

PERSONAL INFORMATION

Address	Faculty of Psychology, Vita-Salute San Raffaele University Via Olgettina Milano, 58, 20132 Milan (Italy)
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E-mail	tobia.valentina@unisr.it
Place and date of birth	Milan (Italy) - July 7, 1983
Nationality	Italian

ACADEMIC APPOINTMENTS

- 01/03/2022 – present Associate Professor in Developmental and Educational Psychology – Faculty of Psychology, Vita-Salute San Raffaele University, Italy
- 01/03/2019 – 27/02/2022 Assistant Professor in Developmental and Educational Psychology – Faculty of Psychology, Vita-Salute San Raffaele University, Italy
(maternity leave: 14/06/2021 – 15/11/2021)
- 01/01/2015 – 28/02/2019 Post-Doctoral Research Fellow in Developmental Psychology – Department of Psychology, University of Milano-Bicocca, Italy
Project: *“Preschool intervention with children at risk of developing learning difficulties in mathematics”*
(maternity leave: 08/04/2017 – 09/09/2017)

EDUCATION

- 22/01/2014: Ph.D. in “Experimental Psychology, Linguistics and Cognitive Neuroscience” (XXV cycle); Thesis: *“Cognitive profiles of typical and atypical readers: Evidence from the Italian orthography”*. Department of Psychology, University of Milano-Bicocca. Supervisor: Prof. Gian Marco Marzocchi
- 12/05/2010: Qualified for the profession of psychologist.
- 19/11/2008: Master's Degree in School and Educational Psychology. Thesis: *“Theory of mind and social competence assessed by peers: A study”*. Department of Psychology, University of Milano-Bicocca. Supervisor: Prof. Dario Varin
- 10/07/2006: Bachelor's degree in Psychology. Thesis: *“Morphological Processing of Nouns and Verbs: Lexical Priming in Reading”*. Department of Psychology, University of Milano-Bicocca. Supervisor: Prof. Claudio Luzzatti

RESEARCH INTERESTS

Learning; specific learning disorders; cognitive development; school wellbeing; peer relationships; student-teacher relationships; interactions between cognition and emotions.

SCIENTIFIC TRAINING

- 16/07/2018 – 26/09/2018 - Visiting scholar at the Florida International University (United States). Supervisor: Prof. Paulo Graziano.

05/12/2017 – 13/12/2017 - Visiting scholar at the Institute for Research and Innovation in Bioengineering (i3B – Valencia, Spain). Supervisor: Prof. Mariano Alcañiz Raya

05/04/2016 – 09/04/2016 - Visiting scholar at the University Blaise Pascal, Clermont-Ferrand (France). Supervisor: Prof. Sylvie Droit-Volet.

06/03/2015 – 08/03/2015 - Winter school “Introduction to structural equation modeling with Mplus”. Centro di Psicologia Integrata per il Benessere. Rome, Italy

23/06/2013 – 26/06/2013 - Visiting PhD student at St. John’s College, Oxford (UK). Supervisor: Prof. Margaret J. Snowling.

25/08/2012 – 30/08/2012 - Summer school “Sixth European Graduate School on Literacy Acquisition”. Egmond aan Zee; sponsored by Behavioural Science Institute, Radboud University Nijmegen.

16/05/2011 – 18/11/2011 - Visiting PhD student at the Centre for Reading and Language, University of York. Supervisor: Prof. Margaret J. Snowling.

20/09/2010 – 23/09/2010 - Summer School on “Structural Equation Modeling with longitudinal data”. University of Chieti, Italy

PROFESSIONAL AND RESEARCH EXPERIENCE

2010-2025

Developmental psychologist. Main activities:

- assessment for Specific Learning Disorders and learning difficulties c/o Ospedale San Raffaele Turro;
- school psychologist services;
- training courses for teachers from kindergarten to high school, and for professionals working in education, on topics related to learning difficulties, relationships and emotions in the school context, and cognitive and emotional development.
- kindergarten and primary school screenings for indicators of risk for specific learning disorders;
- laboratories for children and adolescents, with specific learning disorders or learning difficulties, on topics related to self-regulated learning, learning strategies and technology-based instruments for supporting learning.

