

Sandra R Waxman

List of Publications by Year in descending order

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Version: 2024-02-01

151
papers

8,876
citations

44444

50
h-index

53065

89
g-index

163
all docs

163
docs citations

163
times ranked

3365
citing authors

#	ARTICLE	IF	CITATIONS
1	Hands on: Nonverbal communication in Native and non-Native American parent-child dyads during informal learning. <i>Developmental Psychology</i> , 2022, 58, 32-42.	1.2	1
2	Rhythm May Be Key to Linking Language and Cognition in Young Infants: Evidence From Machine Learning. <i>Frontiers in Psychology</i> , 2022, 13, .	1.1	0
3	An Object Lesson: Objects, Non-Objects, and the Power of Conceptual Construal in Adjective Extension. <i>Language Learning and Development</i> , 2021, 17, 207-220.	0.7	0
4	Semantic priming supports infants' ability to learn names of unseen objects. <i>PLoS ONE</i> , 2021, 16, e0244968.	1.1	2
5	Birdsong fails to support object categorization in human infants. <i>PLoS ONE</i> , 2021, 16, e0247430.	1.1	5
6	Developmental changes in auditory-evoked neural activity underlie infants' links between language and cognition. <i>Developmental Science</i> , 2021, 24, e13121.	1.3	4
7	Racial Awareness and Bias Begin Early: Developmental Entry Points, Challenges, and a Call to Action. <i>Perspectives on Psychological Science</i> , 2021, 16, 893-902.	5.2	20
8	Sign language, like spoken language, promotes object categorization in young hearing infants. <i>Cognition</i> , 2021, 215, 104845.	1.1	3
9	Acquiring verbal reference: The interplay of cognitive, linguistic, and general learning capacities. , 2021, 65, 101624.		2
10	Becoming human: human infants link language and cognition, but what about the other great apes?. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2020, 375, 20180408.	1.8	11
11	Naming guides how 12-month-old infants encode and remember objects. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2020, 117, 21230-21234.	3.3	20
12	Does Human Touch Facilitate Object Categorization in 6-to-9-Month-Old Infants?. <i>Brain Sciences</i> , 2020, 10, 940.	1.1	3
13	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) <i>Tijdschrift voor Psychologie</i> , 2020, 114, 114-124.	0.7	1
14	Early lexical acquisition in the Wichi language. <i>Journal of Child Language</i> , 2020, 47, 1052-1072.	0.8	4
15	Two-year-olds consolidate verb meanings during a nap. <i>Cognition</i> , 2020, 198, 104205.	1.1	8
16	Crying helps, but being sad doesn't: Infants constrain nominal reference online using known verbs, but not known adjectives. <i>Cognition</i> , 2019, 193, 104033.	1.1	5
17	Studying the Real-Time Interpretation of Novel Noun and Verb Meanings in Young Children. <i>Frontiers in Psychology</i> , 2019, 10, 274.	1.1	7
18	Social-ecological relations among animals serve as a conceptual framework among the Wichi. <i>Cognitive Development</i> , 2019, 52, 100807.	0.7	8

