

Linking Attention Span and Role of Early Intervention in Children with Intellectual Disabilities: A Narrative Review

SIDHARTH MALLICK¹, KALPNA², SHWETA SHARMA³

ABSTRACT

Intellectual Disability (ID) is a condition in which children face difficulties in learning new concepts as well as managing their daily routines. According to a research study in 2022, the prevalence rate of 2% children with intellectual disabilities was reported in India. One of the major issues of children with ID is difficulty staying attentive. Attention span, the ability to focus on a task, is usually lower in these children and this affects learning, social interaction and independence in daily life. This review study was done to explore the role of attention span on the overall functioning of children with ID and highlights the need for early detection and focused interventions. This review utilised PubMed, Google Scholar and Cochrane were used to collect the relevant literature. A total of 17 studies published in 2015-2025 were looked at and 10 were selected after screening and removing

duplicates. These were cross-sectional, observational, meta-analytic and narrative review studies. The study indicates that the attention span of children with ID is always shorter than that of typically developing children and severely restricts the performance in school and everyday activities. Meanwhile, research study also indicate that structured training programmes, music therapy, phonological therapy and pictorial supports can be used to reinforce attention and achieve more independence. In general, this review highlights the critical role of attention span as a primary outcome of intervention in children with ID because the improvement of this domain can have a significant impact on learning and quality of life.

Keywords: Adaptive skills, Attention span, Intellectual disability, Learning difficulties.

PARTICULARS OF CONTRIBUTORS:

1. Undergraduate Student, School of Physiotherapy, Shree Guru Gobind Singh Tricentenary University, Gurugram, Haryana, India.
2. Undergraduate Student, School of Physiotherapy, Shree Guru Gobind Singh Tricentenary University, Gurugram, Haryana, India.
3. Assistant Professor, School of Physiotherapy, Shree Guru Gobind Singh Tricentenary University, Gurugram, Haryana, India.

NAME, ADDRESS, E-MAIL ID OF THE CORRESPONDING AUTHOR:

Dr. Shweta Sharma,
Assistant Professor, School of Physiotherapy, Shree Guru Gobind Singh Tricentenary University, Gurugram, Haryana, India.
Email: shwetasharmamph27@gmail.com