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Metaphorical Perspectives of Parents whose Children Attended Early Intervention Process¹

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Abstract

The most critical element of early intervention processes is the family. Increasing the awareness of families by experts in early childhood and participating in early intervention processes in this direction brings along many positive contributions for parents and their children. For this reason, it is thought that the perspectives of parents on early intervention and how they perceive this process are very important. In this study, it is aimed to examine the metaphorical perspectives of parents whose children have attended early intervention processes regard of "Early Intervention". In this research, phenomenological design, one of the qualitative research methods, was used. The data were derived from the demographic information of families and children and through a data collection form consisting of: "Early intervention is ... for me" because ...". Thirty three parents, whose children were diagnosed with autism spectrum disorders, Down syndrome, speech-language disorder etc., participated in this study. They completed the sentence appropriately. Data were analyzed by content analysis. During the analysis, the data were extracted and coded, and categories were created, and validity and reliability were determined and interpreted. As a result, 22 metaphors were reached, and grouped under five categories. The findings showed that parents' metaphors include; guidance, importance and criticality; the necessity of early implementation, long-term outcomes and adaptability of early intervention.

Keywords: early intervention, metaphor analysis, parent involvement, parents perspective, qualitative research.

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Introduction

The services provided to the child and his/her family at risk or with special needs in the first 36 months of life are called early intervention (Odom & Wolery, 2003; Tomris & Çelik, 2022). In early intervention, it is aimed to reduce the effects of genetic and biological problems on the child, to facilitate the adaptation of both the child and the parent to the situation of being at risk or inadequacy, to increase the quality interaction between the family and the child, and to support the development areas holistically (Franz et al., 2022; Guralnick & Bruder, 2019; Ribeiro et al., 2022; Tomris & Çelik, 2022). In addition, it is aimed to make the applied methods and strategies a part of daily routines, to use evidence-based interventions, and to plan all these actions in interdisciplinary cooperation in a way to get the fastest possible results (Perera, 2011; Walsh et al., 2012). Similarly, when we look at the foundations of special education in early childhood, which includes early intervention, the importance and criticality of early intervention; avoidance of the risk situation; positive effects of the environment and early practices on the child's development; effective results of early intervention programs; the headings of meeting family needs and expectations are put forward (Bakkaloğlu, 2020; Karoly et al.; 2006; McWilliam, 2010). Early intervention, which begins with the evaluation process of the child and family, continues with determining the needs of the child and family regarding their strengths and weaknesses, providing appropriate services and monitoring the development process (Guralnick, 2019). Supporting the development areas of services given to the child by professionals working in different disciplines; the services provided to the family are social support, supporting parenting skills and ensuring active participation in the process. Ensuring the active participation of the family in the process is one of the factors that most affect the success of early intervention (Franz et al., 2022).

Active participation of parents in early intervention is possible if they understand the positive effects of early intervention processes on the development of their children, develop a positive perspective on early intervention processes, and are willing to participate in the process (Mahoney & Wiggers, 2007). The effect of early intervention on the development of children and its contribution to the family is better understood and its importance is increasing with the results of scientific research carried out in recent years (Bottema-Beutel et al., 2021; Tüfek & Elbasan, 2022). Many studies show that the contribution and long-term effects of early intervention can be much greater with the use of family-centered interventions and the active participation of the family (Franz et al., 2022; Orum-Çattık et al., 2020). The results of studies using family-centered interventions show that the involvement of the family in the process has many positive effects on both the child and the parent (Najdowski et al., 2010; Siller et al., 2013). The early intervention programs in the literature also state that the participation of the parents in the early intervention process is one of the most important variables of the program and that the parent should take an active part in the early intervention program (Boyd et al., 2014; Kasari et al., 2014; Siller & Morgan, 2018). It is believed that increasing the active participation of families in early intervention processes will positively affect their views on this process (Orum-Çattık et al., 2020).

Although there are social validity findings of studies (Nevill et al., 2018) in which parents actively participate in the early intervention processes of their children, no qualitative research has been found in the literature that aims to directly determine the views and perceptions of the concept of early intervention. A study was found in the national literature examining metaphorical perspectives on the concept of early intervention. However, in this research, the participants are preschool teacher candidates (Akman et al., 2018). This research was needed

in order to better understand the effects of early intervention on the families whose children benefit from early intervention and who are one of the stakeholders involved in the process, to understand what effects the early intervention process has on parents and to make suggestions about what studies can be done in the literature in order to increase positive views on early intervention.

