

**Supplementary Table 1:** Verbatim comments for people with MS who provided comments regarding COVID-16 where we could not generate a disability severity level (n=8).

Person with MS	Verbatim comment
1	"has made no difference"
2	<p>Selected comments – identifying comments removed. Husband diagnosed with dementia and most of the comments pertain to this diagnosis in the first section of comments and are removed due to identifying information.</p> <p><i>"The Covid issues are directly related with the above (Husbands dementia diagnosis), as our financial organisation said they were working from home, and this seemed to end in no one bothering to assist, same with the broker who really had no interest in helping us, and therefore service was very poor during this time. This was putting pressure on me, as [husbands name removed] wanted answers and did not understand why it was taking so much time. Now our accountant is so busy, and we are having to wait - it has been 6 weeks now, when she used to answer queries in a day. I first tried to work this situation out at the beginning of May. I really feel I don't have the energy, and then as each week passes, I feel like I will never get back to town and have the support I need. My son had to go to town and stay with friends to attend school, due to issues with public transport, so this has been difficult being away from him... he loves his time in town, and I am happy that he gets time to be a teenager and be near his friends. He comes home on the weekend, but he is great company, and as I feel isolated, he is beautiful to have around. I hope this makes sense, but I did not think Covid was a big deal, but it has affected me, without really realising"</i></p>
3	"angry"
4	<i>"Ability to Participate in Social Roles and Activities - living in Victoria has impacted our ability to participate in any social or family activities. I'm ok as I talk to family but we can't get out and about like we use to due to Lockdown restrictions"</i>
5	<i>"Being in Victoria in total lock down i cant see my children or grandchildren ,it is making me so much more depressed"</i>
6	"Over it"
7	<i>"COVID has certainly impacted my life as with my low immune system being as it is, at first I was really paranoid but then I've learnt to relax, go shopping on my own and when in the shops, I glove and mask up but once at my car, I am paranoid about germs so wipe everything I touch even discarding my gloves sterling everything before I even sit back in my car. Like most I suspect, I am extremely aware of what people do now and how unclean people can be. I admit I have felt very alone during this time as I'm living on my own, my husband is in care and my very active adult children can only visit when they can. I have home help and physiotherapist but again, all at a financial cost so there I am again, left to just "wait" and "wonder!" I do dread the fact of or if I ever contract COVID"</i>
8	<i>"Working from home has been a positive experience"</i>

**Supplementary Table 2: Standards for Reporting Qualitative Research (A); and The Eight Big Tent Criteria for Qualitative Quality (B).**

<b>(A) Standards for Reporting Qualitative Research</b>		
<b>Title and Abstract</b>		
S1 Title	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	Page 1. Qualitative free-text and lived experience in the title.
S2 Abstract	Summary of key elements of the study using the abstract format of the intended publication; typically includes background, purpose, methods, results, and conclusions	Structured Abstract
<b>Introduction</b>		
S3 Problem formation	Description and significance of the problem/phenomenon studied; review of relevant theory and empirical work; problem statement	Page 3 and 4
S4 Purpose or research question	Purpose of the study and specific objectives or questions	
<b>Methods</b>		
S5 Qualitative approach and research paradigm	Qualitative approach (e.g., ethnography, grounded theory, case study, phenomenology, narrative research) and guiding theory if appropriate; identifying the research paradigm (e.g., postpositivist, constructivist/ interpretivist) is also recommended; rationale <sup>b</sup>	Qualitative approach identified – sophisticated grounded theory, and inductive/deductive
S6 Researcher characteristics and reflexivity	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	Page 6. Discussed between the lead and senior author and with the broader research team. Free-text data.
S7 Context	Setting/site and salient contextual factors; rationale <sup>b</sup>	Page 4 and 5
S8 Sampling strategy	How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g., sampling saturation); rationale <sup>b</sup>	Page 4, 5 and 6 Figure 1
S9 Ethical issues pertaining to human subjects	Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues	Page 5
S10 Data collection methods	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 <sup>b</sup>	Page 4, 5, Figure 1
S11 Data collection instruments and technologies	Description of instruments (e.g., interview guides, questionnaires) and devices (e.g., audio recorders) used for data collection; if/how the instrument(s) changed over the course of the study	Page 4
S12 Units of study	Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)	Page 7, Figure 1, Table 1
S13 Data processing	Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymization/deidentification of excerpts	Page 5
S14 Data analysis	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 <sup>b</sup>	Page 6
S15 Techniques to enhance trustworthiness	Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale <sup>b</sup>	Page 6
<b>Results/findings</b>		
S16 Synthesis and interpretation	Main findings (e.g., interpretations, inferences, and themes); might include development of a theory or model, or integration with prior research or theory	Page 7-12
S17 Links to empirical data	Evidence (e.g., quotes, field notes, text excerpts, photographs) to substantiate analytic findings	Page 7-12
<b>Discussion</b>		
S18 Integration with prior work, implications, transferability, and contribution(s) to the field	Short summary of main findings; explanation of how findings and conclusions connect to, support, elaborate on, or challenge conclusions of earlier scholarship; discussion of scope of application/ generalizability; identification of unique contribution(s) to scholarship in a discipline or field	Page 13-16
S19 Limitations	Trustworthiness and limitations of findings	Page 15
<b>Other</b>		
S20 Conflicts of interest	Potential sources of influence or perceived influence on study conduct and conclusions; how these were managed	Title page
S21 funding	Sources of funding and other support; role of funders in data collection, interpretation, and reporting	Title page

(B)	Summary of the Eight Big Tent Criteria for Qualitative Quality
Criteria for quality (end goal)	Various means, practices and methods through which to achieve
Worthy topic	The topic of the research is: <ul style="list-style-type: none"> <li>• Relevant</li> <li>• Timely</li> <li>• Significant</li> <li>• Interesting</li> </ul>
Rich rigour	The study uses a sufficient, abundant, appropriate, and complex: <ul style="list-style-type: none"> <li>• Set of theoretical constructs</li> <li>• Data and time in the field • Sample(s)</li> <li>• Context(s)</li> <li>• Data collection and analysis processes</li> </ul>
Sincerity	The study is characterized by: <ul style="list-style-type: none"> <li>• Self-reflexivity about subjective values, biases, and inclinations of the researcher(s)</li> <li>• Transparency about the methods and challenges</li> </ul>
Credibility	The research is marked by: <ul style="list-style-type: none"> <li>• Thick description, concrete detail, explication of tacit (non-textual) knowledge and showing rather than telling</li> <li>• Triangulation or crystallization</li> <li>• Multivocality</li> <li>• Member reflections</li> </ul>
Resonance	The research influences, impacts, or moves particular readers or a variety of audiences through: <ul style="list-style-type: none"> <li>• Aesthetic, evocative representation</li> <li>• Naturalistic generalizations</li> <li>• Transferable findings</li> </ul>
Significant contribution	The research provides a significant contribution: <ul style="list-style-type: none"> <li>• Conceptually/theoretically</li> <li>• Practically</li> <li>• Morally</li> <li>• Methodologically</li> <li>• Heuristically</li> </ul>
Ethics	The research considers <ul style="list-style-type: none"> <li>• Procedural ethics (such as human subjects)</li> <li>• Situational and culturally specific ethics</li> <li>• Relational ethics</li> <li>• Exiting ethics (leaving the scene and sharing the research)</li> </ul>

Notes: Source Tracy and Hinrichs (2017)