

Online Resource 1

Data Extraction and Coding Process

Coding of concern according to the explicated domains of the contextual systems of the bioecological model. Columns were binary-coded, where 1=concern expressed and 0=no stress expressed within specified domain. Table S1 displays examples specific to each domain for both parents and children separately.

Table S1. Coding Examples for Parent and Child Ecological System Domains

System	Coding Column	Parent	Example	Child	Example
Individual	Physical Health	Any stress related to the physical health of the parent, this includes loss of fitness, lack of sleep, sickness.	<i>"I do not want myself to contract this virus whilst pregnant"</i>	Any stress related to the physical health of the child, this includes loss of fitness, lack of sleep, sickness.	<i>"We've been working really hard to keep social distancing and socialising as [Child] is only 4 months old."</i>
	Emotional Wellbeing (parent)	Parent anxiety or stress implicitly (e.g., sense of being overwhelmed conveyed via language) or explicitly (e.g., specific reference to decline in mental health) portrayed.	<i>"How I have been feeling was made worse by the outbreak because I couldn't go out of the house with my boys, I didn't have my stress outlet."</i>	Any stress related to the mental, developmental and behavioural wellbeing of the child.	<i>"Warnings against physical and close contact may have long lasting affects on my youngest child at age 3.5 years"</i>
	Emotional/Developmental Wellbeing (child)				
	Pre-existing Vulnerability	Medical/physical and mental health related vulnerability of the parent exacerbating stress, this is inclusive pre-existing and recent loss/trauma (e.g., death of relative).	<i>"Due to my previous mental health problems, the impact of covid-19 has resulted in these becoming more prevalent"</i>	Medical/physical, mental and developmental related vulnerability of the child exacerbating experience of stress, this is inclusive of pre-existing and recent loss/trauma (e.g., death of relative).	<i>"My child missed out on an operation to address sleep apnoea and hearing loss, due to cancelled surgical lists."</i>
Micro-system	Parent-Child Relationship	Any strain, concern or change within the parent-child relationship – impact must be in a purely relational manner.	<i>"The biggest stressor is not Covid 19 but the home-schooling/working/caring. I am currently mum, teacher and friend to a grade prep, 2 and 3 whilst having a 2.5yo helper"</i>	Any strain, concern or change within the parent-child relationship – impact must be in a purely relational manner.	<i>"Not being able to answer questions my children have, because I don't know the answers!"</i>
	Interparental	Stress related to any strain, concern or change in the	<i>"I was struggling with the fact that both my husband and</i>	Any stress associated with the parent-parent relationship	<i>"Also the impact of our increased stress</i>

		relationship between parents (e.g., birth of a new child; conflict between parents; spousal concern).	<i>I were working from home but I was the one who felt responsible for the children as I am self-employed and my husband works for the Department of Education. I resented my husband as he was still able to work uninterrupted whilst I had to work after hours once the kids slept and was staying up really late and waking up early to fit work in”</i>	acknowledged as impacting on the child in a negative manner.	<i>as parents and what fallout this may have for our children.”</i>
	Caregiving	Parent experience of disruption to any responsibility related to care of children – external demands exceed that which they are equipped to deal with (physically, mentally, emotionally).	<i>“Not being able to select a school for next year as yet, as all our school tours were cancelled.”</i>	Any explicit or implicit stress for the child related to parent inability or helplessness in caring for child in a satisfactory manner.	Explicit: <i>“Homeschooling [Child 1] whilst the other parent works, means that [Child 2] is missing out on a lot of our time and attention. She would usually have 2 days per week at home with mum, which she isn't getting now.”</i> Implicit: <i>“I just worry about him getting sick”</i>
	Wider Family	Any stress associated with concern for, separation from or loss of kin/relations (not within immediate family).	<i>“Worried about my nan who is 86 and still lives at home. She stopped getting out of bed, feel torn about whether to visit her and risk it.”</i>	Any stress associated with concern for, separation from or loss of kin/relations (not within the immediate family).	<i>“After taking her out of daycare and isolating from grand parents she went down hill emotionally, getting very sad.”</i>
Meso-system	(Home)Schooling	Explicit stress related to home-schooling responsibilities expected within the parenting	<i>“Both my husband and I have physically attended work more often, and studied more,</i>	Any stress that is explicitly attributed to the schooling (or kinder) environment. This is	<i>“Lack of interaction with friends at school. Our</i>

