

## *Curriculum Vitae*

***Sandra R. Waxman***

Department of Psychology - Northwestern University  
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### EDUCATION

University of Pennsylvania.	Ph.D., Psychology, December, 1985.
Johns Hopkins University.	M.A., Psychology, 1981.
University of Pennsylvania.	B.S., Occupational Therapy, 1976.

### CURRENT APPOINTMENTS *all at Northwestern University*

Professor, Department of Psychology (since 1992) <https://childdevelopment.northwestern.edu/>  
Professor, School of Education and Social Policy (by courtesy, since 1993)  
Faculty Fellow, Institute for Policy Research (since 2013)  
<https://www.ipr.northwestern.edu/faculty-experts/fellows/waxman.html>

### PREVIOUS APPOINTMENT

Harvard University. Associate & Assistant Professor, Department of Psychology (1989-1992)

### SELECTED FELLOWSHIPS, AWARDS AND HONORS

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- ◆ Stellenbosch Institute for Advanced Study, STIAS fellowship, 2021
- ◆ Society for Improvement of Psychological Science Mission Award (for improving psychological science in the face of challenge with the ManyBabies Collaboration), 2019
- ◆ Canadian Institute for Advanced Research (CIFAR) Program on Brain, Mind, & Consciousness – Associate Fellow, 2018
- ◆ Cognitive Science Society – Fellow, 2016
- ◆ American Academy of Arts and Sciences – Member, 2011
- ◆ American Association for the Advancement of Science – Fellow, 2011
- ◆ Louis W. Menk Chair in Psychology – Endowed Chair, Northwestern University, 2011
- ◆ Harvard University - Visiting Professor, 2010
- ◆ Ann L. Brown Award for Excellence in Developmental Research, University of IL, 2008
- ◆ James McKeen Cattell Award. American Psychological Society, 2007
- ◆ Guggenheim Fellowship. John Simon Guggenheim Memorial Foundation, 2007
- ◆ Ecole Normale Supérieure, Paris -Visiting Professor, 2004
- ◆ Centre for Cognitive Science, Lyon France - Visiting Professor, 1998

### SELECTED ADVISORY ROLES

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- ◆ International Congress of Infant Studies, Board Member-at-Large (2018-2024).
- ◆ Northwestern University, Chair of Provost's Advisory Council on Women Faculty (2016-2019).
- ◆ NIH Health Resources and Services Administration's (HRSA) "Bridging the Word Gap Research Network Project", Advisory Board Member (2014-2019).
- ◆ Office of Head Start's Birth to Five Early Learning Outcomes Framework. External Reviewer (2014-present).
- ◆ Chair, Institute for Innovations in Developmental Sciences Neurodevelopmental Core faculty steering committee (Aug., 2018 - July, 2019)
- ◆ Founding Member and Director, Northwestern University's Innovations in Developmental Sciences: How Early Development Shapes a Lifetime

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 JOURNAL EDITORSHIPS AND OTHER REVIEWING
 

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Annual Review of Developmental Science, Co-editor (2018-present); Cognitive Psychology, Associate Editor (2005-present); Frontiers in Language Sciences, Founding Review Editor; Psychological Review, Consulting Editor (2016-present), Society for Research in Child Development Social Policy Report, Editorial Board Member (2017-present).

External reviewer at National Institutes of Health; National Science Foundation; Social Sciences and Humanities Research Council of Canada; NSF College of Reviewers. Developmental and Learning Sciences (DLS).

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 RESEARCH FUNDING – LAST FIVE YEARS
 

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2019-2020	National Institutes of Health (75N94019D00005), “NIH Infant and Toddler Toolbox” (Co-I; PI Gershon, R.; \$1,464,995)
2019-2020	CIFAR “The effect of music on infant cognition” (Co-PI with Laurel Trainor, McMaster University; \$50,000 CAD)
2018-2021	National Institutes of Health (1F32HD095580-01), “Infant attention in the context of language” (Postdoctoral sponsor for M. Novack: \$178,866)
2017-2020	National Institutes of Health (3R01HD083310-03S1), Supplement to “Linking language and cognition in infancy: Entry points” (PI; \$579,434)
2015-2020	National Institutes of Health (5R01HD083310), “Linking language and cognition in infancy: Entry points” (PI; \$2,228,028)
2012-2015	National Institutes of Health (R03HD067485), “Toddlers’ Initial Representation of Verbs: Effects of Delay and Sleep on Verb Meaning” (PI; \$163,414)
2018-2023	The When to Worry about Language Study (W2W-L): Joint consideration of developmental patterning and neural substrates for enhancing early identification of language impairment (Co-I; PIs E. Norton, L. Wakschlag; \$2,498,151)
2018-2019	Northwestern Institute for Innovations in Developmental Sciences Pilot Research Initiatives, “Maternal malnutrition and implications for human milk lipids and preterm infant growth and development through early childhood” (Contributor; PI D. Robinson).
2016-2019	ECHO PRO Research Resource: “A Developmentally-based Measurement Science Framework for Assessing Environmental Exposure and Child Health” (Co-PI; PI R. Gershon; \$1,094,177)

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 PUBLICATIONS
 

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- Bang, M., Alfonso, J., Faber, L., Marin, A., Marin, M., Medin, D., Waxman, S., & Woodring, J. (in press). Perspective taking and psychological distance in children’s picture books: differences between Native and Non-native authored books. In Nelson-Barber, S. & Chinn, P. W. U. (Eds.) *Indigenous STEM Education: Perspectives from the Pacific Islands, the Americas and Asia*. New York, NY: Springer.
- Taverna, A. & Waxman, S.R. (2020). Early lexical acquisition in the Wichi language. *Journal of Child Language*.
- Taverna, A., Waxman, S.R., Medin, D.L. (in press). Tracing culture in children’s thinking: A sociological framework in understanding ‘nature’. *Infancia y Aprendizaje. Journal for the Study of Education and Development*.