2016

Research consultant for the project *OPENTEQ-Opening the Black box of Teacher Quality*. Department of Political and Social Science, Catholic University of the Sacred Heart, Milan. Coordinator: Dr. Gianluca Argentin. Funded by the Ministry of Education, University and Research (Scientific Independence of young Researchers-SIR).

2015

Research consultant for the project *Reading processes in preterm children, dyslexic children and typical readers*. Department of Psychology, University of Bologna. Coordinator: Prof. Annalisa Guarini. Funded by the Ministry of Education, University and Research (FARB).

2014-2015

Collaboration to the project *LOGOS: Screening for early indicators of risk of language problems and specific learning disorders*. L.A.D.A. - Department of Psychology, University of Bologna. Coordinator: Dr. Paola Bonifacci. Funded by the municipality of Bologna, Italy.

2014

Research consultant for the project *Family reunions (Efficacy of family reunions in preventing school maladjustment)*. ESSE S.r.l. Coordinator: Dr. Gianluca Argentin.

TEACHING AND SUPERVISING EXPERIENCE

a.a. 2018/2019 – 2024/2025

Teacher for the course *Fondamenti di psicologia dello sviluppo [Foundamentals of Developmental Psychology]* (40 hours). Undergraduate degree course in Psychological Sciences and Techniques, Faculty of Psychology, Vita-Salute San Raffaele University, Italy.

Teacher for the course *I contesti dello sviluppo dall'infanzia all'adolescenza [Context of development from infancy to adolescence]* (40 hours). Master's degree course in Psychology, Faculty of Psychology, Vita-Salute San Raffaele University, Italy.

Teacher for the laboratory *I Disturbi Specifici dell'Apprendimento [Specific Learning Disorders]* (20 hours). Master's degree course in Psychology, Faculty of Psychology, Vita-Salute San Raffaele University, Italy.

a.a. 2018/2019

Teacher for the laboratory *Strumenti di valutazione delle competenze e dei disturbi cognitivi [Instruments for the assessment of cognitive skills and disorders]* (24 hours). Master's degree course in Developmental and Educational Psychology, Department of Psychology, University of Milano-Bicocca, Italy.

a.a. 2017/2018

Teacher for the laboratory *Strumenti di valutazione delle competenze e dei disturbi cognitivi [Instruments for the assessment of cognitive skills and disorders]* (24 hours). Master's degree course in Developmental and Educational Psychology, Department of Psychology, University of Milano-Bicocca, Italy.

Teacher for the course *Psicologia [Psychology]* (18 hours + 18 hours for e-learning activities). Teacher training for the acquisition of 24 credits in anthro-psycho-pedagogical disciplines and in teaching methodologies and technologies. University of Milano-Bicocca, Italy.

Teacher for the course *Modelli integrati di intervento psico-educativi per la disabilità intellettiva e dei disturbi generalizzati dello sviluppo (scuola secondaria) [Integrated models of psycho-educational intervention for intellectual disability and generalized developmental disorders (secondary school)]* (15 hours) and teacher for the course *Psicologia dello sviluppo, dell'educazione e dell'istruzione: modelli di apprendimento (infanzia e primaria) [Developmental and educational psychology: learning models (kindergarten and primary school)]* (15 hours). Teacher training course for obtaining the specialization for educational support activities for students with disabilities in kindergartens, primary, and secondary schools. Department of Human Sciences, University of Verona.

a.a. 2016/2017

Teacher for the laboratory *Strumenti di valutazione delle competenze e dei disturbi cognitivi [Instruments for the assessment of cognitive skills and disorders]* (24 hours). Master's degree course in Developmental and Educational Psychology, Department of Psychology, University of Milano-Bicocca, Italy.

