

Psychological and Educational Support for Students with Learning Difficulties: A Narrative Review of Mental Well-Being

Shruti Suman¹

¹Research Scholar; University P.G. Department of Psychology, Bhupendra Narayan Mandal University, Madhepura, Bihar, India

¹ORCID ID: <https://orcid.org/0009-0006-9281-3886>

Publication Date: 2026/09/03

Abstract: Students with learning difficulties face challenges that extend far beyond academics, often affecting their emotional, behavioural, and social well-being. Persistent struggles in reading, writing, spelling, and mathematics contribute to frustration, anxiety, low self-esteem, and reduced motivation. Experiences of bullying, stigma, and inadequate psychological support further undermine classroom engagement and peer relationships, underscoring the need for integrated educational and mental health interventions. This narrative review synthesises literature published between 2015 and 2025, alongside landmark studies, to examine psychological and educational support for students with learning difficulties, with a particular focus on mental well-being. Evidence was drawn from psychology, education, and school-based interventions, as well as reports from international organisations. Thematic analysis revealed consistent vulnerabilities among these students, including heightened risks of anxiety, stress, depression, and behavioural difficulties. Effective strategies identified include early identification, counselling, social and emotional learning (SEL) programmes, differentiated instruction, positive reinforcement, and family involvement. Inclusive school environments and collaboration among teachers, counsellors, psychologists, and parents emerged as critical for fostering resilience, confidence, and sustained engagement. The review concludes that mental well-being must be treated as an integral component of educational support. For developing countries such as India, where resources and awareness remain limited, longitudinal and intervention-based research is urgently needed. By integrating applied psychology with inclusive educational practices, schools can strengthen both academic achievement and holistic student development.

Keywords: Learning Difficulties; Mental Well-Being; Psychological Support; Inclusive Education; School Counselling; School Psychology.

How to Cite: Shruti Suman (2026) Psychological and Educational Support for Students with Learning Difficulties: A Narrative Review of Mental Well-Being. *International Journal of Innovative Science and Research Technology*, 11(8), 2600-2612. <https://doi.org/10.38124/ijisrt/26aug991>

I. INTRODUCTION

➤ Importance of Mental Well-Being in Education

Mental well-being is a fundamental aspect of students' overall development, influencing not only academic achievement but also emotional stability, social adjustment, and long-term resilience. Students with strong psychological equilibrium can think clearly, regulate emotions, solve problems effectively, and sustain positive relationships with peers and teachers. Such stability fosters confidence, motivation, and active classroom participation, which in turn enhances scholastic success. In contrast, compromised socio-emotional health reduces concentration, impairs behaviour, and heightens vulnerability to stress, anxiety, and depression (Weare & Nind, 2011; Freeman, 2022; UNICEF, 2021).

Schools play a central role in promoting mental well-being because they provide structured opportunities for academic, social, and behavioural growth. A safe, inclusive environment fosters belonging and resilience, while collaboration among teachers, counsellors, psychologists, and parents ensures that both academic and emotional needs are addressed. Evidence consistently shows that school-based mental health programmes and social-emotional learning (SEL) interventions improve behaviour, interpersonal relationships, and academic performance (Durlak et al., 2011; Hoagwood et al., 2007; Weist et al., 2013).

Globally, educational systems increasingly recognise mental well-being as integral to quality education and inclusive schooling (OECD, 2021; UNICEF, 2021; UNESCO, 2024). Yet, in developing countries such as India,

limited resources, stigma, and lack of awareness often constrain implementation. Addressing this gap is essential to ensure that students with learning difficulties receive holistic support that strengthens both academic achievement and psychological resilience. This recognition sets the stage for examining how learning difficulties intersect with mental health challenges, and why targeted psychological and educational support is urgently required.

➤ *Understanding Learning Difficulties*

Learning difficulties are long-term neurodevelopmental conditions that interfere with the acquisition and application of core academic skills such as reading, writing, spelling, and mathematics. These challenges are not attributable to low intelligence, poor teaching, or lack of motivation. Rather, they stem from differences in how the brain receives, processes, and interprets information, which directly influences learning outcomes and classroom performance (APA, 2013; Hong & Zeng, 2022).

The most widely recognised forms include dyslexia, dysgraphia, and dyscalculia. Dyslexia primarily affects reading accuracy, fluency, and spelling, often limiting comprehension and confidence in literacy tasks. Dysgraphia impairs handwriting, spelling, and written expression, making it difficult for students to organise and communicate ideas effectively. Dyscalculia disrupts numerical understanding, mathematical reasoning, and calculation skills, frequently leading to mathematics anxiety and avoidance behaviours. These difficulties vary in severity across individuals, requiring tailored educational support aligned with specific learning needs (Lyon et al., 2003; Butterworth, 2025; Yunus & Ahmad, 2022).

Recent scholarship emphasises the importance of a multidisciplinary perspective that integrates psychology, education, neuroscience, and technology. Early identification and timely intervention are critical, as they enhance academic performance, emotional well-being, and self-confidence while reducing long-term educational disparities. Appropriate psychological and educational support enables students with learning difficulties to participate more fully in school life and achieve their potential (Asdaq et al., 2025; Hajovsky et al., 2025; Aro et al., 2022). In developing contexts such as India, where awareness and resources remain limited, strengthening early screening and intervention frameworks is particularly urgent to safeguard both academic achievement and mental health.

➤ *Relationship Between Learning Difficulties and Mental Well-Being*

Learning difficulties and mental well-being are deeply interconnected, creating a cycle in which academic struggles precipitate emotional distress and, in turn, poor mental health further undermines learning. Students who face persistent challenges in reading, writing, or mathematics often experience frustration, disappointment, and diminished self-efficacy. Repeated academic failure reduces confidence and fosters anxiety, sadness, and low self-esteem, thereby intensifying the dual burden of scholastic underachievement

and socio-emotional instability (Nelson & Harwood, 2011; Humphrey & Mullins, 2002).

Empirical research consistently demonstrates that students with learning difficulties are at heightened risk of emotional and behavioural problems compared to their peers. Avoidance behaviours such as reluctance to participate in classroom discourse, withdrawal from peer interactions, and the development of negative attitudes toward learning are common. Experiences of bullying, negative labelling, and inadequate emotional support exacerbate psychological distress, further diminishing resilience and overall well-being (Aro et al., 2022; Haft et al., 2019; Mugnaini et al., 2009).

The relationship is reciprocal: learning difficulties compromise mental health, while poor mental well-being reduces concentration, motivation, and academic engagement, perpetuating a cycle of disadvantage. Addressing this bidirectional link requires early identification, continuous psychological support, and evidence-based educational interventions that simultaneously target academic and emotional needs (Margalit, 2004; Hoagwood et al., 2007; Weare & Nind, 2011). In developing contexts such as India, limited awareness, stigma, and scarce counselling services intensify these challenges, underscoring the urgency of integrated school-based frameworks that combine inclusive pedagogy with mental health promotion.

