

Richard Kruk

Department of Psychology
 University of Manitoba
 Winnipeg, MB R3T 2N2
 (204) 474-7349
 richard.kruk@umanitoba.ca

2021- Professor, Psychology, University of Manitoba
 2012-2021 Associate Professor, Psychology, University of Manitoba
 2005-2012 Assistant Professor, Psychology, University of Manitoba
 1998- 2005 Professional Associate, Psychology, University of Manitoba
 1995-1998 Assistant Professor, Sessional Lecturer, Psychology, Bishop's University
 1994-1995 Sessional lecturer, Psychology, University of Regina
 1991-1993 Visiting Post-Doctoral Fellow, Psychology, University of Wollongong,
 Australia (SSHRC post-doctoral fellowship)

Research Affiliations

2004- Centre on Aging, University of Manitoba
 2007-2012 Life Course Health Initiative, University of Manitoba
 1992-1994 Applied Cognitive Studies Research Group, University of Wollongong

Education

Ph.D. 1987-1991, Education, University of Toronto
 M.A. 1985-1987, Education, University of Toronto
 B.Sc. Hons. 1979-1983, Psychology, University of Toronto

RESEARCH**Major Grants (Kruk Principal Investigator)****External**

2019-2024 SSHRC, Insight Grant. *A question of time: Sensory and language sampling in reading acquisition*. A.S. Desroches, Co-investigator. \$99,915.
 2003-2007 SSHRC, Standard Research Grant. *Reading acquisition in the early years: Tracking distal relationships between visual and phonological components*. \$87,600.

Internal University of Manitoba

2021 UM, Software maintenance grant. \$1,200.
 2019 UM, Small Research Equipment Grant, *Portable eye tracker for field research on children with and without reading disability*. R. Kruk, PI; A.S. Desroches, Co-I. \$24,688.
 2013-2018 UM, Department of Psychology REACH grants. \$5,000 per year.
 2014 University of Manitoba, Faculty of Arts Bridge Funding Award. \$1,500.
 University of Manitoba, VPRI, Bridge Funding. \$5,000.
 2013 Indirect Costs of Research Program Grant: Laboratory Space Renovations (P222 and P223 Duff Roblin Building, University of Manitoba). \$4,500.

- 2012 University Research Grants Program (URGP) entitled *Investigation of the neurology of visual attention difficulties in children with reading disability*. \$7,500; extended to June 2015.
- 2007 URGP, entitled *Coming to the fore: The emerging role of morphological awareness in early reading acquisition*. \$7,500.
- 2006 URGP, entitled *Understanding visual attention anomalies in children with reading difficulty*. \$7,250.

Scholarly Books

- Kruk, R. S. (Ed.) (under contract). *Routledge international handbook of visual processes in reading and reading disabilities*. Abingdon, UK: Routledge/Taylor & Francis.
- Willows, D. M., Kruk, R. S., & Corcos, E. (1993). *Visual processes in reading and reading disabilities*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Refereed Articles (student names underlined)

