

The Role of Bibliotherapy in Increasing Motivation to Overcome Stuttering

Nataliya L Karpova*

Psychological Institution of Russian Academy of Education, Moscow, Russian Federation

*Corresponding author: Karpova NL, PHD, Dr. Psy, Professor, Psychological Institution of Russian Academy of Education, Moscow, Russian Federation, Tel: + 7 926-626-05-38; E-mail: nlkarpova@mail.ru

Received: November 15, 2022; Accepted: November 24, 2022; Published: December 02, 2022

Abstract

1%-2.5% of the world population suffer from speech disorders in the form of stuttering (logoneurosis). In most cases stuttering leads to stable negative personality changes, which creates a severe medical, psychological, and social problem. In the 60-ies of the XX century a psychologist Y.B. Nekrasova developed a technique of group logopsychotherapy for stuttering adolescents and adults, on the basis of emotional-stress therapy of K.M. Dubrovsky, who used the internal reserves of the human psyche. On the basis of the method of group logopsychotherapy, since the late 1980s, the system of family group logopsychotherapy of Yu.B. Nekrasova-N.L. Karpova began to be built. At a new level, traditional and non-traditional methods and techniques of sociorehabilitation of logoneurosis developed - bibliotherapy, formation of motivational involvement in the therapeutic and educational process, personal development in communication, etc. Psychological mechanisms of increasing motivation in speech therapy have been identified.

Keywords: *Speech; Personality, Stuttering, Motivation, Biliotherapy, Family group logopsychotherapy*

1. Introduction

According to various data, 1%-2.5% of the world population suffer from speech disorders in the form of stuttering (logoneurosis). In most cases stuttering leads to stable negative personality changes, which creates a severe medical, psychological, and social problem. Speech disorders in speech neurosis manifest first of all in significant for subject situations of communication and in hardest cases their consequence is deep personality changes. The investigation of the motivational picture of speech neurosis demonstrates the conflict in stutters between the level of pretension and self-estimation, adoption and justification of low in-group and in-family state, focusing all life problems on speech defect.

One of the examples of effective work is the method of group logopsychotherapy - correction of stuttering (logoneurosis) for adults and adolescents, developed by Yu.B. Nekrasova in the 1960s and further improved [1,2]. This technique was based on

the method of emotional-stress psychotherapy of the psychotherapist K.M. Dubrovsky, who turned to the inner potential of the patient to relieve neuroses. Also, in continuation of the idea of N.I. Zhinkina on stuttering as a violation of the communicative function of speech, first of all, a violation of the communication system leading to changes in the personality of the stutterer [3], Yu.B. Nekrasova built a logopsychotherapeutic process of sociorehabilitation of stuttering on the dynamics of mental states [4], contributing to the speech and personal health of the patient. Dynamic psychotherapeutic diagnostics was developed, which is based on bibliotherapy (treatment with directed reading) [5,1,6].

Stuttering (logoneurosis) is a disease based on both genetic and psychophysiological factors, as well as violations of the communication process, primarily within the family [7-9]. Studies by domestic and foreign authors of various aspects of the formation of the personality of stuttering people show the influence of relatives on the formation of a child's self-esteem, the level of claims and anxiety, as well as on the effectiveness of the healing process. Karpov-Nik Therefore, the process of correcting this speech defect should have a complex character with the active inclusion of parents and relatives of stuttering in speech therapy.

In 1988-1998, on the basis of the method of group logopsychotherapy by Yu.B. Nekrasova, which was already formed as an integral system of social rehabilitation of stuttering adolescents and adults aged 14-40, the development of a new method of family group logopsychotherapy by Yu.B. Nekrasova-N.L. Karpova was started, where parents and relatives of stuttering 7-45 actively participated at all stages of the logopsychotherapeutic process years [10,11] (in 2002, this technique was adapted for children 3-7 years old).

We emphasize that the problem of increasing the patient's motivation to overcome any disease is one of the main ones in the treatment process. In family group logopsychotherapy the "book of healing" helps to increase motivation for health.

2. The System of Family Group Speech Therapy

As already noted, the technique of family group logopsychotherapy is a modification of the complex system for the social rehabilitation of adolescent and adult stutters that was developed by J.B. Nekrasova. This is a system of "the medical reeducation" [12] for the human beings with the hard form of speech neurosis that was treated for a long time without any success. The technique is a unity of psycho-pedagogical, speech therapy, and psychotherapy impact and consists of 4 main stages, i.e., propedeutic stage, emotional stress psychotherapy seance, active speech therapy stage, and support speech therapy stage. During each stage the work is organized not only with the patient but also with the members of his/her close environment, i.e., parents and relatives.

