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EDUCATION AND TRAINING

01/01/2014 – 10/04/2017 Milan, Italy

PHD IN EDUCATIONAL AND COMMUNICATION SCIENCES Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca

Thesis title: The role of social cognition in children's prosocial behaviors: A multi-method study with a sample of 2-3 year-olds.
Supervisor: Prof. Ilaria Grazzani
Final judgement: Excellent

01/10/2010 – 05/07/2012 Milan, Italy

MASTER'S DEGREE IN CLINICAL AND DEVELOPMENTAL PSYCHOLOGY AND NEUROPSYCHOLOGY Faculty of Psychology, University of Milano-Bicocca

Thesis title: Psychological lexicon in preschoolers. Contribution to validation of the Emotional Lexical Test (ELT)
Supervisors: Prof. Ilaria Grazzani, Dr. Veronica Ornaghi
Final judgement: 107/110.

01/10/2007 – 11/10/2010 Milan, Italy

BACHELOR'S DEGREE IN PSYCHOLOGICAL SCIENCES Faculty of Psychology, University of Milano-Bicocca

Thesis title: The birth of a language. The "Linguist Child" and the Sign Language in Nicaragua
Supervisor: Prof. Carlo Cecchetto
Final judgement: 101/110.

ACADEMIC WORK EXPERIENCE

01/10/2024 – CURRENT

Fixed-term Researcher (RTDa) – Department of Human and Social Sciences, University of Bergamo, Italy

Lecturer of the course "Psychology of typical and atypical development" (60 hours) in the Bachelor's Degree in Psychological Sciences.

Member of the Faculty-Student Joint Committee.

Examiner: Bachelor's and Master's degree sessions; Talent Improvement Program; TOLC @casa; Practical Examination ("Prova Pratica Valutativa", PPV).

Thesis supervisor for students in Psychological Sciences, Clinical Psychology, Education Sciences, Pedagogical Sciences, and Primary Teacher Education.

01/10/2022 – 31/12/2024

Adjunct Lecturer - Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca, Italy

Lecturer in the workshop entitled "Promoting well-being and mental health in educational work with preschool-age children" (M-PED/01 – Psychological Area) Duration: 16 hours
Students: Bachelor's degree in Education Sciences

01/10/2022 – 30/09/2024

Adjunct Lecturer - Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca, Italy

Lecturer in the workshop entitled "Promoting well-being and mental health in educational work with school-aged children and adolescents" (M-PED/01 – Psychological Area)

Duration: 16 hours

Students: Bachelor's degree in Education Sciences

01/10/2016 – 30/09/2024

Adjunct Lecturer - Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca, Italy

Insegnamento: Laboratorio interdisciplinare teorico-pratico dal titolo "Developing the understanding of mental states and psychological lexicon in educational contexts" (M-PED/01 – Psychological Area)

Duration: 16 hours
Students: Bachelor's degree in Education Sciences

01/03/2022 – 31/03/2024

Research Fellow - Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca, Italy

Title of the Erasmus+ KA3 project: *Teaching to be: Supporting teacher's professional growth and wellbeing in the field of social and emotional learning* (Rif. 626155-EPP-1-2020-2-LT-EPPKA3-PI-POLICY) - <https://teachingtobe.eu/>

European project coordinator: Dr. Modesta Žilinskė

Italian P.I.: Prof. Veronica Ornaghi

Aim: To promote teachers' professional well-being through gamification

Activities performed: literature review for the definition of the theoretical model; creation of an online course (video game and workbook) aimed at promoting professional well-being and preventing work-related stress among preschool, primary, and secondary school teachers; participant recruitment; organization and facilitation of focus groups in schools with teacher groups; organization and participation in national events (e.g., conferences) to raise teachers' awareness of professional well-being; data collection; analysis of quantitative and qualitative data; reporting of results to schools; participation in online and in-person meetings with project partners (Lithuania, Latvia, Norway, Portugal, Spain, Austria, Slovenia); participation in Steering Committee meetings to make decisions on project activities; project dissemination and publication of results at national and international levels.

01/11/2020 – 28/02/2022

Research Fellow - Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca, Italy

Title of the Erasmus+ KA3 project: *PROMEHS: Promoting Mental Health at Schools* (Rif. 606689-EPP_2018-2-IT-PI-POLICY) - <https://it.promehs.org/>

European project coordinator: Prof. Ilaria Grazzani

Aim: To evaluate the effectiveness of a school curriculum for promoting mental health and preventing psychological distress

Activities performed: development of a school curriculum to promote mental health using a systemic approach (involving school leaders, teachers, students, and parents); creation of seven manuals for teachers, students, parents, and policy-makers; participant recruitment; design and implementation of a training course and supervision sessions for preschool, primary, and secondary school teachers (25 hours per group), focused on promoting mental health and preventing psychological distress in students and teachers; organization and delivery of webinars for parents to promote mental health at home; collaboration with school leaders of participating schools; organization and participation in national events to raise awareness among teachers, parents, and policy-makers on school mental health; data collection; statistical analyses; reporting of results to schools; participation in international meetings (online and in-person) with project partners (Croatia, Greece, Latvia, Malta, Portugal, Romania); dissemination and publication of results at national and international levels.

01/06/2017 – 31/10/2020

Research Fellow - Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca, Italy

Title of the Erasmus+ KA3 project: *Learning To Be: Development of practices and methodologies for assessing social, emotional, and health skills within education systems* (Rif. 582955-EOO-1-2016-2-LTEPPKA3-PI-POLICY) - <https://learningtobe.net/?lang=it>

European project coordinator: Dr. Tomas Rakovas

Italian P.I.: Prof. Ilaria Grazzani

Aim: To support primary and lower secondary school teachers in promoting and assessing students' socio-emotional skills

Activities performed: Creation of a teacher manual (Toolkit) containing practices and methodologies to be implemented in the classroom to promote and assess students' socio-emotional learning; training and supervision of primary and lower secondary school teachers (25 hours per group); data collection; statistical analyses on the Italian sample; drafting of the final report and feedback of results to schools; participation in meetings with European project partners (Lithuania, Finland, Latvia, Portugal, Slovenia, Spain), both in-person and online; organization and participation in national events to raise awareness among teachers, parents, and policy-makers about socio-emotional learning; national and international dissemination of the project and key results.

01/03/2023 – 30/09/2024

Tutor in Life span psychology - Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca, Italy

Course professor: Prof. Veronica Ornaghi

Degree program: Education Sciences

Activities: tutoring role with support for teaching activities (assisting during exam sessions, supervising theses, participating in graduation ceremonies).

01/10/2018 – 30/09/2024

Tutor in Educational psychology - Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca, Italy

Course professor: Prof. Ilaria Grazzani

Degree program: Education Sciences

Activities: tutoring role with support for teaching activities (assisting during exam sessions, supervising theses, participating in graduation ceremonies).

01/03/2023 – 30/09/2023

Tutor in Developmental psychology - Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca, Italy

Course professor: Prof. Ilaria Grazzani
Degree program: Primary Teacher Education
Activities: tutoring role with support for teaching activities (supervising theses).