- He, A.X., Huang, S., Waxman, S., Arunachalam, S. (2020). Two-year-olds consolidate verb meanings during a nap. *Cognition*, 198. <https://doi.org/10.1016/j.cognition.2020.104205>
- Novack, M., Brentari, D., Goldin-Meadow, S., & Waxman, S. R. (2020; n.d.). Sign Language Promotes Object Categorization in Young Hearing Infants. Working Paper, Institute for Policy Research, WP-20-07.
- Woodruff Carr, K. L., Perszyk, D. R., Norton, E. S., Voss, J. L., Poeppel, D., & Waxman, S. R. (2020; n.d.). Neural indices of attention underlie the increasing precision with which infants link language and cognition. Working Paper, Institute for Policy Research, WP-20-08.
- Bergmann, C., Frank, M. C., Gonzalez, N., Bergelson, E., Cristia, A., Ferguson, B., ... Shukla, M. (2019, December 20). *ManyBabies 1: Infant-Directed Speech Preference*. Retrieved from [osf.io/re95x](https://osf.io/re95x)
- Syrett, K., LaTourrette, A., Ferguson, B., & Waxman, S.R. (2019). Crying helps, but being sad doesn't: Infants constrain nominal reference using known verbs, not known adjectives. *Cognition*, 193, 104033.
- Novack, M. A. & Waxman, S. R. (2019). Becoming human: Very young human infants link language and cognition, but what about non-human great apes?. *Philosophical Transactions B*.
- Baiocchi, M.C., Taverna, A., & Waxman, S. (2019). Social-ecological relations among animals serve as a conceptual framework among the Wichi. *Cognitive Development* 52 (2019) 100807.
- Perszyk, D. & Waxman, S.R. (2019). Infants' advances in speech perception shape their earliest links between language and cognition. *Scientific Reports*, 9:3293.
- de Carvalho, A., Babinea, M., Trueswell, J., Waxman, S.R., & Christophe, A. (2019). Studying the real-time interpretation of novel noun and verb meanings in young children. *Frontiers in Psychology*, 10, 274.
- LaTourrette, A. & Waxman, S.R. (2019). Defining the role of language in infants' object categorization with eye-tracking paradigms. *Journal of Visualized Experiments*, (144), e59291.
- Perszyk, D., Lei, R.F., Bodenhausen, G.V., Richeson, J., & Waxman, S.R. (2019). Bias at the intersection of race and gender: Evidence from preschool-aged children. *Developmental Science*, 22(3), e12788.
- LaTourrette, A. & Waxman, S. (2018). A little labeling goes a long way: Semi-supervised learning in infancy. *Developmental Science*. Published in volume 2019, 22(1), e12736.
- Taverna, A., Medin, D.L., & Waxman, S.R. (2018). "Inhabitants of the earth": Reasoning about folkbiological concepts in Wichi children and adults. In Marshall, P.J., & Brenneman, K. (Eds.) *Young Children's Developing Understanding of the Biological World* (pp. 7-27). Abingdon, England: Routledge.
- Lovato, S., & Waxman, S.R. (2018). Young children learning from touch screens: Taking a wider view. In J. Tarasuik, G. Strouse & J. Kaufman (Eds) *Touch screen tablets touching children's lives* (pp. 231-240). Lausanne, Switzerland: Frontiers Media.
- Perszyk, D.R., & Waxman, S.R. (2018). Linking Language and Cognition in Infancy. *Annual Review of Psychology*, 69, 231-250.
- Ferguson, B., Franconeri, S., & Waxman, S. (2018). Very young infants learn abstract rules in the visual modality. *PLoS ONE*, 13(1), e0190185.
- Washinawatok, K., Rasmussen, C., Bang, M., Medin, D., Woodring, J., Waxman, S., Marin, A., Gunneau, J., & Faber, L. (2017). Children's Play with a Forest Diorama as a Window into Ecological Cognition. *Journal of Cognition and Development*, 18(5), 617-632.
- Ferguson, B., Graf, E., & Waxman, S.R. (2017). When veps cry: Two-year-olds efficiently learn novel words from linguistic contexts alone. *Language Learning and Development*. Advance online publication. Published in print 2018, 14(1), 1-12.
- Perszyk, D. R. & Waxman, S. R. (2017). Experience is instrumental in tuning a link between language and cognition: Evidence from 6- to 7-month-old infants' object categorization. *Journal of Visualized Experiments* (122), e55435.

- Frank, M., Bergelson, E., Bergmann, C. [and 15 others, including Waxman, S.] (2017). A collaborative approach to infant research: Promoting reproducibility, best practices, and theory-building. *Infancy*, 22(4), 421-435.
- Waxman, S., Herrmann, P., Woodring, J., & Medin, D. (2016). Humans (really) are animals: Picture-book reading influences five-year-old urban children's construal of the relation between humans and non-human animals. In J. S. Horst & C. Houston-Price (Eds). *An open book: What and how young children learn from picture and story books* (pp. 127-134). Lausanne, Switzerland: Frontiers Media.
- Perszyk, D., Ferguson B., & Waxman, S. (2016). Maturation constrains the effect of exposure in linking language and thought: Evidence from healthy preterm infants. *Developmental Science*. Early view online. Published in volume March 2018, 21(2), e12522.
- Ferguson, B., & Waxman, S. (2016). Linking language and categorization in infancy. *Journal of Child Language*. Advance online publication. Published in print May 2017, 44(3), 527-552.
- Havy, M., & Waxman, S.R. (2016). Naming influences 9-month-olds' identification of discrete categories along a perceptual continuum. *Cognition*, 156, 41- 51.
- Lovato, S., & Waxman, S.R. (2016). Young children learning from touch screens: Taking a wider view. *Frontiers in Psychology*, 7, 1078.
- Perszyk, D., & Waxman, S.R. (2016). Listening to the calls of the wild: The role of experience in linking language and cognition in young infants. *Cognition*, 153, 175-181.
- Taverna, A., Medin, D.L., & Waxman, S.R. (2016). "Inhabitants of the earth": Reasoning about folkbiological concepts in Wichi children and adults. *Early Education and Development*, 27(8). 1109-1129.
- Waxman, S.R., Fu, X., Ferguson, B., Geraghty, K., Leddon, E., Liang, J., Zhao, M. (2016). How early is infants' attention to objects and actions shaped by culture? New evidence from 24-month-olds raised in the US and China. *Frontiers in Psychology: Cultural Psychology*, 7:97.
- Ferguson, B. & Waxman, S.R. (2016). What the [beep]? Six-month-olds link novel communicative signals to meaning. *Cognition*, 146, 185-189.
- Ferguson, B. & Waxman, S. R. (2015). Visual abstract rule learning by 3- and 4-month-old infants. In Noelle, D. C., Dale, R., Warlaumont, A. S., Yoshimi, J., Matlock, T., Jennings, C. D., & Maglio, P. P. (Eds.), *Proceedings of the 37th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
- Ferguson, B., Havy, M., & Waxman, S. R. (2015). The precision of 12-month-old infants' link between language and categorization predicts vocabulary size at 12 and 18 months. *Frontiers in Psychology*, 6, 1319.
- Medin, D., ojalahto, b., Waxman, S., & Bang, M. (2015). Relations: Language, epistemologies, categories and concepts. In E. Margolis & S. Laurence (Eds.), *The Conceptual Mind: New Directions in the Study of Concepts* (pp. 349-378). Cambridge: MIT Press.
- Waxman, S. R. (2015). Abandoning the 'theoretical apartheid' between nature and nurture: human infants hold the key. *Social Anthropology*, 23(2), 213-215.
- Syrett, K., Arunachalam, S., & Waxman, S. R. (2014). Slowly but surely: Adverbs support verb learning in 2-year-olds. *Language Learning and Development*, 10(3), 263-278.
- Arunachalam, S., & Waxman, S. R. (2014). Let's see a boy and a balloon: Argument labels and syntactic frame in verb learning. *Language Acquisition*, 22(2), 117-131.
- Ferguson, B., Perszyk, D. R., & Waxman, S. R. (2014). Very young infants' responses to human and non-human primates' vocalizations. Commentary on Ackermann, Hage, & Ziegler. *Behavioral and Brain Sciences*, 37, 553-554.
- Ferguson, B. & Waxman, S. R. (2014). Communication and categorization: New insights into the relation between speech, labels, and concepts for infants. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (pp. 2267-2272). Austin, TX: Cognitive Science Society.

