

Curriculum vitae
Dr. Elena Florit
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Current position

- 2023-present Assistant Professor (tenure-track), Department of Human Sciences, University of Verona
2021–2032 National Scientific Qualification to function as associate professor for the Competition sector 11/PSIC-02 (Developmental Psychology and Educational Psychology)

Academic record

- 2020– 2023 Assistant Professor, Department of Human Sciences, University of Verona
2012– 2019 Postdoctoral Research Fellow, Junior Projects and Senior Projects (serving as P.I.), Department of Developmental Psychology and Socialization, University of Padua
2011-2012 Postdoctoral Research Fellow, Project Prin (Projects of National Relevance) 2008, Department of Philosophy, Pedagogy and Psychology, University of Verona
2010-2011 Postdoctoral Research Fellow, Project *Progetto di Ateneo*, Department of Developmental Psychology and Socialization, University of Padua

Education and Training

- 2010 PhD in Psychological Sciences; Mention of Doctor Europaeus (Department of Developmental Psychology and Socialization, University of Padua)
2009 Visiting Doctoral Student (4 months) - University of Lancaster (UK); Supervisor Prof. Kate Cain
2007 Postgraduate training in General Psychology – Association “Centro Edimar” Padua.
Main activities: assessment and intervention on learning disabilities
2006 Postgraduate training in Developmental Psychology – Department of Developmental Psychology and Socialization
Main activities: research and teaching on children’s language development
2005 Degree in Developmental Psychology, University of Padua
Final grade 110/110 cum laude

Grants and awards

- 2017 AIP (Division of Developmental Psychology and Education) Travel Grant for attending the 18th European Conference on Developmental Psychology
2010 Young Scientist Award, Italian Psychological Association – Developmental Psychology Section
2010 Mention of honor for Luigia Camaioni Award, Italian Psychological Association – Developmental Psychology Section
2009 Mention of Doctor Europaeus for the doctoral dissertation: “Listening Text Comprehension in Preschoolers: Concurrent and Longitudinal Contribution of Cognitive and Linguistic Components”
Reviewers: Prof. Paul van den Broek, University of Leiden, the Netherlands; Dr. Alix Seigneuric, Université de Bourgogne, France
2008 Study Visit Grant from the Experimental Psychology Society

Research interests

- 11/PSIC-02 Developmental Psychology and Educational Psychology: language acquisition in monolingual and bilingual children, text comprehension on paper and screen, parents’ and teachers’ training

Research groups

- 2020-present Social and Language Development Group (SLD), University of Verona
until 2019 Laboratory on Language Acquisition Studies (Lab-Las), University of Padua
Education Psychology Lab (EdPsy Lab), University of Padua

Research projects

- 2024-present POLIS (PROG-916) project founded by FAMI 2021-2027 to Regione Veneto, Regional action plans for the integration of citizens from third countries (total grant amount 5.046.000 €), coordinator of the research group involving the Department of Human Sciences and the Department of Culture and Civilization, University of Verona (58.300 €)
2023-present PRIN (Projects of National Relevance) 2022 (Prot. 2022NPXYHH), National coordinator: Pasquale Rinaldi; Local coordinator: Marinella Majorano, *Corpus of Italian language for Preschoolers. Lexicon directed to Italian preschool children from 3 to 6 years collected from heterogeneous sources in Italian and Italian Sign Language (CIP)*, team member (62.100 €)

- 2022-23 Joint Research 2021, Scientific coordinator: Elena Florit, founder University of Verona and Associazione Bambini al Centro, *An intervention to promote movement in green environments at childcare center: Benefits for motor, cognitive and socio-emotional development (I-MovE; 13.800 €)*
- 2021-22 MUR-FISR (Supplementary fund; Ministry of University and Research) 2020 (FISR2020IP_05065), Coordinator: Manuela Lavelli, *The crucial closeness: Reorganizing childcare centres in safety (RioNi; 56.518,40 €)*, team member
- 2019-22 Project Reading across mediums, devices, and contexts (CrossREAD), coordinators: Lucia Mason, Ivar Bråten, team member
- 2013-2014 FSE project founded by European Research Funding of Regione Veneto, coordinators: Maja Roch, Antonio Rodà, *Design, development and testing of interactive technological devices for the acquisition of a second language in preschool age*, team member
- 2009-2013 COST ACTION ISO-0804 founded by European Science Foundation, Language Impairment in a multilingual society, team member

Scientific responsibilities

- 2024-present Supervisor of PhD students
Giulia Bonvicini; PNRR (National Recovery and Resilience Plan) 2024 scholarships, founded by NextGenerationEU
- 2025 Lorena Otero Alleres (University of A Coruña, visiting PhD student; 01/02-01/06)
- 2022 Supervisor of a post-doc research fellow
Dr. Tamara Bastianello, currently at the University of Padova

Additional research-related assignments

- 2025 Advisory board for the research project: DEPTH (Design of explicit phonics instruction: Teachers' multimodal strategies and students' engagement). Linnaeus University, Department of Swedish, Sweden
- 2021 Member, Scientific Committee for “Laura D’Odorico” award for the Best Dissertation in Speech and Language Therapy (XI meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association], online, 14-15 May
- 2020-present Member, Scientific committees for the assignment of Postdoctoral research fellows, Research assistant positions, doctoral dissertations

Main scientific collaborations

- Department of Psychology, University of Lancaster (UK)
- Département de l’Enseignement au Préscolaire et au Primaire, Université de Sherbrooke (Québec), Canada;
- Department of Developmental Psychology and Socialization, University of Padua, Italy
- Department of General Psychology, University of Padua, Italy
- Department of Psychology, University of Milano-Bicocca, Italy
- Department of Information Engineering, University of Padua, Italy
- Department of Education, Languages, Interculturality, Literatures and Psychology (FORLILPSI), University of Florence, Italy
- Department of Humanities, Literature, Cultural Heritage, and Educational Sciences, University of Foggia, Italy
- Il *Filo Giallo*, Clinical Center, Bassano del Grappa (VI), Italy