Stage I (propedeutics) lasts at least a half of the year and is built on dynamic psychotherapy diagnostics that is laid on the bybliotherapy method, i.e. book treatment (A.M. Miller, I.Z. Velvovsky). The patient and later his/her close relatives fulfil a number of tasks (an artistic text in special connection with specially adopted psychological test or inquiry is proposed). The tasks are carried out in writing and that is not a trauma for our patients with hard disorders of speech communication. The peculiarity of this diagnostics is also that it is carried out "at distance", without psychologist (many our patients are from another regions) and is constructed by the principle of growing subject and psychological complexity that is not noticed by the participants, but consistently organizes their motivational inclusiveness in unusual process of social rehabilitation. In the

structure of dynamic psychotherapy diagnostics besides bibliotherapy are used another projective techniques, both standard and author's ones. This diagnostic allows revealing original personality traits of the patient and his/her family and on the base of this "original portrait" constructing a strategy and tactics of future speech therapy work.

Stage II of the treatment, that has in its background K.M. Dubrovsky's method of emotional stress psychotherapy (ESPT), is a public individual and group treatment of the psychotherapy and educational content prepared by the propedeutical stage. During the 1.5 h ESPT seance "taking down" of the stutter symptom complex by the "personality reconstruction" (K.M. Dubrovsky) in a frustrating situation is carried out. The main diagnostic index of the seance is dynamics of patients' mental states [4] that are served for the psychotherapist as an accuracy and correctness "feedback" of the methods being conducted and have a positive correlation with her/his own mental states. The investigations carried out confirm the same dynamics of mental states also in seance spectators among which are the patient's parents and relatives. This is so called effect of "parallel hall empathy".

Stage III of the treatment is group family speech psychotherapy. During 1.5 months daily 8-9 h work with patients is carried out in which the work with their parents and relatives is being incorporated organically. The main goal is a formation of sanogenic (improving) mental states that effect by their consequent provocation, lasting, and strengthening to novel stable personality features. This is served by nontraditional bibliotherapy, symbol therapy, kinesitherapy (A.S. & A.N. Strel'nikov's paradoxical breathing gymnastics, neurocorrection, G. Ammon's humanistic structured dancing), as well as psychotherapy interview and special system of speech exercises in the form of a communicative training. Each of these forms and methods of the work as well as obligatory daily diary writing fulfill diagnostic function besides speech therapy, prognostic, and communicative function as well.

An active introduction and using in the latest groups cinema and video recording allow to widen the psychotherapy possibilities of the technique and to speak about elaboration of a new cinema therapy method as well as about its diagnostic possibilities.

Stage IV, i.e., control and supported therapy, is carried out over a half of the year after the main treatment, lasts two weeks, and repeats, on a new higher order level, the main elements, ways, and methods of the group family speech psychotherapy. A diagnostic both in traditional (testing, reflection of the observation included and so on) and nontraditional (group biblio-, symbol, kinesi-, and cinema therapy) forms is also taken place here. Note that as on the treatment stage III many indexes and results of the diagnostics are the subject of group discussion that also facilitates the development of interpersonal, social, and communicative reflection aiding "the birth of the new human with new speech".

Traditionally bibliotherapy is known to perform diagnostic, communicative, symbolic, modeling, psychotherapeutic functions [13,14]. During the last decade the emphasis has been shifted to its cultural and developmental functions that contribute to rebirth and promotion of family reading [15]. Bibliotherapy being the basic method at all stages of family group logopsychotherapy. At the first (propaedeutic) stage we use individual bibliotherapy approach which provides data base for emotional stress psychotherapy sessions at the second stage. The third and the fourth stages take the form of group-individual and group bibliotherapy. Thus, each member of the family contributes to the picture of the inner world of both the client and the family.

We have obtained a rich palette of various contacts between the stutterer and his relatives based on the reading as well as relationships, attitudes, and opinions about the book in the family. Our work experience proves that bibliotherapy is one of the effective technologies for teaching and introducing people of different ages to reading and reviving the tradition of family reading.

The whole complex of the nontraditional dynamic psychotherapy diagnostics allows also to follow up on each stage patient's own treatment motivation and his/her close relatives inclusiveness and involving to the social rehabilitating motivation as well as to diagnose developing the group as "a collective psychotherapist".

3. Psychological Mechanisms of Logopsychotherapy

Co-participation mechanism. Its essence is in creating a unique "emotional sense field" in the members of the educational process. This mechanism has general psychological and educational significance and more or less is used in educational practice: most talent teachers and educators used it in their work. To note in this relation, the teacher must not just conduct a lesson but live it with the students (V.A. Sukhomlinsky, S.A. Amonashvili, E.N. Ilin and other). The materials obtained in our investigation demonstrate the necessity of higher organization for this work. It is necessary not just to teach, explain, demand, and even just not to live with the educators definite events, but specially and purposefully create a "co-participant medium", i.e. such psychological ground that effects high motivational inclusiveness to educational process of each member and concentrates her/his efforts on the tasks of self-education. A.S. Makarenko was a master of the "co-participation medium" formation.

The demonstrations of this mechanism allow to concrete the theory of zoned motivation in the sense of transference from potential co-participation to real one, i.e., active and helping, positively manifesting itself. This works for group and family rallying because it actively and vividly confirms the support and "consonance" of the participant actions (naturally, the level of "consonance" is different for each participant but unconditionally positive).

