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**EARLY INTERVENTION IN PRESCHOOL AND PRIMARY SCHOOL
CHILDREN (3 TO 7 YEARS OLD) WITH FRAGILE X CHROMOSOME
SYNDROME: A BIBLIOGRAPHY OVERVIEW**

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ABSTRACT

The purpose of this paper is to carry out a limited review of articles, the main topic of which is the early intervention and its value in the educational, and not only, process in preschool and primary school children (3 to 7 years) with fragile syndrome. X chromosome (FXS). FXS is associated with a wide range of cognitive, emotional and behavioral difficulties. A systematic review of the literature was conducted to identify articles presenting data on early intervention in preschool and primary school children (3 to 7 years old) with FXS between 2000 and 2021. The search was performed in the electronic databases: JSTOR, PubMed, SCOPUS, PsycINFO & Education Resources Information Center (ERIC). The Mendeley tool was used to select the appropriate articles. The results presented in the present work are the result of a study of a total of 13 studies. The interventions were performed mainly in boys, due to the frequency of this syndrome, especially in the male population and less in the female population, but also in girls. The aim of the interventions was to improve the cognitive and social deficits that the participants show. The majority of the interventions took place in the home of the participants and, for the most part, they were implemented by the children's parents. Most of the interventions had positive results, mainly in the social and behavioral field. A key conclusion that may have emerged from the systematic literature review is that people with FXS show significant improvements when there is some modification in the environment in which they operate.

Key words: Fragile Chromosome X Syndrome, Early Intervention, Bibliographic Review, Mendeley

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