**Supplementary Table 3.** Purpose-developed fidelity checklist to **score** key knowledge and skills required by physiotherapists over the duration of intervention delivery (but at a minimum across initial and first follow-up session).

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>To what extent was this item demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
| **Problem solving** | Ensuring focus on the person’s with MS knowledge of self in relation to health beliefs and outcome expectations. Use of open-ended, coaching style questions  
  *“What's the thing that bothers you the most at the moment…?”*  
  *“What's one small thing you could do that might help?”*  
  *“What has worked before?”*  
  *“How confident do you feel about…?”* |                                                                                                                                         |                                            |
| **Goal setting** | Encouraging ways to incorporate regular physical activity that is feasible and can fit with an individual’s preferences, needs and abilities. Use of open-ended, coaching style questions  
  *“What do you want to be able to do?”*  
  *“What do you want to change?”*  
  *“What are the things stopping you at the moment?”*  
  *“What would it take for you to do…?”*  
  *“What’s one small thing you’d like to work on over the next week?”*  
  *“What would you like to get back to doing?”*  
  *“How confident are you now that you can do…?”* |                                                                                                                                         |                                            |
| **Reflection** | Encouraging reflection on what works for the individual in their own circumstances and in relation to the progression of activity plans. Use of open-ended, coaching style questions  
  *“How does that make you feel?”*  
  *“What's going well?”*  
  *“What could you have done differently?”*  
  *“What have you tried already?”* |                                                                                                                                         |                                            |
| Knowledge of MS and physical activity | Demonstration of relevant and appropriate knowledge of exercise and physical activity for neurological conditions applied to coaching sessions when required (including frequency, intensity, time and type and supporting modification for symptoms and variability in condition.

Use of open-ended, coaching style questions

*What would you like to know?*
*How would you like that information?*
*What is your understanding of?*
*What are your concerns?*
*What is stopping you from doing more now?*

| Communication style (overall impression) | Use of open-ended questions, coaching style, not directing sessions, but deciding on content together based on the things the individual wants to work on. This should reflect an acceptance of high level of participant influence in consultations and a commitment to flexible and responsive scheduling of appointments.

| Engagement with technology (overall impression) | Evidence of coaching style applied to technology skills and use of technology to support interactions and access to web-based resources.

Problem solving/ trouble shooting in case of technical queries that the participant has for example, if the participant says...“ I couldn’t find…, I wasn’t able to update/ add/ remove…, how do I email…”

Demonstration and coaching to support technical problem solving and reflection during coaching

*Where on the LEAP-MS website do you think you would find information about that type of activity?*
*How confident are you to update your plan?*
*What support do you need to amend your plan?*

Evidence that the physiotherapist coach is confident with website functionality for example discussing any amendments participants have made to aims/ challenges and activity list since previous coaching session, showing that they know the linkage and structure of the website and encourage usage of different functionality.

Evidence of ability to respond to emails and keep contemporaneous intervention notes.

| Contextual summary for overall scoring (including details of number of sessions and participants observed and timing of sessions). |