



International Academy for Research in Learning Disabilities

IARLD UPDATES

A newsletter of the INTERNATIONAL ACADEMY
FOR RESEARCH IN LEARNING DISABILITIES
Issue No. 19 (2) 2019

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GOALS WITHIN THE IARLD

To increase the visibility, impact, and sphere of influence of the Academy by:

1. Increasing our membership through ongoing membership drive initiatives.
2. Encouraging IARLD Fellows and Members to list the IARLD as an additional affiliation on all publications in journals, books, and newspapers.
3. Encouraging IARLD Fellows and Members to list the IARLD as an additional affiliation on all conference presentations.



Georgios D. Sideridis

A Message from the President

Dear colleagues,
It is with great pleasure that I am writing to you to share exciting news about our organization. First, the 43rd IARLD conference was held in Hersonissos, Crete, Greece, June 24-25, 2019, and was a great success. Thanks to representatives from 20 countries who traveled a great distance, we were able to share advances in identification, remediation, and technology across various subject matters related to learning disabilities. We are indebted to our two co-chairs, Professors Angeliki Mouzaki and George Manolitsis, for their hospitality in hosting our conference. The location was fantastic, the weather great, and the participants were very enthusiastic and participated in all events. Our William Cruickshank lecture was delivered by David Share who gave an inspiring talk entitled: *Climbing out of the Anglocentric, Eurocentric and Alphabetocentric trenches: A global perspective on writing system diversity and its consequences for research in reading and reading disability*. The Janette Klingner poster award was offered to Shira Blicher, Michal Shany, Tami Katzir, Orly Lipka, and Anat Prior for their study *Academic Emotions in Literacy Processes among Fourth and Fifth Grades Readers*.

Having visited this part of the world, we are excited to travel the globe in the opposite direction now and hold our 2020 conference in Hong Kong. This conference's chair is Professor Kevin Chung and it will run under the auspices of the Education University of Hong Kong (EdUHK) June 18-20 in Tai Po, Hong Kong. We as IARLD's executive board are closely monitoring the political situation in Hong Kong but, up to this moment, Professor Chung has indicated that there is no significant concern. He is also in close contact with the president's office. If there are any updates, we will let you know; meanwhile, please be on the lookout for the call for proposals that will open soon with a deadline of January 31, 2020. We are very excited to visit that part of the world and make people in Asia aware of IARLD. Of course, all members gain from the expertise of our host continent. We, of course, hope for your participation from all parts of the world, so now is the time to contact members of the organization and share ideas for symposia, roundtables, and posters. Professor Catherine McBride will offer the William M. Cruickshank memorial lecture and will receive the respective award. We are delighted she has accepted our invitation. For information on the 2020 conference, please visit <http://www.iarld.com/current-conference-2>.

As always, one of our best-kept secrets is our Journal, the *International Journal for Research in Learning Disabilities*. Our Editor, David Scanlon has done an amazing job indexing the journal and sharing it with other organizations during their conferences. We shared 200 copies at the 2019 Council for Learning Disabilities conference, and

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there are plans to deliver copies at the PCRC conference in January of 2020. We have been receiving great feedback on the journal's quality, and we are hoping to increase its audience, readership, and participation. With a rejection rate of around 60%, IJRLD maintains a very competitive venue for high-quality research in learning disabilities. For more information, please visit the IARLD website or contact David Scanlon directly. Currently, the journal is offered online: <http://www.iarld.com/home/the-journal-thalamus>, so feel free to download any issue and enjoy the latest research on learning disabilities.

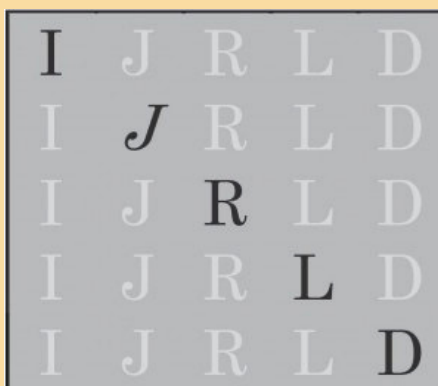
Last, but not least, as an organization we always want to increase our membership and participation in our conferences and to reach as many parts of the world as possible. However, this effort requires some planning. Participation in the IARLD conference requires membership to the organization, and it is important for students and prospective members to plan their membership applications ahead of time so that they can participate at the conference. I and every member of the organization will be delighted to nominate students, international scholars, academics, professionals, and practitioners for one of the membership categories (see <http://www.iarld.com/home/membership>). A big thank you to the members of the IARLD executive board who work tirelessly throughout the year in preparing the conference, working on membership, creating the newsletter, preparing the journal, and completing every required task. I am grateful to all of you for being part of IARLD, and I am looking forward to welcoming you all in Hong Kong!

Warm wishes,

Georgios Sideridis, Ph.D.

Announcements

Please remember that the IJRLD is *your* journal and the Academy's contribution to the field. All are invited to submit their best work for consideration. As we work to increase the journal's profile, other ways you can help are to: a) cite IJRLD articles in your own publications, b) tell your colleagues about the journal, and c) encourage your colleagues to submit their work for consideration too, academy membership is not required to publish in the journal. For submission guidelines and copies of all past issues visit the Academy website.



David Scanlon, editor of IJRLD

Committee Reports

TREASURER'S REPORT

Treasurer's Report, Fall 2019
Jennifer Krawec

Membership fees can be paid on the [Membership Dues](#) page on the IARLD website via Paypal. Alternately, checks payable to IARLD can be mailed to:

Jennifer Krawec
1507 Levante Ave, Suite 230-A
Coral Gables, FL 33146
USA

The annual dues structure is: \$120 for members and fellows, \$30 for student members, and \$30 for retired and emeritus members.

Since the Spring IARLD Update in April 2019, \$810 in membership dues have been paid (in 2019 thus far, \$8,970 have been paid). A reminder was recently sent out to those whose dues remain outstanding; prompt payment is appreciated. Notices of dues for 2020 will be sent out in January. Thank you for your diligence in remitting your payments.

As of September, 2019, the balance in our business account is \$10,644.73. There are also two Certificates of Deposit with balances totaling \$27,788.10 currently held at Bank of America.

STUDENT MEMBER REPORT

Student Member Report: Henry Reiff, Chair

The Student Members' Committee is composed of Henry Reiff (Chairperson), McDaniel College, USA; Nicole Ofiesh, Schwab Learning Center, Stanford University, USA; and Radhika Misquitta, India.

As noted in our annual report in June, we accepted a new student member in May:

Deborah Perez is a Ph.D. candidate in the Department of Teaching and Learning in the School of Education and Human Development at the University of Miami. She was recommended by Wendy Cavendish. Her research has focused on working with first generation college students, foster care youth, and special education students.

However, the Student Member Committee has not received any applications in the past three months.

