

*Resolution
of the AAMR on
Evidence-Based Research and Intellectual Disability*

The move toward evidence-based research as specified in the No Child Left Behind legislation is wise, but its overly restrictive definition harms people with intellectual disabilities and those with other severe disabilities. Any definition of evidence-based research must include methodologies which are widely regarded as scientifically defensible (such as single subject experimental design).

The requirement that research methods be restricted to group design with a preference for randomized clinical trials will significantly inhibit the development and validation of new scientific knowledge in education. There are many situations in which it is not feasible to assign children at random to school placements or to types of instructional settings. Yet these situations do not preclude other viable research designs

These concerns are especially great for people with intellectual and developmental disabilities given their low incidence and their unique characteristics which require individualization of educational intervention.

We strongly urge Congress, the U.S. Department of Education, and other federal agencies to recognize and support the continued use of the full array of research methodologies that are scientifically accepted in the fields of education, psychology, and child development.

We request that a committee of highly respected educational researchers in low incidence disabilities be convened without delay to develop appropriate language on the array of scientific research methods for incorporation into the reauthorization of IDEA.

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AAMR Board of Directors*