***Supplementary Material A***

***Table of Deductive Results****: The BCT numbering system is that used in the taxonomy by Michie and colleagues*

BCT = Behavioural Change Technique, PW = Peer Worker, SP = Supported Peer, I = Interviewer

| **Grouping and individual BCT names** | **PW (N=11)**  **or**  **SP (N=10)** | ***Quotation to support use of BCT***  **If necessary, explanatory text given** |
| --- | --- | --- |
| 1. **Goals and Planning** |  |  |
| * 1. Goal setting (behaviour) | PW | *“…I ask them what their goals are, what their interests are. So after the introductions getting to know them a little bit, their background, their interests, their hobbies, their family and what their family life is like, if they have any siblings, where they grew up. So just really getting some background information about them and just trying to map out where we can see our meeting is going. If they have a specific goal in mind then we can work on that together. …” -* (Interviewee\_PW3) |
|  | SP | *“The peer worker has tried to support me, she would meet me at a particular time every week, once a week…”-* (interviewee\_SP7) |
| 1.2. Problem solving | SP | *“In the build up to certain events I did have a bit of anxiety before going to these events, so after I’d talked to my care support worker I felt a bit of relief that I don’t have too much pressure on me and actually go to the place and then actually feel better after I talk to someone about me going to the event or what not*.” (Interviewee\_SP4) |
| 1.5. Review behaviour  goals | SP | *“I: …What sort of things did you talk about in each session?*  *SP: Just how I was feeling, what I was doing with my time, how I was getting on with other people. Also any aims, any ambitions I had, anything I could do to help myself in that week, kind of getting to grips with what kind of things I liked to…..”(*Interviewee\_SP1) |
| 1.9. Commitment | SP | “*take action now. Many great things can be done in a day. Magical things start happening when you commit yourself to doing whatever it takes to get somewhere.”* (Interviewee\_SP5) |
| 1. **Feedback and monitoring** |  |  |
| 2.3. Self-  monitoring  of behaviour | SP | *“Yes, because of that initial anxiety that I had before I met my peer worker it made me feel like I’m able to socialise a bit more. So actually when I went to football, I think it was two days ago, the friend that I knew from there couldn’t make it so it was just a bunch of strangers really so the first thing I did was talk to one of the people there and got along quite well.”-* (interviewee\_SP8) |
| 2.5. Monitoring of  outcomes(s) of  behaviour without  feedback | SP | “*So she would make targets for me to actually stop exhausting myself, make sure I’ve always jotted down my appointments for the week before I left. Yes, then we’d just see how the progress goes over the next two weeks and I come back and she would see if I’ve completed it all and how I’m feeling , if there is anything else.”* (Interviewee\_SP3) |
| 2.7. Feedback on  outcomes(s)  of  behaviour | PW  SP | *“…they say I’m thinking about stopping my medication that sort of thing I would give them my experience, stopping medication and that’s not been a good idea because it causes me to relapse. …”* (Interviewee\_PW3)  *“…. time she’d be like try and get out, go and see some friends and over time I thought I’ll give it a try and I started going out and obviously going out to all these courses alongside working was helping me get out more anyway. It did slowly start to take effect.”-* (interviewee\_SP3) |
| 1. **Social Support** |  |  |
| * 1. Social Support (unspecified) | PW  SP | *“…I think ultimately you are offering some assistance to peers in a way that you explain they’re not alone……. When you are signposting peers you are getting them back in the community so I think most important is that few weeks after discharge to reduce the possibility of readmission.”* (Interviewee\_PW5)  “*I go for an hour with one of my friends every week”.-* (Interviewee\_SP2) |
| * 1. Social Support (practical) | PW  SP | *“So one of my clients that I finished working with now had an appointment while I was seeing her with a psychiatrist and it was to determine whether they were going to diagnose her as being a schizophrenic.*  *…. asked me to accompany her to the meeting just because she wanted my support.”* (Interviewee\_PW10)  *“I went to the Hearing Voices with her, the first one she supported me to ….”* (Interviewee\_SP2) |
| * 1. Social Support   (emotional) | SP | *‘it gave me the framework and opportunities and resources to build up so that I had more than just those conversations a week’*- (interviewee\_SP9) |
| 1. **Shaping Knowledge** |  |  |
| 4.1. Instruction on  how to  perform the  behaviour | PW  SP | *“…One of my peers recently he was put on antidepressants and he’s never been on antidepressants before and I said to him I have used antidepressants in the past and they have been very helpful. So we had a chat about that and how long it might take for them to, and he seems better since he was on them, so it’s been a positive.”* (Interviewee\_PW6)  *“So say I was having trouble with some friends he would bring up his story, his ways of dealing with it and the lesson, the moral really of that story, which helped.”* – (interviewee\_SP8) |
