

SCIENTIFIC CURRICULUM - MANUELA LAVELLI

I. CURRENT POSITION

- Full Professor of Developmental and Educational Psychology, M-PSI/04, Department of Human Sciences, University of Verona
- Coordinator of the Doctoral program in Human Sciences (evaluated as 'Innovative' with International, Intersectoral, and Interdisciplinary characterization, ANVUR 2019-2020-2021), University of Verona

II. EDUCATION AND PREVIOUS POSITIONS

- 1984: B.A. in Philosophy, University of Milano, Cum Laude
1988: M.A. in Psychology, University of Milano, Cum Laude
1989-1995: Consultant in Psychology; research assistant and didactic tutor at the Institute of Psychology, Medicine Faculty, University of Milano
1996-1998: Doctoral program in Research Methods in Psychology, Univ. Milano-University of Utah
1999: Ph.D. in Research Methods in Psychology, University of Milano. Doctoral dissertation: "Visual attention and related expressions during early mother-infant face-to-face communication: The second month transition". Supervisor: Alan Fogel, PhD (University of Utah)
1999-2001: Postdoctoral position at University of Verona, Department of Psychology and C.A. Research program on the relationship between emotion and attention in early infancy, included in a NIHM project (1999-2004). PI: Alan Fogel, PhD
2001-2010: Assistant Professor, and Added Professor (2004-2010) of Developmental and Educational Psychology, M-PSI/04, Faculty of Education Sciences, University of Verona
2011-2016: Associate Professor of Developmental and Educational Psychology, M-PSI/04, Faculty of Education Sciences/Department of Human Sciences-Psychology area, University of Verona
2016- Full Professor of Developmental and Educational Psychology, M-PSI/04, Department of Human Sciences-Psychology area, University of Verona

III. INSTITUTIONAL RESPONSIBILITIES

- Coordinator of the PhD program in Human Sciences, from 2.3.2016
- Supervisor of PhD students and a post-doc researcher in Developmental Psychology
- Director of the SLD (Social & Language Development) Lab, <http://sites.dsu.univr.it/sldlab>
- Responsible for research cooperation with:
 - a) Department of Culture and Development, University of Osnabrück, Germany (Cooperation Agreement 11.29.2010-11.28.2015);
 - b) Communication Sciences Lab, Department of Child and Adolescent Psychiatry, Columbia University Medical Center, New York, NY (5-year-Cooperation Agreement from 3.23.2017);
 - c) Crane Center for Early Childhood Research and Policy, College of Education and Human Ecology, The Ohio State University, Columbus, OH (5-year-Cooperation Agreement from 3.9.2017);
 - d) Department of Child's Neuropsychiatry, ULSS3, Bassano del Grappa, VI (Cooperation Agreement 7.4.2012-7.3.2014);
 - e) SOSTE Social Cooperative Enterprise, Eco-Motor Nursery School Section, Pergine Valsugana, TN (Cooperation Agreement 5.14.2015-5.13.2020);
 - f) Verona Municipality-Department of Educational Policies, Nursery School Section (5-year-Cooperation Agreement from 12.6.2016).
- Teaching (a) 'Developmental and Educational Psychology', undergraduate course in Educational Sciences; (b) 'Observational Methods to Study Infant and Child Behavior', graduate course in Educational Sciences; (c) Seminars on Research Methodology, doctoral program in Human Sciences

- Department referent for SUA-RD (system for evaluating the research quality in Departments of Italian Universities) and for the Research Committee (2014-2015)
- Member of the Department Board (2012-2015)

IV. RESEARCH ACTIVITY

Research Areas of Interest

1. Methods to study change processes

Studies in collaboration with A. Fogel (University of Utah), H. Hsu (University of Georgia), D. Messinger (University of Miami), A. Pantoja-Garvey (American River College, CA):

- Application of dynamic systems principles to study developmental transition (publications: Lavelli & Fogel, 2002)
- Microgenetic research designs and combination of quantitative and qualitative analyses to study developmental changes and individual differences in developmental trajectories (publications: Lavelli, Pantoja, Hsu, Messinger, & Fogel, 2005/2008; Lavelli & Fogel, 2013)

2. Early co-regulated processes in parent-infant interaction and infant emotional development

Studies in collaboration with international research groups in Infant Research:

2.1 The relationship between attention and emotion during early mother-infant face-to-face communication: The 2-month-transition.