Teacher for the course *Psicologia della disabilità e della integrazione scolastica - Esercitazioni [Psychology of disability and school integration - Practice]* (16 hours). Master's degree course in Developmental and Educational Psychology, Department of Psychology, University of Milano-Bicocca, Italy.

a.a. 2015/2016

Teacher for the course *Psicologia della disabilità e della integrazione scolastica - Esercitazioni [Psychology of disability and school integration - Practice]* (16 hours). Master's degree course in Developmental and Educational Psychology, Department of Psychology, University of Milano-Bicocca, Italy.

Teacher for the laboratory *Strumenti di valutazione delle competenze e dei disturbi cognitivi [Instruments for the assessment of cognitive skills and disorders]* (24 hours). Master's degree course in Developmental and Educational Psychology, Department of Psychology, University of Milano-Bicocca, Italy.

Teacher for the laboratory *Strumenti di valutazione delle competenze e dei disturbi cognitivi dello sviluppo [Instruments for the assessment of cognitive skills and disorders in developmental age]* (24 hours). Master degree course in Clinical and Developmental Psychology and Neuropsychology, Department of Psychology, University of Milano-Bicocca, Italy.

a.a. 2014/2015

Teacher for the laboratory *Metodi e strumenti di valutazione dello sviluppo cognitivo in età prescolare [Methods and tools for the assessment of cognitive development in preschoolers]* (48 hours). Undergraduate degree course in Psychological Sciences and Techniques, Department of Psychology, University of Milano-Bicocca, Italy.

Teacher for the laboratory *Strumenti di valutazione delle competenze e dei disturbi cognitivi dello sviluppo [Instruments for the assessment of cognitive skills and disorders in developmental age]* (24 hours). Master's degree course in Clinical and Developmental Psychology and Neuropsychology, Department of Psychology, University of Milano-Bicocca, Italy.

Teacher for the course *Elementi di psicometria con laboratorio di SPSS – Esercitazioni [Elements of psychometrics with SPSS - Practice]* (16 hours). Undergraduate degree course in Psychological Sciences and Techniques, Department of Psychology, University of Milano-Bicocca, Italy.

a.a. 2013/2014

Teacher for the course *Elementi di psicometria con laboratorio di SPSS – Esercitazioni [Elements of psychometrics with SPSS - Practice]* (32 hours). Undergraduate degree course in Psychological Sciences and Techniques, Department of Psychology, University of Milano-Bicocca, Italy.

a.a. 2012/2013

Teacher for the course *Elementi di psicometria con laboratorio di SPSS – Esercitazioni [Elements of psychometrics with SPSS - Practice]* (32 hours). Undergraduate degree course in Psychological Sciences and Techniques, Department of Psychology, University of Milano-Bicocca, Italy.

Post graduate courses

2021-2025. Teacher for the II level master course “DSA e Altri Disturbi del Neurosviluppo: Valutazione e Trattamento in Contesti Tipici e Atipici [DSA and other neurodevelopmental disorders: assessment and treatment in typical and atypical contexts]” at the University G. d’Annunzio Chieti-Pescara (Italy), courses *I prerequisiti degli apprendimenti [Learning prerequisites]* (6 h) and *Interventi preventivi nella scuola dell’infanzia [Early intervention at preschool]* (6 h).

2023-2025. Teacher for the II level master course “Psicologia scolastica e del benessere [School and wellbeing psychology]” at the University of Foggia (Italy), course *Promuovere il benessere in classe alla scuola primaria [Promoting wellbeing in primary school]* (6 h).

2020-2022. Teacher for the I level master course “Terapia Ricreativa [Recreational Therapy]” at the Vita-Salute San Raffaele University (Italy), course *Psicologia dello sviluppo [Developmental psychology]* (10 h).

Didactic support

a.a. 2013/2014

E-learning tutor for the course *Psicologia dello sviluppo [Developmental psychology]* (16 hours). Undergraduate degree course in Psychological Sciences and Techniques, Department of Psychology, University of Milano-Bicocca, Italy.

