

Supplementary File

Table S1. Studies included in the scoping review.

Authors and Year of Publication	Aims of the Study	Sample Characteristics (Inclusion/Exclusion, Size)	Data Collection Methods	Data Analysis	Summary of Main Findings
Onyedibe, M. C. C.; Ugwu, L. I., Mefoh, P. C. and Onuiri, C. (2018) [30]	To examine Personal resilience influence upon the relationship between social support and parenting-stress in parents of children with Down's syndrome in Nigeria.	193 parents of children with Down's syndrome from South-East ($n = 131$), South ($n = 60$) and North Central ($n = 2$) Nigeria. Parental age ranged from 21–67, majority (56.5%) were married, and 38.9% had completed tertiary education.	Multidimensional Scale of Perceived Social Support, Resilience Scale and the Parenting-stress scale.	Moderated hierarchical multiple regression analyses.	Parents with high social support and resilience have lower level of parenting-stress; higher personal resilience moderated relationship between social support and parenting stress; parents with low level of social support and higher personal resilience had lower level of parenting stress. Resilience and social support-oriented therapy helped parents to manage stress from caring for their children with Down's syndrome.
Ajuwon, P. (2012) [28]	To provide a thematic analysis of the comments supporting the quantitative domains within the Family Quality of Life Survey and to explore their relationship to each other	Thirty-one parents of children and adults with Down's syndrome. Families with diverse socioeconomic and educational background, where their family member with ID attended the Down's syndrome Foundation in Lagos, Nigeria. 31 parents (15 male and 16 female). Mean age of mothers was around 47; 49 for fathers and siblings was between 21 and 23 years.	Survey completed in a small group at the foundation centre over 5-day period	Thematic analysis ⁷ .	Findings related to different aspects of caring for a family member with Down's Syndrome in relation to developmental, health and financial issues; reports of strong and positive relationships with nuclear and extended family members; limited access to community support use due to lack of economic resources; community interaction mainly in faith communities; leisure activities mostly included watching TV and movies together,

					entertaining or cooking for visitors.
Chukwu, N.; Okoye, U.O.; Onyeneho, N.G.; and Okeibunor, J.C. (2019) [33]	To identify the coping strategies that family members use in face of challenges coping with having a family member with a learning disability.	Imo State, Southeast Nigeria, 107 parents and siblings of persons with ID (18 fathers, 23 mothers, 30 brothers, 36 sisters); age range 13–67 years, 50% of parents were civil servants, the rest were farmers, traders and artisans. No parents included were unemployed. All siblings had completed at least 6 years of schooling, 27% siblings had completed 16 years of schooling.	An exploratory, cross-sectional approach, using qualitative methods of inquiry, based on focus group discussion.	Content and narrative analysis.	Patterns of family coping found include problem-focused, emotion-focused, and spiritual/religious-focused.
Ajuwon, P.; and Brown, I. (2012) [31]	A study on families where a member has an ID using the Family Quality of Life (QoL) Survey	Eighty main caregivers of families of children with ID participated, 51 from the Children's Development Center in Lagos and 29 from Open Doors for Special Learners in Jos.	Two trained assistants administered the Family Quality of Life Survey with main caregivers of people with intellectual or developmental disabilities (Brown et al., 2006)	Descriptive data analysis using SPSS.	All 9 domains of FQLS were rated as important, two main outcome measures—attainment and satisfaction, showed that 3 domains (Family relationships, Influence of values and Health) were sources of QoL for families, but 3 domains (Support from services, Support from others and Leisure) limited family QoL.
Atilola, O.; Omigbodun, O.; Bella-Awusah, T.; Lagunju, I.; and Igbeneghu, P. (2014) [39].	Examined the prevalence and spectrum of neurological and intellectual disability among adolescents in a remand home in South-West Nigeria.	One hundred and thirty-four adolescents, aged 10–17 years—67 from the Ibadan remand home and 67 controls from a nearby school participated.	A cross-sectional comparative study in a remand home and a secondary school in Ibadan, Nigeria.	Categorical and continuous variables were analysed using relevant tests for central tendency and difference.	Significantly higher prevalence of neurological and intellectual disability and epilepsy in adolescents residing in the remand home than in the school. Epilepsy and neurological deficits more prevalent in the home when admitted due to neglect compared to those admitted as offenders.