In collaboration with A. Fogel (University of Utah), within a 5-year-research project funded by NIMH, USA (main publications: Lavelli & Fogel, 2002, 2005; Lavelli, 2007)

2.2 Interdyad differences in real-time dynamics and developmental pathways of mother-infant communication.

In collaboration with A. Fogel (University of Utah) (main publications: Lavelli, 2005, 2010; Lavelli & Barachetti, 2010; Lavelli & Fogel, 2013)

2.3 Cross-cultural studies, in collaboration with H. Keller (University of Osnabrück, Germany, & Hebrew University of Jerusalem), J. Kärtner (University of Münster, Germany), P. Döge (PhD student, University of Osnabrück), C. Carra (PhD student, University of Verona (UniVR)), G. Rossi (University of Milano-Bicocca):

- Early development of intersubjectivity: Universality and cultural specificity (publications: Hsu & Lavelli, 2005; Lavelli, 2009; Carra & Lavelli, 2013; Carra, Lavelli, Keller, & Kärtner, 2013; Carra, Lavelli, & Keller, 2014; Lavelli, Carra, Rossi, & Keller, 2019)
- Parenting beliefs and behaviors in immigrant families (publications: Lavelli, Döge, & Bighin, 2016)

2.4 Parent-infant relationships at risk: Preterm infants, preterm parents.

In collaboration with B. Beebe (Columbia University, New York), A. Stefana (PhD student, UniVR), NICU (Neonatal Intensive Care Unit) at Verona hospital, S.H. Lee (Nathan Kline Institute, New York) (publications: Stefana & Lavelli, 2016a; Stefana & Lavelli, 2016b; Stefana & Lavelli, 2017; Stefana, Padovani, Biban, & Lavelli, 2018; Stefana & Lavelli, 2018; Stefana, Lavelli, Rossi, & Beebe, 2019; Cena et al., 2021; Stefana, Padovani, Biban, & Lavelli, 2021; Lavelli, Stefana, Lee, & Beebe, 2022).

3. Parent-child interaction and communication and language development in typical, atypical, and at-risk populations

3.1 Studies with preschool children with Developmental Language Disorder (DLD), in collaboration with the Units of Speech-Language Therapy (ULSS 22 Bussolengo-VR, ULSS 2 Feltre-BL, ULSS 3 Bassano del Grappa-VI), C. Barachetti (postdoc, UniVR), M. Majorano, E. Florit (UniVR); Italian PRIN network with University of Bologna (A. Sansavini) and CNR Rome (C. Caselli):

- The relationship between gestures and words in children with SLI/DLD (publications: Lavelli, Barachetti, & Florit, 2015; Lavelli & Majorano, 2016)
- Maternal input and linguistic support to children with SLI/DLD during shared book reading (publications: Barachetti & Lavelli, 2011; Majorano & Lavelli, 2014; Majorano & Lavelli, 2015)
- Designing, implementing, and evaluating an intervention program with parents of children with SLI/DLD (publications: Lavelli et al., 2019)

- 3.2 Studies with infants and young children with Cochlear Implants (CIs)**, in collaboration with ‘Guglielmo da Saliceto’ Hospital (Piacenza), M. Majorano (UniVR), M. Vihman (University of York, UK), C. Yoshinaga-Itano (University of Colorado, Boulder), Marika Morelli (PhD student, UniVR):
- Maternal input, linguistic support to children with CIs (publications: Majorano et al., 2018; Majorano et al., 2019; Persici et al., 2022)
 - Effectiveness of conversational strategies with children with CIs in different contexts (publications: Lavelli et al., 2018)
 - Early lexical development in children with CIs from pre-implantation until 12 months after CI activation (publications: Majorano et al., 2020; Majorano et al., 2021)
- 3.3 Studies with monolingual/Italian and bilingual/immigrant toddlers from low-income families**, in collaboration with Verona Municipality-Department of Educational Policies-Nursery School and Preschool Section, C. Barachetti (postdoc, UniVR), M. Majorano, G. Messetti (UniVR), L. Justice, K. Purtell, H. Jiang (The Ohio State University):
- Rate of lexical acquisition in toddlers from Italian and immigrant low-income families: Correlates and outcomes (publications: Barachetti, Majorano, Rossi, & Lavelli, 2021).
 - Home language activities in Italian and immigrant low-income families (publications: Florit, Barachetti, Majorano, & Lavelli, 2021).
 - Linguistic interactions at Nursery School and language acquisition of toddlers from low-income bilingual and monolingual families (publications: Florit et al., submitted).

