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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–present

Vising Professor and Fellow, University of Tasmania, 2011; 2017–2018

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:

Distinguished Scientific Contributions Award, Society for the Scientific Study of Reading, 2014

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 Association for Psychological Science, 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:

IES Grant (R324A190093), “Exploring the knowledge, skills and strategies teachers of students
 with visual impairments need to effectively teach braille reading and writing,” 2019–2023. Role:
 Consultant (Simon Fischer-Baum PI).

NSF Grant (BCS-1421279). “Preschoolers’ use of statistical learning to discover spelling and
 reading conventions prior to formal schooling,” 2014–2019. Role: PI. Total costs: \$620,000.

Tsinghua University (China), “Early precursors of reading and writing difficulty: A cross-
 cultural perspective,” 2012–2015. Total costs: \$47,298. Role: Co-investigator (Li Yin PI).

NICHD Grant (HD051610), “Children’s early knowledge of letters and spelling across
 languages,” 2007–2014. 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.

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

NICHD 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 and 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.

Books:

Pollatsek, A., & Treiman, R. (Eds.). (2015). *Oxford handbook of reading*. New York, NY: Oxford University Press.

Treiman, R., & Kessler, B. (2014). *How children learn to write words*. New York, NY: Oxford University Press.

Treiman, R. (Ed.). (1997). *Spelling*. Dordrecht, the Netherlands: Kluwer.

Treiman, R. (1993). *Beginning to spell: A study of first-grade children*. New York, NY: Oxford University Press.

Gough, P. B., Ehri, L. C., & Treiman, R. (Eds.) (1992). *Reading acquisition*. Hillsdale, NJ: Erlbaum. (Republished by Routledge in 2018)

Journal articles and book chapters:

- Treiman, R. (in press). Learning to write words. *Current Directions in Psychological Science*.
- Treiman, R., & Kessler, B. (in press). Learning and using written word forms. In L. R. Gleitman, A. Papafragou, & J. C. Trueswell (Eds.), *Oxford handbook of the mental lexicon*. New York: Oxford University Press.
- Treiman, R., Wolter, S., & Kessler, B. (in press). How sensitive are adults to the role of morphology in spelling? *Morphology*.
- Zhang, L., & Treiman, R. (in press). Preschool children's knowledge of letter patterns in print. *Scientific Studies of Reading*.
- Farry-Thorn, M., Treiman, R., Robins, S. (2020). Letter teaching in parent-child conversations. *Early Childhood Research Quarterly*, 53, 161–170.
- Treiman, R. (2020). Pilot, pilot, pilot. In R. J. Sternberg (Ed.), *My biggest research mistake: Adventures and misadventures in psychological research* (pp. 78–80). Thousand Oaks, California: Sage.
- Treiman, R., Rosales, N., Cusner, L., & Kessler, B. (2020). Cues to stress in English spelling. *Journal of Memory and Language*, 112.
- Treiman, R., & Wolter, S. (2020). Use of letter names benefits young children's spelling. *Psychological Science*, 31, 43–50.
- Zhang, L., & Treiman, R. (2020). Learning to spell phonologically: Influences of children's own names. *Scientific Studies of Reading*, 24, 229–240.
- Zhang, L., & Treiman, R. (2020). Spelling. In S. Hupp & J. Jewell (Eds.), *Encyclopedia of child and adolescent development*. New York, NY: Wiley.
- Treiman, R. (2019). Apprentissage statistique et orthographe. *Approche Neuropsychologique des Apprentissages chez l'Enfant*, 31, 739–749. (French-language adaptation of 2018 article in *Language, Speech, and Hearing Services in Schools*).
- Treiman, R., Cardoso-Martins, C., Pollo, T. C., & Kessler, B. (2019). Statistical learning and spelling: Evidence from Brazilian prephonological spellers. *Cognition*, 182, 1–7.
- Treiman, R., Decker, K., & Kessler, B. (2019). Adults' sensitivity to graphotactic differences within the English vocabulary. *Applied Psycholinguistics*, 40, 167–182.
- Treiman, R., Hulstlander, J., Olson, R. K., Willcutt, E. G., Byrne, B., & Kessler, B. (2019). The unique role of early spelling in the prediction of later literacy performance. *Scientific Studies of Reading*, 23, 437–444.

