

Behavioral challenges among students with learning disabilities in India: Trends, manifestations, and educational implications

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Abstract: This paper explores the behavioral challenges experienced by students with learning disabilities (LDs) in India, with special attention to the state of Kerala. There is a significant prevalence of learning difficulties among Indian pupils, with roughly 8–12 percent of the student population being affected by this condition. In addition to challenges in their academic pursuits, students usually exhibit behavioural issues such as inattention, hyperactivity, hostility, impulsivity, and disengagement. The classroom surroundings are disrupted, relationships between teachers and students are strained, and social inclusion is hampered as a result of these behaviours. Within the context of the National Education Policy (NEP) 2020, the study highlights the need of considering behavioural characteristics as key to inclusive education strategies. This is especially true within the scope of the education policy.

Using only secondary sources such as scholarly articles, government documents, educational surveys, NGO evaluations, and news articles, this research follows a conceptual and review-based process. The investigation is organised thematically and includes a case study of Kerala as well as examinations of prevalence and comorbidities as well as comparisons of disparities between states. Students with learning disabilities in Kerala continue to confront challenges such as aggressiveness, poor self-esteem, and concentration issues as a result of family pressure, academic competitiveness, and inadequate teacher preparation, even if the state shows promise in literacy and inclusive education.

The paper concludes that contributing factors to these behavioral challenges include repeated academic stress, stigma and peer exclusion, overloaded curricula, and parental misunderstanding of LDs. Recommendations are advanced across multiple levels. Policymakers should strengthen NEP 2020 and improve behavioural management resources. School-level socio-emotional learning and teacher seminars are advised. Teacher training should be tailored to Kerala, and family awareness campaigns and counselling might lessen stigma. Research should focus on region-specific behavioural management and cognitive emotion control strategies. The study shows that behavioural issues must be addressed to achieve full inclusion in Indian schools.

Keywords: Learning disabilities, behavioral problems, inclusive education, Kerala, cognitive emotion regulation.

1. INTRODUCTION

In the context of Indian education, the term "learning disabilities" (LDs) refers to a diverse collection of neurodevelopmental disorders that manifest as difficulties in acquiring, processing, or using academic skills such as reading, writing, or mathematics, despite the fact that the individual possesses adequate intelligence and has access to instruction. In contrast to sensory deficiencies, intellectual disabilities, or a lack of educational opportunities, these challenges are inherent to the learner and cannot be attributed to any of these factors (Joseph & Devu, 2022). In India, children who have learning disabilities are frequently not identified or receive a late identification. This is partially due to the fact that screening instruments are not uniformly used, there are various languages spoken, and there is a lack of awareness (Scaria et al., 2023).

In addition to the difficulties they have in the classroom, many kids who have learning disabilities also struggle with behavioural issues, including impulsivity, disengagement, hostility, hyperactivity, and inattention. An example of impulsivity would include acting without giving it any consideration, interrupting other people, or failing to wait for one's turn. Withdrawal, also known as social withdrawal, is characterised by diminished engagement in class or connection with peers. Anger can manifest itself verbally or physically, and it is frequently prompted by feelings of frustration. An excessive amount of movement or an inability to sit still are two of the characteristics of hyperactivity. The term "inattention" refers to the inability to maintain concentrate, the tendency to become distracted, or the inability to finish activities. The learning process and the social involvement of kids with learning disabilities are both made more difficult by these behavioural manifestations.

Management of behaviour that is both effective and efficient is necessary for both academic performance and inclusiveness. When behavioural issues are not controlled, they disrupt the dynamics of the classroom, diminish the effectiveness of teaching, marginalise the student socially, and make it more difficult for the student to learn. The emotional anguish that students with learning disabilities experience can lead to misbehaviour, which in turn leads to punitive reactions or exclusion, further eroding motivation and self-esteem. This vicious circle can be a vicious cycle for students with learning disabilities who already suffer academic challenges. Consequently, rather than considering behaviour as a secondary issue, it is essential to address it in order to improve academic success and to create inclusion.