Granted Research Projects

- 2004-2006: PRIN (Project of National Interest) 2004 “Development of mother-infant communication in the first months of life: Normal and at risk pathways”, co-funded by the Italian Ministry of University and Research (MIUR) and UniVR. P.I. Research Unit of Verona, in collaboration with Research Units of Bologna (National Coord.), Ferrara, and Calabria Univ.
- 2010-2012: PRIN (Project of National Interest) 2008 “Gestures and words in shared picture-book reading with preschoolers with specific language impairment: Analysing parent-child interaction to promote effective conversational strategies”, co-funded for 2010-2012 by MIUR and UniVR. P.I. Research Unit of Verona, in collaboration with Research Units of Bologna (National Coord.) and National Council of Research (CNR), Rome.
- 2010-2013: P.I. of the international research project “Early development of intersubjectivity: Universality and cultural specificity”, funded by UniVR (call for Doctoral Internationalization) and by German Research Foundation, grant KE263/41. In collaboration with C. Carra (UniVR), H. Keller, P. Döge (and ‘Culture and Development’ research group, University of Osnabrück, DE), J. Kärtner (University of Münster, DE), M. Gratier (Université Paris-Ouest Nanterre La Défense), Z. Papaligoura (Aristotle University of Thessaloniki), G. Rossi (Univ Milano-Bicocca).
- 2014-2017: P.I. of a local research project “Eco-motor nursery schools: Motor skills, social competence, and emotion regulation”, funded with a Ph.D. grant by SOSTE Social Cooperative Enterprise.
- 2016- : P.I. of the international research project “Parent-infant relationships at risk: Preterm infants, preterm parents”, in collaboration with A. Stefana (Univ Verona), B. Beebe (Communication Sciences Lab, Columbia University, New York). Visiting Researcher at the New York State Psychiatric Institute, Columbia University, for two 2-month periods (May-June 2016 + May-June 2018)-Outgoing Mobility funded by the Cooperint Programs 2015 and 2017; other funds by the Bernard and Esther Besner Infant Research Fund to B. Beebe.
- 2019- : P.I. of the research project “Rate of lexical acquisition in toddlers from Italian and immigrant low-income families: Correlates and outcomes”, SLD Lab-UniVR in collaboration with Verona Municipality-Department of Educational Policies, Nursery School Section (R. Zerbato, E. Antolini) and Crane Center for Early Childhood Research and Policy, Ohio State University (OSU) (L. Justice, K. Purtell, H. Jiang). Visiting Researcher at the Crane Center-OSU (M. Lavelli) and at UniVR (L. Justice) for a 2-month period (May-June 2020-postponed)- Outgoing and Incoming Mobility funded by the Cooperint Program 2019.

2021- : P.I. of the national research project “The crucial closeness: Riorganizing Childcare Centres in safety”, MUR-FIRS 2020– research projects of strategic importance (Covid-19), funded by the Italian Ministry of University and Research (MUR); in collaboration with Research Unit of Bari.

Bibliometric Indicators of Quality and Impact of Publications (Scopus 02/01/2022)

- Indexed articles number, last 10 years = 29 (total 37) – threshold for Commissioner M-PSI/04 = 18
- Citations number, last 15 years = 686 (total 727) – threshold for Commissioner M-PSI/04 = 146
- H-index, last 15 years = 13 (total 15) – threshold for Commissioner M-PSI/04 = 8

Visiting Researcher

1997-1998: Fogel Infant Lab, Department of Psychology, University of Utah, USA
2003, August-September: Fogel Infant Lab, Dept. of Psychology, University of Utah
2010, May: Dept. of Culture and Development, University of Osnabrück, Germany
2016, May-June: Communication Sciences Lab, NYSPI/Columbia University, New York
2018, May-June: Communication Sciences Lab, NYSPI/Columbia University, New York
2020, April-May: Crane Center for Early Childhood Research and Policy, The Ohio State University
(*postponed due to Covid-19 emergency*)