Purpose of the Study

In the study, it is aimed to reveal the metaphorical perspectives of parents whose children continue special education in early childhood regarding the concept of "early intervention". For this purpose, the following questions were answered in this study:

1. What are the metaphors for early intervention by parents whose children have participated in and/or are still involved in the early intervention process?
2. In what category are the metaphors collected in terms of their common characteristics?
3. What are the reasoned explanations of the mentioned metaphors?

Method

Research Design

In this study, phenomenological (phenomenology) design, one of the qualitative research methods, was used. Phenomenology is a qualitative research design used to interpret the opinions and perceptions of individuals by examining a subject about which there is not enough information (Creswell, 2013). The phenomenology design was used in this research to reveal parents' perceptions of early intervention through metaphors. Metaphors are tools that help to effectively explain another concept, object or situation by attributing meaning to it other than its primary meaning (Deant-Szokolszky & Szokolszky, 1993). In this context, there can be no single appropriate metaphor that fully elucidates a phenomenon. However, different metaphors have the power to show different aspects of a phenomenon and reveal different qualities (Morgan, 1998). Metaphors are one of the most powerful mental tools that structure, direct and control our thoughts about the formation and functioning of events (Saban, 2007). Today, metaphors have begun to be used as data collection tools in many different disciplines. In this context, in the field of educational sciences; It has been used as a tool for professional thinking, professional identity development, a pedagogical tool, a reflection tool, an evaluation tool and a change tool in teaching (Saban, 2007).

Study Group

The participants of this study are 33 parents whose children have benefited from or are still using early intervention services for at least 3 months in the Developmental Support Unit of a university in Turkey, which provides early intervention and counseling services to children with special needs and their families. Parents who participated in the study were required to volunteer to participate in the study and to observe the early intervention services received by their children at risk or with special needs at least 2 days a week. The aforementioned information was obtained with the permission of the unit and parents from the records of the

units where the parents received service. After the participants were given detailed information about the study, they were asked to sign the "Voluntary Participation Form". Demographic information about the participants is given in Table 1.

Table 1

Demographic Information on Participants

Demographic Characteristics	Category	N
Age range	25 and under	1
	26-35	12
	36-45	18
	46 and above	2
Gender	Female	21
	Male	12
Educational Status	Primary school	2
	Middle school	1
	High school	10
	Associate Degree	3
	Undergraduate	14
	Graduate	3

Accordingly, one of the 33 parents participating in the study is under the age of 25; 12 of them are between the ages of 26-35; 18 of them are between 36-45 years old and two of them are 46 years old and over. The average age of the parents is 37,4. 21 of them are female; 12 of them are male. When the educational status is examined, it is seen that the two parents are in primary school; a parent's secondary school; 10 parents' high school; associate degree of three parents; it is seen that 14 parents have undergraduate degrees and three parents have graduate education degree. Some descriptive information about their children was collected from parents through the data collection forms given to them. This information is given in Table 2.

Table 2*Demographic Characteristics of Children Benefiting from Early Intervention*

Code	Age	Gender	Diagnosis	Starting Age to EI	Duration of EI
C1	6	F	CP	6 month	30 month
C2	4	M	DS	1 year	24 month
C3	3.5	M	ASD	2 year	12 month
C4	5	M	ASD	2 year	12 month
C5	4	M	UR	2.5 year	6 month
C6	3	M	UR	2.5 year	6 month
C7	5.5	M	ASD	2 year	12 month
C8	5	M	DS	10 month	26 month
C9	6	M	ASD	2 year	12 month
C10	5	M	DS	10 month	26 month
C11	5	M	DS	2 year	12 month
C12	5	M	ASD	1 year	24 month
C13	3	M	ASD	2 year	12 month
C14	2.5	M	ASD	2 year	6 month
C15	5	M	ASD	1 year	24 month
C16	3.5	M	ASD	2.5 year	6 month
C17	4.5	M	ASD	2 year	12 month
C18	5	M	ASD	2.5 year	6 month
C19	5	M	SLD	2 year	12 month
C20	6	M	DS	2 year	12 month
C21	5	M	ASD	1.5 year	18 month
C22	5	F	ASD	1.5 year	18 month
C23	3	M	UR	2.5 year	6 month
C24	3	F	ASD	2 year	12 month
C25	5	F	ASD	2 year	12 month
C26	6	M	ASD	2.5 year	6 month
C27	6	M	ASD	2 year	12 month

