# Dyslexia Comorbidity Symptom Comparison

*Quick Reference Guide for Parents and Teachers*

| Area | Dyslexia Alone | Dyslexia + ADHD | Dyslexia + Dyscalculia | Dyslexia + DLD |
|---|---|---|---|---|
| **Reading** | • Difficulty decoding• Slow, effortful reading• Poor spelling | • Same reading issues• May avoid tasks entirely• Loses place frequently | • Same reading issues• Extra struggle with word problems in math | • Same reading issues• Comprehension much worse• Vocabulary gaps |
| **Attention** | • Attention problems mainly during reading• Can focus on other tasks | • Attention problems across ALL tasks• Fidgety, restless• Impulsive | • Typical attention span• May lose focus during math | • May seem inattentive due to processing delays• Struggles to follow multi-step directions |
| **Math** | • May struggle with memorizing facts• Generally understands concepts | • Careless errors• Difficulty showing work• May rush through | • Doesn't understand what numbers mean• Can't estimate or compare quantities• Both facts AND concepts are hard | • Math word problems very difficult• May struggle with math vocabulary |
| **Oral Language** | • Speaking and listening typically OK• Can express ideas verbally | • May interrupt or talk excessively• Can express ideas but may be disorganized | • Generally normal oral language | • Difficulty with vocabulary• Grammar errors• Trouble understanding complex sentences• Word-finding problems |
| **Organization** | • Generally organized• May have messy handwriting | • Very disorganized• Loses materials constantly• Forgets homework• Poor time management | • Organization varies• May struggle organizing math work | • May struggle with complex multi-step tasks• Otherwise generally OK |
| **Emotional Impact** | • Frustration with reading• May avoid reading tasks | • Higher anxiety (40%)• Frustration across settings• May act out | • Frustration with both reading and math• May say 'I hate school.' | • Frustration with communication• May withdraw socially• Severe comprehension struggles |
| **Key Difference** | Struggles are specific to reading and spelling | Struggles happen everywhere, not just in academics | Both symbol systems (letters AND numbers) are affected | Language is affected across the board - reading, speaking, listening |

• These are general patterns - every child is unique