- Vouloumanos, A., & Waxman, S. R. (2014). Listen up! Speech is for thinking during infancy. *Trends in Cognitive Sciences*, 18(12), 642-646.
- Geraghty, K., Waxman, S. R., & Gelman, S. (2014). Learning words from pictures: 15- and 17-month-old infants appreciate the referential and symbolic links among words, pictures, and objects. *Cognitive Development*, 32, 1-11.
- Taverna, A. S., Waxman, S. R., Medin, D. L., Moscoloni, N. & Peralta, O. A. (2014). Naming the living things: linguistic, experiential and cultural factors in Wichí and Spanish speaking children. *Journal of Culture and Cognition*, 14, 213-233.
- Ferguson, B., Graf, E., & Waxman, S. R. (2014). Infants use known verbs to learn novel nouns: Evidence from 15- and 19-month-olds. *Cognition*, 131(1), 139-146.
- Waxman, S., Herrmann, P., Woodring, J., & Medin, D. (2014). Humans (really) are animals: Picture-book reading influences five-year-old urban children's construal of the relation between humans and non-human animals. *Frontiers in Developmental Psychology*, 5, 172.
- ojalehto, b., Waxman, S. R. & Medin, D. L. (2013). Teleological reasoning about nature: Intentional design or relational perspectives? *Trends in Cognitive Sciences*. 17(4), 166-171.
- Ferry, A., Hespos, S., & Waxman, S. (2013). Non-human primate vocalizations support categorization in very young human infants. *PNAS*, 110(38), 15231–15235.
- Dehghani, M., Bang, M., Medin, D.L., Marin, A., Leddon, E., & Waxman, S. (2013). Epistemologies in the text of children's books: Native and non-Native authored books. *International Journal of Science Education*, 35(13), 2133-2151.
- Arunachalam, S. Leddon, E., Song, H., Lee, Y., & Waxman, S. R. (2013). Doing more with less: Verb learning in Korean-acquiring 24-month-olds. *Language Acquisition: A Journal of Developmental Linguistics*, 20(4), 292-304.
- Waxman, S. Fu, X., Arunachalam, S. Leddon, E., Geraghty, K., & Song, H. (2013). Are nouns learned before verbs? Infants provide insight into a long-standing debate. *Child Development Perspectives*, 7(3), 155-159.
- Callanan, M. & Waxman, S. R. (2013). Commentary on special section. Deficit or difference? Interpreting diverse developmental paths. *Developmental Psychology*, 49(1), 80-83.
- Waxman, S. R. (2013). Building a better bridge. In M. Banaji & S. Gelman (Eds.), *Navigating the social world: What infants, children, and other species can teach us* (pp. 292-296). Cambridge: Oxford University Press.
- Arunachalam, S., Escovar, E., Hansen, M.A., & Waxman, S. R. (2013): Out of sight, but not out of mind: 21-month-olds use syntactic information to learn verbs even in the absence of a corresponding event, *Language and Cognitive Processes*, 28(4), 417-425.
- Chen, M. L., & Waxman, S. R. (2013). "Shall we blick?": Novel words highlight actors' underlying intentions for 14-month-old infants. *Developmental Psychology*, 49(3), 426-431.
- Waxman, S. R. (2012). Social categories are shaped by social experience. *Trends in Cognitive Sciences*, 16(11), 531–532.
- Waxman, S. R. & Grace, A. D. (2012). Developing gender- and race-based categories in infants: Evidence from 7- and 11-month-olds. In G. Hayes & M. Bryant (Eds.), *Psychology of culture. In Psychology of emotions, motivations and actions: Focus on civilizations and cultures series* (pp. 159-175). Hauppauge, NY: Nova Science Publishers.
- Leddon, E., Waxman, S. R., Medin, D. L, Bang, M. & Washinawatok, K. (2012). One animal among many? Children's understanding of the relation between humans and nonhuman animals. In G. Hayes & M. Bryant (Eds.), *Psychology of Culture. In Psychology of emotions, motivations and actions: Focus on civilizations and cultures series* (pp. 105-126). Hauppauge, NY: Nova Science Publishers.
- Waxman, S. R., & Goswami, U. (2012). Learning about language: Acquiring the spoken and written word. In S. Pauen (Ed.) *Early childhood development and later outcome*. New York: Cambridge University Press. pp 83-117.

