Supplementary Material

Life after lockdown: loneliness, exclusion and the impact of hidden disability

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Reporting checklist for qualitative study.

Based on the SRQR guidelines for the Article:

Life after lockdown: Loneliness, exclusion, and the impact of hidden disability

		Reporting Item	Page Number
	#1	Concise description of the nature and topic of the study identifying the study as qualitative or indicating the approach (e.g. ethnography, grounded theory) or data collection methods (e.g. interview, focus group) is recommended	1,2
	#2	Summary of the key elements of the study using the abstract format of the intended publication; typically includes background, purpose, methods, results and conclusions	2
Problem formulation	#3	Description and significance of the problem / phenomenon studied: review of relevant theory and empirical work; problem statement	3,4,5
Purpose or research question	#4	Purpose of the study and specific objectives or questions	4,5
Qualitative approach and research paradigm	#5	Qualitative approach and guiding theory if appropriate; identifying the research paradigm is also recommended; rationale. The rationale should briefly discuss the justification for choosing that theory, approach, method or technique rather than other options available; the assumptions and limitations implicit in those choices and how those choices influence study conclusions and transferability. As appropriate the rationale for several items might be discussed together.	5,6,7
Researcher characteristics and reflexivity	#6	Researchers' characteristics that may influence the research, including personal attributes, qualifications / experience, relationship with participants, assumptions and / or presuppositions; potential or actual interaction between researchers' characteristics and the research questions, approach, methods, results and / or transferability	8

Context	[#7](#7)	Setting / site and salient contextual factors; rationale	5,6
Sampling strategy	[#8](#8)	How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g. sampling saturation); rationale	5,6
Ethical issues pertaining to human subjects	[#9](#9)	Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues	5,18
Data collection methods	[#10](#10)	Types of data collected; details of data collection procedures including (as appropriate) start and stop dates of data collection and analysis, iterative process, triangulation of sources / methods, and modification of procedures in response to evolving study findings; rationale	6,7
Data collection instruments and technologies	[#11](#11)	Description of instruments (e.g. interview guides, questionnaires) and devices (e.g. audio recorders) used for data collection; if / how the instruments(s) changed over the course of the study	6,7
Units of study	[#12](#12)	Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)	5,6
Data processing	[#13](#13)	Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymisation / deidentification of excerpts	6,7,8
Data analysis	[#14](#14)	Process by which inferences, themes, etc. were identified and developed, including the researchers involved in data analysis; usually references a specific paradigm or approach; rationale	6,7,8
Techniques to enhance trustworthiness	[#15](#15)	Techniques to enhance trustworthiness and credibility of data analysis (e.g. member checking, audit trail, triangulation); rationale	7
Syntheses and interpretation	[#16](#16)	Main findings (e.g. interpretations, inferences, and themes); might include development of a theory or model, or integration with prior research or theory	8-13
Links to empirical data	[#17](#17)	Evidence (e.g. quotes, field notes, text excerpts, photographs) to substantiate analytic findings	8-13

15-Point Checklist of Criteria for Good Thematic Analysis Process (Braun and Clarke, 2006)

Transcription	1.	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.	All interviews transcribed to an appropriate level of detail and checked against video recordings for accuracy
Coding	2.	Each data item has been given equal attention in the coding process.	All quotations reviewed to generate coding
	3.	Themes have not been generated from a few vivid examples (an anecdotal approach) but, instead, the coding process has been thorough, inclusive and comprehensive.	Themes and findings described, all coded from a complete coding process of the entire dataset. The coding process was thorough, inclusive, and comprehensive. All quotations were used to generate the codes and used to develop the themes. Each theme was developed based on a number of codes gathered across a range of participant quotations.
	4.	All relevant extracts for all each theme have been collated.	Yes
	5.	Themes have been checked against each other and back to the original data set.	Yes
	6.	Themes are internally coherent, consistent, and distinctive.	Yes
Analysis	7.	Data have been analysed rather than just paraphrased or described.	Yes. Can be found in the results section.
	8.	Analysis and data match each other – the extracts illustrate the analytic claims.	Yes. Analysis and findings closely match the data set.
	9.	Analysis tells a convincing and well-organised story about the data and topic.	Yes.
	10.	A good balance between analytic narrative and illustrative extracts is provided.	Yes. Extracts to illustrate the findings have been used within the results section.
Overall	11.	Enough time has been allocated to	Yes.

		complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.	
Written report	12.	The assumptions about ThA are clearly explicated.	Yes. These are stated in the Methods section (*Design* and *Data Processing and Analysis*).
	13.	There is a good fit between what you claim you do, and what you show you have done – ie, described method and reported analysis are consistent.	Yes.
	14.	The language and concepts used in the report are consistent with the epistemological position of the analysis.	Yes.
	15.	The researcher is positioned as *active* in the research process; themes do not just 'emerge'.	Yes.

Reference

Braun V, Clarke V. Successful qualitative research: a practical guide for beginners. London: SAGE Publications Ltd; 2013.