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Perceived Influence of Professional Team Involvement on Early Intervention for Children with Disabilities in South-South Nigeria

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Abstract

This study examined the perceived influence of professional team involvement on early intervention for children with disabilities in South-South Nigeria. A quantitative cross-sectional survey design was adopted, involving 204 participants purposively selected for their experience in early intervention services. Data were collected using a researcher-developed questionnaire validated by three experts in Special Education and Educational Measurement and Evaluation. The instrument demonstrated excellent reliability (Cronbach's $\alpha = .941$). Data were analyzed using descriptive statistics and a one-sample *t*-test in SPSS Version 20. The findings revealed that professional team involvement significantly influences early intervention for children with disabilities, highlighting the importance of multidisciplinary collaboration in enhancing service quality and developmental outcomes. The study concludes that effective teamwork among professionals is fundamental to successful early intervention and recommends strengthening interdisciplinary training and professional development to enhance collaborative practice and family-centered service delivery.

Keywords**:** Professional team involvement, early intervention, children with disabilities, multidisciplinary collaboration, South-South Nigeria.

Introduction

The perceived influence of professional team involvement on early intervention for children with disabilities is significant. Interprofessional collaboration is essential for providing comprehensive care and optimizing outcomes for children and families. The training and support provided to early

intervention providers on interdisciplinary teamwork and collaboration are crucial for enhancing the effectiveness of the team. Early intervention (EI) is widely recognized as one of the most effective approaches for improving the developmental outcomes of children with disabilities, particularly when services are initiated during the first five years of life. During this critical developmental period, timely assessment, diagnosis, rehabilitation, family support, and educational interventions significantly enhance children's cognitive, communication, motor, adaptive, and social functioning.

Effective early intervention is rarely the responsibility of a single professional; rather, it depends on the coordinated involvement of multidisciplinary teams comprising special educators, speech and language therapists, occupational therapists, physiotherapists, psychologists, medical practitioners, social workers, and family members. This collaborative model enables comprehensive assessment and individualized intervention that addresses the child's diverse developmental needs while supporting families in providing continuous care at home (Smythe et al., 2020; Resch et al., 2020). Professional team involvement has become increasingly important because childhood disabilities often present with multiple developmental, educational, psychosocial, and health-related challenges that cannot be effectively managed through isolated professional practice.

Interprofessional collaboration encourages coordinated decision-making, shared expertise, effective communication, and family-centered service delivery, resulting in improved developmental outcomes and higher caregiver satisfaction. Studies conducted in low- and middle-income countries indicate that multidisciplinary early intervention programmes contribute to improvements in language development, motor functioning, cognitive abilities, and social participation, particularly when parents actively participate in intervention planning and implementation. Nevertheless, many developing countries continue to experience shortages of trained specialists, weak referral systems, fragmented healthcare services, and inadequate coordination among professionals, limiting the effectiveness of early intervention programmes (Faruk et al., 2020; Van Pelt et al., 2020).

In Nigeria, children with disabilities continue to encounter numerous barriers to accessing quality early intervention services despite growing policy attention to inclusive education and disability rights. Limited awareness among parents, inadequate numbers of rehabilitation professionals, insufficient funding, delayed diagnosis, poor inter-agency collaboration, and geographical disparities significantly affect service delivery. These challenges are particularly evident in many parts of South-South Nigeria, where healthcare and educational facilities often lack integrated multidisciplinary teams capable of providing comprehensive intervention services. Existing evidence also suggests that disability research in Nigeria remains limited, with relatively few empirical studies examining collaborative professional practices and their influence on intervention outcomes for children with disabilities (Nwokolo et al., 2022; Fareo, 2020).

Empirical evidence consistently supports the effectiveness of multidisciplinary professional involvement in early intervention. Resch et al. (2020) reviewed 50 studies on interdisciplinary early intervention and reported positive developmental outcomes in approximately 78% of the studies, demonstrating improvements across cognitive, behavioural, motor and communication domains when professionals worked collaboratively. Similarly, Smythe et al. (2020) argued that family-centered and interdisciplinary interventions provide children with developmental disabilities greater opportunities to achieve their developmental potential, particularly in resource-constrained settings. Faruk et al. (2020) further reported that early identification through appropriate developmental screening, followed by coordinated intervention from multiple professionals, substantially improves developmental outcomes among children in low- and middle-income countries. However, most available studies have concentrated on intervention effectiveness generally, with limited attention to stakeholders' perceptions regarding how professional team involvement influences early intervention services, particularly within the Nigerian context.

