoaudiólogo atua com a comunicação, para um trabalho efetivo ele deve procurar trabalhar aspectos da comunicação não verbal e verbal, sempre associados. Foi realizada uma revisão de literatura entre os anos de 2005 e 2015 nas principais revistas científicas, nacionais, da Fonoaudiologia: Revista CEFAC, Revista Distúrbios da Comunicação – DIC, Pró-Fono – *Revista de atualização Científica*, Jornal da Sociedade Brasileira de Fonoaudiologia, CoDAS, Revista da Sociedade Brasileira de Fonoaudiologia e Audiology Communication Research – ACR. A busca pelos números e a análise das publicações sobre voz de todas as revistas foi feita dentro da página da plataforma de busca em saúde Scientific Electronic Library *Online* – SciELO. Foram encontrados 342 artigos sobre voz. 176 eram sobre profissionais da voz dos quais apenas oito abordavam o tema comunicação não verbal. Desses, três se referiam aos profissionais de rádio e TV, dois artigos sobre professores, dois sobre atores e um sobre estudante universitário. Observou-se que, apesar da relevante importância da comunicação não verbal no processo comunicacional, não há muitas publicações fonoaudiológica sobre não verbal e profissionais da voz.

Descritores: Comunicação Não Verbal; Comunicação; Voz; Fonoaudiologia

INTRODUCTION

Whether implicit or not, the non-verbal communication is always present. They represent communication signs that are not said, composing the non-verbal language, highly efficient in human communication¹. Some authors state that non-verbal communication is 93% of the expression possibilities in social interaction. Voice (intonation, grunt, hesitation noise, pronunciation, cough, sigh caused by strain) is responsible for 38% of opportunities, and body silent signs, as gestures, look, posture, facial expression, and body features, are responsible for 55%^{2,3}.

Non-verbal resources are powerful communication tools on the communication process and may positive or negatively influence the speech. Non-verbal language may reveal communication relation exposing truths, reinforcing ideas, favoring or not the comprehension, and emphasizing the communication. Sounds, gestures, facial expressions, body motion, art, and connotation symbols are expressions of non-verbal language⁴. The body language observation may reveal one's personality. The face reveals information, eyebrows may indicate surprise, suspicion, doubt, and may indicate people's personality⁵.

Speech-language pathologist (SLP) is the professional specialized in human communication and due to the close relation to the fields of Medicine and Education has their career focused mainly in rehabilitation. The work of rehabilitation and vocal health carries the heritage of a clinic-organicist practice closely linked to therapeutics in relation to health / illness (presence of the disorder) or to prevention aimed at minimizing its onset⁶. Somehow, this type of vision has been guiding SLP therapeutic reasoning even with SLP clinic and the growth of training and communication improvement work.

On the other hand, we know that it was with the accompaniment of the voice professionals that the consultative work began as a practice for the improvement of the human communication. In counseling, voice is considered in two ways: as a work instrument that, and as such, lacks care and as expressiveness as factors implicit in vocal production that are important in the interlocution with people⁷.

Voice is the work tool of these professionals and it is only a part of communication. Expressiveness has been allowing SLP work with non-verbal communication in specific contexts. To work with expressiveness means to cultivate at the same time verbal communication (text contend, written language), voice resources (voice,

articulation, intonation, speech rate, pitch, loudness, resonance, and prosody), and non-verbal communication (gesture and facial expression)⁸. This type of work fits as complement to the training of professionals using body expressivity, art or media.

Singers, actors, radio and television professionals receive training and guidance while working on the importance of expressiveness, and the role of verbal and non-verbal communication. The SLP advisory work with singers, actors, and journalism professionals is without a doubt improved, however, in the SLP clinic, it is still used the adequacy model⁹. Despite the announcement of expressivity, SLP insists in training abilities on the clinic practice.

To learn how to divide the communication responsibility to non-verbal requires training and practice. There is relation between voice and body gestures that follows the oral message, but when they are not compatible to the speech or simultaneous, there might be a conflict in the message, however this tool is not used while working with high voice demand professionals¹.

