

# MORTON ANN GERNSBACHER

## EDUCATION

- Ph.D. 1983 University of Texas at Austin - Human Experimental Psychology  
M.S. 1980 University of Texas at Dallas - Human Development  
B.S. 1976 University of North Texas - Spanish, English, Education (Summa Cum Laude)

## PROFESSIONAL EXPERIENCE

- 2003 - Pres. Vilas Research Professor of Psychology, University of Wisconsin-Madison  
1994 - Pres. Sir Frederic Bartlett Professor of Psychology, University of Wisconsin-Madison  
1992 - Pres. Professor, Department of Psychology, University of Wisconsin-Madison  
1991 - 1992 Professor, Department of Psychology, University of Oregon  
1988 - 1991 Associate Professor, Department of Psychology, University of Oregon  
1983 - 1988 Assistant Professor, Department of Psychology, University of Oregon  
1980 - 1983 Research/Teaching Assistant, Department of Psychology,  
University of Texas at Austin  
1976 - 1980 High School Teacher, Texas Independent School Districts



## CONTACT

[MAGernsb@wisc.edu](mailto:MAGernsb@wisc.edu) (email)  
[www.Gernsbacherlab.org](http://www.Gernsbacherlab.org) (Lab website)

[@GernsbacherLab](https://twitter.com/GernsbacherLab) (Twitter)  
[Morton-Ann-Gernsbacher](https://www.linkedin.com/in/Morton-Ann-Gernsbacher) (LinkedIn)  
[Morton Ann Gernsbacher](https://orcid.org/0000-0001-9000-0001) (OSF)  
[M. A. Gernsbacher](https://scholar.google.com/citations?user=MortonAnnGernsbacher) (Google Scholar)  
[Morton Ann Gernsbacher](https://orcid.org/0000-0001-9000-0001) (ORCID)

1202 West Johnson Street  
University of Wisconsin-Madison  
Madison, WI 53706-1611 USA  
phone: (608) 262-6989 [fax (608) 262-4029]

## HONORS AND AWARDS

- 2019 Fellow of the University of Wisconsin-Madison Teaching Academy
- 2018 Phi Kappa Phi, National Scholastic Honor Society, Biennial Distinguished Scholar
- 2018 Sloan Foundation TIER (Teaching Integrity in Empirical Research) Faculty Fellow
- 2018 American Psychological Association Outstanding Teaching Resources Award
- 2017 Lifetime Achievement Award, Society for Experimental Psychology and Cognitive Science
- 2014 Ernest Hilgard Lifetime Achievement Award, American Psychological Association
- 2014 Psi Chi Distinguished Lecturer, Western Psychological Association
- 2013 Distinguished Scientific Contribution Award, Society for Text & Discourse
- 2013 Ricciuti Lecturer, Department of Human Development, Cornell University
- 2010 Distinguished Service to Psychological Science Award, American Psychological Association
- 2010 Distinguished Alumni Award, University of Texas at Dallas
- 2010 Norman Anderson Distinguished Lecturer, University of California, San Diego
- 2009 George A. Miller Award for Outstanding Journal Article in Psychology
- 2009 Inaugural Lufkin Honorary Lecturer
- 2008 Advisor to the Social, Behavioral, and Economic Directorate, National Science Foundation
- 2008 Distinguished Caskey Lecturer, University of South Carolina
- 2008 Elected Fellow of the American Educational Research Association
- 2007 William James Distinguished Lecturer, Southeastern Psychological Association
- 2007 Ferne Forman Fisher Lecturer, University of Kansas
- 2007 John Kendall Lecturer, Gustavus Adolphus College
- 2006 Elected President of the Association for Psychological Science
- 2003 Elected Fellow of the Society for Experimental Psychologists
- 2001 Senior Research Fellowship Award, National Institute of Deafness and Communication Disorders, National Institutes of Health
- 2001 Faculty Development Award, University of Wisconsin-Madison
- 2000 Distinguished Scientist Lecturer, American Psychological Association
- 1999 Vilas Associate Research Award, University of Wisconsin-Madison
- 1998 Professional Opportunities for Women in Research and Education Award (POWRE), National Science Foundation
- 1998 Hilldale Award for Distinguished Professional Accomplishment, University of Wisconsin-Madison
- 1998 James McKeen Cattell Foundation Fellowship
- 1996 Faculty Development Award, University of Wisconsin-Madison
- 1995 Elected Fellow of the American Association for the Advancement of Science
- 1994 Named "Sir Frederic C. Bartlett Professor," University of Wisconsin-Madison
- 1993 Elected Fellow of the American Psychological Society
- 1992 Elected Fellow of the American Psychological Association
- 1991 Inaugural Evan L. Brown Memorial Lecturer, University of Nebraska at Omaha
- 1989 Research Career Development ("K") Award, National Institute of Neurological Disorders and Stroke, National Institutes of Health
- 1989 Fulbright Research Scholar (Max Planck Institute, The Netherlands)
- 1986 University Recipient of Ersted Award for Distinguished University Teaching
- 1982 National Recipient of American Psychological Association-Psi Chi Edwin B. Newman "Excellence in Research" Award
- 1981 Phi Kappa Phi, National Scholastic Honor Society
- 1981 National Institute of Mental Health Traineeship in Psycholinguistics
- 1981 Dallenbach Award for Outstanding Graduate Student Accomplishment, University of Texas at Austin

## PROFESSIONAL ACTIVITIES

American Association for the Advancement of Science: Chair, Section J (Psychology, 2020-21); Member, Governance Modernization Project (2020); Annual Meeting Scientific Program Committee (2012-2018); Elected Member-at-Large (2007-11); Elected Member of the Electorate Nominating Committee (2001-04; Chair, 2003-04)

American Psychological Association: President, Division 3 (2001-02); Board of Scientific Affairs (2000-02), Chair of the Board of Scientific Affairs (2001); Elected Member of the Council of Representatives (2020-23); Elected Member-at-Large of the Executive Committee, Division 3 (1994-97; 1998-2001); Chair of the Membership Committee (1995-98); Chair of Fellows Committee (2000-01); Chair of Awards Committee (2010-11); Member-at-Large of the Executive Committee, Division 1 (1997-2000); Chair of the Fellows Committee, 1997-2000

Association for Psychological Science (formerly, American Psychological Society): President (2006-07); President-Elect (2005-06); Past President (2007-08); Chair of the Publications Committee (2001-05); Member of the Publications Committee (1995-96; 1998-99; 2001-05), Chair of the Program Committee (1997-98); Member of the Nominations Committee (2001-03); Member of the Janet Taylor Spence Award Committee (2012)

Cognitive Science Society: Symposium Committee (2020); Co-organizer and Program Chair CogSci98, Twentieth Annual Conference (1997-98)

Cornell Institute for Research on Children: Advisory Board (2004-2012)

Federation of Cognitive and Behavioral Sciences: Representative (2000-01)

FABBS Foundation (formerly, Foundation for the Advancement of Behavioral and Brain Sciences): President (2010-11); Board of Advisors (2005-2013)

Midwestern Psychological Association: Program Committee (1995-98)

Nancy Lurie Marks Family Foundation: Autism and Communication Initiative Advisory Board (2000-02)

National Alliance for Autism Research: Medical Affairs Committee (2001-02)

Phi Kappa Phi: National Love of Learning Committee (2018-20); Chapter President, University of Wisconsin-Madison Chapter (2014-2017); Public Outreach Coordinator, University of Wisconsin-Madison Chapter (2009-2014)

Psychonomic Society: Chair, *Psychonomic Bulletin and Review* Editor Search Committee (2019); Carbon Neutral Task Force (2020-Present); Nominations Committee (2019-20); Student Travel Award Review Committee (2018-21); *Psychonomic Bulletin and Review* Editor Search Committee (2015); Governing Board (1996-2001); Membership Committee (1996-98)

Society for Text and Discourse: President (1994-99); Board of Governors (1992-99)

Society for the Improvement of Psychological Science: Awards Committee (2020-23)

Society for the Teaching of Psychology: International Travel Award Committee, Chair (2018-2021)

Women in Cognitive Science: Advisory Board (2008-Present)

## Journal Review Activities

Editor, *Memory & Cognition* (1997-2001)

Co-Editor, *Psychological Science in the Public Interest* (2004-2007)

Associate Editor, *Cognitive Psychology* (2003-2015)

Associate Editor, *PLoS ONE* (2013-2015)

Associate Editor, *Language and Cognitive Processes* (1994-97)

Associate Editor, *Encyclopedia of Psychology* (1997-99)

Advisory Editor, *Human Cognitive Processing* series (1996-2006)

Advisory Editor, *Narrative Inquiry* (1997-2007)

## Editorial Boards:

*Cognitiva (Spain)* (1990-2006)  
*Cognitive Linguistics* (2005-2007)  
*Discourse Processes* (1992-2015)  
*Discourse Studies* (1997-2015)  
*Journal of Experimental Psychology: General* (1990-95)  
*Learning and Individual Differences* (1993-2012)  
*Psychonomic Bulletin and Review* (1994-97)

