

Curriculum Vitae

Sandra R. Waxman

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

EDUCATION

University of Pennsylvania	Ph.D., Psychology, 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/sandra-waxman>

Professor, School of Education and Social Policy (by courtesy, since 1993)

Faculty Fellow, Institute for Policy Research (since 2013)

<https://www.ipr.northwestern.edu/who-we-are/faculty-experts/waxman.html>

PREVIOUS APPOINTMENT

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

SELECTED FELLOWSHIPS, AWARDS AND HONORS

- ◆ Department of Psychology Award for Excellence in Mentoring Undergraduate Research, Northwestern University, 2026
- ◆ Provost Award for Excellence in Mentoring Undergraduate Research, Northwestern University, 2024
- ◆ Provost Award for Exemplary Faculty Service, Northwestern University, 2021
- ◆ Stellenbosch Institute for Advanced Study (STIAS) Fellow, 2022
- ◆ Society for Improvement of Psychological Science Mission Award (with the ManyBabies Collaboration), 2019
- ◆ Canadian Institute for Advanced Research (CIFAR) Program on Brain, Mind, & Consciousness – Associate Fellow, 2018 - 2025
- ◆ Cognitive Science Society – Elected Fellow, 2016
- ◆ American Academy of Arts and Sciences – Elected Member, 2011
- ◆ American Association for the Advancement of Science – Elected Fellow, 2011
- ◆ Louis W. Menk Chair in Psychology – Endowed Chair, Northwestern University, 2011
- ◆ Harvard University - Visiting Professor, 2010-2011
- ◆ Ann L. Brown Award for Excellence in Developmental Research, University of IL, 2008
- ◆ James McKeen Cattell Award. American Psychological Society, 2007
- ◆ Guggenheim Fellowship Award. John Simon Guggenheim Memorial Foundation, 2007
- ◆ Ecole Normale Supérieure, Paris -Visiting Professor, 2004
- ◆ Centre for Cognitive Science, Lyon France - Visiting Professor, 1998-1999

SELECTED ADVISORY AND LEADERSHIP ROLES

- ◆ Northwestern Institute for Policy Research, Executive Committee member
- ◆ Northwestern Neurodevelopmental Core, Advisory Board member
- ◆ Institute for Adolescent Mental Health and Well-Being. Northwestern University. Faculty fellow
- ◆ EC*REACH. Early Childhood Research Alliance of Chicago. Council member
- ◆ ‘From the Minds of Babies’: Biennial Research Symposium, bringing cutting-edge developmental scientists from across the globe to Northwestern University Founder
- ◆ Canadian Institute for Advanced Research (CIFAR) Discovery Panel: Infant learning and machine-learning. Co-founder

- ◆ External PhD supervisor, University of Padua (2026-present)
- ◆ NIH Infant and Toddler Toolbox, Scientific Lead; Language Development (2019-2025)
- ◆ International Congress of Infant Studies, Board Member (2018-2024)
 - ‘Founding Generations’ Summer Mentorship program
- ◆ Provost’s Advisory Council on Women Faculty, Northwestern University (2016-2019).
- ◆ NIH Health Resources and Services Administration's (HRSA) "Bridging the Word Gap Research Network Project", Advisory Board Member (2014-2018)
- ◆ Institute for Innovations in Developmental Sciences
 - Founder and continuing Board Member
 - Neurodevelopmental Core, Steering Committee Chair (Aug. 2018 – present)

JOURNAL EDITORSHIPS AND OTHER REVIEWING (SELECTED)

Annual Review of Developmental Psychology, Founding Co-editor (2018-present); Cognitive Psychology, Associate Editor (2005-2018); Frontiers in Language Sciences, Founding Review Editor; Psychological Review, Consulting Editor (2016-present), Journal of Cognition and Culture, Editorial Board (journal inception – present), Society for Research on Child Development Social Policy Report, Editorial Board Member (2017-April 2023).

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).

RESEARCH FUNDING – LAST FIVE YEARS

2026-2027	The Alumnae of Northwestern University funding for “Interrupting Bias in Evanston/Chicago Preschools: Strengthening Teachers & Children Together” \$3,000
2026-2027	Northwestern Psychology Department funding for Strengthening Teachers and Children Together \$9,500
2026-2027	Evanston Community Foundation and Northwestern University. Racial Equity & Community Partnership Grant. “Interrupting Bias in Evanston/Chicago Preschools: Strengthening Teachers & Children Together” (Co-I’s: Waxman, S., Sabol, T., Childcare Network of Evanston; \$50,000) Year 2
2025-2026	Evanston Community Foundation and Northwestern University. Racial Equity & Community Partnership Grant. “Interrupting Bias in Evanston/Chicago Preschools: Strengthening Teachers & Children Together” (Co-I’s: Waxman, S., Sabol, T., Childcare Network of Evanston; \$60,000)
2023-2026	National Science Foundation (2330011) “Naming Names: and how early, does object naming influence infants’ fundamental object representations?” (PI; \$599,651)
2024-2025	Northwestern Institute for Policy Research “Building a Measurement Toolkit to Address Race-Based Disparities in Preschool Discipline Practices” (PI; Waxman, S. Co-I; Sabol, T.; \$4,000)
2023-2024	Northwestern Institute for Policy Research “Advancing Social Impact: Bringing Students’ Commitment to Social Justice into close alignment with no-profits’ / NGOs’ aspirational goals. (PI; Waxman, S. Co-I; Lee, C. \$3,000)
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)

- 2019-2022 National Institutes of Health (75N94019D00005), “NIH Infant and Toddler Toolbox” (Co-I; PI Gershon, R.; \$1,464,995)
- 2019-2022 CIFAR “The effect of music on infant cognition” (Co-PI with Laurel Trainor, McMaster University; \$37,375)
- 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-I with Terri Sabol, Leoandra 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)
- 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