Based on the findings of a recent meta-analysis of research conducted in India, it has been determined that the combined prevalence of learning difficulties among children and adolescents is roughly 10:30% (Joseph & Devu, 2022). Individual studies report prevalence ranging from 2.16% to 30.77% depending on region, instrument, and sample (Joseph & Devu, 2022). Another analysis focusing on specific learning disorders indicates a pooled prevalence of roughly 8% (Scaria et al., 2023). Based on these numbers, it appears that a sizeable percentage of youngsters in India who are enrolled in schools may be experiencing difficulties in their academic pursuits.

Early literature estimates reveal that between 24 and 54 percent of children with learning disabilities demonstrate comorbid behavioural difficulties (Sridevi, 2015). This indicates that behavioural disorders are rather widespread among students who have learning disabilities. Comorbidity rates of attention deficit hyperactivity disorder (ADHD) have been reported to be as high as 38.56 percent in a paediatric sample in India, according to several clinic-based research conducted in India on children who have learning disabilities (LDs) (Author, 2017). Despite the fact that they are not data from the entire country, they indicate that behavioural issues are not uncommon but rather ubiquitous in the communities that are afflicted.

In Indian schools, there are two different structural issues. In many schools, there is an excessive number of students, the ratio of teachers to students is high, and there is insufficient infrastructure for inclusive environments. In addition, the majority of ordinary instructors receive just a limited amount of training in areas such as differentiated instruction, behaviour management, and special education. As a result, even if instructors are aware of behavioural concerns among children with learning disabilities, they might not have the skills or resources to act in a constructive manner. As a consequence of this, behavioural issues frequently worsen or continue unabated, which is detrimental to the student as well as the quality of the classroom environment.

A cluster of associated factors amplify behavioral problems in students with LDs:

- **Emotional dysregulation** arising from repeated academic failures and frustration. When students struggle persistently with decoding, writing, or mathematics, their emotional resilience is taxed, leading to emotional responses (anger, anxiety) that manifest as behavioral disruptions.

- **Low self-esteem and peer rejection.** Many students with LDs internalize negative feedback, compare poorly with peers, and develop low confidence. Social rejection or teasing can further exacerbate withdrawal, aggression, or acting out behaviors as defensive coping.
- **Gaps in early identification and remedial interventions.** Delays in diagnosing LDs or providing remedial support mean that students drift further behind, compounding emotional distress and increasing the likelihood of misbehavior.
- **Teacher preparedness and parental support issues.** Teachers may lack training to understand or manage underlying learning disorders, attributing misbehavior to discipline problems. Parents may not have knowledge or resources to support remediation or behavioral strategies, leading to inconsistent support at home and school.

In recent years, notably after the implementation of the National Education Policy 2020 (NEP 2020), India's educational policy has placed a greater emphasis on expanding access to education for all students. It is emphasised in the National Education Policy 2020 that "no child should lose any opportunity to learn," and it is demanded that there be no barriers to access, early intervention, and capacity-building among instructors in order to serve students who have certain impairments (Ramsy, 2022). However, implementation remains patchy, with infrastructural constraints, lack of teacher training, and resource limitations impeding progress (Rakshit & Yadav, 2025).

In Kerala, numerous state-level initiatives aim to support inclusive schooling, adaptation of curriculum, and provision of support services for learners with special needs (Mailthily, 2024). Nevertheless, in spite of these structural measures, behavioural difficulties among children with learning disabilities continue to be observed in school feedback and teacher reports, particularly following the COVID-19 disruption period. The epidemic has caused many kids to experience new behavioural disorders, including as inattentiveness, disobedience, and social withdrawal. These issues have been precipitated by the loss of learning, emotional stress, and classroom changes that have occurred (AllResearch, 2025).

Concerns have been accentuated as a result of media attention. For instance, schools in southern Karnataka have made public their determination to engage "shadow teachers" and mental

health workers in order to provide assistance for neurodivergent pupils. This decision reflects the understanding of behavioural issues that are present in inclusive classrooms among children (Times of India, 2025). These developments underscore that behavioral problems are increasingly prominent in educational discourse and demand scholarly attention.

In spite of the fact that several educational and remedial treatments have been suggested or put into practice in India, the behavioural aspect of learning difficulties is consistently neglected by the majority of these interventions. The focus is typically placed on remedial education, adjustments to the curriculum, or assistive technology, while the treatment of emotional and behavioural issues receives less attention. Because of this gap, even if a student's academic skills improve, unresolved behavioural difficulties might continue to hinder classroom integration and peer interactions. This is because of the gap.

