

Curriculum vitae
Dr. Elena Florit

Address (work)

Department of Human Sciences
University of Verona
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Current position

2020-2023 Assistant Professor, Department of Human Sciences, University of Verona

2015–2021 National Scientific Qualification to function as associate professor for the Competition sector 11/E2 (Developmental Psychology and Education)

Career breaks

Maternity Leave 16/02/2015–11/01/2016

Maternity leave 01/08/2012–05/05/2013

Academic Record

2017– 2019

Postdoctoral Research Fellow
Junior Project “Digital and Printed Text Comprehension: A Longitudinal Study in Beginner Readers” (Founder University of Padua; Supervisor: Prof. Lucia Mason), Department of Developmental Psychology and Socialization, University of Padua, Italy

2015-2017

P.I. (Postdoctoral Research Fellow).
Senior Project “Digital Literacy in Children: A Model of On-Line Multiple-Text Comprehension” (Founder University of Padua; Scientific referent: Prof. Lucia Mason), Department of Developmental Psychology and Socialization, University of Padua, Italy

2012-2015

Postdoctoral Research Fellow, Department of Developmental Psychology and Socialization, University of Padua.
Project: Progetto Junior “Reading comprehension difficulties: A longitudinal investigation on intrinsic and extrinsic risk factors” (Founder: University of Padua; Supervisor: Prof. Lucia Mason- Prof. M.C. Levorato until October 2012)

2011-2012

Postdoctoral Research Fellow, Department of Philosophy, Pedagogy and Psychology, University of Verona.
Project: Prin (Projects of National Relevance) 2008 “Gestures and words in shared picture–book reading with preschoolers with specific language impairment: Analysing parent-child interaction to promote effective conversational strategies” (Founder: Ministry of University and Scientific Research; Supervisor: Prof. Manuela Lavelli)

2010-2011

Postdoctoral Research Fellow, Department of Developmental Psychology and Socialization, University of Padua.
Project: Progetto di Ateneo “Early linguistic integration of immigrant children” (Founder: University of Padua; Supervisor: Prof. M.C. Levorato)

Education and Training

- 2009 PhD in Psychological Sciences; Mention of Doctor Europaeus (Department of Developmental Psychology and Socialization, University of Padua)
Title of dissertation: “Listening Text Comprehension in Preschoolers: Concurrent and Longitudinal Contribution of Cognitive and Linguistic Components”.
Supervisor: Prof. M.C. Levorato.
- 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; Tutor: Prof. M.C. Levorato.
Main activities: research and teaching on children’s text comprehension and language development.
- 2005 Degree in Developmental Psychology, University of Padua.
Title of the dissertation “Reading text comprehension in elementary school children: An investigation on the predictive power of Hannon and Daneman’s multicomponent model (Hannon & Daneman, 2001). Supervisor: Prof. M.C. Levorato.
Final grade 110/110 cum laude

Academic experiences

- 2009 Visiting Doctoral Student (4 months) - University of Lancaster (UK)
Title of the project: “The relations between reading comprehension, listening comprehension and decoding in readers of alphabetic orthographies with a different degree of transparency” (Supervisor Prof. Kate Cain).
Founder: Experimental Psychology Society (“Visiting students grant”).

Grants and awards

- 2010 Young Scientist Award, Italian Psychological Association – Developmental Psychology Section, for the doctoral dissertation: “Listening Text Comprehension in Preschoolers: Concurrent and Longitudinal Contribution of Cognitive and Linguistic Components”.
- 2010 Mention of honor for Luigia Camaioni Award, Italian Psychological Association – Developmental Psychology Section, for the doctoral dissertation: “Listening Text Comprehension in Preschoolers: Concurrent and Longitudinal Contribution of Cognitive and Linguistic Components”.
- 2009 Mention of Doctor Europaeus for the doctoral dissertation: “Listening Text Comprehension in Preschoolers: Concurrent and Longitudinal Contribution of Cognitive and Linguistic Components”.
Experts who evaluated dissertation:
- 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 for a project entitled: “The relations between reading comprehension, listening comprehension and decoding in readers of alphabetic orthographies with a different degree of transparency”.
The project has been undertaken at the Department of Psychology, University of

Lancaster (UK), under the supervision of Prof. Kate Cain.

Scientific activities

2018: Proponent as PI of the STARS Grant (Supporting Talent in ReSearch@University of Padova; local grants with the final goal of strengthening the ability to attract external competitive grants, and designed according to the guidelines of ERC - Starting Grants) - “Development of Digital and Printed Text Comprehension in Young Digital Natives: The Role of Individual and Contextual Factors”. (The project was admitted to the final phase of evaluation of an international committee)

2017: co-writer of the project “Progetto junior” - Digital and Printed Text Comprehension: A Longitudinal Study in Beginner Readers” (Founder University of Padua)

2012-2015: co-writer of the project “Progetto junior”-“Reading comprehension difficulties: A longitudinal investigation on intrinsic and extrinsic risk factors”. Founder: University of Padua.