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19	Bias at the intersection of race and gender: Evidence from preschool-aged children. <i>Developmental Science</i> , 2019, 22, e12788.	1.3	45
20	Infants' advances in speech perception shape their earliest links between language and cognition. <i>Scientific Reports</i> , 2019, 9, 3293.	1.6	18
21	Defining the Role Of Language in Infants' Object Categorization with Eye-tracking Paradigms. <i>Journal of Visualized Experiments</i> , 2019, , .	0.2	0
22	A little labeling goes a long way: Semi-supervised learning in infancy. <i>Developmental Science</i> , 2019, 22, e12736.	1.3	21
23	Maturation constrains the effect of exposure in linking language and thought: evidence from healthy preterm infants. <i>Developmental Science</i> , 2018, 21, e12522.	1.3	6
24	Linking Language and Cognition in Infancy. <i>Annual Review of Psychology</i> , 2018, 69, 231-250.	9.9	45
25	When <i>Veps</i> Cry: Two-Year-Olds Efficiently Learn Novel Words from Linguistic Contexts Alone. <i>Language Learning and Development</i> , 2018, 14, 1-12.	0.7	50
26	Very young infants learn abstract rules in the visual modality. <i>PLoS ONE</i> , 2018, 13, e0190185.	1.1	16
27	A Collaborative Approach to Infant Research: Promoting Reproducibility, Best Practices, and Theory-Building. <i>Infancy</i> , 2017, 22, 421-435.	0.9	193
28	Linking language and categorization in infancy. <i>Journal of Child Language</i> , 2017, 44, 527-552.	0.8	65
29	Experience is Instrumental in Tuning a Link Between Language and Cognition: Evidence from 6- to 7-Month-Old Infants' Object Categorization. <i>Journal of Visualized Experiments</i> , 2017, , .	0.2	1
30	Children's Play with a Forest Diorama as a Window into Ecological Cognition. <i>Journal of Cognition and Development</i> , 2017, 18, 617-632.	0.6	23
31	How Early is Infants' Attention to Objects and Actions Shaped by Culture? New Evidence from 24-Month-Olds Raised in the US and China. <i>Frontiers in Psychology</i> , 2016, 7, 97.	1.1	35
32	Young Children Learning from Touch Screens: Taking a Wider View. <i>Frontiers in Psychology</i> , 2016, 7, 1078.	1.1	39
33	Listening to the calls of the wild: The role of experience in linking language and cognition in young infants. <i>Cognition</i> , 2016, 153, 175-181.	1.1	17
34	Naming influences 9-month-olds' identification of discrete categories along a perceptual continuum. <i>Cognition</i> , 2016, 156, 41-51.	1.1	26
35	Residents of the Earth: Reasoning About Folkbiological Concepts in Wichi Children and Adults. <i>Early Education and Development</i> , 2016, 27, 1109-1129.	1.6	10
36	What the [beep]? Six-month-olds link novel communicative signals to meaning. <i>Cognition</i> , 2016, 146, 185-189.	1.1	71

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37	Abandoning the "theoretical apartheid" between nature and nurture: human infants hold the key. <i>Social Anthropology</i> , 2015, 23, 213-215.	0.3	0
38	The precision of 12-month-old infants' link between language and categorization predicts vocabulary size at 12 and 18 months. <i>Frontiers in Psychology</i> , 2015, 6, 1319.	1.1	14
39	Let's See a Boy and a Balloon: Argument Labels and Syntactic Frame in Verb Learning. <i>Language Acquisition</i> , 2015, 22, 117-131.	0.5	23
40	Humans (really) are animals: picture-book reading influences 5-year-old urban children's construal of the relation between humans and non-human animals. <i>Frontiers in Psychology</i> , 2014, 5, 172.	1.1	43
41	Naming the Living Things: Linguistic, Experiential and Cultural Factors in Wich and Spanish Speaking Children. <i>Journal of Cognition and Culture</i> , 2014, 14, 213-233.	0.1	16
42	Very young infants' responses to human and nonhuman primate vocalizations. <i>Behavioral and Brain Sciences</i> , 2014, 37, 553-554.	0.4	1
43	Infants use known verbs to learn novel nouns: Evidence from 15- and 19-month-olds. <i>Cognition</i> , 2014, 131, 139-146.	1.1	42
44	Listen up! Speech is for thinking during infancy. <i>Trends in Cognitive Sciences</i> , 2014, 18, 642-646.	4.0	48
45	Learning words from pictures: 15- and 17-month-old infants appreciate the referential and symbolic links among words, pictures, and objects. <i>Cognitive Development</i> , 2014, 32, 1-11.	0.7	22
46	Slowly but Surely: Adverbs Support Verb Learning in 2-Year-Olds. <i>Language Learning and Development</i> , 2014, 10, 263-278.	0.7	25
47	Epistemologies in the Text of Children's Books: Native- and non-Native-authored books. <i>International Journal of Science Education</i> , 2013, 35, 2133-2151.	1.0	22
48	Are Nouns Learned Before Verbs? Infants Provide Insight Into a Longstanding Debate. <i>Child Development Perspectives</i> , 2013, 7, 155-159.	2.1	104
49	Nonhuman primate vocalizations support categorization in very young human infants. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013, 110, 15231-15235.	3.3	97
50	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. <i>Language and Cognitive Processes</i> , 2013, 28, 417-425.	2.3	38
51	Teleological reasoning about nature: intentional design or relational perspectives?. <i>Trends in Cognitive Sciences</i> , 2013, 17, 166-171.	4.0	48
52	Doing More With Less: Verb Learning in Korean-Acquiring 24-Month-Olds. <i>Language Acquisition</i> , 2013, 20, 292-304.	0.5	25
53	"Shall we blink?" Novel words highlight actors' underlying intentions for 14-month-old infants.. <i>Developmental Psychology</i> , 2013, 49, 426-431.	1.2	47
54	Commentary on special section: Deficit or difference? Interpreting diverse developmental paths.. <i>Developmental Psychology</i> , 2013, 49, 80-83.	1.2	13