	role. Stress directly related to the school environment (e.g., choosing school for child).	<i>in the past 2 months so childcare and remote learning have been challenging."</i>	inclusive of for example, impact on socialisation if parent specifically mentions concern for this aspect due to missing school.	<i>daughter had only just started prep this year, and then only a 6 weeks in, school was suspended to remote learning."</i>
Social Support	Any stress for the parent related to loss of or lack of support and connection from friends/within the neighbourhood/community.	<i>"We have been pretty stress free besides not being able to see family and friends. Having [Child] only 3 months old and some family/friends have not even met her yet that has been the hardest"</i>	Any stress for the child related to loss of or lack of support and connection from friends/within the neighbourhood/community (including school, kinder etc).	<i>"I cannot help but compare my eldest child's year of kinder and the wonderful confidence and connections it brought to our lives, to my younger child's year where he is still struggling to know his classmates names!"</i>
Structure/Routine	Any stress for the parent related to change or disruption in regular routine and structure of daily living, this is inclusive of additional responsibilities (i.e., home-schooling) attained as a result of restrictions.	<i>"Such an increased workload of home schooling and such challenges of other aspects of life with inability to have help from family were extremely draining and fatiguing over isolation time"</i>	Any stress for the child related to change or disruption in regular routine and structure of daily living, including school, extra-curricular and leisure activities.	<i>"It's been quite a few weeks kids have been home and have a sense of safety with their parents, it will take some time to readjust returning to school."</i>
Occupational	Any stress related to work, working environment and altered/disrupted working arrangements.	<i>"My confidence at work has plummeted over the last few weeks as i don't believe i have operated to the high standards that i expect of myself. i have had to work long days (6am - 6pm, then more at night sometimes) to fit in the workload and juggle remote learning/looking after kids at home"</i>	N/A to the child	

Exosystem	Financial/ Unemployment	Any stress associated with loss of income or employment as well as concern for current and future financial implications (for family/self).	<i>"My partner being able to work again so we can take certain bills off hold"</i>	N/A to the child	
Macro-system	Policy (Government)	Any stress for the parent specifically attributed to restrictions enforced as a direct result of the outbreak, this is inclusive of working from home orders, implications for work/finance etc.	<i>"How to give new/different experiences when we maybe stuck in Victoria/Australia for many years."</i>	Negative impacts of the child specifically attributed to enforced restrictions, this is inclusive of separation from family, school etc. also pertain to associated risks of easing of restrictions (i.e., return to school/kinder).	<i>"Due to travel restrictions and her father's work commitments, she hasn't been able to see him since early January. This has created a lot of stress for both her and her father."</i>
Chrono-system	Existential/Societal	Stress related to uncertainty surrounding meaning, choice, and freedom in life, concern for the future, concern related to society and societal standards.	<i>"If this will ever end fully or will social distancing be the new normal."</i>	Stress associated with current and future uncertainty for the child, including inability to understand what is going on, concern for long term implications specific to the child.	<i>"Warnings against physical and close contact may have long lasting effects on my youngest child at age 3.5"</i>
	Major Life Transitions	Stress relating to any transitional event for the parent, this is inclusive of family related changes (e.g., death within the family, pregnancy/birth of newborn) as well as major changes such as job loss.	<i>"Wife is pregnant so we have been dealing with that also"</i>	Stress relating to any transitional event for the child, this is inclusive of family related changes (e.g., death within the family, birth of sibling) as well as school transitions (e.g., kinder to school).	<i>"The disruption to school for my timid child who was just settling into her first year of school and making friends etc is a bit sad."</i>

Note. Domain level coding is applicable to both the explicit and implicit expression of concern, for example parent response *"working from home full time with children at home was intense and exhausting"* – the combination and use of language describing increased workload as intense and exhausting denotes implicit physical fatigue and as such, would receive a coding of 1 for physical health-related stress (parent).