

Washington State University

College of Education

Caroline Ojeme

Will defend the dissertation

Date: April 21, 2021

Time: 10:00 A.M.

Location: Zoom by request

Faculty, students and the general public are encouraged to attend

**PARENTAL PERCEPTIONS OF EARLY INTERVENTION SERVICES
PROVIDED AND NEEDS FOR YOUNG CHILDREN WITH CEREBRAL PALSY:
A MULTIPLE CASE STUDY IN NIGERIA**

Chair: Yun-Ju Hsiao

The situation of early intervention services (EIS) in Nigeria to children with cerebral palsy (CP) is poor. Even though the EIS are available, they are not sufficient to meet the needs of children and their parents. However, there are not many studies conducted on parental perceptions of EIS in relation to their needs. Research has found that EIS, when provided early enough help children with disabilities reach their developmental milestone. Therefore, EIS must be improved to better meet the needs of young children with CP and their families in Nigeria. In addition, parents need more awareness, education, and involvement in the services provided for their children. This multiple case qualitative study was conducted to explore the knowledge and perceptions of parents of young children with CP and their service providers on EIS. The study aimed to assess perceptions parents have of the EIS currently available to their children. The data of this study were collected via in-depth semi-structured online interviews with 19 participants including parents of young children with CP and their service providers in a special school, hospital, and non-governmental organizations across four states in Nigeria. Thematic analysis was used to analyze the data and five major themes emerged from the interviews: (a) parents' level of information on CP, (b) parents' knowledge of EIS, (c) parents' perceptions of needs, (d) parents' perceptions of available intervention services, and (e) parents' perceptions of challenges/barriers, solutions, and expectations. Based on the results, recommendations for practices and future research are suggested.