Lieberman-Betz, et al., (2023) found that early intervention professionals come from a wide range of backgrounds, reflecting the complex nature of young children’s learning, development and health. Professionals collaborate closely to share information, communicate and plan in ways that support a holistic approach to children’s learning and development. This includes understanding

one another's practice, skills and expertise, making appropriate referrals, and building on children's prior learning experiences to ensure continuity in development from birth to eight years. A key factor in the success of early intervention is the establishment of strong partnerships with families and ongoing collaboration with them (Acquavita, 2020; Farrugia, 2022; Igoni & Potměšil, 2014).

Gregory, et al. (2020) advocated for effective collaboration between parents and professionals is widely recognized as an important factor in supporting both family empowerment and positive developmental outcomes for children. In this context, professionals need to acknowledge and respect families' values, priorities, and decisions concerning their participation in services, while emphasizing family strengths rather than limitations. Research further suggests that when professionals respond to the specific needs of families and involve them meaningfully in planning and decision-making processes, families are better equipped to support their child's development and overall well-being (Guraya & Barr, 2018; Cassidy, Winter & Cumbia, 2020).

Mohajeri, Mesgari and Lee, (2020) work show that early multidisciplinary and comprehensive interventions targeting interconnected domains like behaviour, social skills, communication and self-regulation, can positively influence children's later cognitive and academic outcomes. In addition, previous studies have emphasized the value of holistic and multidisciplinary approaches in supporting children's learning, development, and overall capabilities (Musaji, 2019; Carl-Stannard, 2020). Such holistic practices are considered most effective when professionals work collaboratively, drawing on their collective skills, knowledge, and expertise within a framework characterized by shared goals, mutual commitment, and effective communication (Pawlowska, 2020).

According to Pawlowska, (2020).), no two early intervention professionals possess the same combination of skills, knowledge, and experience. Partnerships therefore play a key role in ensuring that children's diverse learning and developmental needs are met. Weiss, Cook and Eren, (2020), observed that partnership-based approaches facilitate more timely and individualized support for children and families. Such approaches assist in determining eligibility for special

education services and in addressing urgent family needs, including housing, financial assistance, and healthcare.

Fareo, (2020) however emphasized that early intervention professionals' frequently engage in collaborative problem-solving with individuals from diverse professional backgrounds, philosophies, and areas of expertise. Such interdisciplinary collaboration contributes to improved outcomes and the provision of more comprehensive services for children and families. Within this collaborative framework, professionals and family members learn from one another and implement shared strategies to support the child's development. This process fosters a partnership-oriented approach in which parents and professionals collaboratively design interventions tailored to the child's developmental needs. As families possess the most comprehensive understanding of their child, they provide critical information that assists professionals in developing effective and individualized family service programs (Neofotistou et al., 2014).

Faruk, et al. (2020) observed that professionals should collaborate both within and across service systems. Furthermore, the authors observed early childhood services have become increasingly diverse, with many children accessing multiple educational, health, and related support services during early development. This complexity may contribute to service fragmentation for children and families, who frequently experience multiple and overlapping needs requiring simultaneous involvement with various services. Collaborative partnerships among professionals have been identified as an important means of reducing such fragmentation and promoting continuity of support (Nwokolo, McConkey & Colleagues, 2022). Furthermore, Wanjiru, (2016) found that interdisciplinary teamwork leads to more effective and efficient service delivery than services provided independently by individual professionals.

Igoni and Peters (2015) emphasized the critical role of early intervention professionals in empowering families and supporting their capacity to advocate for their children. In this regard, strong collaborative partnerships among professionals are particularly important for children with disabilities, developmental delays, or additional needs, as these children often require coordinated support across multiple settings and professional disciplines.

Within the context of Nigeria, effective early intervention practice requires professionals to recognize and uphold the rights of children with disabilities and their families. This involves collaborative service delivery aimed at promoting family empowerment, enhancing parenting competencies, supporting children's developmental needs, and advocating for the rights of children and their families (Igoni & Peters, 2015). Collectively, these perspectives suggest that the quality of professional teamwork, collaboration, and partnership in service provision plays a significant role in fostering family trust, confidence, and competence in addressing their children's needs.