- Padilla Colon, M., Taverna, A.S., Waxman, S.R. (2026) Pathways to Agency: Cross-Cultural Evidence from Indigenous Wichi and Eurodescendant Caregiver-Infant Interactions [Download](#)
- Woodruff Carr, K., Vanden Bosch der Nederlanden, C.M., Trainor, L., Waxman, S.R. (in revision). From Melody to meaning: the influence of humming and singing on infant cognition.
- ManyBabies Consortium with Waxman, S.R. and many others (in revision). ManyBabies 3: A Multi-Lab Study of Infant Algebraic Rule Learning. Registered Report
- Li, D. & Waxman, S.R. (2025). Infant word learning. *Reference Module in Social Sciences*. Elsevier 9 (3e) [Download](#)
- Novak, M.A., Dworak, E., Han M.C. Y., Kaat, A.J., Utsinovich, V., Saffran, J., Frank, M.C., Waxman, S.R., Gershon, R.C. (2025) Development and validation of the NIH Baby Toolbox language measures. *Infant Behavior and Development Volume 80, 102121*. [Download](#)
- Luchkina, E., Simon, L.R., & Waxman, S.R. (2025). Catching up with iCatcher: Comparing analysis of infant eye tracking based on trained human coders and iCatcher+ automated gaze coding software. *Behavior Research Methods, 57*(6), 1-9. [Download](#)
- Luchkina, E. & Waxman, S. (2025) Semantic priming supports infants’ ability to learn names of unseen objects. *PLOS ONE* 20(4), e0321775. [Download](#)
- Ferguson, B., LaTourrette, A., & Waxman, S., (2024). Six-month-old infants use cross-modal synchrony to identify novel communicative signals. *Scientific Reports, 14*(1). [Download](#)
- Woodruff Carr, K.W. & Waxman, S.R. (2024). The link between non-human primate vocalizations and cognition is not constrained by maturation alone: Evidence from healthy preterm infants. *Cognition, Volume 251*. [Download](#)
- Waxman, S.R. (2024). Developmental origin of a language–cognition interface in infants: Gateway to advancing core knowledge? *Behavioral and Brain Sciences, 47*, e145. [Download](#)
- LaTourrette, A., Blanco, C., Atik, N.D., Waxman, S.R. (2024) Navigating accent variability: 24-month-olds recognize known words spoken in an unfamiliar accent but require additional support to learn new words. *Infant Behavior and Development, 76*, 101962. [Download](#)
- Atik, N.D., LaTourrette, A. & Waxman, S.R. (2024). Preschoolers benefit from sentential context in familiar- and unfamiliar-accented speech. *Developmental Science* 27(5), e13508. [Download](#)

- ManyBabies Consortium with Waxman, S.R. and many others (2023, January 10). ManyBabies 5: A large-scale investigation of the proposed shift from familiarity preference to novelty preference in infant looking time. [Download](#)
- Taverna, A., Padilla, M. & Waxman, S., (2023). How pervasive is joint attention? Mother-child dyads from a Wichi community reveal a different form of “togetherness.” *Developmental Science* 27(5), e13471. [Download](#)
- Luchkina, E., & Waxman, S.R. (2024). Talking about the absent and the abstract: referential communication in language and gesture. *Perspectives on Psychological Science*, 19(6), 978-992 [Download](#)
- Luchkina, E., Waxman, S.R. (2023). Twelve-month-olds can imagine objects they have never seen and learn their names. *Proceedings of the Annual Meeting of the Cognitive Science Society*, 45(45).
- LaTourrette, A.S., Chan, D.M. & Waxman, S.R. (2023). A principled link between object naming and representation is available to infants by seven months of age. *Scientific Reports*, 13(1), 14328. [Download](#)
- LaTourrette, A.S., Novack, M.A., & Waxman, S.R. (2023). Longer looks for language: Novel labels lengthen fixation duration for 2-year-old children. *Journal of Experimental Child Psychology*, 236, 105754. [Download](#)
- 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*, vol. 13(894405). [Download](#)
- LaTourrette, A., Waxman, S., Wakschlag, L., Norton, E. & Weisleder, A. (2023) From recognizing known words to learning new ones: Comparing online speech processing in typically developing and late-talking 2-year-olds. *Journal of Speech Learning and Hearing Research*, 66(5), 1658-1677. [Download](#)
- LaTourrette, A. & Waxman, S. (2022). Sparse labels, no problems: Infant categorization under challenging conditions. *Child Development*, 93(6), 1903-1911. [Download](#)
- Bang, M., Waxman, S., et al. (2023) “Perspective Taking and Psychological Distance in Children’s Picture Books: Differences between Native and Non-Native Authored Books.” *Sociocultural Explorations of Science Education*, 1 Jan. 2023, pp. 123–140, [Download](#)
- Novack, M.A., Chan, D. & Waxman, S.R. (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. [Download](#)
- Novack, M., Standley, M., Bang, M., Washinawotok, 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. [Download](#)
- Luchkina, E. & Waxman, S.R. (2021). Semantic priming supports infants’ ability to represent and name unseen objects. *PLOS ONE*, 16(1), e0244968. [Download](#)
- Luchkina, E. & Waxman, S. (2021). Acquiring verbal reference: The interplay of cognitive, linguistic, and general learning capacities. *Infant Behavior and Development*, 65, 101624. [Download](#)
- Waxman, S.R., Herrmann, P., Woodring, J., Medin, D. (2021). Humans (Really) Are Animals: Picture-book Reading Influences 5-year-old Urban Children’s Construal of the Relation Between Humans and Non-human Animals. *The International Journal of Ecopsychology (IJE)*, 3(1), 5.
- Waxman, S.R. (2021). Racial awareness and bias begin early: Developmental entry points, challenges and a call to action. *Perspectives on Psychological Science*, 16(5), 893-902. [Download](#)
- 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* 43(43). Austin, TX: Cognitive Science Society. [Download](#)
- Novack, M.A., Brentari, Diane, Goldin-Meadow, S. & Waxman, S. (2021). Sign language, like spoken language, promotes object categorization in young hearing infants. *Cognition*, 215, 104845. [Download](#)