Our new student members have been highly qualified without exception. As with many organizations in education, we struggle to attract as many candidates as we would like. We have averaged two new student members per year. I would like to set a goal and challenge that we attract four student members per year. Over a 10-year period, we would generate 40 new members; many if not most would go onto to regular membership and possibly become Fellows. The challenge is for our current members to identify and nominate strong candidates. If you are working with a strong doctoral candidate, please nominate. Think about reaching out to colleagues from within and without your institution who may know qualified candidates. Our student members contribute new perspectives and theoretical orientations to the Academy. They are the ones who will carry IARLD forward in the coming years.

MEMBERS AND ASSOCIATE MEMBERS REPORT

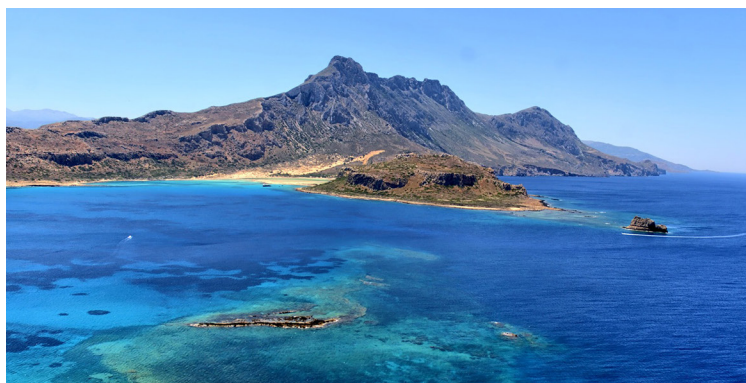
IARLD Welcomes Five New Members

The Members and Associate Members' Committee is chaired by Anya Evmenova (George Mason University, USA) and includes Kevin Chung (Hong Kong Institute of Education, Hong Kong), Irene Mammarella (University of Padova, Italy), and Michael Dunn (Washington State University, Vancouver, Canada). Since April of 2019, the committee has accepted five new Members into the Academy:

- Timothy Papadopoulos (University of Cyprus, Greece), nominated by Georgios Sideridis and accepted April 2019
- George Manolitsis (University of Crete, Greece), nominated by Georgios Sideridis and accepted April 2019
- Susana Padeliadu (Aristotle University of Thessaloniki, Greece), nominated by Georgios Sideridis and accepted May 2019
- Anna Touloumakos (Panteion University of Social and Political Sciences, Greece), nominated by Georgios Sideridis and accepted May 2019
- Deborah Reed (University of Iowa, USA), nominated by David Scanlon and accepted June 2019

Member countries of IARLD include:

Australia	Lithuania
Belgium	New Zealand
Brazil	Norway
Canada	Poland
Croatia	Portugal
Finland	Slovak Republic
Germany	Slovenia
Greece	South America
Hong Kong	Spain
India	Taiwan
Israel	Netherlands
Italy	Turkey
Japan	United Kingdom
Kuwait	United States



The 43rd Annual IARLD Conference

**June 24-25, 2019
Crete, Greece**

43rd Annual IARLD Conference

Angeliki Mouzaki, Conference Co-Chair

The 43rd Annual IARLD Conference in Crete, Greece, was a great success! This year's conference was chaired by IARLD Members, Dr. Angeliki Mouzaki and Prof. Georgios Manolitsis, and took place at a hotel overlooking the Aegean Sea near the Cretan town of Hersonissos.

The Conference Organizing Committee and Professor Georgios Sideridis served as reviewers of the submitted proposals. Presenters and attendees came together from 20 countries to explore current research related to the study of learning disabilities in a well-rounded conference with two very full days of presentations. A total of 40 active Academy members, 13 Non-members, 3 Retired members and 27 students registered for the Conference.

Presentations covered several important areas of inquiry such as early identification, assessment and remediation. The global perspective was served through several studies presented by members of the Academy that brought to light difficulties faced by the bilingual and multilingual learners. This year's symposia covered intervention practices that are often overlooked, such as summer programs, and truly innovative teaching programs for increasing student learning and motivation through games and implementation of playful practices. Each symposium featured lively question and answer discussions, and the roundtables and interactive poster session offered attendees a further opportunity to mingle and collaborate.

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43rd Annual IARLD Conference (cont.)

Professor David Share presented the William Cruickshank Memorial Lecture on the effects of the anglocentric and alphabeticentric research prototype upon the reading field and how to move forward from it. In addition, this Conference featured for the first time a presentation on the effects of early numeracy interventions by the recipient of the Marjorie Montague Dissertation Award, Dr. Gena Nelson.

Within the Conference guidelines some people participated in more than one presentation. In all, 137 authors and discussants were represented across all presentations at the Conference, 16 people participated in the Heraklion tour, and 36 people attended the Conference Banquet.

The 43rd annual Conference maintained the spirit of previous conferences and further developed the scientific, professional, and organizational aims. We look forward to continuing this tradition at next year's conference to be held at Tai Po, Hong Kong, China.



Mark your calendars!

44TH ANNUAL INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES (IARLD) CONFERENCE



June 18, 2020 Pre-Conference Activities
June 29-30, 2020 Conference

Conference Venue:
The Education University of Hong Kong (EdUHK)
Tai Po, Hong Kong

Conference Chair:
Professor Kevin K.H. Chung,
The Education University of Hong Kong

Proposal submission deadline: January 31, 2020

Early registration:
November 1 2019 – April 30, 2020

JANETTE KLINGNER IARLD CONFERENCE POSTER AWARD

Each year at the annual conference, the International Academy for Research in Learning Disabilities (IARLD) recognizes a student poster presenting research that contributes in a significant way to the understanding of learning disabilities or interventions for individuals with learning disabilities. Named in honor of the late Dr. Janette Klingner, the award consists of a certificate, a complimentary invitation to the conference dinner, and complimentary student registration at the next conference. The selection committee at the 2019 conference was led by David Scanlon (Boston College, USA) and included Esther Geva (University of Toronto, Canada) and Karen Waldie (University of Auckland, New Zealand).

This year's awardee, Shira Blicher, is a doctoral student in the

Learning Disabilities program at Haifa University, Israel, under the mentorship of Drs. Michal Shany and Tami Katzir. Her research focuses on the emotional aspects of children with learning difficulties or disabilities, specifically in the domain of reading comprehension. The title, co-authors, and abstract of her winning poster appear at the end of this article. Dr. Scanlon, editor of the International Journal for Research in Learning Disabilities (IJRLD), has invited Shira to submit a journal manuscript based on the research receiving the award.

Those interested in this honor are encouraged to propose a poster for next year's conference. It is not necessary to apply separately for the award, as all posters with a student first-author will be eligible.