➤ *Why Mental Well-being Support is Necessary*

Mental well-being support is indispensable for all students, but it is particularly critical for those with learning difficulties who face repeated academic challenges. Persistent struggles in literacy and numeracy often undermine confidence, motivation, and socio-emotional stability. Without appropriate psychological and educational interventions, these students risk academic disengagement, avoidance of classroom participation, diminished self-esteem, and heightened vulnerability to stress and anxiety. Targeted support fosters self-efficacy, emotional regulation, and adaptive coping strategies, thereby strengthening both social functioning and academic achievement (Nelson & Harwood, 2011; Weare & Nind, 2011; Freeman, 2022).

Schools occupy a central role in delivering such support through counselling services, social-emotional learning (SEL) programmes, positive teacher–student relationships, and inclusive classroom practices. Parents contribute significantly by encouraging their children, recognising individual needs, and maintaining effective communication with educators and counsellors. Evidence demonstrates that school-based mental health interventions, when combined with family collaboration, improve emotional well-being, classroom behaviour, and scholastic outcomes (Durlak et al., 2011; Hoagwood et al., 2007; Weist et al., 2013).

Beyond academic success, mental well-being support is vital for students' personal and social development. It cultivates resilience, enhances communication and problem-solving skills, and equips learners to manage everyday challenges. In developing contexts such as India, where stigma and limited resources often constrain access to

counselling and psychological services, embedding mental health promotion within inclusive education frameworks is especially urgent. Promoting mental well-being should therefore be recognised as a core component of comprehensive school support systems and quality education (OECD, 2021; UNICEF, 2021; UNESCO, 2024).

➤ *Role of Applied Psychology in Schools*

Applied psychology provides a critical framework for translating scientific principles into educational practice, enabling the systematic application of psychological knowledge to school settings. This approach deepens understanding of students' emotional and cognitive needs and supports the design of evidence-based interventions that enhance both academic performance and holistic well-being (APA, 2013; Farrell, 2010).

School psychologists and counsellors play a central role by conducting psychological assessments, delivering individual and group counselling, guiding behavioural interventions, and consulting with teachers and parents. Their work facilitates adaptive coping, strengthens self-esteem, reduces stress, and builds resilience. Teachers, likewise, can apply psychological principles to create inclusive, student-centred classrooms that foster psychological safety, belonging, and motivation to learn (Weare & Nind, 2011; Fenning et al., 2022; Weist et al., 2013).

Applied psychology also underpins inclusive education by promoting collaboration among teachers, parents, counsellors, and psychologists. This multidisciplinary approach ensures that both academic and emotional needs of students with learning difficulties are addressed through early identification, continuous support, and evidence-based practices. Such collaboration improves mental well-being, strengthens school participation, and contributes to positive educational outcomes (Adelman et al., 2024; Eisman et al., 2025; UNESCO, 2024).

In developing contexts such as India, where shortages of trained school psychologists and limited awareness of mental health persist, embedding applied psychology into educational policy and practice is especially urgent. By integrating psychological expertise into everyday schooling, institutions can move beyond remedial support to proactive promotion of resilience, inclusion, and long-term academic success.

➤ *Purpose of the Narrative Review*

The purpose of this narrative review is to critically examine existing literature on mental well-being support for students with learning difficulties in school settings. Specifically, it explores the reciprocal relationship between learning difficulties and mental health, highlighting the importance of psychological support in fostering academic, emotional, and behavioural development. The review also considers how applied psychology contributes to early identification, intervention, and inclusive educational practices that address diverse learning needs (Farrell, 2010; Weist et al., 2013).

By synthesising published research from psychology, education, and school-based interventions, this paper aims to identify common findings, highlight inconsistencies, and expose current research gaps. The analysis provides evidence-based recommendations for teachers, school psychologists, counsellors, parents, and policymakers, thereby informing strategies to strengthen inclusive education and promote positive learning environments. Importantly, the review underscores the need to embed mental well-being as a core component of educational support rather than treating it as supplementary.

In addition, the review seeks to encourage systematic integration of psychological knowledge and school-based mental health practices to improve the overall quality of education for students with learning difficulties. For developing contexts such as India, where awareness and resources remain limited, the findings emphasise the urgency of longitudinal and intervention-based studies. By bridging applied psychology with inclusive pedagogy, this review contributes to both academic scholarship and practical frameworks that can enhance resilience, participation, and holistic student development (Adelman et al., 2024; OECD, 2021; UNICEF, 2021).

II. METHODOLOGY OF THE NARRATIVE REVIEW

➤ *Type of Review*

The present study adopted a narrative review approach to examine existing literature on mental well-being support for students with learning difficulties in school settings. A narrative review was selected because it enables researchers to synthesise, critically interpret, and contextualise findings from diverse published studies. This approach provides a broad and integrative understanding of the topic by drawing evidence from psychology, education, mental health, and school-based interventions.

Unlike systematic reviews, which follow rigid protocols and focus primarily on quantitative synthesis, narrative reviews offer greater flexibility in incorporating evidence from multiple theoretical and practical perspectives. This flexibility is particularly valuable for complex issues such as learning difficulties and mental well-being, where research spans varied designs, populations, and disciplines. Narrative reviews facilitate recognition of convergent evidence, highlight unresolved contradictions, and explain the educational and psychological significance of previous studies (Farrell, 2010; Carney, 2022; Freeman, 2022).

Furthermore, this approach supports the thematic synthesis of findings to generate practical recommendations for teachers, school counsellors, psychologists, parents, and policymakers. It also provides insights into how applied psychology can be systematically integrated into school practices to promote inclusive education and enhance student well-being. In contexts such as India, where systematic reviews on this topic remain limited, adopting a narrative review is especially appropriate for capturing

multidisciplinary perspectives and informing evidence-based interventions (Adelman et al., 2024; Weist et al., 2013).

➤ Search Strategy

A comprehensive literature search was conducted to identify relevant studies on mental well-being support for students with learning difficulties in school settings. The search covered publications between 2015 and 2025 and utilised four major databases—Google Scholar, PubMed, ERIC, and Scopus. These databases were selected because they provide access to reliable, peer-reviewed, and high-

quality research in psychology, education, mental health, school counselling, and learning difficulties.

To ensure comprehensive coverage, reference lists of selected journal articles, review papers, books, and official reports were also examined. In addition, reports and publications from internationally recognised organisations such as UNICEF, OECD, and UNESCO were reviewed to obtain current information on children’s mental well-being, inclusive education, and school-based mental health practices (UNICEF, 2021; OECD, 2021; UNESCO, 2024).

