File S1—Interview Protocol

Q1. Tell me, how are the stay-at-home mandate and COVID-19 impacting your daily routines, if at all?
- How are the stay-at-home mandate pandemic impacting your employment (and/or the employment of your partner, if applicable)?
- If unemployed or a stay-at-home parent, how are COVID-19 and the stay-at-home mandate impacting your personal routines?

Q2. Tell me, how are the stay-at-home mandate and the pandemic impacting your family?

Q3. Now, more specifically, tell me about how your child who is diagnosed with autism has been impacted by the COVID-19 pandemic and the stay-at-home mandate.
- How have the services he/she receives been impacted or changed, if at all?
- What services specifically have changed and how?
- How have the stay-at-home mandate and the pandemic affected your child's routine?
- How has the pandemic and the stay-at-home mandate impacted your child's behavior?
    - If the behavior has changed, how did these behavioral changes impact others in the family?
    - How have these changes in services impacted other members of your family?
    - Does your child have other special healthcare needs? Did the pandemic and the stay-at-home mandate affect his ability to access medical services?

Qualitative data for this study were exclusively analyzed from responses to the following questions.

Q4. What strategies, information or skills have you found helpful to support you, your child, or your family during the pandemic?

Q5. What support do you wish you had for yourself? Your family? Your child?
- Do you think that your child would benefit from telehealth services? If so, what kind?
- Have you or your child been offered telehealth services and support? If so, what kind?
- Would you be interested in learning strategies to support your child via webinars?
- What topics would you find the most helpful?

Researcher
- Would you like to provide any extra details about yourself, your child, your family, or your specific needs during the stay-at-home mandate in this pandemic?
- Do you know of anyone who might be interested in participating and contributing to this study?

File S2: Codebook—Qualitative Analysis

Subthemes and Operational Definitions	Supporting Quotes
Theme 1: Wishes and Needs	
Social Supports Needs: Limited support from schools and service providers. Need for expanding social bubble or social networks. Separation from extended family, community, or other important social connections.	- Any human. I would take just somebody who is only near us, and I trusted their COVID whatever. We don't have any family here. So that is exceptionally hard. - Maybe if their dad helped more, it would be a blessing. He completely went MIA. - Oh my god. Someone in our bubble - My daughter is very close to her grandparents so she's not able to see them. - Seeing family members, I am close with my in-laws, so it's hard for him not to see family.
Respite or Break Needs Need for help and support with childcare to provide a break for caregivers to attend to work or self-care or time away from teaching responsibilities.	- I would like someone to play with the kids that is not me. - I think the main thing would be the option of childcare, someone to watch my child for a couple hours while I de-stressor whatever. - I would like to see some people and hang out in my coffee shop. - All I want to do is just read a book. - I wish I had some type of childcare so I could work and be able to get some things that he needs at home. - Some kind of tutor that could work with her one on one. But we can't afford to do that right now because I don't have a job.
Coaching and Guidance Needs Expressed need for guidance on how to cope with challenges of homeschooling a child with autism and/or guidance on how to teach and respond to their children with autism's needs.	- How do you kindergarten or home school an autistic kid - Maybe managing your child's special needs education while in quarantine. - Dealing with your child's anxiety when they don't know what's going on, how to explain that to them because I don't know how to do that. - I wish I had someone to help me help her. I wish that someone had been there to help me whether over the phone or texting, just so somebody had been there just to be like: this is what you do, this is what I want from you to do with her, and this is how you do it. - I wish I had somebody to tell me what I need to be doing with my child. - Strategies on homeschooling... what is a good way for her to learn? She doesn't want me teaching her. I'm just not very good at it and she knows that. So it gets very tense… so - strategies on how to help her gain most skills.
Targeted Topical & Instructional Materials	- Behavioral, eating, and discipline. - Communication

