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VITA

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Employment:

Burke and Elizabeth High Baker Professor of Child Developmental Psychology, Washington University in St. Louis, 2002–

Honorary Fellow, University of Tasmania, 2011

Leverhulme Visiting Professor, University of York, England, 2007–2008

Visiting Scholar, University of Queensland, Brisbane, Australia, 1997

Visiting Scholar, Medical Research Council Applied Psychology Unit, Cambridge, England, 1992–1993

Associate Professor to Professor of Psychology, Wayne State University, 1984–2002

Assistant to Associate Professor of Psychology, Indiana University, 1980–1984

Education:

University of Pennsylvania	Psychology	Ph.D.	1980
University of Pennsylvania	Psychology	M.A.	1977
Yale University	Linguistics	B.A.	1976

Honors:

Award for Special Excellence in Mentoring, Washington University, 2009
James McKeen Cattell Award from Psychology Section of New York Academy of Sciences for dissertation by advisee Tatiana Pollo, 2008
Short Term Visiting Fellow, University of Warwick, 2008
Leverhulme Visiting Professorship, 2007–2008
Gershenson Distinguished Faculty Fellow, Wayne State University, 2002
Fellow of American Psychological Society, 1997
Wayne State University Board of Governors Faculty Recognition Award, 1995
Gershenson Distinguished Faculty Fellow, Wayne State University, 1992–1994
Career Development Chair, Wayne State University, 1989–1990
Summer Faculty Fellowship, Indiana University, 1981
Dean’s Fellowship, University of Pennsylvania, 1979–1980
National Science Foundation Graduate Fellowship, 1976–1979
B.A. Summa cum laude with highest honors in linguistics, Yale University, 1976
Phi Beta Kappa, Yale University, 1975

Grants:

NICHHD Grant (HD051610), “Children’s early knowledge of letters and spelling across languages,” 2007–2012. Role: PI. Total direct costs: \$956,250.

March of Dimes Birth Defects Foundation (12-FY06-235). “Spelling in deaf children with very early cochlear implants,” 2006–2009. Role: PI. Total direct costs: \$148,525.

NICHHD Grant, “Development of skilled reading: fMRI studies.” 2008–2010. Role: Co-investigator. (Bradley Schlaggar PI). Direct costs of subaward: \$23,581.

NICHHD Grant (HD040605), “Environmental and biological variation and language growth,” 2008–2013. Total costs of subaward to Washington University: \$156,507. Role: Co-PI on Project I of Program Project (Susan Goldin-Meadow PI of Program Project)

National Science Foundation of China Grant (NSFC 30800305), “Early development of writing in Chinese children aged between 2 and 6: Comparison between writing & drawing, character writing and English writing,” 2009–2011. Total costs: \$26,319. Role: Co-investigator (Li Yin PI).

March of Dimes Birth Defects Foundation (12-FY03-40), “Spelling in deaf children,” 2003–2006. Role: PI. Total direct costs: \$137,837.

NSF Grant (BCS-0130763), “Statistical bases of reading and spelling,” 2002–2005. Role: PI. Total direct costs: \$199,305.

March of Dimes Birth Defects Foundation (12-FY00-51), “Use of morphology in spelling by dyslexic students,” 2000–2004. Role: PI. Total direct costs: \$134,558.

NSF Grant (SBR-9807736), “Relations between sounds and spellings in English: Nature, use, and acquisition,” 1998–2002. Role: PI. Total direct costs: \$160,000.

Hong Kong Mainline Research Grant, “What’s in a letter? What letter knowledge contributes to reading in Chinese and English,” 2000–2001. Role: Co-investigator (with Dr. C. McBride-Chang).

Total direct costs: \$12,288 March of Dimes Birth Defects Foundation (12-FY98-204, 12-FY99-674), “Spelling in dyslexic children,” 1998–2000. Role: PI. Total direct costs: \$124,142.

University of Queensland Travel Award for International Collaborative Research. 1997.

Australia Research Council Small Grant, “How do children break words into syllables?” 1997. Role: Co-investigator. (Project leader J. Bowey). Total costs: \$6,700 (Australian).

Australian Psychological Society Visiting Fellowship Award, “How do children break spoken words into syllables?” 1997. Role: Co-investigator. (Project leader J. Bowey) Total costs: \$2,000 (Australian).

College of Urban, Labor and Metropolitan Affairs, Wayne State University, “Does African American children’s dialect affect their spelling?” 1996. Role: PI. Total costs: \$6,000.

NSF Grant (SBR-9408456), “Sources of information in children’s spelling,” 1995–1999. Role: PI. Total direct costs: \$125,749 (including one Research Experience for Undergraduates supplement).

Wayne State University Gershenson Distinguished Faculty Fellowship, 1992–1994. \$12,000

NSF Grant (SBR-9020956), “Children’s spelling,” 1991–1995. Role: PI. Total direct costs: \$132,073 (including 2 Research Experience for Undergraduates supplements and one Research Opportunity Award supplement).

Wayne State University Faculty Funded Graduate Research Assistant Awards, 1988–1989 (declined); 1992–1993; 1998–1999.

Wayne State University Career Development Chair, 1989–1990. \$18,000.

NIH Research Career Development Award (HD 00769), “Phonology and orthography,” 1987–1992. Role: PI. Total direct costs: \$250,000.

NICHD Grant (HD 20276), “Syllables, phonological awareness, and spelling,” 1986–1991. Role: PI. Total direct costs: \$172,923.

NICHD Grant (HD 18387, 20276), “Children's conceptions of sounds, reading, and spelling,” 1983–1986. Role: PI. Total direct costs: \$79,223.

Biomedical Research Support Grant, “Tactile reading,” 1983–1984. Role: PI. Total direct costs: \$3,400.

Spencer Foundation Grant, “Further studies of children's conceptions of sounds,” 1983. Role: PI. Total direct costs: \$2,075.

Spencer Foundation Grant, “Children's conceptions of sounds: Insights from spelling,” 1982. Role: PI. Total direct costs: \$7,202.

NSF Grant (BNS 81-09892), “Phonemic analysis ability in children and adults,” 1981–1983. Role: PI. Total direct costs: \$42,678.

Biomedical Research Support Grant, “The development of phonemic analysis ability,” 1980–1981. Role: PI. Total direct costs: \$1,946.

NIMH Small Grant (MH 32845), “A study of reading in the congenitally deaf” 1979. Role: Co-investigator (J. Baron PI), Total direct costs: \$7,537.

Publications:

Treiman, R., Stothard, S. E., & Snowling, M. J. (submitted). What makes some letter sounds easier to learn than others? Evidence from children in the UK and Canada.

Treiman, R., Stothard, S. E., & Snowling, M. J. (submitted). Instruction matters: Spelling of vowels by children in England and the US.

Bourassa, D., & Treiman, R. (submitted). Spelling development and disability in English. In C. A. Stone, E. R. Silliman, B. J. Ehren, & G. Wallach (Eds.), *Handbook of language and literacy: Development and disorders* (2nd ed.). New York: Guilford.

Kessler, B., Pollo, T. C., Treiman, R., & Cardoso-Martins, C. (under revision). Frequency analyses of prephonological spellings as predictors of later success in conventional spelling. *Journal of Learning Disabilities*.

Pollo, T. C., Treiman, R., Kessler, B., & Rosenzweig, R. (under revision). Children’s initial spelling strategies: ‘Bear’ is not bigger than ‘mosquito.’

Robins, S., Treiman, R., Rosales, N., & Otake, S. (under revision). Parent–child conversations about letters and pictures.

Hayes, H., Treiman, R., & Geers, A. E. (in press). Spelling in deaf children with cochlear implants: Implications for instruction. In B. Arfé, J. Dockrell, & V. Berninger (Eds.), *Writing development and instruction in children with hearing, speech and oral language difficulties*. New York: Oxford University Press.

Clifton, C., Jr., Meyer, A. S., Wurm, L. H., & Treiman, R. (in press). Language comprehension and production. In A. F. Healy & R. W. Proctor (Eds.), *Experimental psychology*. Volume 4 in I. B. Weiner (Editor-in-Chief), *Handbook of psychology* (2nd ed.). New York: Wiley.

Read, C., & Treiman, R. (in press). Children's invented spelling. In M. Piattelli-Palmarini & R. C. Berwick (Eds.), *Rich grammars from poor inputs: Essays in honor of Carol Chomsky*. New York: Oxford University Press.

Treiman, R. (in press). Linguistics and reading. In M. Aronoff and J. Rees-Miller (Eds.), *Handbook of linguistics*, 2nd edition. Oxford, England: Blackwell.

Treiman, R., Levin, I., & Kessler, B. (in press). Linking the shapes of alphabet letters to their sounds: The case of Hebrew. *Reading and Writing*.