Peer-review activity

- 2023-present Advisory Editor, *British Journal of Educational Psychology*
- 2022 Invited Guest Editor *Educational Sciences* (Special Issue: Advancing Research and Methods about Students and Teachers Emotions: Correlates, Predictors, and Outcomes)
- 2020-present Review Editor on the Editorial Board of *Educational Psychology* (specialty section of *Frontiers in Psychology* and *Frontiers in Education*)
- 2009-present Ad hoc reviewer for scientific journals: *Journal of Child Language*, *Child Development*, *Developmental Psychology*, *Metacognition and Learning*, *Computers in Human Behavior*; *Journal of Computer Assisted Learning*, *Instructional Science*, *Journal of Educational Psychology*, *British Journal of Educational Psychology*, *Journal of Experimental Child Psychology*, *Scientific Studies of Reading*, *Learning and Individual Differences*, *Learning and Instruction*, *Language Learning*, *Applied Psycholinguistics*, *Journal of Research in Reading*,

Reading Research Quarterly, Reading and Writing: An Interdisciplinary Journal, Current Research in Behavioral Sciences, Psicologia Clinica dello Sviluppo, International Journal of Environmental Research and Public Health, Psicologia: Reflexão e Crítica

2015-present Reviewer for the European Association for Research on Learning and Instruction (EARLI) Conference, Italian Psychological Association (AIP), Division of Developmental Psychology and Education

Memberships of scientific societies

2025 – 2026 Member SSSR (Society for the Scientific Study of Reading)

2007 – oggi Member AIP (Associazione Italiana di Psicologia), sezione di Psicologia dello Sviluppo e dell'Educazione

2012 – oggi Member CLASTA (Communication and Language acquisition studies in Typical and Atypical Populations)

2024 – 2025 Member Society for Text and Discourse

2024 – 2025 Member SSSR (Society for the Scientific Study of Reading)

2022 – 2023 Member European Association for Research on Learning and Instruction (EARLI); SIG 2 Comprehension of Texts and Graphics

2018 – 2019 Member Society for Text and Discourse

2017 – 2019 Member EADP (European Association on Developmental Psychology)

2016 – 2017 Member SSSR (Society for the Scientific Study of Reading)

2010 – 2011 Member SSSR (Society for the Scientific Study of Reading)

2009 – 2013 Member Cost Action ISO-0804: Language Impairment in a multilingual society (European Science Foundation)

Teaching activities (Bachelor and Master programs)

2025-present School Psychology (18 h.; Master's Degree in Educational Psychology, Department of Human Sciences, University of Verona, Italy)

2024-present Developmental Disorders in Early Childhood Workshop (Laboratory; 12 hours). Bachelor's Degree in Educational Sciences, University of Verona

2020-present Educational psychology (60 h.; Bachelor program in Primary teacher education; Department of Human Sciences, University of Verona, Italy)

2022-present Developmental and Educational Psychology (54 h.; Bachelor program in Educational Sciences; Department of Human Sciences, University of Verona, Italy)

2019-2021 Adjunct Professor, Developmental and Educational Psychology (13 h.; Bachelor program in Speech and language therapists; Scuola Superiore di Sanità Claudiana, Bolzano, Italy)

2018-2019 Adjunct Professor, Educational Psychology and Learning Processes (56 h.; Bachelor program; Department of Psychology, University of Milan-Bicocca, Italy)

2016-2018 Adjunct Professor, Language Development (10 h.; Bachelor program; Department of Neurosciences, University of Padua, Italy)

2010-2011 Adjunct Professor, Psycholinguistics (25 h.; Bachelor program; Faculty of Medicine and Surgery, University of Padua/Italy)

Teaching activities (PhD Program)

2025-present Advisory board for the doctoral program FEELIT (Foundations for Equitable and Engaging Literacy Teaching in Primary Grades). Linnaeus University, Department of Swedish, Sweden

2026 Exploring Reading Comprehension: From Psycholinguistics to Educational Practices (4 ore) Winter School in Linguistics, part 1, Dottorato in Linguistica, Università di Verona

2024-present Seminar (8 h; co-managed with Prof. Marcella Milana), "How to write a research article" (Doctoral Program in Human Sciences, University of Verona, Italy)

2024-present Member, Scientific committee for the evaluation of a PhD dissertation (University of Verona; supervisor Prof. Marinella Majorano; Prof. Daniela Raccanello)

2020-present Seminar (4 h), "Research design: Two/three-waves and longitudinal designs" (Doctoral Program in Human Sciences, University of Verona, Italy)

2020 Member, Scientific committee for the evaluation of a PhD dissertation (Universitat de València-Spain; supervisor Prof. Ladislao Salmerón)

Additional teaching activities

2024-present Classroom conduct (12 hours). Teacher Training Courses (60 cfu), University of Verona

- 2019-2025 (Biennial) Seminar (10 h). Communication with children with atypical development in the dental office. Bachelor's program in dental hygiene; Scuola Superiore di Sanità Claudiana, Bolzano (Italy)
- 2019-2020 Teaching Assistant, Practical activities concerning educational psychology and learning processes (20 h.; Bachelor program; Department of Developmental Psychology and Socialization, University of Padua, Italy)
- 2018-2019 Teaching Assistant, Practical activities concerning educational psychology and learning processes (20 h.; Bachelor program; Department of Developmental Psychology and Socialization, University of Padua, Italy)
- 2017-2019 Teaching Assistant, Language development (6 h.; Bachelor program; Department of Neurosciences, University of Padua, Italy)
- 2015-2019 Teaching Assistant, Psychology of motivated learning (Master program; Department of Developmental Psychology and Socialization, University of Padua, Italy)
- 2007-2010/2016-2017 Teaching assistant, language and communicative development (12 h.; Master program; Department of Developmental Psychology and Socialization, University of Padua, Italy)
- 2013-2014 Tutor in a high education course, Language development in bilinguals (8 h.; Action Research founded by the European Social Fund to Dr. Maja Roch and Dr. Antonio Rodà; University of Padua/Italy)
- 2013-2014 Teaching Assistant, Educational Psychology (Bachelor program; Department of Developmental Psychology and Socialization, University of Padua/Italy)
- 2011-2012 Teaching Assistant, Developmental and Educational Psychology (Bachelor program; Department of Human Sciences; University of Verona/Italy)