Caregiver expressed specificneed for information to learnabout a specific topic: e.g., behavioral and discipline concerns communication skills, structured physical activities, toilet training social skills, occupational therapy skills, eating issues and dietary restrictions, responding to tantrums and meltdowns.	- Structured, physical activities, some new ideas for that, thatcould be done around the house. - We're always interested in any information about toilettraining. - Always the social skills. - If there would be some way that I could learn how to domore of the OT stuff. - We have issues with food. It's hard for him to eat certainfoods. - Effective ways to deal with tantrums or meltdowns especially during this time
Learning and Academic Support Needs Need for more support from the school. Concerns about lack of progress on IEP goals. Desire for access to therapy and one-on-one support for child. Preference for in-personservices and structured programs.	- I wish I had more support from the school - I wish we were working on the IEP, his goals. - The only thing that I really wish that I had was the therapy(ABA services) - They (child) need that one on one. - I think for the kids, and for us, it's just more beneficial to have at least some time in the clinic working on the skills theyneed to work on, which also allows us to have a little break - I wish that school wasn't canceled, - Some directions, some suggestions on school... which wejust stopped. - In person would have been the ideal or a place for him to actually go and do that would be ideal, …or some sort of structured program where he would be able to be more takencare of on a longer basis during the day. Something more interactive, something more where another person had more responsibility over that.
Theme 2: Barriers	
Telepractice Challenges Difficulties with technology, lack of parent or child engagement or interest remote delivery was considered inappropriate or incompatible with the child's needs and abilities.	- But when you do it (ABA) on the computer, it does notwork. - the tele-health, I felt like it was just a waste of our time. Ididn't feel like it was a very good setup for the kids. They weren't interested in doing it on the computer at home. - He was getting speech therapy. They tried doing video therapy. We tried that twice, and it just was too overwhelmingfor him. Too much, so I just had the speech teacher, she's just emailing me things to do, but we aren't doing them, just because he can't. - He wasn't even looking half the time; he would look andstack blocks just to get it done. So it wasn't really getting anything - It's really just more the way he's wired. It does not work for him. - Doing Zoom classes was horrible for her. - They tried telehealth with him, but it wasn't working. My son was just running around. He was not paying attention. So that didn't help him. All the

	- services stopped. - The video thing… doesn't work for him - My son whose autistic is not really into adult-directed activity. - I felt like I really couldn't do much. Literally exhausted after the hour of telemedicine therapy session that they had because it's a lot of work.
Unavailable Support Lackof adequate support from providers. loss of communication with schoolsand providers, service disruptions, lack of individualized attention.	- The remote learning didn't even start for the school district(interviewed in late April) - The school did not have (its supports) organized. - I have not heard from his occupational therapist at all... andat school, the only reason I heard from his speech therapist because I complained - Every service that they could use was closed. - Someone would need to call and say, "How is he doing?"I'm shocked that I didn't get that call (parent on the child's school or IEP team) - They do not do one-on-one sessions and especiallyoccupational therapy. - In the last three months these kids are not supported and donot have education
Remote Teaching Insufficient Limited or generic support from the school or lack of individualized attention or guidance from the teachers or experts.	- Limited capacity from the school, so consultative call forhalf an hour per week. - Occupational therapist has sent one sheet of things you cando that help work on fine motor skills. I already do that. - The school's remote learning is mostly delivered to us asmaterial, and we have to take care of it
- **Theme 3: Coping Strategies**	
Self-Efficacy Personal coping styles that are unique to being a parent of a childrenwith autism	- I mean, with autism, it's really a lot to deal with period. So… this big change didn't seem probably as big to us as it would to people that don't deal with these types of upheavals on a daily basis. So on the one hand we're losing probably themost access necessary services but at the same time, we're used to disruptions and not getting our way
Community Support Prioritizing and managing access to necessary services and support.	- We get respite services, but I give those hours to my sister for helping when I'm at the grocery store or if I just need sometime to myself.