Hayes, H., Kessler, B., & Treiman, R. (2011). Spelling of deaf children who use cochlear implants. *Scientific Studies of Reading*.

Treiman, R. (2011). Spelling. In P. C. Hogan (Ed.), *Cambridge encyclopedia of the language sciences* (pp. 799–800). New York: Cambridge University Press.

Treiman, R., & Kessler, B. (2011). Similarities among the shapes of writing and their effects on learning. *Written Language and Literacy*, 14, 39–57.

Treiman, R., & Yin, L. (2011). Early differentiation between drawing and writing in Chinese children. *Journal of Experimental Child Psychology*, 108, 786–801.

Cutler, A., Treiman, R., & van Ooijen, B. (2010). Strategic deployment of orthographic knowledge in phoneme detection. *Language and Speech*, 53, 307–320.

Nag, S., Treiman, R., & Snowling, M. (2010). Learning to spell in an alphasyllabary: The case of Kannada. *Writing Systems Research*, 2, 41–52.

Bourassa, D., & Treiman, R. (2009). Linguistic foundations of spelling development. In D. Wyse, R. Andrews, & J. Hoffman (Eds.), *Routledge international handbook of English, language and literacy teaching* (pp. 182–192). London: Routledge.

Ellefson, M., Treiman, R., & Kessler, B. (2009). Learning to label letters by sounds or names: A comparison of England and the United States. *Journal of Experimental Child Psychology*, 102, 323–341.

Hayes, H., Geers, A. E., Treiman, R., & Moog, J. S. (2009). Receptive vocabulary development in deaf children with cochlear implants: Achievement in an intensive auditory-oral educational setting. *Ear & Hearing*, 30, 128–135.

Pollo, T. C., Kessler, B., & Treiman, R. (2009). Statistical patterns in children's early writing. *Journal of Experimental Child Psychology*, 104, 410–426.

- Robins, S., & Treiman, R. (2009). Learning about writing begins informally. In D. Aram & D. Ravid (Eds.), *Literacy: Development and enhancement across orthographies and cultures* (pp. 17–30). New York: Springer.
- Robins, S., & Treiman, R. (2009). Talking about writing: What we can learn from conversations between parents and their young children. *Applied Psycholinguistics*, *30*, 463–484.
- Joshi, R. M., Treiman, R., Carreker, S., & Moats, L. C. (2008–2009). How words cast their spell. *American Educator*, 6–43.
- Bourassa, D., & Treiman, R. (2008). Morphological constancy in spelling: A comparison of children with dyslexia and typically developing children. *Dyslexia*, *14*, 155–169.
- Bowman, M., & Treiman, R. (2008). Are young children logographic readers and spellers? *Scientific Studies of Reading*, *12*, 185–202.
- Kessler, B., Treiman, R., & Mullennix, J. (2008). Feedback-consistency effects in single-word reading. In E. L. Grigorenko & A. J. Naples (Eds.), *Single-word reading: Behavioral and biological perspectives* (pp. 159–174). New York: Erlbaum.
- Pollo, T. C., Treiman, R., & Kessler, B. (2008). Preschoolers use partial letter names to select spellings: Evidence from Portuguese. *Applied Psycholinguistics*, *29*, 1–18.
- Pollo, T. C., Treiman, R., & Kessler, B. (2008). Three perspectives on spelling development. In E. L. Grigorenko & A. J. Naples (Eds.), *Single-word reading: Behavioral and biological perspectives* (pp. 175–189). New York: Erlbaum.
- Treiman, R., Pennington, B. F., Shriberg, L. D., & Boada, R. (2008). Which children benefit from letter names in learning letter sounds? *Cognition*, *106*, 1322–1338.
- Balota, D. A., Yap, M. J., Cortese, M. J., Hutchison, K. I., Kessler, B., Loftis, B., Neely, J. H., Nelson, D. L., Simpson, G. B., & Treiman, R. (2007). The English Lexicon Project. *Behavior Research Methods*, *39*, 445–459.
- Bourassa, D., & Treiman, R. (2007). Linguistic factors in spelling development. In *Language and literacy encyclopedia*.
<http://www.literacyencyclopedia.ca/index.php?fa=items.show&topicId=228>
- Lehtonen, A., & Treiman, R. (2007). Adults' knowledge of phoneme–letter relationships is phonology-based and flexible. *Applied Psycholinguistics*, *28*, 95–114.
- Treiman, R., Cohen, J., Mulqueeny, K., Kessler, B., & Schechtman, S. (2007). Young children's knowledge about printed names. *Child Development*, *78*, 1458–1471.

Treiman, R., & Kessler, B. (2007). Learning to read. In M. G. Gaskell (Ed.), *Oxford handbook of psycholinguistics* (pp. 657–666). Oxford, England: Oxford University Press.

Treiman, R., Kessler, B., & Evans, R. (2007). Anticipatory conditioning of spelling-to-sound translation. *Journal of Memory and Language*, *56*, 229–245.

Treiman, R., Levin, I., & Kessler, B. (2007). Learning of letter names follows similar principles across languages: Evidence from Hebrew. *Journal of Experimental Child Psychology*, *96*, 87–106.

Ashby, J., Treiman, R., Kessler, B., & Rayner, K. (2006). Vowel processing during silent reading: Evidence from eye movements. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *32*, 416–424.

Bourassa, D., Treiman, R., & Kessler, B. (2006). Use of morphology in spelling by children with dyslexia and typically developing children. *Memory & Cognition*, *34*, 703–714.

Hayes, H., Treiman, R., & Kessler, B. (2006). Children use vowels to help them spell consonants. *Journal of Experimental Child Psychology*, *94*, 27–42.

Treiman, R. (2006). Knowledge about letters as a foundation for reading and spelling. In R. M. Joshi & P. G. Aaron (Eds.), *Handbook of orthography and literacy* (pp. 581–599). Mahwah, NJ: Erlbaum.

Treiman, R., & Kessler, B. (2006). Spelling as statistical learning: Using consonantal context to spell vowels. *Journal of Educational Psychology*, *98*, 642–652.

Treiman, R., Kessler, B., & Pollo, T. C. (2006). Learning about the letter name subset of the vocabulary: Evidence from U.S. and Brazilian preschoolers. *Applied Psycholinguistics*, *27*, 211–227.

Treiman, R., Kessler, B., Zevin, J., Bick, S., & Davis, M. (2006). Influence of consonantal context on the reading of vowels: Evidence from children. *Journal of Experimental Child Psychology*, *93*, 1–24.

Cassar, M., Treiman, R., Moats, L., Pollo, T. C., & Kessler, B. (2005). How do the spellings of children with dyslexia compare with those of nondyslexic children? *Reading and Writing*, *18*, 27–49.

Pollo, T. C., Kessler, B., & Treiman, R. (2005). Vowels, syllables, and letter names: Differences between young children's spelling in English and Portuguese. *Journal of Experimental Child Psychology*, *92*, 161–181.

Treiman, R. (2005). Linguistic constraints on literacy development: Introduction to the special issue. *Journal of Experimental Child Psychology*, *92*, 103–106.

- Treiman, R. (2005). Linguistic constraints on literacy development: Introduction to the special issue. *Journal of Experimental Child Psychology*, *92*, 303–306.
- Treiman, R., & Kessler, B. (2005). Writing systems and spelling development. In M. Snowling & C. Hulme (Eds.), *Science of reading: A handbook* (pp. 120–134). Oxford, England: Blackwell.
- Bernstein, S., & Treiman, R. (2004). Pronouncing novel graphemes: The role of consonantal context. *Memory & Cognition*, *32*, 905–915 .
- Bowman, M., & Treiman, R. (2004). Stepping stones to reading. *Theory into Practice*, *43*, 295–303.
- Cassar, M., & Treiman, R. (2004). Developmental variations in spelling: Comparing typical and poor spellers. In C. A. Stone, E. R. Silliman, B. Ehren, & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 627–643). New York: Guilford.
- Ross, S., Treiman, R., & Bick, S. (2004). Task demands and knowledge influence how children learn to read words. *Cognitive Development*, *19*, 417–431.
- Treiman, R. (2004). Phonology and spelling. In T. Nunes & P. Bryant (Eds.), *Handbook of children's literacy* (pp. 31–42). Dordrecht, the Netherlands: Kluwer.
- Treiman, R. (2004). Spelling and dialect: Comparison between speakers of African American vernacular English and White speakers. *Psychonomic Bulletin & Review*, *11*, 338–342.
- Treiman, R., & Kessler, B. (2004). The case of case: Children's knowledge and use of upper- and lowercase letters. *Applied Psycholinguistics*, *25*, 413–428.
- Bourassa, D., & Treiman, R. (2003). Spelling in children with dyslexia: Analyses from the Treiman–Bourassa Early Spelling Test. *Scientific Studies of Reading*, *7*, 309–333.
- Kessler, B., & Treiman, R. (2003). Is English spelling chaotic? Misconceptions concerning its irregularity. *Reading Psychology*, *24*, 291–313.
- McBride-Chang, C., & Treiman, R. (2003). Hong Kong Chinese kindergartners learn to read English analytically. *Psychological Science*, *14*, 138–143.
- Treiman, R., Clifton, C., Jr., Meyer, A. S., & Wurm, L. H. (2003). Language comprehension and production. In A. F. Healy & R. W. Proctor (Eds.), *Experimental psychology*. Volume 4 in I. B. Weiner (Editor-in-Chief), *Handbook of psychology* (pp. 527–547). New York: Wiley.
- Treiman, R., & Kessler, B. (2003). The role of letter names in the acquisition of literacy. In R. Kail (Ed.), *Advances in child development and behavior* (Vol. 31, pp. 105–135). San Diego: Academic Press.