Academic Emotions in Literacy Processes among Fourth- and Fifth-Grade Readers

Shira Blicher, Michal Shany, Tami Katzir, Orly Lipka, Anat Prior

Academic emotions are a wide set of emotions directly related to various aspects of the educational environment (Pekrun, 2006), which has not been widely studied in the domain of literacy. According to The Control-Value Theory of Achievement Emotions (Pekrun, 2006), perceptions of **control** (i.e., the individual's evaluation of academic self-ability and self-efficacy in accomplishing a given task) and **value** (i.e., the subjective importance of that task) generate academic emotions. The existing research in the domain of emotions related to fluency in reading and reading comprehension (RC) mainly focus on motivation, self-perception, and self-concept (Chapman, & Tunmer, 2003; Conlon et al., 2006; Kasperski et al., 2016), and anxiety (Blicher et al., 2017; Katzir et al., 2018). The current study investigated relations between academic emotions and literacy processes among large sample of fourth- and fifth-grade students with different levels of reading fluency in the Hebrew language. The participants ($n = 1,190$) completed language assessments (i.e., reading fluency, vocabulary, and RC) and self-reported of academic emotions related to literacy learning in school. Results indicated that negative academic emotions and perception of control over learning added a significant contribution to RC performance, beyond the well-known contribution of reading fluency and vocabulary. In distribution of the sample by reading fluency levels, this contribution of academic emotions to RC was found to have different characteristics and was especially significant among the group of weak readers. The results emphasize the importance of emotions in literacy learning, and highlight the need to address the well-being of children in assessment of and intervention for reading difficulties.

News From IARLD Members

DIANE J. GERMAN, FELLOW OF IARLD

Diane J. German, Professor Emeritus, National Louis University will Receive Honors of the American Speech, Language, and Hearing Association (ASHA) at the 2019 ASHA conference in Orlando Florida.

Published in March 2019 the 3rd edition of the Word-Finding Intervention Program (WFIP-3), publisher Pro-ed.

DANIELA LUCANGELI

Daniela Lucangeli, professor at University of Padua and IARLD Vice President for International Development.

Lucangeli and her team, following IARLD researchers and application, created an Italian network of 30 clinical centres, named "Polo Apprendimento" (LEARNING POLO) able to help children with developmental disorders, their families and their teachers, through the application of a specific method, based on the most advanced scientific research in assessment, prevention, enhancement and rehabilitation. In each Center the multidisciplinary team, composed of professionals in the clinical and educational field, works with the direct supervision of scientific directors and expert consultants of national and international fame.

Researchers and Scientists of the IARLD have been promoting for years the importance of adopting science for the PREVENTION, ENHANCEMENT, REHABILITATION of development impairment, including the Learning difficulties.

Prevention has not to be seen only as screening but as a synergistic change between all the subjects: family, school, professionals. The aim of all the centres in agreement with PA is therefore to promote effective strategies to help the youngest.

In the Centres of the POLO APPRENDIMENTO specialists that are continually updated and

monitored by Scientific Directors and expert Researchers operate. POLO APPRENDIMENTO guarantees to always offer the most competent service in helping development difficulties of kid.

We focus not only on the analysis of cognitive profiles and diagnosis but most of all we use the best strategies to maximise the use of the plasticity of the brain and therefore develop kids full potential.

In order to verify the validity of the interventions, criteria were identified to quantitatively measure the improvement in the various areas subject to enhancement and rehabilitation, an improvement that must be higher than that expected following the natural evolution. In this way it is possible to demonstrate the effectiveness of the implemented intervention.

POLO APPRENDIMENTO offers scientific advice to some institutions that (despite having different scopes and purposes from the clinic) have activated an educational section to help children with learning difficulties. These Centres are able to operate directly, with their own expert staff, in specific activities of educational enhancement and homework help.

Actions

Centres in agreement with PA help children with development difficulties by using methods and strategies that refer to the most advanced scientific research.

Centres in agreement with PA also offer:

- FOR FAMILIES: individual help, counseling, training
- TO THE TEACHERS: individual counseling, training, monitoring, research / action
- FOR professionals for prevention, enhancement and rehabilitation: individual help, training, counseling, monitoring
- A rigorous intervention method, scientifically validated. The university researchers are the link between the results of research and their application.
- competent experts in each areas of intervention: helping a child in mathematical calculation is different from enhancing his or her method of study or helping him / her in understanding a text or in quick reading.

In recent years it has been conferment that a good relationship between the child and the expert educator:

- favours the enhancement of cognitive skills
- changes the communication skills with the adult
- reduces the vulnerability learned and increases the motivation to overcome the difficulties

News From IARLD Members

THOMAS G. WEST

Strengths of Dyslexia Needed in Age of AI

IARLD member Thomas G. West will be giving a talk in November titled "Businesses Say Dyslexia Strengths Needed in the Age of AI." Tom's talk will be given at the annual conference of the International Dyslexia Association to be held November 7-10, 2019, in Portland, Oregon.

West reports that in recent years, major accounting and business consulting firms have studied the kinds of skills and capabilities that employers say they will need in the near future, especially in relation to the rapid growth in intelligent computing systems.

A report issued in October 2018 by EY (formerly Ernst and Young) has indicated that many of the strengths commonly exhibited by individuals with dyslexia align well with the kinds of capabilities that surveys of employers have specified, especially with current major trends in ubiquitous computer networks and scientific data visualization as well as "deep learning" and artificial intelligence (AI).

The EY report is titled, "The value of dyslexia: Dyslexic strengths and the changing world of work." The EY preface explains: "In this report, we analyze how dyslexic strengths match closely to the pressing skill requirements of the changing world and have provided recommendations to nurture and grow these abilities. Our findings show the huge benefits to be had from taking action to maximize dyslexic strengths. With this in mind, we trust our work will help in seeing the value of proactively educating, recruiting, developing and retaining those with dyslexia."

All four of the major business consultancies (i.e., Deloitte, EY-Ernst & Young, KPMG and PricewaterhouseCoopers) are now reported to be very busy with contracts working for corporations, governments, and military

organizations around the world as they try to understand how to deal with human while they encounter wave upon wave of highly intelligent machines.

With these studies, a long-predicted pattern is increasingly clear. There is a diminishing economic value of the reading, academic, and clerical skills with which individuals who have dyslexia experience the greatest difficulties. However, their creative, innovative, and big-picture thinking capabilities are rapidly increasing in economic value. The new machines can now read thousands of books in seconds and answer sophisticated questions, according to Ray Kurzweil, currently working with Google.

In addition, with "deep learning" by these machines, high-level skills are being rapidly replaced in medicine, law, and other professional fields. According to Roger Paroff's article on "The Deep Learning Revolution," in the business magazine *Fortune*: "Many of the most exciting new attempts to apply deep learning are in the medical realm. . . . While a radiologist might see thousands of images in his life, a computer can be shown millions. . . . The most remarkable thing about neural nets is that no human being has programmed the computer to perform any of these stunts. . . . In fact, no human could. Programmers have, rather, fed the computer a learning algorithm, exposed it to terabytes of data -- hundreds of thousands of images . . . to train it, and have allowed the computer to figure out for itself how to recognize the desired objects. . . . In short, such computers can now teach themselves."

West will be discussing the implications of these new realities: whether to continue to focus mainly on academic remediation or to initiate an additional program of research to begin to help individuals with dyslexia or learning disabilities to take advantage of their distinctive talents and capabilities in order to thrive in a dramatically transformed

workplace. These new studies are expected to provide important research opportunities as well as provide considerable benefit to those affected.