Ad hoc reviewer for *Addictive Behaviors*; *AERA Open*; *American Psychologist*; *Attention and Performance*; *Autism*; *Behavioral and Brain Sciences*; *Behavior Research Methods, Instruments, & Computers*; *Biological Psychiatry*; *Brain and Cognition*; *Brain and Language*; *Cerebral Cortex*; *Child and Adolescent Psychiatry and Mental Health*; *Child Development Perspectives*; *Cognition*; *Cognition and Emotion*; *Cognition and Instruction*; *Cognitive Psychology*; *Cognitive Science*; *Current Biology*; *Current Directions in Psychological Science*; *Developmental Psychobiology*; *Developmental Psychology*; *Developmental Review*; *Developmental Science*; *Disability Studies Quarterly*; *Discourse Processes*; *Emotion and Cognition*; *eLife*; *Experimental Brain Research*; *European Journal of Cognitive Psychology*; *Experimental Brain Research*; *Human Brain Mapping*; *Journal of Abnormal Psychology*; *Journal of Autism and Developmental Disorders*; *Journal of Child Psychology and Psychiatry*; *Journal of Clinical and Experimental Neuropsychology*; *Journal of Cognitive Neuroscience*; *Journal of Communication Disorders*; *Journal of Educational Psychology*; *Journal of Experimental Psychology: Applied*; *Journal of Experimental Psychology: Human Perception and Performance*; *Journal of Experimental Psychology: Learning, Memory, and Cognition*; *Journal of Memory and Language*; *Journal of Pragmatics*; *Journal of Speech, Language, and Hearing Research*; *Language and Linguistic Compass*; *Language and Speech*; *Language, Speech, and Hearing Services in Schools*; *Linguistics*; *Memory & Cognition*; *Nature*; *Nature Human Behaviour*; *Neurocase*; *NeuroImage*; *Neuropsychologia*; *Neuropsychology*; *Neuroscience Letters*; *PeerJ*; *Perception & Psychophysics*; *Perspectives on Psychological Science*; *Pragmatics and Language*; *Proceedings of the National Academies of Science*; *Psychology Learning & Teaching*; *Psychological Bulletin*; *Psychological Review*; *Psychological Science*; *Quarterly Journal of Experimental Psychology*; *Royal Society Open Science*; *SAGE Open*; *Scholarship of Teaching and Learning in Psychology*; *Written Communication*

## Grant Review Activities

Congressionally Directed Medical Research Program: Chairperson, Autism Pilot Projects (2013);  
Chairperson, Autism Clinical Research (2011); Chairperson, Autism Basic Science (2010);  
Chairperson, Autism Research (2009); Chairperson, Autism Research (2007)  
International Benchmark Review of UK Psychology, ESRC, ESPRC, MRC, BBSR, British Psychological Society, and Experimental Psychology Society (2010)  
National Science Foundation: Member of Committee of Visitors (2006)  
National Institute of Deafness and Communication Disorders: Member of CDRC Study Section (1999–2003)  
National Institute of Child Health and Human Development: Member of HUD-1 Study Section (1993-97)  
Pennsylvania Department of Health: Autism Services Review (2010, 2018)

Ad hoc reviewer for National Science Foundation; Air Force Office of Scientific Research; National Institutes of Health; Economic and Social Research Council (UK); Natural Sciences and Engineering Research Council of Canada; Spencer Foundation; Harry Frank Guggenheim Foundation; Ontario

## INVITED PRESENTATIONS

### Keynote and Invited Addresses

- "Psychological Effects of the Internet," Wisconsin Science Festival, Stoughton, WI, October 2019
- "Research Transparency in Psychological Science: How and Why?," Graduate Student Teaching Association, Chicago, IL, August 2019
- "Diverse Brains," Phi Kappa Phi Scholar Presentation, Melbourne, FL, March 2019
- "An Open-Access, Active-Learning, Online Undergraduate Research Methods Course," Forty-first Annual Conference of the National Institute on the Teaching of Psychology, St. Petersburg Beach, FL, January 2019
- "Research Transparency in Psychological Science: How and Why?," Northern Lights Psychology Conference, Grand Forks, ND, October 2018
- "Open Science: Best Practices for Scientific Progress," International Congress of Applied Psychology, Montreal, Canada, June 2018
- "The Changing Face of Disability in Higher Education," Building Partnerships for Success, HR@UW-Madison, December 2017
- "Rewarding Open Science," Research Data Services, University of Wisconsin-Madison, November 2017
- "Universal Design for Instruction," Teaching and Learning Academy Summer Institute, University of Wisconsin-Madison, November 2017
- "Diverse Brains," National Academy of Neuropsychology, Boston, MA, October 2017
- "Psychological Effects of the Internet," Madison Senior Center, Madison, WI, September 2017
- "Use of Laptops in College Classrooms: What Do the Data Really Suggest?," APA Convention, Washington, DC, August 2017
- "Psychological Effects of the Internet," Charlotte Founders' Day Dinner, Charlotte, NC, April 2017
- "Summative Assessment in Large Classes," Teaching and Learning Academy Summer Institute, University of Wisconsin-Madison, June 2017
- "Five Tips for Improving Online Discussion Boards," Teaching and Learning Academy Summer Institute, University of Wisconsin-Madison, June 2016
- Fokus på Autism (Focus on Autism), Karolinska Institutet, Stockholm, Sweden, April 2016
- "Psychological Effects of the Internet," Kansas City Founders' Day Dinner, Kansas City, KS, April 2016
- Twin Ports Undergraduate Psychology Conference, Superior, WI, April 2016
- "Diverse Brains," USA Science and Engineering Festival, St. Thomas Aquinas Regional School, Woodbridge, VA, February 2016
- "The Changing Face of Disability in Higher Education," The University of Wisconsin Librarian Reference Retreat, January 2016
- "Conversation on Autism and Sign Language," American Academy of Arts and Sciences, Cambridge, MA, December 2015
- "Five Tips for Professional Development," Women in Science and Engineering Research, University of Wisconsin-Madison, December 2015
- "Diverse Brains," Madison Kiwanis Club, September 2015
- "Different Lenses: One Vision," Harvard School of Public Health, April 2015
- "Diverse Brains," Diversity Day, Department of Psychology, University of Wisconsin-Madison, April 2015
- "Diverse Brains," St Paul's Liberty Lutheran Church, Deerfield, WI, March 2015

- “Conversations on Autism and Sign Language,” Stony Brook University, December 2014
- “Disability as Diversity,” Diversity Forum, University of Wisconsin-Madison, October 2014
- “Diverse Brains,” Walworth-Fontana Rotary Club, September 2014
- “The Changing Face of Disability in Higher Ed,” Committee of Psychology Teachers at Community Colleges, Washington, DC, August 2014
- “End the Stigma” Workshop, Kent State University, Kent, OH, April 2014
- “Diverse Brains,” World University Networks Autism Conference, Hong Kong, January 2014
- “Diverse Brains,” Tri-State Undergraduate Psychology Research Conference, Cedar Rapids, IA, November 2013
- “How Social is Social Cognition,” Cognitive Development Society, Memphis, TN, October 2013
- “Psychological Effects of the Internet,” Society for Text & Discourse, Valencia, Spain, July 2013
- “Bring the Family” Address, Association for Psychological Science, Washington DC, May 2013
- Marshfield Founders’ Day Dinner, Marshfield, WI, April 2013
- UMINDS Neurodiversity Workshop, University of Michigan, Ann Arbor, MI, March 2013
- “Psychological Effects of the Internet,” Association for Research in Memory, Attention, Decision-Making, Imagery, Language, Learning & Organized Perception, Laredo, TX, October 2012
- “The Changing Face of Disability in Higher Ed,” Wisconsin Rehabilitation & Transition Conference, Wisconsin Rehabilitation Association, Elkhart Lake, WI, April 2012
- Progress in Motor Control (PMC-VIII) Conference, Cincinnati, OH, July 2011
- Wisconsin Alumni Association Founder’s Day Dinner, Fond du Lac, WI, April 2011
- Midwest Society of Teachers of Psychology (MISTOP), February 2011
- Annual Red River Psychology Conference, Fargo, ND, March 2010
- Cognitive Science Research Day, Minneapolis, MN, March 2010
- UW Colleges Annual Meeting of Psychology faculty, Madison, WI, April 2010
- Wisconsin Department of Public Instruction, October 2009
- HCS-Net “Autism and Communication” Workshop, Sydney, Australia, August 2009
- Kiwanis Club of Belleville, WI, June 2009
- UConn/UCEDD Community Leadership Series on Autism Spectrum Differences, Cromwell, CT, June 2009
- Autism Society of Wisconsin Conference, Dells, WI, May 2009
- Giant Steps “Science, Respect, and Self-Determination; Towards Better Lives for Autistic People” Workshop, Montreal, April 2009
- 22nd Annual Meeting of the CUNY Conference on Human Sentence Processing, Davis, CA, March 2009
- Barbara Rider Colloquium in Occupational Therapy, Kalamazoo, MI, October 2008
- Wisconsin Association of Rehab Nurses, Milwaukee, WI, August 2008
- Midwestern Psychological Association, Chicago, IL, May 2008
- Midwestern Conference on Professional Psychology, Mankato, MN, 2008
- Pediatric Therapy Network R2K Conference, Long Beach, CA, February 2008
- Women in Cognitive Science conference, Long Beach, CA, November 2007
- 17th annual ARMADILLO (Association for Research in Memory, Attention, Decision making, Intelligence, Language, Learning, and Organization) Conference, San Antonio, TX, October 2007
- “Autism: Let’s Start Again from the Beginning” Conference, Montreal, October 2007
- Jepson Leadership and Discovery Symposium, Richmond, VA, September 2007
- “Building Meaning from Language”, Tufts University, Medford, MA, June 2007
- Twenty-ninth Annual Conference of the National Institute on the Teaching of Psychology, St. Petersburg Beach, FL, January 2007
- “The Joy of Autism” Lecture Series and Gallery Exhibit, Toronto, October 2006