- 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*, 24(6), e13121. [Download](#)
- Luchkina, E. & Waxman, S. (2021) Semantic priming supports infants' ability to learn names of unseen objects. *PLOS ONE* 16(1): e0244968. [Download](#)
- Woodruff Carr, K., Perszyk, D. R. & Waxman, (2021). Birdsong fails to support object categorization in human infants. *PLOS ONE* 16(3): e0247430. [Download](#)
- He, A.X., Huang, S., Waxman, S.R. & Arunachalam, S. (2020). Two-year-olds consolidate verb meanings during a nap. *Cognition* 198, 104205. [Download](#)
- Kadlaskar, G., Waxman, S.R. & Seidl, A. (2020) Does human touch facilitate object categorization in 6-to-9-month-old infants? *Brain Sci.* 10(12), 940. [Download](#)
- LaTourrette, A. & Waxman, S.R. (2020). Naming guides on how 12-month-old infants encode and remember objects. *Proceedings of the National Academy of Sciences*, 117(35), 21230-21234. [Download](#)
- LaTourrette, A. & Waxman, S.R. (2020) An object lesson: Objects, non-objects, and the power of conceptual construal in adjective extension, *Language Learning and Development*, 17(3), 207-220. [Download](#)
- Taverna, A.S. & Waxman, S.R. (2020). Early lexical acquisition in the Wichi language. *Journal of Child Language*, 47(5), 1052-1072. [Download](#)
- Taverna, A.S., Medin, D.L. & Waxman, S.R. (2020). Tracing culture in children's thinking: A socioecological 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(2), 270. [Download](#)
- The ManyBabies Consortium, with Waxman, S.R. and many 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. [Download](#)
- 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. Working Paper, Institute for Policy Research, WP-20-08. [Download](#)
- LaTourrette, A., Novack, M.A., Waxman, S.R. (2019). Novel labels modify visual attention in 2-year-old children. *Proceedings of the Annual Meeting of the Cognitive Science Society* 41.
- Baiocchi, M.C., Waxman, S.R., Pérez É.M., Pérez A., Taverna A. (2019). Social-ecological relations among animals serve as a conceptual framework among the Wichi. *Cognitive Development*, 52 (2019) 100807. [Download](#)
- de Carvalho, A., Babineau, M., Trueswell, J., Waxman, S. & Christophe, A. (2019). Studying the real-time interpretation of novel noun and verb meanings in young children. *Frontiers in Psychology*, 10, 274. [Download](#)
- LaTourrette, A. & Waxman, S.R. (2019). Defining the role of language in infants' object categorization with eye-tracking paradigms. *Journal of Visualized Experiments*, 59291, (144). [Download](#)
- Novack, M.A. & Waxman, S.R. (2019). Becoming human: human infants link language and cognition, but what about non-human great apes? *Philosophical Transactions of the Royal Society B* 375 (1789), 20180408. [Download](#)
- Perszyk, D.R., Lei, R.F., Bodenhausen, G.V., Richeson, J.A., & Waxman, S.R. (2019). Bias at the intersection of race and gender: Evidence from preschool-aged children. *Developmental Science*, 22(3), e12788. [Download](#)
- Perszyk, D.R. & Waxman, S.R. (2019). Infants' advances in speech perception shape their earliest links between language and cognition. *Scientific Reports*, 9(1), 3293. [Download](#)
- 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. [Download](#)

- Ferguson, B., Franconeri, S. & Waxman, S.R. (2018). Very young infants learn abstract rules in the visual modality. *PLoS ONE*, 13(1), e0190185. [Download](#)
- LaTourrette, A. & Waxman, S.R. (2018). A little labeling goes a long way: Semi-supervised learning in infancy. *Developmental Science*. Volume 2019, 22(1), e12736. [Download](#)
- Lovato, S.B., & Waxman, (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). Frontiers Media. [Download](#)
- Perszyk, D. R., & Waxman, (2018). Linking language and cognition in infancy. *Annual Review of Psychology*, 69(1), 231-250. [Download](#)
- Taverna, A.S., Medin, D.L. & Waxman, S.R. (2016). "Inhabitants of the earth": Reasoning about folk biological 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. [Download](#)
- 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. [Download](#)
- 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. [Download](#)
- LaTourrette, A., Waxman, S.R. (2017). A conceptual account of children's difficulties extending adjectives across basic-level kinds. *Proceedings of the 41st Boston University Conference on Language Development*, 411-423.
- 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*, 55435 (122). [Download](#)
- 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. [Download](#)
- Waxman, S.R., 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. [Download](#)
- Perszyk, D., Ferguson B., & Waxman, S.R. (2016). Maturation constrains the effect of exposure in linking language and thought: Evidence from healthy preterm infants. *Developmental Science*. March 2018, 21(2), e12522. [Download](#)
- Ferguson, B. & Waxman, S.R. (2016). Linking language and categorization in infancy. *Journal of Child Language*. Advance online publication. Published in print May 2017, 44(3), 527-552. [Download](#)
- Havy, M. & Waxman, S.R. (2016). Naming influences 9-month-olds' identification of discrete categories along a perceptual continuum. *Cognition*, 156, 41- 51. [Download](#)
- Lovato, S.B. & Waxman, S.R. (2016). Young children learning from touch screens: Taking a wider view. *Frontiers in Psychology*, 7, 1078. [Download](#)
- Perszyk, D.R. & 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. [Download](#)
- Waxman, S.R., Fu, X., Ferguson, B., Geraghty, K., Leddon, E., Liang, J., Zhao, M. F. (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. [Download](#)
- Ferguson, B. & Waxman, S.R. (2016). What the [beep]? Six-month-olds link novel communicative signals to meaning. *Cognition*, 146, 185-189. [Download](#)