E-learning tutor for the course *Ecologia dello sviluppo [Developmental ecology]* (16 hours). Master degree course in Developmental and Educational Psychology, Department of Psychology, University of Milano-Bicocca, Italy.

a.a. 2012/2013

E-learning tutor for the course *Ecologia dello sviluppo [Developmental ecology]* (16 hours). Master degree course in Developmental and Educational Psychology, Department of Psychology, University of Milano-Bicocca, Italy.

a.a. 2011/2012

E-learning tutor for the course *Ecologia dello sviluppo [Developmental ecology]* (16 hours). Master degree course in Developmental and Educational Psychology, Department of Psychology, University of Milano-Bicocca, Italy.

a.a. 2010/2011

E-learning tutor for the course *Psicologia dello sviluppo [Developmental psychology]* (16 hours). Undergraduate degree course in Psychological Sciences and Techniques, Department of Psychology, University of Milano-Bicocca, Italy.

From a.a. 2009/2010 to a.a. 2012/2013

Online tutoring for students of the undergraduate degree course in Psychological Sciences and Techniques, Department of Psychology, University of Milano-Bicocca, Italy.

Teaching assistance

From a.a. 2015/2016 to a.a. 2017/2018

Teaching assistant for the course *Psicologia della disabilità e della integrazione scolastica [Psychology of disability and school integration]*. Master degree course in Developmental and Educational Psychology, Department of Psychology, University of Milano-Bicocca, Italy.

Da a.a. 2011/2012 ad a.a. 2017/2018

Teaching assistant for the course *Ecologia dello sviluppo [Developmental ecology]*. Master degree course in Developmental and Educational Psychology, Department of Psychology, University of Milano-Bicocca, Italy.

Da a.a. 2009/2010 ad a.a. 2015/2016

Teaching assistant for the course *Psicologia dello sviluppo [Developmental psychology]*. Undergraduate degree course in Psychological Sciences and Techniques, Department of Psychology, University of Milano-Bicocca, Italy.

Supervising experience

2024-	Supervisor for two post-doc researchers
2023-	Supervisor for two Ph.D. students (projects: “The role of school climate and innovation in promoting students’ and teachers’ well-being and students’ cognitive skills” and “Time Processing Impairments in Children with Developmental Disorders: A Cross-Population Approach”)
2019-2025	Supervisor for more than 40 theses at the Faculty of Psychology, Vita-Salute San Raffaele University.
2015-2025	Supervisor for the professional training of 12 graduates in Psychology.
2013-2018	Second supervisor for 15 Master theses in Developmental Psychology at the Department of Psychology, University of Milano-Bicocca.
2014	Second supervisor for 3 Master theses in Developmental Psychology at the Department of Psychology, University of Bologna.
2015	Supervisor for the internship for 1 Psychology student

PEER REVIEWED INTERNATIONAL PUBLICATIONS (ORCID ID: 0000-0001-8041-8113)

Scopus indicators (as of April 2025):

Documents: 52; H-index: 17. Citations: 885.

<https://www.scopus.com/authid/detail.uri?authorId=55804663900>

Selection of publications:

1. Borroni, S., **Tobia, V.**, Guarini, A., Caglio, M., Scansani, B., Polenghi, I., Ogliari, A., & Fossati, A. (2024). Gender differences of individual and contextual factors in predicting bullying and victimization: A multi-informant approach. *Psychology in the Schools*, 61(8), 3121-3141. Doi: 10.1002/pits.23211
2. Mingozi, A., **Tobia, V.**, & Marzocchi, G. M. (2024). Dyslexia and dyscalculia: which neuropsychological processes distinguish the two developmental disorders? *Child Neuropsychology*, 30(1), 1-21. Doi: 10.1080/09297049.2023.2170997
3. Tombini, G., **Tobia, V.**, Ghislanzoni, L., Gambarini, A., Ogliari, A., & Marzocchi, G. M. (2023). Teachers' report of sense of time in kindergarten predicts children's time-processing skills in first grade. *International Journal of Psychology*, 59(3), 460-470. Doi: 10.1002/ijop.13102
4. Bonifacci, P., Compiani, D., Ravaldini, V., Peri, B., Affranti, A., & **Tobia, V.** (2023). A Multi-Informant Approach Testing an Expanded Home Numeracy Mode. *Education Sciences*, 13(3), 278. Doi: 10.3390/educsci1303027
5. Bonifacci, P., **Tobia, V.**, Inoue, T., & Manolitsis, G. (2023). The impact of home and school environment on early literacy and mathematic skills. *Frontiers in Psychology*, 14, 1258391. Doi: 10.3389/fpsyg.2023.1258391
6. Cavicchioli, M., **Tobia, V.**, & Ogliari, A. (2023). Emotion Regulation Strategies as Risk Factors for Developmental Psychopathology: a Meta-analytic Review of Longitudinal Studies based on Cross-lagged Correlations and Panel Models. *Research on Child and Adolescent Psychopathology*, 51(3), 295-315. Doi: 10.1007/s10802-022-00980-8
7. **Tobia, V.**, Sacchi, S., Cerina, V., Manca, S., & Fornara, F. (2022). The influence of classroom seating arrangement on children's cognitive processes in primary school: The role of individual variables. *Current Psychology*, 41(9), 6522-6533. Doi: 10.1007/s12144-020-01154-9

8. Ghislanzoni, L., **Tobia, V.**, Gambarini, A., Rossi, E., Tombini, G., & Ogliari, A. (2022). The psychopathological profile of children with specific learning disorders: the point of view of children and their mothers. *European Journal of Special Needs Education*, 37(1), 89-103. Doi: 10.1080/08856257.2020.1847764
9. **Tobia, V.**, Landis, T., & Graziano, P. (2021). Examining Temporal Cognition in Preschoolers with Attention Deficit Hyperactivity Disorder: Insights From Parent–Child Interactions. *Journal of Child and Family Studies*, 30(9), 2315-2327. Doi: 10.1007/s10826-021-02004-3
10. **Tobia, V.**, Bonifacci, P., & Marzocchi, G. M. (2021). Symbolic versus non-symbolic training for improving early numeracy in preschoolers at risk of developing difficulties in mathematics. *Research in Developmental Disabilities*, 111, 103893. Doi: 10.1016/j.ridd.2021.103893
11. **Tobia, V.**, & Bonifacci, P. (2020). Look back at text or rely on memory? Efficacy of reading comprehension strategies in good and poor oral comprehenders. *Journal of Research in Reading*, 43(4), 536-555. Doi: 10.1111/1467-9817.12328
12. Bonifacci, P., **Tobia, V.**, Marra, V., Desideri, L., Baiocco, R., & Ottaviani, C. (2020). Rumination and Emotional Profile in Children with Specific Learning Disorders and Their Parents. *International Journal of Environmental Research and Public Health*, 17(2), 389.
13. **Tobia, V.**, Bonifacci, P., Bernabini, L., & Marzocchi, G. M. (2019). Teachers, not parents, are able to predict time processing skills in preschoolers. *British Journal of Developmental Psychology*, 37(4), 519-534. doi: [10.1111/bjdp.12294](https://doi.org/10.1111/bjdp.12294)
14. **Tobia, V.**, Greco, A., Steca, P., & Marzocchi, G. M. (2019). Children's Wellbeing at School: A Multi-Dimensional and Multi-Informant Approach. *Journal of Happiness Studies*, 20(3), 841-861. doi: 10.1007/s10902-018-9974-2
15. **Tobia, V.**, Riva, P., & Caprin, C. (2017). Who are the children most vulnerable to social exclusion? The moderating role of self-esteem, popularity, and nonverbal intelligence on cognitive performance following social exclusion. *Journal of Abnormal Child Psychology*, 45(4), 789-801. doi: 10.1007/s10802-016-0191-3