- Autism National Committee, Nashua, New Hampshire, September 2006
- Brain Development & Learning: Making Sense of the Science, Vancouver, August 2006
- Workshop on Metaphor and Story Comprehension, Kyoto University, January 2006
- First Annual KID Foundation Conference, Denver, CO, April 2005
- Autism Society of Minnesota, Minneapolis, MN, May 2004
- Third Annual Genevieve Staudt Guestship, Elmhurst College, Elmhurst, IL, March 2004
- International Council for Developmental and Learning Disorders Annual Conference, Tysons Corners, VA, November 2003
- Autism Society of Southeast Wisconsin, Pewaukee, WI, October 2003
- ASD: Best Practice, Interventions and Programs Conference, Racine, WI, March 2003
- International Council for Developmental and Learning Disorders Annual Conference, Tysons Corners, VA, November 2002
- Sensory Integration: Praxis and Autism, Madison, WI, September 2002
- Autism Society of Minnesota Annual Conference, Minnetonka, MN, May 2002
- National Alliance for Autism Research Annual Conference, Washington, DC, April 2002
- Academy of Neurologic Communication Disorders and Sciences, New Orleans, LA, November 2001
- Science Seminar on Capitol Hill, July 2001
- Eastern Psychological Association, Baltimore, MD, March 2000
- Convocation Speaker, Austin College, March 1998
- Symposium on Experimental Psycholinguistics and Functional-Cognitive Approaches to Sentence and Discourse Processing, Sophienberg Castle, Copenhagen, January 1998
- Workshop on Textuality, Israel National Science Foundation, Tel Aviv University, December 1997
- Workshop on Text Representation, Centre for Language and Communication, The Netherlands, July 1997
- Eighth Annual Meeting of the Society for Text and Discourse, Utrecht, The Netherlands, July 1997
- Workshop on Methodological Issues in Interpreting, Centro Stefano Francini and the Swiss National Science Foundation, Monte Verita, Switzerland, January 1997
- American Society of Newspaper Editors and University of North Carolina Writing and Reading Conference, Chapel Hill, NC, October 1996
- Workshop on Anaphora and Reference, Center for Research on Information, Nancy, France, September 1995
- Conference on Functional Approaches to Grammar, Albuquerque, NM, July 1995
- Tri-State Undergraduate Research Conference, Rockford, IL, November 1994
- Dalhousie Symposium on Reading and Dyslexia, Halifax, Nova Scotia, August 1994
- Banff Annual Seminar in Cognitive Science, Banff, Canada, May 1994
- American Educational Research Association (Interest Group on Basic Research in Reading and Literacy), New Orleans, LA, April 1994
- Sixty-Fifth Annual Meeting of the Midwestern Psychological Association, Chicago, IL, April 1993
- Third International Association for the Empirical Study of Literature, Memphis, TN, May 1992
- First NSF Korea-US Cooperative Conference on Cognitive Science, Seoul, Korea, August 1991
- First Evan L. Brown Memorial Lecturer, University of Nebraska at Omaha, April 1991
- Third Annual CUNY Conference on Human Sentence Processing, CUNY Graduate School, NY, March 1990
- Sixty-eighth Annual Meeting of the Western Psychological Association, San Francisco, CA, April 1988
- Fourth National Conference on Computers in Education, University of Oregon, August 1985

## Invited Colloquia

- Southern Methodist University, October 2019
- Carthage College, May 2019
- Florida Institute of Technology, March 2019
- Murray State University, March 2018
- University of North Dakota, March 2015
- MIT, Simons Center for Social Brain, March 2015
- Stony Brook University, May 2014
- New York University, February 2014
- University of Iowa, DELTA Center, April 2011
- Wayne State University, Merrill-Palmer Institute, March 2009
- University of Pittsburgh, Department of Psychology, March 2008
- University of Wisconsin-Stout, C-NET Program, February 2008
- Stony Brook University (SUNY), Language, Mind, and Brain Program, December 2007
- University of Kansas, Department of Psychology, September 2007
- UT Southwestern, Center for BrainHealth, April 2007
- Washington University, Program in Neuroscience, January 2007
- Notre Dame University, Department of Psychology, November 2006
- Grand Rounds, Department of Pediatrics, University of Wisconsin-Madison, October 2006
- Kyoto University, Graduate School of Education, January 2006
- Washington University, Department of Psychology, September 2005
- Georgetown University Medical Center, Integrated Program in Neuroscience, May 2005
- University of Illinois, Chicago, Center for the Study of Learning, Instruction, & Teacher Development, October 2003
- MIND (Medical Investigations of Neurological Disorders) Institute, University of California, Davis Medical Center, February 2002
- University of California, Davis, Department of Human Development, February 2002
- Carnegie-Mellon University, Department of Computer Science, January 2000
- University of Pittsburgh, Learning, Research, and Development Center, January 2000
- University of Toronto, Department of Psychology, November 1999
- National Institutes of Health, Speech-Language Pathology Section, October 1999
- University of Oregon, Department of Linguistics, May 1999
- University of Oregon, Institute of Cognitive Science, May 1999
- University of Arizona, Department of Psychology, March 1999
- University of Wisconsin-Madison, Department of Sociology, February 1999
- University of Texas at Arlington, Department of Psychology, November 1998
- Texas Tech University, Department of Psychology, November 1998
- Northern Illinois University, Department of Psychology, April 1998
- University of California, San Diego, Department of Cognitive Science, March 1998
- University of Texas at Dallas, Program in Human Development, March 1998
- Tel Aviv University, Department of Linguistics, January 1998
- Notre Dame University, Department of Psychology, February 1997
- University of South Florida, Department of Psychology, January 1997
- Florida State University, Department of Psychology, January 1997
- University of Wisconsin-Madison, Department of Communication Science, February 1996
- University of Wisconsin-Milwaukee, Department of Linguistics, January 1996
- University of Pittsburgh, Department of Psychology, January 1996
- University of Colorado, Boulder, Institute for Cognitive Science, October 1995
- Université Paul Valéry, Department of Psychology, Montpellier III, France, September 1995



- Université de Nancy 2, France, Department of Infomatics, September 1995
- Université de Bourgogne, France, Department for the Study of Psychological Behavior, September 1995
- University of Minnesota-Twin Cities, Center for Research in Language, Perception, and Cognition, May 1995
- Indiana University, Department of Psychology, March 1995
- Ohio State University, Department of Psychology, October 1994
- University of Chicago, Department of Psychology, April 1994
- University of Illinois at Urbana-Champaign, Department of Psychology, March 1994
- Washington University, St. Louis, Department of Psychology, March 1994
- University of South Carolina, Department of Psychology, March 1994
- University of California, San Diego, Center for Research in Language, March 1993
- North Dakota State University, Department of Psychology, September 1992
- University of California, Santa Barbara, Department of Psychology, May 1992
- University of California, Berkeley, Department of Psychology, April 1991
- University of Nebraska at Omaha, Department of Psychology, April 1991
- University of Georgia, Center for Cognitive Science, March 1991
- University of Chicago, Department of Psychology, January 1991
- University of Wisconsin-Madison, Department of Psychology, November December 1990
- University of California, San Diego, Department of Psychology, October 1990
- University of Edinburgh, UK, Department of Psychology, July 1990
- University of Glasgow, UK, Department of Psychology, July 1990
- University of Durham, UK, Department of Psychology, July 1990
- University of Cádiz, Spain, Department of Philology, June 1990
- University of La Laguna, Spain, Department of Psychology, June 1990
- Max Planck Institute for Psycholinguistics, Netherlands, June 1990
- University of Padova, Italy, Department of Psychology, June 1990
- University of Bologna, Italy, Department of Psychology, June 1990
- University of Barcelona, Spain, Department of Experimental Psychology, May 1990
- University of Salamanca, Spain, Department of Psychology, May 1990
- Cambridge University, UK, Department of Psychology, May 1990
- Sussex University, UK, Laboratory in Experimental Psychology, April 1990
- University of Exeter, UK, Department of Psychology, April 1990
- Carnegie-Mellon University, Department of Psychology, November 1989
- University of Pittsburgh, Department of Psychology, November 1989
- University of Massachusetts-Amherst, Department of Psychology, May 1989
- University of Colorado, Boulder, Department of Psychology, March 1989
- University of Minnesota at Twin Cities, Department of Psychology, November 1988
- University of Texas at Austin, Department of Psychology, October 1988
- University of Rochester, Department of Psychology, August 1988
- University of California, Santa Cruz, Department of Psychology, March 1987

### **Invited Symposia**

- "Increasing Research Transparency in Psychological Science: How can Graduate Students Participate?," Annual Convention of the American Psychological Association, August, 2019
- "Fostering the Wisconsin Experience: Empathy and Humility," Teaching Academy Winter Retreat, University of Wisconsin-Madison, January 2018
- "Teaching Online," Educational Innovations, University of Wisconsin-Madison, September 2016
- "Creating Inclusive and Equity-Minded Learning Environments," Teaching and Learning

- Academy Summer Institute, University of Wisconsin-Madison, June 2016
- “Professional Visibility,” Women in Cognitive Science, Psychonomic Society, Minneapolis, MN November 2012
  - “Grading Autistic People,” Autism Summer Institute, Institute of Disability, University of New Hampshire, August 2011
  - “Scientific Writing,” 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, and 23<sup>rd</sup> Annual Convention of the Association for Psychological Science, May 2008, 2009, 2010 and 2011
  - “Stigma from Science: Group Differences, Not Deficits” 19<sup>th</sup> Annual Convention of the Association for Psychological Science, Washington, DC, May 2007
  - “Advice from Journal Editors,” 18<sup>th</sup> Annual Convention of the American Psychological Society, New York, NY, May 2006
  - “The Science of Autism,” Annual Meeting of the American Association for the Advancement of Science, St. Louis, MO, February 2006
  - “International Symposium on Inhibition in the Mind,” 21<sup>st</sup> Century COE Program, Kyoto, Japan, January 2006
  - “Whither Psychology?”, Council of Graduate Departments of Psychology, Sarasota, FL, February 2006
  - “How to Get Published: Guidance From Journal Editors,” 17<sup>th</sup> Annual Convention of the American Psychological Society, Los Angeles, CA, May 2005
  - “Is There a Core Deficit in Autism?”, 16<sup>th</sup> Annual Convention of the American Psychological Society, Chicago, IL, May 2004
  - “Show Me the Money: Grant-getting for Graduate Students and New Faculty,” 16<sup>th</sup> Annual Convention of the American Psychological Society, Chicago, IL, May 2004
  - “Profiles of Language Development Among Children with Autism,” 23<sup>rd</sup> Annual Symposium on Research in Child Language Disorders and 9<sup>th</sup> Congress of the International Association for the Study of Child Language, Madison, WI, July, 2002
  - “Making Inferences During Reading: New Directions from Behavioral, Computational and Cognitive Neuroscience Studies,” Twelfth Annual Meeting of the Society for Text and Discourse, Chicago, June 2002
  - “Functional Brain Imaging and Higher-Level Cognition,” 40<sup>th</sup> Annual Meeting of the Psychonomic Society, Los Angeles, November 1999
  - “Mind, Brain, and Behavior,” 107<sup>th</sup> Annual Meeting of the American Psychological Association, Boston, August 1999
  - “Inhibitory Processes in Psychology and Neuroscience,” 26<sup>th</sup> International Congress of Psychology, Montreal, Canada, August 1996
  - “Inference Processes in Text Comprehension,” 26<sup>th</sup> International Congress of Psychology, Montreal, Canada, August 1996
  - “Working Memory and Language,” 28<sup>th</sup> Annual Meeting of the Psychonomic Society, Los Angeles, CA, November 1995
  - “Conceptions of Inhibition across Psychological Domains,” 7<sup>th</sup> Annual Meeting of the American Psychological Society, New York, NY, June 1995
  - “Conceptions of Inhibition across Psychological Domains,” 66<sup>th</sup> Annual Meeting of the Midwestern Psychological Association, Chicago, IL, May 1994
  - “What Does It Mean to be a Scholar?”, American Educational Research Association (Interest Group on Basic Research in Reading and Literacy), New Orleans, LA, April 1994
  - “Individual Differences in Text Comprehension,” 12<sup>th</sup> Biennial Meetings of the International Society for the Study of Behavioural Development, Recife, Brazil, July 1993
  - “Cognitive Processes and Mechanisms in Reading and Writing,” 2<sup>nd</sup> Annual Meeting of the Society for Text and Discourse, San Diego, CA, June 1992

