Tables

Table 1. Structure, Aims and Activities within Better Conversations with Aphasia

Session	Aims	Activity Types
Session 1: Introduction to conversation and aphasia	• Discuss and explore what conversation is and why it is important • Initial exploration of how aphasia can affect conversation	Education
Session 2: Turns, sequences and actions 1	• Discuss and explore turns and sequences, aims of turns • Discuss how aphasia affects PWA's turns • Discuss CP's effective turns in response to PWA turns	Education Video Feedback
Session 3: Trouble and repair	• Discuss and explore patterns of repair in conversation • Practise identifying repair in own conversation	Education Video Feedback
Session 4: Turns, sequences and actions 2 - Strategies for PWA	• Discuss common problems with turn-taking in aphasia • PWA to choose three facilitators they wish to practise • Practice strategies during session	Education Video Feedback Video Problem Solving Goal Setting Practice Conversations Homework Practices
Session 5: Turns, sequences and actions 3 - Strategies for CP	• Discuss CP's responses to PWA's turns - explore both CP facilitators and barriers and why the CP engages in these behaviours • CP to choose three facilitators they wish to practise • Practice activity during session	Discussion of Homework Practices Education Video Feedback Video Problem Solving Goal Setting Practice Conversations Homework Practices
Session 6: Topic and overall conversation	• Introduce the idea of topic and a balance of contributions • Identify how topics get introduced and developed in their own conversations • Choose and practice some strategies to help topics flow	Discussion of Homework Practices Education Video Feedback Goal Setting Practice Conversations Homework Practices
Session 7: Practising conversation: Putting your strategies to use	• Recap of chosen facilitators • Reflection on usage over the last few weeks • Identify points when they could have used their strategies (using videos) • Practice conversation during session	Discussion of Homework Practices Video Problem Solving Practice Conversations Homework Practices
Session 8: Reviewing and moving forward	• Discuss examples of facilitator use in homework video • Make advice sheet for family and friends • Further practice conversations	Discussion of Homework Practices Practice Conversations

Table 2. Reliably Agreed BCTs Identified in Better Conversations with Aphasia

No.	BCT Label	Definition
1.1	Goal setting (behaviour)	Set or agree a goal defined in terms of the behaviour to be achieved
1.8	Behavioural contract	Create a written specification of the behaviour to be performed, agreed by the person, and witnessed by another
2.2	Feedback on behaviour	Monitor and provide feedback on performance of the behaviour (e.g. form, frequency, duration, intensity)
2.3	Self-monitoring of behaviour	Establish a method for the person to monitor and record the behaviour(s) as part of a behaviour change strategy
2.4	Self-monitoring of outcome of behaviour	Establish a method for the person to monitor and record the outcomes of the behaviour(s) as part of a behaviour change strategy
2.7	Feedback on outcome(s) of behaviour	Monitor and provide feedback on the outcome of performance of the behaviour
4.1	Instruction on how to perform a behaviour	Advise or agree on how to perform the behaviour
5.3	Information about social and environmental consequences	Provide information (e.g. written, verbal, visual) about social and environmental consequences of performing the behaviour
5.4	Monitoring of emotional consequences	Prompt assessment of feelings after attempts at performing the behaviour
5.6	Information about emotional consequences	Provide information (e.g. written, verbal, visual) about emotional consequences of performing the behaviour
6.1	Demonstration of the behaviour	Provide an observable sample of the performance of the behaviour, directly in person or indirectly e.g. via film, pictures, for the person to aspire to or imitate.
7.1	Prompts/cues	Introduce or define environmental or social stimulus with the purpose of prompting or cueing the behaviour. The prompt or cue would normally occur at the time or place of performance.
8.1	Behavioural practice/ rehearsal	Prompt practice or rehearsal of the performance of the behaviour one or more times in a context or at a time when the performance may not be necessary, in order to increase habit and skill
8.2	Behaviour substitution	Prompt substitution of the unwanted behaviour with a wanted or neutral behaviour
8.3	Habit formation	Prompt rehearsal and repetition of the behaviour in the same context repeatedly so that the context elicits the behaviour
10.4	Social reward	Arrange verbal or non-verbal reward if and only if there *has been* effort and/or progress in performing the behaviour

All BCT labels and definitions are taken from the BCT Taxonomy Version 1 [4]

Table 3. Agreements and Disagreements in BCT Coding: Totals

	BCT	NO BCT	Total
Rater 1	81	33	
Rater 2	88	26	114
Agreements	74	17	91
Disagreements			
Coded by Rater 1 only	15	8	
Coded by Rater 2 only	8	15	23