Bakare. M.O.; Ebigbo. P.O.; Ubochi. V.N. (2012) [37] ¹	Investigated the prevalence of autism spectrum disorder among Nigerian children with ID.	Forty-four children with ID.	Socio-demographic questionnaire; International Classification of Diseases, Tenth Edition (ICD-10) diagnostic criteria for mental retardation (F70–F73) administered by 2 clinicians.	Frequency and percentage of children with ID who also met the diagnostic criteria for childhood autism were determined.	Five (11.4%) of the children studied met the diagnostic criteria for childhood autism. Male/female ratio was 4:1.
Bakare. M.O.; Ubochi. V.N.; Ebigbo. P.O. and Orovwigho. P.A. (2010) [38] ²	To assess the prevalence and patterns of behavioural problems among Nigerian children with ID.	Forty-four children with ID in the Therapeutic Care Center (TCC), Abakpa, Enugu, Nigeria.	Teacher's rated Strengths and Difficulties Questionnaire (SDQ) for behavioural problems among children with ID. Socio-demographic questionnaire was used to obtain socio-demographic information.	Independent sample <i>t</i> -test was used to compare the mean scores of the children under total difficulties scale and pro-social scale of SDQ in different categories of ID. Gender differences in behavioural problems was analysed with correlation statistics.	Twenty-one children were classified as having behavioural problems in the borderline and abnormal categories on the total difficulties clinical scale of SDQ. Males were more likely to show hyperactivity compared to females.
Aderemi, T. J.; and Pillay, B. J. (2011) [34] ³	To identify and compare HIV knowledge, attitudes to sexual abstinence and sexual practices among mild to moderate ID and mainstream school pupils.	Three hundred (one hundred and twenty-three female, one hundred and seventy-seven male) ID special school and three hundred mainstream learners (154 female; 146 male) aged 12–19 years and 12 teachers each from ID school and mainstream school were interviewed.	Comparative, cross-sectional study. Quantitative and qualitative methods. Administration of structured questionnaire and Focus Group Discussions, in-depth and key informant interviews respectively.	Quantitative data analysed using SPSS 15.0—chi-square tests (for dichotomous variables) and <i>t</i> -test (for continuous data). The focus group, and key informant interviews were transcribed and read to identify themes of interest.	More learners with ID were engaging in sex, with more sexual activity amongst ID students than mainstream students. Female ID students were at greater risk of sexual abuse than nondisabled students. Reported condom use at last sexual activity was significantly less in ID students and thus increase their HIV infection risk and could be due to reported lower availability of condoms to ID learners. 20% reported to have multiple sexual partners.
Aderemi, T. J.; and Pillay, B. J. (2013) [35] ⁴	Compared sexual practices and predictors of sexual abstinence among	Three hundred learners with ID and three hundred nondisabled	Comparative, cross-sectional survey	Analyses included <i>t</i> -tests, Pearson's correlation and	Learners with ID abstained from sex less than nondisabled adolescents; girls with ID were

	adolescent learners with mild/moderate ID and nondisabled peers in Nigeria.	learners, aged 12–19 years, in Oyo State Nigeria.		ANOVA and chi-square for nominal variables.	almost 4 times more likely to report history of rape than non-disabled girls; no significant difference: between sexually abstinent and sexually active learners with ID and nondisabled adolescents in their HIV transmission knowledge scores.
Aderemi, T. J.; Pillay, B. J.; and Esterhuizen, T. M. (2013) [36] ⁵	Compared the HIV knowledge and sexual practices of learners with mild/moderate ID and nondisabled learners in Nigeria.	Three hundred learners with ID and 300 without ID; 12 to 19 years of age from schools across Oyo State, Nigeria	Participants completed a structured questionnaire to assess their knowledge of HIV transmission and sexual practices.	Bivariate analyses included <i>t</i> -tests, a Pearson correlation analysis and ANOVA for continuous variables; whole Pearson chi-square/Fisher's exact tests were used to analyse dichotomous variables. A $p < 0.05$ was considered as statistically significant.	Significantly more learners with ID than nondisabled learner reported having sexual experiences. Of the sexually experienced female ID participants, more reported history of rape compared with female nondisabled participants. Persons with ID scores were significantly associated with lower HIV knowledge transmission, with casual sexual partners and non-use of condoms during the last sexual activity).
Eni-Olorunda. T.; and Adediran. A.O. (2013) [40]	To examine English Language comprehension of pupils with ID.	Ten pupils each were purposively selected from three special schools in Ibadan. They were assigned to two experimental groups (audio-taped and individualized instruction groups) and control.	A pre-test, post-test, control group, quasi experimental design. Instruments used: Slosson's Intelligence Test, Socio-Economic Status Scale and English language Comprehension Achievement Test.	Data analysed using descriptive statistics, ANCOVA and Duncan post hoc.	The experimental groups were significantly higher in their comprehension score than in the control groups. The individualised group had the highest performance score followed by the audio-taped group and the control group. No significant main effect of socioeconomic status in comprehension achievement of people with ID. Mean score of students from low-socioeconomic status was better