Roles of Professionals in Early Intervention

From its inception, early intervention has been inherently multidisciplinary, drawing on fields such as psychology, healthcare, early childhood education, special education, physical therapy, occupational therapy, and speech-language pathology. These disciplines collaborate to support both the child and the family (Resch, Hasenbacher & Kurz, 2020). The specific professionals involved in an early intervention team are determined by the child's Individualized Family Service Plan (IFSP). Regardless of its composition, the team's central role is to strengthen the family's competence and confidence in fostering the child's development, particularly in ways that aligns with the family's desired outcomes in everyday life (Smythe, et al. 2020). Most importantly, the parent or caregiver is considered the most essential member of the team, followed by the professional designated as the family's primary service provider. This primary provider may come from any discipline, depending on who is best suited to meet the needs of the child and family (Smythe, etal. 2020).

Van Pelt, et al. (2020) explain the roles of these professional team members as follows:

Educator: Educators are typically trained in early childhood education, early childhood special education, or child development. They support the team by providing a comprehensive, whole-child understanding of a child's growth and developmental needs. Their responsibilities may include participating in screenings, evaluations, and assessments; contributing to the development of Individualized Family Service Plans (IFSPs); and delivering special instruction when serving as the primary service provider. Under Part C of IDEA, "special instruction" refers to educational

services designed for infants, toddlers, and their families. Educators may also organize playgroups and other group activities that support children, siblings, and families (Van Pelt, et al. 2020).

Speech-Language Pathologist: Speech-language pathologists specialize in supporting and enhancing children's communication and speech abilities. While graduate training often provides limited hands-on experience with infants and toddlers with special needs, the profession has increasingly adopted family-centered approaches delivered within natural environments (Van Pelt, et al. (2020). These professionals take part in screenings, evaluations, and assessments; assist in developing Individualized Family Service Plans (IFSPs); and provide speech and language interventions tailored to everyday settings. In some cases, speech-language pathologists also work with children experiencing oral-motor or feeding challenges (Van Pelt, et al. (2020).

Physical Therapist: Physical therapists specialize in promoting and supporting motor development and functional movement skills in young children. Their role includes participating in screenings, evaluations, assessments, and the development of Individualized Family Service Plans (IFSPs), as well as providing motor-based interventions within natural environments. Since infants and toddlers with developmental disabilities and/or delays may struggle to generalize and retain newly learned abilities, they benefit most from repeated opportunities to practice motor skills during everyday routines and activities (Lieberman-Betz, 2023). Delivering services in natural settings encourages children to apply and strengthen these skills in the environments where they are most meaningful and functional.

Occupational Therapist: Occupational therapists play an important role in supporting the development of fine motor, adaptive, feeding, and play skills in infants and toddlers with developmental needs. Similar to physical therapists and speech-language pathologists, they may receive limited direct experience with infants and toddlers during their professional training programmes (Farrugia, 2022). In addition to addressing functional and adaptive development, occupational therapists may also provide support for sensory processing difficulties. Their responsibilities include participating in screenings, evaluations, and assessments; contributing to the development of Individualized Family Service Plans (IFSPs); and delivering interventions

within natural environments. Within early intervention services, occupational therapists often adopt family-centered practices when working in children's everyday environments, although approaches may differ across professionals and service settings (Guraya & Barr, 2018). Increasingly, parent-mediated intervention has been recognized as an effective and evidence-based alternative to clinic-based therapy. By coaching parents in the strategies and skills needed to support their child's development, therapists can promote consistent intervention within daily routines while also increasing service accessibility and reducing overall costs (Guraya & Barr, 2018).

Service Coordinator: Service coordinators are typically trained in fields related to child development, family support, or human services. Their primary role is to coordinate and manage early intervention services by overseeing the implementation of the Individualized Family Service Plan (IFSP). They work closely with families, multidisciplinary team members, and community agencies to ensure that children and families have access to appropriate supports and resources; including healthcare, social services, and respite care (Cassidy, Winter & Cumbia, 2020). Depending on the structure of the programme, some professionals may combine service coordination responsibilities with roles such as educator or therapist, while others may serve exclusively as service coordinators. Core responsibilities include participating in screenings, evaluations, and assessments; facilitating the development and ongoing implementation of the IFSP; monitoring service delivery; and acting as the family's primary contact throughout the early intervention process (Mohajeri, Mesgari & Lee, 2020).