- Treiman, R., Kessler, B., & Bick, S. (2003). Influence of consonantal context on the pronunciation of vowels: A comparison of human readers and computational models. *Cognition*, 88, 49–78.
- Bowman, M., & Treiman, R. (2002). Relating print and speech: The effects of letter names and word position on reading and spelling performance. *Journal of Experimental Child Psychology*, 82, 305–340.
- Kessler, B., Treiman, R., & Mullennix, J. (2002). Phonetic biases in voice key response time measurements. *Journal of Memory and Language*, 47, 145–171.
- Treiman, R., Bowey, J., & Bourassa, D. (2002). Segmentation of spoken words into syllables by English-speaking children as compared to adults. *Journal of Experimental Child Psychology*, 83, 213–238.
- Treiman, R., Kessler, B., & Bick, S. (2002). Context sensitivity in the spelling of English vowels. *Journal of Memory and Language*, 47, 448–468.
- Bernstein, S., & Treiman, R. (2001). Learning a novel grapheme: Effects of positional and phonemic context on children's spelling. *Journal of Experimental Child Psychology*, 79, 56–77.
- Bourassa, D., & Treiman, R. (2001). Spelling development and disability: The importance of linguistic factors. *Language, Speech and Hearing Services in Schools*, 32, 172–181.
- Kessler, B., & Treiman, R. (2001). Relationships between sounds and letters in English monosyllables. *Journal of Memory and Language*, 44, 592–617.
- Reece, C., & Treiman, R. (2001). Children's spelling of syllabic /r/ and of letter-name vowels: Broadening the study of spelling development. *Applied Psycholinguistics*, 22, 139–165.
- Treiman, R. (2001). Reading. In M. Aronoff and J. Rees-Miller (Eds.), *Handbook of linguistics* (pp. 664–672). Oxford, England: Blackwell.
- Treiman, R., Kessler, B., & Bourassa, D. (2001). Children's own names influence their spelling. *Applied Psycholinguistics*, 22, 555–570.
- Treiman, R., Sotak, L., & Bowman, M. (2001). The roles of letter names and letter sounds in connecting print and speech. *Memory & Cognition*, 29, 860–873.
- Gross, J., Treiman, R., & Inman, J. (2000). The role of phonology in a letter detection task. *Memory & Cognition*, 28, 349–357.
- Treiman, R. (2000). The foundations of literacy. *Current Directions in Psychological Science*, 9, 89–92.

- Treiman, R., & Barry, C. (2000). Dialect and orthography: Some differences between American and British spellers. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *26*, 1423–1430.
- Treiman, R., & Bourassa, D. (2000). Children's written and oral spelling. *Applied Psycholinguistics*, *21*, 183–204.
- Treiman, R., & Bourassa, D. (2000). The development of spelling skill. *Topics in Language Disorders*, *20*, 1–18.
- Treiman, R., Kessler, B., Knewasser, S., Tincoff, R., & Bowman, M. (2000). English speakers' sensitivity to phonotactic patterns. In M. B. Broe & J. B. Pierrehumbert (Eds.), *Papers in Laboratory Phonology V: Acquisition and the lexicon* (pp. 269–282). Cambridge, England: Cambridge University Press.
- Treiman, R., & Rodriguez, K. (1999). Young children use letter names in learning to read words. *Psychological Science*, *10*, 334–338.
- Adams, M. J., Treiman, R., & Pressley, M. (1998). Reading, writing, and literacy. In W. Damon (Editor-in-Chief), I. E. Sigel & K. A. Renninger (Vol. Eds.), *Handbook of child psychology*, 5th ed. Vol. 4 (pp. 275–355). New York: Wiley.
- Bruck, M., Treiman, R., Caravolas, M., Genesee, F., & Cassar, M. (1998). Spelling skills of children in whole language and phonics classrooms. *Applied Psycholinguistics*, *19*, 669–684.
- Steffler, D. J., Varnhagen, C. K., Friesen, C. K., & Treiman, R. (1998). There's more to children's spelling than the errors they make: Strategic and automatic processes for one-syllable words. *Journal of Educational Psychology*, *90*, 492–505.
- Treiman, R. (1998). Beginning to spell in English. In C. Hulme & R. M. Joshi (Eds.), *Reading and spelling: Development and disorders* (pp. 371–393). Mahwah, NJ: Erlbaum.
- Treiman, R. (1998). Why spelling? The benefits of incorporating spelling into beginning reading instruction. In J. L. Metsala & L. C. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 289–313). Mahwah, NJ: Erlbaum.
- Treiman, R., & Broderick, V. (1998). What's in a name: Children's knowledge about the letters in their own names. *Journal of Experimental Child Psychology*, *70*, 97–116.
- Treiman, R., Broderick, V., Tincoff, R., & Rodriguez, K. (1998). Children's phonological awareness: Confusions between phonemes that differ only in voicing. *Journal of Experimental Child Psychology*, *68*, 3–21.
- Treiman, R., Tincoff, R., Rodriguez, K., Mouzaki, A., & Francis, D. J. (1998). The foundations of literacy: Learning the sounds of letters. *Child Development*, *69*, 1524–1540.

Cassar, M., & Treiman, R. (1997). The beginnings of orthographic knowledge: Children's knowledge of double letters in words. *Journal of Educational Psychology*, *89*, 631–644.

Kessler, B., & Treiman, R. (1997). Syllable structure and the distribution of phonemes in English syllables. *Journal of Memory and Language*, *37*, 295–311.

Treiman, R. (Ed.). (1997). Spelling. Special issue of *Reading and Writing*, *9*. (Also published as Treiman, R. (Ed.). (1997). *Spelling*. Dordrecht, the Netherlands: Kluwer.)

Treiman, R. (1997). Introduction to special issue on spelling. *Reading and Writing*, *9*, 315–319.

Treiman, R. (1997). Spelling in normal children and dyslexics. In B. A. Blachman (Ed.), *Foundations of reading acquisition and dyslexia: Implications for early intervention* (pp. 191–218). Hillsdale, NJ: Erlbaum.

Treiman, R., & Cassar, M. (1997). Can children and adults focus on sound as opposed to spelling in a phoneme counting task? *Developmental Psychology*, *33*, 771–780.

Treiman, R., & Cassar, M. (1997). Spelling acquisition in English. In C. A. Perfetti, L. Rieben, & M. Fayol (Eds.), *Learning to spell: Research, theory, and practice across languages* (pp. 61–80). Hillsdale, NJ: Erlbaum.

Treiman, R., & Cassar, M. (1997). Acquisition de l'orthographe en anglais. In L. Rieben, M. Fayol, & C. A. Perfetti (Eds.), *Des orthographes et leur acquisition* (pp. 79–99). Lausanne, Switzerland: Delachaux et Niestlé. (French version of preceding chapter)

Treiman, R., Goswami, U., Tincoff, R., & Leavers, H. (1997). Effects of dialect on American and British children's spelling. *Child Development*, *68*, 229–245.

Treiman, R., & Tincoff, R. (1997). The fragility of the alphabetic principle: Children's knowledge of letter names can cause them to spell syllabically rather than alphabetically. *Journal of Experimental Child Psychology*, *64*, 425–451.

Treiman, R., Tincoff, R., & Richmond-Welty, E. D. (1997). Beyond Zebra: Preschoolers' knowledge about letters. *Applied Psycholinguistics*, *18*, 391–409.

Treiman, R., & Cassar, M. (1996). Effects of morphology on children's spelling of final consonant clusters. *Journal of Experimental Child Psychology*, *63*, 141–170.