West is the author of three books: *In the Mind's Eye*, *Thinking Like Einstein*, and *Seeing What Others Cannot See*. His first book was awarded a gold seal and selected as one of the "best of the best" for the year by the American Library Association. The book has been translated into Japanese, Chinese, and Korean. West also has provided presentations for scientific, medical, art, design, computer, and business groups in the U.S. and 19 foreign countries.

The second edition of *In the Mind's Eye* includes a Foreword by Oliver Sacks, MD, who said "In the Mind's Eye brings out the special problems of people with dyslexia, but also their strengths, which are so often overlooked. . . . It stands alongside Howard Gardner's *Frames of Mind* as a testament to the range of human talent and possibility."

West has been invited to talk to a wide variety of business and professional groups including the Confederation of British Industry in London, the Netherlands Design Institute in Amsterdam, a meeting of 50 Max Planck Institutes in Göttingen, Germany, the first "Diversity Day" conference for the staff of GCHQ, the code-making and code-breaking descendants of Bletchley Park (World War II code breakers), in Cheltenham, England, scientists and artists at Green College and at Magdalen College within Oxford University, England, the University of California at Berkeley, an education conference sponsored by Harvard and MIT and a meeting of visualization scientists sponsored by MIT and the Getty Museum in Los Angeles.

In November 2014, West was invited to give five talks for the Dyslexia Association of Singapore as part of a nation-wide effort to take advantage of the distinctive talents exhibited by children and adults with dyslexia. Long a leader in technological and commercial innovation, Singapore plans to lead the world with this effort as well.

PRESIDENT

Georgios Sideridis
georgios.sideridis@childrens.harvard.edu

PRESIDENT-ELECT

Annmarie Urso
urso@geneseo.edu

TREASURER

Jennifer Krawec
krawec@miami.edu

SECRETARY

Angeliki Mouzaki
angeliki.mouzaki@gmail.com

VICE PRESIDENT FOR FELLOWS

Michal Al-Yagon
alyagon@tauex.tau.ac.il

VICE PRESIDENT FOR MEMBERS AND ASSOCIATE MEMBERS

Anya Evmenova
aevmenov@gmu.edu

VICE PRESIDENT FOR STUDENTS

Henry B. Reiff
hreiff@mcdaniel.edu

VICE PRESIDENT FOR INTERNATIONAL DEVELOPMENT

Daniela Lucangeli
daniela.lucangeli@unipd.it

CHAIR OF CONFERENCE PROGRAMS

Lynn Meltzer
lmeltzer@ildlex.org

ACADEMY HISTORIAN

Joseph Madaus
joseph.madaus@uconn.edu

EXECUTIVE BOARD, MEMBER-AT-LARGE

Karen Waldie
k.waldie@auckland.ac.nz

EXECUTIVE BOARD, MEMBER-AT-LARGE

Lucia Bigozzi
lucia.bigozzi@unifi.it

EXECUTIVE BOARD, MEMBER-AT-LARGE

Li-Yu Hung
t14010@cc.ntnu.edu.tw

CHAIR OF THE PUBLICATIONS COMMITTEE

Matthias Grünke
matthias.gruenke@uni-koeln.de

EDITOR, IARLD UPDATES

Deborah Reed
deborah-reed@iowareadingresearch.org

EDITOR OF THE INTERNATIONAL JOURNAL FOR RESEARCH IN LEARNING DISABILITIES

David Scanlon
scanloda@bc.edu

CHAIR OF THE BY-LAWS AND CONSTITUTION COMMITTEE

Linda Mason
lhason12@gmail.com

MEMORIAL Brian R. Bryant, PhD

Brian R. Bryant, Ph.D. served as a Research Professor in the Department of Special Education and Meadows Center for Preventing Educational Risk at The University of Texas at Austin (UT). His research interests included the educational needs for individuals with disabilities and assistive technology (AT) applications across the lifespan. Dr. Bryant's interest in AT began when he served as the Director of the Office for Students with Disabilities at Florida Atlantic University (FAU). While at FAU, Dr. Bryant helped raise money to better equip the office with a variety of AT devices. Upon moving back to Texas, Dr. Bryant was hired as Texas' Tech Act Project Director at UT. During his time on the job, he helped create the College of Education's Assistive and Instructional Technology Lab.

Over his career, he wrote numerous articles and book chapters on AT, with applications across disabilities and the lifespan. He was co-author with his wife, Dr. Diane Pedrotty Bryant, Assistive Technology for People with Disabilities. In addition, he worked with the American Association for Intellectual and Developmental Disabilities (AAIDD) to examine the capacity of AT to support individuals with intellectual and developmental disabilities, co-author AAIDD's Supports Intensity Scale, and edit a special series on AT for the Journal of Special Education Technology.

Dr. Bryant served as President of the Council for Learning Disabilities from 1995-1996, and he became a Fellow of the International Academy of Research in Learning Disabilities

in 2009. He was the Academy Historian from 2014-2017 and, as such, served as an Ad-Hoc Member of the IARLD Executive Board. He completed a "History of the International Academy of Research in Learning Disabilities (IARLD)" in 2017, which is reprinted in this edition of the Updates. Drs. Brian Bryant and Diane Pedrotty Bryant, along with Drs. Judy Voress and Stephanie Al Otaiba, hosted the 40th IARLD Conference held at UT in Austin, Texas, USA, on 28 to 30 June 2016.

Dr. Bryant will be greatly missed by the many people he mentored in this field and all the individuals who benefited from his work.

HISTORY OF IARLD

To: Executive Board, IARLD

From: Brian R. Bryant, PhD, Academy Historian 2014-2017

Date: 25 October 2017. Added to by C. van Kraayenoord, D. Johnson and J. Wiener. Dated 17 May 2018.

Re: **History of the International Academy of Research in Learning Disabilities Inc. (IARLD)**

I was asked to write an updated version of the history of the International Academy of Research in Learning Disabilities Inc. (IARLD) by President Judith Wiener (2010-2013). Upon accepting the position, I provided Dr. Wiener with a proposed timeline for the completion (2010-2013) of the project. Not surprisingly, the timeline was a bit "ambitious." Here is a description of the history, to date. Considerable information was available via the original history published in the IARLD Newsletter (written by Le Ganschow, who had volunteered to be the first IARLD Historian), much of which is either quoted directly or paraphrased. Special thanks to all who have contributed to this project, via email or interview. The following provided information via writing, email, and/or interviews: Paul Gerber, John Hagen, Charlie Hughes, Olga Jerman, Doris Johnson, Che Kan (CK) Leong, Lynn Meltzer, Peter Rosenberger, Annmarie Urso, Susan Vogel, Judith Wiener, and others who made valuable contributions, including those at the Austin Conference (2016) who edited the "Conferences Listing Poster." All dates should be considered "circa."

Foundations (Summary of several pages documenting the early years of IARLD)

Every story has a beginning, and this story's beginning is all about the vision of one man, Dr. William M. Cruickshank (known as Bill), and how he shared his vision with a colleague, Dr. Jacob (known as Jaap) Valk during many conversations over two days at Dr. Cruickshank's summer home on an island in Georgian Bay, which is the northeastern arm of Lake Huron in Ontario, Canada. From there, Dr. Cruickshank shared his vision with others, and IARLD emerged.