Supervision of undergraduate and master students

- 2020-2025 24 undergraduate and 14 master students attending degree courses in Education, Primary teacher education, and Pedagogical Science, University of Verona
- 2007-2019 11 undergraduate and 21 master students attending degree courses in Developmental and Educational Psychology, Psychology of Personality and Interpersonal Relationship, and Clinical Psychology, University of Padua.

Institutional duties

- 2025 Erasmus Project Coordinator, Master's Degree Program in Primary Teacher Education, University of Verona
- 2025 Faculty Board of PhD in Human Sciences - Department of Human Sciences, University of Verona
- 2024-present Scientific Supervisor of the Educational Project of the University Nursery Service, University of Verona
- 2024-present The Commission for Third Mission - Department of Human Sciences, University of Verona
- 2021-present Ethics Committee – Human Sciences - Department of Human Sciences, University of Verona
- 2021-2026 Teaching Activities Committee, Master's Degree Program in Primary Teacher Education, University of Verona

Extra-institutional roles

- 2025-present Treasurer and responsible for relations with the web manager and communications with the Board of Directors of the Clasta Association (Communication and Language Acquisition Studies in Typical and Atypical Populations)

Journal articles

Scopus = 1222; H-index = 17; <https://www.scopus.com/authid/detail.uri?authorId=35302300400>

Google Scholar = 2363; H-index = 21

https://scholar.google.com/citations?user=_17FZK4AAAAJ&hl=it

Articles in international journals (peer-reviewed)

Florit, E., Barachetti, C., Majorano, M., & Lavelli, M. (2026). Lexical trajectories of toddlers from low-income bilingual immigrant families and monolingual families. *Journal of Child Language*, 1-25. <https://doi.org/10.1017/S030500092610052X>.

- Florit, E.,** De Carli, P., Rodà, A., Cain, K., & Mason, L. (2025). Reading from Paper, Computers, and Tablets in the First Grade: The Role of Comprehension Monitoring. *Computers and Education Open*, 8, 100243. <https://doi.org/10.1016/j.caeo.2025.100243>
- Fitzpatrick, C., **Florit, E.,** Lemieux, A., Cristini, E., Garon-Carrier, G., Mason, L. (2025). *The association between preschooler screen time trajectories and executive function. Academic Pediatrics*, 25(2), 102603. <https://doi.org/10.1016/j.acap.2024.102603>
- Bastianello, T., Silletti, F., Cassibba, R., Coppola, G., Musso, P., Rossini, V. Zusi, C., Unali, I., **Florit, E.,** Majorano, M., Maffei, C. Lavelli, M. (2024). Short-term Effects of an Outdoor Activities Intervention on Children's and Caregivers' Stress, and Children's Emotional, Behavioral, and Cognitive Regulation Skills. *Early Education and Development*. <https://doi.org/10.1080/10409289.2024.2423387>
- Majorano, M., Santangelo, M., Redondi, I., **Florit, E.,** Guerzoni, L., Cuda, D., Ferrari, R., & Bertelli, B. (2024). The use of a computer-based program focused on the syllabic method to support early literacy in children with cochlear implants. *International Journal of Pediatric Otorhinolaryngology*, 183, 112048. <https://doi.org/10.1016/j.ijporl.2024.112048>
- Majorano, M., Persici, V., Santangelo, M., Ferrari, R., Bertelli, B., **Florit, E.,** Lavelli, M., Bastianello, T., Guerzoni, L., Cuda, D. (2024). Narrative skills in preschool children with cochlear implants: A comparison with children with developmental language disorders or typical development. *Journal of Communication Disorders*, 109, 106424. <https://doi.org/10.1016/j.jcomdis.2024.106424>
- Florit, E.,** Bastianello, T., Andalò, B., & Majorano, M. (2024). I-MovE. An intervention to promote movement at childcare centers: Benefits for motor cognitive and socio-emotional development. *PLoS ONE*, 19(1): e0297645. <https://doi.org/10.1371/journal.pone.0297645>
- Florit, E.,** Barachetti, C., Majorano, M., & Lavelli, M. (2024). Linguistic interactions at nursery school and language acquisition of toddlers from low-income bilingual immigrant families and monolingual families. *International Journal of Bilingual Education and Bilingualism*, 27(4), 455–471. <http://dx.doi.org/10.1080/13670050.2023.2223905>
- Florit, E.,** De Carli, P., Lavelli, M., & Mason, L. (2023). Digital reading in beginner readers: Advantage or disadvantage for comprehension of narrative and informational linear texts? *Journal of Computer Assisted Learning*, 39, 432–445. <https://doi.org/10.1111/jcal.12754>
- Majorano, M., Bastianello, T., **Florit, E.,** Lavelli, M., Bertelli, B., & Ferrari, R. (2022). An intervention program based on the syllabic method for enhancing early literacy in preschool children. *Journal of Research in Childhood Education*, 37(3):1-14. <https://doi.org/10.1080/02568543.2022.2147258>
- Florit, E.,** De Carli, P., Rodà, A., Domenicale, S., & Mason, L. (2023). Precursors of reading text comprehension from paper and screen in first graders: A longitudinal study. *Reading and Writing*, 36(7), 1821-1843. <https://doi.org/10.1007/s11145-022-10327-w>
- Anmarkrud, Ø., Braten, I., **Florit, E.,** & Mason, L. (2022). The role of individual differences in sourcing: A systematic review. *Educational Psychology Review*, 34(2), 749–792. <https://doi.org/10.1007/s10648-021-09640-7>
- Ronconi, A., Veronesi, V., Mason, L., Manzione, L., **Florit, E.,** Anmarkrud, O., & Bråten, I. (2022). Effects of reading medium on the processing, comprehension, and calibration of adolescent readers. *Computers & Education*, 185, 104520. <https://doi.org/10.1016/j.compedu.2022.104520>
- Persici, V., Morelli, M., Lavelli, M., **Florit, E.,** Guerzoni, L., Cuda, D., Yoshinaga-Itano, C., & Majorano, M. (2022). Bidirectional language influence in mother-child interaction and its effects on the communicative development of children with cochlear implants: A longitudinal study. *First Language*, 42(4), 499–522. <https://doi.org/10.1177/01427237221086473>
- Florit, E.,** Roch, M., Dicataldo, R., & Levorato, M. C. (2022). The Simple View of Reading in Italian beginner readers: Converging evidence and open debates on the role of the main components. *Learning and Individual Differences*, 93, 101961. <https://doi.org/10.1016/j.lindif.2020.101961>

