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## **A Systematic Review of the Interventions in Dealing with the Difficult, Challenging Behaviours of Students with Learning Disabilities**

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**ABSTRACT** Students with learning disabilities frequently display problematic behaviours that have a detrimental impact on their academic, social and emotional growth. The purpose of this methodical assessment was to collate data on effective strategies for addressing these concerns. A total of 7,138 entries were obtained from PubMed, Sage, Taylor and Francis, and ScienceDirect, of which 14 met the inclusion criteria. The findings reveal that student-centred strategies, such as social-emotional learning, are effective. Disruptive conduct can be effectively minimised and outcomes improved by teaching, self-management techniques, and function-based interventions. Effective parental engagement, focused professional development, and positive teacher attitudes help to improve the efficacy of interventions. However, several barriers, including time restrictions, linguistic variations, and cultural influences, might prevent effective communication between schools and families. The review emphasises the necessity of integrated, culturally responsive support systems and makes a plea for more in-depth, longitudinal research.