

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
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**THE CASE OF CHILDREN WITH COMORBIDITY OF SPECIAL LEARNING
DIFFICULTIES AND ADHD**

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ABSTRACT

The present study aimed to investigate students with co-morbidity of Special Learning Disabilities and ADHD. In order to achieve the purpose of the research, a literature review of 35 articles and 1 book was conducted. According to the results of the literature review, children with comorbidity of ADHD and learning disabilities show low verbal skills and difficulties in abstract thinking. In general, children with learning disabilities and ADHD exhibit cognitive problems associated with each of the individual disorders. Regarding the evaluation and diagnosis of comorbidity, it was found that the evaluation of written expression can serve as an effective predictor for the diagnosis of ADHD and comorbidity of ADHD with learning disabilities. Regarding students' views on the comorbidity of Special Learning Disabilities and ADHD, students show positive self-determination, great metacognitive awareness, and positive attitude towards themselves as students and their learning differences. For parents, the diagnosis of learning disabilities causes a feeling of loss. Their participation in their children's education is greater when the difficulties of the disorder are more intense. Teachers, for their part, are not sufficiently equipped with the skills and strategies needed to work with children with ADHD. Finally, there are several intervention programs that can be implemented for the comorbidity of Special Learning Disabilities and ADHD, which help in the socio-emotional, psychological and cognitive area of the life of the child with comorbidity of Special Learning Disabilities and ADHD.

Keywords: ADHD, Special Learning Disabilities, comorbidity, evaluation, diagnosis

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