

Supplementary material Data extraction

Author /year	Country	Placement ^a		School year ^b			Participants ^c					Method ^d							Research focus	Outcome/Findings
		1	2	1	2	3	1	2	3	4	5	1	2	3	4	5	6	7		
(1) Able, et al. (2015)	USA	x		x	x	x		x			x		x						SEN teachers' perspectives of the social support needs of autistic students. Needs of teachers and what practice do they find successful in an inclusive classroom. *Focus group	Practice and daily experiences need to guide professional preparation. A collaborative approach in PD and practice is required, including teaches, SEN teachers, and support staff.
(2) Asaro-Saddle & Bak, (2012)	USA	x	x	x			x				x			x*					Intervention directed at three students targeting planning and self-regulation strategy to use on persuasive writing followed a 2-days PD directed at teachers and support from the researcher. *Single-subject design study	All students improved overall holistic quality, with 100% of all students engaged in the planning of their essays. Teachers reported positive attitudes to the PD. The research-based practice and the fact that they could integrate it into their practice were deemed essential for the outcome.
(3) Balfe, & Ni Bhroin(2022)	IRL		x	x			x	x	x			x				x			Explore the effects of a PD designed as a Professional Content Knowledge (PCK) *A range of data collection instruments was used.	Changed interactions: adults' communications became facilitative, positive shared interaction increased, and students' communication rate increased.
(5)	AUS	x		x		x		x	x	x					x				Efficacy of a PD with content: Functional	A significant relationship was found between

Bitsika et al. (2017)																		Behavior Assessment. Knowledge, self-efficacy, and confidence were measured.	confidence, SE, and overall performance in the educators job role
(6) Finlay, et al. (2022)	IRL		x	x				x							x			Identify the main challenges teachers experience and explore teachers' views on what professional learning they perceive as most beneficial to inform their PD needs.	Focus on PD: teachers require professional learning before teaching in the special class setting and ongoing professional learning and support.
(7) Ho et al. (2018)	Hong Kong	x		x			x	x					x		x			School-based training for teachers to autistic students. The training followed phases of implementation science and used the theory of mind approach.	The most prominent results were based on teachers (trainees) who could apply the learned skills directly in the classroom. Some development of students' ability to recognize emotions was detected.
(9) Johnson et al. (2021)	USA	x		x				x						x	x			Pilot study to explore the effect of PD for working with autistic students and teachers' self-efficacy. *Quasi-experimental	PD training significantly affects teachers' self-efficacy ratings based on self-reports.
(10) Kucharczyk et al. (2015)	USA	x				x	x	x	x		x		x	*				Explored the complex context and considerations with delivering and combining evidence-based interventions. *Focus group	RQ 3- need for PD Broad PD general awareness of autism and needs of students, PD specifically for GE, and prerequisites to implementation.
(12) Macdonald et al. (2021)	AUS	x		x	x			x					x		x			Exploring the experiences of regional and rural teachers who were introduced to models of practice. *Findings weighted toward interviews	The Early Years Model of Practice and Middle Years Model of Practice provided teachers with strategies in their classroom and empowered them.
(13)	UK	x		x				x		x			X	*	x			An autism-focused Research Learning	Participants increased their confidence in leading change

Mintz (2021)																		Community (RLC) was used to improve the learning and wellbeing of students. *Findings weighted towards interviews.	and used research to develop SEND policy and practice.
(14) Probst, & Walker (2017)	USA		x			x	x		x		x		x			x		Evaluated PD (workshop and follow-up coaching) to implement the system of least prompts procedure4 and if the intervention improved the student's hygiene skills. * Multiple baseline design	Student's independent performance improved. The participating classroom team found the training procedures and the system of least prompts intervention valuable and effective.
(15) Sam et al. (2021)	USA	x		x			x	x	x		x		x	x				Examining the efficacy of the NPDC, a professional development model was employed to increase the use of EBP.	The model can be implemented in a general educational setting. The teachers' use of EBP increased. A positive impact on students' attainment of individual learning goals was identified.
(16) Strieker et al. (2012)	USA	x	x	x	x		x	x	x	x	x					x	x	Explore the efficacy of a Job-Embedded Professional Development (JEPD) on inclusion of students with disabilities for three years.	The model increased students with disabilities' participation in co-taught core academic general classrooms (from self-contained classrooms).
(17) Tekin-Iftar et al. (2017)	USA	x	x		x		x	x					x*					Effects of PD with coaching to train GE to use simultaneous prompting procedure. * Multiple baseline design	Teachers obtained the ability to use simultaneous prompting procedures, maintained the skills, and generalized them. Students gained instructive feedback stimuli added to instruction, which was maintained over time.

(18) Willia ms et al. (2021)	USA		x	x							x		x							The perspective of special education teachers on the embedding mechanisms principals use to create comprehensive cultures and climates that are empirically linked to high observed fidelity to EBPs	PD focusing on autism (the most salient embedding mechanism): Allow staff to attend PD of their choice, PD opportunities throughout the school year & partner with experts to provide PD.
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^a1=regular school, 2=special school

^b1= primary school, 2=middle school, 3=secondary school

^c1=students, 2=teachers, 3=para-professional, and other professionals in and around education, 4) school-leaders. 5) Special Educational Needs Coordinator (SENCO)/ Special education needs (SEN) teachers

^d1=case study, 2=interview, 3=intervention, 4=questionnaire/survey, 5=mixed methods, 6= observations, 7= documents/case reports

0=Not appreciable (NA)

*Excluded in the quality assessment