There is a dearth of region-specific insights, which is another big problem. This is especially true in states like Kerala, which have high literacy rates and reasonably solid educational institutions. In situations like these, the prevalence of behavioural difficulties may be less related to systemic neglect and more attributable to specific stresses, such as academic pressure, cultural expectations, or resource mismatches. Instead of assuming that there is a national model that is universally applicable, there is an urgent need to have a more nuanced understanding of the behavioural challenges that are prevalent in India at the regional level.

This study is to evaluate and analyse the behavioural problems that students with learning impairments in India face, with a particular emphasis on Kerala, and to investigate the educational consequences of these challenges. Specifically, the research will focus on Kerala. Educators, policymakers, and researchers can use this information to help them in the process of building behavior-sensitive support systems. The objective is to synthesise results from recent literature, policy papers, and reports in order to discover trends, variables that cause behaviour, and suggestions that are relevant to the region.

Specifically, this research utilised a conceptual and review-based methodology. It relied solely on secondary sources, which included publications from journals that were subjected to peer review, reports from government and non-governmental organisations, educational surveys, policy briefs, and media items that were published during the past five to ten years. In the course of the evaluation, we looked for sources that are either open to the public or that are stored in open-access digital archives.

Utilising a thematic review and synthesis was the method that was utilised. Following the collection of pertinent literature and documents, the researcher evaluated them to determine whether or not they were relevant to behavioural concerns among students with learning disabilities (LDs). Subsequently, the researcher categorised the documents for recurrent themes such as variations in behaviour, geographical patterns, contributory causes, and policy responses. Identification of patterns across research, classification of behavioural manifestations, comparison of regional settings (particularly Kerala against national trends), and extraction of implications and recommendations based on the evidence base were all components of the strategy for analysis.

2. DEFINITION AND TYPES OF BEHAVIORAL PROBLEMS

In the context of students who have learning disabilities (LDs), behavioural difficulties are defined as acts or tendencies that may be observed and that interfere with the student's ability to study or engage in social activities. These behaviours frequently fall into two major categories: those that are externalising (behaviours that are disruptive to others) and those that are internalising (behaviours that is inward and emotional withdrawal). Inattention, hyperactivity, impulsivity, anger, and withdrawal are some of the main characteristics that are seen in children who have learning disabilities (Kumar & Rao, 2022; Shenoy et al., 2022).

Classification of Behavioral Problems in LDs

Inattention is characterized by a short attention span, distractibility, difficulty following instructions, or failure to complete tasks (Shenoy et al., 2022). Students may drift off during lessons or lose track when multiple steps are involved.

Hyperactivity involves restlessness or excessive motor activity, such as fidgeting, inability to remain seated, or running about in situations where it is inappropriate (Kumar & Rao, 2022). For children with LDs, hyperactivity often compounds the challenge of sustaining effortful academic tasks.

Impulsivity refers to acting without forethought, blurting out answers, interrupting others, or difficulty waiting for one's turn (Shenoy et al., 2022). In classroom settings, impulsivity might lead to frequent interruptions or errors in tasks due to haste.

Aggression may manifest verbally (e.g., shouting, name-calling) or physically (e.g., pushing, hitting). Students with LDs sometimes resort to aggression when frustration mounts or communication breaks down (Kumar & Rao, 2022). This behavior is often reactive rather than predatory.

Withdrawal describes retreat from social interactions, reluctance to participate, or silence in class (Shenoy et al., 2022). Students may avoid group work, refuse to answer, or disengage altogether when overwhelmed.

Educational Implications of Each Type

There is a significant financial burden placed on the school environment by behavioural issues. A disruption of the classroom environment happens when behaviours that are either hyperactive or impulsive interrupt instruction, hence requiring the instructor to redirect their focus away from the delivery of the lesson. The loss of instructional time, the inability to finish assignments, or the avoidance of tough material owing to the fear of failing are all factors that create obstacles for students' academic performance. For instance, a student who is not paying attention may miss important explanations, whereas a student who is hyperactive will have difficulty being engaged for a sufficient amount of time to internalise the material.

Relationships with peers can become strained when behavioural concerns are present. It is possible for a student to be socially marginalised if they blurt out answers or interrupt their classmates. Furthermore, classmates may oppose cooperative learning or avoid connecting with that student. The same is true for withdrawal, which reduces the number of possibilities to participate in group projects or peer learning. Social isolation may have a cumulative effect on an individual's emotional well-being over time.

