



Evaluation of Therapeutic Intervention for Intellectual Disabilities

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DESCRIPTION

Intellectual Disability (ID) is a complicated neurodevelopmental disease that impairs a person's cognitive functioning and adaptive behavior. It is distinguished by considerable limits in both cognitive functioning and adaptive behavior. Intellectual functioning relates to a person's ability to learn reason, solve problems, and comprehend complicated ideas. The ability of an individual to execute daily activities such as communication, self-care, and social contact is referred to as adaptive functioning.

ID could be caused by an assortment of circumstances, including genetic problems, brain injury, and infections throughout gestation, starvation, and toxicity exposure. ID can range in intensity from modest to severe. People with mild ID may struggle with abstract reasoning and analytical thinking, but they are capable of learning practical skills such as reading and writing. People with severe ID may struggle with fundamental interpersonal and personal care abilities.

A full evaluation of an individual's intellectual functioning and adaptive behavior is required for the diagnosis of ID. Standardized tests of Intelligence Quotient (IQ) and adaptive behavior are included in the examination. An IQ score of less than 70 is considered indicative of ID. The diagnosis also requires that symptoms appear before the age of 18 years. People with ID may face a variety of difficulties throughout their lives. These issues include learning, communication, social engagement, self-care, and work. Those with ID, on the other hand, can attain their full potential with early intervention and adequate assistance.

Mild ID (IQ 50-69) may not be noticeable or identified until children attend education. Even though low educational

attainment is identified, specialist testing may be required to differentiate mild intellectual disability from particular learning disabilities or emotional/behavioral issues. Individuals with mild ID can learn reading and math abilities to the level of a typical child aged nine to twelve. They can acquire self-care and practical skills like cooking or using the local public transportation system. When people with intellectual disabilities reach maturity, many of them learn to live independently and work. Around 85% of people with ID experience moderate ID.

Moderate ID (IQ 35-49) is almost always detectable in the first years of life. Vocal delays are indeed a particularly typical symptom of mild ID. Individuals with moderate cognitive disabilities require significant supports in school, at home, and in the community in order to fully participate. While their academic capacity is restricted, adolescents can learn basic health and safety skills and participate in simple activities. As adults, they may live with their parents, in a supportive group home, or even semi-independently with major supported services to assist them with financial management, for example. As adults, they may be able to work in a sheltered workshop. Around 10% of those with ID are expected to have moderate ID.

Intellectual impairment is a complicated neurodevelopmental disease that impairs a person's cognitive performance and adaptive behavior. It can be caused by a number of circumstances, including genetic problems, brain damage, infections during pregnancy, starvation, and toxicity exposure. A thorough assessment of an individual's personal intellectual functioning and adaptive behavior is required for the diagnosis. People with ID may face a variety of difficulties throughout their life, but early intervention and appropriate assistance can assist them in maximizing their abilities.

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