Training paraprofessionals on interventions for student behavior is done with limited fidelity.

RESEARCH QUESTIONS:
- What training components are used in paraprofessional training and what is the frequency of those components?
- What is the level of fidelity or treatment integrity of training programs for paraprofessionals?
- What is the frequency of behavior based interventions in the paraprofessional training literature?
- What is the methodological quality of the paraprofessional training literature?

CONSIDERATIONS:
1. Participants demographics are limited and lack generalizability as a result.
   - Various disability categories are not represented (e.g., students with learning disabilities).
   - Limited variability in student demographics represented (e.g., zero Latinx students in the sample population).
   - Majority of paraprofessional participants were Caucasian females, working with majority Caucasian male students.
2. Current focus and structure of training and coaching sessions are not feasible in most school settings.
   - Very few schools have access to researchers to support training implementation.