Teachers who are working in classrooms where students exhibit these behaviours frequently experience feelings of stress and exhaustion. Managing disciplinary concerns, re-establishing classroom standards, and providing individual help are all tasks that they are required to perform while also seeking to keep the flow of instruction intact (Rao & Mehta, 2023). Overloaded teachers may reduce differentiated instruction or avoid including children with LDs altogether.

Trends in Indian Classrooms

It is widely stated that pupils in urban schools in India have a high prevalence of both hyperactivity and inattention. An examination of the behaviours of individuals with learning disabilities in Indian communities revealed that hyperactivity and inattention were among the most prevalent externalising behaviours (Pandey et al., 2023). In many inclusive classrooms, these behaviors create significant management challenges.

In the context of post-COVID disturbances, some instructors have documented a rise in aggressive and disruptive behaviours among students, including those with learning disabilities (LDs). This may be the result of extended distant learning, social deprivation, and emotional stress (AllResearch, 2025). As children readjust to their new physical classrooms, there have been reports of an increase in the number of verbal outbursts and issues with discipline.

The prevalence of withdrawal is higher in rural areas, which is likely due to the presence of a bigger stigma, a smaller number of support services, and a lower level of teacher training in behaviour management. (Kumar & Rao, 2022) It is possible for students to internalise challenges and withdraw rather than act out over them. It is possible that withdrawn behaviour will go unrecognised or ignored in rural schools since these schools often have fewer resources and less access to mental health counselling or special education.

3. TRENDS AND STATISTICS ACROSS INDIAN EDUCATION SYSTEMS

Prevalence Data

The pooled prevalence of learning impairments (LDs) among Indian children and adolescents is estimated to be roughly 10.70 percent, according to recent meta-analytic evaluations (Joseph & Devu, 2022). Individual studies reveal a wide variation, with prevalence estimates ranging from 2.16 percent up to 30.77 percent depending on the region, sample, and diagnostic criteria (Joseph & Devu, 2022; Scaria et al., 2023). A focused meta-analysis of specific learning disorders places the pooled prevalence at about 8 percent (Bozatlı et al., 2024). These findings confirm that a significant share of India's student population faces LDs, often undiagnosed or under-supported.

Students who have learning disabilities also have a significant amount of behavioural comorbidity. Approximately thirty percent of children who have learning disabilities are found to have emotional or behavioural challenges, such as attention deficit hyperactivity disorder, anxiety disorders, or conduct concerns, according to clinical and epidemiological research (Sahoo et al., 2015; Khodeir et al., 2020). Khodeir et al. (2020), It was observed, for example, that the prevalence of comorbid mental problems among children who had particular learning difficulties ranged from 24.6 to 28.8 percent. The presence of such comorbidity makes educational treatments more difficult to implement since behavioural issues may conceal or exacerbate the difficulties in learning.

Comparisons across States

In terms of the identification and management of LDs, there is a discernible degree of variety amongst states. Southern states like Kerala, Tamil Nadu, and Karnataka have a comparably stronger educational infrastructure and a deeper understanding of the importance of integrating help for students with special needs. These governments also make more consistent attempts to integrate support across the board. The majority of northern states, on the other hand, struggle with less resources, lower literacy rates, and decreased institutional support, which results in under-identification and fewer treatments (Analytical Review of Special Education in India, 2022).

The state of Kerala, for instance, has constructed frameworks for inclusive education and devoted resources to remedial education and teacher training; yet, there are still gaps in the implementation of these education standards. In addition, the states of Tamil Nadu and Karnataka have both conducted pilot projects for novel identification and early intervention initiatives. In contrast, some states continue to fall more and further behind, with no monitoring or action at the systemic level. These differences between states bring to light the unequal chances and results that are available to pupils who have learning disabilities and behavioural issues.

Challenges in India's Educational Landscape

The scarcity of special educators is a problem that continues to make things difficult. According to "The Future of Special Education in India, 2024," there are thousands of sanctioned posts that are still empty across the country, which makes it impossible to effectively execute

individualised treatments for kids who have learning disabilities. The dependence on mainstream instructors, who often have minimal preparation for working with children who have learning disabilities, is another problem that has to be addressed. Because there is a lack of training, early detection and good classroom management are negatively impacted.