- Raccanello, D., **Florit, E.**, Brondino, M., Rodà, A., & Mason, L. (2022). Control and value appraisals and online multiple-text comprehension in primary school: The mediating role of boredom and the moderating role of word-reading fluency. *British Journal of Educational Psychology*, 92(1), 258–279. <https://doi.org/10.1111/bjep.12448>
- Florit, E.**, Barachetti, C., Majorano, M., & Lavelli, M. (2021). Home language activities and expressive vocabulary of toddlers from low-SES monolingual families and bilingual immigrant families. *International Journal of Environmental Research and Public Health*, 18(1), 1–18, 296. <https://doi.org/10.3390/ijerph18010296>
- Florit, E.**, De Carli, P., Giunti, G., & Mason, L. (2020). Advanced theory of mind uniquely contributes to children's multiple-text comprehension. *Journal of Experimental Child Psychology*, 189, 104708. <https://doi.org/10.1016/j.jecp.2019.104708>
- Dicataldo, R., **Florit, E.**, & Roch, M. (2020). Fostering broad oral language skills in preschoolers from low SES background. *International Journal of Environmental Research and Public Health*, 17(12), 1–18, 4495. <https://doi.org/10.3390/ijerph17124495>
- Raccanello, D., Vicentini, G., **Florit, E.**, & Burro, R. (2020). Factors promoting learning with a web application on earthquake-related emotional preparedness in primary school. *Frontiers in Psychology*, 11, 621. <https://doi.org/10.3389/fpsyg.2020.00621>
- Florit, E.**, Cain, K., & Mason, L. (2020). Going beyond children's single-text comprehension: The role of fundamental and higher-level skills in 4th graders' multiple-document comprehension. *British Journal of Educational Psychology*, 90(2), 449–472. <https://doi.org/10.1111/bjep.12288>
- Mason, L., Zaccoletti, T., Scrimin, S., Tornatora, M. C., **Florit, E.**, & Goetz, S. (2020). Reading with the eyes and under the skin: Comprehending conflicting digital texts. *Journal of Computer Assisted Learning*, 36(1), 89–101. <https://doi.org/10.1111/jcal.12399>
- Lavelli, M., Barachetti, C., Majorano, M., **Florit, E.**, Brotto, C., & Miottello, P. (2019). Impacts of a shared book reading intervention for Italian-speaking children with developmental language disorder. *International Journal of Language and Communication Disorders*, 54(4), 565–579. <https://doi.org/10.1111/1460-6984.12460>
- Scrimin, S., Patron, E., **Florit, E.**, Mason, L., & Palomba, D. (2017). The role of cardiac vagal tone and inhibitory control in preschoolers' listening comprehension. *Developmental Psychobiology*, 59(8), 970–975. <https://doi.org/10.1002/dev.21576>
- Florit, E.**, Cain, K., & Levorato, M. C. (2017). Understanding the semantic functions of *but* in middle childhood: The role of text- and sentence-level comprehension abilities. *First Language*, 37(2), 109–129. <https://doi.org/10.1177/0142723716678383>
- Roch, M., **Florit, E.**, & Levorato, M. C. (2016). Narrative competence of Italian-English bilingual children between 5 and 7 years. *Applied Psycholinguistics*, 37(1), 49–67. <https://doi.org/10.1017/S0142716415000417>
- Lavelli, M., Barachetti, C., & **Florit, E.** (2015). Gesture and speech during shared book reading with children with specific language impairment. *Journal of Child Language*, 42(6), 1191–1208. <https://doi.org/10.1017/S0305000914000762>
- Florit, E.**, Roch, M., & Levorato, M. C. (2014). Listening text comprehension in preschoolers: A longitudinal study on the role of semantic components. *Reading and Writing*, 27(5), 793–817. <https://doi.org/10.1007/s11145-013-9464-1>
- Florit, E.**, Roch, M., & Levorato, M. C. (2013). The relationship between listening comprehension of text and sentences in preschoolers: Specific or mediated by lower and higher level components? *Applied Psycholinguistics*, 34(2), 395–415. <https://doi.org/10.1017/S0142716411000749>
- Roch, M., **Florit, E.**, & Levorato, M. C. (2013). The role of linguistic context in deriving word meanings in individuals with Down syndrome. *Research in Developmental Disabilities*, 34(1), 605–615.