01/10/2018 – 30/09/2019

Tutor in Developmental psychology - Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca, Italy

Course professor: Prof. Ilaria Grazzani
Degree program: Education Sciences
Activities: tutoring role with support for teaching activities (assisting during exam sessions, supervising theses, participating in graduation ceremonies).

● WORK EXPERIENCE

I.C. "J. BRUNER" IN FARA GERA D'ADDA AND UNIVERSITY OF BERGAMO – FARA GERA D'ADDA, BERGAMO, ITALY
TEACHER TRAINER – 01/01/2025 – 15/05/2025

Online training for preschool, primary, and lower secondary school teachers of the Comprehensive Institute "J. Bruner" in Fara Gera d'Adda (16 hours), within the framework of the initiatives on "Training of school staff for digital transition" (Ministerial Decree 66/2023).

Workshops on conceptions of learning for preschool students within the framework of the initiatives aimed at strengthening STEM and multilingual competences (Ministerial Decree 65/2023) at the Comprehensive Institute "J. Bruner" in Fara Gera d'Adda (6 hours).

I.C. "DUCA DEGLI ABRUZZI" IN BORGHETTO LODIGIANO – BORGHETTO LODIGIANO, LODI, ITALY
TEACHER TRAINER – 30/09/2024 – 18/10/2024

Training for preschool and primary school teachers within the framework of the actions of "Training of school staff for the digital transition" (Ministerial Decree 66/2023) (22 hours).

MĀLAMA CENTRE – GATTINARA, VERCELLI, ITALY
PSYCHOLOGIST – 12/01/2023 – 30/09/2024

Psychological support for adolescents and adults. Parenting support. Thematic meetings for families with children aged 0–3 years. Planning of community-based meetings in collaboration with other professionals from the practice (e.g., midwife, nutritionist, neuro-psychomotor therapist).

I.C. "MONTESSORI" IN SAN GIULIANO MILANESE – SAN GIULIANO MILANESE, MILANO, ITALY
TEACHER TRAINER – 05/10/2024 – 19/10/2024

Training for preschool and primary school teachers within the framework of the actions of "Training of school staff for the digital transition" (Ministerial Decree 66/2023) (10 hours).

HEADU S.R.L. – ITALY
WRITER – 04/2017 – 01/2019

Creation of short stories for children on the theme of emotions. The stories were published on Headu's website in the Newsdattica Headu section

UNIVERSITY OF MILANO-BICOCCA AND CINISELLO BALSAMO MUNICIPALITY – CINISELLO BALSAMO, MILAN, ITALY
WORKSHOP FACILITATOR – 23/11/2016 – 23/11/2016

Facilitator in the educational workshop "Emotional conversations to foster the development of social-emotional competence" within the Festival "The right to be a child", addressing preschool children (ages 4-5).

SSVD CLINICAL PSYCHOLOGY, "SS. TRINITÀ" HOSPITAL – BORGOMANERO, NOVARA, ITALY
INTERNSHIP – 15/03/2013 – 14/09/2013

Post-graduate internship (500 hours) to obtain professional qualification as a psychologist. Activities included: participation in clinical interviews; discussion of clinical cases; administration of neuropsychological and personality assessment tests, followed by scoring and interpretation.

COSPES, CENTRE OF PSYCHOLOGY FOR EDUCATIONAL, VOCATIONAL, AND SOCIAL GUIDANCE – NOVARA, ITALY
INTERNSHIP – 15/09/2012 – 14/03/2013

Post-graduate internship (500 hours) to obtain professional qualification as a psychologist. Activities included: participation in projects for the promotion of socio-emotional skills, prevention of risk behaviors, and affective/sex education in lower secondary school; educational and vocational guidance for lower secondary school students; screening of cognitive abilities and learning styles of primary and lower secondary school students; assessment of cognitive abilities; diagnosis of learning disorders; participation in psychological support sessions.

A.N.G.S.A. (NATIONAL ASSOCIATION OF PARENTS OF AUTISTIC CHILDREN) – NOVARA, ITALY

Pre-graduate internship (250 hours) as part of the Bachelor's Degree. Activities included: enhancement of socio-emotional, communication, and language skills in children and adolescents with Autism Spectrum Disorder.

PROJECTS

28/02/2025 – CURRENT

Caring for Children with an Immigrant Background

Scientific Head of the Unit (University of Bergamo) within the PRIN 2022 project "Caring for Children with an Immigrant Background: A Cross-Sequential Longitudinal Study on Kindness Pillars and the Role of Dispositional and Contextual Factors in Early Childhood", coordinated by Prof. Stefania Sette (Department of Psychology of Developmental and Socialization Processes, Sapienza University of Rome). The project involved Sapienza University of Rome, University of Bergamo, and University of Bari "Aldo Moro".

Aims: To investigate the foundations of kindness in preschool children, analyzing the role of individual factors (e.g., temperament, sleep quality) and contextual factors (e.g., parents' empathic concern) underlying prosocial behaviors toward peers with and without a migration background.

Activities performed: literature review, data analysis.

28/02/2025 – CURRENT

Agency in adolescence

Researcher within the project "Agency in adolescence: relationship with theory of mind and social media use", coordinated by Prof. Ilaria Castelli (Department of Human and Social Sciences, University of Bergamo).

Aims: to longitudinally investigate agency in adolescents aged 14 to 17, examining its association with other psychological variables (e.g., theory of mind, mentalized affectivity, self-esteem) and functional/problematic use of social media.

Activities: literature review; submission of the application to the Committee for Research Integrity and Ethics; selection of assessment tools; recruitment of schools.

31/01/2025 – CURRENT

The role of agency in university students

Researcher within the project "The role of agency at University: A comparison between students in humanities and scientific study programs", which involved the University of Bergamo and the University of Salento.

P.I.: Prof. Ilaria Castelli (Department of Human and Social Sciences, University of Bergamo)

Aims: to longitudinally investigate the association between agency, academic success, and certain psychological characteristics (e.g., academic satisfaction, self-esteem, empathy and systemizing quotient, etc.) in university students.

Activities: literature review; data analysis; dissemination of findings.

31/08/2019 – CURRENT

Beliefs about emotions and emotional socialization practices in nursery school

P.I.: Prof. Veronica Ornaghi (Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca)

Aim: to investigate beliefs and emotion socialization practices in early childhood teachers.

Activities: viewing audio-video recordings of teachers-children interactions in the nursery school context; creation of a coding framework for teachers' emotional socialization styles; coding of observational data; publication and dissemination of the results

30/06/2024 – 31/08/2024

Development of an intervention model for vulnerable mothers during the postnatal period

Researcher within the project "Development of an intervention model for vulnerable mothers during the postnatal period: Feasibility of a brief online mentalization-based video-feedback program for mother-infant interaction", coordinated by Prof. Cristina Riva Crugnola (Department of Psychology, University of Milano-Bicocca).

Aim: Evaluate the effectiveness of a video-feedback intervention focused on mentalization abilities in adolescent mothers.