- “Cognitive Processes in Reading, Writing, and Listening,” 71<sup>st</sup> Annual Convention of the Western Psychological Association, San Francisco, CA, April 1991
- “Cross Disciplinary Approaches to Language Processing,” 6<sup>th</sup> Annual Meeting of the Cognitive Science Society, Boulder, CO, July 1984

## TEACHING ACCOMPLISHMENTS

### Instructional Grants

- University of Wisconsin-Madison, Faculty Fellowship for Leveraging Technology in Instruction, 2020, \$500
- University of Wisconsin-Madison, Undergraduate Thesis Awards (for Maryann Riyadh Rehani and Madeline Simone Wabiszewski), 2019, \$2,000
- University of Wisconsin-Madison, Arlene Davenport Award (for Isabella Annan), 2019, \$1,000
- University of Wisconsin-Madison, Hilldale Faculty-Student Research Training Award (for Kira Cronin-Hennessy) Project: “Can a UW-Madison CommB Course Improve Students’ Critical Thinking?,” 2019-20, \$4,000
- University of Wisconsin-Madison, Educational Innovations Grant, 2017, \$8,000
- University of Wisconsin-Madison, Trewartha Senior Thesis Grant (for M. Theresa Balinghasay), 2013, \$1,000
- University of Wisconsin-Madison, Welton Sophomore Summer Honors Apprenticeship Award (for Phui Ng), 2011, \$2,000
- University of Wisconsin-Madison, Credit Outreach Course, 2006-07, \$48,453
- University of Wisconsin-Madison, Credit Outreach Course, 2004-05, \$120,368
- University of Wisconsin-Madison, Credit Outreach Course, 2003-04, \$106,134
- University of Wisconsin-Madison, Hilldale Faculty-Student Research Training Award (for Nicole Krause) Project: “Measuring the Broader Autism Phenotype,” 2004-05, \$4,000
- University of Wisconsin-Madison, Online Course Development, 2002-03, \$112,000
- University of Wisconsin-Madison, Faculty Development Award, 2001-02, \$50,440
- University of Wisconsin-Madison, Hilldale Faculty-Student Research Training Award (for Erin Sieberlich) Project: “Use of Home Video to Confirm Parental Retrospective Report of Childhood Motor Skills,” 2001-02, \$4,000
- University of Wisconsin-Madison, Faculty Mentor - University League Undergraduate Scholarship for Faculty Mentored Research (for Holly Herfel), 2001, \$500
- University of Wisconsin-Madison, Faculty Mentor - Academic Staff Development Award (for Jennifer Binzak), 2000, \$1500
- University of Wisconsin-Madison, Hilldale Faculty-Student Research Training Award (for Maureen O'Reilly) Project: “Toward a Dyspraxic Subtype of Autism Spectrum Disorder,” 2000-01, \$4,000
- University of Wisconsin-Madison, Hilldale Faculty-Student Research Training Award (for Lana Shklyar) Project: “The Role of Suppression in Understanding Narrative Goals,” 1997-98, \$4,000
- University of Wisconsin-Madison, Faculty Mentor - Academic Staff Development Award (for Seline Guidotti), 1997-98, \$1500
- University of Wisconsin-Madison, Faculty Development Award, 1996-97, \$35,622
- University of Wisconsin-Madison, Hilldale Faculty-Student Research Training Award (for Martha Fuiten) Project: “How Do We Process Acronyms?”, 1996-97, \$4,000
- University of Wisconsin-Madison, Undergraduate Teaching Improvement Award, Project Director “Capstone Course Innovation,” 1995, \$560
- University of Wisconsin-Madison, Undergraduate Teaching Improvement Award, Project Director “Workshop on Inquiry-Based Mode of Undergraduate Instruction,” 1992, \$500

## **Teaching Honors and Awards**

Invited Faculty, Forty-first Annual National Institute on the Teaching of Psychology (2019)  
Invited Faculty, Empirical Methods in Cognitive Linguistics (2019)  
Invited Faculty, Twenty-ninth Annual National Institute on the Teaching of Psychology (2006)  
Invited Faculty, First Annual Summer Course, "Brain Development and Learning: Making Sense of the Science" (2006)  
Invited Faculty, Eighth, Ninth, Tenth, and Eleventh Interdisciplinary Council on Developmental and Learning Disorders (2004-06)  
Invited Faculty, Third Annual Summer Course, "Autism: From Research to Practice" (2004)  
Invited Faculty, Twelfth Annual Brazilian Linguistics Institute (1997)  
Invited Faculty, Netherlands Graduate School in Linguistics (1997)  
Keynote Speaker, Tri-State Undergraduate Research in Psychology Conference (1994)  
University of Oregon Recipient of the Ersted Award for Distinguished University Teaching (1986)  
Invited Faculty, Fourth National Conference on Computers in Education (1985)

## **Courses Taught**

Introductory Psychology; Research Methods; Cognitive Psychology; Psycholinguistics; Cognitive Science; Autism; Psychological Effects of the Internet

## **RESEARCH AND RESEARCH TRAINING GRANTS**

Worldwide University Network, 2013. Co-Principal Investigator. Project: "Scoping Survey of Autism Support and Resources: Social Integration of Diagnosis, Healthcare, and Support Systems," \$50,000.

Centers for Disease Control, 2006-10. Co-Investigator. Project: "Wisconsin Autism and Other Developmental Disability Surveillance" (PI: Maureen Durkin), \$1,400,000.

National Institutes of Health, 2006-10. Co-Principal Investigator. Project: "Early Language Development within the Autism Spectrum," \$3,512,443.

NLM Family Foundation, 2008-09. Principal Investigator. Project: "Origin of Severe Speech Impairment in Autism," \$100,000.

National Institutes of Health, 2005-09. Program Director. Project: "Behavioral and Biological Approaches to Typical and Atypical Development," \$1,227,905.

National Institute of Mental Health, 2004-09. Co-Principal Investigator. Project: "A Twin Study of the Autism Spectrum," \$2,067,252.

Robert Wood Johnson Foundation, 2005-06. Co-Investigator. Project: "Working Group on Media Representations of Health Problems," \$50,000.

University of Wisconsin-Madison, Graduate School, 2004-2005. Co-Principal Investigator. Project: "Early Language Abilities of Toddlers with Autism: Comparison to Late-Talking Toddlers without Autism," \$31,005.

Centers for Disease Control, 2003-05. Co-Investigator. Project: "Wisconsin Autism and Other Developmental Disability Surveillance" (PI: Maureen Durkin), \$841,652.

National Institutes of Health, 2003-08. Co-Investigator. Program Project: "Social and Affective Processes in Autism" (PI: Helen Tager-Flusberg), \$8,500,000.

National Alliance for Autism Research, 2003-04. Co-Principal Investigator. Project: "A Birth Register-based Twin Study of Autism Spectrum Disorders," \$118,910.

National Institute of Mental Health, 2003-05. Training Faculty. Training Grant: "Training in Emotion Research" (Program Director: Richard Davidson), \$2,824,695.

National Institute of Deafness and Communication Disorders, 2002-07. Core Training Faculty. Project: "Interdisciplinary Research Training in Speech-Language Disorders" (Program Directors:

Raymond Kent and Susan Ellis Weismer), \$1,000,000.

National Institute of Deafness and Communication Disorders, 2001-03. Senior Fellow. Project: "Genetics of Autism and Other Communication Disorders"

National Alliance for Autism Research, 2001-02. Principal Investigator. Project: "Toward a Dyspraxic Subtype of Autism Spectrum Disorder," \$100,000.

National Institute of Child Health and Human Development, 2001-06. Core Investigator. Program Project: "Wisconsin Center on Mental Retardation and Human Development," \$7,730,052.

National Institute of Neurological Disorders and Stroke, 2000-04. Principal Investigator. Project: "Language Comprehension as Structure Building," \$648,000.

National Institute of Child Health and Human Development, 2000-05. Training Grant: "Postdoctoral Training in Mental Retardation," (Program Director, Leonard Abbeduto), \$820,922.

University of Wisconsin-Madison, Graduate School, Vilas Associate Award, 1999-01. \$70,000.

Army Research Institute, 1998-99. Principal Investigator. Project: "Learning to Suppress Competing Information: Do the Skills Transfer?", \$35,000.

National Science Foundation (POWRE), 1998-99. Principal Investigator. Project: "Training in FMRI of Language Comprehension," \$50,000.

National Institute of Mental Health, 1997-2002. Training Faculty. Training Grant: "Training in Emotion Research" (Program Director: Richard Davidson), \$1,638,032.

Augmentation Awards for Science and Engineering Research Training, 1997-2000. Program Director. "Training in Laboratory Investigations of Suppression and Enhancement," \$301,423.

Army Research Institute, 1996-98. Principal Investigator. Project: "Learning to Suppress Competing Information: Do the Skills Transfer?", \$35,000.