Treiman, R., Tincoff, R., & Richmond-Welty, E. D. (1996). Letter names help children to connect print and speech. *Developmental Psychology*, *32*, 505–514.

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Bruck, M., Treiman, R., & Caravolas, M. (1995). Role of the syllable in the processing of spoken English: Evidence from a nonword comparison task. *Journal of Experimental Psychology: Human Perception and Performance*, *21*, 469–479.

Treiman, R. (1995). Errors in short-term memory for speech: A developmental study. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *21*, 1197–1208.

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Treiman, R., Zukowski, A., & Richmond-Welty, E. D. (1995). What happened to the “n” of *sink*? Children’s spellings of final consonant clusters. *Cognition*, *55*, 1–38.

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Treiman, R., Straub, K., & Lavery, P. (1994). Syllabification of bisyllabic nonwords: Evidence from short-term memory errors. *Language and Speech*, *37*, 45–60.

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Fowler, C. A., Treiman, R., & Gross, J. (1993). The structure of English syllables and polysyllables. *Journal of Memory and Language*, *32*, 115–140.

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Treiman, R. (1999). Book notice for E. Winograd, R. Fivush, & W. Hirst: Ecological approaches to cognition; Essays in honor of Ulric Neisser. *Child Development Abstracts and Bibliography*, 73, 147–148.

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Treiman, R. (2006). Foreword to *Switch on to spelling*. Portsmouth, NH: Heinemann (Reprinted by MJA Publishing, 2008).

Hayes, H, Kessler, B., & Treiman, R. (2005). English spelling: Making sense of a seemingly chaotic writing system. *Perspectives*, 31, 8-10. Baltimore, MD: International Dyslexia Association.

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Conference talks and posters:

Treiman, R. (to be presented 2011, Nov.). Learning to read and write an alphabet. Society for Language Development. Boston. (invited talk)

Treiman, R. (to be presented 2011, Nov.). Learning to spell: Typical and atypical development. International Dyslexia Association. Chicago. (invited talk)

Faizal, S. S., & Treiman, R. (to be presented 2011, Nov.). Spelling 'successful' sucesfully: Effects of language background and linguistic factors on spelling. Psychonomic Society, Seattle, WA. (poster)

Kemp, N., Kessler, B., & Treiman, R. (2011, July). Adults' spelling of doubled consonants in pseudowords. Society for the Scientific Study of Reading, St. Petersburg, FL.

Pollo, T. C., Cardoso-Martins, C., Treiman, R., & Kessler, B. (2011, July). A longitudinal evaluation of the syllabic spelling hypothesis in Portuguese. Society for the Scientific Study of Reading, St. Petersburg, FL.

Robins, S., & Treiman, R. (2011, July). Parent-child conversations as a source of early letter knowledge. Society for the Scientific Study of Reading, St. Petersburg, FL.

Treiman, R., Stothard, S. E., & Snowling, M. J. (2011, July). What makes some letter sounds easier to learn than others? Evidence from children in the UK and Canada. Society for the Scientific Study of Reading, St. Petersburg, FL.

- Xiao, W., & Treiman, R. (2011, July). Exploring iconicity in simple Chinese characters. Society for the Scientific Study of Reading, St. Petersburg, FL. (poster)
- Treiman, R. (2011, May). Learning about writing. Seminário Internacional de Alfabetização, Sao Paulo, Brazil. (invited address)
- Treiman, R. (2011, May). Aprendendo sobre a escrita. Instituto Alfa e Beta, Teresina, Brazil. (invited address)
- Fayol, M., Treiman, R., Lété, B., and Pacton, S. (2010, November). Learning to spell from reading: General knowledge about spelling patterns can distort memory for specific words. Psychonomic Society, St. Louis, MO.
- Treiman, R., Kessler, B., & Caravolas, M. (2010, November). Learning about letter shapes as building blocks of words. Pre-Psychonomics Word Recognition Conference, St. Louis, MO.
- Kessler, B., Pollo, T. C., Treiman, R., Byrne, B., & Olson, R. K. (2010, July). Predicting spelling accuracy to Grade 2 by computer analysis of erroneous spellings in kindergarten. Society for the Scientific Study of Reading, Berlin.
- Pollo, T. C., Treiman, R., Kessler, B., & Rosenzweig, E. (2010, July). Children's initial spelling strategies: 'Bear' is not bigger than 'mosquito'? Society for the Scientific Study of Reading, Berlin.
- Robins, S., & Treiman, R. (2010, July). Learning about writing begins informally: How parents and children talk about letters. Society for the Scientific Study of Reading, Berlin.
- Yin, L., & Treiman, R. (2010, July). Young Chinese children differentiate between drawing and writing. Society for the Scientific Study of Reading, Berlin.
- Read, C., & Treiman, R. (2009, Dec.). Children's invented spelling: What we have learned in forty years. Rich languages from poor input: Workshop in honor of Carol Chomsky, Boston, MA. (invited talk)
- Simpson, B. G., Park-Diener, U-S., Fugett, A., & Treiman, R. (2009, Nov.). Extracting phonological information from systematic alphabetic form. Psychonomic Society, Boston, MA. (poster).
- Treiman, R. (2009, August). Spelling in children with dyslexia. Ord09, Konfernce om Læsevandskeligheder. Copenhagen, Denmark (keynote address).
- Kessler, B., & Treiman, R. (2009, June). Learning about the role of context in spelling-to-sound translation: The case of initial *c* and *g* in English. Society for the Scientific Study of Reading, Boston, MA.

Pollo, T. C., Kessler, B., & Treiman, R. (2009, June). Do children's prephonological writing patterns predict later spelling performance? Society for the Scientific Study of Reading, Boston, MA.

Treiman, R. (2009, June). What do editors and reviewers look for? Pre-conference Skills Development Workshop, Society for the Scientific Study of Reading, Boston, MA.

Treiman, R., Kessler, B., & Caravolas, M. (2009, June). Children's knowledge about the shapes of Latin letters. Society for the Scientific Study of Reading, Boston, MA.

Treiman, R. (2008, Oct.). Implications of research on spelling development for teaching. Illinois Branch of the International Dyslexia Society, Oakbrook Terrace, IL.

Treiman, R. (2008, Oct.). Spelling development in typical and dyslexic children. Illinois Branch of the International Dyslexia Society, Oakbrook Terrace, IL. (keynote address)

Treiman, R., & Kessler, B. (2008, Sept.). Similarities among the shapes of writing and their effects on learning. Sixth International Workshop on Writing Systems. Braunschweig, Germany. (keynote address)

Hayes, H., Treiman, R., & Kessler, B. (2008, July). Predictors of spelling performance in deaf children with cochlear implants. Society for the Scientific Study of Reading, Asheville, NC. (poster)

Pollo, T. C., Treiman, R., & Kessler, B. (2008, July). The nature of young children's nonphonological spellings. Society for the Scientific Study of Reading, Asheville, NC.

Treiman, R. (2008, March). Learning to spell in English. British Dyslexia Association, Harrogate, England. (Nata Goulandris Memorial Lecture).

Treiman, R. (2008, February). Beyond phonology. Reading and Phonology Workshop. University of Warwick, England.

Eddington, D., Elzinga, D., Treiman, R. & Davies, M. (2008, January). The syllabification of American English: Evidence from a large-scale experiment. CUNY Conference on the Syllable. New York, NY.

Bourassa, D., & Treiman, R. (2007, July). Use of morphology in spelling: A comparison of children with dyslexia and typically developing children. Society for the Scientific Study of Reading, Prague, Czech Republic. (poster)

Robins, S., & Treiman, R. (2007, July). How parents speak to their children about writing: Clues to the nature of print in young children's environments. Society for the Scientific Study of Reading, Prague, Czech Republic. (poster) (Also presented at Graduate Research Symposium, Washington University, February 2007; first prize.)

Treiman, R. (2007, July). The development of reading and spelling skills. Tsinghua University–Washington University Philosophy-Neuroscience-Psychology Summer Workshop. Beijing, China.

Treiman, R., Pennington, B., Shriberg, L., & Boada, R. (2007, July). Which children benefit from letter names in learning letter sounds? Society for the Scientific Study of Reading. Prague, Czech Republic.

Hayes, H., Geers, A., Treiman, R., & Moog, J. (2007, April). Receptive vocabulary development in deaf children with cochlear implants: Achievement in an intensive oral educational setting. International Conference on Cochlear Implants in Children. Charlotte, NC. (poster)

Ellefson, M., Treiman, R., & Kessler, B. (2007, March). Learning to label letters by names or sounds. Society for Research in Child Development. Boston, MA.

Treiman, R. (2006, Nov.). Learning to spell in English. Samuel Torrey and June Lyday Orton Memorial Lecture. International Dyslexia Association, Indianapolis, IN. (Keynote address).