The adoption of Individualized Education Programs is similarly constrained. IEPs are frequently generic and there is insufficient monitoring of them, despite the fact that they are mandated under inclusive education principles. According to Wong et al. (n.d.), teachers might not inform them on a regular basis, and families are seldom given feedback on their children's growth. Students do not obtain individualised techniques that might assist them in overcoming both academic and behavioural challenges as a consequence of this.

Impact of Socioeconomic Factors

The detection and management of learning disabilities are further influenced by socioeconomic inequality. There are substantial disparities between rural and urban areas, with urban centres having access to diagnostic facilities, experts who have received training, and a higher level of parental awareness. In remote locations, children are unable to get timely treatments due to factors such as stigma, a lack of access, and economic restraints. It is common for parents who originate from families with lower incomes to lack the means or understanding necessary to seek assessments, which results in an underreporting of learning disabilities and behavioural disorders. On the other hand, families with better socioeconomic position are more likely to have access to private diagnostic services and extra educational assistance, which further widens the gap between opportunities and results.

4. STATE-SPECIFIC ANALYSIS: KERALA AS A CASE

Kerala's Education Profile

One of the states in India with one of the highest literacy rates, Kerala is sometimes mentioned as having a literacy rate that is close to universal. Over the course of several decades, the state has placed a significant emphasis on elementary education, gender equality, and social development. This has resulted in high rates of enrolment and sustained attendance in educational institutions (Johnson Jament, n.d.; Anil & Mailthily, 2025). Additionally, as part of its dedication to education, Kerala has established rules that have been in place for a long time regarding inclusion and special education. For instance, the state's inclusive education

initiatives have the objective of integrating students with disabilities into regular classes and providing the appropriate support, resources, and training for instructors (Anil & Mailthily, 2025). Kerala's policy papers have been linked with national mandates for inclusive education, and the state has made an effort to augment these demands with modifications and resource allocations at the state level (Thomas, 2023).

Behavioral Issues in Kerala's Schools

Students with learning disabilities (LDs) in Kerala continue to struggle with behavioural issues, despite the fact that the state has implemented an inclusive framework. In inclusive classrooms, teachers and reports have seen that kids with these characteristics struggle with issues like as hostility, difficulty paying attention, and low self-esteem (Johnson Jament, n.d.). Children with learning disabilities are frequently disregarded as lazy or inattentive rather than assisted, which feeds emotional dissatisfaction and acting-out behaviour in the classroom, according to various regional and non-governmental organisation (NGO) studies. The incidences of vocal outbursts, difficulty to retain concentrate, and unwillingness to participate in peer activities have been noted in a few government school reports. This is especially true for kids who are moving back to physical classrooms after the COVID. Students in Kerala's competitive atmosphere have increased levels of stress as a result of social expectations and academic pressure, with the potential to either initiate or exacerbate behavioural difficulties.

Factors Specific to Kerala

The tight connectivity between the school and the parents, in conjunction with the high expectations of the parents, is an important aspect. There are a lot of parents in Kerala who are very concerned in their children's academic achievement and they want their children to do very well. These pressures have the potential to worsen psychological stress and lead to behavioural manifestations in pupils who are having difficulty in their academic performances. Educators in Kerala have been exposed to inclusive education training, which is another aspect that contributes to the state's comparatively superior preparation in comparison to in other states. However, training is sometimes insufficient when it comes to tackling the complex behavioural and emotional issues that are associated with learning disabilities. On the other hand, instructors may feel competent intellectually but unprepared when it comes to dealing with behaviour dysregulation in children with learning disabilities. A third issue is the stress that is caused by the culture of competitive examinations and the high performance mindset

that is prevalent in Kerala. It is common for academic standards to place an emphasis on perfection, rote performance, and peer comparison, which can be a hardship for kids who have learning disabilities. It is possible that they will exhibit behaviour that is indicative of dissatisfaction or disengagement when they fall behind their classmates.