It is necessary to improve non-verbal skills in voice professionals, clients, and people, during coach, clinic, habilitation, and re-habilitation. In the attempt to show non-verbal communication as object of SLP practice the purpose of this study is to search in the literature and analyze SLP papers about non-verbal communication and voice professionals.

METHODS

This study is based on the search of papers in literature. Because this is a literature review, it was not necessary to submit the study to the Ethic Committee approval. Literature review was performed during 2016, March 5th through 10th. The main SLP scientific periodic, from 2010 January through 2015 December, were consulted. The selected periodic were: *Revista Distúrbios da Comunicação – DIC*, *Revista CEFAC*, *Pro-fono Revista de Atualização Científica*, *Jornal da Sociedade Brasileira de Fonoaudiologia – JSBFa*, *CoDAS*, *Revista da Sociedade Brasileira de Fonoaudiologia*, and *Audiology Communication Research – ACR*. The platform used to research was Scientific Eletronic Library Online – SciELO.

All the issues from 2010 through 2015 of the periodic were consulted and the titles, abstracts, and full article if needed (introduction, methods, results and conclusion), were analyzed. At first, title was analyzed and selected the ones that had voice as theme. Secondly, based on title, the papers about

voice professionals were selected. Thirdly, still based on title, papers about expressiveness or voice professionals' communication were selected. Therefore, after analyzing the abstract, papers about non-verbal communication were selected. Selected papers were in database and classified by title, publication year, periodic, volume, issue and abstract.

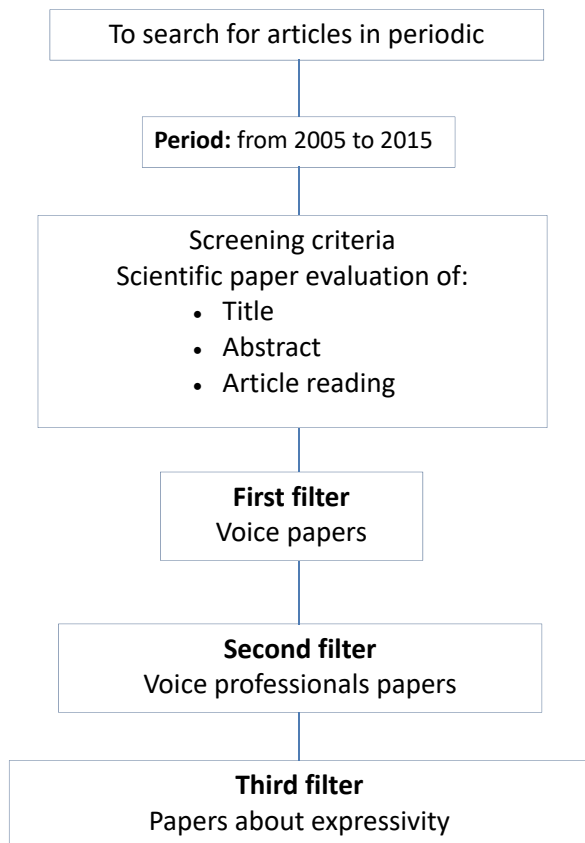


Figure 1. Analysis and evaluation of found articles' research chart

RESULTS

171 papers were analyzed in all the periodic. The distribution per periodic was 33 papers in DIC – *Distúrbios da Comunicação*, 53 in *Revista CEFAC*, 21 in *Revista Pró-fono*, eight in *Jornal da Sociedade Brasileira de Fonoaudiologia*, 18 in *CoDAS*, 24 in *Revista da Sociedade Brasileira de Fonoaudiologia*, and 12 in *ACR*.

In the first phase of literature review, analyzing the title in periodic index, 342 papers were about voice and 176 were about voice professionals.