Table 1 Databases and Sources Used for Literature Search

Source/Database	Purpose/Scope
Google Scholar	Broad multidisciplinary search across psychology, education, and social sciences
PubMed	Mental health, psychology, and health-related peer-reviewed research
ERIC	Education, school counselling, and inclusive education studies
Scopus	International peer-reviewed journal articles and citation database
UNICEF Reports	Global perspectives on child well-being and inclusive education
OECD Reports	Policy-oriented evidence on education and socio-emotional learning
UNESCO Reports	International frameworks on inclusive schools and mental health promotion

➤ Keywords Used

Different combinations of keywords were employed to identify relevant studies aligned with the objectives of this narrative review. Boolean operators such as AND and OR were applied to refine searches, ensuring both specificity and breadth. For example:

- “Learning Difficulties” AND “Mental Well-being”
- “Specific Learning Disorder” AND “School Psychology”
- “School Counselling” AND “Inclusive Education”

- “Student Mental Health” OR “School-Based Mental Health”
- “Applied Psychology” AND “Learning Difficulties”

The keywords were selected to represent the major concepts of the study and were consistent with terminology commonly used in recent literature on learning difficulties, school psychology, mental well-being, and inclusive education (APA, 2013; Asdaq et al., 2025).

Table 2 Keywords Used in the Literature Search

Main Keywords	Related Keywords / Synonyms	Purpose in Search
Learning Difficulties	Specific Learning Disorder, Dyslexia, Dysgraphia, Dyscalculia	Capture core academic challenges and neurodevelopmental conditions
Mental Well-being	Mental Health, Emotional Well-being	Identify studies linking psychological stability with education outcomes
School Psychology	School Counselling, Psychological Support	Focus on school-based psychological services and interventions
Inclusive Education	Inclusive Schools, Special Education	Retrieve literature on inclusive practices and policies
Student Mental Health	Academic Achievement, School Adjustment	Explore links between mental health, classroom participation, and achievement
Applied Psychology	School Intervention, Psychological Assessment	Capture studies applying psychological principles to educational contexts

➤ Inclusion Criteria

The following inclusion criteria were applied to select studies for this narrative review. These criteria ensured that only relevant, high-quality, and contextually appropriate literature was included:

- Articles published in English.
- Peer-reviewed journal articles ensuring academic credibility.
- Studies published between 2015 and 2025 to capture recent developments.
- Research involving school-age children and adolescents.

- Studies focusing on learning difficulties, mental well-being, school psychology, school counselling, and inclusive education.
- Review articles, empirical studies, books, and reports published by recognised organisations such as UNICEF, OECD, and UNESCO (UNICEF, 2021; OECD, 2021; UNESCO, 2024).

➤ Exclusion Criteria

The following studies were excluded from the review to ensure relevance, quality, and methodological rigor:

- Articles published in languages other than English.
- Studies published before 2015, except landmark works.
- Research focusing only on adults or university students.
- Conference abstracts, editorials, dissertations, unpublished manuscripts, and non-peer-reviewed sources.
- Studies not directly related to learning difficulties, mental well-being, or school settings.
- Duplicate articles identified during the search process.

Table 3 Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
English-language articles	Non-English articles
Peer-reviewed journal articles	Non-peer-reviewed sources (editorials, dissertations, etc.)
Published between 2015–2025	Published before 2015 (except landmark studies)
School-age children and adolescents	Studies focusing only on adults or university students
Studies on learning difficulties, mental well-being, school psychology, counselling, and inclusive education	Studies unrelated to the review topic
Review articles, empirical studies, books, and reports from UNICEF, OECD, and UNESCO	Duplicate articles or irrelevant sources

➤ Data Extraction and Data Synthesis

After selecting the relevant studies, important information was extracted systematically from each article to ensure consistency during the review process. The extracted information included:

- Author(s)
- Year of publication
- Country of study
- Study design
- Study participants
- Research objectives
- Methods
- Key findings

This information was carefully reviewed, compared, and organised according to the main focus of each study to facilitate meaningful interpretation of the available evidence (Farrell, 2010; Adelman et al., 2024).

Following data extraction, the selected studies were synthesised using a thematic approach. Studies were grouped into major themes, including:

- Mental well-being in education
- Learning difficulties
- Relationship between learning difficulties and mental well-being
- School-based mental health support
- Inclusive education
- Role of applied psychology in schools

Similar findings from different studies were compared to identify common patterns, differences, and gaps in the existing literature. This thematic synthesis provided a comprehensive understanding of current research and helped develop evidence-based recommendations for teachers, school psychologists, school counsellors, parents, and policymakers (Weist et al., 2013; OECD, 2021; UNICEF, 2021).

Table 4 Data Extraction Framework

Data Extracted	Purpose
Author(s)	To identify source and credibility
Year of Publication	To ensure relevance and recency (2015–2025)
Country of Study	To capture geographical and cultural context
Study Design	To classify methodology (qualitative, quantitative, mixed methods, review)
Study Participants	To specify target population (school-age children, adolescents)
Research Objectives	To understand study aims and scope
Methods	To evaluate research tools and procedures
Key Findings	To summarise outcomes and relevance to mental well-being and learning

III. RESULTS AND DISCUSSION

➤ Understanding Learning Difficulties

Building upon the neurodevelopmental framework established in Section 1.2, this analysis synthesises how specific manifestations of learning difficulties intersect with student outcomes. Research indicates that these challenges are not merely pedagogical hurdles but complex cognitive profiles that require multidisciplinary understanding (APA, 2013; Asdaq et al., 2025).

The most common learning difficulties include dyslexia, dysgraphia, dyscalculia, and ADHD. Each condition presents unique academic, behavioural, and emotional challenges that can significantly affect classroom participation, confidence, and long-term achievement. Dyslexia primarily affects reading accuracy, fluency, spelling, and comprehension. Students with dyslexia often struggle to decode unfamiliar words and understand written text, which reduces confidence and makes classroom learning more difficult. Early identification and structured

interventions such as phonics-based programmes can improve literacy outcomes (Lyon et al., 2003; Snowling & Hulme, 2021; Yunus & Ahmad, 2022).

Dysgraphia influences handwriting, spelling, written expression, and the organisation of ideas. Students may write slowly, produce poorly organised work, and find it difficult to express knowledge through writing tasks. These difficulties highlight the importance of targeted educational support, occupational therapy, and assistive technologies (APA, 2013; Asdaq et al., 2025). Dyscalculia, on the other hand, affects numerical understanding and mathematical problem-solving. Students often experience frustration, mathematics anxiety, and reduced confidence. Early assessment and stepwise instructional strategies can help improve mathematical learning and reduce emotional difficulties (Butterworth, 2025; Hajovsky et al., 2025).

Some students also experience Attention-Deficit/Hyperactivity Disorder (ADHD) alongside learning difficulties. ADHD affects attention, impulse control, and classroom behaviour, making it harder for students to complete tasks, follow instructions, and organise their work. When ADHD co-occurs with learning difficulties, the academic, behavioural, and emotional challenges intensify, requiring comprehensive educational and psychological support (APA, 2013; Hajovsky et al., 2025).

Beyond academic achievement, students with learning difficulties often face emotional and social challenges. Repeated struggles and negative school experiences can lead to frustration, anxiety, low self-esteem, and poor self-confidence. Research consistently shows that these students are more likely to experience emotional and behavioural problems compared to peers without learning difficulties (Nelson & Harwood, 2011; Aro et al., 2022; Mugnaini et al., 2009; Haft et al., 2019).