Why Kerala Requires Tailored Recommendations

The cultural, social, and policy climate of Kerala is unique from other states. In this state, which is a leader in literacy and inclusiveness, the behavioural challenges that are observed in kids with learning disabilities are most likely the result of more subtle environmental pressures, rather than massive impairments. Because it currently possesses a large number of supportive institutions, Kerala has the potential to become a model state for the implementation of behavioural therapies that are appropriate for learning disabilities. When developing suggestions, it is necessary to take into account Kerala's high academic standards, the significant engagement of parents, and the comparatively greater level of teacher knowledge. It is possible that interventions that are successful in other states would not fit with this local environment. As a result, Kerala need individualised solutions that capitalise on its strengths while also addressing the behavioural requirements of kids with learning disabilities.

5. CONTRIBUTING FACTORS AND EDUCATIONAL IMPLICATIONS

Contributing Factors to Behavioral Problems

When it comes to pupils who have learning difficulties, academic stress and repeated failure experiences are among the most significant elements that contribute to behavioural issues. When children continually struggle to keep up with their peers, they frequently experience feelings of frustration and a sense of powerlessness. Their motivation and self-confidence may suffer as a result of these frequent failures, which may result in behavioural issues such as rage, avoidance, or disruptiveness in the classroom.

There are also deficiencies in inclusive pedagogy and teacher training, both of which contribute to the problem. There are a lot of mainstream instructors that do not have the resources to serve children who have a variety of learning needs. It is possible for instructors to perceive learning-related issues as purposeful misbehaviour if they do not get enough training. As a result, they may respond with punitive measures that further alienate children.

This lack of specialised expertise contributes to the perpetuation of a cycle in which behavioural issues are not sufficiently addressed and even become more severe.

There is also the issue of stigma and the marginalisation of peers. Students who have issues learning are frequently labelled as sluggish or unable, which puts them at risk of being discriminated against, bullied, or neglected by their classmates. Distancing oneself from others can lead to behaviours such as withdrawal, aggressiveness, or other maladaptive coping techniques. Over the course of time, stigma gets internalised, which contributes to persistent behavioural issues and shapes the student's self-image.

These challenges are made much more onerous by India's curriculum, which is overcrowded, and its examination-based system. The students are expected to be able to memorise vast amounts of material and do very well on tests with high stakes. Children with learning disabilities, who may require individualised teaching and more flexible pacing, are more likely to experience stress as a result of such tight expectations, which can lead to disruptive behaviours as a response to the excessive strain they are under.

The problem is made worse by the fact that parents do not comprehend learning disabilities. Many households believe that scholastic difficulties are the result of a lack of effort or laziness, rather than acknowledging that these difficulties are the result of neurodevelopmental abnormalities. It is possible that this misunderstanding will result in expectations that are not realistic, home situations that are punishing, or the absence of specialised interventions. Behavioural difficulties in children are frequently made worse when there is a lack of help in the family that is both compassionate and knowledgeable.

Educational Implications

Not only does the existence of behavioural disorders in classrooms have an impact on the students who have learning disabilities, but it also has an impact on the overall educational environment. The need for instructors to frequently handle behavioural problems, which results in wasted instructional time for all students, brings about disruptions to the learning that takes place in the classroom. The presence of such disturbances can give rise to an environment that is fraught with irritation, distraction, and decreased productivity.

As opposed to concentrating on teaching, teachers frequently devote a disproportionate amount of their time to regulating students' behaviours. The quality of instruction suffers as a

result of this imbalance, which also increases the likelihood of teacher exhaustion and burnout. The provision of differentiated teaching or individualised support for children with learning disabilities may be difficult for educators who are overburdened with the obligations of behaviour management.

Repeated behavioural issues might, over the course of time, put students in a position where they are reluctant to continue their education. A sense of alienation can develop as a result of cumulative factors such as academic underachievement, rejection by peers, and severe disciplinary measures, which can increase the likelihood of early school withdrawal. People who drop out of school have a lower chance of finding work, less options to make money, and more psychological issues, such as being more likely to experience anxiety, depression, and social marginalisation for themselves. Consequently, behavioural difficulties that are not addressed extend well beyond the confines of the classroom and have an impact on the future course of a person's life.

Need for Region-Specific Solutions

Solutions that are adapted to the particular circumstances of each location are required in order to address these difficulties. It would be beneficial to design individualised training modules for teachers, which would provide educators with the knowledge and abilities necessary to effectively handle varied behaviours and adopt inclusive pedagogy. Modules should match local classroom conditions, cultural expectations, and the availability of resources rather than being generic training.

