

Sandra R. Waxman

Department of Psychology - Northwestern University
Evanston, IL 60208-2710

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 (by invitation, 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

- ◆ Provost Award for Exemplary Faculty Service, Northwestern University, 2021
- ◆ Stellenbosch Institute for Advanced Study (STIAS) Fellow, 2021-2022
- ◆ 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 - 2025
- ◆ 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

- ◆ Cognitive Science Society, Fellowship Committee (2022-2026).
- ◆ International Congress of Infant Studies ICIS), Board Member (2018-2024) & Chair of Founding Fellowship (for URM students).
- ◆ Provost's Advisory Council on Women Faculty at Northwestern, Chair (2016-2019).
- ◆ Innovations in Developmental Sciences: How Early Development Shapes a Lifetime, Northwestern University. Founding Member and current Director of Neurodevelopmental Core.
- ◆ National Institutes of Health (NIH) Infant and Toddler Toolbox; Scientific Lead for developing measures of language (2019-present).
- ◆ National Institutes of Health (NIH) Health Resources and Services Administration's (HRSA) "Bridging the Word Gap Research Network Project", Advisory Board Member (2014-2019).

JOURNAL EDITORSHIPS AND OTHER REVIEWING (SELECTED)

Annual Review of Developmental Psychology, Co-founder and co-editor (2018-present); Cognitive Psychology, Associate Editor (2005-2018); Frontiers in Language Sciences, Founding Review Editor; International Congress of Infant Studies, Translational Research Award Reviewer (2020); Psychological Review, Consulting Editor (2016-present), Society for Research in Child Development Social Policy Report, Editorial Board (2017-2022).

FEDERAL FUNDING AGENCY REVIEWING

External reviewer at National Institutes of Health; National Science Foundation; Social Sciences and Humanities Research Council of Canada; CNRS (France); Office of Head Start (Birth to Five Early Learning Outcomes Framework (2014-18).

RESEARCH FUNDING – LAST FIVE YEARS

2022-2025. National Institutes of Health (1F32MDO18259), “Minority Health and Health Disparities Research” (Postdoctoral sponsor for Katharine Scott: \$78,550)

2021-2024. National Institutes of Health (1F32HD104408-02), “Developmental origins and downstream consequences of abstract verbal reference” (Postdoctoral sponsor for Elena Luchkina: \$205,410)

2019-2022 National Institutes of Health (75N94019D00005), “NIH Infant and Toddler Toolbox” (Co-I; PI Gershon, R.; \$1,464,995)

2019-2025 CIFAR “The effect of music on infant cognition” (Co-PI with Laurel Trainor, McMaster University; \$75,000)

2017-2022 National Institutes of Health (3R01HD083310-03S1), Supplement to “Linking language and cognition in infancy: Entry points” (PI; \$579,434)

2015-2022 National Institutes of Health (5R01HD083310-05), “Linking language and cognition in infancy: Entry points” (PI; \$2,108,566)

2021-2022 Northwestern School of Education and Social Policy Venture Research Fund "On the Road to Discovery: Building a Measurement Toolkit to Address Race-Based Disparities in Preschool Discipline Practices" (Co-PI with Onnie Rogers; \$69,325)

2018-2021 National Institutes of Health (1F32HD095580-01), “Infant attention in the context of language” (Postdoctoral sponsor for M. Novack: \$172,926)

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).

2016-2020 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)

