

EDITORS' NOTE

One measure of the quality of a “clinical journal” is the extent to which it provides readable, accurate and up to-date information about clinical practice and the many issues confronting clinical practitioners. This information should be presented in several forms, from the latest research to discussion papers on important clinical issues. Since its inception, the Journal of Clinical Speech & Language Studies has proved to be an excellent clinical resource and this issue continues in that vein. The issue that follows is one filled with a wealth of clinically relevant information. Each of the papers reveals a blend of clinical and theoretical scholarship that serves to represent our profession well. The topics are diverse and relate to many different aspects of professional practice.

Aisling Creed examines the processing of idioms by people with and without brain damage. This paper supports a connectionist approach whilst refuting a localisation approach to the study of language and brain function and has major clinical implications in the use of formal assessments of idiom processing. Caroline Howorth explores the manner in which contextual information affects the ability of the person with chronic schizophrenia to mentalise or use their Theory of Mind (ToM) skills. This study underscores the role of context in facilitating understanding in communication and in creating a more accurate representation of communication competencies in people with chronic schizophrenia. Moving from clinical practice to future speech and language therapists, Kathleen Murphy explores student perceptions of the advantages and disadvantages of problem-based learning. Results of this study indicate that the students appreciated the fact that their learning was deeper, more meaningful and mirrored problems relevant to the profession of speech and language therapy. Aoife Hayden examines the realities of bilingualism as perceived by speech and language therapists in Ireland today and makes some recommendations for improvement in services. A response to this issue is provided by Jeff Kallen who agrees that speech and language therapists must embrace multilingualism and welcomes the fact that this work has come from within the professional perspective. Kaye Cederman critically appraises trans-disciplinary practices which are inclusive and holistic with particular reference to play-based assessments of a child's cognitive, social-emotional, sensory-motor and communicative competencies. Lastly, heralding the way forward, Theresa Logan-Phelan writes on the growth and development of Information Communication Technologies and elaborates on a number of web resources, on-line communities and web-based educational and preventative programmes relating to the practice of speech and language therapy.

Irene Walsh & Pauline Sloane
Co-editors