- 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. [Download](#)
- 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. [Download](#)
- Medin, D., ojaalehto, b., Waxman, S.R. & 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. [Download](#)
- Waxman, S.R. (2015). Abandoning the 'theoretical apartheid' between nature and nurture: human infants hold the key. *Social Anthropology*, 23(2), 213-215. [Download](#)
- 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. [Download](#)
- 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. [Download](#)
- Ferguson, B., Perszyk, D.R. & Waxman, S.R. (2014). Very young infants' responses to human and non-human primates' vocalizations. *Behavioral and Brain Sciences*, 37(6), 553-554. [Download](#)
- Ferguson, B. & Waxman, S.R. (2013). 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. [Download](#)
- Vouloumanos, A. & Waxman, S.R. (2014). Listen up! Speech is for thinking during infancy. *Trends in Cognitive Sciences*, 18(12), 642-646. [Download](#)
- Geraghty, K., Waxman, S.R. & Gelman, S.A. (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. [Download](#)
- 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 Cognition and Culture*, 14(3-4), 213-233. [Download](#)
- 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. [Download](#)
- Waxman, S.R., Herrmann, P., Woodring, J. & Medin, D. (2014). Humans (really) are animals: Picture-book reading influences 5-year-old urban children's construal of the relation between humans and non-human animals. *Frontiers in Developmental Psychology*, 5, 172. [Download](#)
- ojaalehto, 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. [Download](#)
- Ferry, A., Hespos, S. & Waxman, S.R. (2013). Nonhuman primate vocalizations support categorization in very young human infants. *Proceedings of the National Academy of Sciences*, 110(38), 15231-15235. [Download](#)
- Dehghani, M., Bang, M., Medin, D. L., Marin, A., Leddon, E. & Waxman, S.R. (2013). Epistemologies in the text of children's books: Native and non-Native authored books. *International Journal of Science Education*, 35(13), 2133-2151. [Download](#)
- 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. [Download](#)
- Waxman, S.R. 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. [Download](#)
- Callanan, M. & Waxman, S.R. (2013). Commentary on special section. Deficit or difference? Interpreting diverse developmental paths. *Developmental Psychology*, 49(1), 80-83. [Download](#)

- 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. [Download](#)
- 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. [Download](#)
- 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. [Download](#)
- Waxman, S.R. (2012). Social categories are shaped by social experience. *Trends in Cognitive Sciences*, 16(11), 531-532. [Download](#)
- 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. [Download](#)
- Leddon, E.M., 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. [Download](#)
- 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 89-117. [Download](#)
- Taverna, A.S., Waxman, S.R., Medin, D.L. & Peralta, O. (2012). Core folkbiological concepts: New evidence from Wichí children and adults. *Journal of Cognition and Culture*, 12(3-4), 339-358. [Download](#)
- 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. [Download](#)
- Graham, S.A., Booth, A.E. & 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(2), 136-145. [Download](#)
- Herrmann, P.A., Medin, D.L. & Waxman, S.R. (2012). When humans become animals: Development of the animal category in early childhood. *Cognition*, 122(1), 74-79. [Download](#)
- Shenton, J., Ross, N., Kohut, M. & Waxman, S.R. (2011). Maya folk botany and knowledge devolution: Modernization and intra-community variability in the acquisition of folkbotanical knowledge, *Ethos*, 39(3), 349-367. [Download](#)
- Arunachalam, S., Syrett, K. & Waxman, S.R. (2011). Can Adverbs Call Attention to Manner of Motion for 2-year-olds Learning Verbs? *Proceedings of the Annual Boston University Conference on Language Development*, 36, 63-73. [Download](#)
- Leddon, E.M., Arunachalam, S., Waxman, S.R., Fu, X., Gong, H., Wang, L. (2011). Noun and verb learning in Mandarin-acquiring 24-month-olds. *Proceedings of the 35th Annual Boston University Conference on Language Development*. [Download](#)
- 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). [Download](#)
- Waxman, S.R. & 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. [Download](#)
- Arunachalam, S. & Waxman, S.R. (2011). Grammatical form and semantic context in verb learning. *Language Learning and Development*, 7(3), 169-184. [Download](#)

- 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. [Download](#)
- Medin, D.L., Waxman S.R., 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 [Download](#)
- Fennell, C.T. & Waxman, S.R. (2010). What paradox? Referential cues allow for infant use of phonetic detail in word learning. *Child Development*, 81(5), 1376–1383. [Download](#)
- 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(5), 1089–1108. [Download](#)
- 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. [Download](#)
- Arunachalam, S. & Waxman, S.R. (2010). Language and conceptual development. Wiley Interdisciplinary Reviews: *WIRE's Cognitive Science*, 1(4), 548-558. [Download](#)
- Medin, D.L., Waxman, S.R., 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. [Download](#)
- Arunachalam, S. & Waxman, S.R. (2010). Meaning from syntax: Evidence from 2-year-olds. *Cognition*, 114(3), 442-446. [Download](#)
- Waxman, S.R. (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. [Download](#)
- Anggoro, F., Medin, D., & Waxman, S. (2010). Language and Experience Influence Children's Biological Induction. *Journal of Cognition and Culture*, 10(1-2), 171-187. [Download](#)
- 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(1-2), 205-220. [Download](#)
- 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. [Download](#)
- 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. [Download](#)
- 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 University Press. [Download](#)
- 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. [Download](#)
- Gelman, S.A. & Waxman, S.R. (2009). Taking development seriously: Theories cannot emerge from associations alone. *Trends in Cognitive Sciences*, 13(8), 332-333. [Download](#)
- Waxman, S.R., Lidz, J.L., 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. [Download](#)
- 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. [Download](#)
- Waxman, S.R., & Gelman, S.A. (2009). Early word-learning entails reference, not merely associations. *Trends in Cognitive Sciences*, 13(6), 258-263. [Download](#)
- 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. [Download](#)

- Waxman, S.R. (2008). How infants discover distinct word types and map them to distinct meanings. *Infant Pathways to Language*, 117-136.
- 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. [Download](#)
- Norbury, H.M., Waxman, S.R. & Song H.J. (2008). *Tight and loose* are not created equal: An asymmetry underlying the representation of *fit* in English and Korean speakers. *Cognition*, 109(3), 316-325. [Download](#)
- 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(2), 313-323. [Download](#)
- 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. [Download](#)
- Booth, A.E. & Waxman, S.R. (2008). Taking stock as theories take shape. *Developmental Science*, 11(2), 185-194. [Download](#)
- 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). Lawrence Erlbaum Associates. [Download](#)
- Gelman, S.A. & 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. [Download](#)
- 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. [Download](#)
- 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. [Download](#)
- 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). Cambridge University Press. [Download](#)
- 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*. Cascadilla Press. [Download](#)
- Waxman, S.R., Medin, D.L., & Ross, N. (2007). Folkbiological reasoning from a cross-cultural developmental perspective: Early essentialist notions are shaped by cultural beliefs. *Developmental Psychology*, 43(2), 294-308. [Download](#)
- Waxman, S.R. & Medin, D.L. (2007). Experience and cultural models matter: Placing firm limits on anthropocentrism. *Human Development*, 50(1), 23-30. [Download](#)
- 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). Lawrence Erlbaum. [Download](#)
- 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. [Download](#)
- Medin, D.L., & Waxman, S.R. (2006). Giyoo Hatano. *Cognitive Studies*, 13(2), 177-180. [Download](#)
- Waxman, S. R. (2006). Tudo tinha um nome, e de cada nome nascia um novo pensamento: vínculos entre aprendizagem de palavras e organização conceitual no início da aquisição da linguagem (Everything had a name, and each name gave birth to a new thought: Links between early word-learning and conceptual organization) in Corrêa, L. M. S. (Ed.). *Aquisição da Linguagem e Problemas do Desenvolvimento Lingüístico*. Editora da PUC-Rio.