Table 2
(*Contunieve*)

C28	6	F	ASD	2 year	12 month
C29	5	M	CP	1.5 year	18 month
C30	6	F	ASD	2 year	12 month
C31	3	F	ASD	2.5 year	6 month
C32	4	F	ASD	2.5 year	6 month
C33	6	M	ASD	2.5 year	6 month

C: Child; EI: Early Intervention; F: Female; M: Male; ASD: Autism Spectrum Disorder; DS: Down syndrome; SLD: Speech Language Disorder; UR: Under Risk; CP: Cerebral palsy

When Table 2. is examined, it is seen that the ages of the children vary between 2.5 and 6, and the average age is 4.7; It is seen that eight of them are girls and 25 of them are boys. It is seen that the age of children to start early intervention is 6 months at the earliest and 2.5 years at the latest. When the diagnoses of the children were examined, two (6.6%) children had CP; DS of five (15%) children; 22 (66.6%) children had ASD; one (3%) child was diagnosed with SLD and three (9%) children were at risk.

Setting

The data collected in the study were carried out in a classroom located in the building where the Developmental Support Unit of the relevant university, which provides early intervention and counseling services to children with special needs and their families, is located. The classroom has the capacity to accommodate all participants. There are desks in the classroom where participants can easily fill out the forms.

Data Collection Tools and Process

In the study, data were collected from the participants through a data collection form. In the first part of the data collection form, which consists of two parts, there are descriptive information such as the gender, age, education level of the parents, the age and gender of the child, the age at which s/he started early intervention and how long s/he has benefited from early intervention services. In the second part of the form, in order to determine the metaphors of the participants about early intervention, "Early intervention is for me, because" sentence is included. The sentence in question is a phrase frequently used in studies on determining the metaphorical perceptions of the participants. Before the data collection form was distributed to the participants, explanations were given about what the metaphor was and they were given a few examples on how to complete the sentence. The examples given are composed of different concepts that do not evoke early intervention. Then, the participants were asked to complete the sentence by thinking about a single metaphor related to early intervention. No time limit was specified for the participants to fill out the form.

Data Analysis

In the study, the data collected from the parents were analyzed by content analysis. Content analysis is explained as conceptualizing and organizing the data obtained in the literature, explaining the concepts in question with themes, and quoting and interpreting the statements of the people whose opinions were taken under these themes (Yıldırım & Şimşek, 2006). While conducting content analysis in this research, first of all, the data obtained were sorted, put in order and coded. Then, categories were created, and the validity and reliability of the obtained data were ensured. Finally, the data were interpreted. The forms collected from the parents during the sorting phase were checked by both researchers to ensure that the information was filled in completely and appropriately, and the forms that were filled incorrectly or incompletely enough to affect the research data (not completing the sentence properly, leaving the dotted places blank, inconsistency in the meaning of the metaphor and the explanation sentence) etc.) were excluded from the study. As a result of this examination, two of the 35 forms collected at the beginning of the research were excluded from the study and 33 forms were reached. The 33 forms obtained are numbered starting from one. The forms listed during the coding phase were read by both researchers and the metaphors in the forms were given sequence numbers. The metaphors listed with the codes obtained from the parents are listed one below the other. After listing, 22 metaphors were reached. The metaphors listed were examined in terms of common characteristics, highlighted features and perspectives on early intervention. In the case of the use of the same metaphors, the expressions written after the expression "because" were taken into consideration and it was examined whether they expressed the same thing in these expressions. Similar metaphors are collected under the same theme and categories are formed. After this stage, a total of five categories were obtained. The obtained themes, metaphors, categories and reasoned expressions are presented using figures and tables. The meanings of the categories obtained based on the relevant literature were interpreted and discussed based on the literature.

