

Open Science in School Psychology

Guest Editors: Ryan L. Farmer, Tyler L. Renshaw, Wilhelmina van Dijk, & Jeffrey Brown

In the wake of the 'replication crisis' and the increasing availability of digital resources for scholarship, there has been a growing emphasis on promoting open science practices in various fields. Scholars in psychology, education, public health, clinical psychology, and special education have recognized the importance of open science in enhancing the trustworthiness of research and increasing its accessibility. Open science principles and practices offer the potential to improve research transparency, foster collaboration, and address critical issues in school psychology.

The purposes of this special series on open science are to (1) introduce open science principles and practices to a broader school psychology audience, including researchers and practitioners; (2) demonstrate open science principles and practices in school psychology scholarship; (3) explore barriers to open science practices; and (4) facilitate discussion regarding the intersection of open science with contemporary movements and critical issues in school psychology, such as the potential for open science to (a) advance social justice, (b) increase diversity of scholarship, and (c) improve implementation science and evidence-based practices.

Areas that the papers might address include, but are not limited to:

- Papers that introduce and explore open science principles (e.g., transparency) and/or practices (e.g., registered reports) and their benefits for school psychology scholarship and practice.
- Papers that illustrate examples of open science principles and/or practices in school psychology scholarship. Examples include studies completed via a registered report pipeline (i.e., *School Psychology Review's* new registered report submission process), those that use preregistration and transparent research protocols, and those that feature open materials and sources (e.g., data, code, stimuli).
- Papers that critically evaluate open science practices and explore barriers in school psychology scholarship. Examples may include a cost-benefit analysis of open access publishing (i.e., the inherent tradeoff between article processing charges and transparency) or limitations in data sharing when discussing FERPA- and HIPAA-protected data. Special attention will be given to papers that not only identify problems, but that offer potential solutions to be evaluated.
- Papers that provide commentaries and perspective on the intersection of open science with contemporary movements and critical issues in school psychology. Examples include how school psychology researchers and leaders can proactively ensure that open science serves to advance social justice instead of privileging scholars with disproportional power; how open science may benefit early career researchers, practitioners, and trainees in school psychology; and how open science may address the science-to-practice gap.

Each submission will be processed through peer-review to determine whether the manuscript is suitable for publication in the special series. The deadline for the receipt of submissions January 15, 2024.

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