<https://doi.org/10.1016/j.ridd.2012.09.014>

Roch, M., **Florit, E.**, & Levorato, M. C. (2012). The advantage of reading over listening text comprehension in Down syndrome: What is the role of verbal memory? *Research in Developmental Disabilities*, 33(3), 890–899. <https://doi.org/10.1016/j.ridd.2011.11.002>

Florit, E., & Cain, K. (2011). The Simple View of Reading: Is it valid for different types of alphabetic orthographies? *Educational Psychology Review*, 23(4), 553–576. <https://doi.org/10.1007/s10648-011-9175-6>

Florit, E., Roch, M., & Levorato, M. C. (2011). Listening text comprehension of explicit and implicit information in preschoolers: The role of verbal and inferential skills. *Discourse Processes*, 48(2), 119–138. <https://doi.org/10.1080/0163853X.2010.494244>

Levorato, M. C., Roch, M., & **Florit, E.** (2011). Role of verbal memory in reading text comprehension of individuals with Down syndrome. *American Journal of Intellectual Disabilities*, 116(2), 99–110. <https://doi.org/10.1352/1944-7558-116.2.99>

Roch, M., **Florit, E.**, & Levorato, M. C. (2011). Follow-up study on reading comprehension in Down syndrome: The role of reading skills and listening comprehension. *International Journal of Language and Communication Disorders*, 46(2), 231–242. <https://doi.org/10.3109/13682822.2010.487882>

Florit, E., Roch, M., Altoè, G., & Levorato, M. C. (2009). Listening comprehension in preschoolers: The role of memory. *British Journal of Developmental Psychology*, 27(4), 935–951. <https://doi.org/10.1348/026151008X397189>

Articles in national journals (peer-reviewed)

Cassibba, R., Iannello, R.M., Bastianello, T., Lavelli, M., Dispoto, E., Petroni, G., Silletti, F., Tarsitano, M., Coppola, G., Majorano, M., Florit, E., Musso, P. (2024). Promuovere lo sviluppo infantile con l'Outdoor Education: l'esperienza del progetto RioNi [Children development and outdoor education during the Covid-19 pandemic: an evaluation of the RioNi project]. *Psicologia Clinica dello Sviluppo*, 28(3), 477 – 490. <https://dx.doi.org/10.1449/115280>

Roch, M., **Florit, E.**, & Levorato, M. C. (2017). La produzione di narrative in bambini con disturbo di linguaggio di età prescolare [Narrative production in children with primary language impairment]. *Giornale di Neuropsichiatria dell'Età Evolutiva*, 37, 73–82.

Roch, M., & **Florit, E.** (2013). Narratives in preschool bilingual children: The role of exposure. *Rivista Italiana di Psicolinguistica Applicata*, XIII(2), 55–63.

Florit, E., & Levorato, M. C. (2012). A longitudinal study on listening text comprehension and receptive vocabulary in preschoolers. *Rivista di Psicolinguistica Applicata*, XII(1-2), 65–80.

Levorato, M. C., Roch, M., & **Florit, E.** (2011). La comprensione del testo orale nel Disturbo Specifico del Linguaggio: Il ruolo del vocabolario recettivo e della comprensione della frase [Listening comprehension in primary language impairment: The role of receptive vocabulary and sentence comprehension]. *Psichiatria dell'Infanzia e dell'Adolescenza*, 77(1), 102–116.

Florit, E., Levorato, M. C., & Roch, M. (2008). Verba volant, scripta manent. Cambiamenti evolutivi nella comprensione del testo scritto e orale [Verba volant, scripta manent. Developmental changes in listening and reading comprehension]. *Giornale Italiano di Psicologia*, 3, 641–662.

International Book Chapters

Mason, L., & **Florit, E.** (2018). Complementary methods for assessing online processing of multiple sources. In J. L. G. Braasch, I. Bråten, & M. T. McCrudden (Eds.), *Handbook of Multiple Source Use* (pp. 425–446). Routledge. <https://doi.org/10.4324/9781315627496>

National Book Chapters

Florit, E., & Roch, M. (2025). Sviluppo cognitivo e del linguaggio [Cognitive and language development]. In D. Raccanello (a cura di), J. W. Santrock, *Psicologia dell'educazione [Educational Psychology]* (pp. 23–59). McGraw-Hill Education. ISBN: 978-88-386-9717-3

Roch, M., & Florit, E. (2025). Alunni eccezionali [Exceptional Students]. In D. Raccanello (a cura di), J. W. Santrock, *Psicologia dell'educazione [Educational Psychology]* (pp. 483–508). McGraw-Hill Education. ISBN: 978-88-386-9717-3

Roch, M., Florit, E., Dicaldo, R., & Levorato, M. C. (2024). Valutazione del linguaggio [Language assessment]. In S. Bonichini (a cura di), *Valutazione psicologica dello sviluppo: Metodi e strumenti [Psychological Assessment of Development: Methods and Tools]* (pp. 161-186). Carocci. ISBN: 9788843089505

Florit, E., & Roch, M. (2021). Sviluppo cognitivo e del linguaggio [Cognitive and language development]. In D. Raccanello (a cura di), J. W. Santrock, *Psicologia dell'educazione [Educational Psychology]* (pp. 27–69). McGraw-Hill Education. ISBN: 978-88-386-9717-3

Roch, M., & Florit, E. (2021). Alunni eccezionali [Exceptional Students]. In D. Raccanello (a cura di), J. W. Santrock, *Psicologia dell'educazione [Educational Psychology]* (pp. 177–203). McGraw-Hill Education. ISBN: 978-88-386-9717-3

Florit, E., & Levorato, M. C. (2019). Alfabetizzazione bilingue: Lettura e comprensione del testo [Bilingual education: Decoding and text comprehension]. In M. C. Levorato & A. Marini (a cura di), *Il bilinguismo in età evolutiva [Bilingual development]* (pp. 109–124). Edizioni Centro Studi Erickson. ISBN: 9788859020059