Awards and Invited Talks

1998: AIP (Italian Association of Psychology) award for the best study presented by young researchers at the XII Italian Meeting of Developmental Psychology, Bressanone (BZ)
1999: AIP award for the best Doctoral dissertation in Psychology
Invited Lectures and seminars
1997: 3-day-seminar on “THE OBSERVER in psychological research”, Department of Psychology, University of Turku, Finland, April 28-30
1999-2000: Lectures on theoretical and methodological perspectives in studying mother-infant interaction, University of Rome ‘La Sapienza’, Univ. Milano-Bicocca, Univ. Padua/Cognitive Sciences Unit, Univ. Bologna
2002: “Developmental changes and individual differences in early mother-infant communication”, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany, May 3rd
2007-2008: Lectures on “Intersubjectivity: Origins and early development”, Univ. Macerata; CPAT School in Psychoterapy, Milan; SIPI, Naples; Ester Institute for Education Studies, Naples; Univ. Milano-Bicocca; Univ. Verona; Paediatricians’ Cultural Association (ACP), Turin; Univ. Padua
2010: “Using microgenetic designs to study the early development of interpersonal relationships”, ESRC (Economic and Social Research Council-National Centre for Research Methods, UK)/BPS (British Psychological Society) Microgenetic Workshop, Goldsmith’s College, London, September 11-12; “Developmental changes and real-time dynamics in mother-infant communication: A microgenetic study”, British Psychological Society (BPS)-Developmental Psychology Section Conference, Goldsmith’s College, London, September 12
2011: “Intersubjectivity at first steps”, University of Pavia, April 15; “Co-regulation of attention and emotion during shared book reading with preschoolers with SLI”, University of Rome ‘La Sapienza’, September 29
2012: “Shared book reading with preschoolers with typical/atypical language development: Parental input and children’s responsiveness”, International Multi-disciplinary Workshop, Center for Interdisciplinary Research (ZiF), University of Bielefeld, Germany, March 22-23
2013: “Early development and intersubjectivity”, International, Interdisciplinary Workshop, Concordia University, Montréal, Canada, May 31-June 2
2016: “A dynamic systems perspective to study developmental processes of mother-infant relationship”, Univ. Milano-Bicocca, March 12; “Studying parents’ communication with very preterm infants in the NICU: The contribution of microanalysis”, Columbia University, New York, May 31

- 2017: "Communication dynamics between mothers and children with language impairments: Effects of gestural support for language production", Paderborn University, Germany, March 2; "A microgenetic approach to study change processes", University of Bologna, June 9
- 2018: "Developmental changes and real-time dynamics in early mother-infant communication: Microanalytic studies with typical and at-risk dyads", Pace University, New York, June 12

Editorial Board and Scientific Committees

Scientific Director of the Editorial Series "Prima Infanzia", Carocci, from 03.2019-

Member of the Editorial Board of *Applied Psychology Bulletin* (Giunti O.S. Psychometrics), from 03.2017-

Member of the Editorial Scientific Committee for the Series "Crescendo. Studi, ricerche e strumenti in Psicologia dello Sviluppo e dell'Educazione", Junior Publisher, from 09.2013-

Reviewer Service

Ad hoc reviewer for international journals: *Developmental Psychology*, *Child Development*, *Infant Behavior and Development*, *Infant & Child Development*, *Early Child Development and Care*, *Journal of the American Academy of Child & Adolescent*, *Journal of Cross-Cultural Psychology*, *International Journal of Language & Communication Disorders*, *Journal of Speech, Language, & Hearing Research*, *Journal of Family Issues*, *Journal of Nonverbal Behavior*

Ad hoc reviewer for Italian journals in international databases: *Psicologia Clinica dello Sviluppo*, *Giornale Italiano di Psicologia*, *Età Evolutiva*, *Ricerche di Psicologia*

Ad hoc reviewer for international and national Conferences: ICIS 2000, Brighton; Int. Conf. "Enacting Intersubjectivity", Lugano 2000; AIP Conference-Developmental Psychology (annually from 2006-)

Ad hoc grant reviewer: evaluation of strategic interdepartment research projects, University of Bologna

REPRISE Reviewer: Reviewer for VQR (system for evaluating the research quality in Italian Universities) 2004-2010, 2011-2014, 2015-2019 M-PSI/04, Developmental Psychology

Memberships

1995- : Italian Association of Psychology (AIP), Developmental Psychology Section

1996- : European Society of Developmental Psychology (ESDP)

1998- : International Congress on Infant Studies (ICIS)

2011- : International Association for Studies on Child Language (IASCL)

2013- : Communication & Language Acquisition Studies in Typical & Atypical populations (CLASTA)