Validity and Reliability

Validity and reliability are the two main criteria required to guarantee the results of the research in the research (Yıldırım & Şimşek, 2006). In order to ensure validity in this research, before the data collection forms were distributed, the parents were explained about the study and given information about the meaning of the metaphor and why it was used, the voluntary participation approval was obtained orally and in writing, the participants did not limit the time to fill out the form, the participants filled out the forms independently of each other and no guidance was given regarding the question. Both researchers worked together throughout the entire analysis process. Reliability between encoders has been calculated to ensure reliability. The consistency of this process with parents' metaphorical perceptions of early intervention was confirmed by two experts who have experience in qualitative research and have studies in the field of ASD. At this stage, the experts created categories by coding the data independently of each other and these codes and categories were compared with the codes and categories created by the researchers. Reliability calculation was made using the formula $[\text{Same decision number} / (\text{same decision number} + \text{different decision number}) \times 100]$ (Miles & Huberman, 1994). The calculated reliability average is 93%.

Credibility and Ethics

In this study, some precautions were taken by the researchers in order to increase the credibility during the data collection, data analysis and reporting of the findings. From the beginning to the end of the research, the two researchers held regular meetings, during which each issue was discussed in detail and a mutual agreement was reached. All processes of the research are recorded. Before collecting data from the participants, they were given information about the purpose and process of the study; It was explained to them that their participation in the study was voluntary and that they can leave the study at any time and in such a case, the data obtained from them will be destroyed. Then, verbal and written consent was obtained from the participants.

Before starting the research process, the necessary applications were made to the Scientific Research and Publication Ethics Committee of the relevant university and permission was obtained that there was no ethical objection to the conduct of the research. Written permission was obtained from the educational support unit in order to collect the research data and to obtain information about whether the parents followed the early intervention services. The names of the participants were kept confidential, and they were given code names. It is stated that the data obtained will be used in scientific studies. Before the data collection forms were given to the parents, the purpose for which the information was collected was explained in detail. In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, were carried out. In the ethical evaluation made by XXX University Scientific Research and Publication Ethics Committee on 25.05.2022, it was determined that there was no objection to the implementation of the study. The ethics evaluation protocol number is 315301.

Ethical Issues

In this study, all the rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, were carried out.

Ethics Committee Consent Information

Name of the committee that made the ethical evaluation: Anadolu University

Date of ethical evaluation decision: 25.04.2022

Ethic evaluation protocol number: 315301

Findings

In this study, it was aimed to reveal the metaphor perceptions of parents regarding early intervention. Findings are illustrated and explained in figures and tables in the following paragraphs. These findings are included in the following headings.

Categories of Metaphors Created According to Common Characteristics

The 22 metaphors obtained were divided into five categories according to their common characteristics. Accordingly, the categories created for early intervention are guidance, criticality, earliness, long-term effects and individualizability. These categories are shown in Figure 1.

Figure 1

Categories established for early intervention



Metaphors Identified for Categories and Examples

The metaphors collected under the categories created with the data collected from the parents are shown in the tables. The metaphors and explanations for the guidance category are shown in Table 3.

Table 3

Parents' Perceptions of Early Intervention in the Guiding Category

Metaphor Name	f	Because...
Light	3	"It served to lift the dark veil in front of my child and myself. It guided both our and our child's future.." (P3)
Tree	1	"It gave my child a chance to get professional education and create a roadmap."(P12)
Pole Star	1	"It guides us in an environment where we are all alone, especially in this diagnosis, when everyone is in the dark.."(P5)
Sun	3	"Hope was born in us and will serve to make everything beautiful."(P21)
Light in Tunnel	1	"Lighting our way."(P8)

When the metaphors under the guidance category are examined, it is seen that three parents liken the concept of light, one parent to the tree, one parent to the pole star, three parents to the sun and one parent to the light in the tunnel. When the reasoned statements were examined, the parents emphasized the enlightening and guiding features of early intervention for them.

The metaphors and explanations for the criticality category are shown in Table 4.

Table 4*Early Intervention Perceptions of Parents in the Criticality Category*

Metaphor Name	f	Because...
Key	1	"If you have a special child, early education opens locks like a key." (P5)
Lifeguard	2	"It came to the rescue of my child and me." (P30)
Vital importance	2	"The fact that my child received support during this period made us believe that he would get results that would affect his whole life." (P17)
Crucial time	2	"We bring the learning capacity and perceptions of the early child to the highest level at this crucial time." (P1)
Emergency response	3	"It is a lifesaver such as the intervention of a doctor to a patient who will die of blood loss or to reach the hospital." (P2)
Oxygen tube	1	"It is vital for us." (P14)
First aid	2	"Intervening as intensely as possible at the earliest time saves lives." (P33)

When the metaphors under the criticality category were examined, the concept of early intervention was answered as one parent key, two parents lifeguard, two parents vital importance, three parents crucial time, three parents emergency response, one parent oxygen tube and two parents first aid. In the reasoned explanations in this category, it is seen that parents emphasize the importance of the effects of early intervention on development. Metaphors for the category of earliness and their explanations are found in Table 5.