| * 1. Information about antecedents | SP | *“Also he recommended me a console because he had it and I ended up playing on his and I thought do you know what I need to get this, so I went out and got one and I’ve been having such a good time with it.”-* (interviewee\_SP8) |
| * 1. Re-attribution | SP | *Yes, it was important because it made me feel that other people have had problems that are worse than my own I suppose’-* (interviewee\_SP5) |
| * 1. Behavioural experiments | PW | *“The peer was called [name] and another peer [name] who was hearing voices, she has this very chronic recurrent voices in her head. So I suggested that we go to a Hearing Voices group and we went to the first group together in [place]…… and she started going to that then after that. She said it’s really helpful to deal with her voices and gives her tips and advice on how to cope.”* (Interviewee\_PW3) |
| 1. **Natural Consequences** |  |  |
| * 1. Salience of consequences | PW | *“…In one case I had quite a sensitive conversation with somebody who smokes a lot of cannabis and that was part of his issue and how that might interact with some of the psychiatric medications that he was taking. So it’s really just trying to help people make an informed choice really…”* (Interviewee\_PW2) |
| * 1. Information about social and environmental consequences | SP | “*Yes, we talk about college, recovery, because I didn’t want to go to it. I didn’t want to be around people so I didn’t want to go it. So when she described what it was it opened my mind up a bit so I ended up enrolling…..doing a course now at Recovery College.”* (Interviewee\_SP2) |
| * 1. Information about emotional consequences | SP | “*I didn’t think I would be able to go back to work or go back to, I felt like I’d always have this mental health issue but because I found out my peer support worker has had it in the past and now she’s actually working and recovered from it so I think it gives me a bit more motivation that I can do the same.”* (Interviewee\_SP4) |
| 1. **Comparison of behaviour** |  |  |
| 6.1. Demonstration of  behaviour | PW  SP | *“She was very hesitant about doing these courses but I spoke to her about myself and how it enabled me to where I was initially and how the courses I attended I really benefited from them and I kept doing them ….. it was also no matter how much you are struggling but you are still persevering, you are still pushing yourself because you’ve got that mindset of anything is possible. ……. these courses were a real positive impact on my life in terms of pushing me forward. So I used that lived experience and in the end she enrolled and she’s attending and she’s just finished.”* (Inteviewee\_PW4)  “*Yes, he shared how long he’d been in hospital and at the time that helped me because it was a completely different experience from mine so it kind of opened my eyes a bit.”* (Interviewee\_SP10) |
| * 1. Social comparison | PW  SP | *“…I’d be offering, we’d be talking about my experiences and possibly making suggestions or suggestions at how they might like to other ways or additional ways to do something and they’ll be doing the same. …”* (Interviewee\_PW2)  *“Where they are making their hiccups, where they are hopeless, where they are actually succeeding, why things are repeating like this and then when you get to see the success story you actually know what you need to do. You know you have more of an understanding as how to cope, deal, understand and help.’-* (interviewee\_SP3)  Explanation: Meeting/reading/listening to other people with similar experiences and how they dealt with situations. |
| * 1. Information about others approval | SP | “*I thought people in the public would react to me having a mental health problem so I’d feel uncomfortable going into public spaces. But now I’m over that and I’m going into public spaces and getting on with my life.”* (Interviewee\_SP4) |
| 1. **Associations** |  |  |
| 7.1. Prompts/cues | PW | *“…He’s meant to be going to an art session at 2pm today which I’ve booked for him. Now he’s meant to be going to this himself,… I will remind him after this phone call and I hope that he goes…”* (Interviewee\_PW11) |
| 7.8. Associative learning | SP | “*I don’t see the people who influenced me to smoke or to drink. I don’t see the people who are not positive influence on me*.” (Interviewee\_SP10) |
| 1. **Repetition and Substitution** |  |  |
| 8.1. Behavioural practice/rehearsal | PW | *“So I signed them up there and he got membership and went to the walking group with him because he really walking …… Ever since I took him to the first group he’s been going ever since, every week.”* (Interviewee\_PW3)  Explanation: SP practiced going to walking group. |