Dr. William Cruickshank chronicled IARLD's early history when he wrote *IARLD: The early years*. It was interesting to read Cruickshank's account, having previously spoken with Paul Gerber, one of Dr. Cruickshank's doctoral students, who had provided similar recollections. On August 14, 1976, Dr. Jacob Valk of the Free University of Amsterdam, Faculty of Medicine, and the Department of Neurology and Neuroradiology, Amsterdam, The Netherlands, was a guest of Dr. Cruickshank at his summer home referred to earlier. By August 16th the two men had discussed fully the state of the professional field called "Learning Disabilities," (LD) in which they had shared a long-standing interest. Drs. Cruickshank and Valk agreed that the field could benefit from their forming "a new organization of world class scientists, each committed to a research career which was primarily related to learning disabilities." The organization would be apolitical

and would be both international and interdisciplinary. This proposed organization would "seek to override the petty organizational conflicts, personal efforts at self-aggrandizement, and definitional arguments, which characterized in particular, the field in the United States". The foremost issue, in the minds of the two men, was to establish a forum through which leading world scientists could communicate with those who had similar interests regarding the diverse aspects of accurately conceptualized LD.

Two organizational meetings were held in 1977, one in Kansas City, Kansas (USA); the other in Amsterdam, The Netherlands that same year. Approval of the initial Constitution and the officers was received, and IARLD was launched. Annual dues were established at \$25.00 per year (raised to US\$35.00 in 1982). Initially, the Constitution placed a ceiling of 200 total members in the organization.

A Constitution was formulated and revised when Billy Watson (USA) was the Chairperson in 1984. The Associate Member title was changed to Member. The Student Member class was opened in 1984 to consist of, upon nomination by senior faculty members, carefully selected pre-doctoral students whose research career in learning disabilities appeared secure. Annual dues for Student Members were fixed at US\$20.00, and this fee was to continue for 2 years after the doctoral degree had been obtained, thus allowing the individual to become professionally established. The ceiling of 200 total members in the organization was raised to 300 in 1984. The first Chairperson of the Student Membership Committee was Dr. Robert Nash (USA), the Fellow class chair was Barbara Keogh; and Member class Chair was Dr. Steven Russell.

As an early member of IARLD and having served as the organization's Historian, Dr. John Hagen brought an interesting perspective to the organization's early years. Here are quotes from the original historical account.

The IARLD came into being at a time when both our thinking about LD and the research being conducted were not sophisticated and were, indeed, fragmented. Bill Cruickshank came from the tradition of mental retardation, and he was one of the first scholars to recognize that LD needed a solid theoretical basis from which it could be viewed, studied, then modified. The background and values of Bill came together in a wonderful way to provide the jump start needed to move the field ahead.

This was in the mid-1970s, and he had two major commitments that really provided the impetus. One was the recognition that LD is a syndrome that must be approached from all the relevant disciplines, from neuroscience to psychology to education.

The second was his deep commitment to bringing together the thinking of scholars from all parts of the world, something he had been doing well before LD became his passion. Thus, the groundwork was laid, and he identified and persuaded scholars and researchers from many backgrounds and from many countries to work with him on the establishment of

cooperative ventures, one of which was the IARLD. The third area that needs to be recognized concerns bringing together theory-driven research and best clinical practice. Bill and the other founding members were all committed to basic research as providing a foundation. Bill himself drew from his core training in basic learning theory, and he was influenced by pioneers such as Hull, Skinner, and Vygotsky. The field of LD is full of practical implications, but the contribution that was made by the IARLD was the recognition that we must operate from strong scientific bases, and these must come from several of the basic sciences. Time has certainly borne out the wisdom of this position.

William H. Gaddes described what he remembers about Dr. Cruickshank's initiation of the idea of an international academy of researchers on learning disabilities.

In mid-November, 1976, I went to Ann Arbor to participate in a three-day conference on learning disabilities organized and chaired by Bill Cruickshank, who was the Director of the Institute for the Study of Mental Retardation and Related Disabilities at the University of Michigan. At that time Bill was sponsoring annual meetings to consider some aspect of mental impairment, and this year the topic was LD. He had invited nine researchers to make presentations of about an hour and a half each. Most of the names were well known people and firmly established before I got into the field. The list included such names as Helmer R. Myklebust from Northwestern University; Charles Strother from the University of Washington; Joseph F Wepman from the University of Chicago; Fritz Redl, well known at that time in the literature on delinquency; Elizabeth Freidus from Teachers' College, Columbia; and a number of researchers on [the University of Michigan] campus at Ann Arbor. On the first morning, Bill Cruickshank welcomed us and then discussed the various dimensions of the concept of learning disabilities and the difficulty of deriving a definition acceptable to everyone. My presentation was the morning of the second day, and I described our work in the Neuropsychology Lab at the hospital where we studied brain-surgery cases, both pre- and post-operatively, and our participation in weekly clinics with a neurosurgeon, several neurologists, a radiologist, and sometimes a pathologist. I explained how we attempted to integrate all this knowledge in devising a remedial program for a particular LD subject. The use of such medical knowledge for the study of LD was rare at that time, but Bill Cruickshank was convinced we must learn more about neural function in the study of LD; so he invited me to Ann Arbor numerous times in the late 1970s and 1980s.

On the evening of the last day of the conference, all the speakers were entertained at a beautiful buffet supper in Bill and Dorothy Cruickshank's home, and following the supper Bill presented the idea of establishing an international group of researchers for the study of LD. He wanted to know what the group thought of the idea. This was my first introduction to such an idea, and I remember thinking it was a good idea but because it was so

completely new, it was difficult to assess. I think we all were having difficulty in judging it or feeling sure it would work but hoping it would.

The next year, in November, 1977, I returned to Ann Arbor to give a two-day (10 hour) workshop on our approach to LD. There were 160 people who attended. Following this conference Bill Cruickshank introduced me to Dr. Jacob Valk, the medical director of a neurological clinic in Amsterdam. Bill and Jaap had been spending several days at the Cruickshank's summer home on an island in Lake Huron. They had been discussing the possibilities of establishing the IARLD and we discussed it again.

By the next year, 1978, Bill launched the Academy. As well as attending the first meeting of the Academy, I gave a public lecture to about 400 teachers in Amsterdam's civic auditorium, and Jacob Valk was the Chairman. But that's another story.

Dr. Cruickshank's wife, Dorothy, recalled that some of Bill's and Jacob's best discussions about forming an organization took place on their summer "island" home near the town of Parry Sound. Dorothy reported that "Bill was committed to international research and wanted to connect people working on learning disabilities from across the world." Because Jacob's focus was primarily medical in nature, he later dropped out of the IARLD. Bill's goal, though, was to gather together researchers with solid reputations in order to talk together, and he wanted the group to be small enough to communicate effectively.