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55	Building a Better Bridge. , 2013, , 292-296.		9
56	Cultural Differences in Children's Ecological Reasoning and Psychological Closeness to Nature: Evidence from Menominee and European American Children. <i>Journal of Cognition and Culture</i> , 2012, 12, 17-29.	0.1	51
57	Core Folkbiological Concepts: New Evidence from Wich-Children and Adults. <i>Journal of Cognition and Culture</i> , 2012, 12, 339-358.	0.1	17
58	Words Are Not Merely Features: Only Consistently Applied Nouns Guide 4-year-olds' Inferences About Object Categories. <i>Language Learning and Development</i> , 2012, 8, 136-145.	0.7	22
59	Social categories are shaped by social experience. <i>Trends in Cognitive Sciences</i> , 2012, 16, 531-532.	4.0	11
60	When humans become animals: Development of the animal category in early childhood. <i>Cognition</i> , 2012, 122, 74-79.	1.1	18
61	Grammatical Form and Semantic Context in Verb Learning. <i>Language Learning and Development</i> , 2011, 7, 169-184.	0.7	39
62	Maya Folk Botany and Knowledge Devolution: Modernization and Intra-Community Variability in the Acquisition of Folkbotanical Knowledge. <i>Ethos</i> , 2011, 39, 349-367.	0.1	10
63	What does it mean to "live" and "die"? A cross-linguistic analysis of parent-child conversations in English and Indonesian. <i>British Journal of Developmental Psychology</i> , 2011, 29, 375-395.	0.9	12
64	Meaning from syntax: Evidence from 2-year-olds. <i>Cognition</i> , 2010, 114, 442-446.	1.1	104
65	Names will never hurt me? Naming and the development of racial and gender categories in preschool-aged children. <i>European Journal of Social Psychology</i> , 2010, 40, 593-610.	1.5	81
66	Language and conceptual development. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2010, 1, 548-558.	1.4	11
67	Categorization in 3- and 4-Month-Old Infants: An Advantage of Words Over Tones. <i>Child Development</i> , 2010, 81, 472-479.	1.7	263
68	What Paradox? Referential Cues Allow for Infant Use of Phonetic Detail in Word Learning. <i>Child Development</i> , 2010, 81, 1376-1383.	1.7	164
69	Anthropocentrism is not the first step in children's reasoning about the natural world. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2010, 107, 9979-9984.	3.3	89
70	What's in the input? Frequent frames in child-directed speech offer distributional cues to grammatical categories in Spanish and English. <i>Journal of Child Language</i> , 2010, 37, 1089-1108.	0.8	34
71	Language and Experience Influence Children's Biological Induction. <i>Journal of Cognition and Culture</i> , 2010, 10, 171-187.	0.1	19
72	Naming the Animals that Come to Mind: Effects of Culture and Experience on Category Fluency. <i>Journal of Cognition and Culture</i> , 2010, 10, 205-220.	0.1	69

