



Dyslexia and Comorbidities

Comorbid Issues	What it is	Signs	Prevalence
ADHD	Inability to stay focused- includes three subtypes: ADHD Predominately Inattentive; ADHD Predominately Hyperactive-Impulsive; ADHD Combined Type	<ul style="list-style-type: none"> • Trouble finishing tasks • Difficulty following directions • Slow to respond / process • Forgetful • Difficulty sitting still • Easily distracted 	12-25% of those with Dyslexia (Shaywitz, 2005)
Dysgraphia	Impaired handwriting; impaired spelling; impaired ability to organize and express thoughts in writing.	<p>Motor Processing :</p> <ul style="list-style-type: none"> • Messy handwriting / improper spacing • Problems with pencil grip • Writing is slow and labored <p>Information Processing::</p> <ul style="list-style-type: none"> • Poor spelling and grammar • Run on sentences • Lack of paragraphs 	
Dyspraxia	Developmental coordination disorder that impacts fine and gross motor skills.	<ul style="list-style-type: none"> • Trouble using snaps, zippers • Poor pencil / utensil grip • Poor letter formation / Messy handwriting • Writing is slow and labored 	Up to 85% (Pauc, 2005)
Oppositional Defiant Disorder	Recurring patterns of defiant and hostile behaviors	<ul style="list-style-type: none"> • Temper outbursts • Persistent stubbornness • Unwillingness to compromise • Verbal or physical aggression (Greene & Doyle, 1999) 	17% (Pauc, 2005)
Anxiety	Excessive worry over what may be / possible situations or outcomes "What ifs"	<ul style="list-style-type: none"> • Headaches; stomachaches • Avoids activities or social situations • Obsessive thoughts or worries 	Up to 29% (Rosen, 2017)
2e Dyslexia and Gifted	Twice exceptional- students who are both intellectually gifted and learning disabled	<ul style="list-style-type: none"> • Superior oral vocabulary (Gilger, 2017) • Extremely curious, imaginative, & questioning 	2-5% of school age children (Gilger, 2017)



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The International Dyslexia Association (IDA) Fact Sheets

Understanding Dysgraphia

Gifted and Dyslexic

Suggested Readings

"Toward a transactional conceptualization of oppositional defiant disorder: Implications for treatment and assessment," by Ross W. Greene and Alysa E. Doyle, *Clinical Child and Family Psychology Review*, 2(3), 129- 148. Copyright 1999 by Kluwer Academic/Plenum Publishers.

Brooks, R., & Goldstein, S. (2007). *Understanding and managing children's classroom behavior: Creating sustainable, resilient classrooms*. New York: Wiley.

Schultz, Jerome J. (2017) *The Dyslexia-Stress-Anxiety Connection*. The International Dyslexia Association (IDA).

Gifted and Dyslexic: Identifying and Instructing the Twice Exceptional Student Fact Sheet The International Dyslexia Association (IDA).

Gilger, J., & Hynd, G. (2008). Neurodevelopmental variation as a framework for thinking about the twice exceptional. *Roeper Review*, 30, 214–228.

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore, MD: The International Dyslexia Association.

National Education Association (2006). *The Twice Exceptional Dilemma*. Available from www.nea.org/specialed

Understood: The Difference between Dysgraphia and Dyslexia. Retrieved June 29, 2017. From: <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dysgraphia/the-difference-between-dysgraphia-and-dyslexia>

Rosen, Peg (2017). Dyslexia and Anxiety: What You Need to Know. Retrieved June 29, 2017, from: <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/dyslexia-and-anxiety-in-children>

Pauc, Robin. *Comorbidity of dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), obsessive compulsive disorder (OCD) and Tourette's syndrome in children: A prospective epidemiological study*. *Clinical Chiropractic*. December (2005) 8, 189-198.