| 8.3. Habit formation | SP | “*Keeping contact with my social group, organising my life, setting up systems and patterns of behaviours so that I’m getting a daily routine in my new flat like cleaning the kitchen, keeping on top of things. Little odd jobs around the flat.”-* (interviewee\_SP9) |
| 8.4. Habit reversal | SP | *“I did start, she helped me realise that some friends are just toxic. Some friends just use you……...She helped me realise that so it helped me cut out the people that just drained my energy. I’ve been choosing new friends. Some nerdy ones. Most of them are nerdy. Ones that I feel comfortable with.”-* (Interviewee\_SP3) |
| 8.6. Generalisation of  target behaviour | SP | *“[At the moment] I’m going to the Hearing Voices group. I still haven’t plucked up enough courage to go to an art gallery or do any of that yet. So Hearing Voices and then I’m about to enrol myself onto college... Then I still go for my walks and then being slightly more outgoing.”-* (Interviewee\_SP2) |
| 8.7. Graded tasks | PW | *“I’d go to a library or community centre with somebody and we’d pick up a lot of leaflets and then we’d have a coffee and a discussion about some of the things that we’ve picked up and then maybe arrange for the following week to actually go to a class together or familiarise ourselves with a building that they might be nervous about going to or just doing a shared activity together.”* (Interviewee\_PW1) |
| 1. **Comparison of Outcomes** |  |  |
| 9.1. Credible source | PW  SP | *“…to help somebody maybe get started on an activity that they are finding a bit difficult to start on their own or they might be a bit anxious about going somewhere and they need somebody to just be alongside them in doing that because it might be calming for them.”* (Interviewee\_PW1)  Explanation: The PW was considered the credible source for a variety of information.  *“Also spending quite a lot of time with my family because that was one of the things that me and my peer worker had talked about, because we noticed that that’s something that helps me a lot.”* (interviewee\_SP8)  Explanation: PW to suggest to SP that they identify important person/s they would value opinion from and ask for positive encouragement in aims and objectives. |
| * 1. Pros and cons | SP | *“I guess that’s just feeling that it’s helping step over from the level of integration of where I’ve been before and felt comfortable at home and go back a bit when I was settled down it’s about yes, settling down in the new neighbourhood so there’s an integration assist to settling down in a new area and being in a position from whence I can progress*”- (interviewee\_SP9) |
| 1. **Reward and Threat** |  |  |
| 10.3. Non-Specific  reward | SP | *“Think of all the things you have achieved in your life and if necessary think about the things not yet achieved. Look at how you have got there and what you need to do to achieve more. Reward yourself and acknowledge your strengths.”* (Interviewee\_SP5) |
| 10.4. Social reward | PW | “*So it’s a tree on card, coloured tree, and the branches are all positive things they’ve achieved during that time. So they might be emotional ones or they might be well you started going to that support group and up the trunk of the tree I put the positive traits of that person and then at the top I write a little thing saying well done*.” (Interviewee\_PW7) |
| 10.7. Self-incentive | SP | *“Think of all the things you have achieved in your life and if necessary think about the things not yet achieved. Look at how you have got there and what you need to do to achieve more. Reward yourself and acknowledge your strengths”-* (interviewee\_SP5) |
| 1. **Regulation** |  |  |
| 11.1. Pharmacological  Support | SP | *“She would actually see how my week had been going and everything and keeping track of my medication that I’m taking and everything.”-* (interviewee\_SP2) |
| * 1. Reducing negative emotions | PW  SP | “*one of the main issues with them was suicidal thoughts and feelings so trying to reassure them a little bit about that really …… trying to give them some hope really more than anything else to keep going and explore stress how strong I thought they were and explore ways to keep themselves as safe as they could be given what they were experiencing which was quite extreme levels of distress and suicidal thoughts and impulses and all the rest of it.”* (Interviewee\_PW2)  *“I would tell him whenever I feel like a dip or a high I’d bring it up and he’d go through what helped him and I adopted those methods as well. In fact, he actually gave me one of these anxiety clicker things.”* (interviewee\_SP8) |
| * 1. Conserving mental resources | SP | “*And I would say to her I’ve got certain things coming up. I don’t know which way to go first so she’d help me, right, plan it out more, organised, and she’d help me to slow down because I’d tell her I’m exhausted because I’m doing too much at once….”* (Interviewee\_SP3) |
| 1. **Antecedents** |  |  |