Early identification, evidence-based teaching strategies, continuous psychological support, and collaborative efforts among teachers, parents, counsellors, and psychologists are essential. Inclusive educational practices and school-based mental health services enable students to participate actively in learning, strengthen resilience, and achieve their full educational potential (Adelman et al., 2024; Weist et al., 2013; UNESCO, 2024).

➤ *Mental Well-being and Common Mental Health Problems*

Mental wellness is a vital aspect of students' overall health and development. It enables them to think clearly, regulate emotions, build positive relationships, and cope with everyday challenges. Achieving psychological balance also enhances classroom participation and academic performance. However, students with learning difficulties often face emotional challenges due to repeated academic struggles and negative school experiences (WHO, 2022).

One of the most common mental health problems among these students is anxiety. Many feel nervous about reading aloud, completing written work, solving mathematics problems, or taking examinations. Fear of mistakes or

criticism from teachers and peers intensifies anxiety, which in turn reduces concentration, affects memory, and lowers academic performance (Nelson & Harwood, 2011).

Stress is another frequent concern. Academic workload, homework, examinations, and performance pressure can overwhelm students, especially those who repeatedly experience failure. Long-term stress not only diminishes interest in learning but also affects physical health, sleep, and emotional stability (WHO, 2022).

Some students also experience depression, characterised by feelings of hopelessness, loneliness, and perceived inferiority compared to peers. Repeated academic failure and lack of encouragement can deepen these emotions, reducing motivation, classroom participation, and engagement in school activities (Mugnaini et al., 2009).

Low self-esteem is closely associated with learning difficulties. Students often compare themselves with classmates and feel less capable when they struggle with academic tasks. Negative comments, repeated corrections, or poor grades further erode confidence, affecting both achievement and social relationships (Humphrey & Mullins, 2002).

In addition, many students experience emotional distress, including frustration, embarrassment, sadness, and fear. These feelings intensify when students are bullied, labelled, or excluded. Without adequate emotional support, such difficulties may persist throughout schooling and negatively impact quality of life (Aro et al., 2022).

Although students with learning difficulties are more vulnerable to these problems, early support can make a significant difference. School counselling, positive teacher–student relationships, family involvement, and inclusive classroom practices can improve emotional well-being, build confidence, and strengthen resilience. A supportive school environment is therefore essential for promoting both mental health and academic success (Greenberg et al., 2003; UNESCO, 2021).

➤ *Behavioural Challenges in School*

Students with learning difficulties often encounter behavioural challenges in school as a result of their academic and emotional struggles. These challenges can affect classroom participation, peer relationships, motivation to learn, school adjustment, and behavioural regulation. If not recognised and addressed early, they may negatively influence academic achievement, emotional well-being, and the overall school experience (Aro et al., 2022; Asdaq et al., 2025).

One common challenge is limited classroom participation. Many students hesitate to answer questions, read aloud, or engage in discussions due to fear of mistakes or criticism. Some withdraw quietly, while others express frustration when unable to complete tasks successfully. Reduced participation limits learning opportunities and

gradually lowers confidence and self-esteem (Nelson & Harwood, 2011; Humphrey & Mullins, 2002).

Another significant issue involves peer relationships. Students with learning difficulties may struggle to make friends, join group activities, or build positive social connections. Because they often require extra time or support, they may feel different from their peers. In some cases, teasing, bullying, rejection, or social isolation further damages their emotional well-being and sense of belonging (Humphrey & Mullins, 2002; Aro et al., 2022).

Motivation to learn is also affected by repeated academic difficulties. Continuous failure despite effort can lead to loss of confidence and disinterest in learning. Some students develop feelings of helplessness and believe they cannot succeed academically. Positive teacher support, realistic goals, constructive feedback, and recognition of small achievements can restore motivation and classroom engagement (Durlak et al., 2011; Seligman et al., 2009).

Difficulties in school adjustment are also common. Students may struggle with routines, completing assignments on time, or meeting expectations. Poor adjustment can increase absenteeism and reduce engagement. Supportive environments, inclusive practices, and psychological assistance help students adapt more successfully to school life (Adelman et al., 2024; OECD, 2021).

Finally, behavioural regulation poses challenges. Some students become easily distracted, impatient, or emotionally upset when faced with difficult tasks, while others withdraw from activities. These behaviours often reflect frustration rather than unwillingness to learn. Understanding the underlying causes allows teachers and counsellors to provide appropriate support instead of punishment (APA, 2013; Hajovsky et al., 2025).

Schools can reduce behavioural challenges by fostering inclusive classrooms, implementing positive behaviour support strategies, encouraging peer acceptance, and providing timely counselling. When students receive emotional support, equal learning opportunities, and appropriate instructional practices, they are more likely to participate confidently, build healthy relationships, regulate behaviour effectively, and adjust successfully to school life (Weare & Nind, 2011; Weist et al., 2013; UNESCO, 2024).

➤ *Social Stigma and Bullying*

Students with learning difficulties often encounter social stigma and bullying in school, which can undermine both their academic performance and mental well-being. Because they may learn at a different pace or require additional support, they are sometimes treated differently by peers. Such experiences reduce confidence, increase emotional distress, and limit participation in school activities (UNICEF, 2021; OECD, 2021).

One common issue is labelling. Students are often described as “slow learners” or “weak students” by classmates or even adults. These negative labels foster

harmful self-perceptions and diminish confidence. Over time, repeated labelling can lead students to internalise the belief that they are incapable of learning, even though appropriate support and intervention can enable them to succeed academically (Lyon et al., 2003; Asdaq et al., 2025).

Discrimination is another concern. Students with learning difficulties may be excluded from classroom discussions, group activities, or leadership roles because their learning needs are misunderstood. Such exclusion reduces their sense of belonging, lowers motivation, and negatively impacts emotional well-being (UNICEF, 2021; UNESCO, 2024).

Bullying is a particularly damaging challenge. Many students face teasing, name-calling, social exclusion, or even cyberbullying due to their academic struggles. These experiences heighten anxiety, distress, and isolation, making it harder for them to concentrate and participate confidently in school. Research shows that bullying and peer rejection significantly increase vulnerability to emotional and behavioural problems among students with learning difficulties (Aro et al., 2022; Mugnaini et al., 2009; Haft et al., 2019).

Such experiences often erode self-confidence. Students who are repeatedly criticised or bullied may avoid answering questions, reading aloud, or engaging in classroom activities. Reduced confidence over time diminishes motivation, classroom engagement, and school adjustment (Humphrey & Mullins, 2002; Margalit, 2004).

Social stigma also influences help-seeking behaviour. Some students hesitate to seek support from teachers, counsellors, or parents because they fear being judged or treated differently. As a result, they may conceal their difficulties, delaying intervention and worsening both academic and emotional challenges. Schools must therefore create safe, supportive, and non-judgmental environments where students feel comfortable discussing their needs and accessing psychological support (Weare & Nind, 2011; Weist et al., 2013).

