Supplementary Material

Adapting *TeachABI* to the local needs of Australian educators – a critical step for successful implementation

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Table 1

Descriptions of Frameworks

Framework	Description of Framework
CFIR (Damschroder et al., 2009)	A determinant framework that assesses the factors that influence the effectiveness of knowledge implementation in a specified organisation or context across five domains. Within this framework, adaptability is addressed in the construct 'intervention characteristics.' The 'intervention characteristics' domain assesses participants views on the quality and validity of the intervention, perceived benefits, complexity and presentation. Other domains included in the interview guide included the 'characteristics of individuals', and the 'inner setting' domain to capture the interaction of individual and organisational factors on perceptions of the module.
FRAME (Stirman et al., 2019)	A framework for characterising and documenting modifications necessary for adapting an evidence-based intervention, including assessing the timing, context, and process of modification.
IM Adapt (Highfield et al., 2015)	A framework that outlines a 6-step process for adapting evidence-based health interventions for use in practice. For the present study questions were derived from Step 3; examining the fit of an evidence-based intervention developed for a primary context within a secondary context.

Table 2

Semi-structured Interview Questions and Corresponding Implementation Frameworks and Codes

Topic	Questions and Probes	Framework	Corresponding Codes

Impressions and Quality	1. What were your initial impressions and reactions of this module?
	
	2. What do you think about the quality of the content, strategies and resources provided on the *TeachABI* module?
		• IM Adapt, identify essential elements
		
		• CFIR, Intervention Characteristics
		  - Adaptability
		  - Design Quality
		  - Evidence Strength and Quality
			o Complexity
			o Evidence Strength and Quality
			o Relative Advantage
			o Design Quality and Packaging
			o Knowledge and Beliefs about the intervention
			o Self-efficacy
			o Other personal attributes
			o Individuals stage of change

Improvement (Required Modifications)	3. How can we improve the *TeachABI* module to help you feel more prepared to support students with	• CFIR, Intervention Characteristics
		  - Adaptability;
		• FRAME
		  - what is being modified?
		  - level of modification
			o Contextual Modifications
			o Content Modifications Format Design Modifications
			o Essential Elements

	ABI in your classroom?	- for whom or what is the modification for	
Suitability (Alignment of the Module to Participants Context)		• CFIR, Characteristics of Individuals - Self-efficacy - Individual Stage of change • CFIR, Inner Setting - Implementation Climate - Readiness for Implementation - Available Resources • CFIR, Intervention Characteristics - Relative advantage • IM Adapt - Behavioural Fit - Cultural Fit - Environmental fit - Determinants and change methods fit - Judge delivery and design	o Behavioural Fit o Environmental Fit o Cultural Fit o Design and Delivery
Implementati	5. After	• CFIR, Characteristics of	o Readiness for

| on | reviewing the *TeachABI* module, how do you see the module being implemented in your school setting? | Individuals
  - Knowledge & Beliefs
• CFIR, Inner Setting
  - Implementation Climate
  - Readiness for Implementation | implementation
  o Determinants and change methods
  o Implementation climate
  o Implementation context[a] |

Note. [a] indicates inductive code, all other codes were applied deductively from the codebook