V. TEACHING EXPERIENCE

1999-2001: Temporary Professor for teaching *Observational Methods to Study Child Behavior* at the Faculty of Educational Sciences, undergraduate courses in Psychology and in Primary Education Sciences, University of Urbino

2001-2010: Assistant Professor and Added Professor (2004-2010) of Developmental and Educational Psychology, M-PSI/04, at the Faculty of Education Sciences, University of Verona. Courses:

- *Developmental Psychology*, undergraduate course in Educational Sciences, 2001/02-2007/08; undergraduate course for future preschool and primary school teachers, 2008/2009;
- *Psychology of Communication and Language Development*, undergraduate course in Educational Sciences, 2001/02;
- *Developmental Psychology*, within the undergraduate course of *Developmental and Educational Psychology* at the Faculty of Motor Sciences, 2002/03;
- *Observational Methods to Study Child Behavior*, graduate course in Educational Sciences, 2003/04-2009/10;

- *Observational Methods*, Doctoral Program in Educational Sciences, 2004-2005
 - *Research Methods in Psychology*, Doctoral Program in Educational Sciences, 2006-2010
- 2011-2015: Associate Professor and, from
- 2016-ongoing: Full Professor of Developmental and Educational Psychology, M-PSI/04, Faculty of Education Sciences/currently Department of Human Sciences, University of Verona. Courses:
- Undergraduate courses:**
- *Developmental and Educational Psychology*, course in Educational Sciences for future teachers in Nursery School
 - *Developmental and Educational Psychology*, course for future teachers in Preschool and Primary School
- Graduate courses:**
- *Observational Methods to Study Infant and Child Behavior*, graduate course in Educational Sciences
- Doctoral program** in Human Sciences:
- Groups of Seminars on *Devising a Research Project, Observing and Analysing Early Social Interactions, Mixed Methods*
- Specialization courses:**
- *Early Development of Intersubjectivity and Social Cognition*, specializ. course for Coordinators of Nursery Schools
 - *Social Interaction and Motor Development during the First Year of Life*, specializ. course for Experts in Early Psychomotor Activities
 - *Learning Impairments and Emotion Regulation Impairments*, specializ. course on Specific Learning Impairments

VI. PUBLICATIONS

Peer-reviewed articles in international journals

1. Lavelli, M., Stefana, A., Lee, S. H., & Beebe, B. (2022). Preterm infants contingent communication in the NICU with mothers vs. fathers. *Developmental Psychology*, 58(2), 270-285.
<https://doi.org/10.1037/dev0001298>. 5-Year-IF 5.620, JR Q1 (SC Developmental and Educational Psychology).
2. 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*, accepted for publication on February 22.
3. Andalò, B., Rigo, F., Majorano, M., Rossi, G., & Lavelli, M. (2021). Do Motor Skills Impact on Language Development between 18 and 30 months of age? *Infant Behavior & Development*, 66:101667, online first publication: November 24, 2021.
<https://doi.org/10.1016/j.infbeh.2021.101667>. 5-Year-IF 2.666, JR Q2 (SC Developmental and Educational Psychology).
2. Stefana, A., Padovani, E. M., Biban, P., & Lavelli, M. (2021). Fathers' experiences of supporting their partners during their preterm infants' stay in the neonatal intensive care unit: A multi-method study. *Journal of Perinatology*, published online: 01 September 2021.
<https://doi.org/10.1038/s41372-021-01195-3>. 5-Year-IF 3.021, JR Q1 (SC Pediatrics, Perinatology and Child Health).
3. Majorano, M., Guerzoni, L., Murri, A., Ferrari, R., Brondino, M., Lavelli, M., Cuda, D., Yoshinaga-Itano, C., & Morelli, M. (2021). Do acoustic environment characteristics affect the language development of children with CIs? A longitudinal study before and after CI activation. *American*

Journal of Audiology, published online: 17 June 2021. https://doi.org/10.1044/2021_AJA-20-00104. 5-Year-IF 1.755, JR Q2 (SC Speech and Hearing).