Reducing stigma and bullying requires collaboration among teachers, parents, counsellors, psychologists, and students. Schools should raise awareness about learning difficulties, promote respect for individual differences, implement anti-bullying programmes, and provide timely psychological support. An inclusive and supportive school environment enables students to build confidence, strengthen mental well-being, and participate actively in both academic and social activities (Adelman et al., 2024; UNICEF, 2021; UNESCO, 2024).

➤ *Academic Pressure and Digital Challenges*

Students with learning difficulties often face greater academic pressure than their peers. Many schools expect all students to progress at the same pace and achieve similar outcomes, yet these students typically require additional time, alternative teaching strategies, and individualised support. When such needs are overlooked, stress, frustration, and

reduced self-confidence emerge. Continuous pressure to perform well in examinations and classroom activities can undermine emotional well-being and increase the risk of anxiety and psychological distress (Freeman, 2022; OECD, 2021).

High expectations from schools and families further intensify these challenges. Students frequently compare themselves with classmates and feel discouraged when unable to achieve similar results. Repeated academic difficulties may lower motivation, diminish self-esteem, and foster negative attitudes toward learning. Instead of perceiving school as a supportive environment, they may begin to associate it with stress and failure (Nelson & Harwood, 2011; Humphrey & Mullins, 2002).

The rise of digital learning has introduced both opportunities and challenges. Online platforms, educational applications, assistive technologies, audiobooks, and text-to-speech software can enhance access to education and provide flexible learning opportunities tailored to individual needs. When used effectively, these tools support inclusive education and improve participation (Asdaq et al., 2025; Adelman et al., 2024).

However, digital learning also presents difficulties. Students with learning difficulties may struggle to maintain attention during online classes, complete assignments independently, or interact effectively with teachers. Limited classroom interaction and reduced academic support can exacerbate learning challenges. These issues became particularly evident during the expansion of online learning, underscoring the need for inclusive digital practices and sustained educational support (Adelman et al., 2024; UNESCO, 2024).

Another concern is excessive screen time. Prolonged use of computers, tablets, or mobile phones can contribute to eye strain, poor sleep, reduced physical activity, and difficulty sustaining attention. For students already experiencing academic pressure, extended screen exposure may increase stress and emotional fatigue (Freeman, 2022; UNICEF, 2021).

The influence of social media adds another layer of complexity. While it can facilitate communication and access to resources, excessive use often reduces study time, increases distraction, and negatively affects self-esteem. Cyberbullying and harmful comparisons with peers can heighten emotional distress and anxiety, leaving students with learning difficulties particularly vulnerable (UNICEF, 2021; OECD, 2021).

To address these challenges, schools and families must collaborate to reduce unnecessary academic pressure and encourage healthy digital habits. Teachers should adopt flexible instructional methods, set realistic expectations, and provide appropriate support, while parents should promote balanced screen use and create positive home learning environments. Together, these strategies can enhance academic achievement, strengthen mental well-being, and

foster inclusive educational practices (Durlak et al., 2011; Weare & Nind, 2011; Weist et al., 2013).

➤ *Role of Parents and Teachers*

Parents and teachers play a central role in supporting the mental well-being and academic development of students with learning difficulties. These students often require patience, encouragement, understanding, and consistent guidance from the adults around them. When parents and teachers collaborate effectively, students receive continuous support both at home and in school, which helps them feel safe, confident, and motivated to learn. Strong home-school partnerships also strengthen inclusive education and contribute to positive educational outcomes (Adelman et al., 2024; Weist et al., 2013).

Family support is one of the most important protective factors for children's emotional well-being. Parents who understand their child's learning difficulties can provide encouragement, reduce stress, and create a supportive home environment. Helping with homework, celebrating small achievements, maintaining positive communication, and encouraging children to express their feelings all contribute to stronger self-confidence and resilience. Children who receive consistent family support are more likely to develop positive coping skills and maintain better emotional well-being (UNICEF, 2021; OECD, 2021).

Teachers also have a significant influence on students' learning experiences. Supportive teachers recognise students' strengths, understand their individual needs, and apply appropriate instructional strategies. Practices such as allowing extra time for assignments, using visual materials, giving clear instructions, and offering positive feedback can improve confidence, participation, and achievement. When teachers focus on abilities rather than difficulties, students become more motivated and engaged (APA, 2013; Asdaq et al., 2025).

Effective home-school collaboration is equally important. Regular communication between parents and teachers—through meetings, progress reports, and collaborative planning—helps both sides understand students' academic progress and emotional challenges. This shared responsibility creates a consistent and supportive environment that benefits students academically and emotionally (Adelman et al., 2024; Weare & Nind, 2011).

Parents and teachers also play a crucial role in the early identification of learning difficulties. They are often the first to notice signs such as reading problems, writing difficulties, poor mathematical skills, attention issues, or behavioural changes. Early recognition allows schools to provide timely assessment, counselling, and interventions before problems become more severe. Early intervention improves academic achievement, emotional adjustment, and long-term outcomes (Hajovsky et al., 2025; Aro et al., 2022).

Providing emotional support is equally vital. Students with learning difficulties may experience disappointment, frustration, or low self-esteem due to repeated academic

struggles. Parents and teachers should encourage open communication, listen carefully, appreciate efforts, and provide positive reinforcement rather than focusing solely on performance. Such support helps students build resilience, improve self-esteem, and maintain a positive attitude toward learning (Durlak et al., 2011; Seligman et al., 2009).

Overall, strong cooperation between parents and teachers creates a supportive learning environment where students with learning difficulties can thrive academically and emotionally. Collaborative efforts also strengthen inclusive education by ensuring that every student receives appropriate support, equal opportunities, and encouragement to achieve their full potential (UNICEF, 2021; UNESCO, 2024).

➤ *Role of School Counsellors and School Psychologists*

School counsellors and school psychologists play a crucial role in supporting students with learning difficulties. Their work extends beyond academics, addressing emotional, behavioural, and social challenges that influence students' overall development. Because learning difficulties affect confidence, mental well-being, and interpersonal relationships, their professional support is indispensable (Farrell, 2010; Weist et al., 2013).

A key responsibility is the early identification of learning and emotional difficulties. By working closely with teachers and parents, counsellors and psychologists observe students' performance, classroom behaviour, and emotional well-being. They are often the first to recognise warning signs such as reading and writing problems, poor mathematical skills, attention difficulties, or emotional distress. Early identification allows timely intervention and reduces the risk of long-term academic and psychological problems (Hajovsky et al., 2025; Aro et al., 2022).

Another central responsibility is psychological assessment. School psychologists employ evidence-based tools such as classroom observations, interviews, behavioural evaluations, and standardised tests to understand students' strengths and needs. These assessments guide teachers, parents, and counsellors in planning appropriate educational and psychological interventions (APA, 2013; Farrell, 2010).