- Fennell, C.T. & Waxman, S.R. (2006). Infants of 14 months use phonetic detail in novel words embedded in naming phrases. In Bamman, D., Magnitskaia, T., & Zaller, C. (Eds.) *Proceedings of the 30th Boston University Conference on Language Development* (pp. 178-189). Cascadilla Press. [Download](#)
- Fulkerson, A.L., Waxman, S.R. & Seymour, J.M. (2006). Linking object names and object categories: Words (but not tones) facilitate object categorization in 6- and 12-month-olds. In Bamman, D., Magnitskaia, T., & Zaller, C. (Eds.) *Supplement to the Proceedings of the 30th Boston University Conference on Language Development*. Cascadilla Press.
- Waxman, S.R. & Lidz, J. (2006). Early word learning. In D. Kuhn & R. Siegler (Eds.), *Handbook of Child Psychology, 6th Edition*, Vol. 2 (pp. 299-335). Wiley.
- Lavin, T.A., Hall, D.G. & Waxman, S.R. (2006). East and west: A role for culture in the acquisition of nouns and verbs. In K. Hirsch-Pasek & R.M. Golinkoff (Eds.), *Action meets word: How children learn verbs* (pp. 525-543). Oxford University Press.
- Waxman, S.R. (2006). Finding the points of contact: Language acquisition in children raised in monolingual, bilingual and multilingual environments. In W. Li (Series Ed.) & P. McCordle & E. Hoff (Vol. Eds.), *Child Language & Child Development Childhood Bilingualism - Research on Infancy Through School Age* (pp. 135-148). Multilingual Matters.
- Namy, L.L. & Waxman, S.R. (2005). Afterword: Symbols redefined: Developmental and comparative perspectives (269-277). In Namy, L.L. (Ed.) *Symbol use and symbolic representation: Developmental and comparative perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gelman, S.A., Chesnick, R.J. & Waxman, S.R. (2005). Mother-child conversations about pictures and objects: Referring to categories and individuals. *Child Development*, 76(6), 1129-1143.
- Anggoro, F. K., Waxman, S.R. & Medin, D.L. (2005). The effects of naming practices on children's understanding of living things. In B. Bara, L. Barsalou, & M. Bucciarelli (Eds) *Proceedings of the Twenty-seventh Annual Meeting of the Cognitive Science Society* (pp. 139-144). Lawrence Erlbaum Associates.
- Booth, A.E., Waxman, S.R. & Huang, Y.T. (2005). Conceptual information permeates word learning in infancy. *Developmental Psychology*, 41(3), 491-505.
- Waxman, S.R. (2005). Why is the concept "Living Thing" so elusive? Concepts, languages, and the development of folkbiology. In W. Ahn, R.L. Goldstone, B.C. Love, A.B. Markman, & P. Wolff (Eds.), *Categorization Inside and Outside the Laboratory: Essays in Honor of Douglas L. Medin*. American Psychological Association.
- Waxman, S.R. & Braun, I.E. (2005). Consistent (but not variable) names as invitations to form object categories: New evidence from 12-month-old infants. *Cognition*, 95(3), B59-B68.
- Lidz, J. & Waxman, S.R. (2004). Reaffirming the poverty of the stimulus argument: A reply to the replies. *Cognition*, 93(2), 157-165.
- Hall, D.G. & Waxman, S.R. (Eds.) (2004). *From many strands: Weaving a lexicon*. MIT Press.
- Waxman, S.R. (2004). Everything had a name, and each name gave birth to a new thought: Links between early word-learning and conceptual organization. In D. G. Hall & S. R. Waxman (Eds.), *From many strands: Weaving a lexicon* (295-335). MIT Press.
- Ross, N., Medin, D.L., Waxman, S.R., Atran, S. (2004). The development of folkbiology: A cross-cultural view. *International Journal of Psychology*, 39(5-6), 267-267.
- Lidz, J., Waxman, S.R. & Freedman, J. (2003). What infants know about syntax but couldn't have learned: Experimental evidence for syntactic structure at 18 months. *Cognition*, 89(3), B65-B73.
- Hall, D.G., Waxman, S.R., Bredart, S. & Nicolay, A. (2003). Preschoolers' use of form class cues to learn descriptive proper names. *Child Development*, 74(5), 1547-1560.
- Booth, A.E. & Waxman, S.R. (2003). Mapping words to the world in infancy: Infants' expectations for count nouns and adjectives. *Journal of Cognition and Development*, 4(3), 357-381.
- Booth, A.E. & Waxman, S.R. (2003). Bringing theories of word learning in line with the evidence. *Cognition*, 87(3), 215-218.