Treiman, R., & Kessler, B. (2019). Development of context-sensitive pronunciation in reading: The case of <c> and <g>. *Journal of Experimental Child Psychology*, *182*, 114–125.

Treiman, R., Kessler, B., & Caravolas, M. (2019). What methods of scoring young children's spelling best predict later spelling performance? *Journal of Research in Reading*, *42*, 80–96.

Treiman, R., Stothard, S. E., & Snowling, M. J. (2019). Letter sound knowledge in children from England. *Applied Psycholinguistics*, *40*, 1299–1311.

Otake, S., Treiman, R., Yin, L. (2018). Preschoolers' knowledge about language-specific properties of writing. *British Journal of Developmental Psychology*, *36*, 667–672.

Pacton, S., Jaco, A., Nys, M., Foulin, J-N., Treiman, R., & Peerean, R. (2018). Children benefit from morphological relatedness independently of orthographic relatedness when they learn to spell new words. *Journal of Experimental Child Psychology*, *171*, 71–83.

Treiman, R. (2018). Learning to spell: Phonology and beyond. In B. Rapp & M. McCloskey (Eds.), *Developmental dysgraphia*. New York, NY: Routledge. (Book version of 2017 special issue of *Cognitive Neuropsychology*).

Treiman, R. (2018). Statistical learning and spelling. *Language, Speech, and Hearing Sciences in Schools*, *49*, 644-652.

Treiman, R. (2018). Teaching and learning spelling. *Child Development Perspectives*, *12*, 235–239.

Treiman, R. (2018). What research tells us about reading instruction. *Psychological Science in the Public Interest*, *19*, 1–4.

Treiman, R., Decker, K., Robins, S., Ghosh, D., & Rosales, N. (2018). Parent–child conversations about literacy: An observational study. *Journal of Child Language*, *45*, 511–525.

Treiman, R., Kessler, B., Boland, K., Clocksin, H., & Chen, Z. (2018). Statistical learning and spelling: Older prephonological spellers produce more wordlike spellings than younger prephonological spellers. *Child Development*, *89*, e431-e443.

Treiman, R., & Wolter, S. (2018). Phonological and graphotactic influences on spellers' decisions about consonant doubling. *Memory & Cognition*, *46*, 614–624.

Otake, S., Treiman, R., & Yin, L. (2017). Differentiation of writing and drawing by U.S. two- to five-year-olds. *Cognitive Development*, *43*, 119–128.

Treiman, R. (2017). Learning to spell: Phonology and beyond. *Cognitive Neuropsychology*, *34*, 83–93.

Treiman, R. (2017). Learning to spell words: Findings, theories, and issues. *Scientific Studies of Reading, 21*, 265–276.

Treiman, R. (2017). Linguistics and reading. In M. Aronoff and J. Rees-Miller (Eds.), *Handbook of linguistics, 2nd edition* (pp. 617–626). Oxford, England: Wiley-Blackwell.

Treiman, R., & Boland, K. (2017). Graphotactics and spelling: Evidence from consonant doubling. *Journal of Memory and Language, 92*, 254–264.

Treiman, R., & Boland, K. (2017). Young children's knowledge about the links between writing and language. *Applied Psycholinguistics, 38*, 943-952.

Zhang, L., Yin, L., & Treiman, R. (2017). Chinese children's early knowledge about writing. *British Journal of Developmental Psychology, 35*, 349–358

Chetail, F., Treiman, R., & Content, A. (2016). Effect of consonant/vowel letter organisation on the syllable counting task: Evidence from English. *Journal of Cognitive Psychology, 28*, 32–43.

Rayner, K., Schotter, E. R., Masson, M. E. J., Potter, M. C., & Treiman, R. (2016). So much to read, so little time: How do we read, and can speed reading help? *Psychological Science in the Public Interest, 17*, 4-34.

