

The International Academy for Research in Learning Disabilities

Terry L. Braciszkeski and Steven R. Timmermans
University of Michigan

The International Academy for Research in Learning Disabilities (IARLD) is a voluntary association of the premiere scientists, educators, and clinicians in the field of learning disabilities throughout the world. The Academy was formed in 1976 by Dr. William Cruickshank (USA) and Dr. Jacob Valk (The Netherlands) with the intention of providing a forum for the exchange of information and the advancement of knowledge regarding learning disabilities.

Throughout the past seven years, the Academy has begun to realize its mission of being a professional, international, interdisciplinary consortium of scientists. The Academy currently has a membership of more than 100 distinguished scholars, representing 21 different countries and several disciplines, and it will have a maximum of 200 Fellows.

In its short history as an association, IARLD has encouraged international research in the field of learning disabilities, developed the *Alexandria R. Luria Research Monograph Series in Learning Disabilities*, maintained an exclusive publication, and has conducted international colloquia aimed at concerns in the study of research on learning disabilities.

ORGANIZATIONAL PRINCIPLES AND OBJECTIVES

Members of the International Academy believe that research and theory reflecting many points of view are appropriate to the pursuit of this academic society. Its members have adopted leadership roles in developing parameters and focusing on related research on learning disabilities.

The members of the Academy recog-

nize learning disabilities to be related primarily to neurophysiological and neuropsychological deficits which, in turn, are indigenous to the function or malfunction of the neurological and neuropsychological systems of the human organism. The neurophysiological development of the human organism, its maldevelopment resulting in perceptual processing deficits, and the subsequent impact of these factors on learning and adjustment represent the scope of the Academy member's interest.

MEMBERSHIP

Initially consisting of 50 founding members, today membership is composed of three different classes. These include:

1. *Academic Fellows* - This class consists of invited members from the world's leadership in the area of scientific study of human problems related to learning disabilities (maximum of 200).

2. *Associate Members* - This class has an unlimited number of individuals whose self-initiated applications or membership recommendations are considered and accepted by the Membership Committee. Members of this class have primary interests in clinical work, teaching, and administration in learning disabilities. With appropriate demonstration of research activities, these members can advance to the Fellow class.

3. *Student members* - These members are full-time students recommended by a faculty member as being eligible for membership in the Academy.

Membership as an Academy Fellow is open to representatives of all professional disciplines related to the field of learning disabilities. In order to aid in stimulating ideas and research possibilities, no one

discipline or country is represented by more than 49% of the total number of Academy Fellows.

Associate members are evaluated for membership in IARLD primarily on evidence of completed research or research in progress in the field of learning disabilities. Student applicants are evaluated on their research orientation in determining their eligibility for membership.

The disciplines represented by the membership are varied: clinical psychology, neuropsychology and physiological psychology are a few of the psychology areas included. Other members are from education, more specifically, special education, educational psychology, and speech and language sciences. Also represented are those from the medical professions including neurology, pediatrics, and psychiatry. Law, genetics, and related disciplines are included. The multidisciplinary nature of the organization's members also is personified by individuals within disciplines. A few examples include professionals representing both psychology and occupational therapy, special education and law, and pediatrics and nutrition. The membership's multidisciplinary approach to learning disabilities is further evident in the wide range of research interests.

Current members of the Academy represent various cultures and national backgrounds. Countries which presently are involved in the Academy include: Argentina, Australia, Belgium, Brazil, Canada, Chile, Czechoslovakia, Costa Rica, Denmark, Republic of West Germany, India, Israel, Japan, Mexico, The Netherlands, New Zealand, Norway, Poland, the Republic of South Africa, the United Kingdom, and the United States of America.

ORGANIZATIONAL STRUCTURE OF THE ACADEMY

The affairs of the Academy are determined primarily by the Executive Committee and the Academy Advisory Committee. The Executive Committee is composed of the elected officers holding the positions noted. These individuals hold office through 1986:

President - William Cruickshank, PhD,
The University of Michigan (USA)

First Vice-President - vacant

Second Vice-President - Joaquin Cravioto, MD, Instituto Nacional de Ciencias y Tecnologia de la Salud del Nino-DIF, Mexico.

Third Vice-President - James Paul, EdD, University of North Carolina (USA)

Fourth Vice-President - Neil O'Connor, PhD, Medical Research Council, Drayton House, England

Secretary - Lynette Bradley, PhD, University of Oxford, England

Associate Secretary - Zdenek Matejcek, PhD, Charles University, Czechoslovakia

Treasurer - Robert Thompson, PhD, Duke University Medical Center (USA)

The Academy Advisory Committee, consisting of Academy Fellows, is elected to assist the members of the Executive Committee in the administration of the Academy. Not more than one Academy Advisory Committee member is elected to the committee from the same country at the same time; hence many countries are represented on the committee at all times. The organizational structure of the Academy is bolstered by several standing committees and resource personnel.

In 1980, the International Academy held its First World Congress in Utrecht. The next formal congress was scheduled and held in 1983 at The Free University of Brussels, Belgium. It was held as an inaugural conference in honor of the opening and dedication of a research institute for learning disabilities in Brussels. In addition, convening at a minimum of once every four years, regional meetings are held during the interim. Such meetings have occurred in Toronto, Canada; Winnipeg, Canada; and Chapel Hill, North Carolina (USA).

Dr. John van Duyne Is New Frostig Executive Director

The board of directors of The Marianne Frostig Center of Educational Therapy has announced that Dr. H. John van Duyne has become executive director of the center.

Dr. van Duyne received bachelor degrees from Lafayette College and from Episcopal Theological School (affiliated with Harvard University). He received a master's degree in education and a doctorate in educational psychology from the University of Rochester. He has undertaken post-doctoral internships and studies in neuropsychology and learning disabilities at the Paedologisch Instituut, Free University, Amsterdam; in learning disabilities at Northern Illinois University; in developmental neuropsychology and special education at Medical College of Ohio; and in higher education administration at the University of Michigan.

Dr. van Duyne has wide experience as an administrator, teacher, scholar and researcher. Before his appointment, he was chairman of the Department of Special Education at Bowling Green University, Ohio.

In addition to holding other university appointments, he has served on numerous state and local

councils concerned with special education, and is president-elect of the Teacher Education in Special Education in the state of Ohio. He has been the recipient of a number of federal and foundation grants, for work related to the field of neuropsychology, and he directs federally funded in-service training programs. He has published in numerous professional journals and has contributed chapters to such volumes as *Neuropsychology and Cognition* and *The Neuropsychology of Learning Disorders: Theoretical Approaches*. Dr. van Duyne has delivered papers at various international symposia and has been honored with the medal of merit from the Schevov Institute and the Academy of Pediatrics in Moscow, by appointments as a National Defense Education Act Fellow at the University of Rochester, and as a Sagan Foundation Scholar at Lafayette College.

The board of the Frostig Center said, through a press release, that it was extremely gratified to have a scholar and administrator of Dr. van Duyne's standing lead the center into a new era of contribution to the field of learning disabilities through research, publication, training programs, and model services.