

Some estimates suggest that over 4 million school-age youth in the United States suffer from behavior problems that impair their academic, emotional, and social functioning. There has been an increased effort to implement evidence-based behavior interventions in schools. Treatment fidelity is crucial to understanding how an intervention was implemented and determining whether the intervention is effective. Previous reviews of treatment fidelity have revealed that most studies fail to report fidelity data. The purpose of this study was to systematically review treatment fidelity data reported in experimental studies of school-based behavioral interventions between 2008 and 2019. Preliminary results of the review will be presented along with implication to inform future research and practice.