**Supplementary Material**

Qualitative Data Coding Manual Drawn From Focus Groups Exploring Social-Emotional Learning (SEL) With High School Students on the Autism Spectrum With Mild Intellectual Disability.

|  |  |  |
| --- | --- | --- |
| **Theme** | **Subtheme** | **Sample codes, keywords, or topic areas** |
| Understanding key elements | Adolescents in high school | Adolescent, puberty, sexuality, friendship, normal |
| Autism and intellectual disability (ID) | Autism, ID, identity, self-confidence, difference, disability, core features of autism, theory of mind, executive functioning, sensory issues, special interests |
| Emotions competence | Feelings, emotions, emotional regulation difficulties, frustration leading to inappropriate behaviour, emotional awareness, identify emotions, regulate emotions, self and others |
| Social skills | Social skills, conversations, friendships, boundaries, relationships |
| Teaching considerations for students on the autism spectrum | Utilising evidence-based autism teaching strategies | Visuals, video modelling, structured teaching, schedules, rewards, individualised programming, social stories |
| Different settings, students, times, and resources | Difference school settings or classes, range of student profiles, length of lessons, availability of resources and funding |
| Role of parents | Parent training, education, support, collaboration, inclusion |
| Implementing emotion regulation strategies | Emotional regulation strategies such as deep breathing, doing fun activities, doing physical activities, redirection, problem-solving, asking for help, talking about emotions and thoughts |
| Inconsistencies and gaps | Every student on the autism spectrum is unique | Individual, unique, school, class, student, teacher, learning needs, support needs, challenge, diverse |
| Who is currently supporting SEL? | School staff, specialist staff, family, friends, mentors, National Disability Insurance Scheme |
| Gaps in SEL programming | Reference made to gaps or current program limitations |
| Adapting what is available | Reference to programs or strategies that are being adapted to teach SEL including social skills, emotional regulation, and mental health treatments (acceptance and commitment therapy, mindfulness) |