Günther Opp was involved in the Academy beginning around 1980 and remembered attending the initial conference in Utrecht, The Netherlands (1981) and a later conference in Oxford, England, in 1985. He recalled that "sitting on a rock on an island, Bill and Jacob developed the idea of an international academy on LD with a strong focus on research." Guenther noted that at the time, Jacob had translated Bill's book into Dutch, and "it was a real success in The Netherlands."

Luc Stevens recalled the first conference, which he and Ko Kok [J. F. W. Kok] co-chaired at Utrecht University. He reported that The Netherlands was the logical place for the conference because neuro-radiologist Jacob Valk (Amsterdam) "made the work of Bill so well known in this country, and because of Bill's wish to have people from Eastern Europe at the conference." Luc recalled meeting Zdeněk Matějček for the first time. "Zdeněk distinguished himself as a polyglot, supporting Luis Bravo Valdivieso in presenting his work, but also the Polish colleagues." For Luc, the most amazing thing at the conference was Dr. Cruickshank's report on the work of Bill Gaddes and others about brain surgery cases. Luc also remembers fondly holding a party at his home for "Bill and Dorothy," at which they talked about going to the US. Bill gave each of Luc's children a gift of ten [US] dollars to start saving for travel to the United States.

Other IARLD Fellows also recalled a few things about these early IARLD days. CK Leong remembered that Bill Gaddes was "very involved in these early discussions" with Dr. Cruickshank and says that Bill Gaddes could be considered the "midwife," if not the father, of university training programs in Canada in neuropsychology. According to CK, "Cruickshank always wanted to model the organization after the great A. K. Luria, and the idea

of an 'Academy' is just that. Also, Bill's emphasis on research should not be overlooked."

Dirk Bakker remembered that it was Jacob (Jaap) Valk who first brought him into contact with Dr. Cruickshank. He recalls that Dr. Cruickshank contacted individuals, foundations, and agencies about donating money to get the Academy going. He remembered Dr. Cruickshank as being optimistic "as to the financial foundation of the Academy" and that Dr. Cruickshank made "quite a few payments from his own pocket." Dirk attributes the continuation of the Academy directly to "Bill's dedication and enthusiasm."

Though Barbara Keogh was not at the Utrecht or Oxford meetings, she remembered Dr. Cruickshank being in Los Angeles around 1976 and talking to her about the Academy and how to identify and interest possible members. She recalled that "there were no real or formalized guidelines; rather, it was a kind of 'word of mouth' effort, with Bill especially naming people." Dr. Cruickshank had been a Priorsfield Fellow at Birmingham University, where he worked with Klaus Wedell. At that meeting, Dr. Cruickshank asked Barbara to chair a conference, which she did in 1988 at the University of California-Los Angeles (UCLA) in Los Angeles.

Paul Gerber noted that he was a student when the Academy was founded but did not go to the first conference. He remembered "a lot of excitement about the Academy! The silent partner was Dr. Jacob Valk who at the time was a neuro-radiologist at the Free University of Amsterdam's Medical School. A GREAT GUY!" Judy Wiener was also a graduate student when the initial discussions about the IARLD were held. She was an intern at the Institute for Studies in Mental Retardation and Related Disabilities and had a desk in Bill Cruickshank's office at the time to learn about leadership as well as do case work. Her role in the 1976 conference was picking Fritz Redl up at the Detroit Airport and being a general "gopher." She was very impressed by the discussions about research on LD and the buffet dinner at the Cruickshank home. It was her introduction to the IARLD.

There are a few others' memories of conferences in the 1980s during Dr. Cruickshank's Presidency. At the IARLD conference in Utrecht, The Netherlands in 1981, CK Leong recalled, "the biostatus of Donder, the father of reaction time, being only a few steps outside that cozy hotel." He also remembered Lynette Bradley from Britain and Luis Bravo Valdivieso from Chile being present. Barbara Keogh remembered being at the IARLD conference in Brussels in 1983. She reported, "We stayed in a very old hotel that once had been a monastery. We all had a grand dinner together on that street in Brussels that is the sea food center, while Dorothy was off looking at tapestries." CK Leong recalled that in the 1980s when Dr. Cruickshank came to his campus [University of Saskatchewan, Saskatoon, Saskatchewan, Canada] to give a Laycock Memorial Lecture, Dr. Cruickshank give him a copy of his 1986 book, *Disputable decisions in special education* (University of Michigan Press). CK noted that it "is a hard-hitting book; even though things may have changed now, what Bill wrote in 1986 may still ring true."

Dorothy Cruickshank reported that she attended "all of these conferences with her husband until his death in

1992." When asked whether she felt the conferences had changed substantially over the years, Dorothy said, "The Vancouver Conference (2000) had the same warmth and dedication! Bill would have felt the same way. Maybe the field has widened but the conference itself was the same."

Initial IARLD Charter Founders' Invitees, composed by Dr. Cruickshank:

Jean Ayers (USA)
Dirk Bakker (The Netherlands)
A. Bannatyne (USA)¹
Arthur Benton (USA)
Yvonne Brackbill (USA)
Lynette Bradley (UK)
James Bryan (USA)
Tanis Bryan (USA)
Peter Bryant (UK)
Keith Connors (USA)
Joaquin Cravioto (Mexico)
Macdonald Critchley (UK) - declined
William Cruickshank (USA)
Donald Deshler (USA)
Donald Doehring (Canada)
Drake Duane (USA)
Johan Dumont (The Netherlands)
John Elkins (Australia)
Marianne Frostig (USA)
William Gaddes (Canada)
Margie Golick (USA) [Canada?]
Neil Gordon (UK)
Daniel Hallahan (USA)
Beate Hermelin (UK)
E. Roy John (USA)
Doris Johnson (USA)
Alex Kalverboer (The Netherlands)
James Kaufmann (USA)
David Kendall (Canada)
Barbara Keogh (USA)
Marcel Kinsbourne (Canada)
Robert Knights (Canada)
J.F.W. Kok (The Netherlands)²
Alexander R. Luria (USSR) - declined for reason of health
Richard Masland (USA)
Zdeněk Matějček (Czechoslovakia)
John McLeod (Canada)
Helmer Myklebust (USA)
Neil O'Connor (UK)
James Paul (USA)
Hanus Papousek (West Germany)
Michael Rutter (UK)
Larry Silver (USA)
Otfreid Spreen (Canada)
Luc Stevens (The Netherlands)
Robert Thompson, Jr. (USA)
Luis Bravo Valdivieso (Chile)
Jacob Valk (The Netherlands)³
Klaus Wedell (UK)

1. Alex Bannatyne
2. Jacobus Fredericus Wihelmus Kok, known as Ko Kok
3. Known as Jaap Valk

Leadership

An organization is only as strong as those who are selected as its leaders. Many of the leading researchers in LD have held leadership positions in the organization. In many ways, the entire membership of IARLD can be considered leaders, because Dr. Cruickshank had in mind to select only elite scholars to be members of the Academy (see the initial list in "Foundations" as an example). Members of IARLD have been and remain leaders in the field from a variety of disciplines and countries. In this report, only the initial IARLD Officers and Presidents are noted, followed by the Presidents who have served the organization over the years. But there is an exhaustive list of other dedicated professionals who have contributed substantially to the development of the organization.