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73	Human-centeredness is not a universal feature of young children's reasoning: Culture and experience matter when reasoning about biological entities. <i>Cognitive Development</i> , 2010, 25, 197-207.	0.7	70
74	Unmasking "Alive": Children's Appreciation of a Concept Linking All Living Things. <i>Journal of Cognition and Development</i> , 2009, 9, 461-473.	0.6	45
75	Twenty four-month-old infants'™ interpretations of novel verbs and nouns in dynamic scenes. <i>Cognitive Psychology</i> , 2009, 59, 67-95.	0.9	96
76	A Horse of a Different Color: Specifying With Precision Infants'™ Mappings of Novel Nouns and Adjectives. <i>Child Development</i> , 2009, 80, 15-22.	1.7	93
77	LEARNING FROM INFANTS' FIRST VERBS. <i>Monographs of the Society for Research in Child Development</i> , 2009, 74, 127-132.	6.8	0
78	Nouns, Adjectives, and the Acquisition of Meaning: New Evidence from Italian-Acquiring Children. <i>Language Learning and Development</i> , 2009, 5, 50-68.	0.7	9
79	Early word-learning entails reference, not merely associations. <i>Trends in Cognitive Sciences</i> , 2009, 13, 258-263.	4.0	245
80	Response to Sloutsky: Taking development seriously: theories cannot emerge from associations alone. <i>Trends in Cognitive Sciences</i> , 2009, 13, 332-333.	4.0	16
81	Taking stock as theories of word learning take shape. <i>Developmental Science</i> , 2008, 11, 185-194.	1.3	71
82	Tight and loose are not created equal: An asymmetry underlying the representation of fit in English- and Korean-speakers. <i>Cognition</i> , 2008, 109, 316-325.	1.1	53
83	The role of representational status and item complexity in parent-child conversations about pictures and objects. <i>Cognitive Development</i> , 2008, 23, 313-323.	0.7	15
84	Naming Practices and the Acquisition of Key Biological Concepts. <i>Psychological Science</i> , 2008, 19, 314-319.	1.8	52
85	Looking Beyond Looks. <i>Psychological Science</i> , 2007, 18, 554-555.	1.8	37
86	Experience and Cultural Models Matter: Placing Firm Limits on Childhood Anthropocentrism. <i>Human Development</i> , 2007, 50, 23-30.	1.2	73
87	Folkbiological reasoning from a cross-cultural developmental perspective: Early essentialist notions are shaped by cultural beliefs.. <i>Developmental Psychology</i> , 2007, 43, 294-308.	1.2	165
88	Why Nouns Trump Verbs in Word Learning: New Evidence from Children and Adults in the Human Simulation Paradigm. <i>Language Learning and Development</i> , 2007, 3, 295-323.	0.7	42
89	Words (but not Tones) facilitate object categorization: Evidence from 6- and 12-month-olds. <i>Cognition</i> , 2007, 105, 218-228.	1.1	247
90	Dã©jã vu all over again: Re-visiting the conceptual status of early word learning: Comment on Smith and Samuelson (2006).. <i>Developmental Psychology</i> , 2006, 42, 1344-1346.	1.2	11