BOOKS

16. **Tobia, V.**, & Marzocchi, G. M. (2015, updated 2025). QBS 8-18. Questionari per la valutazione del benessere scolastico e identificazione dei fattori di rischio/QBS 8-18. Questionnaires for the evaluation of school wellness and the identification of risk factors. Trento, Italy: Erickson.
17. **Tobia, V.**, Bonifacci, P., & Marzocchi, G. M. (2018, updated 2024). Senso del Numero: Prerequisiti. SNUP/ Number Sense: Prerequisites. SNUP. Florence, Italy: Hogrefe Editore.
18. Bonifacci, P., & **Tobia, V.** (Eds.) (2017). Apprendere nella scuola dell'infanzia. Lo sviluppo dei prerequisiti/Learning in the infant school. Development of prerequisites. Rome, Italy: Carocci Editore.
19. Bonifacci, P., **Tobia, V.**, Lami, L., & Snowling, M. J. (2014). ALCE - Assessment di Lettura e Comprensione per l'Età Evolutiva/Assessment of Reading and Comprehension in Developmental age. Florence, Italy: Hogrefe Editore.

OTHER PUBLICATIONS

Author of more than 40 other national and international publications, here is a selection:

1. Montanelli, R., & **Tobia, V.** (2023). Benessere scolastico, pandemia e DSA/ School well-being, pandemic and SLD. *La Ricerca*, 25, 19-21.
2. Moretti, M., & **Tobia, V.** (2022). Disturbi Specifici dell'Apprendimento: Credenze, atteggiamenti e rappresentazioni degli insegnanti/ Specific Learning Disorders: Teachers' beliefs, attitudes and representations. *DIS*, 3(1), 23-38. Doi: 10.14605/DIS312202.
3. Marzocchi, G. M. & **Tobia, V.** (2019). Come migliorare il clima della classe/How to improve the climate in the classroom. *Psicologia & Scuola*, 4, 14-20.

4. **Tobia, V.**, Gambarini, A., Pozzobon, G., Fossati, A. & Ogliari, A. (2020). Profili degli adolescenti italiani durante il lockdown 2020: Abitudini, sintomatologia ansiosa e disregolazione emotiva/Profiles of Italian adolescents during the lockdown 2020: Habits, anxiety symptoms and emotional dysregulation. *Rivista Italiana di Medicina dell'Adolescenza*, 18(2), 39-44.
5. Zanchi, P., **Tobia, V.**, Dentella, L., Chessa, G., Vio, C., Pesenti, S., & Marzocchi, G. M. (2018). Allenare la lettura migliora lettura...e il benessere scolastico?/Reading trainings improve reading...what about school wellbeing?. *Psicologia Clinica dello Sviluppo*, 22(2), 351-372.
6. Caprin, C., Tagini, A., **Tobia, V.**, Paganoni, M., Benedan, L., & Messetti, M. (2016). Internalizing and externalizing symptoms in children who are rejected by peers. In *17th European Conference on Developmental Psychology Proceedings* (pp. 29-33). Bologna, Italia: Medimond, Moduzzi Editore.

SYMPOSIUM ORGANIZATION

1. **Tobia, V.** (2024). *Executive Functions and ADHD Traits: Interaction with Context-Related Variables*. International Mind, Brain and Education Society (IMBES) conference. Leuven, Belgium: July 10-12, 2024.
2. **Tobia, V.** (2020). *Associations of children's learning skills with their emotional and psychopathological profile: Evidence from children with Specific Learning Disorders and learning difficulties*. 7th International Congress of Clinical and Health Psychology on Children and Adolescents. Online: November 18-21, 2020.