From the 176 papers found, 18 had professional communication and/or expressivity in the title. After analyzing the abstract, the number of papers about non-verbal communication and voice professionals

decreased to eight. Excluded from the sample were the publications that were not about non-verbal communication or expressiveness, published outside the time range determined in the research, foreign publications or publications about the theme that were produced by other field than SLP. From the final eight papers about communication and voice professionals, three (37%) were about communication in radio and television graduation¹⁰⁻¹². Two (25%) were about non-verbal communication and teacher^{13,14}, two (25%) about non-verbal communication and actor^{15,16}, and one (12.5%) about non-verbal communication and college students communication performance¹⁷.

From the eight selected papers, six (75%) were published in *Distúrbios da Comunicação* periodic in the following years: three in 2014, two in 2013, and one in 2010. One paper was published in *Revista CEFAC* in 2010, and one in *ACR* in 2014.

Three from the eight selected papers had as theme verbal and non-verbal communication in television journals, two were about actor expressivity, other two about expressivity of college teacher and one about Law School students' expressiveness. Any paper talked about non-verbal communication exclusively. The selected papers were about expressiveness and non-verbal communication within it.

DISCUSSION

Several authors from different fields of knowledge have been studying non-verbal communication for over ten years, Education^{13,18}, Health^{19,20}, Psychology²¹ and SLP^{22,23} for instance, researching about the body language, feelings expression, and non-verbal in autistic subjects.

Nursing was the field that most published about non-verbal communication and embody the concept to professional practice. The publications are non-verbal as health care²⁴⁻²⁷, palliative care^{28,29}, intensive therapy centre^{30,31}, non-verbal of elderly facing pain^{32,33}, non-verbal of blind mother and the baby³⁴⁻³⁶.

Non-verbal communication could be considered as a work tool, and it is important that SLP do face it as one, embrace its specificities and apply it to all interventions. Voice practice, whether therapy or coach, usually works with voice quality, intelligibility, projection, and articulation, features that are responsible only for 38% of communication process.

Voice area has been transformed through the years. Voice professionals practice field is broader, but still close related to rehabilitation. On the voice clinic

Table 1. Number of periodics and papers researched between 2005 and 2015 classified according to year and periodic

Researched periodics	Number of papers											Total
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
Revista Dist. Comunicação	3	3	3	3	3	3	3	3	3	4	4	35
Revista CEFAC		1	4	4	7	6	6	6	6	6	7	53
Revista Pró Fono	2	3	4	4	4	4						21
Jornal Soc. Bras. Fonoaudiologia							4	4				8
CoDAS									6	6	6	18
Revista Socied. Bras. Fonoaudiologia			4	4	4	4	4	4				24
Revista ACR									4	4	4	12
Total	5	7	15	15	18	17	17	17	19	20	21	171

Table 2. Number of papers about voice in the last 10 years in the SLP Brazilian periodics

	Voice Field	Voice Professionals	Communication and/or expressivity	Papers about non-verbal communication
Revista Dist. Comunicação	94	54	11	6
Revista CEFAC	119	63	3	1
Revista Pró Fono	22	7	0	0
Jornal Soc. Bras. Fonoaudiologia	16	6	0	0
CoDAS	32	10	1	0
Revista Socied. Bras. Fonoaudiologia	42	26	1	0
Revista ACR	17	10	2	1
Periodics total	342	176	18	8

practive there is still the tendency to break up and reduce voice to parameters and features that are able to be regulated, controlled and disciplined, as pitch, loudness, speed, body posture, and resonance focus for instance. To this organismic heritage, the focus is frequently in voice, as tool and issues related to voice production, disturbances, improvement and/or heal³⁷. This tendency does not take in account the integrity, dynamic and complexity of voice production and the relation to interactive context, for instance. This literature review showed more than half of papers (10 to 18) with expressiveness in the title did not talk about non-verbal communication. Expressiveness, at first close related to oral communication, have been broader embodied to SLP practice with voice professionals, but the publications are still focused on oral expressivity.