- Koffman, A., Flaten, E., Desroches, A., & Kruk, R. S. (Submitted). Neurological correlates of visual attention and working memory in struggling readers during a visual masking task.
- Madziak, R., Kruk, R. S., & Desroches, A. (Revise and resubmit). Electrophysiological indices of morphological processing in reading-impaired children.
- Rosenberg, L. & Kruk, R. S. (2021). Coarse or fine? Grain size and morpho-orthographic segmentation in struggling readers. *Annals of Dyslexia*.
<https://doi.org/10.1007/s11881-021-00240-2>
- Sukovieff, A., & Kruk, R. S. (2021). Reading difficulty and socio-emotional adjustment: Internalizing patterns depend on age of identification. *Cogent Education*, 8(1). DOI: 10.1080/2331186X.2021.1910162
- Forest, E., Kruk, R. S., & Desroches, A. S. (2021). Masks are memorable: ERP evidence on visual short-term memory and individuation in object substitution masking. *Visual Cognition*, 29(2), 125–141.
<https://doi.org/10.1080/13506285.2021.1882630>
- Rapinda, K., Kempe, T., Kruk, R. S., Edgerton, J. D., Wallbridge, H. R., & Keough, M. T. (2021). Examining the temporal associations between depression and pathological gaming. *Canadian Journal of Behavioural Science*, 53(3), 274–284.
<https://doi.org/10.1037/cbs0000197>
- Kruk, R. S., & Luther Ruban, C. (2018). Beyond phonology: Visual processes predict growth in alphanumeric and non-alphanumeric rapid naming in poor-early readers. *Journal of Learning Disabilities*, 51(1) 18– 31.
DOI: <https://doi.org/10.1177/0022219416678406>
- Kruk, R. S., Mayer, J., & Funk, L. (2014). The predictive relations between non-alphanumeric rapid naming and growth in regular and irregular word decoding in at-risk readers. *Journal of Research in Reading*, 37, 17–35.
DOI: 10.1111/jrir.12005 (Nominated best article of the year.)
- Kruk, R. S., & Bergman, K. (2013). The reciprocal relationships between morphological awareness and reading. *Journal of Experimental Child Psychology*, 114, 10-34.
<http://dx.doi.org/10.1016/j.jecp.2012.09.014>

- Kruk, R. S., Prentice, S., & Moen, K. B. (2013). Early childhood education and care (ECEC) and reading acquisition in at-risk readers: Does quantity matter? *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, *45*, 49–63. doi: 10.1037/a0022706
- Kruk R. S., & Reynolds, K. A. A. (2012). French Immersion experience and reading skill development in at-risk readers. *Journal of Child Language*, *39*, 580-610. doi:10.1017/S0305000911000201
- Kruk, R. S., Sumbler, K., & Willows, D., (2008). Visual processing characteristics of children diagnosed with Meares-Irlen Syndrome. *Ophthalmic and Physiological Optics*, *28*, 35-46.
- Terepocki, M., Kruk, R. S., & Willows, D. M. (2002). The incidence and nature of letter orientation errors in reading disability. *Journal of Learning Disabilities*, *35*, 214-233.
- Kruk, R. S., & Willows, D. M. (2001). Backward pattern masking of familiar and unfamiliar materials in disabled and normal readers. *Cognitive Neuropsychology*, *18*, 19-37.
- Muter, P., Kruk, R. S., Buttigieg, M. A., & Kang, T. J. (1988). Reader-controlled computerized presentation of text. *Human Factors*, *30*, 473-486.
- Kruk, R. S., & Muter, P. (1984). Reading of continuous text on video screens. *Human Factors*, *26*, 339-345.

Chapters

- Kruk, R. S. (1993). Processing text on monitors. In D. Willows, R. S. Kruk, and E. Corcos (Eds.), *Visual processes in reading and reading disabilities* (pp. 457-471). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Kruk, R. S., & Willows, D. M. (1993). Toward an ecologically valid analysis of visual processes in dyslexic readers. In S. F. Wright and R. Groner (Eds.), *Studies in visual information processing 3: Facets of dyslexia and its remediation* (pp. 193-206). Amsterdam: Elsevier Science Publishers.
- Willows, D. M., Kruk, R. S., & Corcos, E. (1993). Are there differences between disabled and normal readers in their processing of visual information? In D. Willows, R. S. Kruk, and E. Corcos (Eds.), *Visual processes in reading and reading disabilities* (pp. 265-285). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Willows, D. M., Kruk, R. S., & Corcos, E. (1993). Preface. In D. Willows, R. S. Kruk, and E. Corcos (Eds.), *Visual processes in reading and reading disabilities* (pp. ix-xvi). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Williamson, N. L., Muter, P., & Kruk, R. S. (1986). Computerized presentation of text for the visually handicapped. In E. Hjelmquist and L.-G. Nilsson (Eds.), *Communication and handicap: Aspects of psychological compensation and technical aids* (pp. 115-125). Amsterdam: Elsevier Science Publishers.