- Taverna, A., Waxman, S., Medin, D., & Peralta, O. (2012). Core-folkbiological concepts: New evidence from Wichí children and adults. *Journal of Cognition and Culture*, 12(3-4) 339–358.
- Unsworth, S. J., Levin, W., Bang, M., Washinawatok, K., Waxman, S. R., & Medin, D. L. (2012). Cultural differences in children's ecological reasoning and psychological closeness to nature: Evidence from Menominee and European-American children. *Journal of Cognition and Culture*, 12(1-2), 17-29.
- Graham, S. A., Booth, A., & Waxman, S. R. (2012). Words are not merely features: Only consistently applied nouns guide 4-year-olds' inferences about object categories. *Language Learning and Development*, 8, 1-11.
- Herrmann, P., Medin, D. L., & Waxman, S. R. (2012). When humans become animals: Development of the animal category in early childhood. *Cognition*, 122(1), 74-79.
- Shenton, J., Ross, N., Kohut, M. & Waxman, S. (2011). Maya folk botany and knowledge devolution: Modernization and intra-community variability in the acquisition of folkbotanical knowledge, *Ethos*, 39(3), 349-367.
- Arunachalam, S., Escovar, E., Hansen, M. A., & Waxman, S. R. (2011). Verb learning from syntax alone at 21 months. In: N. Danis, K. Mesh, & H. Sung (Eds.), *Proceedings of the 35th Annual Boston University Conference on Language Development* (pp. 21-24).
- Waxman, S., & Leddon, E. (2011). Early word learning and conceptual development: Everything had a name, and each name gave birth to a new thought. In U. Goswami (Ed.) *The Wiley-Blackwell handbook of childhood cognitive development* (pp. 180-208). Malden, MA:Wiley-Blackwell.
- Arunachalam, S., & Waxman, S. (2011). Grammatical form and semantic context in verb learning. *Language Learning and Development*, 7(3), 169-184.
- Leddon, E. M., Waxman, S. R., Medin, D. L. (2011). What does it mean to 'live' and 'die'? A cross-linguistic analysis of parent-child conversations in English and Indonesian. *British Journal of Developmental Psychology*, 29(3), 375-395.
- Medin, D., Waxman S., et al., (2010). Diversity in the social, behavioral and economic science. White paper for the Directorate for the Social, Behavioral, and Economic Sciences of the National Science Foundation (NSF/SBE). Available at [http://www.nsf.gov/sbe/sbe\\_2020/index.cf](http://www.nsf.gov/sbe/sbe_2020/index.cf)
- Fennell, C. & Waxman, S. R. (2010). What paradox? Referential cues allow for infant use of phonetic detail in word learning. *Child Development*, 81(5), 1376–1383.
- Weisleder, A. & Waxman, S. R. (2010). What's in the input? Frequent frames in child-directed speech offer distributional cues to grammatical categories in Spanish and English. *Journal of Child Language*, 37, 1089–1108.
- Arunachalam, S., & Waxman, S. R. (2010). Specifying the role of linguistic information in verb learning. In: K.Franich, K. Iserman, & L. Keil (Eds.), *Proceedings of the 34th Annual Boston University Conference on Language Development*, 34, 11-21.
- Arunachalam, S., & Waxman, S. R. (2010). Language and conceptual development. *Wiley Interdisciplinary Reviews: WIRE's Cognitive Science*, 1(4), 548-558.
- Medin, D., Waxman, S., Woodring, J., & Washinawatok, K. (2010). Human-centeredness is not a universal feature of young children's reasoning: Culture and experience matter when reasoning about biological entities. *Cognitive Development*, 25(3), 197-207.
- Arunachalam, S., & Waxman, S. R. (2010). Meaning from syntax: Evidence from 2-year-olds. *Cognition*, 114(3), 442-446.
- Waxman, S. (2010). Names will never hurt me? Naming and the development of racial and gender categories in preschool-aged children. *European Journal of Social Psychology*, 40(4), 593-610.
- Anggoro, F., Medin, D., & Waxman, S. (2010). Language and Experience Influence Children's Biological Induction. *Journal of Cognition and Culture*, 10, 171-187.
- Winkler-Rhoades, N., Medin, D. L., Waxman, S. R., & Woodring, J., Ross, N. O. (2010). Naming the animals that come to mind: Effects of culture and experience on category fluency. *Journal of Cognition and Culture*, 10, 205-220.

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- Herrmann, P., Waxman, S. R., & Medin, D. L. (2010). Anthropocentrism is not the first step in children's reasoning about the natural world. *Proceedings of the National Academy of Sciences, 107*(22), 9979-9984.
- Waxman S. R. & Gelman, S. A. (2010). Different kinds of concepts and different kinds of words: What words do for human cognition. In Mareschal, Quinn & Lea (Eds.) *The making of human concepts* (pp. 99-130). Oxford, UK: Oxford University Press.
- Waxman, S. R., (2009). Learning from infants' first verbs. *Monographs of the Society for Research in Child Development. Comment on Naigles et al. 74*(2), 127-132.
- Gelman, S. A., & Waxman, S. R. (2009). Taking development seriously: Theories cannot emerge from associations alone. *Trends in Cognitive Sciences, 13*(8), 332-333.
- Waxman, S. R., Lidz, J., Braun, I. E., Lavin, T. (2009) Twenty-four-month-old infants' interpretations of novel verbs and nouns in dynamic scenes. *Cognitive Psychology, 59*(1), 67-95.
- Waxman, S. R., & Guasti, M. T. (2009). Nouns, adjectives and the acquisition of meaning: New evidence from Italian-acquiring children. *Language Learning and Development, 5*(1), 50-68.
- Waxman, S.R., Gelman, S.A. (2009). Early word-learning entails reference, not merely associations. *Trends in Cognitive Sciences, 13*(6), 258-263.
- Booth, A.E., & Waxman, S. R. (2009). A Horse of a Different Color: Specifying with Precision Infants' Mappings of Novel Nouns and Adjectives. *Child Development, 80*(1), 15-22.
- Leddon, E. M., Waxman, S. R. & Medin, D. L. (2008) Unmasking "alive:" Children's appreciation of a concept linking all living things. *Journal of Cognition and Development, 9*(4), 461-473.
- Norbury, H. M., Waxman, S. R., & Song H. (2008). *Tight and loose* are not created equal: An asymmetry underlying the representation of *fit* in English and Korean speakers. *Cognition, 109*, 316-325.
- Gelman, S., Waxman, S., Kleinberg, F. (2008). The role of representational status and item complexity in parent-child conversations about pictures and objects. *Cognitive Development, 23*, 313-323.
- Anggoro, F. K., Waxman, S. R., & Medin, D.L. (2008). Naming practices and the acquisition of key biological concepts: Evidence from English and Indonesian. *Psychological Science, 19*(4), 314-319.
- Booth, A. E., & Waxman, S. R. (2008). Taking stock as theories take shape. *Developmental Science, 11*(2), 185-194.
- Waxman, S. R. (2008). All in good time: How do infants discover distinct types of words and map them to distinct kinds of meaning? in J. Colombo, P. McCardle & L. Freund (Eds.), *Infant pathways to language: Methods, models, and research directions*. (pp. 99-118). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gelman, S., & Waxman S. R. (2007). Looking beyond looks: Comments on Sloutsky, Kloos, and Fisher, "When looks are everything: Appearance similarity versus kind information in early induction". *Psychological Science, 18*(6), 554-555.
- Piccin, T. B. ,& Waxman, S. R. (2007). Why nouns trump verbs in word learning: new evidence from children and adults in the Human Simulation Paradigm. *Language Learning and Development, 3*(4), 295-323.
- Fulkerson, A. L., & Waxman, S. R. (2007). Words (but not tones) facilitate object categorization: Evidence from 6- and 12-month-olds. *Cognition, 105*(1), 218-228.
- Medin, D.L., & Waxman, S. R. (2007). Interpreting asymmetries of projection in children's inductive reasoning. In A. Feeney & E. Heit (Eds.), *Inductive reasoning* (pp. 55-80). New York, NY : Cambridge University Press.
- Fennell, C. T., Waxman, S. R., Weisleder, A. (2007). With referential cues, infants successfully use phonetic detail in word learning. *Proceedings of the 31st Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

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- Waxman, S. R., & Medin, D. L. (2007). Experience and Cultural Models Matter: Placing firm limits on anthropocentrism. *Human Development, 50*(1), 23-30.
- Waxman, S. R., & Medin, D. L. (2006). Core knowledge, naming and the acquisition of the fundamental (folk)biologic concept 'alive'. In N. Miyake (Ed.), *Proceedings of the 5th International Conference on Cognitive Science* (pp. 53-55). Mahwah, New Jersey: Lawrence Erlbaum.
- Booth, A. E., & Waxman, S. R., (2006) Deja vu all over again: Re-re-visiting the conceptual status of early word learning: Comment on Smith and Samuelson (2006). *Developmental Psychology, 42*(6), 1344-1346.
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#### OPINION PIECES

- Waxman, S. R., Richeson, J., & Rogers, L. O. (January 19, 2017). *Be color-brave with your kids*. U.S. News & World Report.
- Waxman, S. R. (April 1, 2016). *How cultural differences affect autism diagnoses*. Scientific American.
- Waxman, S. R. (Feb 18, 2016). *Providing Flint's children with the services they deserved*. The Hill.