					than those from high and medium socioeconomic status.
Adeniyi, Y.C.; and Omigbodun, O.O. (2016) [41]	investigate the effect of a social skills training for pupils with ID attending special school in Southwest Nigeria.	Thirty students with mild-to-moderate ID	“Explore” social skills curriculum teachers trained to give lessons to participants 3 to 4 times a week for 8 weeks. Social Skills of participants assessed using the Matson evaluation of social skills for individuals with severe retardation (MESSIER) pre- and post-intervention.	Paired <i>t</i> -tests, Wilcoxon signed-rank test, Mann-Whitney <i>U</i> test and Kruskal-Wallis Test were used to assess changes in social skills.	At baseline 63.3% had moderate social skills impairment, 6.7% had none or minimal impairments and 30% had severe impairments. At the end of intervention there was a 20% reduction in the number of participants in the severe impairment category and 13.3% increase in number of participants in the “none or minimal” social skills category.
Olufemi, A. M.; Favour, J. T.; and Olaosebikan, O. A. (2008) [43] ⁶	Investigated the efficacy of vocational training as part of entrepreneurship education during transition programme for persons with ID in Oyo State, Nigeria	Students and/or teachers (see note 2) with ID from four schools for people with ID where Entrepreneurship training is taught	Data obtained through the use of structured questionnaire with teachers and students within selected institutions.	Data were analysed using descriptive statistics	Results suggested that teachers and the students in the selected institutions believe that people with ID are capable of learning a vocation and that they can be self-reliant based on their experience.
Isawumi, O. D.; and Oyundoyin, J.O. (2016) [42]	The study examined home and school environment factors as determinants of social skills deficit among learners with ID in Lagos State, Nigeria.	Teachers of 50 pupils with ID from five special primary schools in Lagos State.	The study used descriptive survey design with a purposive sample from selected special educational primary schools. The survey questionnaire: the Social Skills Rating System (SSRS; Gresham and Elliot (1990), and the Home and School Environments as Determinants of Social Skills Deficit among Learners with Intellectual Disability (QHSEDSSDLID)” (Fisher and Fraser ⁸).	Descriptive statistics used were correlation (<i>r</i>) and multiple regression.	All independent variables (include: parental income, marital status, family size, parental educational qualification, employment, interpersonal conflict and parenting style, attitude of fellow pupils and teachers, school library and sport facility) contributed to social skill deficits.

Eni-Olorunda, T.; Ariyo, M.; and Lasode, A. (2015) [32]	The study investigated the influence of the presence of a child with ID on marital stability in Nigeria.	Purposive sample of 105 parents of children with ID from Lagos ($n = 47$) and Ibadan ($n = 58$), Nigeria.	A questionnaire developed for this study and administered by 4 postgraduate students. Where necessary, non-English speaking respondents were assisted completing questionnaires.	Data analysed using descriptive statistics, e.g., frequencies and percentages with the four research questions and correlation (r) used to analyse three hypotheses.	The findings showed parents (65.7%) were emotionally overwhelmed and 81.9% were in a state of shock at the initial discovery their child had ID, this however, did not affect their marital stability and brought them "closer together". Siblings of the child with ID (75.2%) accepted and "loved" them, further strengthening the marital relationship. Eighty-five percent of parent-in-laws were not for separation or divorce of the parents, although 45.7% of parent-in-laws did not support the couples, e.g., emotionally.
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¹ Seems as though the papers were published at different times, but they all belonged to the same bigger study. ² Seems as though the papers were published at different times, but they all belonged to the same bigger study. ³ The results appeared duplicated with an additional author. The corresponding author was contacted for comment but failed to respond within 4 months. Seems as though the papers were published at different times, but they all belonged to the same bigger study. ⁴ The results appeared duplicated with an additional author. The corresponding author was contacted for comment but failed to respond within 4 months. Seems as though the papers were published at different times, but they all belonged to the same bigger study. ⁵ The results appeared duplicated with an additional author. The corresponding author was contacted for comment but failed to respond within 4 months. Seems as though the papers were published at different times, but they all belonged to the same bigger study. ⁶ Presentation of the study was not very clear on which aspects of the findings were from teachers and/or pupils and the N of each, respectively. ⁷ The method of data analysis was not clear or reported in the paper. ⁸ The year and reference for this source was not cited by Isawumi and Oyundoyin [42].