Individual counselling provides a safe space for students to express their concerns, manage stress, reduce anxiety, and build resilience. Counselling helps students develop coping strategies and reinforces the idea that learning difficulties do not define their abilities or future success (Freeman, 2022; Weare & Nind, 2011). Alongside this, group counselling fosters peer support, improves communication skills, and reduces feelings of isolation. Sharing experiences in a group setting strengthens social confidence and emotional well-being (Durlak et al., 2011; Seligman et al., 2009).

Counsellors and psychologists also design and implement intervention programmes tailored to individual needs. These may include behaviour modification, social and emotional learning (SEL) activities, study skills training,

stress management, and classroom support strategies. Research shows that well-planned interventions improve emotional well-being, classroom behaviour, and academic achievement (Durlak et al., 2011; Hoagwood et al., 2007; Weist et al., 2013).

When students require specialised services beyond the school's capacity, counsellors and psychologists provide referrals to clinical psychologists, psychiatrists, speech and language therapists, occupational therapists, or special educators. Timely referral ensures comprehensive support and appropriate interventions (APA, 2013; Adelman et al., 2024).

Effective student support depends on collaboration. Counsellors and psychologists regularly communicate with teachers, parents, and administrators to develop coordinated support plans. This multidisciplinary approach fosters a positive, inclusive environment where students with learning difficulties can achieve both academic success and emotional well-being (Adelman et al., 2024; UNICEF, 2021; UNESCO, 2024).

Overall, school counsellors and psychologists are essential members of the educational support system. Their contributions go beyond addressing immediate problems; they help students build confidence, resilience, and social skills, ensuring equal opportunities to learn and succeed. Their role is particularly significant in promoting inclusive education and safeguarding mental well-being (Farrell, 2010; Weist et al., 2013).

Activities, and develop positive attitudes towards learning. Appreciating students' efforts and celebrating small achievements contribute to both improved mental well-being and academic success (Seligman et al., 2009; Margalit, 2004).

Another important contribution of applied psychology is building resilience. Resilience enables students to recover from setbacks, adapt to academic challenges, and continue learning despite repeated difficulties. Students with learning difficulties often experience frustration and academic failure, but resilience helps them maintain motivation and confidence. Positive relationships with teachers, parents, peers, and school counsellors play an important role in strengthening resilience and promoting long-term psychological well-being (Margalit, 2004; Durlak et al., 2011).

Applied psychology also supports inclusive education by promoting equal learning opportunities for all students. It encourages schools to recognise individual differences, provide appropriate educational support, and create inclusive classrooms where every student can participate actively in academic and social activities. Inclusive educational practices improve students' confidence, emotional well-being, and sense of belonging (Adelman et al., 2024; UNICEF, 2021; UNESCO, 2024).

Another important contribution is the development of school-based mental health programmes. These programmes

include counselling services, social and emotional learning (SEL), life skills education, stress management activities, teacher training, and family involvement. Research has shown that such programmes improve students' emotional well-being, classroom behaviour, social relationships, and academic achievement while promoting positive school environments (Durlak et al., 2011; Weare & Nind, 2011; Weist et al., 2013).

Overall, applied psychology provides a practical and evidence-based framework for supporting students with learning difficulties. It integrates psychological knowledge with educational practice to improve students' learning experiences, emotional well-being, behaviour, and overall quality of life. By promoting early identification, emotional support, positive behaviour, resilience, and inclusive education, applied psychology plays a central role in helping students achieve both academic success and personal growth (Farrell, 2010; Adelman et al., 2024; Weist et al., 2013).

➤ *Applied Psychology Perspective*

Applied psychology emphasises the use of psychological knowledge and scientific principles to address real-life challenges and improve well-being. In schools, it provides practical strategies to help students with learning difficulties overcome academic, emotional, behavioural, and social barriers. Rather than focusing solely on deficits, applied psychology highlights individual strengths, resilience, and evidence-based interventions that support holistic development and learning (Farrell, 2010; APA, 2013).

One of its key contributions is behaviour modification. Students with learning difficulties may avoid classroom activities, become easily distracted, or feel frustrated during challenging tasks. Behavioural strategies such as positive reinforcement, goal setting, self-monitoring, constructive feedback, and structured classroom support encourage positive behaviour and reduce learning-related difficulties. These approaches enhance participation, motivation, and self-confidence (Durlak et al., 2011; Hoagwood et al., 2007).

Applied psychology also provides emotional support. Because repeated academic struggles often lead to anxiety, stress, frustration, and low self-esteem, counsellors, psychologists, teachers, and parents play a vital role in creating safe, supportive environments. Encouraging open communication, listening carefully, and validating students' efforts help them regulate emotions, develop coping strategies, and strengthen resilience (Freeman, 2022; Weare & Nind, 2011; UNICEF, 2021).

Another important dimension is positive psychology, which focuses on building strengths rather than emphasising weaknesses. By fostering optimism, resilience, gratitude, hope, and self-confidence, students are more likely to remain motivated, engage actively in school, and develop positive attitudes toward learning. Recognising efforts and celebrating small achievements contribute to improved mental well-being and academic success (Seligman et al., 2009; Margalit, 2004).

Applied psychology also highlights the importance of resilience. Students with learning difficulties often face repeated setbacks, but resilience enables them to adapt, recover, and continue learning. Positive relationships with teachers, parents, peers, and counsellors are crucial in strengthening resilience and promoting long-term psychological well-being (Margalit, 2004; Durlak et al., 2011).

In addition, applied psychology supports inclusive education by promoting equal opportunities for all learners. It encourages schools to recognise individual differences, provide tailored support, and create inclusive classrooms where every student can participate meaningfully. Such practices enhance confidence, emotional well-being, and a sense of belonging (Adelman et al., 2024; UNICEF, 2021; UNESCO, 2024).

Another major contribution is the development of school-based mental health programmes. These include counselling services, social and emotional learning (SEL), life skills education, stress management activities, teacher training, and family involvement. Evidence shows that such programmes improve emotional well-being, classroom behaviour, social relationships, and academic achievement while fostering positive school environments (Durlak et al., 2011; Weare & Nind, 2011; Weist et al., 2013).

Overall, applied psychology provides a practical, evidence-based framework for supporting students with learning difficulties. By integrating psychological knowledge with educational practice, it enhances learning experiences, emotional well-being, behaviour, and overall quality of life. Through early identification, emotional support, positive behaviour strategies, resilience-building, and inclusive education, applied psychology plays a central role in helping students achieve both academic success and personal growth (Farrell, 2010; Adelman et al., 2024; Weist et al., 2013).

IV. DISCUSSION

The findings of this narrative review highlight that students with learning difficulties face challenges that extend far beyond academic performance. Consistent evidence shows that these students are more vulnerable to anxiety, stress, low self-esteem, emotional distress, and behavioural difficulties compared to their peers without learning difficulties. These problems directly influence classroom participation, motivation, peer relationships, and overall school adjustment. Thus, learning difficulties must be understood not only as an educational issue but also as a psychological concern requiring integrated support (Nelson & Harwood, 2011; Aro et al., 2022; Mugnaini et al., 2009).