- Waxman, S. R. (Feb 11, 2016). *Academia's 'Baby Penalty': Fathers and childless women in academia are three times more likely to secure tenure-track positions than are working mothers.* U.S. News & World Report.
- Waxman, S. R. (Dec 16, 2015). *Why early intervention funds cannot be sacrificed.* Truthout.
- Waxman, S. R. (Dec 2, 2015). *The 'Word Gap' takes root in infancy; So too should our efforts to close it.* Huffington Post.
- Waxman, S. R. (Nov 26, 2015). *Native Americans should not be left out of Thanksgiving.* Aljazeera America.

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#### REFEREED PRESENTATIONS

- Waxman, S. (2020, May) *Examining Implicit and Explicit Biases in Individual Children, Schools, and Communities: Implications for Racial Disparities in School Discipline.* Talk to be presented at the 32nd APS Annual Convention, May 21-24, 2020, Chicago, IL.
- Waxman, S. (2020, April) *Concepts are shaped by culture.* Talk to be presented at the Marshall M. Weinberg Symposium, April 10-12, 2020, Ann Arbor, MI.
- LaTourrette, A. & Waxman, S. (2018, November). *The power of a name: Labeling changes infants' memory for individual objects.* Talk presented at the 43rd Boston University Conference on Language Development, Boston, MA.
- He, A.X., Waxman, S.R., Arunachalam, S. (2018, November). *Sleep consolidates syntactically-derived verb meanings in 2-year-olds.* Talk presented at 43rd Annual Boston University Conference on Language Development, Boston, MA.
- Kristen Syrett, K., LaTourrette, A., Ferguson, B., Waxman, S.R. (2018, November). *Crying helps, but being sad doesn't: Verbs, but not adjectives, constrain referent selection for novel nouns through age three.* Talk presented at 43rd Annual Boston University Conference on Language Development, Boston, MA.
- Novack, M.A., Brentari, D, Goldin-Meadow, S., & Waxman, S. (2018, July). *Where should I look? How hearing infants allocate their Visual Attention when Speakers, Signers, and Gesturers communicate with their hands.* Talk presented at the 21<sup>st</sup> Congress of Infant Studies, Philadelphia, PA.
- LaTourrette, A. & Waxman, S. (2018, July). *Semi-supervised learning in human infants.* Talk presented at 2018 edition of Science and Society Olivier Legrain Conference: Language Learning in Humans and Machines, Paris, France.
- LaTourrette, Alexander & Waxman, Sandra. (2017, November). *A little labeling goes a long way: Semi-supervised learning in infancy.* Talk presented at 42nd Annual Boston University Conference on Language Development, Boston, MA.
- Blanco, C.P., & Waxman, S.R. (2017, September). *The long road to really knowing a word: What word learning can tell us about the acquisition of sounds.* Workshop on Word Learning and Its Relation to Linguistic Theory. Department of Linguistics, Rutgers University. September 30.
- LaTourrette, A & Waxman, S. (2016, November). *The Blickish Blob: Object Categories Impair Adjective Learning.* Talk presented at 41st Annual Boston University Conference on Language Development, Boston, MA.
- Waxman, S.R. (2016, June). Invited Workshop speaker: *Cross-cultural and developmental perspectives on the evolution of human behaviour & cognition,* Human Behaviour and Evolution Society. Vancouver, BC.
- Waxman, S.R. (2016, May). Invited speaker: *Global Issues in Development : Thinking about nature: Across cultures, across languages and across development.* International Conference on Infant Studies, New Orleans, LA.
- Perszyk, D. & Waxman, S. (2015, March). *Surprisingly early links between language and cognition in preverbal infants: Establishing the boundary conditions: Evidence from healthy preterm infants.* Symposium talk presented at the Society for Research on Child Development. Philadelphia, PA.

- Ferguson, B., & Waxman, S. R. (2015, March). *When veps cry: Two-year-olds efficiently learn words from ambient language*. Paper presented at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA, USA.
- Perszyk, D. & Waxman, S. (2014, November). *Maturational constraints on the effects of experience in linking language and core conceptual processes: Evidence from healthy preterm infants*. Talk presented at the Boston University Conference on Language Development. Boston, MA.
- Geraghty, K., Ferguson, B., Fu, X. & Waxman, S.R. (2014, July). *When less is more: Evidence from Mandarin-acquiring infants' acquisition of transitive verbs*. Paper presented at the International Association for Studies in Child Language, Amsterdam.
- Waxman, S.R., Herrmann, P., & Medin, D.L. (2013, April). *When are humans animals? Influences of development, media, and cultural construals*. Talk presented at the Society for Research in Child Development Biennial Conference, Seattle, WA.
- Syrett, K., Arunachalam, S., Waxman, S. (2013, April). *Manner adverbials can provide informational support for verb learning*. Talk presented at the Society for Research in Child Development Biennial Conference, Seattle, WA.
- Taverna, A., & Waxman, S. (2013, April). *Cultural and linguistic factors in concept acquisition: Evidence from Wichi folkbiology*. Talk presented at the Society for Research in Child Development Biennial Conference, Seattle, WA.
- Graf, E., Ferguson, B., & Waxman, S.R. (2013, April). *Known verbs facilitate novel noun reference resolution in 20-month-olds*. Talk presented at the Society for Research in Child Development Biennial Conference, Seattle, WA.
- Geraghty, Kathleen., Waxman, Sandra.R., and Gelman, Susan A. (2011, June). *Infants map words and pictures to abstract kind representations, not just to featural similarity*. Symposium, Jean Piaget Society Annual Meeting. Berkeley, CA.
- Ferry, A., Hespos, S., & Waxman, S. (2011, April). *Experience-based tuning in the sounds that facilitate object categorization in the first year of life*. Talk presented at the 2011 Society for Research in Child Development Conference, Montreal, Canada.
- Kalkat, Praneet, Geraghty, Kathleen., Chen, Marian L., Waxman, Sandra R. (2011, March). *Toddlers benefit from cross-modal information to learn new verbs*. SRCDD Biennial Meeting. Montreal, Canada.
- Arunachalam, S., Syrett, K., and Waxman, S. R. (2011). *Can adverbs call attention to manner of motion for 2-year-olds learning verbs?* Paper presented at the 36th Annual Boston University Conference on Language Development, Boston, MA.
- Arunachalam, S., & Waxman, S. R. (2011, March). *Learning verb meanings from syntax alone*. Paper presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Arunachalam, S., & Waxman, S. R. (2011, January). *Fast mapping from argument structure alone*. Paper presented at the Linguistic Society of American Annual Meeting, Pittsburgh, PA.
- Arunachalam, S., Escovar, E., Hansen, M., & Waxman, S. R. (2010, November). *Verb learning from syntax alone at 21 months*. Paper presented at the 35th Annual Boston University Conference on Language Development, Boston, MA.
- Arunachalam, S., Leddon, E., Waxman, S. R., Song, H., Fu, X., Gong, H., Lee, Y., & Wang, L. (2010, March). *Grammatical context in verb learning: Data from Mandarin and Korean*. Paper presented at the 17<sup>th</sup> Biennial International Conference on Infant Studies, Baltimore, MD.
- Waxman, S.R. (April, 2009). *Comparison and contrast: How these ubiquitous processes influence the specific task of word learning*. Paper presented at the Biennial Meeting of the Society for Research in Child Development. Denver, CO.
- Waxman, S.R. (April, 2009). *The conceptual consequences of word-learning in the first two years of life*. Paper presented at the Biennial Meeting of the Society for Research in Child Development. Denver, CO.