The ideal-image-goal-embodiment mechanism. In psychology the role of the image in the activity regulation was investigated by D.A. Oshanin, N.D. Zavalova, V.A. Ponomarenko and other [16]. In the family group logopsychotherapy three image functions may be separated [10]:

1. *Image as a regulator of state.* On the propedeutic stage by the bybliotherapy literature heroes images forms in stutters special mental state of readiness to speech and communicative success. Patients follow the way from "Ugly duck" (H. Andersen) to "Gull called Jonathan Livingstone" (R. Bach) and in the state of readiness to become "the gull" go to the scene during the seance of emotional stress psychotherapy (ESPT). There is also strengthening the treatment result image in the seance.
2. *Image as an initiator of development.* The images of literature heroes often stand for Human ideal for which the patient begins to strive after having reflect "real ego" in self-reflecting on the propedeutic stage. During the ESPT seance the active restructuring of patient's "real ego" by the psychotherapist and maximal approaching it to "ideal ego" (in this case to well-speaking and communicatively valid person) by "public demonstration" for each patient his/her "originality

portrait” are taking place. On the stages of active speech psychotherapy occur strengthening and development of the novel patient’s “real ego” image had been created and forming new developing and creative goal images.

3. *Images as a new sense field joining family.* Active patient’s family co-participation in the process of speech psychotherapy on each stage of social rehabilitation widens traditional and often fragmented field of significant images and senses beyond it that belong to the members of patient’s family, prepares favorable speech and communicative medium outside psychotherapy group.

4. Conclusion

While considering stutter as a model of abnormal communication as a whole we oppose it a dialog full-featuring communication reconstruction model, a model of rebuilding personality from an ill, unsteady, communicatively limited one to a health one, having new features that permit it to become communicable and socially active. In this case the whole cycle of medical reeducation also may serve as a model of social rehabilitation process as a whole. The main point of the group logotherapy technique developed by J.B. Nekrasova (its background is a K.V. Dubrovsky’s method of emotional stress psychotherapy seance) is a provocation, stressing, and strengthening a state of readiness to speech, as well as training in patients the freedom mental states change that entails full-featured communication. The effectiveness of the disturbed communication reconstruction is reached here on the ground of the personality approach that allows discovering the patient’s personal creativity and creating his/her deep motivational inclusiveness in the process of speech therapy [1,2].

The results of the work of more than 140 group of family logo psychotherapy in Moscow, Taganrog, Samara, Vladivostok, Saratov, Yekaterinburg, Izhevsk confirm the effectiveness of this social rehabilitation system. According to numerous reviews of the participants, it was bibliotherapy that helped to increase motivation for a complete cure of logoneurosis [11,17].

REFERENCES

1. Nekrasova Yu B. Psychological foundations of the process of sociorehabilitation of stuttering. Abstract. dis. of doctor psychol. Sciences. M. PI RAE. 1992.
2. Nekrasova Yu B. Treatment with creativity. Edited by Karpova N.L. M.: Sense; 2006.
3. Zhinkin NI. Mechanisms of speech. M.: Publishing House of the Academy of Pedagogical Sciences; 1958.
4. Gorbov FD. Determination of mental states. *Voprosi Psikhologii.* 1971;5:20-9.
5. Nekrasova Yu B. Diagnostic features in the rehabilitation of people with speech communication disorders. *Voprosi Psikhologii.* 1991;5:123-9.
6. Karpova NL, Golzitskaya AA. Dynamic Psychotherapeutic Dagnostics and «Internal Picture of Health» of Y.B. Nekrasova (for the 90th anniversary of her birth). *Voprosy Psikhologii.* 2021;5:42-5.
7. Glozman JM. Communication and personal health. M.: Academy; 2002.
8. Karpova NL, Nikolaeva EI. Family factors that increase the likelihood of stuttering in a child (review of foreign studies). *Defectology.* 2020;3:41-50.
9. Karpova NL, Nikolaeva EI. The role of family in speech rehabilitation of children with learning disabilities: Clinical observations by Luria and Reitan. In: Nemeth DG, Glozman J, editors. *Evaluation and Treatment of Neuropsychologically Compromised Children.* Cambridge: Academic press, USA, 2020. 157-78 p.
10. Karpova NL. Fundamentals of personality-directed speech therapy. MPSI; Flint; 1997,2003.

11. Karpova NL. Family group logotherapy: a study of stuttering. St. Petersburg: Nestor-History; 2011.
12. Miasishchev VN. The psychology of attitudes. Edited by A.A. Bodalev. Moscow, Voronezh. 1995.
13. Bibliopsychology and bibliotherapy. Edited by N.S. Leites, N.L. Karpova, O.L. Kabachek. School Library. 2005
14. Karpova NL, Golzitskaya AA, Chernyanin V, et al. Bibliotherapy in Russia, Poland, USA. *Voprosy Psichologii*. 2018;5:136-44.
15. Karpova NL. Biliotherapy in the Family Group Logopsychotherapy. *Voprosi psikhologii*, 2006;4:70-82.
16. Morina NL, Kozlova VI. Image in activity regulation. Moscow: RPS. 1997.
17. Karpova NL, Glozman JM, Danina MM, et al. Comprehensive Study of Speech and Personal Changes in the Process of Logopsychotherapy. *Lurian J*. 2021;2(2):72-85.