Pollo, T. C., Treiman, R., & Kessler, B. (2006, July). How do preschoolers use letter names to select spellings? Society for the Scientific Study of Reading. Vancouver, Canada. (poster)

Treiman, R., Cohen, J., Mulqueeny, K., Kessler, B., & Schechtman, S. (2006, July). Young children's knowledge about printed names. Society for the Scientific Study of Reading. Vancouver, Canada.

Treiman, R., & Kessler, B. (2005, Nov). Variability in spelling-to-sound translation. Perspectives on Linguistic Variation Workshop. St. Louis, MO.

Treiman, R., & Kessler, B. (2005, Nov.). Long-distance anticipatory effects in spelling-to-sound translation. Psychonomic Society, Toronto.

Ashby, J., Treiman, R., Kessler, B., & Rayner, K. (2005, Aug.). How are vowels processed during silent reading? European Conference on Eye Movements, Bern, Switzerland.

Bourassa, D., Treiman, R., & Kessler, B. (2005, July). Use of morphology in spelling by children with dyslexia and typically developing children. Canadian Society for Brain, Behaviour and Cognitive Science, Montreal. (poster)

Treiman, R. (2005, July). Knowledge of letter names and letter sounds in children with language disorders. Speech, Language, and Literacy Development Mini-conference. Denver, CO.

Hayes, H, Treiman, R., & Kessler, B. (2005, June). Children use vowels to help them spell consonants. Society for the Scientific Study of Reading, Toronto. (poster) (Also presented at Education Forum, Washington University, May 2005)

Pollo, T. C., Treiman, R., & Kessler, B. (2005, June). Beginning spellers exploit inexact letter-name matches. Society for the Scientific Study of Reading, Toronto. (poster)

Lehtonen, A., & Treiman, R. (2005, June). Training effects in adults' use of different-sized phonological units. Society for the Scientific Study of Reading, Toronto. (poster)

Treiman, R., (2005, May). A megastudy of syllabification in English. Show Me Mental State Conference, Columbia, MO.

Treiman, R., Kessler, B., & Pollo, T. (2005, April). U.S. and Brazilian preschoolers' knowledge of letter names: Variability across letters, languages, and children. Society for Research in Child Development, Atlanta, GA.

Ashby, J., Treiman, R., Kessler, B., Martin, A., & Rayner, K. (2004, Nov.). Minimality principle reconsidered: Evidence for the early use of elaborated phonological representations during silent reading. Psychonomic Society, Minneapolis, MO. (poster)

Kessler, B., & Treiman, R. (2004, June). Sensitivity to statistical contextual patterns when spelling consonants in English. Society for the Scientific Study of Reading, Amsterdam.

Lehtonen, A. & Treiman, R. (2004, June). Not as perfect as assumed: Phonological effects in adults' phoneme awareness performance. Society for the Scientific Study of Reading, Amsterdam.

Pollo, T., Kessler, B., & Treiman R. (2004, June). Influence of writing systems on young children's spelling in English and Portuguese. Society for the Scientific Study of Reading, Amsterdam. (poster)

Treiman, R., & Kessler, B. (2004, June). The case of case: Children's knowledge and use of upper- and lower-case letters. Society for the Scientific Study of Reading, Amsterdam.

Treiman, R. (2004, May). Linguistics, reading, and spelling. Show Me Mental State Conference, St. Louis, MO. (Keynote address)

Bowman, M., & Treiman, R. (2004, April). Back to the basics: Using alphabet letters as stepping stones to literacy. Conference on Promoting the Well-Being of Children and Youth in Urban America. Detroit, MI.

Ashy, J., Treiman, R., Kessler, B., & Rayner, K. (2003, Nov.). Parafoveal processing of vowel contexts: Evidence from eye movements. Psychonomic Society, Vancouver, Canada. (poster)

Balota, D., Hutchison, K., Yap, M., Cortese, M., Neely, J., Nelson, D., Simpson, G., & Treiman, R. (2003, Nov.) The English Lexicon Project: A web-based repository for 40,481 English words and nonwords. Psychonomic Society, Vancouver, Canada.

Treiman, R., Kessler, B., Bick, S., & Davis, M. (2003, Nov.). Influence of consonantal context on the pronunciation of vowels: Evidence from children. Psychonomic Society, Vancouver, Canada.

Bourassa, D., & Treiman, R. (2003, June). Spelling in dyslexic children: Analyses from the Treiman-Bourassa Early Spelling Test. Canadian Society for Brain, Behaviour and Cognitive Science, Hamilton, Ontario. (poster)

Treiman, R., & Kessler, B. (2003, April). Letter names in English and other writing systems. In Symposium "Letter Names as a Foundation for Reading and Spelling: Cross-language Perspectives" (R. Treiman & I. Levin, Chairs). Society for Research in Child Development. Tampa, FL.

Treiman, R. (2002, Nov.). Linguistics and spelling. Murray Kinloch Memorial Lecture, Atlantic Provinces Linguistic Association, St. Johns, Newfoundland. (Plenary address)

Treiman, R., Kessler, B., & Bick, S. (2002, Nov.). Effects of consonantal context on pronunciation of vowels by humans and models. Psychonomic Society. Kansas City, MO.

Bernstein, S.E. & Treiman, R. (2002, June). Do children use consonantal context when learning the pronunciation of vowel graphemes? Society for the Scientific Study of Reading. Chicago, IL.

Bowman, M., & Treiman, R. (2002, June). The special status of word-initial letter names in connecting print and speech. Society for the Scientific Study of Reading. Chicago, IL.

Kessler, B., Treiman, R., & Bick, S. (2002, June). Use by skilled spellers of context-sensitive patterns: Onsets and codas constrain the spelling of English vowels. Society for the Scientific Study of Reading. Chicago, IL.

Treiman, R., Bowey, J., & Bourassa, D. (2002, June). Segmentation of spoken words into syllables by English-speaking children as compared to adults. Society for the Scientific Study of Reading. Chicago, IL.

Bowman, M., & Treiman, R. (2002, March). Using known learning factors to develop effective teaching methods. Teaching and Learning with New Technologies Conference. Detroit, MI.

Kessler, R., & Treiman, R. (2001, Nov.) Factors that influence oral reading. NATO Advanced Study Institute on Orthography, Phonology, and Literacy. Il Ciocco, Italy.

Treiman, R. (2001, Nov). Learning about letters. NATO Advanced Study Institute on Orthography, Phonology, and Literacy. Il Ciocco, Italy. (Invited talk)

Treiman, R., Kessler, B., & Bourassa, D. (2001, June). Children's own names influence their spelling. Society for the Scientific Study of Reading. Boulder, CO.

McBride-Chang, C., & Treiman, R. (2001, April). What's in a letter? What letter knowledge contributes to children's reading of English as a second language. Society for Research in Child Development. Minneapolis, MN.

Ross, S., & Treiman, R. (2001, April). Are young children logographic readers? Society for Research in Child Development. Minneapolis, MN.

Kessler, B., & Treiman, R. (2000, November). Relationships between sounds and letters in English monosyllables. Psychonomic Society. New Orleans, LA.

Treiman, R., & Barry, C. (2000, July). Dialect and orthography: Some differences between American and British spellers. Society for the Scientific Study of Reading. Stockholm, Sweden.

Bowman, M., & Treiman, R. (2000, May). What kinds of relationships between spellings and sounds make sense to young children? Midwestern Psychological Association, Chicago, IL. (Winner of 1st prize in Graduate Student Poster Day, Wayne State University, Nov. 2000)

Treiman, R. (1999, September). Sources of information in children's spelling. European Commission COST A8 Dyslexia Conference. Cambridge, England. (Invited talk)

Treiman, R. (1999, June). The foundations of literacy. American Psychological Society, Denver, CO. (Invited address)

Treiman, R., & Bourassa, D. (1999, April). Written and oral spelling in children: The pencil is mightier than the mouth. Society for the Scientific Study of Reading. Montreal, Canada.

Cutler, A., Treiman, R., and van Ooijen, B. (1998, December). Orthografik inkoncistensy epheks in foneme detektion? International Conference on Spoken Language Processing, Sydney, Australia.

Treiman, R., Bowman, M., Rodriguez, K., & Mansharamini, N. (1998, November). Young children use letter names to relate print and speech. Psychonomic Society, Dallas, TX.

Bernstein, S., & Treiman, R. (1988, April). Analogy and context sensitivity in children's spelling. Society for the Scientific Study of Reading, San Diego, CA.

Treiman, R., & Broderick, V. (1998, April). What's in a name? Children's knowledge about the letters in their own names. Society for the Scientific Study of Reading, San Diego, CA.