- Waxman, S. & Plotkin, L. 2008. *Linguistic information supports 3-year-olds' identification of verbs (and nouns): New evidence from a modified Human Simulation Paradigm*. Paper presented at the meeting of the 33<sup>rd</sup> Boston University Conference on Language Development, Boston, MA.
- Arunachalam, S. & Waxman, S. 2009. *Two-year-olds' use of syntactic context in noun and verb learning*. Paper presented at the Linguistic Society of America Annual Meeting, San Francisco.
- Waxman, S. R. (March, 2008). *The role of labels in infant categorisation*. Paper presented at the XVIth Biennial International Conference on Infant Studies, Vancouver, BC, Canada.
- Kleinberg, F., Gelman, S. & Waxman, S. (April, 2007). *The role of item complexity on conversations about pictures and objects*. Poster presented at the the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.
- Leddon, E. & Waxman, S. (April, 2007). *Talking about living things: What children learn about biological concepts in everyday conversations*. Paper discussed at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.
- Waxman, S.R. & Weisleder, A. (April, 2007) *The breadth of adjective learning in english- and spanish acquiring infants*. Paper discussed at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.
- Lidz, J., Bunker, A., Leddon, E. & Waxman, S. (April, 2007). *When one cue is better than two: Syntactic vs. lexical information in infant verb learning*. Paper discussed at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.
- Waxman, S., Weisleder, A. & Piccin, T. (April, 2007) *Distributional evidence for nouns and adjectives in spanish and english*. Paper discussed at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.
- Fennell, C. & Waxman, S.R., Weisleder, A. (November, 2006). *With referential cues infants successfully use phonetic detail*. Paper presented at the 31st Boston University Conference on Language Development, Boston, MA.
- Norbury, H. & Waxman, S. (July, 2006) *Tight and loose: A conceptual asymmetry*. Poster presented at the Twenty-eighth Annual Conference of the Cognitive Science Society, Vancouver, BC, Canada.
- Waxman, S. R. & Medin, D. L. (July, 2006). *Core knowledge, naming and the acquisition of the fundamental (folk)biologic concept 'alive'*. Talk presented at the 5th International Conference of the Cognitive Sciences, Vancouver, BC, Canada.
- Fennell, C. & Waxman, S.R. (June, 2006). *Infants of 14 months use phonetic detail in novel words placed in naming phrases*. Talk presented at the International Conference on Infant Studies, Kyoto, Japan.
- Fulkerson, A., Waxman, S.R., Seymour, J.M. (June, 2006). *Object naming and categorization in 6- and 12-month-old infants: Consistency in naming counts*. Talk presented at the International Conference on Infant Studies, Kyoto, Japan.
- Lidz, J., Bunker, A., Leddon, E., & Waxman, S.R. (March, 2006). *When One Cue is Better than Two: Syntactic vs. Lexical Information in Infant Verb Learning*. Talk presented at the CUNY Workshop on On-Line Methods in Children's Language Processing, New York.
- Waxman, S.R., (September, 2005). *All in good time: How do infants discover distinct types of words and map them to distinct kinds of meaning?* Talk presented at Infant Pathways to Language: Methods, Models, and Research Directions. Conference supported by NICHD and Merrill Advanced Studies Center. Tempe, AZ.
- Lavin, T., & Waxman, S. R., (July 2005). *Nouns & verbs in early word learning*. Paper presented at the Xth International Congress for the Study of Child Language, Berlin, Germany.
- Anggoro, F.K., Waxman, S.R., & Medin, D.L. (July 2005). *The effects of naming practices on children's understanding of living things*. Paper presented at the Proceedings of the Twenty-seventh Annual Meeting of the Cognitive Science Society, Stresa, Italy.
- Waxman, S. R. (April 2005). *Generics*. Symposium discussant at the Society for Research in Child Development Biennial Meeting, Atlanta, Georgia.