Roch, M., Florit, E., & Levorato, M. C. (2017). Valutazione del linguaggio [Language assessment]. In S. Bonichini (a cura di), *Valutazione psicologica dello sviluppo: Metodi e strumenti [Psychological Assessment of Development: Methods and Tools]* (pp. 149–172). Carocci. ISBN: 9788843089505

Florit, E., & Levorato, M. C. (2013). Comprendere e produrre testi [Narrative comprehension and production]. In S. D'Amico & A. Devescovi (a cura di), *Psicologia dello sviluppo del linguaggio [Psychology of Language Development]* (pp. 207–229). Il Mulino. ISBN: 978-88-15-24579-3

Development of trainings

Dicaldo, R., Florit, E., Maurantonio, A., Lupo, I., Nicoletti, S., & Roch, M. (2025). *AbC del Testo. Un training di potenziamento della competenza narrativa in età prescolare [ABC of Text. A Training Program to Enhance Narrative Skills in Preschool-Age Age]*. Bambini s.r.l. ISBN 979-12-5635-025-4

Proceedings

Roch, M., Florit, E., & Levorato, M. C. (2010). Concurrent and longitudinal predictors of reading comprehension in Down syndrome. *Journal of Applied Research in Intellectual Disabilities*, 23(5), 440-441

Florit, E., Levorato, M. C., & Roch, M. (2009). Individual differences in preschoolers' text comprehension: Contributions of verbal abilities, short-term and working memory. In J. Chandlee, M. Franchini, S. Lord, and M. Rheiner (Eds.), online supplement to the *Proceedings of the 33rd Boston University Conference on Language Development*

Articles submitted and/or under review

Raccanello, D., Florit, E., Vicentini, G., & Burro, R. (2026). *Teachers' effort-based constructive feedback and students' achievement emotions across success and failure: A scenario-based approach* [Manuscript submitted for publication]. Department of Human Sciences, University of Verona.

Bastianello, T., Musso, P., Florit, E., Siletti, F., Cassibba, R., Coppola, G., Rossini, V., Majorano, M., Golinkoff, R., & Lavelli, M. (2026). *Monitoring the Development of Infant Attention and Early Executive Functioning in Educational Contexts: The EEF Rating Scales*. Department of Developmental Psychology and Socialization, University of Padua.

Alleres Otero, L., Natati, A., Florit, E., Majorano, M., Losada-Puente, L., Honrubia Montesinos, C., Gil-Madrona, P. *The impact of pedagogical interventions on language and literacy readiness in preschool children: A systematic review of studies from Spain and Italy*. Universidade da Coruña.

Florit, E., Raccanello, D., Rodà, A., Brondino, M., & Mason, L. (2026). *Cognitive and motivational factors and online multiple-document processing and comprehension in primary school students*. Department of Human Sciences, University of Verona

Invited talks

2025

Raccanello, D., Florit, E., Vicentini, G., & Burro, R.. Primary and lower secondary school students' achievement emotions associated with teachers' feedback. In D. Raccanello & G. Vicentini (Chairs), *Driving research on achievement emotions forward: Insights from primary school to university* [AIP invited symposium]. 21st Biennial European Association for Research on Learning and Instruction Conference, EARLI, August 25–29, Graz, Austria

2024

Florit, E., Barachetti, C., De Carli, P., & Lavelli, M. *Lexical Trajectories in Italian of Toddlers from Low-income Bilingual Immigrant and Monolingual Families*. XXXII Conference of the Italian Psychological Association - Developmental and Education Division, September 19-21, Cagliari, Italy

2023

Florit, E. (Discussant) Invited Symposium- AIP “Raising awareness about online readers’ awareness: digital and reading competence in multiple-text contexts”. [Chair: Christian Tarchi, University of Florence, Italy]. 20th Biennial EARLI Conference, August 22-26, Thessaloniki, Grece

2022

Florit, E. (Discussant) Symposium “Cognitive, linguistic and emotional-relational processes in bilingual children and monolingual peers: Recent research results” [Chairs: Vettori Giulia, Bigozzi Lucia - FORLILPSI Unifi]. XXX Conference of the Italian Psychological Association (All Sections), September 27-30, Padova, Italy

2020

Florit, E., DeCarli, P., Rosati, G., & Mason, L. Comprensione di testi cartacei e digitali in bambini frequentanti la prima classe della scuola primaria [Digital and Printed Text Comprehension in First Graders]. Paper presented at the AIRIPA web conference, September 25-26

2018

Florit, E., De Carli, P., Giunti, G., & Mason, L.. Theory of mind uniquely predicts multiple–text comprehension in fourth and fifth graders. Paper presented at the Invited symposium: “Multiple-Text Comprehension in Students of Different Educational Levels: The Role of Individual and Text Characteristics”, 28th Conference of the Society for Text and Discourse, July 16-19, Brighton, UK

2016

Florit, E., Roch, M., & Levorato, M.C. Does Home Literacy longitudinally account for reading comprehension beyond the Simple View of Reading? Paper presented at the Invited symposium: “Longitudinal prediction of reading comprehension: from preschool through to adolescence”, 23rd Annual Meeting of the Society for the Scientific Study of Reading, July 13-16, Porto, Portugal

2009

Florit, E. & Levorato, M. C. Preschoolers understanding of explicit and implicit information in texts. Paper presented at the Invited symposium: Developmental aspects of reading comprehension of the 2009 Conference of the Society for Text and Discourse, July 26-28, Rotterdam, The Netherlands

Organization of symposia or conferences

5-6 June 2026: Member of the scientific and organizing committee of Giornate CLASTA (Communication and Language Acquisition Studies in Typical and Atypical Populations), XVII Edition, Turin

Florit, E., & Tarchi, C. (Chairs). (2025, July 9-11). *The impact of digital environments on children’s language comprehension*. 35th Annual Meeting of the Society for Text and Discourse, Padua