Medical Personnel: Medical professionals involved in the care of the child and family may contribute to the early intervention team in a collaborative and consultative capacity. Team members may include pediatricians, primary care physicians, and a range of specialists, such as geneticists, developmental pediatricians, neurologists, physiatrists, audiologists, and nutritionists. Their role is to provide medical expertise that informs intervention planning and supports the child's overall health, development, and learning. By collaborating with other professionals and

family members, medical personnel help ensure that intervention strategies are both developmentally appropriate and responsive to the child's medical needs (Farrugia, 2022).

Other Professional Members: The composition of the early intervention team may vary according to the specific needs of the child and family. Depending on the nature of the child's developmental delays or disabilities, additional specialists may be involved to provide targeted expertise and support. These professionals may include vision and hearing specialists, infant mental health or behavioural specialists, as well as childcare providers who are regularly involved in the child's daily routines and care (Guraya & Barr, 2018).

Other Family-Selected Members: In addition to professionals, parents or caregivers may include other individuals significant to the family within the team, such as extended family members or close friends. The roles of team members in early intervention may vary according to the service delivery model implemented in a given programme (Mohajeri, et al. 2020). Effective team functioning depends on collaboration among professionals from different disciplines, as well as between families and professionals, and is closely aligned with the selected teaming model. Accordingly, understanding team interactions and recommended practices in early intervention is essential for effectively supporting families (Mohajeri, et al. 2020).

Educational Interpreter: An educational interpreter facilitates communication for children who use sign language, supporting access to intervention activities, learning experiences, and assessment. This role enables participation in services, assists professionals in interpreting the child's communication, and supports information exchange among families and team members. However, the role is facilitative rather than instructional or therapeutic, as intervention planning and implementation remain the responsibility of qualified professionals (Davenport & Weir, 2022).

Statement of the problem

Early intervention for children with disabilities is most effective when delivered through coordinated multidisciplinary team involvement comprising professionals from education, health, and social care. This collaborative approach is intended to ensure holistic, family-centered, and individualized support that enhances service coordination, reduces fragmentation, and improves

developmental outcomes for children while strengthening family participation. Although multidisciplinary collaboration is widely promoted in early intervention policy and literature, evidence indicates that its implementation is often inconsistent in practice. Variations in professional training, role expectations, communication, and service structures can limit effective teamwork, resulting in fragmented service delivery and reduced continuity of care.

Importantly, while the benefits of professional collaboration are well established, there is limited empirical evidence on how such team involvement is perceived by professionals in early intervention settings, particularly regarding its influence on service effectiveness and child outcomes. Understanding these perceptions is critical, as they shape how collaboration is enacted in practice. In Nigeria, these challenges are further intensified by limited specialist workforce capacity, uneven service availability, and weak interagency coordination, which may hinder effective multidisciplinary practice and contribute to inconsistent service delivery for children with disabilities. Therefore, this study investigates the perceived influence of professional team involvement in early intervention services for children with disabilities in Nigeria, focusing on how multidisciplinary collaboration shapes service delivery and intervention effectiveness.

Despite increasing international evidence supporting collaborative professional practice, there remains a significant gap in empirical literature concerning the perceived influence of professional team involvement on early intervention for children with disabilities in South-South Nigeria. Most Nigerian studies focus on inclusive education, disability prevalence, or healthcare accessibility rather than examining multidisciplinary collaboration as perceived by professionals, parents, and caregivers. Understanding these perceptions is essential because they influence service utilization, teamwork effectiveness, policy implementation, and intervention outcomes. Consequently, this study seeks to investigate the perceived influence of professional team involvement on early intervention for children with disabilities in South-South Nigeria with the aim of generating evidence that can strengthen multidisciplinary collaboration, improve early intervention practices, and enhance developmental outcomes for children with disabilities.

Purpose of the study

The purpose of this study is to examine the influence of professional team involvement in early intervention practices for children with disabilities in South-South Nigeria.

Research question:

What is the influence of professional team involvements in early intervention practices for children with disabilities in South-South Nigeria?

Hypothesis

Ho: Professional team involvement does not influence early intervention for children with disabilities.

Research design and methodology

This study adopted a quantitative design using descriptive survey approach; the study area is the South-South region of Nigeria. The study population comprised professionals providing various early intervention services, as well as parents and caregivers of children with disabilities. The sample consisted of 204 participants selected from lecturers and staff in Special Education departments amongst federal and state universities within the zone. The sample distribution includes 83 (40.7%) males and 121 (59.3%) females. A purposive sampling technique was employed to ensure that participants possessed relevant knowledge and experience related to the study. Participants were selected based on their direct involvement in providing or receiving early intervention services for children with disabilities, including professionals and parents/caregivers.