Treiman, R., Tincoff, R., Rodriguez, K., Mouzaki, A., & Francis, D. J. (1997, April). The foundations of literacy: Learning the sounds of letters. Experimental Psychology Conference, Geelong, Australia.

Treiman, R., & Cassar, M. (1996, Nov.). Can children and adults focus on sound as opposed to spelling in a phonological awareness task? Psychonomic Society, Chicago, IL.

Treiman, R., Kessler, B., Knewasser, S., Tincoff, R., & Bowman, M. (1996, July). Phonotactic patterns in English words and speakers' sensitivity to these patterns. Fifth Conference on Laboratory Phonology, Evanston, IL.

Treiman, R. (1996, May). Why spelling? The benefits of incorporating spelling into beginning reading instruction. Conference on word recognition in beginning literacy. College Park, MD. (Invited talk)

Cassar, M., & Treiman, R. (1996, April). Is early spelling only phonetic? Young children's knowledge about letter patterns. Society for the Scientific Study of Reading, New York, NY. (poster)

Treiman, R. (1996, February). Learning to spell – beginning strategies. Symposium on integrated direct instruction – Balancing phonics and whole language. Oklahoma City, OK. (Invited talk)

Gross, J., Treiman, R., & Inman, J. (1995, May). Not all letters are alike: The role of phonology in word recognition. Midwestern Psychological Association, Chicago, IL.

Treiman, R. (1995, May). Spelling in normal and dyslexic children. National Dyslexia Research Foundation, Kauai, HI. (Invited talk)

Treiman, R. (1995, April). Discussant for symposium: The role of orthography in literacy acquisition. Society for Research in Child Development, Indianapolis, IN.

Treiman, R. (1995, April). Participant in conversation hour: How reading affects cognitive development. Society for Research in Child Development, Indianapolis, IN.

Treiman, R., Goswami, U., & Tincoff, R. (1995, March). Effects of dialect on children's spelling. Society for Research in Child Development, Indianapolis, IN. (Invited talk)

Kessler, B., & Treiman, R. (1994, November). Distributions of phonemes in English CVC words and implications for language processing. Psychonomic Society, St. Louis, MO.

Treiman, R. (1994, October). Learning to spell in English. NATO Advanced Study Institute on Cognitive and Linguistic Bases of Reading, Writing, and Spelling. Alvor-Algarve, Portugal. (Invited talk)

Treiman, R. (1994, Oct.) The special role of rimes in the description, use, and acquisition of English orthography. NATO Advanced Study Institute on Cognitive and Linguistic Bases of Reading, Writing, and Spelling, Alvor/Algarve, Portugal. (Invited talk)

Cassar, M., & Treiman, R. (1994, May). What children know about consonant doublets. Midwestern Psychological Association, Chicago, IL. (poster)

Treiman, R. (1994, January). Young children's spellings shed light on their phonological representations. Linguistic Society of America, Boston, MA. (Invited talk)

Treiman, R., Mullennix, J., & Bijeljac-Babic, R. (1993, November). Spelling-sound relations in English and their effects on reading. Psychonomic Society, Washington, DC.

Varnhagen, C., & Treiman, R. (1993, April). On-line investigation of children's spelling. American Educational Research Association, Atlanta, GA.

Treiman, R. (1993, January). Acquisition de l'écriture en anglais. Premières Rencontres Nationales de la Lecture et de l'écriture, Paris, France. (Invited talk)

Treiman, R., Fowler, C. A., & Gross, J. (1992, July). Are the syllables of multisyllabic words structured in terms of onsets and rimes? International Congress of Psychology, Brussels, Belgium. (Invited talk)

Gross, J., Treiman, R., & Fowler, C. A. (1992, April). The role of onsets and rimes in polysyllabic words. Midwestern Psychological Association, Chicago, IL. (poster)

Treiman, R., & Fowler, C. A. (1991, November). Differences in cohesiveness among different types of word-initial consonant clusters. Psychonomic Society, San Francisco, CA. (poster)

Bruck, M., & Treiman, R. (1991, April). Learning to read: The limitations of analogies. Society for Research in Child Development, Seattle, WA.

Treiman, R., Straub, K., & Lavery, P. (1990, November). Syllabification of bisyllabic nonwords: Evidence from short-term memory errors. Psychonomic Society, New Orleans, LA.

Treiman, R. (1990, May). The value of independent writing and spelling. International Reading Association, Atlanta, GA. (Invited talk)

Treiman, R., Goswami, U., & Bruck, M. (1990, April). Phonological and orthographic units in the pronunciation of nonwords. American Educational Research Association, Boston, MA.

Zukowski, A., & Treiman, R. (1989, April). What happened to the "n" of went? Children's consonant omissions in spellings of final consonant clusters. Society for Research in Child Development, Kansas City, MO.

Treiman, R. (1988, November). Levels of phonological awareness. Orton Society, Tampa, FL. (Invited talk)

Treiman, R. (1988, July). Children's spelling. Workshop on phonology, morphology, and orthography, Krems, Austria. (Invited talk)

Treiman, R. (1988, July). Experimental studies of syllabification. Sixth International Phonology Meeting, Krems, Austria.

- Treiman, R., & Danis, C. (1987, November). Syllabification of intervocalic consonants. Psychonomic Society, Seattle, WA.
- Treiman, R. (1987, May). Children' attention to units within words. Midwestern Psychological Association, Chicago, IL.
- Treiman, R. (1987, May). Spelling in first grade children. Midwestern Psychological Association, Chicago, IL.
- Treiman, R. (1987, April). Levels of phonological awareness. American Educational Research Association, Washington, DC.
- Treiman, R. (1987, January). Spelling in first grade children. Interdisciplinary Conference, Jackson Hole, WY.
- Jakimik, J., & Treiman, R. (1986, August). The literate listener: Effects of spelling on syllable judgments. Cognitive Science Society, Amherst, MA.
- Treiman, R., & Chafetz, J. (1986, July). Are there onset- and rime-like units in printed words? Attention and Performance XII, Windsor, England. (Invited talk)
- Treiman, R. (1986, March). The role of intrasyllabic units in learning to read and spell. Conference on Early Reading, University of Texas, Austin, TX. (Invited talk)
- Treiman, R. (1984, November). Memory errors and syllable structure. Psychonomic Society, San Antonio, TX.
- Treiman, R. (1984, October). Language processing approach to children' spelling. Merrill-Palmer Society, Detroit, MI. (Invited talk)
- Treiman, R. (1984, May). Syllable structure and language processing. Hoosier Mental Life Conference, Bloomington, IN.
- Treiman, R. (1983, November). Onsets and rimes as units of syllables: Evidence from children. Psychonomic Society, San Diego, CA
- Treiman, R. (1983, October). Phonetic aspects of first graders' creative spellings of consonants. Boston University Conference on Language Development, Boston, MA.
- Treiman, R., & Hirsh-Pasek, K. (1983, October). Individual differences in reading style among dyslexic boys. Boston University Conference on Language Development, Boston, MA.
- Treiman, R., & Hirsh-Pasek, K. (1983, August). The role of phonological recoding for deaf readers. American Psychological Association, Anaheim, CA.

Treiman, R. (1983, April). Phonology and spelling. Midwest Child Phonology Conference, West Lafayette, IN.

Treiman, R. (1983, April). Phonemic analysis and the development of spelling. Society for Research in Child Development, Detroit, MI.

Treiman, R. (1982, November). The structure of spoken syllables: Evidence from novel word games. Psychonomic Society, Minneapolis, MN.

Treiman, R. (1982, October). Children's categorizations of stops after /s/. Boston University Conference on Language Development, Boston, MA.

Treiman, R. (1982, October). Psychological issues in language and language research. H. L. Smith Conference on Educational Research, Bloomington, IN. (Invited talk)

Treiman, R., Hirsh-Pasek, K., & Schneiderman, M. (1982, April). Brown and Hanlon revisited: Mothers' sensitivity to ungrammatical forms. Southeastern Conference on Human Development, Baltimore, MD.

Treiman, R., & Baron, J. (1981, April). Phonemic analysis training with prereaders. Society for Research in Child Development, Boston, MA.

Treiman, R. (1981, January). Relations between spoken syllables in children and adults. Interdisciplinary Conference, Park City, UT.

Hirsh-Pasek, K., & Treiman, R. (1980, April). Doggerel: Motherese in a new context. Southeastern Conference on Human Development, Alexandria, VA.

Hirsh-Pasek, K., & Treiman, R. (1979, September). Reading in the congenitally deaf. Boston University Conference on Language Development, Boston, MA.

Treiman, R., Baron, J., & Luk, K. (1979, April). Type of orthography affects use of sound in silent reading. Eastern Psychological Association, Philadelphia, PA.