Incorporating social and emotional learning (SEL) into educational programs is another way to be of assistance. In addition to providing children with learning disabilities with tools to manage frustration and build resilience, social and emotional learning frameworks encourage self-awareness, emotional regulation, and good social skills. Including social and emotional learning (SEL) in classroom routines is beneficial for all children because it creates settings that are supportive and reduces stigma and exclusion.

Lastly, it is necessary to have programs that focus on community sensitisation and counselling for families. The parents need to have proper understanding about learning disabilities (LDs) and techniques to help their children without putting undue pressure on them or using punitive methods. As a result of community programming, stigma may be reduced, acceptance can be

promoted, and inclusive habits can be encouraged. In areas such as Kerala, where there is a high level of parental participation, counselling and sensitisation can help transform that involvement into a constructive and positive engagement with the educational requirements of children.

Educational institutions and communities have the ability to change classrooms into environments that provide students with learning disabilities with academic, emotional, and behavioural assistance by taking a comprehensive approach to addressing the underlying causes and consequences.

6. CONCLUSION AND RECOMMENDATIONS

Conclusion

This paper has examined the behavioral challenges experienced by students with learning disabilities (LDs) in India through a review-based and region-specific perspective. The findings of the study revealed that students with learning disabilities (LDs) experienced a wide range of behavioural challenges, including inattention, hyperactivity, hostility, impulsivity, and disengagement. Due to these challenges, not only were they disruptive to their own learning, but they also disrupted the entire environment of the classroom.

According to the research, the prevalence of learning disabilities and the behavioural issues that are connected with them differed from state to state. kids in southern states such as Kerala continued to struggle with substantial behavioural concerns such as academic demands, high parental expectations, and a competitive educational culture. Despite the fact that these states displayed a stronger educational infrastructure and inclusive policies, kids in these regions continued to experience these challenges. The findings indicated that although Kerala has strengths in the area of inclusiveness, issues continued to exist as a result of contextual social and cultural stresses.

These behavioural issues were caused by a number of circumstances, including persistent academic stress, insufficient teacher preparation, stigma from classmates and society, overburdened curriculum, and parental misunderstanding of learning disabilities (LDs). In conjunction with one another, these forces served to exacerbate the cycle of behavioural problems and educational marginalisation.

Recommendations

Policy Level:

At the level of policy, there is a requirement to increase the implementation of inclusive education policies that are specified in the National Education Policy (NEP) 2020. In addition to academic treatments, this should entail the allocation of resources expressly for behavioural management programs. It is imperative that policies be enacted to guarantee the recruitment and placement of specially prepared educators, as well as to incorporate behavioural assistance as an integral component of inclusive education.

School Level:

The implementation of socio-emotional learning (SEL) programs into everyday routines at the school level is something that should be considered. The pupils will be able to acquire abilities for emotional control, empathy, and connections with their peers with the assistance of these programs. In addition, schools should provide frequent seminars for teachers to discuss the most effective methods for dealing with behavioural difficulties and establish collaborative forums for instructors to share their experiences while working together.

Teacher Training:

Teacher training should be context-specific and tailored to regional realities. In the case of Kerala, training modules must focus on cognitive emotion regulation strategies, equipping teachers with tools to identify early signs of behavioral issues and apply appropriate interventions. Continuous professional development programs should ensure that mainstream teachers are confident in addressing both academic and behavioral needs of LD students.

Parental Support:

Despite the fact that parents play a significant part in providing assistance for children with learning disabilities, misunderstandings can cause additional stress for pupils. By normalising learning disabilities (LDs) as neurodevelopmental variations rather than as deficiencies, awareness efforts have the potential to lessen stigma. Through participation in counselling sessions and support groups, parents may acquire the knowledge necessary to discover constructive methods of guiding their children, establishing expectations that are reasonable, and effectively partnering with schools.

Future Research:

In the future, research should be conducted to investigate the dynamics of behavioural challenges that are peculiar to a particular location, particularly by merging the findings from cognitive emotion regulation with larger sociocultural implications. For the purpose of evaluating and refining behavioural interventions, Kerala can serve as a model state. These treatments can then be modified for use in other locations. The long-term results of such studies should also be investigated, including the rates of student retention, the psychological well-being of students with learning disabilities, and their employment.

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