

COMMONALITIES ACROSS DEFINITIONS OF DYSLEXIA

Miciak, J., & Fletcher, J. M. (2020). The critical role of instructional response for identifying dyslexia and other learning disabilities. *Journal of Learning Disabilities*, 53(5), 343-353.

COMMON DEFINITIONS

- **INTERNATIONAL DYSLEXIA ASSOCIATION** (Lyon et al, 2003)
- **BRITISH DYSLEXIA ASSOCIATION** (BDA, 2007)
- **THE ROSE REPORT** (Rose, 2009)
- **INTERNATIONAL CLASSIFICATION OF DISEASES-10** (WHO, 2013)
- **FIRST STEP ACT** (H.R. 5682—FIRST STEP ACT, 2018)

UPDATED IN 2025

In 2025, the International Dyslexia Association updated its definition of dyslexia.

For more information see:

- [Understanding the New IDA Dyslexia Definition](#) (NCIL)
- [2025 Dyslexia Definition Project](#) (IDA)

CORE DIMENSIONS OF DYSLEXIA



Origin

Dyslexia is a brain-based disorder that is frequently associated with difficulties in phonological processing, cognitive processing, or both.



Attributes

Dyslexia is characterized by difficulties in foundational skills that involve the ability to read and spell words accurately and fluently. It also involves unexpected difficulties in reading in relation to other cognitive abilities.



Instructional Factors

Dyslexia and the reading difficulties associated with it are not the result of lack of access or exposure to phonics instruction.

For more information, visit improvingliteracy.org.



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