Supplementary Figure. Mapping the COM-B Model onto intervention concept (Adapted [1,2]*)*

1.   Brierley ML, Smith LR, Bailey DP, Every SA, Staines TA, Chater AM. Perceived influences on reducing prolonged sitting in police staff: a qualitative investigation using the Theoretical Domains Framework and COM-B model. BMC Public Health [Internet]. 2021 Dec 19 [cited 2022 Aug 29];21(1):2126. Available from: https://link.springer.com/articles/10.1186/s12889-021-12019-6

2.   Ojo SO, Bailey DP, Brierley ML, Hewson DJ, Chater AM. Breaking barriers: using the behavior change wheel to develop a tailored intervention to overcome workplace inhibitors to breaking up sitting time. BMC Public Health [Internet]. 2019 Dec 16 [cited 2021 Nov 2];19(1):1126. Available from: https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-019-7468-8

Supplementary Table. Specific procedure of development and implementation of the ICPAB intervention

Targets	Who	Where	When	How often	With/From/To whom
Obtain information about the capability, the desire of the facilitators, and opportunities to implement an IcPAB intervention in SL	Research Team	At the field locations where interviews are conducted	During pre-intervention stage	Once from each key informant	Key informants such as teachers, section heads and principals
Develop IcPAB		Workstations		Number of modifications until an agreement was made	Teachers
Share evidence-based information on the benefits of IcPAB		At schools		Once	Principals
Enrolling and randomizing the schools		Workstations			An independent randomizer
Obtaining consents		At school			Parents/ guardians
Share evidence-based information on the benefits of IcPAB		At teacher training location			IcPAB facilitators (Teachers)
		At IcPAB intervention venue		When the need arises	
Delivering intervention manual		At teacher training location		Once	
IcPAB training					
Obtain baseline measurements		At school	During the intervention: baseline		Students
Delivering IcPAB intervention	Teachers	At IcPAB intervention venue	During the intervention period	12 weeks	Students (Intervention Group)
Obtain mid-intervention measurements	Research Team	At school	During the mid-intervention:	Once	Students
Obtain end-intervention measurements			During the end-intervention:		
Obtain information about the capability, the desire of the facilitators, and opportunities to implement an IcPAB intervention further		At the field locations where	At the end of the intervention	Once from each key informant	Students and teachers

		interviews are conducted			(Intervention Group)