Notes and Published Conference Abstracts

- Kruk, R., & Flaten, E. (2017). Visual attention and visual memory in struggling readers: Are anomalies revealed in ERP N2pc and SPCN [Abstract]? *Journal of Vision*, *17(10)*, 691. doi: 10.1167/17.10.691

- Luther Ruban, C., & Kruk, R. S. (2011). It's not all phonological: Visual discrimination and visual attention predict growth in children's rapid automatized naming [Abstract]. *Canadian Journal of Experimental Psychology*, 65(4), 298. DOI: 10.1037/a0025448
- Kruk, R. (2008). Meares-Irlen syndrome - a need for increasing awareness in the general public - Reply [Letter to the Editor]. *Ophthalmic and Physiological Optics*, 28, 292.
- Kruk, R. (2007). Good-poor reader accuracy differences in four-dot masking [Abstract]. *Journal of Vision*, 7(9), 218. doi: 10.1167/7.9.218
- Kruk, R. S. (1996). Colour and context effects on word perception in normal and disabled readers [Abstract]. *International Journal of Psychology*, 31, 275.
- Kruk, R. S. (1992). Visual processes of normal and disabled readers for familiar and unfamiliar materials [Abstract]. *Australian Journal of Psychology*, 44, 122.

Textbooks

- Martorell, G., & Kruk, R. (2014). *CHILD: Canadian edition*. Toronto, ON: McGraw-Hill Ryerson.
- Papalia, D. E., Olds, S. W., Feldman, R. D., & Kruk, R. S. (2008). *A child's world: Second Canadian edition*. Toronto, ON: McGraw-Hill Ryerson.
- Papalia, D. E., Olds, S. W., Feldman, R. D., & Kruk, R. S. (2004). *A child's world: First Canadian edition*. Toronto, ON: McGraw-Hill Ryerson.

Invited Government Brief

- Kruk, R. (June 26, 2013). *Submission on Bill 204: Irlen Syndrome Testing Act*. Invited brief submitted to the Standing Committee on Families and Communities, Legislative Assembly of Alberta, Edmonton, Alberta.

Conferences and Invited Presentations (past five years)

- Pierce, S. & Kruk, R. S. (accepted). *The first-letter advantage: What are the age-related differences?* Society for the Scientific Study of Reading.
- Tess, V. & Kruk, R. S. (accepted). *The Navon Task as a measure of attention resolution efficiency in children and adults*. Vision Sciences Society.
- Madziak, R., Kruk, R. S., & Desroches, A. (July, 2021). *Electrophysiological indices of morphological processing in reading-impaired children*. Poster presentation at the annual meeting of the Society for the Scientific Study of Reading (Virtual conference).
- Rapinda, K., Kempe, T., Kruk, R. S., Edgerton, J., Wallbridge, H., & Keough, M. T. (June, 2021). *Examining the temporal associations between excessive gaming and depression*. Symposium presentation at the 82nd annual meeting of the Canadian Psychological Association (Virtual conference).
- Silla, F., & Kruk, R. (July, 2019). *Age- and reading-ability differences in visual attention and visual attention span*. Poster presentation at the annual meeting of the Society for the Scientific Study of Reading. Toronto, ON.
- Hildebrand, K.D., & Kruk, R. (July, 2018). *Visual attention resolution precision and efficiency as indicators of reading ability: A developmental study*. Poster presentation at the annual meeting of the Society for the Scientific Study of Reading. Brighton, UK.