SELECTION OF INVITED TALKS

1. **Tobia, V.** (2022). *The relationship between home numeracy and children's mathematical skills: Evidence from cross-sectional and longitudinal data in young children*. Symposium: Cognitive, emotional and environmental factors in mathematical learning. Oral presentation at the XXX conference AIP, Padua (Italy) 26-29 September 2022.
2. **Tobia, V.** (2019). *Associazione tra abilità matematica e time processing in età prescolare [Association between math abilities and time processing in school age]*. Symposium: I prerequisiti delle abilità matematiche/Prerequisites of math abilities. Oral presentation at the XXVIII National AIRIPA congress. Ferrara, Italy; 27-28 September 2019.
3. **Tobia, V.** (2019). *Prerequisiti dell'apprendimento della matematica: Segnali di rischio e interventi evidence-based [Prerequisites of mathematical ability: Risk factors and evidence-based interventions]*. Giornate di Neuropsicologia dell'età evolutiva: XIV Edizione. Bressanone, Italy: 23-26 January, 2019.
4. **Tobia, V.** (2018). *Arredi, organizzazione degli spazi ed effetti sull'apprendimento: Un approccio psicologico [Furniture, space organization and effects on learning: A psychological approach]*. Fiera Didacta. Florence, Italy; 18 October, 2018.
5. **Tobia, V.** (2016). *Supporto ai genitori nel percorso dalle prime difficoltà scolastiche alle pratiche riabilitative e terapeutiche [Support for parents from the first school difficulties to treatment]*. Giornata di Studio sui Disturbi Specifici dell'Apprendimento organized by Centro Benedetta D'Intino. Milano, Italy; 11 November 2016.

PRESENTATIONS AT NATIONAL AND INTERNATIONAL CONFERENCES

I presented my research at more than 40 international and national conferences, here is a selection:

1. **Tobia, V.**, Moretti, M., Lattanzi, M., & Ogliari, A. (2023). *School stressors in adolescents with Specific Learning Disorders: Frequency and vulnerability*. Oral presentation at the 20th Biennial EARLI Conference for Research on Learning and Instruction. Thessaloniki, Greece: August 22-26, 2023.
2. **Tobia, V.**, Ghislanzoni, L., Lattanzi, M., Moretti, M., Polenghi, I., Tombini, G., Ogliari, A. (2022). *Effects of an integrated intervention for improving self-regulation skills in kids with special needs*. Oral presentation at the XXX conference AIP, Padua (Italy) 26-29 September 2022.

3. **Tobia, V.,** Moretti, M., Lattanzi, M., Torelli, A., Ogliari, A. (2022). Impatto degli stressors scolastici in adolescenti con Disturbi Specifici dell'Apprendimento/The impact of the school stressors in adolescents with Specific Learning Disorders. Oral presentation at the XXX conference AIRIPA, Padua (Italy) 23-24 September 2022.
4. **Tobia, V. & Marzocchi, G. M.** (2020). *School well-being in children with specific learning disorders*. Oral presentation at the 7th International Congress of Clinical and Health Psychology on Children and Adolescents. Online: November 18-21, 2020.
5. **Tobia, V.** (2019). *La valutazione del benessere scolastico come punto di partenza per progetti di inclusione scolastica/Assessment of school wellbeing for implementing project for inclusive schools*. Oral presentation at the VI convegno Psicologia & Scuola. Milan, Italy: 8-9 February, 2019.
6. **Tobia, V.,** Rinaldi, L., & Marzocchi, G. M. (2016). *Time processing impairments in preschoolers at risk of developing difficulties in mathematics*. Oral presentation at the 5th All European Dyslexia Conference. Modena, Italy; 22-24 September 2016.