National Institute of Neurological Disorders and Stroke, 1995-99. Principal Investigator. Project: "Language Comprehension as Structure Building," \$697,055.

University of Wisconsin-Madison, Graduate School, WARF Named Professorship, 1994-99. \$65,000.

Army Research Institute, 1994-96. Principal Investigator. Project: "Learning to Suppress Competing Information and Enhance Relevant Information," \$196,172.

University of Wisconsin-Madison, Graduate School, 1993-94. Principal Investigator. Project: "Learning to Suppress Competing Information and Enhance Relevant Information," \$16,540.

National Institute of Neurological Disorders and Stroke, 1991-95. Principal Investigator. Project: "Language Comprehension as Structure Building," \$466,609.

National Institute of Neurological Disorders and Stroke, 1989-94. Principal Investigator. Project: "Cognitive Processes and Mechanisms in Comprehension," \$300,000.

Air Force Office of Scientific Research, 1991-92. Principal Investigator. Project: "Laboratory Investigations of the Mechanisms of Suppression and Enhancement," \$37,257.

Air Force Office of Scientific Research, 1989-91. Principal Investigator. Project: "Language Comprehension as Structure Building," \$154,560.

Air Force Office of Scientific Research, 1990-91. Principal Investigator. Project: "The Sylvia Beach Language Comprehension Conference, 1991," \$8,983.

Air Force Office of Scientific Research, 1989-90. Principal Investigator. Project: "Investigating Individual Differences in General Comprehension Skill," \$25,749.

Air Force Office of Scientific Research, 1989-90. Principal Investigator. Project: "Initiating the Sylvia Beach Language Comprehension Conference," \$5,562.

National Science Foundation, 1985-88. Principal Investigator. Project: "Cognitive Processes in Comprehension," \$90,062.

Biomedical Research Funds, University of Oregon, 1984-85. Principal Investigator. Project: "Developing a Multi-media Comprehension Battery," \$1,200.

Faculty Summer Research Award, University of Oregon, Summer, 1984. Principal Investigator. Project: "Investigating General Comprehension Skill," \$3,000.

## PUBLICATIONS

### Books

- Gernsbacher, M. A.**, & Pomerantz, J. (2015). *Psychology and the real world: Essays illustrating fundamental contributions to society* (2<sup>nd</sup> edition). New York: Worth. [\[DOI\]](#)
- Gernsbacher, M. A.**, Pew, R., Hough, L., & Pomerantz, J. (2010). *Psychology and the real world: Essays illustrating fundamental contributions to society*. New York: Worth. [\[Google Books\]](#)
- Traxler, M., & **Gernsbacher, M. A.** (2006). *Handbook of psycholinguistics, Second Edition*. New York: Elsevier. [\[DOI\]](#)
- Derry, S. J., Schunn, C., & **Gernsbacher, M. A.** (Eds.) (2005). *Interdisciplinary collaboration*. Mahwah, NJ: Erlbaum. [\[DOI\]](#) [\[Google Books\]](#)
- Sanders, T., & **Gernsbacher, M. A.** (Eds.) (2004). *Accessibility in text and discourse processing*. Mahwah, NJ: Erlbaum. [\[DOI\]](#)
- Graesser, A. C., **Gernsbacher, M. A.**, & Goldman, S. J. (Eds.) (2002). *Handbook of discourse processes*. Mahwah, NJ: Erlbaum. [\[Google Books\]](#)
- Gernsbacher, M. A.**, & Derry, S. J. (Eds.) (1998). *Proceedings of the 20th annual meeting of the Cognitive Science Society*. Mahwah, NJ: Erlbaum. [\[Google Books\]](#)
- Graesser, A. C., & **Gernsbacher, M. A.** (Eds.) (1997). *Discourse processes after two decades*. New York: Ablex. [\[DOI\]](#)
- Gernsbacher, M. A.**, & Givón, T. (Eds.) (1996). *Coherence in spontaneous text*. Philadelphia, PA: John Benjamins. [\[Google Books\]](#)
- Gernsbacher, M. A.** (Ed.) (1994). *Handbook of psycholinguistics*. San Diego, CA: Academic Press. [\[Google Books\]](#)
- Gernsbacher, M. A.** (1990). *Language comprehension as structure building*. Hillsdale, NJ: Erlbaum. [\[Google Books\]](#)

### Articles and Chapters

- Rottier, H., & **Gernsbacher, M. A.** (in press). Autistic adult and non-autistic parent advocates: Bridging the divide. In A. C. Carey, J. M. Ostrove, & T. Fannon (Eds.), *Alliances, allies, and disability* (Vol. 12, Research in Social Sciences and Disability). Bingley, UK: Emerald Group Publishing.
- Gernsbacher, M. A.** (2020). Teaching research transparency in psychological science: How and why. In T. Ober, E. Che, J. Brodsky, C. Raffaele, & P. Brooks (Eds.), *How we teach now: The GSTA guide to transformative teaching* (Vol. 2, pp. 487-500). Washington, DC: American Psychological Association. [\[Open Access\]](#)
- Gernsbacher, M. A.**, Soicher, R. N., & Becker-Blease, K. A. (2020). Four empirically-based reasons not to administer time-limited tests. *Translational Issues in Psychological Science*, 6(2), 175-190. [\[DOI\]](#) [\[Open Access\]](#) [\[Open Materials\]](#) [\[Open Data\]](#)
- Aczel, B., Szaszi B., Sarafoglou, A., Kekecs, Z., Kucharský Š., Benjamin D., Chambers, C. D., Fisher, A., Gelman, A., **Gernsbacher, M. A.** ... Wagenmakers, E. J. (2019). A consensus-based transparency checklist. *Nature Human Behavior*, 4(1), 4-6. [\[DOI\]](#) [\[Open Access\]](#) [\[Open Materials\]](#)
- Gernsbacher, M. A.** (2019). Captions. In J. S. Damico & M. J. Ball (Eds.), *The SAGE Encyclopedia of Human Communication Sciences and Disorders* (pp. 314-315). Thousand Oaks, CA: Sage. [\[DOI\]](#) [\[Google Books\]](#)
- Gernsbacher, M. A.** (2019). How to envision, design, and deliver engaging research presentations. In R. J. Harnish, K. R. Bridges, D. N. Sattler, M. Munson, S. Bridgen, F. J. Slack, & S. M. Smith (Eds.), *What I wished my mentor had told me* (pp. 35-42). Washington DC: American Psychological Association. [\[Open Access\]](#) [\[Open Materials\]](#)
- Gernsbacher, M. A.**, & Morson, E. (2019). Fast mapping is a laboratory task, not a cognitive

- capacity. *Cognitive Neuroscience*, 10, 223-225. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, Stevenson, J. L., & Dern, M. (2019). Autistic people do enhance their selves. *Social Psychological and Personality Science*. [\[DOI\]](#) [\[Open Access\]](#) [\[Open Materials\]](#) [\[Open Data\]](#)
- Gernsbacher, M. A.**, & Yergeau, M. (2019). Empirical failures of the claim that autistic people lack a theory of mind. *Archives of Scientific Psychology*, 7, 102-118. [\[DOI\]](#) [\[Open Access\]](#) [\[Open Materials\]](#) [\[Open Data\]](#)
- Gernsbacher, M. A.** (2018). More shared responsibility for “more appropriate communication.” *Perspectives of ASHA (SIG 1)*, 3, 58-67. [\[DOI\]](#) [\[Open Access\]](#) [\[Open Materials\]](#) [\[Open Data\]](#)
- Gernsbacher, M. A.** (2018). Rewarding research transparency. *Trends in Cognitive Sciences*, 22, 953-956. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (2018). Three ways to make replication mainstream. *Behavioral and Brain Sciences*, 41, e129. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (2018). Writing empirical articles: Transparency, reproducibility, clarity, and memorability. *Advances in Methods and Practices in Psychological Science*, 1, 403-414. [\[DOI\]](#) [\[Open Access\]](#) [\[Open Materials\]](#) [\[Open Data\]](#)
- Gernsbacher, M. A.** (2017). The use of person-first language in scholarly writing may accentuate stigma. *Journal of Child Psychology and Psychiatry*, 58, 859-861. [\[DOI\]](#) [\[Open Access\]](#) [\[Open Materials\]](#) [\[Open Data\]](#)
- Gernsbacher, M. A.**, Raimond, A. R., Stevenson, J. L., Boston, J. S., & Harp, B. (2017). Do puzzle pieces and autism puzzle piece logos evoke negative associations? *Autism*, 22, 118-125. [\[DOI\]](#) [\[Open Access\]](#) [\[Open Materials\]](#) [\[Open Data\]](#)
- Graesser, A. C., **Gernsbacher, M. A.**, & Goldman, S. A. (2017). World-wide changes in discourse and the changing field of discourse processes. In M. F. Schober, D. N. Rapp, & M. A. Britt (Eds.), *The Routledge Handbook of Discourse Processes* (2<sup>nd</sup> edition, pp. 390-396). New York: Routledge. [\[Google Books\]](#)
- Gernsbacher, M. A.**, Stevenson, J. L., & Dern, S. (2016). Specificity, contexts, and reference groups matter when assessing autistic traits. *PLoS ONE* 12(2), e0171931. [\[DOI\]](#) [\[Open Access\]](#) [\[Open Data\]](#)
- Gernsbacher, M. A.** (2016). Five tips for improving online discussion boards. *Observer*, 29(9), 10. [\[Open Access\]](#)
- Gernsbacher, M. A.**, Morson, E. M., & Grace, E. J. (2016). Language and speech in autism. *Annual Review of Linguistics*, 2, 413-425. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, Raimond, A. R., Balinghasay, M. T., & Boston, J. S. (2016). “Special needs” is an ineffective euphemism. *Cognitive Research: Principles and Implications*. 1:29. [\[DOI\]](#) [\[Open Access\]](#) [\[Open Materials\]](#) [\[Open Data\]](#)
- Gernsbacher, M. A.** (2015). Video captions benefit everyone. *Policy Insights from the Behavioral and Brain Sciences*, 2, 195-202. [\[DOI\]](#) [\[Open Access\]](#) [\[Open Materials\]](#) [\[Open Data\]](#)
- Gernsbacher, M. A.**, Morson, E. M., & Grace, E. J. (2015). Language development in autism. In G. Hickok & S. Small (Eds.), *Neurobiology of language* (pp. 879-886). New York: Elsevier. [\[DOI\]](#)
- Gernsbacher, M. A.** (2015). Diverse brains. *The General Psychologist*, 49, 29-37. [\[Open Access\]](#)
- Gernsbacher, M. A.** (2014). Internet-based communication. *Discourse Processes*, 51, 359-373. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (2014). Why Internet-based education? *Frontiers in Psychology*. 5:1530. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Devine, P. G. (2013). How to write a research statement. *Observer*, 26(8), 17-19. [\[Open Access\]](#)
- Stevenson, J. L., & **Gernsbacher, M. A.** (2013). Abstract spatial reasoning as an autistic strength. *PLoS ONE* 8(3), e59329. [\[DOI\]](#) [\[Open Access\]](#)