Table 5*Parents' Perceptions of Early Intervention in the Earliness Category*

Metaphor Name	f	Because...
Starting the day early	1	"Just as you get up early during the day, take off early and get things done, this is also the case." (P11)
Urgent	1	"It should be presented as soon as possible for his own independence." (P4)
Early ringing alarm	1	"The earlier it starts the more effective it will be." (P10)

When the metaphors under the category of earliness were examined, the concept of early intervention was answered by one parent as starting the day early, a parent as urgent, and a parent as an early ringing alarm. When the reasoned explanations in this category are examined, it is seen that parents emphasize the positive effects of starting the early intervention process as early as possible. The metaphors and explanations for the long-term effects category are given in Table 6.

Table 6*Parents' Perceptions of Early Intervention in the Long-Term Effects Category*

Metaphor Name	f	Because...
Protector	1	"Since we cannot always be with her in this life, the education she received in this period will protect and watch over her."(P19)
A long journey	1	"This is a useful journey where knowledge is shared and experience is increased at every stop."(P23)
Investment	2	"It is the best investment that prepares my child for the future."(P24)
Permanence	1	"Everything transferred during this period becomes permanent."(P20)
Metamorphosis	1	"We get good results with time and patience. ."(E18)

When the metaphors under the long-term effects category were examined, the concept of early intervention was answered as a parent protector, a parent a long journey, two parent investment, a parent permanence, and a parent metamorphosis. When the reasoned explanations in this category are examined, it is seen that parents emphasize the long-term effects of early intervention on their children's development. The metaphors and explanations for the individualizability category are given in Table 7.

Table 7*Parents' Perceptions of Early Intervention on the Individualizability Category*

Metaphor Name	f	Because...
Unique	1	"This process can be tailored to each child's needs."(P29)
Rainbow	1	"Although it contains all colors, it is special for the child and adds color to his life."(P16)

When the metaphors under the last category, individualizability, were examined, a parent as uniqueness and a parent as a rainbow answered the concept of early intervention. When the reasoned explanations in this category were examined, it was seen that parents emphasized the adaptability and flexibility of early intervention according to the child's developmental characteristics and individual differences.

Conclusion, Discussion and Implications

In this study, it is aimed to reveal the metaphorical perspectives of parents whose children continue the early intervention process regarding the concept of "early intervention". For this purpose, data were collected and analyzed through data collection forms from the participants. In line with the findings obtained, 22 metaphors and five categories were reached. The reasoned explanations obtained from the parents for each category are shown on the tables. In the following paragraphs, the findings from this research are discussed. When the metaphors of parents for the concept of "early intervention" are examined in terms of meaning,

it is seen that all of the metaphors are positive. This result is thought to be important in terms of showing that parents can have positive attitudes about early intervention even if they participate in the early intervention process only by observing their children.

When the categories obtained from the study are examined, it is seen that these categories are consistent with the goals of early intervention and the basic foundations of special education in early childhood (Franz et al., 2022; Perera, 2011; Ribeiro et al., 2022; Tomris & Çelik, 2022). Accordingly, in the guiding category, parents emphasized the extent of the early intervention process to facilitate the adaptation of both the child and the parent to the risk or inadequacy situation (McConachie & Diggle, 2007). In the early time and criticality category, they focused on reducing the effects of genetic and biological problems on the child (Cooper, 2022). In the category of long-term effects it is fundamental to support the areas of development holistically, to increase the qualified interaction between the family and the child and to make it part of the daily routines (Romano & Schnurr, 2022; Vivanti et al., 2022). And finally, the planning of all services provided in the category of individualization in accordance with the needs of the family and the child directly (Cooper, 2022; McConachie & Diggle, 2007). This result is thought to be important in terms of seeing that the early intervention process provided to children and parents achieves its goals.

The fact that the categories obtained by the parents regarding the early intervention process are so parallel to the goals of the early intervention process is thought to be due to several variables. The first of these is the educational status of the parents. When the educational status of the parents is examined, two parents primary school; a parent's secondary school; 10 parents' high school; associate degree of three parents; it is seen that 14 parents have undergraduate education and three parents have graduate education. Accordingly, more than half of the parents (51%) graduated from undergraduate or higher education. In this study, it is thought that the high level of education of parents enables them to better understand the effects of the early intervention process.