Treiman, R., Hompluem, L., Gordon, J., Decker, K., & Markson, L. (2016). Young children's knowledge of the symbolic nature of writing. *Child Development, 87*, 583–592.

Treiman, R., & Kessler, B. (2016). Choosing between alternative spellings of sounds: The role of context. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 42*, 1154-1159.

Treiman, R., Kessler, B., Decker, K., & Pollo, T. C. (2016). How do prephonological writers link written words to their objects? *Cognitive Development, 38*, 89–98.

Treiman, R., Kessler, B., Pollo, T. C., Byrne, B., & Olson, R. K. (2016). Measures of kindergarten spelling and their relations to later spelling performance. *Scientific Studies of Reading, 20*, 349-362.

Treiman, R., Rosales, N., & Kessler, B. (2016). Characteristics of print in books for preschool children. *Writing Systems Research, 8*, 120–132.

Zhang, L., & Treiman, R. (2016). Learning to write. In H. Montgomery (Ed.), *Oxford bibliographies in childhood studies*. New York: Oxford University Press.
<http://www.oxfordbibliographies.com/>

Chetail, F., Balota, D., Treiman, R. & Content, A. (2015). What can megastudies tell us about the orthographic structure of English words? *Quarterly Journal of Experimental Psychology, 68*, 1519–1540.

Kemp, N., Treiman, R., Blackley, H., Svoboda, I., & Kessler, B. (2015). Lexical classification and spelling: Do people use atypical spellings for atypical pseudowords? *Reading and Writing: An Interdisciplinary Journal*, 28, 1187–1202.

Kessler, B., & Treiman, R. (2015). Writing systems: Their properties and implications for reading. In A. Pollatsek & R. Treiman (Eds.), *Oxford handbook of reading* (pp. 10–25). New York, NY: Oxford University Press.

Pollo, T. C., Treiman, R., & Kessler, B. (2015). Uma revisão crítica de três perspectivas sobre o desenvolvimento da escrita [A critical review of three perspectives in spelling development]. *Estudos de Psicologia*, 32, 449–459.

Sobaco, A., Treiman, R., Peereman, R., Borchardt, G. & Pacton, S. (2015). The influence of graphotactic knowledge on adults' learning of spelling. *Memory & Cognition*, 43, 593–604.

Treiman, R., & Bowman, M. (2015). Spelling in African American children: The case of final consonant devoicing. *Reading and Writing: An Interdisciplinary Journal*, 28, 1013–1028.

Treiman, R., Decker, K., Kessler, B., & Pollo, T. C. (2015). Variation and repetition in the spelling of young children. *Journal of Experimental Child Psychology*, 132, 99–110.

Treiman, R., Mulqueeny, K., & Kessler B. (2015). Young children's knowledge about the spatial layout of writing. *Writing Systems Research*, 7, 235–244.

Treiman, R., Schmidt, J., Decker, K., Robins, S., Levine, S. C., & Demir, E. C. (2015). Parents' talk about letters with their young children. *Child Development*, 86, 1406–1418.

Treiman, R., Seidenberg, M. S., & Kessler, B. (2015). Influences on spelling: Evidence from homophones. *Language, Cognition and Neuroscience*, 30, 544–554.

Zhang, L., & Treiman, R. (2015). Writing *dinosaur* large and *mosquito* small: Prephonological spellers' use of semantic information. *Scientific Studies of Reading*, 19, 434–445.

Bourassa, D., & Treiman, R. (2014). Spelling development and disability in English. In C. A. Stone, E. R. Silliman, B. J. Ehren, & G. P. Wallach (Eds.), *Handbook of language and literacy: Development and disorders* (2nd ed., pp. 569–583). New York, NY: Guilford.

Hayes, H., Treiman, R., & Geers, A. E. (2014). Spelling in deaf children with cochlear implants: Implications for instruction. In B. Arfé, J. Dockrell, & V. Berninger (Eds.), *Writing development in children with hearing loss, dyslexia or oral language problems: Implications for assessment and instruction* (pp. 45–54). New York, NY: Oxford University Press.