4. Barachetti, C., Majorano, M., Rossi, G., Antolini, E., Zerbato, R., & Lavelli, M. (2021). Bilingual vocabulary production in toddlers from low-income immigrant families: evidence from children exposed to Romanian-Italian and Nigerian English-Italian. *Journal of Child Language*, online first publication April 22, 2021. <https://doi.org/10.1017/S0305000921000222>. 5-Year-IF 2.034, JR Q1 (SC Language and Linguistics).
5. Cena, L., Biban, P., Janos, J., Lavelli, M., Langfus, J., Tsai, A., Youngstrom, E. A., & Stefana, A. (2021). The collateral impact of COVID-19 emergency on neonatal intensive care units and family-centered care: Challenges and opportunities. *Frontiers in Psychology*, 12:630594. <https://doi.org/10.3389/fpsyg.2021.630594>. 5-Year-IF 2.693, JR Q1 (SC Psychology, miscellaneous).
6. 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*, Special Issue on "The First 1000 Days of Life: Investigating Early Markers for Promoting Healthy Language Development" (Co-Eds. Roch, Sansavini, Macchi-Cassia), 18(1):296. <https://doi.org/10.3390/ijerph18010296>. 5-Year-IF 3.127, JR Q1 (SC Public, Environmental & Occupational Health).
7. Majorano, M., Brondino, M., Morelli, M., Ferrari, R., Lavelli, M., Guerzoni, L., Cuda, D., Persici, V. (2020). Preverbal production and early lexical development in children with cochlear implants: A longitudinal study following pre-implanted children until 12 months after cochlear implant activation. *Frontiers in Psychology, Developmental Psychology section*, 11:591584. <https://doi.org/10.3389/fpsyg.2020.591584>. 5-Year-IF 2.693, JR Q1 (SC Psychology, miscellaneous).
8. Stefana, A.*, Lavelli, M., Rossi, G., & Beebe, B. (2020). Interactive sequences between fathers and preterm infants in the Neonatal Intensive Care Unit. *Early Human Development*, 140, 104888. <https://doi.org/10.1016/j.earlhumdev.2019.104888>. 5-Year-IF 2.455, JR Q1 (SC Pediatrics, Perinatology and Child Health).
9. Lavelli, M., Carra, C., Rossi, G., & Keller, H. (2019). Culture-specific development of early mother-infant emotional co-regulation: Italian, Cameroonian, and West African immigrant dyads. *Developmental Psychology*, Special Issue on "New Perspectives on the Development of Human Emotion" (Co-Eds. Pollak, Camras, Cole), 55(9), 1850-1867. <https://doi.org/10.1037/dev0000696>. 5-Year-IF 4.798, JR Q1 (SC Developmental and Educational Psychology).
10. Lavelli, M., Barachetti, C., Majorano, M., Florit, E., Brotto, C., & Miottello, P. (2019). Impacts of a parent-based shared book reading intervention for Italian-speaking children with developmental language disorder. *International Journal of Language & Communication Disorders*, 54, 565-579. <https://doi.org/10.1111/1460-6984.12460>. 5-Year-IF 2.084, JR Q1 (SC Linguistics).
11. Majorano, M., Bastianello, T., Morelli, M., Lavelli, M., & Vihman, M. M. (2019). Vocal production and novel word learning in the first year. *Journal of Child Language*, 46, 606-616. <https://doi.org/10.1017/S0305000918000521>. 5-Year-IF 2.070, JR Q1 (SC Linguistics).
12. Lavelli, M., Majorano, M., Guerzoni, L., Murri, A., Barachetti, C., & Cuda, D. (2018). Communication dynamics between mothers and their children with cochlear implants: Effects of maternal support for language production. *Journal of Communication Disorders*, 73, 1-14. <https://doi.org/10.1016/j.jcomdis.2018.03.001>. 5-Year-IF 1.784, JR Q1 (SC Linguistics).
13. Stefana, A.*, Padovani, E. M., Biban, P., & Lavelli, M. (2018). Fathers' experiences with their preterm babies admitted to neonatal intensive care unit: A multi-method study. *Journal of*

