



Revisiting the definition of dyslexia

Hugh W. Catts¹  · Nicole Patton Terry¹  · Christopher J. Lonigan¹  ·
Donald L. Compton¹  · Richard K. Wagner¹  · Laura M. Steacy¹  ·
Kelly Farquharson¹  · Yaacov Petscher¹ 

Received: 25 April 2023 / Accepted: 14 December 2023

© The Author(s), under exclusive licence to The International Dyslexia Association 2024

Abstract

The International Dyslexia Association definition of dyslexia was updated 20 years ago and has been referenced frequently in research and practice. In this paper, researchers from the Florida Center for Reading Research consider the components of the definition and make recommendations for revisions. These include recognizing the persistence of word-reading, decoding, and spelling difficulties, acknowledging the multifactorial causal basis of dyslexia, clarifying exclusionary factors, and denoting comorbidity with other developmental disorders. It is also suggested that the academic and psychosocial consequences of dyslexia be highlighted to reinforce a preventive service delivery model. Lastly, the inclusion of dyslexia within a specific learning disability category is supported.

Keywords Definition · Dyslexia · Exclusionary criteria · Multifactorial causal models · Reading disabilities

Annals of Dyslexia - Online first

Vaughn et al. (2024). The critical role of instructional response in defining and identifying students with dyslexia: a case for updating existing definitions.

Snowling & Hulme (2024). Do we really need a new definition of dyslexia? A commentary.

Elliott & Grigorenko (2024). Dyslexia in the twenty-first century: a commentary on the IDA definition of dyslexia.

Wolf et al. (2024). Towards a dynamic, comprehensive conceptualization of dyslexia.

Gearin et al. (2024). An interdisciplinary perspective on the strengths and weaknesses of the International Dyslexia Association definition of dyslexia.