File S3: Pearson Correlation of PSI-4SF Subscale—Percentiles and Questionnaire Responses

Statement from CQ	Subscale	r	p (2-tailed)
Statement1: For their safety, my child requires the undivided attention of an adult during waking hours	TS	0.62	.011
	DC	0.26	.34
	PD	0.52	.038
	PCDI	0.7*	.003
Statement 2: My child is independent and can entertain themselves during the day	TS	-0.58*	0.02
	DC	-0.1	0.703
	PD	-0.25	0.341
	PCDI	-0.78*	<0.001
Statement 3: I can leave my child in a room by themselves without worrying that they might get Hurt.	TS	-0.81**	<0.001
	DC	-0.63**	<0.001
	PD	-0.61*	0.012
	PCDI	-0.67*	0.004
Statement 4: Time that my child spends in school or therapy is when I catch up on errands or chores	TS	-0.2	0.499
	DC	-0.3	0.277
	PD	-0.11	0.709
	PCDI	0.02	0.944
Statement 5: I can work from home	TS	0.36	0.17
	DC	0.26	0.33
	PD	0	0.99
	PCDI	0.2	0.46
Statement 6: number of lost hours of service after the stay-at-home mandate.	TS	-0.03	0.92
	DC	0.12	0.662
	PD	-0.2	0.46
	PCDI	0.39	0.14
Open ended question: number of people living in the household.	TS	0.17	0.52
	DC	-0.05	0.85
	PD	-0.04	0.89
	PCDI	-0.17	0.53
Yes or No question: The family is caring for more than one child with autism at home during the stay-at-home-mandate	TS	0.18	0.51
	DC	0	0.99
	PD	- 0.19	0.48
	PCDI	0.18	0.511
Yes or No question: The family has a sibling at home who 18 years of age is or older.	TS	-0.11	0.69
	DC	-0.09	0.75
	PD	0.05	0.84
	PCDI	-0.07	0.79

*Notes: TS=Total Stress Score, PD=Parental Distress Score, PCDI=Parent Child Dysfunctional Interaction Score, DC= Difficult Child Score. Strength of correlation (r): < 0.1: no correlation, 0.1 to < 0.3: low correlation, 0.3 to < 0.5: medium correlation, 0.5 to < 0.7: high correlation, 0.7 to < 1: very high correlation. Significant p-value (p ≤ 0.05). *Denotes a significant result.*

File S4: Multiple Regression Statement 3 (St3) on Total Stress Score

Model	df	F	p	R	R^2	Adjusted R^2	Standard error of the estimate
Regression	5	7.25	0	0.89	0.78	0.68	6.98

Model	Unstandardized Coefficient	Standardized Coefficient				95% Confidence Interval for B	
Model	B	Beta	SE	t	p	Lower Bound	Upper Bound
(Constant)	71		3.49	20.36	<.001	63.23	78.77
SD	23.33	0.77	5.33	4.38	0.001	11.46	35.2
D	17	0.62	4.93	3.45	0.006	6.01	27.99
NN	7	0.2	6.04	1.16	0.274	-6.46	20.46
A	5	0.14	6.04	0.83	0.427	-8.46	18.46
SA	-14	-0.29	7.8	-1.79	0.103	-31.38	3.38

Note: SD strongly disagree, D disagree, NN is neither agree nor disagree, A is Agree and SA is Strongly Agree.

File S5 : Multiple Regression of Number of Hours of Services Lost on Total Stress Score

Model	df	F	p	R	R^2	Adjusted R^2	Standard error of the estimate
Regression	3	7.58	0	0.81	0.65	0.57	13.03

Model	Unstandardized Coefficient B	Standardized Coefficient Beta	Standard error	t	p	lower bound	upper bound
(Constant)	77		13.03	5.91	<.001	48.61	105.39
< 20 hours	25.78	0.67	13.73	1.88	0.085	-4.14	55.7
5-10 hours	83	1.05	18.42	4.51	0.001	42.86	123.14
1-5 hours	26.8	0.65	14.27	1.88	0.085	-4.29	57.89