Table 4. Coding Agreements

Nature of agreement	Tally	Example
Same BCT located in same activity	74	**Activity Type:** Practice conversations **Intervention Description:** "A practice conversation with SLT (or CP if appropriate). PWA to put their chosen strategies into practice as needed when turn building becomes difficult" **Agreement:** Presence of *8.1 Behavioural practice/rehearsal*, defined as "Prompt practice or rehearsal of the performance of the behaviour one or more times in a context or at a time when the performance may not be necessary, in order to increase habit and skill"
NO BCT (i): Behaviour changing component of activity unclear	8	**Activity Type:** Education **Intervention Description:** Handout 6.1 "Common problems with topic in agrammatism (aphasia)". Problems outlined include speaker behaviours, speaker feelings, and broader conversational issues (e.g. topic dries up). CP and PWA identify which apply in their conversations. **Agreement:** Activity provides education on behaviour, but unclear that this is directly targeting behaviour change.
NO BCT (ii): Insufficient detail provided in activity description	5	**Activity Type:** Discussion of Homework Practices **Intervention Description:** "Review home activity" **Agreement:** Activity likely to target behaviour change, but unclear how due to lack of information

NO BCT (iii): **No clear match on taxonomy for well-described activity**	4	**Activity Type:** Video Problem Solving **Intervention Description:** "Play video clips and discuss what each person could have done differently, i.e. which strategy could they have tried to use when the conversation ran into trouble?" **Agreement:** Activity targets behaviour change, and it is clear how – however there is no corresponding BCT on the taxonomy

Table 5. Coding Disagreements

Nature of disagreement	Tally	Example
(i) Is there a clear target behaviour?	7	**Activity Type:** Education **Intervention Description:** Handout C12 "What Happens When Things Go Wrong in Conversation?" Handout outlines common patterns of conversational 'repair' i.e. the turn types speakers use when dealing with problems. **Disagreement:** That activity contains clear target behaviour
(ii) Is detail in activity description sufficient to identify a specific BCT?	8	**Activity Type:** Video Feedback **Intervention Description:** "After the practice conversation - discuss ease of strategy use. SLT to facilitate this discussion by replaying parts of the task if it has been video recorded" **Disagreement:** That 'discussing ease of strategy use' with video clips is enough information to code *2.7 Feedback on outcome(s) of behaviour*, defined as "Monitor and provide feedback on the outcome of performance of the behaviour"
(iii) How well does the activity description map onto the BCT definition?	8	**Activity Type:** Planning for "Homework Practices" **Intervention Description:** "Video a practice conversation together this week where the PWA attempts to put strategies into practice". **Disagreement:** That agreeing to video a conversation represents *1.4 Action planning,* defined as "detailed planning of performance of the behaviour (must include at least one of context, frequency, duration and intensity)"

Table 6. Comparison of Better Conversations with Aphasia's BCTs Targeted at Barriers and Facilitators

	BCT Label*	Barriers	Facilitators
1.1	Goal setting (behaviour)		✔
1.8	Behavioural contract		✔
2.2	Feedback on behaviour		✔
2.3	Self-monitoring of behaviour		✔
2.4	Self-monitoring of outcome(s) of behaviour		✔
2.7	Feedback on outcome(s) of behaviour		✔
4.1	Instruction on how to perform a behaviour		✔
5.3	Information about social and environmental consequences	✔	✔
5.4	Monitoring of emotional consequences		✔
5.6	Information about emotional consequences	✔	
6.1	Demonstration of the behaviour		✔
7.1	Prompts/cues		✔
8.1	Behavioural practice/ rehearsal		✔
8.2	Behaviour substitution	✔	✔
8.3	Habit formation		✔
10.4	Social reward		✔

* Definitions for all BCTs can be found in Table 2

Table 7. Comparison of Better Conversations with Aphasia's BCTs Targeted at CPs and PWA

Both CP & PWA	CP only	PWA only
1.1 Goal setting (behaviour)	4.1 Instruction on how to perform behaviour	
1.8 Behavioural contract	5.3 Information on social and environmental consequences	
2.2 Feedback on behaviour	5.6 Information on emotional consequences	
2.3 Self-monitoring of behaviour	6.1 Demonstration of the behaviour	
2.4 Self-monitoring of outcome(s) of behaviour	8.2 Behaviour substitution	
2.7 Feedback on outcome(s) of behaviour	10.4 Social Reward	
5.4 Monitoring of emotional consequences		
7.1 Prompts/cues		
8.1 Behavioural practice/ rehearsal		
8.3 Habit formation		