Abstract
Dr. Treiman will describe her program of research on how children learn to spell, which focuses on learners of English and other alphabetic writing systems. There has been less research on spelling development than on reading development, but spelling is an important skill for children to master. Dr. Treiman will discuss how children move from prephonological spelling to phonological spelling and how they select among possible spellings for sounds. Implications for instruction will be considered.

Biographical Note
Dr. Rebecca Treiman has a B.A. in linguistics (Yale University, 1976) and a Ph.D. in psychology (University of Pennsylvania, 1980). Not surprisingly, given this background, her research spans psychology and linguistics. Many of her studies look at the acquisition of reading and spelling skills, both in English and in other languages. One of the main themes of her research is that children’s spelling errors, odd as they sometimes appear, often make linguistic sense. They reflect the knowledge about spoken language and the knowledge about writing that children bring to the literacy learning task. Much of Dr. Treiman’s research deals with typically developing children, but she also looks at atypical children (including those who are deaf and those who are dyslexic) and skilled readers and spellers. Dr. Treiman has published over 180 journal articles and book chapters, as well as the books Learning to spell: A study of first grade children (1993) and How children learn to write words (2014, with Dr. Brett Kessler). Dr. Treiman is Burke and Elizabeth High Baker Professor of Child Developmental Psychology at Washington University in St. Louis.