**Rationale** The selective mutism refers to a disorder considered rare taking into consideration its prevalence ranging from 0.03 to 1% in children of both sexes. It is by persistent failure to speak in social situations, such as at school, either with other children or adults. However this failure is not related to the lack of knowledge on the language in the situation. On the other hand, they usually establish communication with their parents or people strictly selected by them. Thus, these children have no communication or cognitive disorder; they have an increased level of social anxiety. This work is part of a PhD thesis entitled: "The use of alternative communication resources as an intervention in cases of children with selective mutism: a form of expansion of verbal communication beyond the family context" and aims to present a brief international literature review. The chosen themes addressed investigations into aspects that may be affected by selective mutism in children with this disorder, such as academic performance and social relationships. In addition to these, they have also identified articles that talk about types of treatment and comparative studies. Therefore, we selected ten articles published in international journals between 2004 and 2011. **Aim:** support the doctoral research already underway and mentioned earlier. Seek data that contribute to the scientific research on the subject, and the wide dissemination of the issue and the possible treatments that can offer non-drug alternatives. **Method:** the method used refers to review of international literature only. The research source was an international pool of well qualified journals areas of psychology, child development and education. The search term was selective mutism. We identified 37 articles, of which ten were selected to be part of this work. **Results:** according to literature, there were classification categories of the themes related to selective mutism, such as: definition of selective mutism, academic performance, social performance, types of treatment to develop verbal communication with persons other than family. **Conclusion:** it was found that all authors use the definition of the DSM - IV - Diagnostic and Statistical Manual of Mental Disorders (2000) that defines the disorder as A. persistent inability to speak in specific social situations (where it is expected verbal contact, as at school, for example) while in other situations do; B. Changes interfering with school or work performance or in the media; C. The duration of the disturbance is at least one month (not limited to the first month of school); D. The inability to speak is not due to lack of knowledge or familiarity with the language required in the social situation; E. The disturbance is not better accounted for by a communication disorder (e.g. stuttering) and does not occur exclusively in the course of a global developmental disorder, schizophrenia or other psychotic disorder. However currently there is already a more current definition published in DSM - V (2014) which presents some as primary modification is the classification currently being considered an anxiety disorder according to what the studies reviewed proposed. They are unanimous in concluding that selective mutism should fall into an anxiety disorder due to the child's behavioral characteristics. This inclusion was carried out and is the latest version of the mentioned manual. It was included in the section of "Anxiety Disorders". About this category, it can be concluded that the research conducted helped in the evolution of a more
accurate and consistent diagnosis with the child's disorder condition features. As for the academic achievement it was found that one of the authors reveals that selective mutism does not interfere with school activities, while two authors, in their research, say yes. Reinforcing this information, the DSM - V reveals that there is academic prejudice, because teachers have difficulty to assess these children. Thus there is still no consensus among authors and research on the damage that the disorder can cause in the school development. Investigations on these children social development are unanimous in considering a social deficit in their behavior. About treatment, three authors cite the fading stimulus as verbal behavior development alternative. They are unanimous as to the use of the CBCL as the main instrument of investigation into the disorder. Three authors use behavioral techniques to develop verbal communication. Four authors perform comparative studies, while five feature case studies and literature review. Considering that the literature review aims to compose the basis for the aforementioned project, it is possible to verify that the alternative communication is not included as a possible intervention in this research. This fact helps researchers to gather efforts to promote experimental studies in this direction, confirming or not the possibility of using such a strategy.

References


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Course Title: BRIEF INTERNATIONAL LITERATURE REVIEW ON SELECTIVE AUTISM

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Program Planner/Instructional Personnel’s Name: ODILA HAKIA F.C. MANSUR - IFIFI VERDI
Course Title: BRIEF INTERNATIONAL LITERATURE REVIEW ON SELECTIVE MUTISM

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Course Title: Brief International Literature Review on Selective Mutism

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