Pacton, S., Borchardt, G., Treiman, R., Lété, B., & Fayol, M. (2014). Learning to spell from reading: General knowledge about spelling patterns can distort memory for specific words. *Quarterly Journal of Experimental Psychology*, 67, 1019–1036.

Robins, S., Ghosh, D., Rosales, N., & Treiman, R. (2014). Letter knowledge in parent–child conversations: Differences between families differing in socio-economic status. *Frontiers in Psychology, 5*, 632.

Robins, S., Treiman, R., & Rosales, N. (2014). Letter knowledge in parent–child conversations. *Reading and Writing: An Interdisciplinary Journal, 27*, 407–429.

Treiman, R. (2014). Spelling. In P. J. Brooks & V. Kempe (Eds.), *Encyclopedia of Language Development* (pp. 595–597). Thousand Oaks, CA: Sage.

Treiman, R., Gordon, J., Boada, R., Peterson, R. L., & Pennington, B. F. (2014). Statistical learning, letter reversals, and reading. *Scientific Studies of Reading, 18*, 383–394.

Eddington, D., Treiman, R., & Elzinga, D. (2013). Syllabification of American English: Evidence from a large-scale experiment. Part I. *Journal of Quantitative Linguistics, 20*, 45–67.

Eddington, D., Treiman, R., & Elzinga, D. (2013). Syllabification of American English: Evidence from a large-scale experiment. Part II. *Journal of Quantitative Linguistics, 20*, 75–93.

Kessler, B., Pollo, T. C., Treiman, R., & Cardoso-Martins, C. (2013). Frequency analyses of prephonological spellings as predictors of later success in conventional spelling. *Journal of Learning Disabilities, 46*, 252–259.

Pacton, S., Foulin, J. N., Casalis, S., & Treiman, R. (2013). Children benefit from morphological relatedness when they learn to spell new words. *Frontiers in Psychology, 4*, 696.

Pacton, S., Sobaco, A., Fayol, M., & Treiman, R. (2013). How does graphotactic knowledge influence children’s learning of new spellings? *Frontiers in Psychology, 4*, 701.

Read, C., & Treiman, R. (2013). Children’s invented spelling: What we have learned in forty years. In M. Piattelli-Palmarini & R. C. Berwick (Eds.), *Rich languages from poor inputs* (pp. 197–211). New York, NY: Oxford University Press.

Treiman, R., & Allaith, Z. (2013). Do reading habits influence aesthetic preferences? *Reading and Writing: An Interdisciplinary Journal, 26*, 1381–1386.

Treiman, R., Pollo, T. C., Cardoso-Martins, C., & Kessler, B. (2013). Do young children spell words syllabically? Evidence from learners of Brazilian Portuguese. *Journal of Experimental Child Psychology, 116*, 873–890.

Treiman, R., & Kessler, B. (2013). Learning to use an alphabetic writing system. *Language Learning and Development, 9*, 317–330.

Treiman, R., & Kessler, B. (2013). Similarities among the shapes of writing and their effects on learning. In S. R. Borgwaldt & T. Joyce (Eds.), *Typology of writing systems* (pp. 41–59).

- Amsterdam, the Netherlands: John Benjamins. (book chapter version of 2011 journal publication).
- Treiman, R., Stothard, S. E., & Snowling, M. J. (2013). Instruction matters: Spelling of vowels by children in England and the US. *Reading and Writing: An Interdisciplinary Journal*, *26*, 473–487.
- Yin, L., & Treiman, R. (2013). Name writing in Mandarin-speaking children. *Journal of Experimental Child Psychology*, *116*, 199–215.
- Clifton, C., Jr., Meyer, A. S., Wurm, L. H., & Treiman, R. (2012). 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., pp. 523–547). New York, NY: Wiley.
- Robins, S., Treiman, R., Rosales, N., & Otake, S. (2012). Parent–child conversations about letters and pictures. *Reading and Writing: An Interdisciplinary Journal*, *25*, 2039–2059.
- Treiman, R., Levin, I., & Kessler, B. (2012). Linking the shapes of alphabet letters to their sounds: The case of Hebrew. *Reading and Writing: An Interdisciplinary Journal*, *25*, 569–585.
- Xiao, W., & Treiman, R. (2012). Iconicity of simple Chinese characters. *Behavior Research Methods*, *44*, 954–960.
- Hayes, H., Kessler, B., & Treiman, R. (2011). Spelling of deaf children who use cochlear implants. *Scientific Studies of Reading*, *15*, 522–539.
- Treiman, R. (2011). Spelling. In P. C. Hogan (Ed.), *Cambridge encyclopedia of the language sciences* (pp. 799–800). New York, NY: 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.

