# Dyslexia and Comorbidities

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| ADHD                             | Inability to stay focused- includes three subtypes: ADHD Predominately Inattentive; ADHD Predominately Hyperactive-Impulsive; ADHD Combined Type                                                                 | • 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.                                                                                                  | Motor Processing:  
• Messy handwriting / improper spacing  
• Problems with pencil grip  
• Writing is slow and labored  
Information Processing:  
• Poor spelling and grammar  
• Run on sentences  
• Lack of paragraphs                                                                 |                                                                                                                                               |
| Dyspraxia                        | Developmental coordination disorder that Impacts fine and gross motor skills.                                                                                                                             | • 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                                                                                                                                                       | • 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”                                                                                                                              | • 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                                                                                                                      | • Superior oral vocabulary (Gilger, 2017)  
• Extremely curious, imaginative, & questioning                                                                                                   | 2-5% of school age children (Gilger, 2017)                                                                                                         |
Dyslexia and Comorbidities

The International Dyslexia Association (IDA) Fact Sheets

Understanding Dysgraphia

Gifted and Dyslexic

Suggested Readings


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


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