**Paper 1**: Carroll, J.M., Holden, C., Kirby, P., Thompson, P.A., Snowling, M.J. (2025), Toward a consensus on dyslexia: findings from a Delphi study. J Child Psychol Psychiatr. <https://doi.org/10.1111/jcpp.14123>.

**Paper 2**: Holden, C., Kirby, P., Snowling, M.J., Thompson, P. A., Carroll (2025) Towards a Consensus for Dyslexia Practice: Findings of a Delphi Study on Assessment and Identification, Dyslexia, 31(1), <https://doi.org/10.1002/dys.1800>

SASC acknowledges and recognises the importance of the Delphi definition in shaping current thinking about the nature of dyslexia. This definition has been informed by three years of research and consultation with a wide variety of stakeholders.

The Rose definition of dyslexia, popularly used by many assessors, is now 15 years old. The advantages of the Delphi definition are that it:

* Addresses the nature and complex causal basis of dyslexia.
* Focuses on a range of underlying processing difficulties and the impact on reading fluency and spelling.
* Is applicable across all age ranges.
* Directs greater attention to co-occurrence and secondary consequences.

SASC therefore recommends that assessors refer to and reference the use of this definition as follows: Carroll, J., Holden, C., Kirby, P., Snowling, M. J., & Thompson, P.A. (2025) Journal of Child Psychology and Psychiatry.

# The Delphi definition of dyslexia.

The relevant statements from Paper 1 Table 2 p 8 have been grouped for clarity.

## Nature

* + The nature and developmental trajectory of dyslexia depend on multiple genetic and environmental influences.

## Manifestation

* + Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling. The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e. in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed. Working memory, processing speed and orthographic skills can contribute to the impact of dyslexia.

## Impact

* + In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments. Across languages and age groups, difficulties in reading fluency and spelling are a key marker of dyslexia.

## Variance and co-occurrence

* + Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity. Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language. Dyslexia frequently co-occurs with one or more other developmental difficulties, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder.

[**Risks and Probabilities Assessment Practice Framework Based on the Delphi Dyslexia Study**](https://www.sasc.org.uk/media/fiypxazk/risks-and-probabilities-assessment-framework.pdf)

This Table was originally published with the paper preprints (<https://osf.io/preprints/edarxiv/g7m8n>). A highly summarised version of this Table can be found in Paper 2 referenced above, as this was considered more appropriate to a research paper.

However, many assessors contacted SASC to say how useful they found this extended Table in reviewing their own practice. SASC is therefore republishing this Table, with some small changes from the original in response to comments received and the final versions of the published papers