

Dyslexia, when viewed across the variable phonological complexity of world orthographies, is most appropriately defined and treated as significant failure by the learner to derive and use the implicit meaning from speech or text in his/her educational language.

This significant difficulty results from the interaction between two variable contributory factors: (i) the language learners' epigenetically determined, neurologically-based sensory skill preferences which must be applied to (ii) the particular level of complexity found in the phonological/linguistic/semantic structure of the language to be learned.

These interacting factors determine: the age/stage of onset of the observed speech/literacy/learning difficulties; the severity of difficulty experienced; the student sensory preferences in thinking currently available for learning, which determine the primary approach to successful teaching; the student's relative success/failure in the school curriculum and the working world; the speech, learning, literacy, and cognitive skills to be covered in the student's special educational programme; and the extent of the special teaching provision required.

Dr Chasty's longer paper: <http://www.slideshare.net/DyslexiaInternational/chasty-2014>