Data were collected using a structured questionnaire developed to examine the perceived influence of professional team involvement on early intervention for children with disabilities. The questionnaire consisted of three sections. Section A contained an introductory statement explaining the purpose and significance of the study and assuring participants of the confidentiality of their responses. Section B collected demographic information, including gender, age, years of work experience, and educational qualification. Section C comprised 23 items measuring the study variables based on a five-point Likert scale with the response options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

The validity of the instrument was established through expert review by two specialists in Special Education and one specialist in Educational Measurement and Evaluation from the University of Calabar, Nigeria. The internal consistency reliability of the instrument was determined using Cronbach's alpha, which yielded a reliability coefficient of 0.941, indicating excellent reliability. The collected data were analyzed using a one-sample *t*-test with the Statistical Package for the Social Sciences (SPSS), Version 20. Statistical significance was determined at the 0.05 level.

Results and discussions

Professional team involvement in early intervention has great influence on the intervention of children with disabilities.

1. Professional team involvement does not influence early intervention for children with disabilities.

A one-sample t-test was used, to test the above hypothesis at the 0.05 level of significance, and the result of the analysis presented table 1.

Table 1: One Sample T-test Analysis of Professional team involvement on children with disabilities

T	N	Mean	Standard Deviation	Standard Error
PTIDC	204	27.35	2.837	0.199
			test value= 15	
				95% Confidence interval of difference
t	df	Sig 2 tailed	Lower	Upper
62.158	203	0.000	11.96	12.74

Significant at .05 level, df = 203

The result of the statistical analysis as presented in above shows that the Mean for professional team involvement (M = 27.35, SD = 2.84) was higher than the test value of 15, a statistically significant mean difference of 12.35, 95% CI {11.96 to 2.74}, t (203) = 62.158, p < .001. With the p<.001, the result is significant, and the null hypothesis was rejected. This means that professional team involvement influences early intervention for children with disabilities.

Discussion of Findings

The findings of this study revealed that professional team involvement significantly influences early intervention for children with disabilities. This finding underscores the importance of collaborative professional practice in improving developmental outcomes for children with disabilities. The result is consistent with the work of Lieberman-Betz, r et al. (2023), who argued that multidisciplinary and comprehensive interventions addressing interconnected developmental domains, including behaviour, social interaction, communication, and self-regulation, during early childhood significantly enhance children's cognitive, social, and academic functioning. Their findings indicate that early intervention is most effective when professionals from different disciplines collaborate to provide integrated and individualized services that respond to the diverse developmental needs of children. The present finding also corroborates the study by Wanjiru (2016), who reported that interdisciplinary teamwork produces more effective and efficient service delivery than interventions implemented independently by individual professionals. Integrating the expertise of specialists from education, health, rehabilitation, psychology, and social work facilitates comprehensive assessment, coordinated intervention planning, and improved developmental outcomes for children with disabilities.

The findings further align with Acquavita, et al. (2020) who emphasized that authentic interdisciplinary practice is achieved when parents and professionals jointly design intervention programmes that promote children's holistic development. Families possess intimate knowledge of their children's strengths, limitations, routines, and preferences; therefore, their involvement enriches assessment and enables professionals to develop individualized family service plans that are culturally appropriate and responsive to each child's unique circumstances. This finding reinforces the family-centered philosophy that underpins contemporary early intervention services. Similarly, Farrugia, (2022) argued that no single professional possesses all the competencies required to address the multifaceted developmental, educational, medical, behavioural, and psychosocial needs of children with disabilities. Consequently, collaborative partnerships among professionals enhance the quality, comprehensiveness, and effectiveness of intervention services.

Such partnerships also enable timely identification of developmental concerns, coordinated referrals, eligibility determination for specialized services, and linkage of families to healthcare, educational, housing, financial, and social support systems.