Seeing things is as important as hearing them. As the word or phrase, gesture is part of communication resources used by the human being to express emotion³⁹. Emotions determine quality of life. The author reports the presence of emotion in all relationships as job, friendship, family interactions, intimacy, and teacher-student relationship. Regarding teachers, while extending expressiveness to non-verbal

communication, teacher may improve the relationship with students, because the gesture or movement may be valuable source of information about emotion and the others' feeling for the moment.

Teachers, telemarketer, religious leader, high voice demand professionals are frequent needing care and searching for SLP clinic, and often need voice rehabilitation. Teacher expressivity, as media and art professionals, may complete communication performance, decrease voice waste and keep students attention¹³, and can so on.

The authors of the current study understand that while working with expressiveness they are dealing with verbal and non-verbal communication. It means to work broader communication, to include all responsible features in human communication. About non-verbal, the others' body language awareness and the ability to understand it create the persons own body language and provides more self-control and more efficient communication process⁴⁰.

The SLP is going to work with non-verbal language when recognizing body signs of emotions and the signs of art patients/clients (singers, actors, broadcasters, journalist), as the high voice demand professionals

	YEAR	PAPAER REFERENCE	PURPOSE	METHOD	RESULTS AND CONCLUSION	VOICE PROFESSIONAL STUDIED
1	2010	Sousa LFL, Leal AL, Sena EFC. A importância da comunicação não verbal do professor universitário no exercício de sua atividade profissional. Revista CEFAAC, 2010;2(5):784-787.	To verify the role of non-verbal communication in teacher work activity.	The study was addressed to Biology and SLP graduate students. The sample had 10 students of each period of graduation course.	The results showed teachers' non-verbal communication skills are important to transmit the message to all participants interviewed. Participants also reported the non-verbal communication completes the oral communication and show more veracity of thoughts and feelings. There comments as "the body speaks", and the non-verbal communication demonstrates the professor interest in the subject.	College professor
2	2010	Ferreira LP, Amaral VRP, Souza PH. A fonoaudiologia e o ator de cinema: relatos de profissionais do meio cinematográfico. São Paulo: Revista Distúrbios da Comunicação, 2010; 22(2):133-147.	To research about the voice and speech work developed in movies regarding the professionals' point of view, with focus on SLP activity. D7	Semi-structured interviews were addressed to three actors, four SLP and a director. The statements were transcripts and divided in the categories: character building in movies; interpretation in movies; director relationship; interpretation fragmentation; voice expression in movies; specific voice techniques; SLP activity; and SLP demand.	According to the authors, there are differences regarding the demands to each direction, actor, and character needs. The SLP is flexible to adjust the knowledge to the context need which is necessary to voice health: to build voice expression of the character, to maintain the voice health of the character, to sing, to deal with linguistic and paralinguistic issues, and to communicate with harmony among voice and body.	Actor.
3	2013	Oliveira GC, Farghaly SM, Silva MAA. Fonoaudiologia e formação profissional em rádio e televisão: uma relação produtiva. Distúrb Comum. 2013; 25(2):293-6.	To present the SLP activity while building radio and television professionals in reflexive manner.	From the experience in Audio-visual production technology course the SLP activity in communication, verbal and non-verbal, was evidenced as well as all the expressivity resources the students used in their speech.	SLP teaching activity in Communication College (radio and television and/or journalism) contributes to professional improvement of those who are already in the market, and to prepare and training beginners in professional building. The student improvement is notorious and enhances autonomy in academia and professional market.	Future television journalists.
4	2013	Azevedo RAS, Souza ACNF, FerreiraLP. Oficina de expressividade para universitários em situação de apresentação de seminários. Distúrb Comun, São Paulo, December, 2013;25(3): 458-476.	To analyze the SLP workshop focusing on expressivity addressed to College students about Seminar presentations.	Fourth semester students in morning class were addressed after IES consent, represented by the Legal Sciences institution coordinator. The purpose was to gather six or ten students, the number was chosen because it was suitable to the workshop and participants following. Only the students attending all the meetings were considered participants of the research.	The participants reported positive effects in the proposed intervention in their oral communication (each one reported different issues) and emotional features (they reported more confidence); two participants reported improvement in interaction (they believed better reaching the audience) and only one participant reported body features improvement (understood as the bigger development).	College students.
5	2014	Andrade LL, Nascimento UM, Quintela SHC, Ramalho LA, Cabral MFB, Mesquita ICB, et al. A expressividade do cinema mudo na construção de significados. Distúrb Comun, São Paulo, March, 2014;26(1): 95-100.	To analyze how the body and face expressivity helped to build meanings in the Modern Times movie.	The tramp character expressivity was analyzed in three movie parts in the factory named as beginning, rest, and job acceleration. The parts were observed and discussed by the study group "Voice and its interfaces".	In Silent Pantomime, the actor uses body and face expression to transmit emotion and socio-political-cultural context. This study demonstrates that the SLP may improve scientific knowledge about expressivity and its relation to human emotion using media, which will favor SLP activity with professionals using mime to transmit a message.	Actor.
6	2014	Penteado RZ, Gastaldello LM, Silva EC. Mudanças no telejornalismo esportivo e os efeitos na expressividade: estudo dos recursos vocais e não verbais dos apresentadores no programa globo esporte. Dist. Com. September 2014; 26(3):482-92.	To analyze the expressivity of television show hosts focusing in voice and non-verbal resources.	Several scenes from Globo Esporte show through decades and hosts images were used. The expressivity is described and analyzed focusing on voice and non-verbal resources (Discussion takes in account the changes in expressivity along the years).	In the first three decades of the show, the expressivity was limited to head nod and face expression of smile. Through time there was increasing in hosts attention, responsibility, initiative, posture, movements, and action that need to adjust to expression needs to handling and controlling technology resources natural, dynamic and spontaneously.	Sports television journalists.