PUBLICATIONS

- LaTourrette, A., Waxman, S.R., Wakschlag, L.S., Norton, E.S., & Weisleder, A. (*in press*). From recognizing known words to learning new ones: Comparing online speech processing in typically developing and late talking 2-year-olds. *Journal of Speech, Language, and Hearing Research*.
- Novack, M. A., Chan, D., & Waxman, S. (2022). *I See What You Are Saying: Hearing Infants' Visual Attention and Social Engagement in Response to Spoken and Sign Language*. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.896049>
- Lau, J. C. Y., Fyshe, A., & Waxman, S.R. (2022) Rhythm may be key to linking language and cognition in young infants: Evidence from machine learning. *Frontiers in Psychology*, 13(1).
- LaTourrette, A., and Waxman S. R. (2022) Sparse labels, no Problems: Infant categorization under challenging conditions. *Child Development*, 93(6), 1903–1911, <https://doi.org/10.1111/cdev.13818>.
- Bang, M., Gurneau, J., Faber, L., Marin, A., Marin, M., Medin, D., Waxman, S., & Woodring, J. (2022). 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*. Springer. Volume 1.
- Novack, M. A., Standley, M. , Bang, M. Washinawatok, K., Medin, D., & Waxman, S. R. (2022) Hands on: Nonverbal communication in Native and Non-Native American parent–child dyads during informal learning. *Developmental Psychology*, 58 (1), 32–42, <http://doi.org/10.1037/dev0001279>.
- Luchkina, E. & Waxman, S. R. (2021). “Acquiring verbal reference: The interplay of cognitive, linguistic, and general learning capacities.” *Infant Behavior and Development*, 65, 101624, <https://doi.org/10.1016/j.infbeh.2021.101624>
- Waxman, S. R. (2021). Racial awareness and bias begin early: Developmental entrypoints, challenges and a call to action. *Perspectives on Psychological Science*, 16(5), 893-902. <https://doi.org/10.1177/17456916211026968>
- Lau, J. C. Y., Fyshe, A., & Waxman, S. R. (2021). Which acoustic features support the language-cognition link in infancy: A machine-learning approach. *Proceedings of the 43rd Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
- Novack, M. A., Brentari, Diane, Goldin-Meadow, S., & Waxman, S. (2021). Sign language, like spoken language, promotes object categorization in young hearing infants. *Cognition*, vol. 215, p. 104845, <http://doi.org/10.1016/j.cognition.2021.104845>.
- Woodruff Carr, K., Perszyk, D. R., Norton, E. S., Voss, J. L., Poeppel, D., & Waxman, S. R. (2021). Developmental changes in auditory-evoked neural activity underlie infants' links between language and cognition. *Developmental Science*, vol. 24, no. 6 June 2021, <http://doi.org/10.1111/desc.13121>.
- Kadlaskar, G., Waxman, S., & Seidl, A. Does human touch facilitate object categorization in 6-to-9-month-old infants? *Brain Sci.* 10(12), p. 940. <https://doi.org/10.3390/brainsci10120940>
- LaTourrette, A. & Waxman, S. (2020). Naming guides how 12-month-old infants encode and remember objects. *Proceedings of the National Academy of Sciences*, 117(35), pp.21230-21234. <https://doi.org/10.1073/pnas.2006608117>.
- LaTourrette, A. & Waxman, S. (2020). An object lesson: Objects, non-objects, and the power of conceptual construal in adjective extension, *Language Learning and Development*, 17(3), pp. 207-220, 10.1080/15475441.2020.087651
- Taverna, A. & Waxman, S. R.(2020). Early lexical acquisition in the Wichi language. *Journal of Child Language*, pp 1-21, 10.1017/s0305000919000898.
- Taverna, A., Medin, D. L. & Waxman, S. R. (2020). Tracing Culture in Children's Thinking: A Sociological Framework in Understanding Nature (Rastreando la Cultura en el Pensamiento Infantil: Una Socioecología para Comprender la Naturaleza). *Infancia y Aprendizaje. Journal for*

