

Supplemental Material S2: Research Team Details

The first author (SB) conducted all interviews and focus groups. She is a qualified speech-language pathologist (Bachelor of Applied Science (Speech Pathology) (Hons 1)) with clinical, teaching, and research experience in traumatic brain injury and cognitive-communication disorders. She was completing a PhD and not working clinically at the time of data collection and analysis.

The reasons for this research study were provided to all participants prior to their participation – i.e., that it would form part of the first author's PhD thesis, and contribute to research investigating the potential use of virtual reality in rehabilitation of cognitive-communication disorders following TBI. The participants were also informed of the first author's clinical and research experience as described above. The first author did not have a pre-existing relationship with the participants.

The remaining authors were academic researchers with speech-language pathology (EP, MB, LT) or psychology qualifications (AC). All had clinical experience, held a PhD, and formed part of a research team with expertise in communication disorders following TBI and/or the use of technology in clinical practice. They had experience in conducting qualitative research. These authors may have interacted in other clinical and research contexts with some of the participants but were not involved in conducting the focus groups and interviews.

The first author had not moderated a focus group prior to this study. However, all remaining team members have experience in moderating focus groups and trained the first author in focus group techniques. The processes for conducting focus groups were discussed extensively by all research team members, also drawing upon the first author's experience with other qualitative research methods, clinical experience in facilitation of group therapy, and academic experience in teaching small and large groups of undergraduate and masters SLP students. The pilot focus group also supported training the first author in focus group methodology.

All authors remained attentive to the potential influence of their experiences on data analysis and reporting, with steps were taken to ensure methodological rigour and reporting of the qualitative data (described in the methods section of this study and Supplemental Material S3).