IARLD Initial Officers

President and Co-founder: William Cruickshank
Vice-President and co-founder: Jacob Valk
Secretary: James L. Paul
Treasurer: Lynette Bradley
Academy Lawyer: Kent Christensen
Associate Secretary: Zdeněk Matějček

Presidents

1976-1985: William M. Cruickshank
1986-1989: John Elkins
1990-1993: Dirk Bakker
1994-1997: Drake D. Duane
1998-2001: Susan A. Vogel
2002-2005: Lynn Meltzer
2006-2009: James Chapman
2010-2013: Judith Wiener
2014-2017: Dr. Christa van Kraayenoord

Executive Directors

1985-1992 (part) William (Bill) Cruickshank
William (Bill) M. Cruickshank concluded his Presidency of the International Academy for Research in Learning Disabilities in 1985. He also retired from the University of Michigan, Ann Arbor, USA on 31 May 1985. The position of Executive Director of the IARLD was created in 1985. In the 2003 IARLD By-Laws there was an "Amendment I" recorded, which stated "Adopted July 1 1985" that refers to the creation of the office of the Executive Director. Bill Cruickshank took on the position of Executive Director of the IARLD when it was created (Source of latter sentence: Doris Johnson, email to Christa van Kraayenoord from Doris Johnson, 28 November, 2017).

1992 (part)-1997 Doris Johnson
Doris Johnson was asked by Bill Cruickshank to take on the office of Executive Director "shortly before his death". (Quote source Doris Johnson email to Christa van Kraayenoord, 28 November 2017). Bill Cruickshank died on August 13 1992.

1998-2001 Steven C. Russell

(Sources: Thalamus, 1999; Thalamus Spring 2000, Vol 18. No. 1; Thalamus, Fall 2001, Vol. 19, No 1)

2002 to 2005 Paul J. Gerber

(Sources: Thalamus, Winter 2002, Vol 21, No 1; Thalamus, Fall, 2004, Vol 2. No. 1; Thalamus, Fall, 2005, Vol 24. No. 1; Thalamus, Spring 2005, Vol. 23, No 2)

2006

The Position of Executive Director stopped in 2006. The President then assumed the activities of the office of the Executive Director, although this was not formalized until the revision of the IARLD By-Laws and the IARLD Constitution in 2015 when the duties were added to those of the President.

Publications

One of the purposes of the Academy was to provide a vehicle for scholars conducting scientific studies in LD to disseminate their findings in the form of publications. Over the first decade or so of the Academy's history, the IARLD published 10 monographs and began publishing a newsletter, which quickly became a journal, originally titled *Thalamus* and subsequently changed to the *International Journal for Research in Learning Disabilities*. Later a newsletter, *IARLD Updates*, was added to notify IARLD members of the organization's activities.

Monograph Series

No. 1: Bradley, L., & Bryant, P. (1982). *Rhyme and reason in reading and spelling*. Ann Arbor, MI: University of Michigan Press.

No. 2: Brackbill, Y., McManus, K., & Woodward, L. (1985). *Medication in maternity: Infant exposure and maternal information*. Ann Arbor, MI: University of Michigan Press.

No. 3: Thompson, R. J. (1986). *Behavior problems in children with developmental and learning disabilities*. Ann Arbor, MI: University of Michigan Press.

No. 4: Chueca y Mora, F. A. (1988). *Teachers' attitudes toward mainstreaming handicapped children in Spain*. (In Spanish & English). Ann Arbor, MI: University of Michigan Press.

No. 5: John, E. R. (1989). *Neurometric evaluation of brain function in normal and learning disabled children*. Ann Arbor, MI: University of Michigan Press.

No. 6: Shankweiler, D., & Liberman, I. Y. (Eds.) (1989). *Phonology and reading disability: Solving the reading puzzle*. Ann Arbor, MI: University of Michigan Press.

No. 7: Cruickshank, W. M., Morse, W. C., & Grant, J. O. (1990). *The individual education planning committee: A step in the history of special education*. Ann Arbor, MI: University of Michigan Press.

No. 8: Kalverboer, A. F. (Ed.) (1990). *Developmental biopsychology: Experimental and observational studies in children at risk*. Ann Arbor, MI: University of Michigan Press.

No. 9: Gerber, P.J., & Reiff, H. B. (1991). *Speaking for themselves: Ethnographic interviews with adults with learning disabilities*. Ann Arbor, MI: University of Michigan Press.

No. 10: Streissguth, A. P., Bookstein, F. L., Sampson, P.D., & Barr, H. M. (1993). *The enduring effects of prenatal alcohol exposure on child development: Birth through seven years, a partial least squares solution*. Ann Arbor, MI: University of Michigan Press.

Books

From the 1992 Conference in Amsterdam. van den Bos, K. P., Siegel, L. S., Bakker, D. J., & Share, D. L. (1994). *Current directions in dyslexia research*. Lisse, Netherlands: Swets & Zeitlinger.

Hallahan, D. P. & Keogh, B. K. (Eds.). (2001). *Research and global perspectives in learning disabilities: Essays in honor of William M. Cruickshank*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Thalamus Editors

1982-1987: General Editor, John McLeod
1985-1986: Issue Editor, Steven C. Russell
1987-1988: Issue Editor, John Corbett
1988-1993: Missing
1994-1999: General Editor, Judith Wiener
2000-2007: General Editor, Paul Gerber
2008-2010: Co-Editors, Charlie Hughes and Nicole Ofiesh
2010-2011: Editor, Nicole Ofiesh
2011-present: David Scanlon: Journal renamed *International Journal for Research in Learning Disabilities*

Newsletter Editors, IARLD Updates

1998-2004: Le Ganschow
2005-2008: Nancy Heath
2009-2016: Olga Jerman
2017-2018: Debora Scheffel

Conferences

In addition to publications, Dr. Cruickshank and the Charter Founders believed that the organization, and the field could benefit from periodic conferences where members could share their research and engage in scholarly discussions. At times, IARLD held their conference in conjunction with other organizations, but mostly the IARLD conferences have been conducted solely by the IARLD. Where available, listed with the dates and location are the conference chairs, program chairs, keynote speakers, and William Cruickshank Memorial Lecturers.

1981: IARLD's initial conference, known as the First World Congress of IARLD: Utrecht, The Netherlands.

(Chair: Luc Stevans and Co-organized by Ko Kok.
Keynote speakers: Dirk Bakker and Klaus Wedell)

1981: Ann Arbor, MI, USA. (Chair: John Hagen)

1981: Regional: Chapel Hill, NC, USA. (Chair: James L. Paul; Keynote speaker: Lynette Bradley)

1981: Regional: Winnipeg, Manitoba, Canada. (Keynote speakers: James Paul and James Gallagher)

1982: Missing

1983: Brussels, Belgium. (Chair: Marianne Klees; Keynote speaker: Barbara Keogh)

1984: Halkidiki, Greece. Held in conjunction with the 2nd World Conference on Dyslexia (Chair: George Pavlidis)

1985: Oxford, UK. (Chair: Neil O'Connor)

1986: Evanston, IL, USA. (CoChairs: Doris Johnson and George Pavlidis)

1986: Phoenix, AZ, USA. (Chair: Dr. Drake Duane)

1986: Gow School, Buffalo, NY, USA.