Different types of learning difficulties—such as dyslexia, dysgraphia, and dyscalculia—affect students in distinct ways. Yet, many students share similar emotional reactions, including fear of failure, frustration, anxiety, and diminished confidence. This underscores the importance of schools providing continuous psychological and emotional support alongside academic assistance. Early identification,

appropriate assessment, and timely intervention are critical in reducing the negative impact of learning difficulties and improving students' educational experiences (Lyon et al., 2003; Butterworth, 2025; Hajovsky et al., 2025).

The school environment plays a decisive role in shaping students' mental well-being. Supportive teachers, positive peer relationships, inclusive classrooms, and accessible mental health services foster acceptance, respect, and confidence. Conversely, bullying, labelling, discrimination, and social exclusion intensify emotional distress and discourage participation. These findings highlight the urgent need for safe, inclusive, and supportive school environments that promote both academic success and psychological well-being (Why the World Needs Happy Schools, 2024).

The review also emphasises the collaborative role of parents, teachers, counsellors, and psychologists. Effective home-school partnerships facilitate early identification of learning needs and ensure timely interventions. Counselling services, social and emotional learning (SEL) programmes, positive classroom management, and family involvement have all been shown to enhance confidence, emotional well-being, behaviour, and academic achievement (Durlak et al., 2011; Hoagwood et al., 2007; Weist et al., 2013).

From an applied psychology perspective, the findings suggest that psychological principles should be embedded in everyday educational practice. Behaviour modification strategies, counselling, resilience-building activities, emotional regulation, and positive reinforcement are practical interventions that improve both academic performance and mental well-being (Farrell, 2010; APA, 2013; Adelman et al., 2024).

The results can also be interpreted through a behavioural science lens. Students' behaviour is shaped by personal experiences and environmental factors. Repeated failure, criticism, bullying, or rejection often lead to avoidance behaviours, reduced motivation, and emotional withdrawal. In contrast, positive feedback, encouragement, inclusive teaching practices, and supportive relationships foster confidence, resilience, and healthy behavioural development (Durlak et al., 2011; Weare & Nind, 2011; Seligman et al., 2009).

The review carries significant educational implications. Schools must move beyond a narrow focus on academic achievement and examinations, giving equal attention to emotional health, social development, and psychological needs. Teachers should be trained to recognise early signs of learning difficulties and emotional distress, while schools should strengthen counselling services, encourage family-school collaboration, and promote inclusive practices. Such strategies ensure that every student receives appropriate academic and psychological support (Adelman et al., 2024; Weist et al., 2013; UNICEF, 2021).

Despite its contributions, this review has limitations. It primarily included English-language studies published between 2015 and 2025, along with landmark works

providing theoretical foundations. As a narrative review, the findings depend on available literature and may not capture all relevant studies. Future research should incorporate more evidence from developing countries and examine the long-term effectiveness of school-based psychological interventions.

Overall, the findings emphasise that supporting students with learning difficulties requires an integrated educational and psychological approach. When schools combine academic support with counselling, emotional care, inclusive practices, and evidence-based interventions, students are more likely to develop confidence, resilience, positive mental well-being, and improved academic outcomes. This holistic approach ensures that education is not only about academic success but also about nurturing the emotional and psychological growth of every learner.

V. RECOMMENDATIONS

The findings of this narrative review highlight the importance of a collaborative and multidisciplinary approach to supporting the mental well-being of students with learning difficulties. Based on the reviewed literature, the following recommendations are proposed for teachers, parents, school counsellors, school psychologists, policymakers, and researchers.

➤ *Recommendations for Teachers*

Teachers should focus on early identification of learning difficulties and provide both academic and emotional support. Inclusive teaching practices, differentiated instructional strategies, flexible classroom accommodations, and positive reinforcement are essential to improve confidence and participation. Teachers should encourage active learning, appreciate effort rather than only outcomes, and create supportive classroom environments where every student feels respected and valued (Durlak et al., 2011; Weare & Nind, 2011; Adelman et al., 2024).

➤ *Recommendations for Parents*

Parents play a crucial role in providing consistent emotional support, encouragement, and patience. Regular communication with teachers, counsellors, and psychologists helps them understand their child's progress and needs. A positive home learning environment, healthy routines, open communication, and celebrating achievements strengthen children's self-confidence, resilience, and emotional well-being (UNICEF, 2021; OECD, 2021).

➤ *Recommendations for School Counsellors*

School counsellors should organise mental health awareness programmes and provide both individual and group counselling. They should help students develop coping skills, emotional regulation, resilience, problem-solving abilities, and self-esteem. Collaboration with teachers, parents, and psychologists ensures early intervention and continuous psychological support (Weist et al., 2013; Durlak et al., 2011; Farrell, 2010).

➤ *Recommendations for School Psychologists*

School psychologists should conduct comprehensive assessments, early screenings, and evidence-based interventions. They should collaborate with teachers, counsellors, parents, and special educators to design individualised support plans. When necessary, referrals to specialised professionals such as clinical psychologists, psychiatrists, or therapists should be made to ensure comprehensive care (APA, 2013; Hajovsky et al., 2025; Hoagwood et al., 2007).

➤ *Recommendations for Policymakers*

Educational policymakers should strengthen school mental health services and promote inclusive education. Policies should ensure the appointment of qualified counsellors and psychologists, regular screenings, teacher training on learning difficulties, and implementation of evidence-based programmes. Greater investment in school-based psychological services can significantly improve both educational and mental health outcomes (Adelman et al., 2024; Weist et al., 2013; UNESCO, 2024).

➤ *Recommendations for Researchers*

Future research should evaluate the effectiveness of school-based interventions, long-term mental well-being outcomes, and evidence-based psychological practices. More studies are needed in developing countries, particularly India, to explore cultural, educational, and socio-economic influences. Researchers should also examine the impact of digital learning, assistive technologies, artificial intelligence, and social media on the educational experiences and psychological well-being of students with learning difficulties (Asdaq et al., 2025; Eisman et al., 2025; OECD, 2021).

VI. CONCLUSION

This narrative review examined the importance of mental well-being support for students with learning difficulties from an applied psychology perspective. The evidence clearly shows that learning difficulties affect not only academic performance but also emotional, behavioural, and social well-being. Students with such challenges are more likely to experience anxiety, stress, low self-esteem, emotional distress, and difficulties in classroom participation and peer relationships. These issues often reduce confidence, motivation, and overall educational achievement, highlighting the need for schools to address learning difficulties as both an educational and psychological concern (Nelson & Harwood, 2011; Aro et al., 2022; Mugnaini et al., 2009).