- Waxman, S. R., Medin, D. L., & Anggoro, F. (April 2005). *Culture, context, and naïve biology*. Paper presented at the Society for Research in Child Development Biennial Meeting, Atlanta, Georgia.
- Waxman, S. R. & Braun, I. E. (April 2005). *The breadth of adjective learning at 23 and 29 months of age*. Paper presented at the Society for Research in Child Development Biennial Meeting, Atlanta, Georgia.
- Waxman, S. R. & Braun, I. E. (May 2004). *Words as invitations to form categories: The importance of consistency*. Paper presented at the XIVth Biennial International Conference on Infant Studies, Chicago, Illinois.
- Waxman, S. R. & Guasti, M. T. (May 2004). *Evidence for the extension of nouns and adjectives in Italian: New cross-linguistic evidence*. Paper presented at the XIVth Biennial International Conference on Infant Studies, Chicago, Illinois.
- Booth, A., Waxman, S. R., Huang, Y. T., & Hackenberg, J. (April 2003). *Evidence for the influence of conceptual knowledge on early word learning*. Paper presented at the Society for Research in Child Development Biennial Meeting, Tampa, Florida.
- Waxman, S. R. (April 2003). *Adjective acquisition: Conceptual, semantic, and syntactic matters*. Discussant for a symposium presented at the Society for Research in Child Development Biennial Meeting, Tampa, Florida.
- Booth, A. E., & Waxman, S. R. (April 2002). *Object functions serve as cues to categories for Infants*. Paper presented at the 13<sup>th</sup> Biennial International Conference on Infant Studies, Toronto, Canada.
- Waxman, S. R., Booth, A. E., & Braun, I. E. (December 2001). *The power of word learning*. Paper presented at the Early Lexicon Acquisition Conference: Normal and Pathological Development, Lyon, France.
- Waxman, S. R. (November 2001). *Not by perception alone: Conceptual and semantic factors underlying children's extension of novel adjectives*. Paper presented at the 26<sup>th</sup> annual Boston University Conference on Language Development, Somerville, MA:
- Namy, L. L., & Waxman, S. R. (June 2001). *Developmental change in infant's interpretation of words and gestures*. Paper presented at the Orage Conference: Orality and Gestuality? Aix-en-Provence, France.
- Waxman, S. R. (April 2001). *What is special about word learning?* Presentation at the Society for Research in Child Development Biennial Meeting, Minneapolis, MN.
- Waxman, S. R. (April 2001). *The power of word learning*. Paper presented at the Society for Research in Child Development Biennial Meeting, Minneapolis, MN.
- Waxman, S. R., & Booth, A. E. (March 2001). *The origins and evolution of links between word learning and conceptual organization: New evidence from 11-month-olds*. Paper presented at the 2<sup>nd</sup> Bisontine Conference for Conceptual and Linguistic Development in the Child from 1 to 6 years, Besançon, France.
- Waxman, S. R., & Booth, A. E. (December 1999). *Distinguishing count nouns from adjectives: Evidence from 14-month-olds' word extension*. Paper presented at the 1st Bisontine Conference for Conceptual and Linguistic Development in the Child Aged from 1 to 6 Years. Besançon, France.
- Waxman, S. R., Hall, D. G., Bredart, S. and Nicolay, A. (December, 1999). *Semantic distinctions between count nouns and adjectives in French and English*. Paper presented at the 1st Bisontine Conference for Conceptual and Linguistic Development in the Child Aged from 1 to 6 Years. Besançon, France.
- Waxman, S. R., & Booth, A. E. (November 1999). *Distinguishing count nouns from adjectives: Evidence from 14-month-olds' word extension*. Paper presented at the meeting of the 24th Boston University Conference on Language Development, Boston, MA.
- Waxman, S. R., & Klibanoff, R. S. (April 1999). *Mapping adjectives broadly: The role of contrast and multiple exemplars*. Paper presented at the meeting of the Society for Research in Child Development, Albuquerque, NM.

- Waxman, S. R., Williams, S. E., & Booth, A. E. (April 1999). *Coordination of speech cues and word learning in 14-month-old infants*. Paper presented at the meeting of the Society for Research in Child Development, Albuquerque, NM.
- Klibanoff, R. S., & Waxman, S. R. (November 1997). *Preschoolers' acquisition of novel adjectives and the role of basic-level kind*. Paper presented at the 22nd Boston University Conference on Language Development, Boston, MA.
- Namy, L. L., & Waxman, S. R. (November 1997). *Words and gestures: The role of carrier phrases in infants' mapping of novel symbols to object categories*. Paper presented at the 22nd Boston University Conference on Language Development, Boston, MA.
- Waxman, S. R., & McGregor, K. K. (May 1997). *Word-learning biases in preschoolers with and without language impairment*. Paper presented at the Symposium on Research in Child Language Disabilities, Madison, WI.
- Waxman, S. R., & Markow, D. B. (April 1997). *Soft ice cream and soft slippers: The role of object kind in mapping adjectives to object properties*. Paper presented at the meeting of the Society for Research in Child Development, Washington, DC.
- Waxman, S. R., & Braig, B. (April 1996). *Stars and starfish: How far can shape take us?* Paper presented at the International Conference on Infancy Studies, Providence, RI.
- Waxman, S. R., & Balaban, Marie T. (April 1996). *Ursines and felines: Novel words support object categorization in 9 month old infants*. Paper presented at the International Conference on Infancy Studies, Providence, RI.
- Saah, M. I., Waxman, S. R., & Johnson, J. (April 1996). *The composition of children's early lexicons as a function of age and vocabulary size*. Paper presented at the International Conference on Infancy Studies, Providence, RI.
- McGregor, K., & Waxman, S. R. (November 1995). *Multiple level naming abilities of children with word-finding deficits*. Paper presented at the 20th Boston University Conference on Language Development, Boston, MA.
- Balaban, M. T., & Waxman, S. R. (November 1995). *An examination of the factors underlying the facilitative effect of word phrases on object categorization in 9-month-old infants*. Paper presented at the 20th Boston University Conference on Language Development, Boston, MA.
- Waxman, S. R. (April 1995). *Linkages between nouns and object categories in the acquisition of English, French and Spanish*. Paper presented at the meeting of the Society for Research in Child Development, Indianapolis, IN.
- Namy, L. L., & Waxman, S. R. (April 1995). *Challenging the notion of an early thematic preference*. Paper presented at the meeting of the Society for Research in Child Development, Indianapolis, IN.
- Waxman, S. R. (November 1994). *Characteristics of word-learners: Before and after the "vocabulary explosion."* Paper presented at the 19th Boston University Conference on Language Development, Boston, MA.
- Gentner, D., & Waxman, S. R. (June 1994). *Perceptual and conceptual bootstrapping in early word meaning*. Paper presented at the meeting of the International Conference on Infancy Studies, Paris, France.
- Waxman, S. R. (March 1993). *The emergence of specific linkages between linguistic and conceptual organization*. Paper presented at the meeting of the Society for Research in Child Development, New Orleans, LA.
- Waxman, S. R., & Balaban, M. T. (May 1992). *The influence of words vs. tones on infants' categorization*. Paper presented at the Eighth International Conference on Infant Studies, Miami, FL.
- Markow, D. B., & Waxman, S. R. (May 1992). *The influence of labels on 12-month-olds' category formation*. Paper presented at the Eighth International Conference on Infant Studies, Miami, FL.