- Gernsbacher, M. A.** (2012). Seeking funding from private foundations. In R. Sternberg (Ed.), *Writing Successful Grant Proposals from the Top Down and Bottom Up*. Thousand Oaks, CA: Sage. [\[Google Books\]](#)
- Gernsbacher, M. A.**, & Kaschak, M. (2012). Text comprehension. *Oxford Handbook of Cognitive Psychology*. New York: Oxford University Press. [\[DOI\]](#)
- Gernsbacher, M. A.**, & Pripas-Kapit, S. (2012). Who's missing the point? A commentary on claims that autistic persons have a specific deficit in figurative language comprehension. *Metaphor & Symbol*, 27, 93-105. [\[DOI\]](#) [\[Open Access\]](#)
- Kaschak, M., & **Gernsbacher, M. A.** (2012). Changing language. In S. Bischoff & C. Jany (Eds.), *Functional approaches to language* (pp. 149-175). Berlin: De Gruyter Mouton. [\[Google Books\]](#)
- Ellis Weismer, S., **Gernsbacher, M. A.**, Stronack, S., Karasinski, C., Eernisse, E., Erickson, C., & Sindberg, H. (2011). Lexical and grammatical skills in toddlers on the autism spectrum compared to late talking toddlers. *Journal of Autism and Developmental Disorders*, 41, 1065-1075. [\[DOI\]](#) [\[Open Access\]](#)
- Gallese, V., **Gernsbacher, M.A.**, Heyes, C., Hickok, G., & Iacoboni, M. (2011). Mirror neuron forum. *Perspectives on Psychological Science*, 6, 369-407. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (2011). Understanding acronyms. In K. Allan & K. M. Jaszczołt (Eds.), *Salience and defaults in utterance processing* (pp. 151-163). Berlin: Walter de Gruyter. [\[Google Books\]](#)
- Kellett, K. A., Stevenson, J. L., & **Gernsbacher, M. A.** (2011). What role does the cerebellum play in language processing? In M. Faust (Ed.), *Handbook of the neuropsychology of language* (pp. 294-316). Hoboken, NJ: Blackwell-Wiley. [\[DOI\]](#)
- Soulières, I., Dawson, M., **Gernsbacher, M. A.**, & Mottron, L. (2011). The level and nature of autistic intelligence II: What about Asperger syndrome? *PLoS One* 6(9), e25372. [\[DOI\]](#) [\[Open Access\]](#)
- Stevenson, J. L., Harp, B., & **Gernsbacher, M. A.** (2011). Infantilizing autism. *Disability Studies Quarterly*, 31(3). [\[DOI\]](#) [\[Open Access\]](#)
- Dawson, M., & **Gernsbacher, M. A.** (2010). The effectiveness of intensive autism programmes. *The Lancet*, 375, 722-723. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (2010). Stigma from psychological science: Group differences, not deficits. *Perspectives on Psychological Science*, 5, 687. [\[DOI\]](#) [\[Open Access\]](#)
- Stilp, R. H., **Gernsbacher, M. A.**, Schweigert, E. K., Arneson, C. I., & Goldsmith, H. H. (2010). Genetic variance for autism screening items in an unselected sample of toddler-age twins. *Journal of the American Academy of Child and Adolescent Psychiatry*, 49, 269-278. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (2009). A conspicuous absence of scientific leadership: The illusory epidemic of autism. In G. R. Goethals & J. T. Wren (Eds.), *Leadership and discovery* (pp. 157-169). New York: Palgrave MacMillan. [\[Google Books\]](#)
- Akhtar, N., & **Gernsbacher, M. A.** (2008). On privileging the role of gaze in infant social cognition. *Child Development Perspectives*, 2, 60-66. [\[DOI\]](#) [\[Open Access\]](#)
- Dawson, M., Mottron, L., & **Gernsbacher, M. A.** (2008). Learning in autism. In H. L. Roediger, III (Ed.), *Cognitive psychology of memory, Vol. 2, Learning and memory: A comprehensive reference* (pp. 759-772). Oxford: Elsevier. [\[DOI\]](#)
- Foertsch, J., & **Gernsbacher, M. A.** (2008). When the medium illuminates the content: Exploiting the unique features of online communication. *Innovate: Journal of Online Education*, 4, 3. [\[Open Access\]](#)
- Gernsbacher, M. A.** (2008). Autism without borders. *Nature (Medicine)*, 14, 241. [\[DOI\]](#)
- Gernsbacher, M. A.**, Sauer, E. A., Geye, H. M., Schweigert, E. K., & Goldsmith, H. H. (2008). Infant and toddler oral- and manual-motor skills predict later speech fluency in autism. *Journal of Child Psychology and Psychiatry*, 49, 43-50. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, Stevenson, J. L., Khandakar, S., & Goldsmith, H. H. (2008). Autistics' atypical joint attention: Policy implications and empirical nuance. *Child Development Perspectives*, 2,



49-52. [\[DOI\]](#) [\[Open Access\]](#)

- Gernsbacher, M. A.**, Stevenson, J. L., Khandakar, S., & Goldsmith, H. H. (2008). Why does joint attention look atypical in autism? *Child Development Perspectives*, 2, 38-45. [\[DOI\]](#) [\[Open Access\]](#)
- Roos, E. M., McDuffie, A. S., Ellis Weismer, S., & **Gernsbacher, M. A.** (2008). A comparison of contexts for assessing joint attention in toddlers on the autism spectrum. *Autism*, 12, 275-291. [\[DOI\]](#) [\[Open Access\]](#)
- Akhtar, N., & **Gernsbacher, M. A.** (2007). Joint attention and vocabulary development: A critical look. *Language and Linguistic Compass*, 1/3, 195-207. [\[DOI\]](#) [\[Open Access\]](#)
- Dawson, M., Soulières, I., **Gernsbacher, M. A.**, & Mottron, L. (2007). The level and nature of autistic intelligence. *Psychological Science*, 18, 657-662. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (2007). The eye of the beholder. *Observer*, 20(1), 5, 44. [\[Open Access\]](#)
- Gernsbacher, M. A.** (2007). On not being human. *Observer*, 20(2), 5, 32. [\[Open Access\]](#)
- Gernsbacher, M. A.** (2007). Neural diversity. *Observer*, 20(3), 5, 15. [\[Open Access\]](#)
- Gernsbacher, M. A.** (2007). The true meaning of research participation. *Observer*, 20(4), 5, 13. [\[Open Access\]](#)
- Gernsbacher, M. A.** (2007). The value of undergraduate training in psychological science. *Observer*, 20(5), 5, 13. [\[Open Access\]](#)
- Halpern, D., Benbow, C., Geary, D., Gur, R., Hyde, J. S., & **Gernsbacher, M. A.** (2007). Sex, math and scientific achievement. *Scientific American*, 18, 44-52. [\[DOI\]](#) [\[Open Access\]](#)
- Halpern, D., Benbow, C., Geary, D., Gur, R., Hyde, J. S., & **Gernsbacher, M. A.** (2007). The science of sex differences in science and mathematics. *Psychological Science in the Public Interest*, 8, 1-51. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (2006). Reaching for relevance. *Observer*, 19(9), 5, 33. [\[Open Access\]](#)
- Gernsbacher, M. A.** (2006). Who's your neighbor? *Observer*, 19(10), 5, 31. [\[Open Access\]](#)
- Gernsbacher, M. A.** (2006). How to spot bias in research. *Observer*, 19(11), 5, 30. [\[Open Access\]](#)
- Gernsbacher, M. A.** (2006). Opting out. *Observer*, 19(12), 5, 30. [\[Open Access\]](#)
- Gernsbacher, M. A.** (2006). Toward a behavior of reciprocity. *Journal of Developmental Processes*, 1, 139-152. [\[Open Access\]](#)
- Gernsbacher, M. A.**, Dawson, M., & Mottron, L. (2006). Autism: Common, heritable, but not harmful. *Behavioral and Brain Sciences*, 29, 113-114. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Levinson, R., & Brookhart, S. (2006). American Psychological Society. In N. Salkind (Ed.), *The Encyclopedia of Measurement and Statistics*. New York: Sage. [\[Google Books\]](#)
- Goldsmith, H. H., Van Hulle, C. A., Arneson, C. L., Schreiber, J. E., & **Gernsbacher, M. A.** (2006). A population-based twin study of parentally reported tactile and auditory defensiveness in young children. *Journal of Abnormal Child Psychology*, 34, 378-392. [\[DOI\]](#) [\[Open Access\]](#)
- Dalton, K. M., Nacewicz, B. M., Johnstone, T., Schaefer, H. S., **Gernsbacher, M. A.**, Goldsmith, H. H., Alexander, A. L., & Davidson, R. J. (2005). Gaze-fixation and the neural circuitry of face processing in autism. *Nature Neuroscience*, 8, 519-526. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, Dawson, M., & Goldsmith, H. H. (2005). Three reasons not to believe in an autism epidemic. *Current Directions in Psychological Science*, 14, 55-58. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, Dissanayake, C., Goldsmith, H. H., Mundy, P. G., Rogers, S. J., & Sigman, M. (2005). Autism and deficits in attachment behavior. *Science*, 307, 1201-1203. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Frymiare, J. (2005). Does the autistic brain lack core modules? *Journal of Developmental and Learning Disorders*, 9, 3-16. [\[Open Access\]](#)
- Gernsbacher, M. A.**, Geye, H. M., & Ellis Weismer, S. (2005). The role of language and communication impairments within autism. In P. Fletcher & J. C. Miller (Eds.), *Language disorders and developmental theory* (pp. 73-93). Philadelphia, PA: John Benjamins. [\[DOI\]](#)

