

# Balancing the Unbalanced: Decoding Postural Instability and Role of Early Intervention in Adolescents with Intellectual Disabilities: A Narrative Review

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## ABSTRACT

Adolescents with Intellectual Disabilities (ID) frequently struggle with postural instability, or the inability to maintain balance during either static or dynamic activities. Limitations in adaptive behavior and intellectual functioning that start in the developmental years are what constitute ID. According to a research article published in year 2020, 1-3% of adolescents worldwide suffer from ID, and research indicates that 40 to 57% of them struggle with balance as a result of issues with motor coordination, sensory integration, and cognitive processing. These problems reduce independence and general quality of life by raising the risk of falls and associated accidents. This narrative review looked at 17 peer-reviewed publications that were mostly retrieved from PubMed, Google Scholar, Frontiers, Science Direct, and the Wiley Online Library

and were published between the year 2013 and 2024. 12 papers were thoroughly examined and included in the following narrative review. Adolescents with mild to moderate ID who were diagnosed and had documented balance impairments between the ages of 10 and 19 are included in this review study. In conclusion, overall the results show that postural instability is a common and complex problem among adolescents with ID. With the help of Physiotherapy interventions that combine multiple approaches particularly balance training have shown promising results in improving postural control. This review highlights importance of structured, evidence based rehabilitation strategies to reduce fall risk, support mobility, enhance independence and quality of life in this specific population.

**Keywords:** Intellectual disabilities, Sensory Integration, Postural Instability

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