1987: Chania, Crete. Held in conjunction with the 3rd World Conference on Dyslexia (Chair: George Pavlidis; Distinguished Lecturer: Dirk Bakker)

1987: Amsterdam, The Netherlands. The International Conference on Learning Disabilities: The IARLD and The Netherlands Organization for Post-academic Education in the Social Sciences and the Universities of Amsterdam (Free University), Nijmegen, Tilburg, and Groningen (The Netherlands). Co-Chairs: Dirk J. Bakker with Johan Dumont, Han Nakken and Harry Van Der Vlugt.

1988: Los Angeles, CA, USA. (Chair: Barbara Keogh)

1989: Prague, Czechoslovakia. (Chair: Zdeněk Matějček)

1989: Ann Arbor, MI, USA. Joint Conference on Learning Disabilities - Children, Adolescents and Adults: Maximizing Potential. (Chair: John Hagen; Address by Keith Stanovich).

1990: (Unsure, but perhaps ...) UCLA, Los Angeles, CA. (Chair: Barbara Keogh – some involvement from Lynne Feagans)

1991: Cincinnati, OH, USA. (Chair: Robert W. Keith)

1992: Amsterdam, The Netherlands. Held in conjunction with meetings sponsored by the Dutch and European Dyslexia Associations (Chair: Dirk Bakker; Welcome by J. de Wit)

1993: Boston, MA, USA. (Chair: Peter Rosenberger; Program Chair, Keith Stanovich; William Cruickshank Memorial Lecturer: Drake Duane)

1994: "MS Richard With" Cruise ship, Norwegian Coastal Express. Held in conjunction with the Norwegian Dyslexia Association (Chair: Ivar A. Bjørgen; William Cruickshank Memorial Lecturer: Zdeněk Matějček)

1995: Phoenix, AZ, USA. (Chair: Drake Duane; William Cruickshank Memorial Lecturer: Barbara Keogh)

1996: Dearborn, MI, USA. (Co-Chairs: Maxine and Richard Galpin; Program Chairman: Steve Russell; William Cruickshank Memorial Lecturer: Peter Rosenberger)

1997: Halkidiki, Greece. (Chair: George Pavlidis; William Cruickshank Memorial Lecturer: Dirk Bakker)

1998: Padua, Italy. (Chair: Cesare Cornoldi; William Cruickshank Memorial Lecturer: Keith Stanovich)

1999: Williamsburg, VA, USA. (Chair: Paul J. Gerber; William Cruickshank Memorial Lecturer: Paul J. Gerber)

2000: Vancouver, BC, Canada. (Chair Linda Siegel; Welcome by Susan Vogel and Linda Siegel; William Cruickshank Memorial Lecturer: Linda Siegel)

2001: Antwerp, Belgium. Held in conjunction with the Netherlands and Belgian Congress on Dyslexia and Dyscalculia and the European Congress on Learning Disabilities. (Co-Chairs; Hosts: Wied Ruijsenaars and Pol Ghesquiere; William Cruickshank Memorial Lecturer: Doris Johnson)

2002: Washington, DC, USA. (Chair: Diane Sawyer; William Cruickshank Memorial Lecturer: Susan A. Vogel)

2003: Bangor, Wales. (Chair: Victor van Daal; William Cruickshank Memorial Lecturer: Tanis Bryan)

2004: Ann Arbor, MI, USA. (Co-Chairs: John Hagen and Addison Stone; William Cruickshank Memorial Lecturer: H. Lee Swanson)

2005: Valencia, Spain. (Co-Chairs: Ana Miranda and Marjorie Montague; William Cruickshank Memorial Lecturer: Che Kan Leong)

2006: Boulder, Colorado, USA. (Co-Chairs: Janette Klingner and Marjorie Montague; William Cruickshank Memorial Lecturer: Malka Margalit)

2007: Bled, Slovenia. (Co-Chairs: Marija Kavkler and Marjorie Montague; William Cruickshank Memorial Lecturer: Pol Ghesquière)

2008: Toronto, Canada. (Chair: Judith Wiener; William Cruickshank Memorial Lecturer: Lynn Meltzer)

2009: Wellington, New Zealand. (Chair: James Chapman; William Cruickshank Memorial Lecturer; William Tunmer)

2010: Miami, FL, USA. (Chair: Marjorie Montague; William Cruickshank Memorial Lecturer: Janette Klingner)

2011: Taipei, Taiwan. (Chair: Li-Yu Hung; William Cruickshank Memorial Lecturer: Daniel Hallahan)

2012: Padua, Italy. (Chair: Daniela Lucangeli; William Cruickshank Memorial Lecturer: Tom Scruggs)

2013: Boston, MA, USA (Chair: Lynn Meltzer; William Cruickshank Memorial Lecturer: Rosemary Tannock)

2014: Vilnius, Lithuania. (Chair: Rasa Barkauskienė; William Cruickshank Memorial Lecturer: Heikki Lyytinen)

2015: Vancouver, BC, Canada. (Chair: Linda Siegel; William Cruickshank Memorial Lecturer: Sharon Vaughn)

2016: Austin, TX, USA. (Chairs: Brian and Diane Bryant, Stephanie al Otaiba, Judy Voress; William Cruickshank Memorial Lecturer: David Chard)

2017: Brisbane, Queensland, Australia. (Chair: Christa van Kraayenoord; William Cruickshank Memorial Lecturer: Lorraine Graham)

2018: Ghent, Belgium. (Chair: Annemie Desoete; William Cruickshank Memorial Lecturer: Linda Siegel)

Academy Historians

Leonore Ganschow 2002-2006

Peter Rosenberger 2007-2013

Brian R. Bryant 2014-2017

Joseph Madaus 2018-present

Conclusion

Although IARLD was created essentially by Dr. William Cruickshank and guided by his leadership until the time of his death, the history and Dr. Cruickshank's legacy involves those who have led the organization and participated in its ongoing development. One can only wish to have been the proverbial "fly on the wall" as Drs. Cruickshank and Valk sat on the rocks and laid out the plans that eventually led to the formation and work of IARLD -- what a discussion that must have been. And, obviously, IARLD was a family affair. Everyone who has spoken of Dr. Cruickshank has also recalled his wife Dorothy's contribution, not only to the organization but the social events that were held as part of conferences and other activities. For IARLD members who were not fortunate enough to meet either Dr. Cruickshank or his wife, hopefully this historical review provides an introduction, and those listed as contributors to this account can serve as valuable sources of information, not only about Dr. Cruickshank and Dorothy, but about the energy that was created as a result of their work. Dr. Cruickshank's and Dorothy's work continues, and for children and adults with learning disabilities, their hope continues as well.