Florit, E., & Segers, E. (Chairs). (2024). *Children’s reading comprehension in a digital age*. 23rd Annual Meeting of the Society for the Scientific Study of Reading, Denmark, Copenhagen, 10-14 July

Florit, E., & Raccanello, D. (Chairs). (2022). *Digital text comprehension and metacognition: From primary school to university students* [Symposium; Discussant: Traficante, D.]. XXX Conference of the Italian Psychological Association, Padua, Italia

12-13 May 2017: Member of the scientific and organizing committee of Giornate CLASTA (Communication and Language Acquisition Studies in Typical and Atypical Populations), VIII Edition, Padua

Presentations at international conferences

2026

- Florit, E., Barachetti, C., Natati, A. & Majorano, M. (July 16-18). *Patterns of co-occurring parent-child digital and traditional activities and language comprehension in Italian preschoolers*. Paper

accepted at the 33rd Annual Meeting of the Society for the Scientific Study of Reading, Rotterdam, Netherlands

- Santangelo, M., Barachetti, C., Guerzoni, L., Cuda, D., **Florit, E.**, & Majorano, M. (July 1-4). Listening and moving together matters: An online music program enhances expressive vocabulary in children with cochlear implants and supports maternal well-being. Poster accepted at the European Conference on Positive Psychology ECPP, Dublin, Ireland.
- Giulia Bonvicini, G., **Florit, E.**, Barachetti, C., & Majorano, M. (June 24–27). *The role of home literacy environment and SES for early language skills in bilingual preschoolers: Preliminary data from the COPING Project*. Paper accepted at the 35th annual conference of the European Second Language Association (EuroSLA 35), Lisbon, Portugal.
- Dal Maso, S., Barachetti, C., Sartori Barana, E., Dusi, P., Majorano, M., Vender, M, **Florit E.** (June 3-5) Becoming a reader across Languages: Shared reading with bilingual preschoolers in Italy. Paper accepted at the *2nd International ELLRA* (Early Language Learning Research Association), Barcelona, Spain
- Santangelo, M., Barachetti, C., Guerzoni, L., Cuda, D., **Florit, E.**, & Majorano, M. (3-5 June). Music as a language learning resource: An online program promotes vocabulary development of children with cochlear implants and maternal well-being. Paper accepted at the 2nd International ELLRA (Early Language Learning Research Association), Barcelona, Spain.
- **Florit, E.**, Barachetti, C., De Carli, P., Majorano, M., & Lavelli, M. (April 28-30). *Disentangling the impacts of bilingualism and low-income condition on lexical trajectories in toddlers from immigrant families in Italy*. Paper accepted at the Bilingualism Matters Symposium, Milan, Italy.
- Dal Maso, S., Barachetti, C., Sartori Barana, E., Dusi, P., Majorano, M., Vender, M, **Florit E.** (April 28-30). Building bridges between home and library: A shared reading intervention to foster literacy practices in migrant families in Italy. Poster accepted at the *Bilingualism Matters Symposium*, Milan, Italy.

2025

- **Florit, E.**. Reading comprehension on paper and screen in beginning readers: how the medium shapes a complex cognitive ability. Texts Changing Minds — Workshop in Honor of Lucia Mason. Preconference of the Society for Text and Discourse, July 9-11, Padua
- **Florit, E.**, Barachetti, C., & Majorano, M.. *Quality of screen media use in the household and listening text comprehension in Italian preschoolers*. Paper presented at the symposium: The impact of digital environments on children’s language comprehension. 35th Annual Meeting of the Society for Text and Discourse, July 9-11, Padua
- Santangelo, M., **Florit, E.** Barachetti, C., & Majorano, M.. *The effect of an online music program on mother-child behavioral synchrony*. Paper presented at the International Workshop on Early Communication and Language Development, April 2-4, Madrid, Spain

2024

- **Florit, E.**, Raccanello, D., Rodà, A., Brondino, M., & Mason, L. (2024). *Relations between primary school children’s cognitive and motivational skills, processing, and comprehension of digital multiple texts*. Paper presented in the symposium: Children’s reading comprehension in a digital age. 31st Annual Meeting of the Society for the Scientific Study of Reading, July 10-13, Copenhagen, Denmark
- Majorano, M., Persici, V., Bastianello, T., Barachetti, C., & **Florit, E.** (2024). *Vocabulary Development in Children From Immigrant Families In Italy And The Effects Of Environmental Factors*. Paper presented in the symposium: Supporting Language and Literacy in Children from Immigrant Families. 27th Biennial Meeting of the International Society for the Study of Behavioural Development June 16-20, Lisbon, Portugal.
- Fitzpatrick, C., **Florit, E.**, Mason, L. (2024). *Canadian preschooler’s trajectories of screen use and their association with executive functioning at age 5*. Paper presented in the symposium: *Longitudinal perspectives on digital media use and child development: Insights across four multinational samples*. Dillon Browne (Discussant). Symposium accepted at the Life History Research Society Conference. Montréal, Canada

2023

- **Florit, E.**, De Carli, P., Cain, K., & Mason, L. *Reading from Paper, Computers, and Tablets in First Grade: The Role of Comprehension Monitoring*. Paper presented at the 20th Biennial EARLI Conference, August 22-26, Thessaloniki, Greece

2022

- **Florit, E.**, Barachetti, C., Majorano, M. & Lavelli, M. *Linguistic interactions at nursery school as a protective factor for promoting language development of toddlers from low-income families*. Poster presented at the 26th Biennial Meeting of the International Society for the Study of Behavioural Development-ISSBD, June 19-23, Rhodes, Greece
- Vicentini, G., Raccanello, D., **Florit, E.**, Barnaba, V., Rocca, E., Dal Corso, E., & Burro, R. *A Web Application on Earthquake-related Emotional Preparedness: The Role of Achievement Emotions*. Poster presented at the 17th International Conference on Motivation, August 25–27, Dresden, Germany