- Gernsbacher, M. A.**, & Kaschak, M. (2005). Discourse processes. In E. K. Brown, R. E. Asher, & J. M. Y. Simpson (Eds.), *The Encyclopedia of language and linguistics, 2<sup>nd</sup> Edition, Vol. 3* (pp. 654-659). Oxford, UK: Elsevier. [\[Google Books\]](#)
- Aman, M. G., Novotny, S., Samango-Sprouse, C., Lecavalier, L., Leonard, E., Gadow, K. D., King, B. H., Pearson, D. A., **Gernsbacher, M. A.**, & Chez, M. (2004). Outcome measures for clinical drug trials in autism. *CNS Spectrums, 9*, 36-47. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (2004). Language is more than speech: A case study. *Journal of Developmental and Learning Disorders, 8*, 123-138. [\[Open Access\]](#)
- Gernsbacher, M. A.** (2004). On our mind: Saliency, context, and figurative language. *Metaphor and Symbol, 19*, 165-168. [\[DOI\]](#)
- Gernsbacher, M. A.**, & Robertson, D. A. (2004). Watching the brain comprehend discourse. In A. Healy (Ed.), *Experimental cognitive psychology and its applications* (pp. 157-168). Washington, DC: APA Publications. [\[DOI\]](#)
- Gernsbacher, M. A.**, Robertson, R. R. W., Palladino, P., & Werner, N. K. (2004). Managing mental representations during narrative comprehension. *Discourse Processes, 37*, 145-164. [\[DOI\]](#) [\[Open Access\]](#)
- Kim, S., Lee, J., & **Gernsbacher, M. A.** (2004). The advantage of first mention in Korean: The temporal contributions of syntactic, semantic, and pragmatic factors. *Journal of Psycholinguistic Research, 33*, 475-491. [\[DOI\]](#) [\[Open Access\]](#)
- Linderholm, T., **Gernsbacher, M. A.**, van den Broek, P., Nenide, L., Robertson, R. R. W., & Sundermeir, B. (2004). Suppression of story character goals during reading. *Discourse Processes, 37*, 67-78. [\[DOI\]](#) [\[Open Access\]](#)
- Sanders, T. J. M., & **Gernsbacher, M. A.** (2004). Accessibility in text and discourse processing. *Discourse Processes, 37*, 79-90. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (2003). Is one style of autism early intervention "scientifically proven?" *Journal of Developmental and Learning Disorders, 7*, 19-25. [\[Open Access\]](#)
- Goldsmith, H. H., **Gernsbacher, M. A.**, Crabbe, J., Dawson, G., Gottesman, I. I., Hewitt, J., McGue, M., Pederson, N., Plomin, R., Rose, R., & Swanson, J. (2003). Research psychologists' roles in the genetic revolution. *American Psychologist, 58*, 318-319. [\[DOI\]](#) [\[Open Access\]](#)
- Kaschak, M., & **Gernsbacher, M. A.** (2003). Psycholinguistics. In L. Nadel (Ed.), *Encyclopedia of Cognitive Sciences* (pp. 783-786). London, UK: Nature Publishing Group. [\[Google Books\]](#)
- Kaschak, M., & **Gernsbacher, M. A.** (2003). Language comprehension. In L. Nadel (Ed.), *Encyclopedia of Cognitive Sciences* (pp. 723-726). London, UK: Nature Publishing Group. [\[Google Books\]](#)
- Robertson, D. A., & **Gernsbacher, M. A.** (2003). Neuroimaging and language: Evolving stories from the brain. In T. Givón (Ed.), *The evolution of language*. Philadelphia, PA: John Benjamins.
- Gernsbacher, M. A.** (2002). Language is more than speech. *The Association of the Severely Handicapped, 28*, 26-27.
- Gernsbacher, M. A.**, & Kaschak, M. (2002). Neuroimaging studies of language production and comprehension. *Annual Review of Psychology, 54*, 91-114. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Robertson, R. R. W. (2001). The definite article as a cue to map thematic information. In M. M. Louwerse & W. Van Peer, *Thematics: Interdisciplinary studies* (pp. 119-136). Amsterdam/Philadelphia: John Benjamins. [\[Google Books\]](#)
- Dick, F., Bates, E., Wulfeck, B., Utman, J. A., Dronkers, N., & **Gernsbacher, M. A.** (2001). Language deficits, localization, and grammar: Evidence for a distributive model of language breakdown in aphasic patients and neurologically intact individuals. *Psychological Review, 108*, 757-788. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, Keysar, B., Robertson, R. R. W., & Werner, N. K. (2001). The role of suppression and enhancement in understanding metaphors. *Journal of Memory and Language, 45*,

- 433-450. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, Robertson, R. R. W., & Werner, N. K. (2000). The costs and benefits of meaning. In D. Gorfein (Ed.), *On the consequences of meaning selection* (pp. 119-137). Washington, DC: APA Publications. [\[DOI\]](#)
- Gernsbacher, M. A.**, & St. John, M. F. (2000). Modeling suppression in lexical access. In D. Gorfein (Ed.), *On the consequences of meaning* (pp. 47-65). Washington, DC: APA Publications. [\[DOI\]](#)
- Robertson, D. A., **Gernsbacher, M. A.**, Guidotti, S. J., Robertson, R. W. R., Irwin, W., Mock, B. J., & Campana, M. E. (2000). Functional neuroanatomy of the cognitive process of mapping during discourse comprehension. *Psychological Science*, *11*, 255-260. [\[DOI\]](#) [\[Open Access\]](#)
- Beeman, M. J., Bowden, E. M., & **Gernsbacher, M. A.** (2000). Right and left hemisphere cooperation for drawing predictive and coherence inferences during normal story comprehension. *Brain and Language*, *71*, 310-336. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Foertsch, J. (1999). Three models of discourse comprehension. In S. Garrod & M. J. Pickering (Eds.), *Human language processing* (pp. 283-299). East Sussex, UK: Psychology Press. [\[Google Books\]](#)
- Gernsbacher, M. A.**, & McKinney, V. M. (1999). Construction area. *American Scientist*, *87*, 568. 10.2307/27857945 [\[DOI\]](#)
- Gernsbacher, M. A.**, & Robertson, R. R. W. (1999). The role of suppression in figurative language comprehension. *Journal of Pragmatics*, *31*, 1616-1630. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, Tallent, K. A., & Bolliger, C. M. (1999). Disordered discourse in schizophrenia as described by the Structure Building Framework. *Discourse Studies*, *1*, 355-372. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, Hallada, B. M., & Robertson, R. R. W. (1998). How automatically do readers infer fictional characters' emotional states? *Scientific Studies of Reading (Special Issue)*, *2*, 271-300. [\[DOI\]](#) [\[Open Access\]](#)
- Greeno, J. G., Clancey, W. J., Lewis, C., Seidenberg, M., Derry, S., **Gernsbacher, M. A.**, Langley, P., Shafto, M., Gentner, D., Lesgold, A., & Seifert, C. M. (1998). Efforts to encourage multidisciplinary in the Cognitive Science Society (commentary). *Cognitive Science*, *22*, 131-132. [\[DOI\]](#) [\[Open Access\]](#)
- St. John, M. F., & **Gernsbacher, M. A.** (1998). Learning and losing syntax: Practice makes perfect and frequency builds fortitude. In A. F. Healy & L. E. Bourne, Jr. (Eds.), *Foreign language learning: Psycholinguistic experiments on training and retention* (pp. 231-255). Mahwah, NJ: Erlbaum. [\[Google Books\]](#)
- Faust, M. E., Balota, D. A., Duchek, J. M., **Gernsbacher, M. A.**, & Smith, S. (1997). Inhibitory control during sentence processing in individuals with dementia of the Alzheimer type. *Brain and Language*, *57*, 225-253. [\[DOI\]](#) [\[Open Access\]](#)
- Foertsch, J., & **Gernsbacher, M. A.** (1997). In search of gender neutrality: Is singular *they* a cognitively efficient substitute for generic *he*? *Psychological Science*, *8*, 106-111. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (1997). Attenuating interference during comprehension: The role of suppression. In D. L. Medin (Ed.), *The psychology of learning and motivation* (pp. 85-104). San Diego, CA: Academic Press. [\[DOI\]](#)
- Gernsbacher, M. A.** (1997). First mention drives how people read and comprehend language. In ASNE Literacy Committee (Ed.), *Writing and reading today: An interdisciplinary discussion*. Reston, VA: American Society of Newspaper Editors.
- Gernsbacher, M. A.** (1997). Generic pronominal anaphora: The case of the English singular *they*. *Verbum*, *19*, 67-84. [\[Open Access\]](#)
- Gernsbacher, M. A.** (1997). Group differences in suppression skill. *Aging, Neuropsychology, and Cognition*, *4*, 175-184. [\[DOI\]](#) [\[Open Access\]](#)

