Editorial

This special issue of Kairaranga celebrates the meeting place between research and practice in the autism spectrum disorder participatory action research (ASD PAR) project. The article With Hindsight introduces readers to this project. Participatory action research is described in an article of the same name, which also introduces some challenges to working in this way, including ethics. Ethical Principles in Practice picks up on this and describes the complexities of ethical processes and considerations for the ASD PAR project. Ethical reasoning often raises more questions than answers, yet the requirement to act ethically is something all professionals grapple with whether doing research or engaged in practice. This article stresses the importance of ethical behaviour regardless of ethical approval process used.

In our fast paced world, change as much as new knowledge seem to be constants. A thread running through this issue is the application of newly acquired knowledge to the forefront of service. Both Building Communities of Support around a Child with Special Education Needs and Learning from Each Other clearly illustrate the value of learning in a team, and celebrate the strength of hearing a range of voices when working together. Team from Three Perspectives captures diverse voices with excerpts from interviews with participants. Making Assumptions vs. Building Relationships effectively challenges readers to carefully examine their own “taken for granted” beliefs and practices. While these articles go deep into the work of specific teams who took part in the ASD PAR project, What We Did and What Works for One provide a synthesis of the work carried out across the project as a whole.

In this issue of Kairaranga, the twine of practice and research has met to provide a contribution to practice-based autism spectrum disorder research. The ASD PAR project is neither the beginning, nor the end of the Ministry of Education’s commitment to help support children and young people with ASD as well as their families, whānau and education settings. Exciting evidence of this ongoing commitment is the recent publication of the New Zealand Autism Spectrum Disorder Guideline, a summary of which is included with this issue of Kairaranga.

Anna, Daphne, Jill, Joanna, Valerie, Vanesse and Paul
Kia tītiro anganui tonu atu
Ki te ao kei mua
Engari, kia moheetia ai e anga pehia ana tatou
Kia mahara i ahu mai tatou i hea

Live not in the past
Look forward instead towards the future
But in order to know where we are going
It is well to look back to see where we have been

Kairaranga

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