- the Study of Education and Development*, 43, 1-24.
<http://doi.org/10.1080/02103702.2020.1723277>.
- The ManyBabies Consortium, with Waxman and 148 others (2020). Quantifying Sources of Variability in Infant Research Using the Infant Directed-Speech Preference. *Advances in Methods and Practices in Psychological Science*, 3(1) 24-52.
- Woodruff Carr, K. L., Perszyk, D. R., Norton, E. S., Voss, J. L., Poeppel, D., & Waxman, S. R. (2020). Neural indices of attention underlie the increasing precision with which infants link language and cognition. Northwestern Institute for Policy Research, 20-08.
- Baiocchi, M.C., Taverna, A., & Waxman, S. Social-ecological relations among animals serve as a conceptual framework among the Wichi. *Cognitive Development*, vol. 52, Oct. 2019, p. 100807, <https://doi.org/10.1016/j.cogdev.2019.100807>.
- The ManyBabies Consortium (with Waxman and 7 others) (2019). *ManyBabies 1: Infant-Directed Speech Preference*. osf.io/re95x
- 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(18), <https://doi.org/10.3389/fpsyg.2019.00274>.
- LaTourrette, A. & Waxman, S. R. Defining the role of language in infants' object categorization with eye-tracking paradigms. *Journal of Visualized Experiments*, 144, <https://doi.org/10.3791/59291>.
- 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 of the Royal Society B: Biological Sciences*, 375, <https://doi.org/10.1098/rstb.2018.0408>.
- Perszyk, D. R., Lei, R. F., Bodenhausen, G. V., Richeson, J. A., & Waxman, S. R. Bias at the intersection of race and gender: Evidence from preschool-aged children. *Developmental Science*, 22(3) <https://doi.org/10.1111/desc.12788>
- Perszyk, D. & Waxman, S. R. Infants' advances in speech perception shape their earliest links between language and cognition. *Scientific Reports*, vol. 9, no. 1, March 2019, <https://doi.org/10.1038/s41598-019-39511-9>.
- Syrett, K., LaTourrette, A., Ferguson, B., & Waxman, S. R. Crying helps, but being sad doesn't: Infants constrain nominal reference using known verbs, not known adjectives. *Cognition*, vol. 193, December 2019, <https://doi.org/10.1016/j.cognition.2019.104033>.
- Ferguson, B., Franconeri, S., & Waxman, S. Very young infants learn abstract rules in the visual modality. *PLoS ONE*, vol. 13, no. 1, January 2018, <https://doi.org/10.1371/journal.pone.0190185>.
- LaTourrette, A. & Waxman, S. A little labeling goes a long way: Semi-supervised learning in infancy. *Developmental Science*, vol. 22, no. 1, August 2018, <https://doi.org/10.1111/desc.12736>.
- Lovato, S., & Waxman, S. R. 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), Frontiers Media.
- Perszyk, D. R., & Waxman, S. R. Linking language and cognition in infancy. *Annual Review of Psychology*, 69(1) 231-250, <https://doi.org/10.1146/annurev-psych-122216-011701>.
- 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). Routledge.
- 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*, 14(1), 1-12. <http://doi.org/10.1080/15475441.2017.1311260>.
- 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. <http://doi.org/10.1111/infa.12182>.
- 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. <https://doi.org/10.3791/55435>.

- Washinawatok, K., Rasmussen, C., Bang, M., Medin, D., Woodring, J., Waxman, S., Marin, A., Gurneau, 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. <https://doi.org/10.1080/15248372.20171392306>.
- 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. <https://doi.org/10.1111/desc.12522>.
- Ferguson, B., & Waxman, S. (2016). Linking Language and categorization in infancy. *Journal of Child Language, 44*(3), 527-552. <https://doi.org/10.1017/s0305000916000568>.
- Havy, M., & Waxman, S. R. (2016). Naming influences 9-month-olds' identification of discrete categories along a perceptual continuum. *Cognition, 156*, 41-51. <https://doi.org/10.1016/j.cognition.2016.07.011>.
- Lovato, S., & Waxman, S. R. (2016). Young children learning from touch screens: Taking a wider view. *Frontiers in Psychology, 7*. <https://doi.org/10.3389/fpsyg.2016.01078>.
- 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. <https://doi.org/10.1016/j.cognition.2016.05.004>.
- 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. <https://doi.org/10.1080/10409289.2016.1168228>.
- 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. <https://doi.org/10.1111/desc.13121>
- Ferguson, B. & Waxman, S. R. (2016). What the [beep]? Six-month-olds link novel communicative signals to meaning. *Cognition, 146*, 185-189. <https://doi.org/10.1016/j.cognition.2015.09.020>
- 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*. <https://doi.org/10.3389/fpsyg.2015.01319>
- Medin, D., ojalaho, 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). 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). 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). 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). 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*. Cambridge University Press. pp 83-117.
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- 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.
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- 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). 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
- 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.
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- 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.
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- Ferry, A., Hespos, S., & Waxman, S. (2010). Categorization in 3- and 4-month-old infants: An advantage of words over tones. *Child Development, 81*(2), 472-479.
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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.

REFEREED PRESENTATIONS (PAST 10 YEARS)