2021

- Mason, L., **Florit, E.**, & De Carli, P.. *Digital and Printed Text Comprehension in First Graders: The role of Medium and Word Reading Skills* [Poster presentation]. EARLI web conference, August 24-28.
- **Florit, E.**, Domenicale, S., & Mason, L. *First Graders' Reading Text Comprehension from Paper and Screen: A Longitudinal Study on Precursors*. Poster presented at AERA web conference, April 8-12

2019

- Raccanello, **Florit, E.**, D., Brondino, M., & Mason, L.. *Boredom and online multiple-text comprehension in primary school: Mediational and moderating effects*. Paper presented at the 18th Biennial EARLI Conference, August 12-16, Aachen, Germany
- **Florit, E.**, Rosati, G., & Mason, L. *Digital reading in young readers: Advantage or disadvantage for text comprehension?* Poster presented at the 1st SRLD conference, June 7-8 Padua, Italy

2018

- **Florit, E.**, Raccanello, D., Brondino, M., & Mason, L. *Control and value appraisals, emotions, and online multiple-document comprehension in primary school*. Paper presented at the International Conference on Motivation (ICM), August 15-17, Aarhus, Denmark
- Dicataldo, R., **Florit, E.**, & Roch, M. *The role of receptive vocabulary in listening comprehension of Italian-English bilinguals aged 5-7 years*. Poster presented at the 25th Annual meeting of the Society for the Scientific Study of Reading, July 18-21, Brighton, UK
- Dicataldo, R., **Florit, E.**, & Roch, M. *How does receptive vocabulary influence listening comprehension of bilingual children? A study on Italian-English sequential bilinguals aged 5-7 years*. Poster presented at the Child Language Symposium, July 25-July 26 Reading, UK

2017

- **Florit, E.**, De Carli, P., Giunti, G., & Mason, L.. *The role of theory of mind in multiple-text comprehension of primary school children*. Paper presented at the Workshop on Multiple Documents Literacy, October 25-27, Tübingen, Germany
- **Florit, E.**, Cain, K., & Mason, L. *Fourth graders' multiple-text comprehension: which individual component skills are involved?* Paper presented at the 18th European Conference on Developmental Psychology, August 29-September 1, Utrecht, The Netherlands

2016

- **Florit, E.**, & Mason, L. *Fourth graders' multiple-text comprehension: contribution of word reading skills, single text comprehension, and source use*. Poster presented at the Workshop on Multiple Document Literacy, November 13-15, Paris, France

2014

- Moscardino, U., Roch, M., **Florit, E.**, & Levorato, M. C. *Expectations of preschool among Moroccan, Nigerian, and Romanian immigrant mothers in Italy: The role of socioeconomic variables and acculturation attitudes*. Paper presented at 22nd International Congress of Cross-Cultural Psychology, July 15 – 9, Reims, France
- Lavelli, M., Barachetti, C., **Florit, E.**, Breda, L., Brotto, C., Miottello, P. *Improving the quality of parent-child shared book reading: An intervention program addressed to parents of preschoolers*

with specific language impairment. Paper presented at the IASCL conference 2014, July 19 – 24, Amsterdam, The Netherlands

2013

- Roch, M., **Florit, E.**, & Levorato, M. C. *Are individuals with Down syndrome facilitated by the linguistic context for deriving new word meanings?* Paper presented at the UK and Europe Down Syndrome Research Forum, September 16-17, Bristol, UK

2012

- Roch, M., Junyent, A., **Florit, E.**, & Levorato, M. C. *The linguistic profile of monolingual and bilingual children with and without language difficulties*. Paper presented at the sixth meeting COST-ACTION ISO-0804- Language Impairment in a multilingual society: Linguistic patterns and the road to assessment, May 14-16, Berlin, Germany
- **Florit, E.**, & Levorato, M. C. *Telling and Re-telling in Italian Children Learning English as their L2*. Paper presented at the Seventh meeting of the COST-ACTION ISO-0804 - Language Impairment in a multilingual society: Linguistic patterns and the road to assessment, September 19-21, Padua, Italy

2011

- **Florit, E.**, Roch, M., & Levorato, M. C. *Narrative texts comprehension and production in Moroccan, Nigerian and Romanian bilingual preschoolers learning Italian as L2*. The role of narrative practices. Poster presented at the Fifth meeting of the COST-ACTION ISO-0804- Language Impairment in a multilingual society: Linguistic patterns and the road to assessment, November 28-30, Malta

2010

- Levorato, M. C., Roch, M., & **Florit, E.** *Concurrent and longitudinal predictors of listening comprehension and reading skills to reading comprehension: The simple view of reading in Down syndrome*. Poster presented at the “Seventeenth Annual Conference of the Society for the Scientific Study of Reading”, July 7-10, Berlin, Germany

2009

- Levorato, M. C., & **Florit, E.** *Comprehension and production of Italian as second language in Romanian and Nigerian preschool children*. Paper presented at the First meeting of the COST-ACTION ISO-0804- Language Impairment in a multilingual society: Linguistic patterns and the road to assessment, November 16-18, Amsterdam, The Netherlands
- Levorato, M. C. & **Florit, E.** *Text comprehension in preschoolers: The role of lower- and higher-level component skills*. Poster presented at the XIV European Conference on Developmental Psychology (ESDP), August 18-22, Vilnius, Lithuania

2008

- **Florit, E.**, Levorato, M. C., & Roch, M. *Individual differences in preschoolers' text comprehension: contributions of verbal abilities, short-term and working memory*. Poster presented at the 33rd Annual Boston University Conference on Language Development, October 31-November 2, Boston, Massachusetts

Presentations at national conferences: 47 (from 2007 to 2024)

April 2026

Elena Florit, PhD