Activities: transcription of Adult Attachment Interviews conducted with adolescent mothers; coding of mentalization abilities and mother-infant interaction styles from video recordings; data entry; participation in research group meetings

30/04/2019 – 31/08/2024

Theory of mind in early infancy

Project title: Theory of mind in early infancy

P.I.: Prof. Ilaria Grazzani (Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca)

Aim: to investigate theory of mind in children aged between 18 and 26 months.

Activities: literature review; development of the research design; creation of the experimental setting; development of materials to be used during the experiment, including videos; identification of direct and indirect measures to assess theory of mind and its correlates in early childhood (language, executive functions, prosocial behavior, perspective-taking); creation of a tool for the assessment of psychological vocabulary; participation in training sessions on the use of eye-tracking for research purposes; recruitment of participants; pilot phase; experimentation using the eye-tracker and administration of direct measures in nursery schools; data coding; preliminary data analysis; publication and dissemination of results.

31/08/2019 – 31/08/2020

Maternal socialization styles and empathy

P.I.: Prof. Veronica Ornaghi (Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca)
Aim: to investigate maternal emotion socialization practices and children's empathy in early childhood.
Activities: data analysis; publication of the project's findings.

31/03/2017 – 31/07/2018

"Mirror" system development

P.I.: Prof. Chiara Turati (Department of Psychology, University of Milano-Bicocca)

Aim: investigating the origins and development of the mirror system during the first months of life, with a particular focus on the mechanisms associated with the experience of touch.

Attività svolte: recruitment of participants (8-month-old infants with their parents); experimentation using video recordings and electroencephalography (EEG); coding of observational and neurophysiological data; data entry.

30/11/2014 – 31/10/2015

Development of social cognition and prosocial orientation

Period of training and research abroad for the project "Development of social cognition and prosocial orientation: Associations with parental stress and child temperament", approved by the Doctoral Board of the PhD in Education and Communication Sciences at the University of Milano-Bicocca (Italy).

Supervisor: Prof. Murray Maybery (School of Psychology, University of Western Australia, Perth, Western Australia)

Aim: to longitudinally examine the associations between temperament, social understanding, and prosocial behaviors in 2- and 3-year-old children.

Activities: designing the research study; recruiting participants (2-3-year-old children and their parents); selecting direct, indirect, and observational measures; two data collection waves (Time 1 and Time 2); data analysis; reporting results; disseminating findings at national and international conferences.

31/01/2013 – 30/09/2013

Development of emotion socialization and social-emotional competence

P.I.: Dr. Veronica Ornaghi and Prof. Ilaria Grazzani (Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca)

Aim: to promote social-emotional competence in children aged 4 and 5 through a conversational intervention.

Activities: recruitment of participants (preschool children); designing of materials; conversational activities with small groups of children in preschools; reporting the results; dissemination of the results.

PUBLICATIONS

2025

Cavioni, V., **Conte, E.**, Ornaghi, V., & Cefai, C. (2025). Timmy's Trip to Planet Earth: The long-term effects of a social and emotional education program for preschool children. *Children*, 12(8), 985. <https://doi.org/10.3390/children12080985>

Conte, E., Farina, E., Pepe, A., Cavioni, V., & Ornaghi, V. (2025). The longitudinal effects of teachers' socio-emotional competences on stress and burnout. *The Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2025.2518231>

Conte, E., Cavioni, V., & Ornaghi, V. (2025). Un percorso verso il benessere professionale degli insegnanti: aspetti innovativi e risultati del progetto "Teaching to Be". *Idee in Form@zione*, 14(13), 69-78. doi:[10.53136/97912218168605](https://doi.org/10.53136/97912218168605)

2024

Cavioni, V., **Conte, E.**, Ornaghi, V. (2024). Psychological and educational challenges of immigrant adolescents in Italy: Exploring mental health, life satisfaction, student-teacher relationship, and academic disparities. *Adolescents*, 4(4), 545-559. <https://doi.org/10.3390/adolescents4040038>

Cavioni, V., **Conte, E.**, Ornaghi, V. (2024). Il progetto europeo "Teaching to Be": Promuovere la salute mentale dei docenti con un serious game (pp. 163-178). In G. A. Toto (a cura di), *Verso 1 Meta. Riflessioni psicopedagogiche su nuovi ambienti di apprendimento*. Milano: FrancoAngeli.

Grazzani, I., Martinsone, B., Simoes, C., Cavioni, V., **Conte, E.**, Ornaghi, V., & Pepe, A. (2024). Assessing teachers' social and emotional competence: The validation of SECTRS in Italy, Latvia, and Portugal. *International Journal of Emotional Education*, 16(1), 70-87. <https://doi.org/10.56300/QIAN8168>

Cavioni, V., **Conte, E.**, & Ornaghi, V. (2024). Promoting teachers' wellbeing through a serious game intervention: A qualitative exploration of teachers' experiences. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1339242>

Conte, E., Cavioni, V., & Ornaghi, V. (2024). Exploring stress factors and coping strategies in Italian teachers after COVID-19: Evidence from qualitative data. *Education Sciences*, 14(2), 152. <https://doi.org/10.3390/educsci14020152>

Grazzani, I., & **Conte, E.** (2024). Lo sviluppo della comprensione sociale: una rassegna narrativa focalizzata sul linguaggio nella fascia 0-6 anni. *Psicologia Clinica dello Sviluppo*, 18(1), 29-58. doi: [10.1449/112819](https://doi.org/10.1449/112819)

Conte, E., & Grazzani, I. (2024). Favorire la salute mentale nella scuola dell'infanzia. Le figure educative come motori di cambiamento. *Bambini*, 2, 14-19.

Putnam, S. P., Sehic, E., French, B., Gartstein, M.A., Lira Luttes, B., & 486 **Partners in the Global Temperament Project** (2024). The Global Temperament Project: Parent-reported temperament in infants, toddlers and children from 59 Nations. *Developmental Psychology*, 60(5), 916-941. <https://doi.org/10.1037/dev0001732> (Member of Global Temperament Project).

2023

Ornaghi, V., **Conte, E.**, Cavioni, V., Farina, E., & Pepe, A. (2023). The role of teachers' socio-emotional competence in reducing burnout through increased work engagement. *Frontiers in Psychology*, 14:1295365. <https://doi.org/10.3389/fpsyg.2023.1295365>

Cavioni, V., **Conte, E.**, Grazzani, I., Ornaghi, V., Cefai, C., Anthony, C., Elliott, S. N., & Pepe, A. (2023). Validation of Italian students' self-ratings on the SSIS SEL brief scales. *Frontiers in Psychology*, 14:1229653. <https://doi.org/10.3389/fpsyg.2023.1229653>

Conte, E., Cavioni, V., Ornaghi, V., Agliati, A., Gandellini, S., Santos, M. F., Santos, A. C., Simões, C., & Grazzani, I. (2023). Supporting preschoolers' mental health and academic learning through the PROMEHS program: A training study. *Children*, 10(6), 1070. <https://doi.org/10.3390/children10061070>