Baron, J., & Treiman, R. (1978, September). Use of orthography in reading and learning to read. Cross-language Conference on Orthography, Reading, and Dyslexia, Bethesda, MD. (Invited talk)

Invited talks at universities and research institutes:

Macquarie Centre for Cognitive Science, 2011

University of Tasmania, School of Psychology, 2011

University of Chicago, Education Program, 2009

University of Oxford (England), Education Department, 2008

University of Warwick (England), Psychology Department, 2008

Université Paris Descartes (France), Psychology Department, 2008
 University of Liverpool (England), Psychology Department, 2007
 University of York (England), Psychology Department, 2007, 2008
 University of Chicago, Psychology Department, 2006
 Institute for Applied Psychology, Lisbon (Portugal), 2004
 St. Louis University, Psychology Department, 2003
 Northwestern University, Department of Communication Sciences and Disorders, 2003
 Washington University School of Medicine, Department of Pediatrics, 2003
 University of Missouri Columbia, Psychology Department, 2003
 Washington University, Psychology Department, 2002
 State University of New York at Binghamton, Psychology Department, 2002
 Central Institute for the Deaf, 2002
 Duke University, Psychology: Social and Health Sciences Department, 2001
 University of Iowa, Psychology Department, 2001
 Chinese University of Hong Kong, Psychology Department, 2001
 South China Normal University (China), 2001
 University of Massachusetts, Psychology Department, 2001
 University of Maryland, Psychology Department, 2001
 Haskins Laboratories, 2001
 Merrill-Palmer Institute, Wayne State University, 2000
 Pennsylvania State University, Psychology Department, 2000
 University of Illinois, Psychology Department, 2000
 University of Missouri, Psychology Department, 1999
 Queensland University (Australia), Psychology Department, 1997
 University of New England (Australia), Psychology Department, 1997
 Melbourne University (Australia), Psychology Department, 1997
 LaTrobe University (Australia), Psychology Department, 1997
 University of New South Wales (Australia), Psychology Department, 1997
 Macquarie University (Australia), Psychology Department, 1997
 Massey University (New Zealand), School of Education, 1997
 Wayne State University, Psychology Department, 1997
 Yale University, Psychology Department, 1996
 Institut National de Recherche Pédagogique (France), 1996
 Université de Bourgogne (France), Psychology Department, 1996
 Université de Poitiers (France), Psychology Department, 1996
 University of Notre Dame, Psychology Department, 1996
 University of Alberta, Linguistics Department, 1995
 State University of New York at Buffalo, Psychology Department, 1994
 University of Cambridge (England), Experimental Psychology Department, 1993
 CNRS Laboratoire H.E.S.O. (Histoire et structure des orthographes et des systèmes d'écriture) (France), 1993
 University of Sussex (England), Psychology Department, 1993
 University of Wales (Wales), Psychology Department, 1993
 University of York (England), Psychology Department, 1993
 Reading University (England), Psychology Department, 1993
 Oxford University (England), Experimental Psychology Department, 1993

Medical Research Council Child Development Unit (England), 1993
Birkbeck College (England), Psychology Department, 1993
Goldsmith's College (England), Psychology Department, 1993
Max Planck Institute for Psycholinguistics (The Netherlands), 1993
University of Arizona, Linguistics Department, 1993
Medical Research Council Applied Psychology Unit, 1992, 1993
Université Libre de Bruxelles (Belgium), Psychology Laboratory, 1992
Haskins Laboratories, 1992
University of Alberta, Psychology Department, 1991
University of Washington, School of Education, 1991
Indiana University, Speech Research Laboratory, 1991
Wayne State University, Psychology Department, 1990
Wayne State University, Linguistics Program, 1989
Ohio State University, Psychology Department, 1989
McGill University, Psychology Department, 1988
Haskins Laboratories, 1988
University of Colorado, Psychology Department, 1987
University of Alberta, Linguistics Department, 1987
University of Wisconsin, Psychology Department, 1985
St. Andrews University (Scotland), Psychology Department, 1985
University of Lancaster (England), Psychology Department, 1985
Oxford University (England), Experimental Psychology Department, 1985
Medical Research Council Applied Psychology Unit (England), 1985
University College London (England), Psychology Department, 1985
Université Libre de Bruxelles (Belgium), Psychology Laboratory, 1985
University of Michigan, Psychology Department, 1984
Michigan State University, Psychology Department, 1984

Talks to general public and teachers' groups:

Leverhulme Lecture, University of York, 2008
Flynn Park School Parent Teacher Association, 2006
St. Louis Public Schools Parent Assembly, 2005
Washington University Nursery School, 2004
Delmar-Harvard Elementary School, 2004
Moog Center for Deaf Education, 2003
Washington University Sesquicentennial Celebration, 2003
Central Institute for the Deaf, 2003
Oklahoma City School Board, 1996
Edmonton (Alberta) Catholic School Board, 1991

Memberships in professional organizations:

Association for Psychological Science

Association for Written Language and Literacy
International Reading Association
Psychonomic Society
Society for Research in Child Development
Society for the Scientific Study of Reading

Editorial activities:

Editor:

Editor of two special issues of *Journal of Experimental Child Psychology*, 2005
Editor of *Journal of Memory and Language*, 1997–2001
Editor of special issue of *Reading and Writing*, 1997

Editorial Board Member:

Current

Child Development, 1987–1995; 2003–2007; 2011–present
Journal of Experimental Child Psychology, 1987–present
Journal of Memory and Language, 1988–1996; 2001–present
Reading Research Quarterly, 2006–present
Reading and Writing, 1996–present
Writing Systems Research, 2008–present
Written Language and Literacy, 2008–present

Past

Scientific Studies of Reading, 2001–2003
Journal of Experimental Psychology: Learning, Memory, and Cognition, 1995–1996
Memory & Cognition, 1987–1988
Psychological Science, 1995–1998; 2007–2011

Reviewer for Other Journals:

Acta Psychologica; *American Journal on Mental Retardation*; *Annals of Dyslexia*;
Applied Cognitive Psychology; *Applied Psycholinguistics*; *Behavior Research Methods*;
Behavioral and Brain Sciences; *Bilingualism: Language and Cognition*; *British Journal of
Developmental Psychology*; *British Journal of Psychology*; *Canadian Journal of Experimental
Psychology*; *Canadian Journal of Psychology*; *Cognition*; *Cognitive, Affective, and Behavioral
Neuroscience*; *Cognitive Development*; *Cognitive Neuropsychology*; *Cognitive Psychology*;
Cognitive Science; *Developmental Neuropsychology*; *Developmental Psychology*; *Early
Childhood Research Quarterly*; *Elementary School Journal*; *European Journal of Psychology of
Education*; *International Journal of Behavioral Development*; *Journal of Applied Developmental
Psychology*; *Journal of Child Language*; *Journal of Child Psychology and Psychiatry*; *Journal of
Cognition and Development*; *Journal of Educational Psychology*; *Journal of Experimental
Psychology: General*; *Journal of Experimental Psychology: Human Perception and*

Performance; Journal of Learning Disabilities; Journal of Literacy Research; Journal of Phonetics; Journal of Reading Behavior; Journal of Research in Reading; Journal of Research on Educational Effectiveness; Journal of Speech, Language, and Hearing Research; Language and Education; Language and Speech; Language Learning; Language, Speech, and Hearing Services in Schools; Learning and Individual Differences; Learning and Instruction; Linguistic Inquiry; Linguistics; Memory; Merrill-Palmer Quarterly; Neuropsychologia; Perception & Psychophysics; Perceptual and Motor Skills; Psychological Bulletin; Psychological Reports; Psychological Review; Psychological Science in the Public Interest; Psychonomic Bulletin & Review; Review of Educational Research; Quarterly Journal of Experimental Psychology

Advisory Board Member for *Literacy Studies* book series, Kluwer Academic Press

Service:

Departmental:

Linguistics Search Committee, 2003–2004
Space Committee, 2002–2008
Admissions and Recruitment Committee, Chair, 2001–2002
By-Laws Revision Committee, 2000
Salary and Personnel Committee, 1997–1999, 2001–2002
Department Planning Committee, 1999–2000
Cognitive Search Committee, Co-chair 1996–1997, Chair 1997–1998
Strategic Planning Committee, 1996–1997
Chair, Cognitive Area, 1993–2001
Policy Advisory Committee, 1993–1996
Faculty Search Committee, 1988–1989
Lewis Award Committee, 1987–1988, 1995–1996
Undergraduate Curriculum Committee, 1984–1987