- Ellefsen, 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, NY: 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, 32*, 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, NY: 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, NY: 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*.

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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.

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Farry-Thorn, M., & Treiman, R. (2020). Who can read and what part of a book do they read? Pre-readers' knowledge about the nature of reading. Society for the Scientific Study of Reading, Newport Beach, CA. (conference canceled).

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Altmiller, R., & Treiman, R. (2019, July). Consonant doubling in elementary school spellers. Society for the Scientific Study of Reading, Toronto, Canada. (poster)

Treiman, R., & Wolter, S. (2019, July). Letter names help children begin to spell phonologically. Society for the Scientific Study of Reading, Toronto, Canada.

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Yin, L, Joshi, R. M., Treiman, R., Li, D., & Kim, S-K. (2019, March). Graphotactic as well as phonological influences on decisions about consonant doubling among non-native speakers of English. Association for Research and Reading in Asia, Goa, India.

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Olson, R. K., Hulslander, J., Treiman, R. (2018, July). Word reading and spelling accuracy: Same or different skills? Society for the Scientific Study of Reading, Brighton, England.

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Treiman, R. (2017, July). Graphotactic and phonological influences on spellers' choices between single and double consonants in English. Society for the Scientific Study of Reading, Halifax, NS, Canada. (in symposium "Studies of writing systems and implications for reading and writing," R. Treiman, organizer)

Treiman, R. (2017, June). Learning to spell. International Symposium on Literacy and Education. Corsica, France. (keynote address)

Treiman, R. (2016, October). Learning to spell: Beyond phonology. International Dyslexia Association, Orlando, FL. (part of invited symposium)

Farry-Thorn, M., & Treiman, R. (2016, July). Informal letter teaching in parent-child conversations. Society for the Scientific Study of Reading, Porto, Portugal. (poster)

Zhang, L., Yin, L., & Treiman, R. Chinese children's early knowledge about writing. (2016, July). Society for the Scientific Study of Reading, Porto, Portugal. (poster)

Treiman, R. (2016, July). Learning to spell words: Theories, findings, and issues. Society for the Scientific Study of Reading, Porto, Portugal. (invited address)

Treiman, R., Kessler, B., Decker, K., & Pollo, T. C. (2015, November). What do young children know about the symbolic function of writing? Psychonomic Society, Chicago, IL.

Otake, S., Treiman, R., & Yin, L. (2015, July). Preschoolers' knowledge about language-specific properties of writing. Society for the Scientific Study of Reading, Kohala Coast, HI.

Treiman, R., Decker, K., Kessler, B., & Pollo, T. C. (2015, July). Repetition and variation in the spelling of preschool children. Society for the Scientific Study of Reading, Kohala Coast, HI.

Otake, S., Treiman, R., & Yin, L. (2014, July). U.S. preschoolers' differentiation of writing and drawing. Society for the Scientific Study of Reading, Santa Fe, NM. (poster)

Treiman, R., Schmidt, J., Decker, K., Robins, S., Levin, S. C., & Demir, E. C. (2014, July). Parent letter talk and the home literacy environment. Society for the Scientific Study of Reading, Santa Fe, NM.

Chetail, F., Balota, D., Treiman, R., & Content, A. (2013, November). Effect of consonant/vowel pattern in visual word recognition: Evidence from the English Lexicon Project. Psychonomic Society, Toronto.

Treiman, R., Seidenberg, M. S., & Kessler, B. (2013, November). Influences on spelling: Evidence from homophones. Psychonomic Society, Toronto.

