

Editorial

Editorial for Volume 21, Issue 1

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Volume 22(1) of *Revista Chilena de Fonoaudiología* includes 13 articles, very different from one another, that highlight the wide scope of this discipline. In particular, subjects addressing the areas of hearing, human communication, orofacial motor skills, and swallowing can be found, as well as the role of research in the development of the field and Speech Therapy training programs.

The first three articles discuss aspects related to child phonetics and phonology, the first one of them being a systematic review that analyses the effectiveness of phonological awareness stimulation in typically developing preschoolers. The second study investigates the relationship between oral diadochokinetic parameters, sociocultural level, and phonetic-phonological performance in first-grade students. On its part, the third article explores the use of non-verbal orofacial motor exercises by speech-language pathologists (SLP) working with children with speech sound disorders, and contrasts this information with the evidence of their effectiveness. Overall, these articles provide an updated perspective of early phonetic-phonological development and the theoretical knowledge that SLPs have about therapy approaches in this area. This is highly significant since phonetic-phonological development impacts the acquisition of vocabulary and reading skills.

The next two articles focus on the experiences of patients regarding speech and feeding. One explores the perception of people with stuttering of their experiences with treatment based on the CALMS multidimensional model. The second studies the perceptions, knowledge, and routines of parents and caregivers concerning methods of food introduction and their relationship with speech. Both papers provide relevant information on the experiences and knowledge of the people with whom SLPs work.

The sixth article is the only one that focuses on the area of swallowing. It assesses the swallowing difficulties presented post-extubation by critically ill patients with and without a diagnosis

of COVID-19 during the pandemic, offering essential evidence for the management of these patients by SLPs.

Subsequently, an article is presented that analyses the structure of therapeutic objectives in voice therapy approaches. The study reveals a lack of a common structure for therapeutic goals that include the patient in a primary role, showing a contradiction between the reality of research and the current view of the therapeutic process, in which the client or patient should be an active agent.

Articles 10 and 11 of the issue address the adaptation of instruments to the Chilean population. The first describes the cross-cultural adaptation to Chilean Spanish of the Categories of Auditory Performance Index II (CAP-II) and Speech Intelligibility Rating Scale (SIR) for parents of children with hearing aids or cochlear implants. The second is an exploratory study for the validation of the Brief International Cognitive Assessment for Multiple Sclerosis (BICAMS) in the population with Relapsing-Remitting Multiple Sclerosis in Chile. Both are excellent contributions to Speech Therapy in the country since one of the most common barriers faced by professionals is the lack of instruments adapted to the national reality.

Two investigations in the area of education are also part of this issue. One evaluates the experiences of speech-language pathologists working in the field, regarding educational policy and time allocation for the practice of speech therapy. The other focuses on the role of SLPs in the management of bullying against students with communication disorders who are integrated into schools. Both articles are highly significant for current educational settings since they question the actions of these professionals and invite them to engage actively in the school context.

The issue ends with two articles on the status and the role of research in the development of the discipline. One offers an overview of the research landscape in Colombia, finding studies

mainly carried out by Speech Therapy students at an undergraduate level. The other explores the teaching of qualitative methodologies in the Speech Therapy curriculum.

Lastly, this issue includes a review of the book *Comunicación y lenguaje en la infancia: La guía para profesionales y familias* (Communication and Language in Childhood: The Guide for Professionals and Families) by Verónica Maggio, published in 2020 by Paidós editorial, Argentina. This review addresses the

various themes that bring the text to life. The author of the review concludes that Verónica Maggio's book can serve as guidance for speech therapy students and professionals who work in the fields of healthcare and education, as well as for families of children who require the support of SLPs. However, he expresses his astonishment regarding the theoretical and conceptual inertia that has prevailed for decades in the field of Speech Therapy concerning communication and language. In his opinion, this inertia is reflected primarily in the first chapters of the book.