College/University

University Judicial Board, 2010–
Olin Fellowship Selection Committee, 2007
Affiliate Faculty, Department of Education, 2003–
Hilltop Committee on Research Integrity, 2003–
Children’s Studies Committee, 2002–
Member of Graduate Research Assistantship Committee, 2000
Member of Psychology Chair Evaluation Committee, 1999–2000
Member of College of Liberal Arts GRA Selection Committee, 1999
Member of Provost’s Research Advisory Group, 1998–1999
Member of search committee for Audiology, Speech-Language Pathology
Department, 1997–1998
College of Science Promotion and Tenure Committee, 1996, 1998 (elected
committee); elected committee spokesperson for 1996, 1998
Member of standard setting panel for Test of Spoken English, 1995

College of Science Faculty Merit Evaluation Committee, 1994, 1995
Selection Committee for Board of Governors Faculty Recognition Award,
1994, 1996
Library Liaison for Linguistics Program, 1995–2002
Linguistics Program Committee, 1984–2002
Social Science Review Panel for Faculty Awarded Graduate Research
Assistantships, 1989
Faculty instructor for seminar on grant proposal writing for graduate
students, 1988
Ad hoc Evaluation Committee of Research Award Program, 1986

Other professional service:

Reviewing for granting agencies:

Panel reviews:

National Institutes of Health: Special Emphasis Panels, 2008, 2009, 2011
National Institutes of Health: Language and Communication Panel
Member, 2003–2006
National Institutes of Health Reviewers Reserve, 1995–1999
National Institute of Mental Health: Perception and Cognition Review Panel
Member, 1991–1993
Chair, 1993–1995

Other reviews:

Agence National de la Recherche (France); Australian Research Council;
Economic and Social Research Council (UK); European Research Council;
Human Frontier Science Program; International Dyslexia Association; Israeli
Science Foundation; Leverhulme Trust (UK); Medical Research Council (UK);
National Science Foundation Child Learning and Development Program; National
Science Foundation Linguistics Program; National Science Foundation Memory
and Cognition Program; National Science Foundation Perception, Action, and
Cognition Program; National Institute of Education, Office of Educational
Research and Improvement; Natural Sciences and Engineering Research Council
of Canada; Nuffield Foundation (UK); Social Sciences and Humanities Research
Council of Canada; United States-Israel Binational Science Foundation;
Wellcome Trust (UK)

Other grant-related service:

Participant in Educational Research Initiative Workshop (U.S. Dept. of
Education and National Science Foundation), 1998

Reviewing for academic publishers and test developers:

Blackwell Publishers; Educational Testing Service; International Reading Association; Kluwer Academic Publishers; Lawrence Erlbaum Associates; Oxford University Press; MIT Press; RoutledgeFalmer; University of Chicago Press

Service for professional organizations:

Reviewer for Society for Research in Child Development for 1995, 1997, 1999, 2001, and 2003 meetings

Board Member, Society for the Study of Reading, 1997–2000 (elected position)

Advisory Council, International Association for the Study of Attention and Performance, 1992–2000 (appointed position)

Local Representative, Midwestern Psychological Association, 1990–2002

Executive Council, Midwestern Psychological Association, 1992–1994 (elected position)

Chair, Program Committee, Midwestern Psychological Association: 1990–1991 (appointed position)

Member, Program Committee, Midwestern Psychological Association, 1987–1988 (appointed position)

Service for educational organizations:

Consultant for Educational Testing Service on tests of reading teachers' knowledge, 2005–2006

Steering committee for curriculum-related grant proposal, Central Institute for the Deaf, 2003

Teaching:

Undergraduate courses taught:

Developmental Psychology

Language Acquisition

Learning to Talk and Learning to Read

Psychology of Language

Cognitive Processes

Laboratory in Cognitive Processes

Psychology of Reading

Psychology of Reading and Reading Development

Topics in Psycholinguistics

Graduate courses taught:

Cognitive Development

Advanced Topics in Developmental Psychology

Cognitive Psychology

Language and Cognitive Development

Psycholinguistics

Psychology of Reading

Seminar in Cognitive Processes

Literacy
Psychology of Reading and Reading Development

Theses and dissertations directed or co-directed:

Shoko Otake, senior honors thesis, "Differentiation of writing and drawing in preschool children," 2011.

Bradley Matherne, senior thesis, "Advantages of whole language bases versus linguistic based instruction," 2010.

Katherine Hutson, senior capstone paper, "Print salience in children's books," 2009.

Heather Hayes, Ph.D. thesis, "Spelling in deaf children who wear cochlear implants," 2009. (Heather Hayes is now Assistant Professor and Director of Deaf Education Studies, Program in Audiology and Communication Sciences, School of Medicine, Washington University in St. Louis)

Tatiana Cury Pollo, Ph.D. thesis, "The nature of young children's phonological and nonphonological spellings," 2008 (winner of New York Academy of Sciences Psychology Section James McKeen Cattell Dissertation Award) (Tatiana Pollo is currently Assistant Professor, Universidade Federal de São João del-Rei, Brazil)

Rachel Asquith, master's thesis, "Local and global context effects in adult spelling," 2007.

Heather Hayes, master's thesis, "Young children use vowels to help them spell consonants," 2005.

Tatiana Cury Pollo, master's thesis, "Influence of writing systems on young children's spelling in English and Portuguese," 2004.

Jeremy Cohen, senior honors thesis, "Preschoolers' knowledge of conventional capitalization patterns in proper names and words," 2004.

Margo Bowman, Ph.D. thesis, "The effect of word-initial and word-final letter names on the reading and spelling performance of prereaders," 2003. (Margo Bowman is currently Senior Lecturer, Department of Psychology, Wayne State University)

Shannon Ross, master's thesis, "When are young children logographic readers?" 2001.

Marie Cassar, Ph.D. thesis, "The phonological and orthographic accuracy of dyslexic and non-dyslexic children's spelling," 2000. (Marie Cassar is currently Associate Professor, Department of Psychology, Saginaw Valley State University)

Margo Bowman, master's thesis, "Reading and spelling performance of prereaders and novice readers as influenced by visual distinctiveness, letter name, and letter sound knowledge," 1999.

Charles Reece, master's thesis, "Children's spelling of syllabic /r/ words: The development of silent vowel letter knowledge," 1998.

Christina Passejna, senior honors thesis, "The effects of phonology on the nonword and real word spellings of dyslexics," 1996.

Jennifer Gross, Ph.D. thesis, "Not all letters are alike: The role of phonology in reading," 1996. (Jennifer Gross is currently Associate Professor, Department of Psychology, Grand Valley State University)

Marie Cassar, master's thesis, "Beginning spellers' knowledge about double letters in written English," 1995.

Ruth Tincoff, senior honors thesis, "The effects of dialect on American and British children's spelling," 1994. (Ruth Tincoff is currently Assistant Professor, Department of Psychology, Bucknell University)

Jennifer Gross, master's thesis, "The hierarchy of the syllable: Evidence from polysyllables," 1992.

Andrea Zukowski, senior honors thesis, "Phonemes, syllables, onsets, and rimes: A developmental study of phonological awareness," 1988. (Andrea Zukowski is now Research Scientist, Department of Linguistics, University of Maryland)

Michele Trappe, senior honors thesis, "Orthographic knowledge among first grade children," 1987.

Judith Bradley, senior honors thesis, "The effects of stress, spelling, and consonant type on the placement of the middle consonant in word syllabication exercises," 1985.

Beatrice Gattuso, master's thesis, "Classifying by dimensions and reading: A comparison of the auditory and visual modalities," 1984.

External examiner for Ph.D. theses: Psychology, University of Tasmania (Z. Perry), 2009; Education, Central Queensland University, 2007 (S. Galletly); Psychology, University of Auckland, 2006 (A. Arrow); Psychology, University of New South Wales, 2002 (A. Alonzo); Psychology, University of Bourgogne, 2002 (M. Brand); Psychology, University of Western Ontario, 2001 (D. Chateau); Language Sciences, University of Lyon, 2001 (P. Pacot); Psychology, University of Bourgogne, 2000 (S. Pacton); Linguistics, University of Alberta, 1995 (Y. Yoon); Linguistics, University of Alberta, 1987 (M. Dow)

Postdoctoral researchers supervised:

Catalina Danis (now research staff member, IBM Watson Research Center)

Ranka Bijeljic-Babic (now Assistant Professor, Université Paris Descartes, France)

Stuart Bernstein (now Associate Professor, Middle Tennessee State University)

Derrick Bourassa (now Associate Professor, University of Winnipeg, Canada)

Brett Kessler (now Assistant Professor, Washington University in St. Louis)

Annikka Lehtonen (now researcher, University of Manchester, England)

Tatiana Pollo (now Assistant Professor, Universidade Federal de São João del-Rei, Brazil)