The review further emphasises that mental well-being is a fundamental component of successful learning. Students who receive timely emotional support, counselling, encouragement, and appropriate educational interventions are more likely to develop resilience, self-confidence, positive coping skills, and improved academic outcomes. Early identification of learning difficulties, combined with evidence-based psychological support, plays a decisive role in reducing negative impacts and promoting holistic

development. Mental well-being should therefore be considered an essential part of school education rather than an optional or supplementary service (Freeman, 2022; Weare & Nind, 2011; Weist et al., 2013).

Another important conclusion is the need to promote inclusive schools where every student feels accepted, respected, safe, and supported regardless of individual learning differences. Teachers, parents, counsellors, psychologists, and policymakers share responsibility in creating such environments. Strong collaboration among these stakeholders can reduce stigma, prevent bullying, strengthen emotional well-being, and ensure equal educational opportunities for students with learning difficulties (Adelman et al., 2024; UNICEF, 2021; UNESCO, 2024).

From an applied psychology perspective, the review highlights the practical value of psychological knowledge in education. Evidence-based approaches such as counselling, behaviour modification, social and emotional learning (SEL), resilience-building programmes, and positive psychology interventions contribute significantly to improving students' well-being, classroom adjustment, and academic success. These strategies help schools understand students' emotional and behavioural needs while providing practical solutions that enhance both learning and personal growth (Farrell, 2010; Durlak et al., 2011; Seligman et al., 2009).

The findings also point to the importance of future research. More longitudinal and intervention-based studies are needed to evaluate the long-term effectiveness of counselling services, inclusive practices, assistive technologies, and digital learning support. Research in developing countries such as India is particularly important to understand cultural, educational, and socio-economic influences on students' mental well-being. Additionally, studies should explore the impact of digital learning, artificial intelligence, and social media on students' psychological health and educational experiences (Eisman et al., 2025; Asdaq et al., 2025; OECD, 2021).

In conclusion, supporting students with learning difficulties requires an integrated educational and psychological approach. Schools must combine academic support with counselling, emotional care, inclusive practices, and evidence-based interventions. When such strategies are implemented, students are more likely to develop confidence, resilience, positive mental well-being, and improved academic outcomes. Ultimately, education should not only prepare students for examinations but also nurture their emotional and psychological growth, ensuring that every learner has the opportunity to participate, succeed, and thrive.

REFERENCES

- [1]. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing. <https://doi.org/10.1176/appi.books.9780890425596>

- [2]. Aro, T., Eklund, K., Eloranta, A., Ahonen, T., & Rescorla, L. (2022). Learning disabilities elevate children's risk for behavioral-emotional problems: Differences between LD types, genders, and contexts. *Journal of Learning Disabilities*, 55(6), 465–481. <https://doi.org/10.1177/00222194211056297>
- [3]. Asdaq, S. M. B., Alhowail, A. H., Rabbani, S. I., Nayeem, N., Asdaq, S. M. E., & Nausheen, F. (2025). Learning disabilities in the 21st century: Integrating neuroscience, education, and technology for better outcomes. *SAGE Open*, 15(3). <https://doi.org/10.1177/21582440251365483>
- [4]. Butterworth, B. (2025). *Dyscalculia*. Routledge. <https://doi.org/10.4324/9781003441762>
- [5]. Carney, S. (2022). Reimagining our futures together: A new social contract for education. *Comparative Education*, 58(4), 568–569. <https://doi.org/10.1080/03050068.2022.2102326>
- [6]. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- [7]. Eisman, A. B., Koffkey, C., Fridline, J., Harvey, C., Hasson, R. E., Palinkas, L. A., & Kilbourne, A. M. (2025). Implementation strategies for school-based universal prevention: A qualitative pilot study of enhanced and standard replicating effective programs. *Implementation Research and Practice*, 6, 26334895251330520. <https://doi.org/10.1177/26334895251330520>
- [8]. Farrell, P. (2010). School psychology: Learning lessons from history and moving forward. *School Psychology International*, 31(6), 581–598. <https://doi.org/10.1177/0143034310386533>
- [9]. Fenning, P., Pearrow, M., & Politikos, N. (2022). NASP 2020 professional practice standards: Applications and opportunities for school-based consultation. *Journal of Educational and Psychological Consultation*, 33(1), 1–9. <https://doi.org/10.1080/10474412.2022.2154675>
- [10]. Freeman, M. (2022). The World Mental Health Report: Transforming mental health for all. *World Psychiatry*, 21(3), 391–392. <https://doi.org/10.1002/wps.21018>
- [11]. Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58(6–7), 466–474. <https://doi.org/10.1037/0003-066X.58.6-7.466>
- [12]. Haft, S. L., Duong, P. H., Ho, T. C., Hendren, R. L., & Hoefft, F. (2019). Anxiety and attentional bias in children with specific learning disorders. *Journal of Abnormal Child Psychology*, 47(3), 487–497. <https://doi.org/10.1007/s10802-018-0458-y>
- [13]. Hajovsky, D. B., Maki, K. E., Niileksela, C. R., & McGill, R. J. (2025). Science and practice of identifying specific learning disabilities: Kind conversations about a wicked problem. *Journal of Psychoeducational Assessment*, 43(4), 359–379. <https://doi.org/10.1177/07342829251328205>
- [14]. Hoagwood, K. E., Olin, S. S., Kerker, B. D., Kratochwill, T. R., Crowe, M., & Saka, N. (2007). Empirically based school interventions targeted at academic and mental health functioning. *Journal of Emotional and Behavioral Disorders*, 15(2), 66–92. <https://doi.org/10.1177/10634266070150020301>
- [15]. Hong, Y., & Zeng, M. L. (2022). International classification of diseases (ICD). *Knowledge Organization*, 49(7), 496–528. <https://doi.org/10.5771/0943-7444-2022-7-496>
- [16]. Humphrey, N., & Mullins, P. M. (2002). Self-concept and self-esteem in developmental dyslexia. *Journal of Research in Special Educational Needs*, 2(2). <https://doi.org/10.1111/j.1471-3802.2002.00163.x>
- [17]. Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53(1), 1–14. <https://doi.org/10.1007/s11881-003-0001-9>
- [18]. Margalit, M. (2004). Second-generation research on resilience: Social-emotional aspects of children with learning disabilities. *Learning Disabilities Research and Practice*, 19(1), 45–48. <https://doi.org/10.1111/j.1540-5826.2004.00088.x>
- [19]. Mugnaini, D., Lassi, S., La Malfa, G., & Albertini, G. (2009). Internalizing correlates of dyslexia. *World Journal of Pediatrics*, 5(4), 255–264. <https://doi.org/10.1007/s12519-009-0049-7>
- [20]. Nelson, J. M., & Harwood, H. (2011). Learning disabilities and anxiety: A meta-analysis. *Journal of Learning Disabilities*, 44(1), 3–17. <https://doi.org/10.1177/0022219409359939>
- [21]. Organisation for Economic Co-operation and Development. (2021). *Beyond academic learning: First results from the survey of social and emotional skills*. OECD Publishing. <https://doi.org/10.1787/92a11084-en>