- Rosenberg, L., & Kruk, R. (July, 2018). *When is a corner like corn? Morpho-orthographic segmenting skills in children who struggle with reading*. Poster presentation at the annual meeting of the Society for the Scientific Study of Reading. Brighton, UK.
- Zhou, J., & Kruk, R. (July, 2018). *English-Chinese bilingual children's reading: Evidence for course-grain strategy preference*. Poster presentation at the annual meeting of the Society for the Scientific Study of Reading. Brighton, UK.
- Kruk, R., Flaten, E., & Madziak, R. (June, 2018). *How do visual anomalies and orthographic difficulties in poor readers appear in ERP waveforms?* Invited symposium presentation at the 8th Scientific Meeting of the Manitoba Neuroscience Network, Winnipeg, MB.
- Kruk, R. S. (March 2, 2018). *Beyond the phonological processing deficit: Do visual anomalies cause reading disability?* Paper presented at the Department of Psychology Colloquium, University of Winnipeg, Winnipeg, MB.
- Kruk, R. & Taylor, C. (July, 2017). *Visual Processing and Orthographic Growth in Young Children: A Longitudinal Study*. Poster presentation at the annual meeting of the Society for the Scientific Study of Reading. Halifax, NS.
- Kruk, R. & Flaten, E. (May, 2017). *Visual Attention and Visual Memory in Struggling Readers: Are Anomalies Revealed in ERP N2pc and SPCN?* Poster presentation at the annual meeting of the Vision Sciences Society. St. Pete Beach, FL.
- Hildebrand, K. & Kruk, R. (May, 2017). *Visual attention resolution precision and efficiency as predictors of reading ability: A developmental study*. Poster presentation at the Interdisciplinary Conference in Psychology, Ottawa, ON.
- Berrington, J., Kruk, R., Newman, A., & Nadon, L. (March, 2016). *Coping strategies used by children with ADHD subtype characteristics and reading disabilities*. Poster presented at the British Dyslexia Association conference, Oxford, UK.
- Newman, A., & Kruk, R. (March, 2016). *How do reading difficulties predict socio-emotional adjustment? Externalizing and internalizing patterns depend on age of identification*. Poster presented at the British Dyslexia Association conference, Oxford, UK.
- Riel, H., & Kruk, R. (March, 2016). *Visual attention span and object-substitution masking in children with reading difficulties*. Poster presented at the British Dyslexia Association conference, Oxford, UK.

TEACHING

Graduate Courses, University of Manitoba, Psychology (School Psychology)

PSYC 7030 Learning and Cognitive Impairment

PSYC 7040 Teaching Strategies, Learning Styles, and Academic Remediation

PSYC 7070 Social, Emotional and Personality Assessment of Children/Youth

PSYC 7090 Behavioural Assessment and Intervention in School Settings

PSYC 7130 School Psychology Research Design and Program Evaluation

Student Research Supervision**Graduate*****Masters Supervision – Department of Psychology, University of Manitoba***

- 2021- Samantha Pierce. *Letter knowledge and the validity of letter-specific modified receptive fields in very early reading*. CGS-M (2021)
Dominique Ruest. *Visual attention modulation in bilinguals*.
- 2020- Alexis Koffman. *Cross-sectional developmental ERP patterns in visual processing and reading*. CGS-M (2020)
- 2019- Katharine Zinger. *Cross-lagged developmental patterns in morphological processing and reading*. Research Manitoba Master's Studentship (2021); CGS-M (2019)
- 2018-2021 Kaeden Shebaylo. *Cross-lagged analysis of visual processing and spelling development*. CGS-M (2019)
Francesca Silla. *Cross-lagged analysis of visual processing and reading development*. Research Manitoba Master's Studentship (2020); CGS-M (2018)
- 2017-2020 Rebecca Madziak. *Morphological segmenting skills in reading-impaired children: An ERP study*. Research Manitoba Master's Studentship (2019); CGS-M (2018); Fletcher Award (2018)
- 2015-2018 Lindsay Rosenberg. *How is corner like corn? Morphological-orthographic segmenting skills in children who struggle with reading*. CGS-M (2016).
- 2015- 2018 Jie Zhou. *Morpho-orthographic decomposition in Canadian-Chinese children learning Chinese character reading*.
- 2014-2019 Kerri Hildebrand. *How do anomalies in attentional resolution impair reading? A developmental study of struggling readers*. CGS-M (2015); Research Manitoba Master's Fellowship (2017); University of Manitoba Graduate Students Association Fellowship (2017; declined)
- 2013-2016 Alyse Newman. *How do reading difficulties predict socio-emotional adjustment? Externalizing and internalizing patterns depend on age of identification*. CGS-M (2014); University of Manitoba Graduate Students Association Fellowship (2015)
- 2012-2015 Ivanna Lukie. *The role of visual attention in magnitude processing*. CGS-M (2013)

