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**Relationship of learning difficulties and emotional difficulties**

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## **ABSTRACT**

This paper is a literature review to explore the importance of correlating learning disabilities and emotional problems in the social and learning environment of a child with learning disabilities. Specifically, the questions that this research is called to answer, concern the search for any differentiation of the emotional problems faced by students with learning difficulties in terms of gender and age, but also in identifying that emotional problem that causes the main dysfunction in both social and learning level of these children. To this end, the study of 38 international articles, from the 1980s to the last years, by reputable scientific journals, which were bibliographic or field research, were carried out. In particular, the results confirm the existence of differentiation in relation to the emotional problems that students with learning disabilities develop in relation to gender and age. In fact, research suggests that it is the feeling of loneliness and sometimes depression that affects the social profile of these students, while the feeling of low self-esteem corresponds to their academic image. In conclusion, it is found that a vicious cycle of failure is formed from the early school age of students with learning difficulties. Therefore, it is recommended to create early intervention programs to enhance social-emotional-school competence, in order to achieve the possibility of an in-depth development of their academic presence and at the same time maintain emotional balance.

**Keywords:** learning difficulties, emotional problems, socio-learning environment, loneliness, depression, low self-esteem, early intervention.

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