- Gernsbacher, M. A.** (1997). Two decades of structure building. *Discourse Processes*, 23, 265-304. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Shlesinger, M. (1997). The proposed role of suppression in simultaneous interpretation. *Interpreting*, 2, 119-140. [\[DOI\]](#) [\[Open Access\]](#)
- Graesser, A. C., **Gernsbacher, M. A.**, & Goldman, S. R. (1997). Cognition. In T. A. van Dijk (Ed.), *Discourse as structure and process: Discourse studies: A multidisciplinary introduction* (pp. 292-319). London: Sage. [\[DOI\]](#)
- Faust, M. E., & **Gernsbacher, M. A.** (1996). Cerebral mechanisms for suppression of inappropriate information during sentence comprehension. *Brain and Language*, 53, 234-259. [\[DOI\]](#) [\[Open Access\]](#)
- Garnham, A., Traxler, M. J., Oakhill, J., & **Gernsbacher, M. A.** (1996). The locus of implicit causality effects in comprehension. *Journal of Memory and Language*, 35, 517-543. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (1996). Coherence cues mapping during comprehension. In J. Costermans & M. Fayol (Eds.), *Processing interclausal relationships in the production and comprehension of text* (pp. 3-21). Hillsdale, NJ: Erlbaum. [\[Google Books\]](#)
- Carreiras, M., **Gernsbacher, M. A.**, & Villa, V. (1995). The advantage of first mention in Spanish. *Psychonomic Bulletin and Review*, 2, 124-129. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (1995). The Structure Building Framework: What it is, what it might also be, and why. In B. K. Britton, & A. C. Graesser, (Eds.), *Models of understanding text* (pp. 289-311). Hillsdale, NJ: Erlbaum. [\[Google Books\]](#)
- Gernsbacher, M. A.**, & Faust, M. (1995). Skilled suppression. In F. N. Dempster & C. N. Brainerd (Eds.), *Interference and inhibition in cognition* (pp. 295-327). San Diego, CA: Academic Press. [\[DOI\]](#)
- Gernsbacher, M. A.**, & Jescheniak, J. (1995). Cataphoric devices in spoken discourse. *Cognitive Psychology*, 29, 24-58. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Robertson, R. R. W. (1995). Reading skill and suppression revisited. *Psychological Science*, 6, 165-169. [\[DOI\]](#) [\[Open Access\]](#)
- Haenggi, D., Kintsch, W., & **Gernsbacher, M. A.** (1995). Spatial situation models and text comprehension. *Discourse Processes*, 19, 173-199. [\[DOI\]](#) [\[Open Access\]](#)
- Traxler, M. J., & **Gernsbacher, M. A.** (1995). Improving coherence in written communication. In M. A. Gernsbacher & T. Givón (Eds.), *Coherence in spontaneous text* (pp. 216-237). Philadelphia, PA: John Benjamins. [\[DOI\]](#)
- Foertsch, J., & **Gernsbacher, M. A.** (1994). In search of complete comprehension: Getting "minimalists" to work. *Discourse Processes*, 18, 271-296. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (1994). Activating knowledge of fictional characters' emotional states. In C. A. Weaver, S. Mannes, & C. R. Fletcher (Eds.), *Discourse comprehension: Essays in honor of Walter Kintsch* (pp. 141-155). Hillsdale, NJ: Erlbaum. [\[Google Books\]](#)
- Tomlin, R. S., & **Gernsbacher, M. A.** (1994). (Eds.) Special issue of *Studies in Second Language Acquisition* (Volume 16, Issue 2). Cambridge, MA: Cambridge University Press.
- Tomlin, R. S., & **Gernsbacher, M. A.** (1994). Cognitive foundations of second language acquisition. *Studies in Second Language Acquisition*, 16, 129-132. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (1993). Less skilled readers have less efficient suppression mechanisms. *Psychological Science*, 4, 294-298. [\[DOI\]](#) [\[Open Access\]](#)
- Haenggi, D., **Gernsbacher, M. A.**, & Bolliger, C. M. (1993). Individual differences in situation-based inferencing during narrative text comprehension. In H. van Oostendorp & R. A. Zwaan (Eds.), *Naturalistic text comprehension: Vol. LIII. Advances in discourse processing* (pp. 79-96). Norwood, NJ: Ablex. [\[Google Books\]](#)
- Traxler, M. J., & **Gernsbacher, M. A.** (1993). Improving written communication through perspective taking. *Language and Cognitive Processes*, 8, 311-334. [\[DOI\]](#) [\[Open Access\]](#)
- Carreiras, M., & **Gernsbacher, M. A.** (1992). Comprehending conceptual anaphors in Spanish.

- Language and Cognitive Processes*, 7, 281-299. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Hargreaves, D. (1992). The privilege of primacy: Experimental data and cognitive explanations. In D. L. Payne (Ed.), *Pragmatics of word order flexibility* (pp. 83-116). Philadelphia, PA: John Benjamins. [\[DOI\]](#)
- Gernsbacher, M. A.**, Goldsmith, H. H., & Robertson, R. R. W. (1992). Do readers mentally represent characters' emotional states? *Cognition & Emotion*, 6, 89-111. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Robertson, R. R. W. (1992). Knowledge activation versus sentence mapping when representing fictional characters' emotional states. *Language and Cognitive Processes*, 7, 353-371. [\[DOI\]](#) [\[Open Access\]](#)
- Oakhill, J., Garnham, A., **Gernsbacher, M. A.**, & Cain, K. (1992). How natural are conceptual anaphors? *Language and Cognitive Processes*, 7, 257-280. [\[DOI\]](#) [\[Open Access\]](#)
- Traxler, M. J., & **Gernsbacher, M. A.** (1992). Improving written communication through minimal feedback. *Language and Cognitive Processes*, 7, 1-22. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.** (1991). Cognitive processes and mechanisms in language comprehension: The structure building framework. In G. H. Bower (Ed.), *The psychology of learning and motivation* (pp. 217-263). New York: Academic Press. [\[DOI\]](#)
- Gernsbacher, M. A.** (1991). Comprehending conceptual anaphors. *Language and Cognitive Processes*, 6, 81-105. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Faust, M. (1991). The mechanism of suppression: A component of general comprehension skill. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 17, 245-262. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Faust, M. (1991). The role of suppression in sentence comprehension. In G. B. Simpson (Ed.), *Comprehending word and sentence* (pp. 97-128). Amsterdam: North Holland. [\[DOI\]](#)
- Gernsbacher, M. A.**, Varner, K. R., & Faust, M. (1990). Investigating differences in general comprehension skill. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 16, 430-445. [\[DOI\]](#) [\[Open Access\]](#)
- Hargreaves, D., & **Gernsbacher, M. A.** (1990). Review of S. N. Sridhar's, "Cognition and Sentence Production." *American Journal of Psychology*, 103, 418-424. [\[DOI\]](#)
- Gernsbacher, M. A.** (1989). Mechanisms that improve referential access. *Cognition*, 32, 99-156. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Shroyer, S. (1989). The cataphoric use of the indefinite this in spoken narratives. *Memory & Cognition*, 17, 536-540. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, Hargreaves, D., & Beeman, M. (1989). Building and accessing clausal representations: The advantage of first mention versus the advantage of clause recency. *Journal of Memory and Language*, 28, 735-755. [\[DOI\]](#) [\[Open Access\]](#)
- Beeman, M., & **Gernsbacher, M. A.** (1988). Real time language comprehension research using the Apple-Psych system. *Behavior Research Methods, Instrumentation, and Computers*, 20, 164-170. [\[DOI\]](#) [\[Open Access\]](#)
- Gernsbacher, M. A.**, & Hargreaves, D. (1988). Accessing sentence participants: The advantage of first mention. *Journal of Memory and Language*, 27, 699-717. [\[DOI\]](#) [\[Open Access\]](#)
- Bartlett, J. C., **Gernsbacher, M. A.**, Till, R. E. (1987). Remembering left-right orientation of pictures. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 13, 27-35. [\[DOI\]](#) [\[Open Access\]](#)
- Diehl, R. L., Kluender, K. R., Foss, D. J., Parker, E. M., & **Gernsbacher, M. A.** (1987). Vowels as islands of reliability. *Journal of Memory and Language*, 26, 564-573. [\[DOI\]](#) [\[Open Access\]](#)
- Beeman, M., & **Gernsbacher, M. A.** (1987). An on-line investigation of pronominal anaphora. In S. DeLancey & R. S. Tomlin (Eds.), *Proceedings of the Pacific Linguistics Conference*. Eugene: OR. [\[Google Books\]](#)

- Gernsbacher, M. A.** (1986). Comprehension of conceptual anaphora in discourse. *Proceedings of the Cognitive Science Society*, 8, 110-125. [[Google Books](#)]
- Gernsbacher, M. A.**, & Hargreaves, D. (1986). Cognitive availability of sentence participants. In R. S. Tomlin & S. DeLancey (Eds.), *Proceedings of the Pacific Linguistics Conference*. Eugene: OR. [[Google Books](#)]
- Gernsbacher, M. A.** (1985). Contemporary readings on cognition: Beyond serial boxes. *Contemporary Psychology*, 30, 289-290. [[DOI](#)]
- Gernsbacher, M. A.** (1985). Surface information loss in comprehension. *Cognitive Psychology*, 17, 324-363. [[DOI](#)] [[Open Access](#)]
- Gernsbacher, M. A.** (1985). Why do speakers violate linguistic conventions? In R. S. Tomlin & S. DeLancey (Eds.), *Proceedings of the Pacific Linguistics Conference*, Eugene: OR. [[Google Books](#)]
- Gernsbacher, M. A.** (1984). Resolving twenty years of inconsistent interactions between lexical familiarity and orthography, concreteness, and polysemy. *Journal of Experimental Psychology: General*, 113, 256-281. [[DOI](#)] [[Open Access](#)]
- Gernsbacher, M. A.** (1984). Cross-disciplinary approaches to language processing. *Proceedings of the Cognitive Science Society*, 6, 82-88. [[Google Books](#)]
- Gernsbacher, M. A.** (1984). Educating with computers: Insights from contemporary cognitive psychology and video games. *The computer: Extension of the human mind*. Eugene, OR: Center for Advanced Technology. [[Google Books](#)]
- Bartlett, J. C., Till, R. E., **Gernsbacher, M. A.**, & Gorman, W. (1983). Age-related differences in memory for lateral orientation of pictures. *Journal of Gerontology*, 38, 439-446. [[DOI](#)] [[Open Access](#)]
- Foss, D. J., & **Gernsbacher, M. A.** (1983). Cracking the dual code: Toward a unitary model of phoneme identification. *Journal of Verbal Learning and Verbal Behavior*, 22, 609-632. [[DOI](#)] [[Open Access](#)]
- Gernsbacher, M. A.**, & Goldsmith, H. H. (1983). Evaluating cognitive constructs using structural equation modeling. *Proceedings of the Cognitive Science Society*, 5, 133-145. [[Google Books](#)]