Undergraduate Honours, Premasters

- 2021 Samantha Pierce (MA student, School Psychology, UM)
Victoria Tess
- 2020 Angela Harrison-Blackburn
Alexis Koffman (MA student, School Psychology, UM)
Carissa Quesada
Dominique Ruest (MA student, School Psychology, UM)
- 2019 Angela Zwaagstra
- 2018 Jennifer Carlson
- 2017 Tabitha Comeau
Erica Flaten (PhD student, Psychology, McMaster U.)
Leah Holvach

- 2016 Francesca Silla (School Psychologist)
 Jake Matheson
 Carmen Taylor
 Katharine Zinger (MA student, School Psychology, UM)
- 2015 Mirna Khalil (school psychologist)
 Jonathan Berrington (school psychologist)
 Lindsey Nadon (PhD student, Psychology, Concordia U.)
- 2014 Kylie Peters (school psychologist; Winner of CPA award for quality of
 honours thesis)
 Kayla Vincent
- 2012 Robyn Stefanchuk (school psychologist)
- 2011 Cameron Penner
 Cassia Luther Ruban (school psychologist)
 Heather Yanke
- 2010 Kristin Klippenstein
 Jesse Meyer
- 2009 Krista Bergman (school psychologist)
- 2008 Courtney Gardiner
 Keith Moen (school psychologist; premasters)
 Maxine Mutcher (school psychologist; premasters)
 Navjot Pachu
- 2007 Ashley Archuk (school psychologist)
 Ashley Petrasko
 Tianna Radons (school psychologist)
 Kristin Reynolds (faculty member, UM, Clinical Psychology)
- 2006 Kay Ng.
 Todd Schulz (Winner of CPA award for quality of honours thesis)
- 2005 Karella Cribb-Lockhorst
 Hanna Marczak
 Alanna Morrissette
 Shannon Rioch (school psychologist)
- 2004 Maureen Blahut
 Jane Ritcher (school psychologist; Winner of Wm. Ten-Have Prize for best
 Honours thesis)
- 2003 Cassandra Loiselle
- 2002 Phoenix Gillis (clinical psychologist)
- 2000 Annick Boulet
- 1999 Stephane Dandeneau (Faculty member, Psychology, UQAM; Nominated for
 Wm. Ten-Have Prize for best Honours thesis)

**University of Manitoba/Psychology Undergraduate Research Experience (PURE)
 Award Supervisees**

- 2022 Meisha Monsigneur
- 2020 Samantha Pierce
 Victoria Tess
- 2019 Alexis Koffman

2018	Evan Forest
2017	Erica Flaten Francesca Silla
2015	Hayley Riel

Editorial Board Membership

2021-present	<i>Annals of Dyslexia</i> – editorial board member (Springer)
2020-present	<i>Cogent Education</i> – senior editor (Taylor & Francis)
2016-2020	<i>Cogent Education</i> – editorial board member (Taylor & Francis)

Manuscript Reviewing – Scholarly Journals

Annals of Dyslexia
Brain Topography
British Journal of Ophthalmology
Canadian Journal of Experimental Psychology
Cogent Education
Cogent Psychology
Developmental Neuropsychology
Developmental Science
Early Childhood Research Quarterly
Education Research International
Educational Psychology
Journal of Abnormal Child Psychology
Journal of Experimental Child Psychology
Journal of Learning Disabilities
Journal of Pediatric Neuropsychology
Journal of Research in Reading
Ophthalmic and Physiological Optics
Scientific Studies of Reading