- Yu, Y., Waxman, S. R., (and others) (2023). *Syntactic adaptation and long-term retention guide word learning in toddlers*. Annual Conference on Human Sentence Process Pittsburg, PA.
- Novak, M., Waxman, S. R., (and 8 others) (2023). *Developing an iPad-based adaptation of the Looking while Listening Task for the NIH Baby Toolbox*. SRCD 2023 Biennial Meeting Salt Lake City, Utah, USA.
- Gershon, R., Waxman S., (and 8 others) (2023). *An overview of the NIH Infant and Toddler Toolbox: Introduction, validation and plans for norming* SRCD Biennial Meeting Salt Lake City, Utah, USA.
- Luchina & Waxman, S. (2023) *A Milestone in Development of Verbal Reference: Learning Words for Unseen Objects*. 2023 International Convention of Psychological Science (ICPS), March 9-11, Brussels, Belgium.
- Atik, N. D., LaTourrette, A., & Waxman, S. (2022). *Preschoolers benefit from sentential context when listening to familiar- and unfamiliar-accented speech*. Talk presented at the 47th Boston University Conference on Language Development.
- Chan, D., LaTourrette, A., & Waxman, S. (2022). *Does object naming influence object representations in 7-month-olds?* Poster presented at the 47th Boston University Conference on Language Development.
- Waxman, S. R. (2022). *How, and how early, do we begin to 'see' race?* Fellows' Seminar at Stellenbosch Institute for Advanced Study, February 17, 2022, Stellenbosch, South Africa.
- LaTourrette, A. & Waxman, S. R. (2020). *Using known words to learn new ones: Accented speech imposes (surmountable) processing limitations for 24-month-old infants*. Poster presented at the 42nd Annual Virtual Meeting of the Cognitive Science Society.
- Waxman, S. (2020, May) *Examining Implicit and Explicit Biases in Individual Children, Schools, and Communities: Implications for Racial Disparities in School Discipline*. Talk 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 21st 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, A. & Waxman, S. (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.

INVITED PRESENTATIONS – LAST FIVE YEARS

- Waxman, S. R. (2024). Invited speaker at Budapest CEU Conference on Cognitive Development.
- Waxman, S. R. (2022). *Disrupting Racism and Bias at Home, at School, and at Work*. Institute for Policy Research, Northwestern University, February 24, 2022.
- Waxman, S. R. (2021). *Language and thought in infants*. Departmental colloquium. University of Connecticut, Storrs, CT.

- Waxman, S. R. (2021). *How (and how early) do infants link language and cognition? New evidence from sign language*. The Center for Gesture and Sign Language, University of Chicago, Chicago, IL.
- Waxman, S. R. (2021). *Why diversity is crucial to theory and how it pushes our paradigms in developmental science*. Diversity Science symposium. Northwestern University, Department of Psychology.
- Waxman, S. R. (2020). *Visually-Grounded Interaction and Language Workshop*. Conference on Neural Information Processing Systems (NeurIPS).
- Waxman, S. R. (2021). *How early do infants begin to 'see' race? IPR*. Northwestern.
- 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.

ADVISEES

POSTDOCTORAL FELLOWS all at Northwestern University

Elena Luchkina (2019-present)

Kali Woodruff Carr (2018-present)

Research Scientist, Boston Children's Hospital, Harvard University (beginning May 2023)

Miriam Novack (2016-2019)

Assistant Professor of Research, Northwestern University Feinberg School of Medicine

Joe Lau (2019-2021)

Postdoc in School of Communication Sciences and Disorders, Northwestern

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, Senior Research Scientist
Sudha Arunachalam (2007-2011)
New York University, Steinhardt School of Communication Sciences and Disorders, Professor
Marian Chen (2007-2009)
Nan McKay and Associates, Operations Management Analyst, Chicago
Erin Leddon (2006-2011)
Northwestern University, Associate Professor and Director of Undergraduate Studies; Director of Undergraduate Studies in the Program in Cognitive Science.
Andrzej Tarlowski (2005-2007)
Warsaw, University of Finance and Management, Professor of Psychology
Christopher Fennel (2005-2006)
University of Ottawa, Chair and Professor of Psychology
Tracy Lavin (2003-2005)
Directions Evidence and Policy Research Group, Research Analyst, Vancouver, Canada
Amy Booth (2001-2003)
Vanderbilt University, Department of Psychology, Professor

PH.D. STUDENTS

Current

Alison Lobo
Deniz Atik
Dana Chan

Completed Ph.D.s – Northwestern University

Alexander LaTourrette, Ph.D., 2020: University of Pennsylvania, Post-doctoral fellow, Psychology
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; Production Manager at a Chicago-based technology firm
Tom Piccin, Ph.D., 2007; University of Maryland, adjunct professor; Founder and Principal of Three Mountain Learning
Florencia Anggoro, Ph.D., 2006; College of the Holy Cross, Professor, Psychology
Raquel S. Klibanoff, Ph.D., 2001; University of Chicago, Post-doctoral fellow (has now left the field)
Laura Namy, Ph.D., 1998; Institute of Education Sciences (IES), Associate Commissioner of Education Research, NCER

Completed Ph.D.s – Harvard University

D. Geoffrey Hall, Ph.D., 1991; University of British Columbia, Professor and Chair, Psychology
Dana Markow, Ph.D., 1995; Vice President of Research at Fluent, delivering research, evaluation, analytics, strategy and design/production to a diverse range of industry clients