	YEAR	PAPAER REFERENCE	PURPOSE	METHOD	RESULTS AND CONCLUSION	VOICE PROFESSIONAL STUDIED
7	2014	Azevedo LL, Martins PC, Mortimer EF, Quadros AL, Sá EF, Moro L, et al. Recursos de expressividade usados por uma professora universitária. <i>Distúrbios Comun. São Paulo</i> , December, 2014;26(4):777-789.	To study the communication skill of a College teacher using voice perceptual analysis and voice prosody and speech acoustic, gesture analysis and seeking the interaction of these resources to expressivity strategies.	A college teacher had their classes taped. After, it was performed the voice perceptual and acoustic; visual analysis to classify the used gestures was also performed.	Expressivity in speech was shown in pitch intonation (melodic curve), voice loudness, and speech rate; broad articulation; segments prolongation; and silent pauses. The use of deictic gestures combined to action representation. The gesture was associated to speech.	College professor.
8	2014	Silva EC, Penteadó RZ. Caracterização das inovações do telejornalismo e a expressividade dos apresentadores. <i>Audiol Commun Res.</i> 2014.61–68.	To characterize the Brazilian television journals innovations and to analyze the impact of hosts expressivity, focusing on non-verbal resources.	Five Brazilian national television journals were the research corpus. The journals were taped for five weeks between 2011 October and November. The analysis was performed by the researcher and SLP that had voice expertise and voice specialization seeking to identify the job conditions (scenario, furniture, material, resources, and/or equipments) and hosts expressivity (posture, wiggles, non-verbal communication skills: face, gestures and body expression).	Job conditions observed were: integrated spaces scenario; absence of stand and diverse furniture; new resources, technology and equipments as monitors, screens and interactive screens, virtual scenario, remote control to teleprompter used by the host, notebooks, tablets, and internet. There was new dynamic of presenting the journal that involved direct interactive process, whether mediated and/or virtual.	Television journalist.

Figure 2. Chart having the papers about non-verbal communication classified by year and periodic

(teachers, telemarketers, salesperson), and other voice professionals (speakers, lawyers, politicians, etc). Their work with non-verbal communication is going to happen when seeking in the other body signs of communication: things said, meant, readiness to listen the answer and build the relationship¹. To every person and communicator, whether therapist, voice professional or not, is crucial to know and recognize the talker (student, public, viewer, audience, patient, client) and to establish empathy.