Another variable is the time it takes for parents to start the early intervention process and benefit from early intervention with their children. When the participants' benefit from early intervention was examined, 10 participants (30%) were six months; 14 participants (42%) 12 months; three participants (9%) 18 months; three participants (9%) 24 months; two participants (6%) benefited from early intervention processes for 26 months. Accordingly, the shortest period in which participants benefit from early intervention is 6 months. It is thought that this period is not a very short time for them to understand the early intervention process in depth. When the age of the participants to start the early intervention process was examined, it was seen that one participant (3%) was six months old; two participants (6%) were 10 months old; three participants (9%) were 12 months old; three (9%) participants were 18 months old; It was observed that 15 participants (45%) started to benefit from early intervention at 24 months of age and nine (27%) participants at 30 months of age. Accordingly, 27% of the participants started the early intervention process at 18 months or earlier. It is known that starting early intervention as early as possible facilitates rapid results in reducing possible developmental problems, risk situations, and supporting development at the highest level (Bailey et al., 2004; Cooper, 2022; Guralnick, 2011; Ramey & Ramey, 1998). It is thought that the fact that the participants benefited from this process relatively early enabled them to see the effect of early intervention on the development of their children, and this situation was reflected in their answers.

In the literature, a study was found in which metaphorical perceptions about the concept of early intervention were examined. Although the participant group in this study is pre-service teachers, the metaphors produced are largely consistent with the findings of this study (Akman et al., 2018). Accordingly, the most frequently used metaphors in the related study were first aid, medicine, lifesaving, lifeguard, life buoy and life, whereas in this study, similar to the above, lifeguard (2); first aid (2); vital importance (2) and emergency response (3) are among the most frequently used metaphors. The following metaphors are starting the day early under the category of earliness (1), urgent (1), an early ringing alarm (1), protector under the category of long-term effects (1), a long journey (1), investment (1), permanence (1), metamorphosis (1), and finally, the unique (1) and rainbow (1) metaphors in the category of individualizability. Accordingly, it is seen that parents mostly focus on the guidance and criticality of early intervention. It can be thought that the reason for this situation is that parents participated in the early intervention process relatively early and saw the short-term effects of the process on the development of their children. This finding is consistent with the findings of other studies examining the effects of the early intervention process on parent and child outcomes in the literature (Akman, 2018; Karaoğlu, 2011; Tomris, 2020). In addition, when the diagnoses of the children of the parents participating in the study were examined, two (6.6%) children had CP; DS of five (15%) children; 22 (66.6%) children had ASD; one (3%) child was diagnosed with SLD and three (9%) children were at risk. Accordingly, the children who were diagnosed with DS and ASD the most participated in the early intervention process in this study. When these deficiencies are examined, DS can be determined before birth; ASD is a disorder whose symptoms occur in the early period. The findings of studies examining the effects of early intervention on children with ASD and DS show that early intervention has positive and rapid effects on these disabilities (Franz et al., 2022; Ribeiro et al., 2022; Robles-Bello et al., 2022). This can be explained by the fact that the categories obtained from the parents in this study emphasize the guidance and criticality of early intervention. One of the least emphasized categories by parents in the study was the category of individualizability. The fact that individualization, which is very important in terms of the field of special education and early intervention services, was expressed less in this study can be interpreted as that individualization is applied less during the early intervention practices of their children or that even if individualization is applied, parents cannot distinguish it.

Finally, this study was carried out with the participation of 33 parents who benefited from early intervention processes in the developmental support unit of a university in Turkey. Although it is not possible to generalize the findings obtained, this research can be carried out with a larger number of participants in different environments. In addition, the data collected in the study were collected from parents who had followed the early intervention process for a long time (at least six months). A similar study can be carried out with parents who have just started this process, and the results obtained can be compared. In this study, data were collected from parents of children in different disability groups. In another study, disability groups can be examined separately and the effects of the early intervention process on disability types can be compared.

Contribution Rate of the Researchers

The contribution rate of both researchers to the research is 50%. Researchers worked together in all stages of research planning, data collection, data analysis, writing and reporting of findings.

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Statement of Conflict of Interest

There is no conflict of interest with any person or institution in the research.

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