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91	East and West: A Role for Culture in the Acquisition of Nouns and Verbs. , 2006, , 525-543.		6
92	Conceptual Information Permeates Word Learning in Infancy.. Developmental Psychology, 2005, 41, 491-505.	1.2	107
93	Motherâ€™Child Conversations About Pictures and Objects: Referring to Categories and Individuals. Child Development, 2005, 76, 1129-1143.	1.7	51
94	Consistent (but not variable) names as invitations to form object categories: new evidence from 12-month-old infants. Cognition, 2005, 95, B59-B68.	1.1	170
95	Reaffirming the poverty of the stimulus argument: a reply to the replies. Cognition, 2004, 93, 157-165.	1.1	23
96	Bringing theories of word learning in line with the evidence. Cognition, 2003, 87, 215-218.	1.1	13
97	What infants know about syntax but couldn't have learned: experimental evidence for syntactic structure at 18 months. Cognition, 2003, 89, 295-303.	1.1	147
98	The origins and evolution of links between word learning and conceptual organization: new evidence from 11-month-olds. Developmental Science, 2003, 6, 128-135.	1.3	94
99	Preschoolers' Use of Form Class Cues to Learn Descriptive Proper Names. Child Development, 2003, 74, 1547-1560.	1.7	26
100	Mapping Words to the World in Infancy: Infants' Expectations for Count Nouns and Adjectives. Journal of Cognition and Development, 2003, 4, 357-381.	0.6	84
101	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, 2002, 29, 911-921.	0.8	27
102	Object names and object functions serve as cues to categories for infants.. Developmental Psychology, 2002, 38, 948-957.	1.2	163
103	Word learning is 'smart': evidence that conceptual information affects preschoolers' extension of novel words. Cognition, 2002, 84, B11-B22.	1.1	158
104	Object names and object functions serve as cues to categories for infants. Developmental Psychology, 2002, 38, 948-57.	1.2	60
105	Interpreting Asymmetries of Projection in Children's Inductive Reasoning. , 2001, , 55-80.		10
106	Word extension: A key to early word learning and domain-specificity. Behavioral and Brain Sciences, 2001, 24, 1121-1122.	0.4	1
107	Seeing Pink Elephants: Fourteen-Month-Olds' Interpretations of Novel Nouns and Adjectives. Cognitive Psychology, 2001, 43, 217-242.	0.9	188
108	On the insufficiency of evidence for a domain-general account of word learning. Cognition, 2001, 78, 277-279.	1.1	34

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109	The role of comparison in the extension of novel adjectives.. <i>Developmental Psychology</i> , 2000, 36, 571-581.	1.2	143
110	Basic Level Object Categories Support the Acquisition of Novel Adjectives: Evidence from Preschoolâ€Aged Children. <i>Child Development</i> , 2000, 71, 649-659.	1.7	104
111	Principles that are invoked in the acquisition of words, but not facts. <i>Cognition</i> , 2000, 77, B33-B43.	1.1	96
112	Naming and Exclaiming: Infants' Sensitivity to Naming Contexts. <i>Journal of Cognition and Development</i> , 2000, 1, 405-428.	0.6	44
113	A matter of time: novel nouns mark object categories when delays are imposed. <i>Developmental Science</i> , 1999, 2, 59-66.	1.3	5
114	Specifying the scope of 13-month-olds' expectations for novel words. <i>Cognition</i> , 1999, 70, B35-B50.	1.1	126
115	Words and Gestures: Infants' Interpretations of Different Forms of Symbolic Reference. <i>Child Development</i> , 1998, 69, 295-308.	1.7	177
116	Linking Object Categorization and Naming. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 1998, , 249-291.	0.5	13
117	Object Properties and Object Kind: Twenty-One-Month-Old Infants' Extension of Novel Adjectives. <i>Child Development</i> , 1998, 69, 1313.	1.7	68
118	Object naming at multiple hierarchical levels: a comparison of preschoolers with and without word-finding deficits. <i>Journal of Child Language</i> , 1998, 25, 419-430.	0.8	43
119	Words are invitations to learn about categories. <i>Behavioral and Brain Sciences</i> , 1998, 21, 88-88.	0.4	0
120	Object Properties and Object Kind: Twentyâ€Oneâ€Monthâ€Old Infants' Extension of Novel Adjectives. <i>Child Development</i> , 1998, 69, 1313-1329.	1.7	34
121	Setters and samoyeds: The emergence of subordinate level categories as a basis for inductive inference in preschool-age children.. <i>Developmental Psychology</i> , 1997, 33, 1074-1090.	1.2	70
122	Challenging the notion of a thematic preference in young children.. <i>Developmental Psychology</i> , 1997, 33, 555-567.	1.2	115
123	Do Words Facilitate Object Categorization in 9-Month-Old Infants?. <i>Journal of Experimental Child Psychology</i> , 1997, 64, 3-26.	0.7	417
124	A Cross-Linguistic Examination of the Noun-Category Bias: Its Existence and Specificity in French- and Spanish-Speaking Preschool-Aged Children. <i>Cognitive Psychology</i> , 1997, 32, 183-218.	0.9	64
125	Challenging the notion of a thematic preference in young children. <i>Developmental Psychology</i> , 1997, 33, 555-67.	1.2	50
126	Stars and starfish: How far can shape take us?. , 1996, 19, 99.		21

