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Systematic Review of the Early Interventions in Developing Academic Skills in Children with Intellectual Disabilities

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ABSTRACT Children with intellectual disabilities (ID) struggle a lot to learn basic academic skills. The goal of this systematic review was to assess how will the efficacy of early interventions to foster academic skills in children with intellectual disabilities. The researchers followed the PRISMA guidelines using 10 papers through methodological and thematic synthesis, following the use of stringent inclusion criteria. The best interventions are those that are tailored to the individual, make use of technology, and are integrated into organised curricula or family-supported learning settings to enhance reading, maths, and matching abilities. Significant benefits were also made through structured literacy programs and parent-mediated support. Children with mild intellectual impairment made the most from academic progress, while the severity of the impairment was the greatest moderator of outcomes. The rate of progress was affected by age, but gender had no impact on the results of the intervention. The review concludes the best early interventions.