

Editorial/Editorial

CoDAS is an important project for the entire Brazilian Speech-Language Pathology and Audiology Society for preparing a quality journal with an international impact index.

For several years, the editorial policy of the Brazilian Speech-Language Pathology and Audiology Society, as depicted in *Revista da Sociedade Brasileira de Fonoaudiologia*, in *Jornal da SBFa*, and now in CoDAS, has been guided by two fundamental principles: preparing a solid scientific journal that records the best of our production, presenting the result of consistent research and being an option for international authors, which will enable its international indexing with a relevant index impact. Moreover, CoDAS has as its guiding principle the contribution to the practice of Speech-Language Pathology and Audiology, with the release of studies of the Brazilian population, speakers of Portuguese, in the reality of our country.

These objectives were addressed in different actions over time, and for 5 years now we have been having a bilingual journal, published in Portuguese and English, which has an editorial board comprising experienced and productive researchers, and which has been publishing a significant part of the scientific production of graduate program related to Speech-Language Pathology and Audiology.

As of 2013, efforts were concentrated on a single journal, with a more appropriate name for its internationalization. This action had the important contribution of the scientific community in Speech-Language Pathology and Audiology, which continued to give prestige to the journal, despite the inevitable disruption of the calculation of its impact due to the name change. Despite this limitation, the journal kept the indexes already conquered earlier, especially in SciELO and MEDLINE.

A new challenge conquered was adjusting to the new editorial deadlines. An important condition for our indexing projects is the XML markup, a process that includes CoDAS in the most modern strategies for information sharing over the Internet. To this end, the magazine must be fully ready 30 days in advance. In this fourth issue of 2014, with the invaluable collaboration of proofreaders, authors, and especially executive publishers, we meet this goal and can foresee the continuity of this virtuous circle.

This issue contains a total of 12 articles referring to different research areas, which are distributed as follows: 10 original articles (4 on language, 4 on audiology, 1 on oral motricity, and 1 on public health) and 2 short communications (1 in on voice and 1 on language).

The article on language, *Early lexical and phonological acquisition and its relationships*, by Wiethan, N6ro, and Mota, aimed to verify the possible relationships between phonological and lexical development of 29 children aged 1 year and 11 months, enrolled in preschools in the public network, and concluded that the phonological and lexical domains develop mutually and influence each other, with little advantage of phonology. Another article of this area titled *Process of speech acquisition and development of autistic children with or without autistic regression*, by Tamanaha, Machado, Loebmann, and Perissinoto, aimed to compare the process of speech acquisition and development of children with autism with and without autistic regression, and concluded that it is possible to compare and verify that children with autistic regression indicated no trend of more positive clinical outcomes with regard to speech production.

The next article, also in the area of Language, *Communication difficulties perceived by parents of children with developmental disorders*, by Sun and Fernandes, sought to identify and compare communication difficulties experienced by parents of children with Down syndrome (DS), autism spectrum disorders (ASD), and specific language impairment (SLI) using a questionnaire of 24 closed questions. It was observed that there was significant difference between the ASD group and the DS and SLI groups in relation to the parents' impressions about themselves regarding their children, about the attitudes of others toward the child, and about their own relationship with their children. The authors conclude that the questionnaire is effective for identifying communication difficulties with these children.

The last article from the area of language, *Reading comprehension on the last grades of cycles I and II of elementary school*, by Chang and Avila, aimed at characterizing the performance of students in Cycles I and II of primary education in decoding, reading comprehension, and underlying reading abilities, and investigated correlations between these variables, in the absence or presence of reading comprehension skills identified by teachers. They concluded that there was an improvement in reading performances in both cycles, working memory and listening skills did not differentiate students in Cycle I, and underlying skills showed different patterns of correlation with the reading comprehension ability, according to group.