Therefore, this literature review is useful to reflect field features and to point out the need to produce studies about non-verbal communication, especially about the inter-personal communication of voice professionals. Thus, it is going to be possible to enlarge empiric and scientific knowledge about communication skills in this specific context. The importance of SLP act to discuss the non-verbal communication as interpretative resource is clear. It is necessary to produce discussion beyond health promotion, client attention and perception about voice and casual changes and deviation.

FINAL CONSIDERATIONS

The number of Brazilian periodic about voice is significant, but few are the papers about verbal and non-verbal communication in voice professionals. Nursing has been studying non-verbal communication for years and taking it as crucial work tool in communication, whether professional or affective relations. SLP not effectively looking to non-verbal as communication tool calls the attention. In this literature review, the first Nursing non-verbal communication papers are from 2002 and 2003. The first SLP papers about non-verbal communication are from 2010, 2013.

In the eight papers, the best features described are oral and vocal expressiveness. Non-verbal communication analysis and description were modest in comparison to oral and vocal expressiveness.

Television journalists were the professionals more studied in the papers about non-verbal communication, present in three of the eight selected papers.

If all the publications about voice and television journalism in the last ten years were taken and found only these three papers about non-verbal in expressiveness it would demonstrate the lack of interest of the SLP to non-verbal communication.

If it is considered the number of publications about the tele journalism voice over the last ten years, to find only three of these that are about non-verbal communication, alerts the authors again, regarding the lack of attention given to the matter.

As for the number of publications about teachers' voice, and the final sample with only two papers arguing about non-verbal communication is also alarming.

The necessity of more studies regarding voice and non-verbal communication exists, but above all, there is the necessity to understand the importance of this communication during the it's process and approaching the non-verbal as a working tool.

To admit the non-verbal as fundamental part of communication in SLP clinic and professional voice therapy/advisory is crucial.