- Waxman, S.R. & Booth, A.E. (2003). The origins and evolution of links between word learning and conceptual organization: New evidence from 11-month-olds. *Developmental Science*, 6(2), 130-137.
- Hall, D.G., Waxman, S.R., Bredart, S., Nicolay, A.C. (2003). Preschoolers' Use of Form Class Cues to Learn Descriptive Proper Names. *Child Development*, 74(5), 1547-1560. [Download](#)
- Booth, A.E., & Waxman, S.R. (2002). Object names and object functions serve as cues to categories for infants. *Developmental Psychology*, 38(6), 948-957.
- Namy, L. L., & Waxman, S.R. (2002). Patterns of spontaneous production of novel words and gestures within an experimental setting in children ages 1;6 and 2;2. *Journal of Child Language*, 29(4), 911-921.
- Waxman, S.R. (2002). Links between object categorization and naming: Origins and emergence in human infants. In D. H. Rakison, & L. M. Oakes (Eds.), *Early category and concept development: Making sense of the blooming, buzzing confusion* (pp. 213-241). Oxford University Press.
- Booth, A.E., & Waxman, S.R. (2002). Word learning is 'smart': Evidence that conceptual information effects preschoolers' extension of novel words. *Cognition*, 84(1), B11-B22.
- Waxman, S.R. (2002). Not by perception alone: Conceptual and semantic factors underlying children's extension of novel adjectives. In B. Skarabela, S. Fish, & A. H.-J. Do (Eds.), *Proceedings of the 26th Annual Boston University Conference on Language Development* (pp. 746-757). Cascadilla Press.
- Waxman, S.R. (2002). Early word learning and conceptual development: Everything had a name, and each name gave birth to a new thought. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (pp. 102-126). Blackwell Publishers.
- Waxman, S.R. (2001). Word extension: A key to early word learning and domain-specificity. Commentary on P. Bloom. *Behavioral and Brain Sciences*, 24(6), 1121-1122.
- Waxman, S.R. & Booth, A.E. (2001). Seeing pink elephants: Fourteen-month-olds' interpretations of novel nouns and adjectives. *Cognitive Psychology*, 43(3), 217-242.
- Waxman, S.R. & Booth, A.E. (2001). On the insufficiency of domain-general account of word-learning: A reply to Bloom and Markson. *Cognition*, 78, 277-279.
- Namy, L.L. & Waxman, S.R. (2000). Naming and exclaiming: Infants' sensitivity to naming contexts. *Journal of Cognition and Development*, 1(4), 405-428.
- Waxman, S.R. & Booth, A.E. (2000). Principles that are invoked in the acquisition of words, but not facts. *Cognition*, 77(2), B33-B43.
- Waxman, S.R. & Klibanoff, R.S. (2000). The role of comparison in the extension of novel adjectives. *Developmental Psychology*, 36(5), 571-581.
- Waxman, S. R. & Booth, A.E. (2000). Distinguishing count nouns from adjectives: Evidence from 14-month-olds' word extension. In *Proceedings of the 24th Boston University Conference on Language Development*. Cascadilla Press.
- Klibanoff, R. S. & Waxman, S.R. (2000). Basic level object categories support the acquisition of novel adjectives: Evidence from preschool-aged children. *Child Development*, 71(3), 649-659.
- Waxman, S.R. (1999). The dubbing ceremony revisited: Object naming and categorization in infancy and early childhood. In D.L. Medin & S. Atran (Eds.), *Folkbiology* (pp. 233-284). MIT Press/Bradford Books.
- Waxman, S.R. (1999). Specifying the scope of 13-month-olds' expectations for novel words. *Cognition*, 70(3), B35-B50.
- Waxman, S.R., Philippe, M. & Branning, A. (1999). A matter of time: Novel nouns mark object categories when delays are imposed. *Developmental Science*, 2(1), 59-66.
- Klibanoff, R.S., Waxman, S.R. (1999). Syntactic cues to word meaning: Initial expectations and the development of flexibility. *Proceedings of the 23rd Annual Boston University Conference on Language Development*, 361-372.

- Klibanoff, R.S. & Waxman, S.R. (1998). Preschoolers' acquisition of novel adjectives and the role of basic-level kind. In A. Greenhill et al. (Eds.), *Proceedings of the 22nd Boston University Conference on Language Development* (pp. 442-453). Cascadilla Press.
- McGregor, K.K. & Waxman, S.R. (1998). Object naming at multiple hierarchical levels: A comparison of preschoolers with and without word-finding deficits. *Journal of Child Language*, 25(2), 419-430.
- Medin, D.L. & Waxman, S.R. (1998). Conceptual organization. In W. Bechtel & G. Graham (Eds.), *A companion to cognitive science* (pp. 167-175). Blackwell.
- Namy, L.L. & Waxman, S.R. (1998). Words and gestures: Infants' interpretations of different forms of symbolic reference. *Child Development*, 69(2), 295-308.
- Namy, L.L. & Waxman, S.R. (1998). Words and gestures: The role of sentence context in infants' mapping of novel symbols to object categories. In A. Greenhill et al. (Eds.), *Proceedings of the 22nd Boston University Conference on Language Development* (pp. 546-556). Cascadilla Press.
- Waxman, S.R. (1998). Linking object categorization and naming: Early expectations and the shaping role of language. In D.L. Medin (Ed.), *The psychology of learning and motivation*, Vol. 38 (pp. 249-291). Academic Press.
- Waxman, S.R. & Markow, D.B. (1998). Object properties and object kind: Twenty-One-month-old infants' extension of novel adjectives. *Child Development*, 69(5), 1313-1329.
- Waxman, S.R. & Thompson, W. (1998). Words are invitations to learn about categories. Commentary on R.G. Millikan, A common structure for concepts of individuals, stuffs, and real kinds: More Mama, more milk, and more mouse. *Behavioral and Brain Sciences*, 21(1), 88.
- Waxman, S.R., Philippe, M., & Branning, A. (1998). A matter of time: Novel nouns mark object categories when delays are imposed. *Developmental Science*, 2(1), 59-66.
- Waxman, S.R., Lynch, E.B., Casey, K.L. & Baer, L. (1997). Setters and samoyeds: The emergence of subordinate level categories as a basis for inductive inference. *Developmental Psychology*, 33(6), 1074-1090.
- Waxman, S.R. & Namy, L.L. (1997). Challenging the notion of a thematic bias preference in young children. *Developmental Psychology*, 33(3), 555-567.
- Waxman, S.R., Senghas, A. & Benveniste, S. (1997). A cross-linguistic examination of the noun-category bias: Its existence and specificity in French- and Spanish-speaking preschool-aged children. *Cognitive Psychology*, 43 32(3), 183-218.
- Balaban, M.T. & Waxman, S.R. (1997). Do words facilitate object categorization in 9-month-old infants? *Journal of Experimental Child Psychology*, 64(1), 3-26.
- McGregor, K. & Waxman, S.R. (1996). Multiple level naming abilities of children with word-finding deficits. In A. Stringfellow, D. Cahana-Amitay, E. Hughes, & A. Zukowski (Eds.), *Proceedings of the 20th Boston University Conference on Language Development*, Vol. 2 (pp. 18-29). Cascadilla Press.
- Waxman, S.R. & Braig, B. (1996). Stars and starfish: How far can shape take us? *Infant Behavior and Development* 19, 99.
- Saah, M.I., Waxman S.R., Johnson, J.S. (1996). The composition of children's early lexicons as a function of age and vocabulary size. *Infant Behavior and Development* 19, 720.
- Waxman, S.R., Balaban, M.T. (1996). Ursines and felines: Novel words support object categorization in 9 month old infants. *Infant Behavior and Development*, 19, 809.
- Balaban, M.T. & Waxman, S.R. (1996). An examination of the factors underlying the facilitative effect of word phrases on object categorization in 9-month-old infants. In A. Stringfellow, D. Cahana-Amitay, E. Hughes, & A. Zukowski (Eds.), *Proceedings of the 20th Boston University conference on Language Development*, Vol. 1 (pp. 18-29). Cascadilla Press.
- Waxman, S.R. (1995). Characteristics of word learners at 12- and 30-months: Early emergence and modification of the noun-category linkage. In D. MacLaughlin & S. McEwen (Eds.), *Proceedings of the 19th Boston University Conference on Language Development*, Vol. 1 (pp. 667-678). Cascadilla Press.