Cavioni, C., Grazzani, I., Ornaghi, V., Agliati, A., Gandellini, S., Cefai, C., Camilleri, L., Bartolo, P., Tatalovic Vorkapic, S., Golob, L., Poulou, M., Martinsone, B., Supe, I., Simões, C., Lebre, P., Colomeischi, A., Rusu, P., Acostoaie, L., Vintur, T., & **Conte, E.** (2023). A multi-component curriculum to promote teachers' mental health: Findings from the PROMEHS program. *International Journal of Emotional Education*, 15(1), 34-52. <https://doi.org/10.56300/KFNZ2526>

Anthony, C. J., Lei, P.-W., Elliott, S. N., DiPerna, J. C., Cefai, C., Bartolo, P. A., Camilleri, L., O'Riordan, M., Grazzani, I., Cavioni, V., **Conte, E.**, Ornaghi, V., Tatalović Vorkapić, S., Poulou, M., Martinsone, B., Simões, C., & Colomeischi, A. A. (2023). Measurement invariance of children's SEL competencies. An examination of the SSIS SEL Brief Scales with a multi-informant sample from six Countries. *European Journal of Psychological Assessment*. <https://doi.org/10.1027/1015-5759/a000753>

Supe, I., Martinsone, B., Cefai, C., & **Conte, E.** (2023). Changes in social-emotional skills and behaviour in preschool children after participation in the promoting mental health at schools program: The social-emotional skills of parents as a mediator. *Proceedings of ATEE 2022 Annual Conference*, 824-836. <https://doi.org/10.22364/atee.2022.56>

Ozerova, E., Martinsone, B., Cefai, C., & **Conte, E.** (2023). Social-Emotional Skills, Behavioural Problems and Learning Outcomes of Elementary School Children. *Proceedings of ATEE 2022 Annual Conference*, 871-885. <https://doi.org/10.22364/atee.2022.59>

2022

Colomeischi, A. A., Ursu, A., Bogdan, I., Ionescu - Corbu, A., Bondor, R., & **Conte, E.** (2022). Social and emotional learning and internalizing problems among adolescents: The mediating role of resilience. *Children*, 9 (1326), 1-14. <https://doi.org/10.3390/children9091326>

Poulou, M. S., Grazzani, I., Cavioni, V., Ornaghi, V., **Conte, E.**, Cefai, C., Camilleri, L., & Bartolo, P. (2022). Changes in students' social and emotional competences following the implementation of a school-based intervention program. *American Journal of Applied Psychology*, 11 (5), 122-132. doi: 10.11648/j.ajap.20221105.11

Poulou, M. S., Grazzani, I., Cavioni, V., Ornaghi, V., **Conte, E.**, Cefai, C., Camilleri, L., & Bartolo, P. (2022). Teachers' and students' changes in social and emotional competences following the implementation of PROMEHS: A European program for promoting mental health at schools. *Educational Research Applications*, 7 (1), 1-14. doi: 10.29011/2575-7032.100205

Ornaghi, V., **Conte, E.**, Agliati, A., & Gandellini, S. (2022). Early-childhood teachers' emotion socialization practices: A multi-method study. *Early Child Development & Care*, 192 (10), 1608-1625. <https://doi.org/10.1080/03004430.2021.1918124>

Cefai, C., Camilleri, L., Bartolo, P., Grazzani, I., Cavioni, V., **Conte, E.**, Ornaghi, V., Agliati, A., Gandellini, S., Tatalović Vorkapić, S., Poulou, M., Martinsone, B., Stokenberga, I., Simões, S., Santos, M., & Colomeischi, A. A. (2022). The effectiveness of a school-based, universal mental health programme in six European countries. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.925614>

Cefai, C., Camilleri, L., Bartolo, P., Grazzani, I., Cavioni, V., **Conte, E.**, Ornaghi, V., Agliati, A., Gandellini, S., Tatalović Vorkapić, S., Poulou, M., Martinsone, B., Stokenberga, I., Simões, S., Santos, M., & Colomeischi, A. A. (2022). *Promoting Mental Health in School. Evaluating the effectiveness of the PROMEHS Programme in improving students' and teachers' social and emotional competence, resilience and mental health*. Malta: University of Malta.

Anthony, C. J., Elliott, S. N., Yost, M., Lei, P., DiPerna, J. C., Cefai, C., Camilleri, L., Bartolo, P., Grazzani, I., Ornaghi, V., Cavioni, V., **Conte, E.**, Tatalović Vorkapić, S., Poulou, M., Martinsone, B., Simões, S., & Colomeischi, A. A. (2022). Multi-informant validity evidence for the SSIS SEL Brief Scales across Six European Countries. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.928189>

Martinsone, B., Stokenberga, I., Damberg, I., Supe, I., Simões, C., Lebre, P., Canha, L., Santos, M., Caetano, A., Fonseca, A. M., Santos, D., Gaspar de Matos, M., **Conte, E.**, Agliati, A., Cavioni, V., Gandellini, S., Grazzani, I., Ornaghi, V., & Camilleri, L. (2022). Adolescent social emotional skills, resilience and behavioral problems during the COVID-19 pandemic: A longitudinal study in three European countries. *Frontiers in Psychiatry, Public Mental Health*. <https://doi.org/10.3389/fpsyg.2022.942692>

Grazzani, I., Agliati, A., Cavioni, V., **Conte, E.**, Gandellini, S., Lupica Spagnolo, M., Ornaghi, V., Rossi, F. M., Cefai, C., Bartolo, P. A., Camilleri, L., Oriordan, M. R. (2022). Adolescents' resilience during COVID-19 pandemic and its mediating role in the association between SEL skills and mental health. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.801761>

2021

Berg, M., Talvio, M., Hietajärvi, L., Benítez, I., Cavioni, V., **Conte, E.**, Cuadrado, F., Ferreira, M., Košir, M., Martinsone, B., Ornaghi, V., Raudiene, I., Šukyte, D., Talic, S., & Lonka, K. (2021). The development of teachers' and their students' social and emotional learning during the "Learning to Be Project" - Training course in five European countries. *Frontiers in Psychology*, 12, 1-17. <https://doi.org/10.3389/fpsyg.2021.705336>

2020

Ornaghi, V., **Conte, E.**, & Grazzani, I. (2020). Empathy in toddlers: The role of emotion regulation, language ability, and maternal emotion socialization style. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.586862>

Conte, E., Cavioni, V., Grazzani, I., Ornaghi, V., & Agliati, A. (2020). Assessment and Promotion of Social, Emotional, and Health Skills in European Schools: The Learning to Be Project. In C. Cefai & R. Spiteri (a cura di), *Resilience in Schools: Research and Practice*, pp. 186-200, Msida, Malta: Centre for Resilience & Socio-Emotional Health, University of Malta. ISBN: 978-99957-890-6-0

Agliati, A., Aguilar Barriga, P., Álvarez Cifuentes, P., Benítez Baena, B., Beržanskytė, J., Cavioni, V., **Conte, E.**, ... Valverde Jiménez, B. (2020). *Toolkit per la valutazione delle abilità sociali ed emotive a scuola*. Vilnius, LT: Lithuanian Children and Youth Centre. ISBN: 9789955977681

2015-2019

Conte, E., Ornaghi, V., Grazzani, I., Pepe, A., & Cavioni, V. (2019). Emotion knowledge, theory of mind, and language in young children: Testing a comprehensive conceptual model. *Frontiers in Psychology, 10* (2144), 1-11. <https://doi.org/10.3389/fpsyg.2019.02144>

Conte, E., Grazzani, I., & Pepe, A. (2018). Social cognition, language, and prosocial behaviors: A multitrait mixed-methods study in early childhood. *Early Education & Development, 29* (6), 814-830. <https://doi.org/10.1080/10409289.2018.1475820>

Brazzelli, E., **Conte, E.**, & Grazzani, I. (2018). Aiuto, condivisione e consolazione. Sviluppo e promozione dei comportamenti prosociali al nido. *Bambini*, Settembre, 22-26.

