

Editorial

We live in precious and intense times. We are currently building and transitioning new models to conceptualize, address, and research autism within an evolving framework: neurodiversity.

The journal **EDNA: Educación, Desarrollo, Neurodiversidad y Autismo** is, in this context, a space for encounter, dialogue, and joint construction. It launches by offering a seminal article that proposes a reflective turn to enable both a dynamic of pedagogical training and new modes of research in the field.

This reflective turn seems necessary precisely now to foster meeting and dialogue between those who conduct research or inquiry and those who read, publishing as a form of peer conversation. It is necessary to base this conversation—or even sincere and humble debate, if necessary—on evidence that both draws from previous research and establishes the next. In these times of change, it seems necessary to reflectively review what this evidence consists of, along with its logic, context, and meaning. It is necessary to revisit and rethink current models, whether to consolidate, refresh, or give them the historical place they deserve, enabling learning and new practices on that basis.

Without proposing itself as exemplary, and by way of example, the article accompanying these inaugural lines invites us to rethink models based on deficits or 'best practice protocols', particularly practices based on discrete objectives and their research correlate, the RCTs (Randomized Controlled Trials). It is worth noting that the same person writing this currently conducts RCT-type research in its proper sense, as well as qualitative and correlational research. All these modes, and more, could have meaning, as approximations to the complexity of development and education, particularly in the fields of autism and neurodiversity. The journal EDNA invites, as we mentioned, reflection, dialogue, and the search for useful and meaningful alternatives.

We conceived the idea of a journal on autism and neurodiversity in 2021, based on professional, academic, and first-person autism experience. Surprisingly (or perhaps not), there was no journal on these topics in Spanish at the time, and we enthusiastically shared this idea with some people. Subsequent

experience made this gap even more evident, and we finally got to work. It was a great joy that after the announcement of EDNA's birth, other scientific journals emerged, some supported by recognized institutions, key figures, or teams. This coincidence was promising in itself and confirmed the relevance and timeliness of our journal.

From the heart of the Andean world, one of the centers of the Global South, EDNA publishes in Spanish, English, French, and Portuguese—all official languages of numerous populations in Latin America and the rest of the world—and invites researchers accustomed to publishing and dialoguing in English as a lingua franca to meet in parity.

We welcome you, and invite you to **actively join this space for reflection and co-construction.**

EDNA. Educación, Desarrollo, Neurodiversidad y Autismo

Education, Development, Neurodiversity, and Autism

Éducation, Développement, Neurodiversité et Autisme

Educação, Desenvolvimento, Neurodiversidade e Autismo

ISSN 3072-7332

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