- Waxman, S.R. & Markow, D.B. (1995). Words as invitations to form categories: Evidence from 12- to 13-month-old infants. *Cognitive Psychology*, 29(3), 257-302.
- Waxman, S.R. (1994). The development of an appreciation of specific linkages between linguistic and conceptual organization. In L. Gleitman & B. Landau (Eds.), *The acquisition of the lexicon* (pp. 229-257). MIT Press.
- Waxman, S.R. (1994). The development of an appreciation of specific linkages between linguistic and conceptual organization. *Lingua*, 92, 229-257.
- Hall, D.G., Waxman, S.R. & Hurwitz, W.M. (1993). How Two-and Four-year-old children interpret adjectives and count nouns. *Child Development*, 64(6), 1661-1664.
- Waxman, S.R. & Hall, D.G. (1993). The development of a linkage between count nouns and object categories: Evidence from 15- to 21-month-old infants. *Child Development*, 64(4), 1224-1241.
- Hall, D.G. & Waxman, S.R. (1993). Assumptions about word meaning: Individuation and basic-level kinds. *Child Development*, 64(5), 1550-1570.
- Waxman, S. R., & Senghas, A. (1992). Relations among word meanings in early lexical development. *Developmental Psychology*, 28(5), 862-873.
- Waxman, S.R. & Hatch, T. (1992). Beyond the basics: Preschool children label objects flexibly at multiple hierarchical levels. *Journal of Child Language*, 19(1), 153-166.
- Waxman, S.R. (1991). Categorization and naming in children—Problems of induction. *Cognitive Development*, 6(1), 105-118.
- Waxman, S.R. (1991). Contemporary approaches to concept development. *Cognitive Development*, 6(1), 105-118.
- Waxman, S.R., Shipley, E.F. & Shepperson, B. (1991). Establishing new subcategories: The role of category labels and existing knowledge. *Child Development*, 62(1), 127-138.
- Waxman, S.R. (1991). Convergences between semantic and conceptual organization in the preschool years. In S. A. Gelman & J. P. Byrnes (Eds.), *Perspectives on language and cognition: Interrelations in development* (pp. 107-145). Cambridge University Press.
- Waxman, S.R. & Kosowski, T.D. (1990). Nouns mark category relations: Toddlers' and preschoolers' word-learning biases. *Child Development*, 61(5), 1461-1473.
- Waxman, S.R. (1990). Linguistic biases and the establishment of conceptual hierarchies: Evidence from preschool children. *Cognitive Development*, 5(2), 123-150.
- Waxman, S.R. (1989). Linking language and conceptual development: Linguistic cues and the construction of conceptual hierarchies. *Genetic Epistemologist*, 17(2), 13-20.
- Waxman, S.R. (1989). Review of Women, fire, and sangerous things: What categories reveal about the mind, by George Lakoff. *Journal of Applied Psycholinguistics*, 10(4), 493-497.
- Waxman, S.R. (1989). Placing cognition in a developmental context, Review of Making sense: The child's construction of the world, J. Bruner & H. Hastings (Eds.), *Contemporary Psychology*, 34(11), 992.
- Waxman, S.R., Chambers, D.W., Yntema, D.B. & Gelman, R. (1989). Complementary versus contrastive classification in preschool children. *Journal of Experimental Child Psychology*, 48(3), 410-422.
- Waxman, S.R. & Gelman, R. (1986). Preschoolers' use of superordinate relations in classification and language. *Cognitive Development*, 1(2), 139-156.
- Waxman, S.R. (1985). Hierarchies in classification and language: Evidence from preschool children. PhD dissertation. *University of Pennsylvania*.

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 5 YEARS)