REFERENCES

1. Birck V, Keske H. A Voz do Corpo: A Comunicação Não-Verbal e as Relações Interpessoais. Anais do XXXI Congresso Brasileiro de Ciências da Comunicação.; 2008 Set 2-6; Natal. RN: Intercom; 2008.
2. Rector M, Trinta A. A Comunicação Não-Verbal: A Gestualidade Brasileira. Petrópolis. Editora Vozes, 1985.
3. Silva MJP. Comunicação tem remédio: a comunicação nas relações interpessoais. In: Silva MJP (ed). Comunicação não verbal. São Paulo: Gente; 2002. p.45-52.
4. Gois AV, Nogueira MFN, Vieira NV. A linguagem do corpo e a comunicação nas organizações. Revista Anagrama: Revista Científica Interdisciplinar Da Graduação, 2011;4(4):1-12.
5. Cohen D. Linguagem do Corpo: O que você precisa saber. Petrópolis: Vozes, 2009.
6. Chun RYS. Voz profissional: repensando conceitos e práticas na Promoção da saúde vocal. 3ª ed. In: Ferreira LP, Andrada e Silva MA, editoras. Saúde vocal: práticas fonoaudiológicas. Editora Roca, São Paulo (SP). 2002. p. 19-32.
7. Ferreira LP. Assessoria fonoaudiológica aos profissionais da voz. In: Fernandes FDM, Mendes BCA, Navas ALPGP, editoras. Tratado de Fonoaudiologia. Editora Roca, São Paulo (SP). 2010. p. 746-53.
8. Feijó D. A fala. In: Kyrillos L, Cotes C, Feijó D, autoras. Voz e corpo na tv: a fonoaudiologia a serviço da comunicação. Globo, São Paulo (SP). 2003. p 45-62.
9. Penteadó RZ, Chun RYS, Silva RC. Do higienismo às ações promotoras de saúde: a trajetória em saúde vocal. *Distúrb Comun.* 2005;17(1):9-17
10. Oliveira GC, Farghaly SM, Silva MAA. Fonoaudiologia e formação profissional em rádio e televisão: uma relação produtiva. *Distúrb Comun.* 2013; 25(2):293-6.
11. Penteadó RZ, Gastaldello LM, Silva EC. Mudanças no telejornalismo esportivo e os efeitos na expressividade: estudo dos recursos vocais e não verbais dos apresentadores no programa globo esporte. *Distúrb Comun.* 2014; 26(3):482-92.
12. Silva EC, Penteadó RZ. Caracterização das inovações do telejornalismo e a expressividade dos apresentadores. *Audiol Commun Res.* 2014;19(1):61-8
13. Sousa LFL, Leal AL, Sena EFC. A importância da comunicação não verbal do professor universitário no exercício de sua atividade profissional. *Rev. CEFAC.* 2010;2(5):784-7.
14. Azevedo LL, Martins PC, Mortimer EF, Quadros AL, Sá EF, Moro L *et al.* Recursos de expressividade usados por uma professora universitária. *Distúrb Comun.* 2014;26(4):777-89.
15. Ferreira LP, Amaral VRP, Souza PH. A fonoaudiologia e o ator de cinema: relatos de profissionais do meio cinematográfico. *Distúrb Comun.* 2010; 22(2):133-47.
16. Andrade LL, Nascimento UM, Quintela SHC, Ramalho LA, Cabral MFB, Mesquita ICB *et al.* A expressividade do cinema mudo na construção de significados. *Distúrb Comun.* 2014;26(1):95-100.
17. Azevedo RAS, Souza ACNF, Ferreira LP. Oficina de expressividade para universitários em situação de apresentação de seminários. *Distúrb Comun.* 2013;25(3): 458-76.
18. Amorim RKFCC, Silva MJP. Opinião de docentes de enfermagem sobre a efetividade da comunicação não verbal durante a aula. *Acta Paul Enferm.* 2014; 27(3):194-9.
19. Barlem ELD, Rosenhein DPN, Lunardi VL, Lunardi Filho WD. Comunicação como instrumento de humanização do cuidado de enfermagem: experiências em unidade de terapia intensiva. *Rev. Eletr. Enf.* 2008;10(4):1041-9.
20. Werlang SC, Azzolin K, Moraes MA, Souza EN. Comunicação não verbal do paciente submetido à cirurgia cardíaca: do acordar da anestesia à extubação. *Rev. Gaúch. Enferm.* 2008;29(4):551-6.