- Advanced Nursing*, 74, 1090-1098. <https://doi.org/10.1111/jan.13527>. 5-Year-IF 2.612, JR Q1 (SC Nursing).
14. Majorano, M., Guidotti, L., Guerzoni, L., Murri, A., Morelli, M., Cuda, D., & Lavelli, M. (2018). Spontaneous language production of Italian children with cochlear implants and their mothers in two interactive contexts. *International Journal of Language & Communication Disorders*, 53, 70-84. <https://doi.org/10.1111/1460-6984.12327>. 5-Year-IF 2.084, JR Q1 (SC Linguistics).
 15. Stefana, A.*, & Lavelli, M. (2018). What is hindering research on psychological aspects of fathers of premature infants? *Minerva Pediatrica*, 70, 204-206. <https://doi.org/10.23736/S0026-4946.16.04618-1>. 5-Year-IF 0.602, JR Q4 (SC Pediatrics).
 16. Stefana, A.*, & Lavelli, M. (2017). Parental engagement and early interactions with preterm infants during the stay in the Neonatal Intensive Care Unit: Protocol of a mixed-method and longitudinal study. *BMJ Open*, 7:e013824, 1-8. <https://doi.org/10.1136/bmjopen-2016-013824>. 5-Year-IF 2.735, JR Q1 (SC Medicine, General & Internal).
 17. Lavelli, M., & Majorano, M. (2016). Spontaneous gesture production and lexical abilities in children with specific language impairment in a naming task. *Journal of Speech, Language, and Hearing Research*, 59, 784-796. https://doi.org/10.1044/2016_JSLHR-L-14-0356. 5-Year-IF 2.327, JR Q1 (SC Linguistics).
 18. Lavelli, M., Döge, P., & Bighin, M. (2016). Developmental goals of immigrant mothers from diverse cultures and of their children's preschool teachers in Italy. *Journal of Cross-Cultural Psychology*, 47, 197-214. <https://doi.org/10.1177/0022022115616870>. 5-Year-IF 2.382, JR Q1 (SC Cultural Studies).
 19. Lavelli, M., Barachetti, C., & Florit, E. (2015). Gestures and speech during shared book reading with preschoolers with specific language impairment. *Journal of Child Language*, 42, 1191-1218. <https://doi.org/10.1017/S0305000914000762>. 5-Year-IF 1.528, JR Q1 (SC Linguistics).
 20. Majorano, M., & Lavelli, M. (2015). Sophisticated vocabulary in maternal input to children with specific language impairment during shared book reading. *Journal of Communication Disorders*, 53, 1-16. <https://doi.org/10.1016/j.jcomdis.2014.10.001>. 5-Year-IF 1.793, JR Q1 (SC Linguistics).
 21. Carra, C.*, Lavelli, M., & Keller, H. (2014). Practices of body stimulation during the first 3 months: Ethnotheories and behaviors of Italian mothers and West African immigrant mothers. *Infant Behavior & Development*, 37, 5-15. <https://doi.org/10.1016/j.infbeh.2013.10.004>. IF 1.349, JR Q2 (SC Developmental and Educational Psychology).
 22. Majorano, M., & Lavelli, M. (2014). Maternal input to children with specific language impairment during shared book reading: Do mothers tune their language to their children's production? *International Journal of Language & Communication Disorders*, 49, 204-214. <https://doi.org/10.1111/1460-6984.12062>. IF 1.471, JR Q1 (SC Linguistics).
 23. Lavelli, M., & Fogel, A. (2013). Interdyad differences in early mother-infant face-to-face communication: Real-time dynamics and developmental pathways. *Developmental Psychology*, 49, 2257-2271 + supplemental material pp. 19. <https://doi.org/10.1037/a0032268>. IF 3.782, JR Q1 (SC Developmental and Educational Psychology).
 24. Carra, C.*, Lavelli, M., Keller, H., & Kärtner, J. (2013). Parenting infants: Beliefs and behaviors of Italian mothers and immigrant mothers from West Africa. *Journal of Cross-Cultural Psychology*, 44, 1304-1320. <https://doi.org/10.1177/0022022113486004>. IF 1.746, JR Q1 (SC Cultural Studies).
 25. Barachetti, C.*, & Lavelli, M. (2011). Responsiveness of children with specific language impairment and maternal repairs during shared book reading. *International Journal of Language & Communication Disorders*, 46, 579-591. <https://doi.org/10.1111/j.1460-6984.2011.00032.x>. IF 1.946, JR Q1 (SC Linguistics).

26. Barachetti, C.*, & Lavelli, M. (2010). Preschoolers' communicative functions during shared book reading with fathers and mothers. *Early Education and Development*, 21, 595-613. <https://doi.org/10.1080/10409280903150336>. IF 0.814, JR Q1 (SC Education).
27. Lavelli, M., & Fogel, A. (2005). Developmental changes in the relationship between the infant's attention and emotion during early face-to-face communication: The 2-month transition. *Developmental Psychology*, 41, 265-280. <https://doi.org/10.1037/0012-1649.41.1.265>. IF 3.421, JR Q1 (SC Developmental and Educational Psychology).
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