- Seoran Kim, Waxman, S.R., Sudha Arunachalam, Hyun-joo Song. (2026) *2- and 3- year-old Korean Children's Use of Linguistic Context on Verb Learning*. [Poster Presentation] Korea Guidance, Seoul, Republic of Korea.
- Li, Daoxin, Lobo, Alison, Waxman, S.R. (2025, November) *Infants' Individual-Level Representations, Established via Naming, Support Reasoning in Dynamic Events* [Poster Presentation] Boston University
- Novak, M., Waxman, S.R. (2025, November) *Exposure to Sign Language (ASL) permits 6-month-old hearing infants to link ASL to cognition* [Poster Presentation] Boston University
- Lobo, A., Waxman, S.R. (2024, November). *Does Brief German Exposure Allow 6-month-old English-Acquiring Infants to Link German to Cognition?* [Poster Presentation] Boston University Conference on Language Development, Boston, MA.
- Lobo, A., Novack, M., Waxman, S.R. (2024, July). *The Link Between Sign Language (ASL) and Cognition in Hearing 6-month-old Infants: A Role for Exposure* [Poster Presentation]. International Congress on Infant Studies, Glasgow, Scotland.
- Atik, N.D., LaTourrette, A.S., Blanco, C. & Waxman, S.R. (2024, November). *Do bilingual 24-month-olds use sentential context to learn novel words in unfamiliar-accented speech?* Poster presented at the 49th Annual Boston University Conference on Language Development, Boston, MA
- Luchkina, E. (2024, February). *Learning to talk about the unobservable, absent, or abstract*. Developmental brownbag, Brown University, Providence RI.
- Nam, C., Waxman, S.R. (2024, April 20-22). *Assessing 12-month-old infants' ability to attend to occlusion change-detection events in a virtual setting* [Oral Presentation]. International Psychological Applications Conference and Trends, Porto, Portugal.
- Nam, C., Lobo, A., Waxman, S.R., (2024, April 27). *Investigating the impact of object labeling on 12-month-old infants' performance in a virtual stimuli differentiation occlusion event* [Oral presentation]. Chicago Area Undergraduate Research Symposium, Chicago, IL, United States.
- Nam, C., Lobo, A., Waxman, S.R. (2024, May 23-26). *Effect of labeling on infants' memory and reasoning about objects: Evidence from a change-detection task* [Poster presentation]. 15th Dubrovnik Conference on Cognitive Science, Dubrovnik, Croatia.
- Simon, L., Luchkina, E., and Waxman, S.R. (2024, May). *Analysis of iCatcher+ Eye-Tracking Technology for Infant Cognition Research*. Chicago Area Undergraduate Research Symposium
- Luchkina, E. (2024, June). *Learning to talk about the unobservable, absent, or abstract*. Developing Minds Lab, Boston University, Boston MA.
- Nam, C., Lobo, A., Waxman, S.R. (2024, July 10-12). *Effect of labeling on infants' memory and reasoning about objects: Evidence from a change-detection task* [Poster presentation]. International Mind, Brain, and Education Society, Leuven, Belgium.
- Lobo, A., Woodruff Carr, K., Waxman, S.R. (2023, May). *Does Brief Exposure Allow 4-month-old Infants to Link a Nonnative Language to Cognition?* [Poster Presentation]. Association for Psychological Sciences Annual Convention, Washington D.C.

- Atik N. D. Ward G. & Waxman S.R. (2023, October). Evidence for a morphosyntactic marker of genericity in Turkish: -dir. Poster presented at Many Paths to Language at the Max Planck Institute for Psycholinguistics Nijmegen Netherlands
- Nam, C., Waxman, (2023, November 10). Using the violation-of-expectation paradigm to assess infants' abilities to detect change in an occlusion event [Poster presentation]. Biological Students Association, Evanston, IL, United States.
- Lobo, A., Novack, M., Waxman, S R. (2023, November). The Link Between Sign Language (ASL) and Cognition in Hearing 6-month-old Infants: A Role for Exposure [Poster Presentation]. Boston University Conference on Language Development, Boston, MA.
- Luchkina, E. (2023, November). Developmental origins and downstream consequences of verbal reference: Learning to learn from language. Laboratory for Developmental Studies Seminar, Harvard University, Cambridge MA.
- 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.R. (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.R. (2020, April) *Concepts are shaped by culture.* Talk to be presented at the Marshall M. Weinberg Symposium, April 10-12, 2020, Ann Arbor, MI.

INVITED PRESENTATIONS – SELECTED, LAST 10 YEARS

- Waxman, S.R. (2026) *Puliki Tafodu: 10 Years Later*, Workshop on Early Language and Cognition, University of Padua, Italy
- Waxman, S.R. (2026), *How do language and cognition come together in the infant mind?* Cold Spring Harbor Laboratory, Genetics and Neurobiology of Language
- Waxman, S.R. (2025), *Racial Disparities in Preschool Classroom Practices: Building a New Multi-measure Toolkit*, Institute for Policy Research, Northwestern University.
- Waxman, S.R. & Tamis Lemonda, C. (2025). *Shining lights on the 'hidden curriculum'*. Northwestern University Multidisciplinary Program in Education Sciences (MPES), and Northwestern University Department of Psychology.
- Waxman, S.R. (2024). Commentary on Paths to Word Meaning. Symposium for Joint East-West Early Language (JEWEL) Project, RIKEN Center for Brain Science, Japan.
- Waxman, S.R. (2024). *Becoming human: How (and how early) do infants link language and cognition?* Keynote: Budapest Central European University Conference on Cognitive Development (BCCCD)
- Waxman, S.R. (2022). *Disrupting Racism and Bias at Home, at School, and at Work.* Institute for Policy Research Newsletter, 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.
- 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

POSTDOCTORAL FELLOWS all at Northwestern University (current position)

Yi Lin 2025-current

Asli Bursalioglu 2024-current

Daoxin Li 2024

Elena Luchkina, 2019-2024; Harvard University; Research Assistant Professor, Psychology.

Kali Woodruff Carr, 2018-2023; Harvard University; Research Assistant Professor, Boston Children’s Hospital.

Miriam Novack, 2016-2019; Northwestern University; Research Assistant Professor, Medical and Social Sciences.

Joseph Lau, 2019-2021; Northwestern University; Research Assistant Professor, Communication Sciences.

Cynthia Blanco, 2016-2018; Research Scientist, Duolingo, Pittsburgh, PA

Melanie Havy, 2012-2013; Assistant Professor, University of Geneva, Psychology.

Eileen Graf, 2011-2013; Research Scientist, the University of Chicago, NORC.

Sudha Arunachalam (2007-2011)

New York 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

Alison Lobo

Completed Ph.D.s – Northwestern University

Deniz Atik, PhD., 2025.

Alexander LaTourrette, PhD., 2020: Assistant Professor, University of Southern California, Psychology

Danielle Perszyk, PhD., 2018: Research Scientist; Google, Mountain View, CA

Brock Ferguson, Ph.D., 2016; Founder: 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

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)

Stephanie Taddei, M.A., 2001; Research consultant

Laura Namy, Ph.D., 1998; Emory University, Professor; NSF Developmental Sciences Program Officer;

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; Harris Interactive, Senior Director, Youth and Education Research