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127	Words as Invitations to Form Categories: Evidence from 12- to 13-Month-Old Infants. <i>Cognitive Psychology</i> , 1995, 29, 257-302.	0.9	767
128	The development of an appreciation of specific linkages between linguistic and conceptual organization. <i>Lingua</i> , 1994, 92, 229-257.	0.4	41
129	How Two- and Four-Year-Old Children Interpret Adjectives and Count Nouns. <i>Child Development</i> , 1993, 64, 1651.	1.7	93
130	The Development of a Linkage between Count Nouns and Object Categories: Evidence from Fifteen- to Twenty-One-Month-Old Infants. <i>Child Development</i> , 1993, 64, 1224.	1.7	88
131	How Two- and Four-Year-Old Children Interpret Adjectives and Count Nouns. <i>Child Development</i> , 1993, 64, 1651-1664.	1.7	106
132	The Development of a Linkage between Count Nouns and Object Categories: Evidence from Fifteen- to Twenty-One-Month-Old Infants. <i>Child Development</i> , 1993, 64, 1224-1241.	1.7	31
133	Assumptions about Word Meaning: Individuation and Basic-Level Kinds. <i>Child Development</i> , 1993, 64, 1550.	1.7	66
134	Assumptions about Word Meaning: Individuation and Basic-Level Kinds. <i>Child Development</i> , 1993, 64, 1550-1570.	1.7	17
135	Beyond the basics: preschool children label objects flexibly at multiple hierarchical levels. <i>Journal of Child Language</i> , 1992, 19, 153-166.	0.8	92
136	Relations among word meanings in early lexical development.. <i>Developmental Psychology</i> , 1992, 28, 862-873.	1.2	55
137	Contemporary approaches to concept development. <i>Cognitive Development</i> , 1991, 6, 105-118.	0.7	9
138	Establishing New Subcategories: The Role of Category Labels and Existing Knowledge. <i>Child Development</i> , 1991, 62, 127.	1.7	50
139	Establishing New Subcategories: The Role of Category Labels and Existing Knowledge. <i>Child Development</i> , 1991, 62, 127-138.	1.7	41
140	Convergences between semantic and conceptual organization in the preschool years. , 1991, , 107-145.		26
141	Nouns Mark Category Relations: Toddlers' and Preschoolers' Word-Learning Biases. <i>Child Development</i> , 1990, 61, 1461.	1.7	84
142	Nouns Mark Category Relations: Toddlers' and Preschoolers' Word-Learning Biases. <i>Child Development</i> , 1990, 61, 1461-1473.	1.7	125
143	Linguistic biases and the establishment of conceptual hierarchies: Evidence from preschool children. <i>Cognitive Development</i> , 1990, 5, 123-150.	0.7	177
144	Women, fire, and dangerous things: What categories reveal about the mind. George Lakoff. Chicago: University of Chicago Press, 1987. Pp. xvii + 614.. <i>Applied Psycholinguistics</i> , 1989, 10, 493-497.	0.8	37

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145	Complementary versus contrastive classification in preschool children. <i>Journal of Experimental Child Psychology</i> , 1989, 48, 410-422.	0.7	10
146	Placing Cognition in a Developmental Context. <i>PsycCritiques</i> , 1989, 34, 992-992.	0.0	0
147	Preschoolers' use of superordinate relations in classification and language. <i>Cognitive Development</i> , 1986, 1, 139-156.	0.7	192
148	Early Word-Learning and Conceptual Development: Everything had a Name, and Each Name Gave Birth to a New Thought. , 0, , 102-126.		24
149	Fast mapping from argument structure alone. <i>LSA Annual Meeting Extended Abstracts</i> , 0, 2, 8.	0.0	0
150	Sparse labels, no problems: Infant categorization under challenging conditions. <i>Child Development</i> , 0, , .	1.7	1
151	I See What You Are Saying: Hearing Infantsâ€™ Visual Attention and Social Engagement in Response to Spoken and Sign Language. <i>Frontiers in Psychology</i> , 0, 13, .	1.1	0