Binte Faizal, S. S., Treiman, R., & Kessler, B. (2013, July). The influence of writing systems on phonological spelling in English. Society for the Scientific Study of Reading, Hong Kong. (poster)

Chetail, F., Treiman, R., & Content, A. (2013, July). How the alternation of consonant and vowel letters determines the orthographic structure of written words. Society for the Scientific Study of Reading. Hong Kong.

Treiman, R., Markson, L., Hompluem, L., & Gordon, J. (2013, July). Young children's knowledge of the symbolic function of writing. Society for the Scientific Study of Reading. Hong Kong.

Binte Faizal, S. S., & Treiman, R. (2012, July). Doubling medial consonants: The role of statistical learning in spelling. Society for the Scientific Study of Reading, Montreal. (poster)

Kemp, N., Blackley, H, Cure, I., Treiman, R., & Kessler, B. (2012, July). Spelling pseudowords: The effects of task instructions and wordlikeness. Society for the Scientific Study of Reading, Montreal.

Pollo, C. P., Cardoso-Martins, C., Kessler, B., & Treiman, R. (2012, July). The structure of prephonological writing as an indicator of later spelling success. Society for the Scientific Study of Reading, Montreal.

Robins, S., & Treiman, R. (2012, July). What letters do parents and preschoolers talk about? Society for the Scientific Study of Reading, Montreal. (poster)

Yin, L., & Treiman, R. (2012, July). How Chinese children learn to write their names. Society for the Scientific Study of Reading. Montreal.

Treiman, R. (2012, May). Learning to spell in alphabetic writing systems. Midwestern Psychological Association, Chicago. (invited address)

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

Treiman, R. (2011, November). Learning to spell: Typical and atypical development. International Dyslexia Association. Chicago. (part of invited symposium)

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

Pollo, T. C. & Treiman, R. (2011, November). Estratégias iniciais de escrita. Congresso Brasileiro de Psicologia do Desenvolvimento. Brasília, Brazil.

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

Xiao, W., & Treiman, R. (2011, July). Exploring iconicity in simple Chinese characters. Society for the Scientific Study of Reading, St. Pete Beach, 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, November). 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, November). 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, November). Variability in spelling-to-sound translation. Perspectives on Linguistic Variation Workshop. St. Louis, MO.

Treiman, R., & Kessler, B. (2005, November). 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, November). 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, November). 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, November) 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, November). 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, November). Linguistics and spelling. Murray Kinloch Memorial Lecture, Atlantic Provinces Linguistic Association, St. Johns, Newfoundland. (plenary address)

Treiman, R., Kessler, B., & Bick, S. (2002, November). 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, November) Factors that influence oral reading. NATO Advanced Study Institute on Orthography, Phonology, and Literacy. Il Ciocco, Italy.
- Treiman, R. (2001, November). 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, November 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 inkonsistensy ephektivs 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, November). 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., Mullenix, 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. Premieres 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’ 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. Midwestern 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:

Georgia State University, Language and Literacy Distinguished Lecture Series, 2020
 University of Tasmania, School of Psychology, 2017, 2018
 Macquarie University, ARC Centre for Excellence in Cognition and its Disorders, 2017
 Northern Illinois University, College of Education, 2016
 Texas A & M University, College of Education and Human Development, 2014
 University of Texas Health Science Center Children's Learning Institute, 2014
 University of Texas, El Paso, Linguistics Department, 2013
 Brigham Young University, Linguistics Department, 2012
 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 and podcasts for general audiences and for teachers:

Washington University, Mortar Board Senior Honor Society, 2019

Podcast for Podclassed, episode “Beyond the weekly spelling test - What works and why it matters,” 2018

University of Tasmania, Peter Underwood Centre for Educational Attainment, 2017

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 Literacy Association

Psychonomic Society

Society for Research in Child Development

Society for the Scientific Study of Reading

Editorial activities:

Editor:

Editor of two-part special issue of *Journal of Experimental Child Psychology*, 2005

Editor in chief of *Journal of Memory and Language*, 1997–2001

Editor of special issue of *Reading and Writing: An Interdisciplinary Journal*, 1997