Grazzani, I., Ornaghi, V., **Conte, E.**, Pepe, A., & Caprin, C. (2018). The relation between emotion understanding and theory of mind in children aged 3 to 8: The key role of language. *Frontiers in Psychology, 9* (724), 1-10. <https://doi.org/10.3389/fpsyg.2018.00724>

Ornaghi, V., Grazzani, I., Cherubin, E., **Conte, E.**, & Piralli, F. (2015). "Let's talk about emotions!". The effect of conversational training on preschoolers' emotion comprehension and prosocial orientation. *Social Development, 24* (1), 166-183. <https://doi.org/10.1111/sode.12091>

CONFERENCES & SEMINARS

2025

Conte, E., Cavioni, V., Pepe, A., Farina, E., Ornaghi, V. (2025, 15-17 settembre). Il ruolo protettivo delle competenze socio-emotive e del work engagement per il benessere professionale degli insegnanti [Presentazione orale; relatrice]. *XXXVII Congresso Nazionale AIP, sezione Psicologia dello Sviluppo e dell'Educazione*, Udine, Italia.

Conte, E., Levante, A., Martis, C., Lecciso, F., Castelli, I. (2025, 15-17 settembre). Successo e soddisfazione accademica negli studenti universitari: il ruolo degli stili cognitivi e dell'agency. In I. Castelli e F. Bianco (Chairs), Il costruito di agency: implicazioni per l'apprendimento e per il benessere in età scolare, adolescenza e prima età adulta [Symposium; speaker]. *XXXVII Congresso Nazionale AIP, sezione Psicologia dello Sviluppo e dell'Educazione*, Udine, Italia.

Conte, E., Cavioni, V., Ornaghi, V. (2025, 13 febbraio). Un serious game per migliorare il benessere professionale degli insegnanti [Presentazione orale; relatrice]. *Giornata di studio "La promozione del benessere a scuola: ricerca e intervento"*, Bergamo, Italia.

Conte, E., Cavioni, V., Ornaghi, V. (2025, 28 febbraio). Level up teachers' well-being: The effectiveness of a serious game with Italian teachers [Oral presentation; speaker]. *ENSEC Webinar for SEL Day "Enhancing social and emotional well-being in children and teachers"*, online.

2024

Conte, E., & Grazzani, I. (2024, 24 gennaio). Wellbeing and mental health in educational and school contexts: the PROMEHS program [Oral presentation; speaker]. *Seminario del Dottorato in Educazione nella Società Contemporanea*. Università degli Studi di Milano-Bicocca, Milano, Italia.

Grazzani, I., **Conte, E.**, Datteri, E., & Pepe, A. (2024, 17-18 maggio). La teoria della mente nell'infanzia: la competenza comunicativo-linguistica c'entra? [Poster presentation]. *XIV Giornate CLASTA*, Università degli Studi di Milano-Bicocca, Milano, Italia.

Ornaghi, V., **Conte, E.**, Cavioni, V., Farina, E., & Pepe, A. (2024, 14-15 giugno). Stress percepito e burnout negli insegnanti: il ruolo del work engagement e delle competenze socio-emotive [Poster presentation]. *XVI Edizione delle Giornate Nazionali di Psicologia Positiva*, Università LUMSA, Roma, Italia.

Grazzani, I., **Conte, E.**, Datteri, E., & Pepe, A. (2024, June 16-20). Implicit theory of mind in infancy: an experimental study based on an unexpected-identity task [Poster presentation]. *27th International Society for the Study of Behavioural Development Conference*, Lisbon, Portugal.

Cavioni, V., Ornaghi, V., & **Conte, E.** (2024, June 26-28). The effectiveness of a serious game to improve teachers' well-being: Results from a quali-quantitative Italian study. In M. Fiori (Chair), Enhancing adjustment, resilience and well-being in educational settings: Insights from socio-emotional competences research and interventions [Symposium]. *Congresso della Società Svizzera di Ricerca in Educazione (SSRE)*, Locarno, Switzerland.

2023

Cavioni, V., **Conte, E.**, & Ornaghi, V. (2023, 25 gennaio). La salute mentale a scuola: Promozione, prevenzione e materiali evidence-based [Presentazione orale; relatrice]. *Seminario del Dottorato in Educazione nella Società Contemporanea*. Università degli Studi di Milano-Bicocca, Milano, Italy.

Putnam, S. P. & **members of the Global Temperament Project** (2023, October 7). Exploring the role of culture in the development of gender differences in temperament across infancy and childhood in 59 Countries (Conference program p. 31). In S. Putnam (Chair), Culture, gender, and temperament [Symposium]. *Occasional Temperament Conference*, Orford, Québec, Canada.

2022

Conte, E. (2022, 18 maggio). Aspetti chiave nella promozione della salute mentale a scuola [Presentazione orale; relatrice]. *Conferenza «Promuovere il benessere a scuola» - Rete delle scuole21 Ticinese, Radix Svizzera Italiana*, Camignolo, Svizzera.

Brazzelli, E., Grazzani, I., Agliati, A., Cavioni, V., **Conte, E.**, Gandellini, S., Rossi, F. M., Ornaghi, V., Camilleri, L., Cefai, C., Colomeischi, A., Duca, D., Golob, L., Martinsone, B., Poulou, M., Santos, M., Simões, C., Supe, I., & Tatalović Vorkapić, S. (2022, June 19-23). The effectiveness of the PROMEHS project: A comprehensive multi-component curriculum to promote mental health in schools [Poster presentation]. *26th International Society for the Study of Behavioural Development Conference*, Rhodes, Greece.

Beržanskytė, J., Cavioni, V., **Conte, E.**, Ornaghi, V., Grazzani, I., & Martinsone, B. (2022, June 30-July 3). Teaching to be: fostering and improving teachers' professional wellbeing (Abstract Book p. 90) [Poster presentation]. *8th ENSEC Conference "Social Emotional Learning and Positive Development"*, Suceava, Romania.

Grazzani, I., Ornaghi, V., Cavioni, V., **Conte, E.**, Agliati, A., Gandellini, S., & Poulou, M. (2022, June 30-July 3). Promoting mental health in school: The PROMEHS project (Abstract Book pp. 75-76). In V. Cavioni (Chair), *The PROMEHS project: A comprehensive multi-component curriculum to promote mental health at schools* [Symposium; speaker]. *8th ENSEC Conference "Social Emotional Learning and Positive Development"*, Suceava, Romania.

