

Supplemental Material S6. Educator social validity ratings for the goals of the intervention ($n = 5$ educators).

Survey item	<i>M</i>	<i>SD</i>
Promoting positive peer relationships among students with and without disabilities	5.0	—
Teaching students without disabilities positive ways to interact and play with classmates with disabilities	5.0	—
Teaching students with and without disabilities about acceptance, friendship, inclusion, and belonging	4.8	0.4
Promoting engagement between students with and without disabilities through shared activities	4.8	0.4
Promoting positive communication and interaction among students with and without disabilities	4.8	0.4
Supporting the social skills of students with autism who have limited speech	4.8	0.4
Supporting the communication skills of students with autism who have limited speech	4.6	0.5
Supporting the play skills of students with autism who have limited speech	4.6	0.5
Teaching students with and without disabilities about neurodiversity and disability	4.2	0.4

Note. The survey item was worded "How important do you believe that each of the following should be for educators working in schools (e.g., general and special educators, speech-language pathologists, paraprofessionals, other school staff?" Educators responded on a 5-point scale from 1 = not at all important to 5 = extremely important.