Associate Editor:

Psychological Science, 2017–2020

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 and Writing: An Interdisciplinary Journal, 1996–present
Reading Research Quarterly, 2006–present
Writing Systems Research, 2008–present
Written Language and Literacy, 2008–present

Past

Journal of Educational Psychology, 2015–2017
Journal of Experimental Psychology: Learning, Memory, and Cognition, 1995–1996
Memory & Cognition, 1987–1988
Psychological Science, 1995–1998; 2007–2016
Scientific Studies of Reading, 2001–2003

Reviewer for Other Journals:

Acta Psychologica; *American Journal on Mental Retardation*; *American Journal of Speech-Language Pathology*; *Annals of Dyslexia*; *Applied Cognitive Psychology*; *Applied Psycholinguistics*; *Australian Journal of Learning Difficulties*; *Behavior Research Methods*; *Behavioral and Brain Sciences*; *Bilingualism: Language and Cognition*; *British Journal of Developmental Psychology*; *British Journal of Psychology*; *Canadian Journal of Applied Linguistics*; *Canadian Journal of Experimental Psychology*; *Canadian Journal of Psychology*; *Child Language Teaching and Therapy*; *Cognition*; *Cognitive, Affective, and Behavioral Neuroscience*; *Cognitive Development*; *Cognitive Neuropsychology*; *Cognitive Psychology*; *Cognitive Science*; *Cognitive Research: Principles and Implications*; *Culture and Brain*; *Developmental Neuropsychology*; *Developmental Psychology*; *Early Childhood Research Quarterly*; *Early Years*; *Educational Psychology*; *Educational Psychology Review*; *Elementary School Journal*; *Epilepsy Research*; *European Journal of Psychology of Education*; *IEEE Transactions on Human-Machine Systems*; *Infant and Child Development*; *International Journal of Applied Linguistics*; *International Journal of Behavioral Development*; *International Journal of Bilingual Education and Bilingualism*; *International Journal of Educational Research*; *Journal of Applied Developmental Psychology*; *Journal of Applied Research in Memory and Cognition*; *Journal of Applied School Psychology*; *Journal of Child Language*; *Journal of Child Psychology and Psychiatry*; *Journal of Cognition and Development*; *Journal of Early Child Literacy*; *Journal of Experimental Education*; *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 Second Language Writing*; *Journal of Speech, Language, and Hearing Research*; *Language and Education*; *Language Awareness*; *Language and Speech*; *Language Learning*; *Language Learning and Development*; *Language, Speech, and Hearing Services in Schools*; *Laterality: Asymmetries of Body, Brain and Cognition*; *Learning and Individual Differences*; *Learning and Instruction*; *Lingua*; *Linguistic Inquiry*; *Linguistics*; *Linguistics and Education*; *Memory*; *Merrill-Palmer Quarterly*; *Neuropsychologia*; *Perception & Psychophysics*; *Perceptual and Motor Skills*; *Perspectives on Psychological Science*; *Phonology*; *PLOS ONE*; *Psychological Bulletin*; *Psychological Reports*; *Psychological Review*; *Psychological Science in the Public Interest*; *Psychology & Neuroscience*; *Psychonomic Bulletin & Review*; *Reading in a*

Foreign Language; Review of Educational Research; Quarterly Journal of Experimental Psychology

Advisory Board Member

Literacy Studies book series, Kluwer Academic Press, 2004–
Journal of Psycholinguistic Research, 2017–

Service:

Departmental:

Coordinator for Undergraduate Concentration in Reading, Language, and Language Acquisition, 2012–present
Psycholinguistics/Linguistics Search Committee, 2015–2016
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:

Faculty Library Committee, Member, 2018–2020
Compton and Ferguson Science Lecture Series Committee Member, 2016–2019
Affiliate Faculty, Department of Education, 2003–present
Member, Linguistics Program, 2002–present
University Judicial Board, 2010–2015
Danforth Campus Committee on Research Integrity, 2003–2012
University Research Strategic Allegiance, Grant Reviewer, 2013
Children's Studies Committee, 2002–2009
Member of Olin Fellowship Selection Committee, 2007
Graduate Research Assistantship Committee, 2000
Psychology Chair Evaluation Committee, 1999–2000
College of Liberal Arts Graduate Research Assistant Selection Committee, 1999
Provost's Research Advisory Group, 1998–1999
Search Committee for Audiology, Speech-Language Pathology Department, 1997–1998
College of Science Promotion and Tenure Committee and Elected Spokesperson of Committee, 1996, 1998
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); Education University of Hong Kong Research and Development Office; European Research Council; Fonds National de la Recherche Luxembourg; Human Frontier Science Program; International Dyslexia Association; Israeli Science Foundation; Leverhulme Trust (UK); Luxembourg National Research Fund; Medical Research Council (UK); Mission Recherche ESPE de l'académie de Créteil (France); 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; University of Cyprus Research Committee; 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; Cambridge University Press; Educational Testing Service; International Reading Association; Kluwer Academic Publishers; Lawrence Erlbaum Associates; Oxford University Press; MIT Press; Psychology Press; RoutledgeFalmer; University of Chicago Press

Service for professional organizations:

- Reviewer for Society for Research in Child Development for meetings in 1995, 1997, 1999, 2001, 2003, 2013, 2017, 2019
- Member of Scientific Committee for International Symposium on Educational Literacy 2017 meeting
- Board Member, Society for the Scientific Study of Reading, 1997–2000; 2015–2018 (elected position)
- Chair of Awards Committee, Society for the Scientific Study of Reading, 2015–2018
- Member of Awards Committee, Society for the Scientific Study of Reading, 2019–present
- Member of Membership Committee, Society for the Scientific Study of Reading, 2020–present
- Reviewer for Society for the Scientific Study of Reading for meetings in 2015–present
- Local Representative, Midwestern Psychological Association, 1990–2002
- Advisory Council, International Association for the Study of Attention and Performance, 1992–2000
- Executive Council, Midwestern Psychological Association, 1992–1994 (elected position)
- Chair, Program Committee, Midwestern Psychological Association: 1990–1991
- Member, Program Committee, Midwestern Psychological Association, 1987–1988

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
- Consultant for Tools of the Mind (early childhood education program), 2019–

Other service activities:

- Mentor for Northern Illinois University External Mentorship Program, 2016

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
- Seminar on Writing Systems (capstone seminar for Linguistics students)

Graduate courses taught:

Cognitive Development
 Advanced Topics in Developmental Psychology
 Cognitive Psychology
 Language and Cognitive Development
 Seminar on Cognitive Processes
 Psycholinguistics
 Psychology of Reading
 Psychology of Reading and Reading Development

Theses and dissertations directed or co-directed:

Molly Farry-Thorn, Ph.D. thesis, "Young children's knowledge about the role of print in reading," 2019.
 Lan Zhang, Ph.D. thesis, "Preschool children's knowledge and use of their writing system," 2018.
 Molly Farry-Thorn, masters thesis, "Letter teaching in parent-child conversations," 2016
 Lan Zhang, masters thesis, "What do children know before spelling phonologically?: Prephonological spellers' knowledge of writing," 2014.
 Shoko Otake, masters thesis, "U.S. preschoolers' differentiation of writing and drawing," 2014.
 Siti Syuhada Binte Faizal, masters thesis, "Speling "successful" sucesfully: Statistical learning in spelling across language backgrounds", 2011.
 Shoko Otake, senior honors thesis, "Differentiation of writing and drawing in preschool children," 2011.
 Bradley Matherne, senior thesis, "Advantages of whole language based 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 Associate 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 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, College of Idaho)

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, Macquarie University (X. Schmalz, 2014, S. Wegener, 2019); 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 Maitre de Conférences, Université Paris Descartes, France)

Stuart Bernstein (now Professor, Middle Tennessee State University)

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

Fabienne Chetail (now Associate Professor, Université Libre de Bruxelles, Belgium;

I supervised her during a research visit to my laboratory during her postdoc)

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

Annikka Lehtonen (now clinical psychologist, Oxford, England)

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