Grazzani, I., Agliati, A., Cavioni, V., **Conte, E.**, & Martinsone, B. (2022, July 7-10). Promoting Mental Health at Schools (PROMEHS): European project for development of curriculum involving all school community. In B. Martinsone (Chair), *Promoting Mental Health at Schools (PROMEHS) – the evidence-based curriculum from kindergarten to high school* [Symposium]. *43rd Annual Conference of the International School Psychology Association*, Leuven, Belgium.

Conte, E., Ornaghi, V., Grazzani, I., Cavioni, V., Beržanskytė, J., & Navikiene, D. (2022, August 30-September 2). Promoting teachers' professional wellbeing through an online course: An overview of the "Teaching to Be" European project (Abstract Book pp. 60-61) [Poster presentation; speaker]. *8th International Congress on Emotional Intelligence*, Palermo, Italy.

Conte, E., Grazzani, I., Ornaghi, V., Cavioni, V., Agliati, A., Gandellini, S., Cefai, C., Bartolo, P., Camilleri, L., & O'Riordan, M. R. (2022, August 30-September 2). Adolescents' mental health during the Covid-19 pandemic: The role of SEL skills and resilience (Abstract Book p. 37) [Paper presentation; speaker]. *8th International Congress on Emotional Intelligence*, Palermo, Italy.

2022

Conte, E., Grazzani, I., Ornaghi, V., Cavioni, V., Agliati, A., Gandellini, S., Tatalović Vorkapić, S., Golob, L., Martinsone, B., Supe, I., Colomeischi, A. A., Rusu, P., Simões, C., Lebre Melo, P., Poulou, M., Cefai, C., & Camilleri, L. (2022, August 30-September 2). Promoting teachers' SEL, resilience, and self-efficacy through the PROMEHS program (Abstract Book p. 20). In A. D'Amico (Chair), *Emotions at school and in academic contexts: studies and application of SEL programs* [Symposium; speaker]. *8th International Congress on Emotional Intelligence*, Palermo, Italy.

Cavioni, V., Grazzani, I., **Conte, E.**, Ornaghi, V., Agliati, A., & Gandellini, S. (2022, September 26-30). Teachers' mental health matters: Results from a successful experimentation (Abstract Book p. 843). In G. M. Vecchio & V. Cavioni (Chairs), *Promoting well-being and preventing problems at school from a social and emotional learning perspective* [Symposium]. *XXX Congresso Nazionale AIP*, Padova, Italy.

Conte, E., Grazzani, I., Ornaghi, V., Cavioni, V., Agliati, A., & Gandellini, S. (2022, September 26-30). Improving SEL and prosocial behaviors in middle secondary school: The effectiveness of the PROMEHS curriculum on Italian students (Abstract Book p. 899). In E. Brazzelli & I. Grazzani (Chairs), *Promoting prosocial behavior from toddlerhood to preadolescence* [Symposium; speaker]. *XXX Congresso Nazionale AIP*, Padova, Italy.

2021

Conte, E., Ornaghi, V., Agliati, A., & Gandellini, S. (2021, September 10). Early-childhood teachers' emotion socialization practices: A multi-method study at nursery (Abstract Book, pp. 32-33) [Oral presentation – Thematic session "Social issues and interventions"; speaker]. *EADP Summer Tour September 2021 - Developmental Trends: Concerns and Opportunities*, online.

Cavioni, V., Agliati, A., **Conte, E.**, Gandellini, S., Lupica Spagnolo, M., Rossi, F. M., Ornaghi, V., & Grazzani, I. (2021, 20-23 settembre). PROMEHS: un programma d'intervento per promuovere la salute mentale a scuola (Abstract Book, pp. 26-28). In G. M. Vecchio & M. Gerbino (Chairs), *Interventi per lo sviluppo positivo dei giovani nei contesti scolastici: modelli a confronto* [Simposio]. *XXXIII Congresso Nazionale AIP, sezione Psicologia dello Sviluppo e dell'Educazione*, Bari, Italia.

Pepe, A., **Conte, E.** (2021, 20-23 settembre). Uno studio multimetodo sui comportamenti prosociali spontanei dei bambini di 2 e 3 anni (Abstract Book, pp. 50-51). In I. Grazzani & E. Brazzelli (Chairs), *I comportamenti prosociali nell'infanzia: quali variabili associate?* [Simposio; relatrice]. *XXXIII Congresso Nazionale AIP, sezione Psicologia dello Sviluppo e dell'Educazione*, Bari, Italia.

Ornaghi, V., **Conte, E.**, Agliati, A., Gandellini, S. (2021, 20-23 settembre). Pratiche di socializzazione emotiva al nido: uno studio multimetodo (Abstract Book, pp. 235-236). In A. Cigala & A. Baroncelli (Chairs), *I processi di socializzazione emotiva: riflessioni di metodo e di contesto* [Simposio]. *XXXIII Congresso Nazionale AIP, sezione Psicologia dello Sviluppo e dell'Educazione*, Bari, Italia.

Conte, E., Ornaghi, V. (2021, 20-23 settembre). Stili di socializzazione emotiva materna, regolazione emotiva ed empatia nella prima infanzia (Abstract Book, pp. 219-221). In C. Facci & L. Fusco (Chairs), *Io e i grandi: la relazione con l'adulto e il suo ruolo nello sviluppo dall'infanzia all'adolescenza* [Simposio; relatrice]. *XXXIII Congresso Nazionale AIP, sezione Psicologia dello Sviluppo e dell'Educazione*, Bari, Italia.

2019

Cavioni, V., Grazzani, I., Agliati, A., **Conte, E.**, & Ornaghi, V. (2019, 14-15 giugno). PROMEHS. Un programma evidence-based per promuovere la salute mentale a scuola (Abstract Book p. 31) [Poster]. *Convegno "Edizione Giornate Nazionali della Società Italiana di Psicologia Positiva"*, Università Cattolica del Sacro Cuore, Milano, Italia.

Cavioni, V., Grazzani, I., Agliati, A., **Conte, E.**, & Ornaghi, V. (2019, August 29-31). The PROMEHS project: A comprehensive multi-component curriculum to promote mental health in schools (Book of Abstracts, p. 92). *7th ENSEC Conference*, Budapest, Hungary.

Brazzelli, E., Grazzani, I., Pepe, A., Ornaghi, V., & **Conte, E.** (2019, August 29-September 1). Parental socialization of prosocial development: Psychometric properties of the Parental Prosocial Practices Questionnaire (PPPQ) (Abstract Book, p. 751) [Poster; speaker]. *19th European Conference on Developmental Psychology*, Athens, Greece.

Conte, E., Grazzani, I., & Pepe, A. (2019, August 29-September 1). The determinants of helping and sharing behaviors: A study with toddlers and preschoolers (Abstract Book, p. 486). In K. Myślińska Szarek (Chair), *Prosocial child: Contextual and cultural factors that influence children's prosocial and moral behavior* [Symposium; speaker]. *19th European Conference on Developmental Psychology*, Athens, Greece.