The present findings are also supported by studies emphasizing collaboration as a cornerstone of effective early childhood intervention (Guraya & Barr, 2018; Gregory,et al. 2020; Farrugia, 2022). Through collaboration, professionals share expertise, coordinate service delivery, minimize fragmentation and duplication of services, and provide holistic support that addresses both the developmental and psychosocial needs of children and their families. Likewise, Cassidy, et al. (2020) observed that collaborative professional practice empowers families by enhancing their knowledge, strengthening their advocacy skills, and promoting active participation throughout the intervention process. Family empowerment contributes to increased parental confidence, improved consistency in implementing intervention strategies at home, and more sustainable developmental gains for children. Furthermore, previous studies consistently demonstrate that children with disabilities, developmental delays, or complex support needs benefit most from coordinated multidisciplinary services because their challenges often span multiple developmental domains requiring expertise from several professional disciplines (Musaji, et al. 2019; Mohajeri, et al. 2020; Paul, et al.2020).

Beyond supporting previous empirical evidence, the findings of this study also provide important implications within the South-South Nigerian context, where early intervention services are often constrained by inadequate professional collaboration, shortages of specialized personnel, fragmented service delivery, and limited family support systems. The significant influence of professional team involvement suggests that strengthening interdisciplinary collaboration among special educators, speech and language therapists, occupational therapists, physiotherapists, psychologists, paediatricians, nurses, and social workers can substantially improve service coordination and developmental outcomes for children with disabilities. It further indicates that institutional policies promoting regular case conferences, joint assessments, collaborative intervention planning, and continuous communication among professionals may reduce service

fragmentation and improve the efficiency of early intervention programmes. These findings therefore provide empirical evidence for policymakers and practitioners to prioritize multidisciplinary service models as an effective strategy for improving disability services in Nigeria.

Overall, the findings reinforce the growing body of literature indicating that contemporary early intervention is most successful when delivered through interdisciplinary collaboration and meaningful family participation (Pawlowska, et al. 2020). Effective teamwork not only improves children's developmental outcomes but also strengthens family well-being, enhances parenting competence, and promotes positive parental perceptions of their children's abilities and progress. The significant influence of professional team involvement observed in this study demonstrates that collaborative practice constitutes a fundamental component of high-quality early intervention services. Consequently, strengthening multidisciplinary partnerships, promoting family-centered practices, and improving institutional coordination should remain central priorities for enhancing the effectiveness, accessibility, and sustainability of early intervention programmes for children with disabilities in South-South Nigeria.

Conclusion

This study concludes that professional team involvement is a significant determinant of effective early intervention for children with disabilities in South-South Nigeria. The findings demonstrate that collaborative practice among multidisciplinary professionals enhances assessment, intervention planning, service coordination, and family engagement, thereby improving children's developmental outcomes. The study further establishes that family-centered interdisciplinary approaches provide more comprehensive and individualized services than isolated professional practices. Given the complex and multidimensional needs of children with disabilities, effective collaboration among professionals and active family participation are indispensable for achieving sustainable developmental gains. Strengthening multidisciplinary teamwork should therefore be regarded as a strategic priority for improving the quality, accessibility, and effectiveness of early intervention services in Nigeria.

Recommendations

1. Strengthen multidisciplinary collaboration: Government agencies and service providers should establish formal multidisciplinary teams comprising special educators, speech and language therapists, occupational therapists, physiotherapists, psychologists, paediatricians, nurses, and social workers to ensure coordinated early intervention services.
2. Promote continuous professional development: Regular interdisciplinary training, workshops, and joint professional development programmes should be organized to enhance collaborative competencies, communication skills, and shared decision-making among early intervention professionals.
3. Institutionalize family-centered practice: Early intervention programmes should actively involve parents and caregivers in assessment, goal setting, intervention planning, implementation, and evaluation to ensure that services address the unique needs and priorities of each family.
4. Develop supportive government policies: Federal and state governments should formulate and implement policies that encourage integrated early intervention service delivery, provide adequate funding, improve inter-agency collaboration, and increase the availability of specialized professionals across South-South Nigeria.
5. Coordination and monitoring of services: Educational, health, and social welfare institutions should establish structured referral systems, regular multidisciplinary case review meetings, and monitoring mechanisms to ensure continuity of care, minimize service duplication, and enhance the effectiveness of early intervention programmes for children with disabilities.
6. Future studies should explore the long-term impact of multidisciplinary and family-centered interventions, as well as identify best practices for effective team collaboration in diverse contexts.
7. Training and professional development programmes should be enhanced to equip early intervention practitioners with skills in collaboration, communication, and partnership

building. Also, there should be provision for in-service training abroad for professionals, to enable them to gain evidence-based practice of early intervention.

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