

Supplemental Material S2. Probing questions based on the Theoretical Domains Framework (TDF; based on Atkins et al., 2017).

Domain	Sample Probing Questions
1. Knowledge	<p>In your experience, what is the level of knowledge of how to support minimally speaking autistic children in the sector?</p> <p>Are people aware of how to support peer interaction between autistic and non-autistic children?</p> <p>Are you aware of any ways that the ECEC setting can influence the implementation of this embedded peer-mediated intervention?</p>
2. Skills	<p>What skills are required to support peer interaction in this way in preschools?</p> <p>How can these skills be fostered/developed?</p> <p>Would you feel able to implement this approach?</p> <p>What interpersonal skills are required here?</p> <p>How could ECEs be supported to try this approach?</p> <p>How would you know that this is being used effectively in preschools?</p>
3. Social/professional role and identity	<p>Is this the kind of work that ECEs should be doing?</p> <p>Does this fit within the work of an ECE?</p> <p>Do you think that ECEs will feel confident to implement this intervention?</p> <p>Who do you see leading this in ECEC settings?</p> <p>How can the ECEC setting (management etc.) support ECEs to engage with this program?</p>
4. Beliefs about capabilities	<p>Would you feel confident to implement this intervention?</p> <p>Would you be able to implement this intervention?</p> <p>What could help you to feel confident and able to implement E-PMI?</p> <p>Do you think that this intervention approach would be helpful?</p> <p>How could people be empowered to feel competent in leading this intervention?</p> <p>Do you think that the ECE workforce could lead this program?</p>

5. Optimism	<p>Do you think that this approach would make a positive difference?</p> <p>What would stop this approach from having a positive impact? Is this likely?</p>
6. Beliefs about consequences	<p>Do you believe that E-PMI would effect change?</p> <p>What outcome/changes/impact would you expect to see because of engaging with E-PMI?</p> <p>Any negative outcomes that you can envisage?</p>
7. Reinforcement	<p>Is it necessary to incentivize ECEs to engage with E-PMI?</p> <p>How could ECEs and ECEC settings be incentivized to engage with E-PMI?</p> <p>Would it be motivating if there was an accreditation or badge associated with engaging with the program?</p> <p>Would seeing other ECEs display their badge encourage ECEs to get involved?</p>
8. Intentions	<p>How can ECEs be supported to carry out the plans that they make with regards to E-PMI?</p> <p>How can ECEs be supported to implement the E-PMI over the 12-week period?</p>
9. Goals	<p>How important is it to formalize goals and/or an action plan around E-PMI?</p> <p>Will goals be set at an individual or setting level, or both?</p> <p>How would you prioritize goals in relation to E-PMI?</p>
10. Memory, attention, and decision processes	<p>How will ECEs and the children be supported to remember the elements of E-PMI?</p> <p>Will ECEs be able to implement E-PMI if they are experiencing tiredness and/or cognitive overload?</p>
11. Environmental context and resources	<p>Is there anything in the ECEC environment that encourages engagement with E-PMI?</p> <p>Is there anything in the ECEC environment that discourages engagement with E-PMI?</p> <p>Is there anything in the ECEC environment that encourages the implementation of E-PMI?</p> <p>Is there anything in the ECEC environment that discourages the implementation of E-PMI?</p>

	<p>What resources are needed to implement E-PMI? Are they available?</p> <p>In your opinion does support exist for approaches such as this at an organizational level?</p>
12. Social influences	<p>Are ECEs more likely to want to engage in E-PMI if they know that their peers are doing it (both within the same ECEC and in different ones)?</p> <p>How can ECEs and other professionals provide support for the people implementing the E-PMI?</p> <p>How does this become the norm in ECEC settings?</p> <p>Are ECEs more likely to engage in E-PMI if they see their peers using it?</p>
13. Emotion	<p>Is there any fear associated with implementing E-PMI?</p> <p>Is there any anxiety associated with implementing E-PMI?</p> <p>Is there any stress associated with implementing E-PMI?</p> <p>Are staff experiencing burnout?</p> <p>Does this feel like adding another thing to a lengthy list of 'to do's'?</p> <p>Does thinking/talking about E-PMI put you in a good mood?</p>
14. Behavioral regulation	<p>How can someone monitor whether they are achieving their objectives with regards to E-PMI?</p> <p>What changes may be particularly difficult to make?</p>

Atkins, L., Francis, J., Islam, R., O'Connor, D., Patey, A., Ivers, N., Foy, R., Duncan, E. M., Colquhoun, H., Grimshaw, J. M., Lawton, R., & Michie, S. (2017). A guide to using the Theoretical Domains Framework of behaviour change to investigate implementation problems. *Implementation Science*, 12(1), Article 77. <https://doi.org/10.1186/s13012-017-0605-9>