

Table S1: ALLWheel peer-trainer checklist to ensure program components were followed.

[illegible]

O	Reinterpretation of physiological symptoms when faced with challenging situations														
P*	Help to clarify outcome expectations														
ALLWHEEL program component checklist		ALLWHEEL session #													
		Week 1		Week 2		Week 3		W 4	W 5	W 6	W 7	W 8	W 9	Week 10	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Q	Determine PA skills & WC skills that are required (Enactive Mastery)														
R	Suggestions for skills training														
S	Focus on past success														
T	Verbal persuasion about past capabilities														
U	Share experiences of successes (vicarious experience)														
V	Identify discrepancies between current behaviour and goals														
W*	Review PA goals														
X	General and practical social support														
TOTAL TIME TO COMPLETE EACH SESSION (minutes)															

* Indicates that content is covered by using the ALLWHEEL facilitator manual

For each session, mark each component that you did complete with '✓'

Mark each component that you did not complete with 'X'

Comments:

Indicate for which ALLWHEEL component and Session # your comment pertains to using the corresponding Letter and Number (e.g.. To comment about 'Action Planning' during Session #6; use L6 as a reference)

		Suggestions on how to achieve each ALLWHEEL program component. ** If you use other methods, please share with us **Call the Research Coordinator if you need clarification on any items.
A	Act in a warm and caring way/ avoid judgement	1. Listen to the participant, don't disagree or tell the participant they are wrong to feel that way; use agreeable words/gestures.
B	Express empathy	1. Try to imagine how the participants may be feeling; 2. Share similar feelings you may have had in the past;
C	Normalize feelings, behaviours, experiences (social comparisons)	1. Explain how you might have felt similarly; 2. Validate their feelings by saying that many people can feel that way or have similar experiences; 3. Make sure the participant knows they are not the only one experiencing/feeling that way.
D	Acknowledge & support subject's feelings and perspectives	1. Acknowledge feelings, don't dismiss them; 2. Ask why people may be feeling that way; 3. Express your support and understanding
E*	Values interview and self-identity	ALLWHEEL manual – session 1. 1. Be engaged in the conversation; 2. Listen to the participant; 3. Ask about previous successes; 4. Ask about current perceived barriers; 5. Repeat some comments back to the

		participants to make them understand that you are listening; 6. If you don't understand what the participant means, ask them if they can explain in another way
F	Maximize subject's choices	1. Come up with as many options as possible for the participants to be physically active; 2.
G	Provide rationale for suggestions	1. Explain to participants why you suggested a particular activity (i.e., is it something you enjoy? Something you have heard that other people enjoy? Easily accessible in the community? Low-cost or free?
H	Allow subject to express pros and cons	1. ask participants what they think the pros and cons are
I	Tailor advice and support to the individual	1. consider diagnoses; 2. Consider likes and dislikes; 3. Consider indoor and outdoor activities; 4. Consider the person's wheelchair skills and the skills they may need to accomplish the goal.
J	Self-monitoring of behaviour	1. Encourage participants to track their PA in their participant manual; 2. Encourage participants to monitor their own goal progression;
K*	Involve the participant in Problem solving & coping strategies	<p>ALLWHEEL manual – 1. Identifying potential barriers to PA and creating a plan to overcome the barriers; 2. Discussing with participants what they can do to keep on track; 3. Find out what is motivating for the participant.</p> <p>Coping strategies</p> <ul style="list-style-type: none"> • Be positive! Look at each obstacle you encounter as a learning experience (e.g. you may not have achieved your goal this week, but that can be motivation to reach it next week) • Take an objective view of your goal (e.g. is going for a walk with friend preparing really that hard?)

		<ul style="list-style-type: none"> • Communicate! Don't ruminate or bottle up your emotions, share them with your peer trainer. • Accept yourself (and others). No one is perfect and there is always room for mistakes. • Make connections with people. Social support is key! Visit the Facebook page, call a friend. • Deal effectively with mistakes. i.e. Learn from your mistakes and apply them to future decision making. • Deal effectively with successes also! • Develop self-discipline and control. Train yourself to work out three times a week to achieve your goals. <p>Maintenance! Practice, practice, practice for a long life of resilient living!</p>
L*	Action planning	ALLWHEEL manual – 1. Setting SMART goals; 2. Monitoring goals progression; 4. Use imagery techniques (have the participant explain what it might look like to participate in a chosen activity)
M	Provide positive feedback on PA behaviour	1. Acknowledging every accomplishment;
N*	Assist in SMART goal-setting	ALLWHEEL manual – 1. Help participants set realistic goals that can be achieved; 2. Shift the focus to PA, and not to exercise
O	Reinterpretation of physiological symptoms when faced with challenging situations	1. When faced with challenging situations, heart rate increases, mouth gets dry, palms get sweaty... let participants know that this is a natural physiological response and that everybody experiences it when faced with challenging situations; 2. Reinforce that the uncomfortable feelings will pass.
P*	Help to clarify outcome expectations	ALLWHEEL manual - 1. review of goals
Q	Determine PA skills & WC skills that are required (Enactive Mastery)	1. With the Research Coordinator (Emilie) and before the program starts, examine the areas for which people may need wheelchair skills training;

		2. When a goal is set, think about what skills the participant may need to accomplish their goals;
R	Suggestions for skills training	1. Provide suggestions that have worked for you in the past; 2. Discuss with Research Coordinators (Emilie & Krista) how this may be achieved.
S	Focus on past success	1. Have the participant describe previous successful experiences being physically active; 2. Get them to imagine what it would feel like today.
T	Verbal persuasion about past capabilities	1. Encouraging and supportive words about 'you did this before, you can do it again', 2. Reinforce that missing a few days or even a couple of weeks is not a failure, and that being physically active is a lifestyle that will come with time.
U	Share experiences of successes (vicarious experience)	1. Share stories of your successes, 2. And share stories about how you overcome challenges; 3. Share what is hard for you still today, and how you overcome it;
V	Identify discrepancies between current behaviour and goals	1. Evaluate goals and goal accomplishment. Identify areas where goals are not being met. Re-evaluate (or redefine) goals to help ensure the participant may achieve their goals.
W*	Review PA goals	ALLWHEEL manual - 1. review of goals
X	General and practical social support	1. Support from you (the peer-trainer); 2. Support from family and friends; 3. Identify any community-based supports that may exist; 4. Encourage use of social media for support (if the participant is willing... but don't force it)