RESEARCH FUNDING

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| 2023 | PRIN 2022 PNRR (€ 224.951) for the biennial project “Time processing skills in primary school children with ADHD: A multi-informant approach to diagnosis and intervention” (Role: PI). Founded by the Italian Ministry of Education and the EC. |
| 2023 | PRIN 2022 (€ 267.094) for the biennial project “Tails or types? Testing the dimensional hypothesis in neurodevelopmental disorders” (Role: CO-PI; coordinator of the UNISR Unit; PI: Dr. Toffalini). Founded by the Italian Ministry of Education. |
| 2021 | Banca d'Italia Fund (€ 4.000) for the project “Implicit and explicit representation of Specific Learning Disorders in high school teachers: Identification and intervention” (Role: PI). Founded by Banca d'Italia Foundation. |
| 2020 | Intesa Sanpaolo Fund (€ 3.500) for the project “Potenziare l'autoregolazione per stare meglio a scuola: Un intervento per ragazzi, insegnanti e genitori/Empower self-regulation for feeling better at school: An intervention for kids, teachers and parents” (Role: PI). Funded by Intesa Sanpaolo. |
| 2020 | Donation by the Association of Parents Teachers and Friends of Dyslexia (AGIAD; € 4.000) for the implementation of the research project “Implicit and explicit representation of Specific Learning Disorders in high school teachers: Identification and intervention” (Role: PI). |
| 2011, 2014-2016 | FA - Co-investigator. Projects on executive function in typical and atypical development (PI: Prof. Marzocchi). Around € 2.000 per year |

AWARDS

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| 2018 | Professional development prize “Ivano Becchi” (€ 10.435) for the project “Interventi evidence-based per il successo scolastico: Lavorare sulla rete famiglia-scuola per supportare i bambini [Evidence-based interventions for school success: Work with the school-family network for supporting children]”. Funding for a visiting scholar period at the “S.E.L.F - Regulation Lab, Center for Children & Families”, Florida International University (US). Funded by Fondazione Banco del Monte di Lombardia. |
| 2017 | Support action (€ 1.800) for strengthen the cv and projects of young researchers, in order to participate to the call for the ERC Starting Grant. Funded by Fondazione Cariplo and the Lombardy Regional Administration. |
| 2014 | SITCC poster prize for the poster “Theory of mind and peer rejection in school-age children: Does not understanding others affect social relationships?” (Caprin, Tobia, & Benedan), presented at the SITCC congress (Genoa, Italy). |
| 2013 | Jacobs Foundation Fellowship (€ 1.000) for the poster “Wellness of children with specific learning disorders: A pilot study with the Questionnaire on the School Wellness - parents' version” (Tobia & Marzocchi), presented at the 16 th European Conference on Developmental Psychology (Lausanne, Switzerland). |

PROFESSIONAL AND UNIVERSITY SERVICES

- Member of the Editorial Advisory Board for the *British Journal of Developmental Psychology*.
- Member of the editorial board for the journal *Disturbi di Attenzione e Iperattività: Diagnosi, Interventi e Ruolo della Scuola [Attention Deficit Hyperactivity Disorders: Diagnosis, Intervention and Role of the School]* (Erickson).
- Reviewer for many scientific journals in the field of developmental psychology: es., *British Journal of Developmental Psychology*; *Dyslexia*; *Journal of Research in Reading*; *Learning and Individual Differences*; *Reading and Writing: An Interdisciplinary Journal*; *PLOSON*.
- Reviewer for research projects for the Swiss National Science Foundation and the Czech Science Foundation.
- Reviewer for the chapter “Research in Educational Psychology: Social Exclusion in School” (Ladd, G. W., & Kochenderfer-Ladd, B., 2016). In P. Riva & J. Eck (Eds.), *Social exclusion: Psychological approaches to understanding and reducing its impact*. New York, NY: Springer. [ISBN: 9783319330334]

PROFESSIONAL MEMBERSHIPS

Associazione Italiana per la Ricerca e l'Intervento nella Psicopatologia dell'Apprendimento (AIRIPA)
Iscrizione all'Ordine degli Psicologi della Lombardia. N° iscrizione: 03/13701
Associazione Italiana di Psicologia – Sezione Psicologia dello Sviluppo e dell'Educazione

TECHNICAL SKILLS

Data processing	SPSS, Mplus, JASP
Other	Recording and analysis of eye movements
	Recording and analysis of heart rate and skin conductance
	Analysis of classroom social dynamics

LANGUAGES

Mother Language: Italian; Other Languages: English

Milan, 30/04/2025

Valentina Tobia