| 12.2. Restructuring the  social environment | PW | *“…..very early on in the meetings we had to try to find out what really interested her. We were talking about resources and assets and those kind of things around the person and it was kind of trying to understand what made her life, if you like, excuse the pun, enriched. I understood very much art and music and walking and gardens and those sort of things were very important to her. And I realised that also there were things that had lapsed for her so we arranged meetings around going to art galleries or going to a concert…..”(*Interviewee\_PW8) |
| 12.5. Adding objects to  the environment | SP | “*I would tell him whenever I feel like a dip or a high I’d bring it up and he’d go through what helped him and I adopted those methods as well. In fact he actually gave me one of these anxiety clicker things.”* (Interviewee\_SP8) |
| 12.6. Body changes | PW | *“I: That’s nice. What was it about painting her nails do you think that formed trust?*  *P: She trusted me enough to do it. She really liked it because she kept looking at them and I said, do you like them? And she was like, yes. …… But it has taken a number of weeks so it hasn’t happened overnight….She’s lovely and she has make up on and she has her hair done. There’re times when she wasn’t having a shower for a couple of days.”*(Interviewee\_PW6) |
| 1. **Identity** |  |  |
| 13.1. Identification of  self as role model | SP | *“In a way it has changed my life and shaped a new career path… and now I’m on the path to becoming a peer support worker myself...”-* (interviewee\_SP3) |
| 13.2. Framing /  reframing | PW  SP | *“…if a client has said that they’ve been through the same or what have you I’ve said look I’ve got through it, I’m living proof that you can and you will get through it. Sometimes they’re really shocked and they say I can’t believe it and that’s where like I say it’s proof that you can get better and you will get better, it might not feel like it right now.”* (Interviewee\_PW10)  Explanation: Reframing according to the Peer Worker’s perspective  *“I think of myself as a sound person now. I think of myself as a very safe person……Before I wasn’t confident, I didn’t feel as strong in myself and I didn’t think I could do it.”* (Interviewee\_SP10) |
| 13.4. Valued self-identity | SP | *“…it’s never too late, no matter what you did, no matter where you’ve come from you can always change and become a better version of yourself. Just stick with it and keep learning from mistakes that you have been making...”* – (interviewee­­\_SP5) |
| * 1. Identity associated with changed behaviour | SP | “*Yes, I don’t feel it anymore…….mental health doesn’t define who I am.”-* (interviewee­\_SP10)  Explanation: Moving away from the identity of a ‘patient’. |
| 1. **Scheduled Consequences** |  |  |
| 14.4. Reward  approximation | SP | “*Think of all the things you have achieved in your life and if necessary think about the things not yet achieved. Look at how you have got there and what you need to do to achieve more. Reward yourself and acknowledge your strengths.”* (Interviewee\_SP5) |
| 1. **Self-belief** |  |  |
| 15.1 Verbal persuasion  about capability | PW | *“…they’d written an acrostic poem about themselves and they used really negative words and I challenged them to write one with just positive words about them. So it’s being able to use their interests and use that as a way to spark a conversation or try and maybe get the person to take another perspective on something…”* (Interviewee\_PW1) |
| 15.2. Mental rehearsal of successful performance | SP | *“…maintaining the mental structure that had it been so that I could set aside the notion that even though it was my reality at the time even though through all of it the present was that I was in temporary housing it was about remembering to live more for the future when the present is undesirable. So yes visualising about the flat, talking about when I got stable and set up I could start going and doing Thai Chi lessons again. So just basically trying to live in the future because the future wasn’t in temporary housing like the present now. So it was four months of just got to get through this”-* (interviewee\_SP9)  Explanation: PW to remind SP that thinking/visualising/imagining desired lifestyle or outcome can be beneficial. |
| 1. **Covert Learning** |  |  |
| 16.2. Imaginary reward | SP | “*So yes visualising about the flat, talking about when I got stable and set up I could start going and doing Thai Chi lessons again. So just basically trying to live in the future because the future wasn’t in temporary housing like the present now.”* (Interviewee\_SP9) |
| 16.3. Vicarious  consequences | PW | *“…it’s that role modelling thing as well, like somebody said to me you’ve made me realise that recovery is possible that you can even still be not 100% OK all the time and you are still so much better than you were….”* (Interviewee\_PW1)  Explanation: PW prompting SP to observe the consequences of PW’s behaviour |