One of the greatest challenges of national journals is to increase the number of views to their articles and, consequently, increase the number of citations in other articles both in national and international literature. Even considering the scientific quality of the published articles, the disclosure process of this qualified production is not automatic. There have been important advances with the implementation of the open access policy by several databases such as SCIELO, but it is still limited to an active search of these articles. Several initiatives have encouraged the dissemination of scientific production not only to specialized authors, but also to the general public. Tools such as Facebook, Twitter, and science blogs have certainly contributed to this disclosure. It is up to the authors to improve the visibility pathway, respecting the rules of intellectual property for each journal. Scientific search engines such as ResearchGate and Google Scholar are of great value. In addition, we recommend that all authors and referees update their records in the platforms such as ResearchID and OrchiID, which facilitate citation standardization. Issue 28(3) of CoDAS is composed of 18 articles: two in Audiology, seven in Language, four in Orofacial Motricity, two in Dysphagia, and three in Voice. Fifteen of these works are original articles, two are brief communications, and one is a systematic review article. *Luiz, Garcia and Azevedo*, in the article “Potential Steady-state Evoked Response in children and adolescents”, verified that correlation between the electrophysiological and behavioral thresholds obtained in pure-tone audiometry in children and adolescents with normal hearing and hearing loss was found only in the group with hearing loss. *Levy and Rodrigues-Sato* presented the results of the study “Validation of the questionnaire Parent’s Evaluation of Aural/Oral Performance of Children – PEACH in Brazilian Portuguese”. *Rezende, Lemos and Medeiros* studied the “Temporal auditory aspects in children with poor school performance and associated factors”, and concluded that children with poor school performance present changes in the temporal aspects of hearing. In the article by *Campos and Fernandes*, “School profile and cognitive and language skills of children and adolescents with autism spectrum”, the authors verified that children with better results in non-verbal intelligence and better communication and behavior skills tend to remain longer in school during the week. *Glória, Hanauer, Wiethan, Nóro and Mota*, in the article “Use of conjunctions by children with normal language development”, verified that the older the children, the greater the variety of types of conjunctions found. *Kruel, Rechia, Oliveira and Souza* studied the “Enunciation categories in the description of language performance of mothers and babies from one to four months of age”, and noticed that mother-baby mutualism in most of the situations analyzed. *Rosell-Clari and González* studied the relationship between the Theory of Mind (ToM) and language in people with dementia in the work “Theory of Mind (ToM) and language: Stimulating metalinguistic skills in people with dementia”. *Martins-Reis, Maciel, Ribeiro, Souza and Chaves*, in the study “Stuttering in school: Effects of a docent training program on stuttering”, verified the efficacy of the training program in the amplification of knowledge on stuttering. *Araújo, Maciel, Paiva and Bezerra*, in the article “Spilled volume, oxygen saturation, and heart rate during the feeding of premature newborns: Comparison between two alternative methods of offer”, compared the use of syringe and finger probe, and observed that the latter causes less spillage of food. The researchers *Medeiros, Fukushiro and Yamashita* studied the “Speech sample influence in the perceptive classification of hypernasality”, and concluded that sentence repetition favored the reliability of the perceptive evaluation with hypernasality in the same evaluator. *Marino, Cardoso, Ramos and Dutka* established the “Nasalance values for syllables produced by Brazilian Portuguese speakers”, and reported variation for the syllables investigated, as well as for gender variation for adult speakers. *Rondon-Melo and Andrade* compared the learning methods in Speech Therapy in the study entitled “Education mediated by technology in Speech Therapy: Impact in the learning motivation on Orofacial Myofunctional System”. From the answers to a specific questionnaire, they observed that the 3D computational model was more efficient to motivate students during learning. The authors *Bolzan, Berwig, Prade, Cuti, Yamamoto, Silva and Weinmann* evaluated the accuracy of a protocol named “Evaluation for the beginning of oral feeding in preterm newborns”. *Lopes and Silva* analyzed the relationship between “Self-evaluation and readiness to change in dysphonic patients”, and observed that patients with higher frequency of vocal symptoms referred in the Vocal Symptoms Scale show higher readiness to change, because the symptoms affect quality of life. The work by *Andrade, Giannini, Duprat and Ferreira* did not identify “Relationship between videolaryngoscopy signs suggestive of laryngopharyngeal reflux and voice disorder in teachers”, but found correlation between age and VDI. The article entitled “Receiver Operating Characteristic Curve (ROC curve)” of the protocol of pediatric voice-related quality of life (QVV-P), the authors *Krohling, Paula and Behlau* observed that the perception of pediatric voice-related quality of life (QVV-P), the authors *Porta, Carrada and Ison* developed an intervention program for children at risk, “Phonological Awareness Intervention and Attention Efficiency in Children at Risk: Evidence of Effectiveness on Visual Attention”, and
indicated improved attention in these children for linguistic stimuli. The authors Monteiro, Cordeiro, Silva and Queiroga, in the study “Child language development following cochlear implant: A literature review”, the authors verified from a literature systematic review that cochlear implant users show linguistic and educational development lower than that of their peers with normal hearing, but higher than that of conventional hearing aids users, with a chance to catch up with time.

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