21. Backes B, Zanon RB, Meime A, Romeira GM, Bosa CA. Comportamentos comunicativos não verbais em crianças com Transtorno do Espectro do Autismo. In: Peres A, Passerino LM, Vidor DCGM, Pereira ACC, editores. V Congresso Brasileiro de Comunicação alternativa. Gramado. 2013 2- 4 set; Gramado (RS). ISAAC Brasil. p 1-16.
22. Amato CAH, Miranda FFD. O uso interativo da comunicação em crianças autistas verbais e não verbais. *Pró-Fono R. Atual. Cient.* 2010;22(4):373-8.
23. Miranda FFD, Amato CAH, Balestro JI, Molini-Avejonas DR. Orientação a mães de crianças do espectro autístico a respeito da comunicação e linguagem. *J Soc Bras Fonoaudiol.* 2011;23(1):1-7.
24. Santos CCV, Shiratori K. A influência da comunicação não verbal no cuidado de enfermagem. *Rev Bras Enferm.* 2008;58(4):434-7.
25. Ramos AP, Bortagarai FM. A comunicação não-verbal na área da saúde. *Rev CEFAC.* 2012;14(1):164-70.
26. Prochet TC, Silva MJP. Proxêmica e cinésica como recursos comunicacionais entre o profissional de saúde e o idoso hospitalizado. *Rev Enferm.* 2012;20(3):349-54.
27. Silva MJP, Trovo M. Linguagem não verbal: a forma mais relevante de se comunicar. *Enferm Rev.* [periódico na internet]. 2013 Out – Dez [acesso em 19/08/2015] (6):12-5. Disponível em: <http://portal.coren-sp.gov.br/sites/default/files/revista%20dezembro%202031%20na%20integra.pdf#overlay-context=node/35278>
28. Moritz RD, Lago PM, Souza RP, Silva NB, Meneses FA, Othero JCB et al. Terminalidade e cuidados paliativos na unidade de terapia intensiva: [revisão]. *Rev Bras Ter Intensiva.* 2008;20(4):422-8.
29. Oliveira AC, Silva MJP. Autonomia em cuidados paliativos: conceitos e percepções de uma equipe de saúde. *Acta Paul Enferm.* 2010;23(2):212-7.
30. Mattia AL, Freitas Filho JPA, Souza CS, Gãmbaro KC, Montassieur PF. Comunicação não verbal em adultos com tubo orotraqueal. *Rev Min. Enf.* 2009;13(1):93-98.
31. Santana JCB, Dutra BS, Silva RCL, Rodrigues AF, Nunes THP. Comunicação não verbal nas Unidades de Terapia Intensiva: percepção dos enfermeiros. *Rev Cuidado fundamental.* 2011;3(2):1912-23.
32. Souza RCS, Garcia DM, Sanches MB, Gallo AMA, Martins CPB, SiqueiraLCP. Conhecimento da equipe de enfermagem sobre avaliação comportamental de dor em paciente crítico. *Rev Gaucha Enferm.* 2013;34(3):55-63.
33. Machado AC, Brêtas AC. Comunicação não-verbal de idosos frente ao processo de dor. *Rev Bras Enferm.* 2006;59(2):129-33.
34. Wanderley LD, Barbosa GOL, Pagliuca LMF, Oliveira PMP, Almeida PC, Rebouças CBA. Comunicação verbal e não-verbal de mãe cega durante a higiene corporal da criança. *Rev RENE.* 2010;11(n°esp):150-9.
35. Pagliuca LMF, Barbosa GOL, Wanderley LD, Oliveira PMP. Análise da comunicação verbal e não verbal de uma mãe cega e com limitação motora durante a amamentação. *Rev Bras Enferm.* 2011;64(3):431-7.
36. Pagliuca LMF, Macêdo-Costa KNF, Rebouças CBA, Almeida PC, Sampaio AFA. Validação das diretrizes gerais de comunicação do enfermeiro com o cego. *Rev Bras Enferm.* 2014;67(5):715-21.
37. Penteado RZ, Ribas TM. Educative processes in the vocal health of teachers: a literature review of Brazilian studies in Speech-Language Pathology and Audiology. *Rev Soc Bras Fonoaudiol.* 2011;16(2):233-9.
38. Viola IC, Ferreira LP. A avaliação da expressividade oral e corporal. *Anais do XVI Seminário de Voz da PUC-SP, 2007; São Paulo.* [Acesso: 20/05/2015]. Disponível em http://www.pucsp.br/laborvox/docs/anais_xvi%20seminario%20de%20voz
39. Freitas-Magalhães A. *Emotional expression: the brain and the face.* Porto: Edições Universidade Fernando Pessoa; 2011.
40. Almeida AAF, Lopes LW, Silva POC, Pinheiro RSA. Comunicação em Público. In: Oliveira IB, Almeida AAF, Raize T (eds). *Voz profissional: produção científica da Fonoaudiologia Brasileira.* SBFa, 2014. [acesso em 15/09/2015]. Disponível em: <http://www.sbf.org.br/>

ERRATUM

In this article, "Voice professionals' non-verbal communication: what has it been researching in speech language pathology?", with DOI number: 10.1590/1982-021620161865116, published in the journal *Revista Cefac*, 18(6):1447-1455, in abbreviation of the author's name Marta Assumpção de Andrada e Silva:

Where it was:

Silva, MAA

Read:

Andrada e Silva, MA