Conte, E., & Ornaghi, V. (2019, August 29-September 1). Early childhood development of theory of mind in typical and atypical samples: Associations with language and social abilities (Abstract Book, p. 242) [Symposium; speaker]. *19th European Conference on Developmental Psychology*, Athens, Greece.

Conte, E., Ornaghi, V., Grazzani, I., & Pepe, A. (2019, August 29-September 1). The association between emotion knowledge and theory of mind in early years: The role of language abilities (Abstract Book, p. 243). In E. Conte & Ornaghi, V. (Chairs), *Early childhood*

development of theory of mind in typical and atypical samples: Associations with language and social abilities [Symposium; speaker]. *19th European Conference on Developmental Psychology*, Athens, Greece.

Conte, E., & Agliati, A. (2019, 14 settembre). Il benessere e la prevenzione a scuola [Presentazione orale; relatrice]. *Convegno Pedagogico di Inizio Anno "Dal ben-esserci al ben-essere: cura e accoglienza, peculiarità delle scuole FISM"*, Federazione Scuole Materne Varese, Varese, Italia.

Cavioni, V., Grazzani, I., Agliati, A., **Conte, E.**, & Ornaghi, V. (2019, October 2-4). Promoting Mental Health at Schools. An evidence-based curriculum to shape policy across Europe. *Social and Emotional Learning Exchange 2019*, Chicago, USA.

Cavioni, V., Grazzani, I., Agliati, A., **Conte, E.**, Ornaghi, V., Lupica Spagnolo, M., Rossi, F. M., & Cefai, C. (2019, October 18-19). The PROMEHS project: an evidence-based curriculum to promote mental health in schools [Poster]. *MOV-UP Conference "Policies, Practices and Qualifications in Early Childhood Education"*, Istanbul, Turkey.

2018

Cavioni, V., **Conte, E.** (2018, July 12-13). Social and emotional learning and resilience in schools: Projects from Europe (Abstract Book pp. 13-15) [Symposium; speaker]. *European Conference on Resilience in Education*, University of Malta Valletta Campus, Malta.

Conte, E., Cavioni, V., Grazzani, I., Ornaghi, V., Agliati, A. (2018, July 12-13). Learning to Be: Development of practices and methodologies for assessing social, emotional, and health skills within education systems (Abstract Book pp. 13-14). In V. Cavioni & E. Conte (Chairs), Social and emotional learning and resilience in schools: Projects from Europe [Symposium; speaker]. *European Conference on Resilience in Education*, University of Malta Valletta Campus, Malta.

Conte, E., Grazzani, I. (2018, July 12-13). The association between social and emotional competences in toddlers and preschoolers (Abstract Book p. 59) [Poster, speaker]. *European Conference on Resilience in Education*, University of Malta Valletta Campus, Malta.

Cavioni, V., **Conte, E.** (2018, July 12-13). Back to school days: Investigating adults' memories and emotions about teachers (Abstract Book p. 56) [Poster; speaker]. *European Conference on Resilience in Education*, University of Malta Valletta Campus, Malta.

Cavioni, V., **Conte, E.** (2018, 17-19 settembre). Racconti di vita scolastica: ricordi ed emozioni della relazione con i docenti (Abstract Book p. 162). In C. Fioretti & L. S. Sica (Chairs), Narrazione, emozioni e memoria autobiografica [Simposio]. *XXXI Congresso Nazionale AIP, sezione Psicologia dello Sviluppo e dell'Educazione*, Torino, Italia.

Conte, E., Ornaghi, V. (2018, 17 dicembre). Il progetto europeo "Learning to Be" [Presentazione orale; relatrice]. *Convegno "Apprendimento Socio-emotivo a Scuola. Il Progetto Europeo Learning to Be"*, Università degli Studi di Milano-Bicocca, Milano, Italia.

2013-2017

Ornaghi, V., Piralli, F., Cherubin, E., **Conte, E.** (2013, 19-21 settembre). Favorire lo sviluppo socio-emotivo e cognitivo attraverso la conversazione: una ricerca-intervento in età prescolare (Abstract Book pp. 226-227). In I. Grazzani (Chair), Socializzazione emotiva al nido e nella scuola dell'infanzia: Concezioni delle educatrici e progetti d'intervento [Simposio]. *XXVI Congresso Nazionale AIP*, Milano, Italia.

Conte, E., Grazzani, I., Pepe, A. (2016, July 6-7). Emotion comprehension, language, prosociality and temperament in 2- and 3-years-olds: Preliminary results from an Australian sample (Abstract Book p. 15) [Oral presentation; speaker]. *CERE Emotion Conference*, Leiden, Netherlands.

Conte, E., Cherubin, E., Grazzani, I. (2016, 8-10 settembre). Empatia, comprensione delle emozioni e comportamenti prosociali nella prima infanzia (Abstract Book pp. 5-6). In V. Ornaghi (Chair), Competenza emotiva e comportamento prosociale in infanzia e preadolescenza: correlati e variabili mediatrici [Simposio; relatrice]. *XXIX Congresso Nazionale AIP*, Vicenza, Italia.

Conte, E., Grazzani, I. (2017, 17-18 marzo). Osservazione nei contesti educativi: la 'Griglia del Comportamento Prosociale' (Abstract Book p. 12) [Poster; relatrice]. *XIV Giornate di Aggiornamento sull'Uso di Strumenti in Psicologia Clinica dello Sviluppo*, Bologna, Italia.

Brazzelli, E., **Conte, E.**, Grazzani, I. (2017, 4-5 maggio). Servizi per l'infanzia promotori dello sviluppo socio-emotivo dei bambini: programmi evidence-based per la promozione del cambiamento [Presentazione orale; relatrice]. *Seminario di Studio: Metodologie per Promuovere Cambiamento nei Contesti di Educazione e di Cura*, Parma, Italia.

Grazzani, I., Ornaghi, V., **Conte, E.** (2017, May 31-June 1). Social, emotional and health skills in Italian education system [Oral presentation; speaker]. *Symposium on Social, Emotional and Health Skills Assessment in Education*, Vilnius, Lituania.

Conte, E., Grazzani, I. (2017, August 29-September 1). Helping behaviors in early childhood: The role of social cognition and language (Abstract Book, pp. 112-112) [Oral presentation; speaker]. *European Conference on Developmental Psychology*, Utrecht, Netherlands.

Conte, E. (2017, 20 ottobre). Empatia e comportamenti aggressivi nella prima infanzia (Book of Abstract pp. 46-47) [Poster; relatrice]. *Seminario di Studio 'Relazional...mente'. Ricerca psicologica sulla comprensione sociale nei contesti educativi per l'infanzia*, Milano, Italia.

Grazzani, I., Ornaghi, V., Agliati, A., Cavioni, V., **Conte, E.**, Mantovani, F., et al. (2017, 14 dicembre). Learning to Be. Development of practices and methodologies for assessing social, emotional and health skills within education systems (Abstract Book pp. 57-58) [Poster; relatrice]. *Giornata dei Poster della Ricerca*, Università degli Studi di Milano-Bicocca, Milano, Italia.