- Waxman, S. R. (April 1991). *Nouns highlight superordinate category relations: Data from French- and Spanish-speaking preschool children*. Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.
- Waxman, S. R., & Heim, L. S. (April 1991). *Nouns highlight category relations in 13-month-old infants*. Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.
- Waxman, S. R. (October 1990). *Early lexical hierarchies*. Paper presented at the 15th Annual Boston University Conference on Language Development, Boston, MA.
- Waxman, S. R. (April 1990). *Relations among word meanings in early lexical development*. Paper presented at the Seventh International Conference on Infant Studies, Montreal, Canada.
- Waxman, S. R. (January 1990). Bunting Institute (Radcliffe College) Colloquium Series. Respondent to presentation by Z. Luria, *Gender: A young child's view*.
- Waxman, S. R. (June 1989). *Winding paths toward a common destination*. Invited discussant at the annual meeting of the Jean Piaget Society, Philadelphia, PA.
- Waxman, S. R. (April 1989). *Establishing new subclasses: Angelfish have fused teeth*. Paper presented in a symposium at the meeting of the Society for Research in Child Development, Kansas City, MO.
- Waxman, S. R. (June, 1988). *The role of language in children's hierarchical systems of organization*. Symposium paper presented at the annual meeting of the Jean Piaget Society, Philadelphia, PA.
- Waxman, S. R. (May, 1987). Chair, Early Cognitive Development session at the annual meeting of the Jean Piaget Society, Philadelphia, PA.
- Waxman, S. R. (April, 1987). *Linguistic and conceptual organization in 30-month olds: A preliminary report*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.
- Waxman, S. R., & Shipley, E. S. (April, 1987). *Interactions between existing knowledge and language in subordinate classification*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.
- Waxman, S. R. (April, 1985). *Preschoolers' classification at four hierarchical levels*. Paper presented at the meeting of the society for Research in Child Development, Toronto, Canada.
- Waxman, S. R. (October, 1984). *What constitutes evidence of hierarchical systems of organization: Evidence in preschool children*. Invited presentation. Sloan seminar in Cognitive Science, University of Pennsylvania.
- Waxman, S. R. (April, 1983). *Superordinate classification in preschool children*. Paper presented at the meeting of the Society for Research in Child Development, Detroit, MI.
- Waxman, S. R. (Spring, 1981). *Auditory processing of synthesized speech-like stimuli*. Paper presented at the Eastern Psychological Association meeting, New York, NY.

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#### INVITED PRESENTATIONS – LAST FIVE YEARS

- Waxman, S.R. (2020). *The Cognitive Science of Concepts: Contrasting Perspectives Across the Disciplines*. Weinberg Institute for Cognitive Science, University of Michigan, Ann Arbor MI.
- Waxman, S.R. (2019). *How (and how early) do infants link language and cognition?*. 80th Annual National Convention of the Canadian Psychological Association, Halifax, Nova Scotia.
- Waxman, S.R. (2019). *Diversity in Developmental Science*. Society for Research in Child Development Biennial Meeting. Baltimore, MD. Discussant.
- Waxman, S.R. (2019). *The acquisition of lexical concepts in infancy* Brain development and emergence of cognitive functions seminar, Collège de France, Paris, France.
- Waxman, S.R. (2018). *Becoming human: How (and how early) do language and cognition come together in the infant mind?* Paris Descartes University, Paris, France.
- Waxman, S.R. (2018). *Becoming human: How (and how early) do language and cognition come together in the infant mind?* Brown University Cognitive, Linguistic, and Psychological Sciences Colloquium.
- Waxman, S.R. (2018). *Influence of Media Exposure & Use on Infants and Toddlers* at Media Exposure and Early Child Development Workshop. NIH Eunice Kennedy Shriver National Institute of

- Child Health and Human Development (NICHD) and the Office of Behavioral and Social Sciences Research (OBSSR). Bethesda, MD. Discussant.
- Waxman, S.R. (2017). *Becoming human: How (and how early) do infants link language and cognition?* Canadian Institute for Advanced Research Winter School on the Neuroscience of Consciousness. Montebello, Canada. Mentor and lecturer.
- Waxman, S.R. (2017). *Becoming human: How (and how early) do infants link language and cognition?* Canadian Institute for Advanced Research - Azrieli Program in Brain, Mind & Consciousness Meeting, Montreal, Canada.
- Waxman, S.R. (2017). *Becoming Human: How (and how early) do infants link language and cognition?* University of Maryland Brain and Behavioral Initiative: “What can animal communication teach us about human language?” College Park, MD
- Waxman, S.R. (2017). *Linking Language and Cognition: New Insights from Young Infants* at Concepts, Actions, and Objects: Functional and Neural Perspectives, Center for Mind/Brain Sciences, University of Trento, Rovereto, Italy.
- Waxman, S.R. (2016). *Cross-cultural and developmental perspectives on the evolution of human behaviour & cognition*, Human Behaviour and Evolution Society. Vancouver, BC. Pre-conference Workshop,
- Waxman, S.R. (2016). *Global Issues in Development: Thinking about nature: Across cultures, across languages and across development*. International Conference on Infant Studies, New Orleans, LA.
- Waxman, S.R. (2015). Cognitive Development Society. Presidential Lecture.

ADVISEES

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POSTDOCTORAL FELLOWS all at Northwestern University

- Kali Woodruff (2018-present)
- Miriam Novack (2016-present)
- Cynthia Blanco (2016-2018)  
Duolingo, Pittsburgh, PA
- Melanie Havy (2012-2013)  
University of Geneva, Psychology
- Eileen Graf (2011-2013)  
NORC at the University of Chicago, Research Scientist
- Sudha Arunachalam (2007-2011)  
Boston University, Applied Linguistics, Assistant Professor
- Marian Chen (2007-2009)  
Nan McKay and Associates, Operations Management Analyst, Chicago
- Erin Leddon (2006-2011)  
Northwestern University, The Graduate School, Assoc. Dir. of English Language Programs
- Andrzej Tarlowski (2005-2007)  
University of Finance and Management in Warsaw, Psychology, Assistant Professor
- Christopher Fennel (2005-2006)  
University of Ottawa, Professor, Psychology
- Tracy Lavin (2003-2005)  
Directions Evidence and Policy Research Group, Research Analyst, Vancouver, Canada
- Amy Booth (2001-2003)  
University of Texas at Austin, Psychology and Comm. Sciences and Disorders, Professor

PH.D. STUDENTS

Current

Deniz Atik

Dana Chan  
Alexander LaTourrette

Completed Ph.D.s – Northwestern University

Danielle Perszyk, Ph.D., 2018; Google, Mountain View, CA  
Brock Ferguson, Ph.D., 2016; Strong Analytics, co-founder, data scientist, developer  
Heather Norbury, Ph.D., 2013; American Institutes for Research, Education Policy Researcher, Chicago  
Patricia Herrmann, Ph.D., 2011; Senior Director of Research, Senseye, Inc., Austin, TX  
Tom Piccin, Ph.D., 2007; Johns Hopkins Medicine, Epic Project Leader  
Florescia Anggoro, Ph.D., 2006; College of the Holy Cross, Assistant Professor, Psychology  
Raquel S. Klibanoff, Ph.D., 2001; University of Chicago, Post-doctoral fellow, Psychology  
Stephanie Taddei, M.A., 2001; Research consultant  
Laura Namy, Ph.D., 1998; Emory University, Professor, Psychology

Completed Ph.D.s – Harvard University

D. Geoffrey Hall, Ph.D., 1991; University of British Columbia, Professor, Psychology  
Dana Markow, Ph.D., 1995; Harris Interactive, Senior Director, Youth and Education Research