The article on audiology, *Auditory pathway maturational study in small for gestational age preterm infants*, by Angrisani, Diniz, Guinsburg, Ferraro, de Azevedo, and Matas, accompanied the maturation of the auditory pathway in preterm infants who are small for gestational age (SGA), by studying absolute and interpeak latencies of brainstem auditory evoked potential (BAEP) in the first 6 months of life. The results suggested that, in preterm infants, the maturational process of the auditory pathway occurs in a similar time in SGA and appropriate for gestational age (AGA) babies, and also that prematurity is a more relevant factor for the maturation of the auditory pathway than birth weight. The authors also conducted another related study, entitled *Longitudinal electrophysiological study of auditory pathway in small for gestational age infants*, presented as the second article in the area of audiology. The results suggested that the maturation of the auditory pathway in SGA babies is faster, especially in the first 3 months of life, and that in AGA babies, this process occurs constantly and gradually over the 6 months studied.

The study entitled *A new paradigm for temporal masking assessment: pilot study*, by Filippini and Schochat, sought to determine the feasibility and applicability of a clinical test of successor temporal masking, focusing the analysis of interstimulus intervals and not on the intensity thresholds, as traditionally done. The research concluded that the proposed paradigm proved to be feasible, easy to use, and reliable, being consistent with research findings that underlie the study of temporal masking.

Jacob, Alves, Moret, Moretini, Santos, and Mondelli, in the fourth article on audiology, entitled *Participation in regular classroom of student with hearing loss: frequenci modulation System use*, translated and adapted to Portuguese the Classroom Participation Questionnaire (CPQ) and compared the participation of students with hearing impairment with and without the use of the FM systems in regular classrooms. In general, the students reported increased confidence and participation in the classroom with the use of the FM systems.

The article on public health, the study *School children with low birth weight inserted in system of Embu's education: construction of sentences*, by Pessoa, Isotani, Perissinoto, and Puccini, aimed to characterize the phrasal construction of schoolchildren born with low weight through the Recreating Speech Acts subtest of the Test of Language Competence. It was concluded that the study group used fewer words compared to the control group, and the higher the birth weight, the higher the standard test score. It also showed age-related developments in morphosyntactic skills covered in the study. Furthermore, the protective factors, mother's age and schooling, had a positive impact on the performance of language.

The article on oral motricity, *Computerized protocol of orofacial myofunctional evaluation with scores: usability and validity*, by Felicio, Folha, Gaido, Dantas, and Azevedo-Marques, sought to test the usability of the orofacial myofunctional evaluation with scores (OMES) computerized protocol and analyze its validity. The research concluded that the protocol is valid and has its usability/functionality confirmed.

The short communication entitled *Preschool Language Assessment Instrument, second edition, in Brazilian Portuguese-speaking children*, by Lindau, Rossi, and Giacheti, sought to report the initial results of the application of the PLAI-2 instrument in 300 Brazilian children with typical language development, divided by age range. A statistically significant difference between the mean crude scores in groups, for both "receptive" and "expressive" language skills, was observed.

The short communication *Voice symptoms and vocal deviation self-assessment in different types of dysphonia*, by Moreti, Zambon, and Behlau, aimed to identify the relationship between the type of dysphonia, the grade of vocal deviation, and the self-assessed presence of vocal symptoms in adults. It concluded that individuals with organic dysphonia reported higher perception of vocal symptoms, followed by those with organofunctional dysphonia and, finally, the ones with functional dysphonia.

Individuals with dysphonia presented physical symptoms, regardless of the type of dysphonia. There are direct correlations between the Limitation, Emotional, and Total scores from the Vocal Symptoms Scale (ESV) with vocal self-assessment.

During the 22nd Brazilian Congress of Speech-Language Pathology and Audiology, the participation of CoDAS editors in the Speech-Language Pathology and Audiology Journals round table will allow the discussion of new strategies to improve the recording process of the advancements of science, toward new achievements. It will also allow the discussion of aid mechanisms, among all journals, to ensure continuity of publishing options to authors.

See you in Joinville!

Fernanda Dreux

Mara Behlau

Editors of CoDAS