CURATORSHIPS

Curatele

Grazzani, I., Agliati, A., Brazzelli, E., **Conte, E.**, Farina, E., e Ornaghi, V. (eds.) (2017). *Relazional...mente. Ricerca psicologica sulla comprensione sociale nei contesti educativi per l'infanzia*. ISBN: 978-88-90-95473-3. Milano: Edizioni Fronteretro Copisteria S.a.s.

NETWORKS & MEMBERSHIPS

10/04/2018 – CURRENT

AIP - Italian Association of Psychologists

Affiliate Member of AIP – Italian Association of Psychology, Section of Developmental and Educational Psychology.

21/03/2017 – CURRENT

ENSEC - European Network for Social and Emotional Competence

Member of the International scientific society "ENSEC - European Network for Social and Emotional Competence".

Psychologist registered with the OPL – Order of Psychologists of Lombardy (Section A - N° 16833).

PROFESSIONAL, ACADEMIC, AND PERSONAL SKILLS

Certifications, peer-review activities, and academic competences

- **National Scientific Qualification** (07/03/2024 – Present). National Scientific Qualification for Associate Professor in the academic field 11/E2 – Developmental and Educational Psychology.
- **Member of the Editorial Board – Topical Advisory Panel** (2023 – Present). Member of the Editorial Board – Topical Advisory Panel of the scientific journal *Education Sciences* - section *Early Childhood Education*.
- **Reviewer** (2015 – Present). Reviewer for numerous international scientific journals, including: *Frontiers in Psychology*, *Frontiers in Education*, *Developmental Psychology*, *Social Development*, *Early Education and Development*, *Infant and Child Development*, *International Journal of Emotional Education*, *European Journal of Developmental Psychology*, *Infant Mental Health Journal*, *International Journal of Bullying Prevention*, *Journal of Genetic Psychology*, *Psychological Reports*, *Scientific Reports*, etc.
- **Teaching Assistant** (2020 – 2024). Subject Expert for the course Psychology of the Life Span (Prof. Veronica Ornaghi). Department of Human Sciences for Education "R. Massa", University of Milano-Bicocca.
- **Teaching Assistant** (2018 – 2019). Subject Expert for the course Psychology of Disability and Inclusion (Prof. Veronica Ornaghi). Department of Human Sciences for Education "R. Massa", University of Milano-Bicocca.
- **Teaching Assistant** (2014 – 2024). Subject Expert for the courses Developmental Psychology and Educational Psychology (Prof. Ilaria Grazzani). Department of Human Sciences for Education "R. Massa", University of Milano-Bicocca.

Member of the Scientific and/or Organizing Committee – Conferences

- Study seminar "Promoting well-being at school: Research and intervention". February 13, 2025, University of Bergamo, Bergamo, Italy.
- Conference "Promoting teachers' well-being at school", organized within the Erasmus+ European Project "Teaching to Be". January 20, 2024, University of Milano-Bicocca, Milan, Italy.
- Conference "Teaching to Be: Promoting teachers' professional well-being", organized within the Erasmus+ European Project "Teaching to Be". November 27, 2021, online.
- Conference "Promoting mental health at school: National results of the European project PROMEHS", organized within the Erasmus+ European Project "PROMEHS". November 24, 2021, University of Milano-Bicocca, Milan, Italy.
- Conference "Well-being at school: The challenge of the future", organized within the Erasmus+ European Project "PROMEHS". September 3, 2020, online.
- Conference "From research results to implications for socio-emotional learning at school", organized with the Lombardy Region within the Erasmus+ European Project "Learning to Be". January 22, 2020, Palazzo Pirelli – Lombardy Region Headquarters, Milan, Italy.
- Conference "The European project Learning to Be: Well-being at school among adults", organized within the Erasmus+ European Project "Teaching to Be". February 23, 2019, University of Milano-Bicocca, Milan, Italy.
- Conference "Socio-Emotional Learning at school: The European project Learning to Be", organized within the Erasmus+ European Project "Learning to Be". December 17, 2018, University of Milano-Bicocca, Milan, Italy.
- Study seminar "RELAZIONAL... MENTE. Psychological research on social understanding in early childhood educational contexts", organized by the Department of Human Sciences for Education "R. Massa" and the Lab-PSE (Laboratory of Developmental and Educational Psychology) at the University of Milano-Bicocca, with the patronage of AIP – Italian Association of Psychology. October 20, 2017, University of Milano-Bicocca, Milan, Italy.

Member of the Organizing Committee - Meetings of international projects

- III Partners' Meeting of the European Erasmus+ project "Teaching to Be", entitled "Review of Ongoing Experimentations in Schools", November 7-8, 2022, Fondazione Stelline, Milan, Italy.
- VII Partners' Meeting of the European Erasmus+ project "PROMEHS", entitled "Impact on Policy", March 7-8, 2022, University of Milano-Bicocca, Milan, Italy.
- II Partners' Meeting of the European Erasmus+ project "PROMEHS", entitled "Training of PROMEHS Partners", June 27-28, 2019, University of Milano-Bicocca, Milan, Italy.
- II Partners' Meeting of the European Erasmus+ project "PROMEHS", entitled "Handbooks and Guidelines Development", June 25-26, 2019, University of Milano-Bicocca, Milan, Italy.
- Kick-off Meeting of the European Erasmus+ project "PROMEHS", entitled "Theoretical Framework of PROMEHS: Introduction and Discussion", April 29-30, 2019, University of Milano-Bicocca, Milan, Italy.

Representatives of the European project partnerships attended the events.

Communication, interpersonal and organizational skills

Ability to plan activities and manage workload; ability to work in a team; experience in organizing events (conferences, training sessions, informational meetings, etc.) in school and academic settings.

LANGUAGE SKILLS

Mother tongue(s): **ITALIAN**

Other language(s):

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken production	Spoken interaction	
ENGLISH (PET - PRELIMINARY ENGLISH TEST: 2006; IELTS ACADEMIC: 2015)	B2	C1	C1	C1	C1

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user

● COURSES AND PROFESSIONAL DEVELOPMENT (SELECTION)

21/12/2020 – 15/01/2021

Managing Emotions in Times of Uncertainty & Stress

Online course "Managing Emotions in Times of Uncertainty & Stress", organized by the Center for Emotional Intelligence, University of Yale.

20/07/2015 – 24/07/2015

ACSPRI Winter Program

Winter program titled "Qualitative methodologies, data collection and analytic approaches", organized by ACSPRI at the University of Western Australia, Perth (WA).

05/06/2014 – 19/06/2014

Erasmus Intensive Programme

Participation in the intensive Erasmus program "Doctoral Studies in Research Methodologies," held at the University of Eastern Finland in Joensuu (Finland). The program was attended by doctoral students, researchers, and professors from the following universities: University of Milano-Bicocca, Italy; Šiauliai University, Lithuania; Canterbury Christ Church University, United Kingdom; University of Eastern Finland, Finland; Anadolu University, Turkey.

I hereby give consent for my personal data to be processed in accordance with the General Data Protection Regulation (EU) 2016/679.