

Statement of Support for Scientific Integrity

As senior scholars in the field of special education, we are alarmed by recent federal actions that threaten the integrity of education research including:

- [Censorship of Research](#): Federal agencies are requiring researchers to redact published research and censor current findings.
- [Rejection of Grant Proposals Based on Terminology](#): Funding agencies are rejecting proposed projects, not based on scientific merit, but because they use well established, accurate terminology to describe participants, such as “gender,” “woman,” or “people of color.”
- [Cancellation of Critical Data Collection Efforts](#): Long term federal investments in education research infrastructure, such as those supported by the National Center, are being squandered by abrupt contract cancellations, undermining our ability to track and address educational challenges.

Trustworthy data allow policymakers, school leaders, teachers, and parents to understand the challenges students face and to identify evidence-based solutions to those challenges.

We cannot solve problems if we don't know they exist.

Trustworthy education research has been essential to improving educational outcomes. For example, a robust body of scholarship on effective reading instruction for students with learning disabilities has informed the growing adoption of evidenced-based literacy practices. Likewise, rigorous research on effective practices for supporting students' behavior and well-being has led to widespread adoption of Multi-Tiered Systems of Supports for Behavior in schools all around the country. These advancements have been driven by an open research community committed to rigorous inquiry and transparent reporting.

Many educational challenges continue to face US schools, and trustworthy research will be essential to resolving those challenges. For example, scholars are urgently studying how to scale up effective reading practices to all schools and how to improve schools' implementation of effective behavior support practices, so that all students can benefit from the strong evidence base on what works. These challenges require robust independent research.

By contrast, censorship undermines the transparency and validity of research findings, impairs the field's capacity to build a trustworthy body of knowledge over time, and is completely contrary to both bedrock American principles (e.g., the First Amendment) and bedrock scientific principles (e.g., academic freedom).

Eliminating research does not eliminate the problems schools face.

Censorship of research should concern every American. Our country's capacity to improve education for all children is predicated on our capacity to accrue increasingly trustworthy knowledge over time. We cannot afford to ignore problems by preventing researchers from examining them.

As senior, tenured scholars in the field, we commit to:

- Conducting and disseminating rigorous, impactful research that addresses the most pressing problems facing the special education workforce, including the systemic inequities that deeply harm marginalized educators and students.
- Defending scientific integrity by supporting authors in transparently reporting their research methods and findings, free from political interference.
- Mentoring junior scholars to navigate this challenging landscape while upholding ethical research practices and protecting academic freedom.

The U.S. has made significant investments building a research infrastructure to improve education. Censorship wastes those investments, weakens our ability to address challenges, and ultimately harms teachers and students.

We call on scholars, elected officials, and all Americans to reject efforts to suppress research and instead rely on data driven solutions to address the challenges facing our schools.

Sincerely,

Aletheia Society

Teacher Education & Special Education

Division for Research of the Council for Exceptional Children

American Council on Rural Special Education

Division for Emotional and Behavioral Health of the Council for Exceptional Children

Council of Administrators of Special Education

Council for Learning Disabilities

Research in Special Education

Journal of Education

Multiple Voices

Journal of Emotional and Behavioral Disorders

Career Development and Transition for Exceptional Individuals

Intervention in School and Clinic

Teaching Exceptional Children

The Journal of Special Education Leadership, Council for Administrators of Special Education

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Journal of Special Education Technology

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