2013-2014: participant as research assistant to the project “Design, development and testing of interactive technological devices for the acquisition of a second language in preschool age”. Principal investigators: Dr. Maja Roch (DPSS) and Dr. Antonio Rodà (Department of Information Engineering); Founder: European Research Funding of Regione Veneto

2013: co-writer of the project “SIR (Scientific Independence of young Researchers)” – “Text comprehension in garden-variety poor readers and poor comprehenders: exploring the difficulties and experimenting actions to improve text comprehension and learning”. Proponent: Prof.ssa Chiara Bertolini (University of Modena and Reggio Emilia)

2009-2013: participant as research assistant to “COST ACTION ISO-0804: Language Impairment in a multilingual society”. Founder: European Science Foundation

2012: co-writer of “Progetto junior” - “Reading comprehension difficulties: A longitudinal investigation on intrinsic and extrinsic risk factors”. Founder: University of Padua.

2009-2011: co-writer of the project “Progetto d’Ateneo” - “Early linguistic integration of immigrant children”. Founder: University of Padua.

2009: co-writer of the project “Linguistic acquisition in immigrant children”. Founder: Municipality of Padua

2009: co-writer of the project “Prin (Projects of National Relevance) 2009” – “Text comprehension difficulties in preschoolers and primary school children” (Proponent: Prof. M.C, Levorato).

Main scientific collaborations

Prof. Kate Cain, Department of Psychology, University of Lancaster (UK)
Dr. Antonio Rodà, Department of Information Engineering, University of Padua
Dr. Daniela Raccanello, Department of Human Sciences, University of Verona

Journal articles

11/06/2020:

Scopus = 358; H-index = 9 (Scopus = 312; H-index = 8 excluding self-citations of all authors); Google Scholar = 680; H-index = 11

Articles in international journals (peer-reviewed)

- 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*. <https://doi.org/10.1016/j.jecp.2019.104708> (Rank JCR = Q1)
- 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*, 4495. doi:10.3390/ijerph17124495 (Rank JCR = Q2)
- Raccanello, D., Vicentini, **Florit, E.,** Burro, R. (2020). Factors Promoting Learning With a Web Application on Earthquake-Related Emotional Preparedness in Primary School. *Frontiers in Psychology*, *11*. <https://doi.org/10.3389/fpsyg.2020.00621> (Rank JCR = Q2)
- Florit, E.,** Cain, K., & Mason, L. (2020). Going beyond children's single-text comprehension: The role of word reading, working memory, comprehension monitoring and source use in 4th graders' multiple-document comprehension. *British Journal of Educational Psychology*. doi: 10.1111/bjep.12288 (Rank JCR = Q1)
- Mason, L., Zaccoletti, T., Scrimin, S., Tornatora, M. C., **Florit, E.,** S., Goetz (2020). Reading with the Eyes and Under the Skin: Comprehending conflicting Digital Texts. *Journal of Computer Assisted Learning*, *36*, 89-101. DOI: 10.1111/jcal.12399 (Rank JCR = Q1).
- 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*, 565-579. doi: 10.1111/1460-6984.12460 (Rank JCR = Q1)
- Scrimin, S., Patron, E., **Florit, E.,** Mason, L., Palomba, D. (2017). The role of cardiac vagal tone and inhibitory control in pre-schoolers' listening comprehension. *Developmental Psychobiology*, *59*(8), 970-975. doi.org/10.1002/dev.21576 (Rank JCR = Q2)
- Florit, E.,** Cain, K., & Levorato, M. C. (2017). Understanding the different semantic functions of *but* in middle childhood: The role of text- and sentence-level comprehension abilities. *First Language*, *37*(2), 109-129. doi:10.1177/0142723716678383. (Rank JCR = Q3)
- Roch, M., **Florit, E.,** & Levorato, M. C. (2016). Narrative competence of Italian-English bilingual children between 5 and 7 years. *Applied Psycholinguistics*, *37*, 49-67. doi:10.1017/S0142716415000417 (Rank JCR = Q1)
- 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. doi: 10.1017/S0305000914000762. (Rank JCR = Q1)
- 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: An Interdisciplinary Journal*, *27*, 793-817. doi:10.1007/s11145-013-9464-1. (Rank JCR = Q1)
- 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. doi:10.1017/S0142716411000749. (Rank JCR = Q1)
- Roch, M., **Florit, E.,** & Levorato, M. C. (2013). The role of linguistic context in deriving word meanings in individuals with Down Syndrome. *Journal of Research in Developmental Disabilities*, *34*, 605-615. doi:10.1016/j.ridd.2012.09.014. (Rank JCR = Q1)
- 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? *Journal of Research in Developmental Disabilities*, *33*, 890-899. doi:10.1016/j.ridd.2011.11.002. (Rank JCR = Q1)
- Florit, E.,** & Cain, K. (2011). The Simple View of Reading: Is it valid for different types of alphabetic orthographies? *Educational Psychology Review*, *24*, 553-576. doi: 10.1007/s10648-011-9175-6. (Rank JCR = Q1)
- 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.

doi:10.1080/0163853X.1010.494244. (Rank JCR = Q3)

Levorato, M. C., Roch, M. C., & Florit, E. (2011). Role of verbal memory in reading text comprehension of individuals with Down syndrome. *American Journal of Intellectual Disabilities, 16*(2), . doi:10.1352/1944-7558-116.2.000. (Rank JCR = Q1)

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. doi:10.3109/13682822.2010.487882. (Rank JCR = Q1)

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. doi:10.1348/026151008X397189. (Rank JCR = Q3)

Articles in national journals (peer-reviewed)

Roch, M., Florit, E., & Levorato, M.C. (2017). La produzione di narrative in bambini con disturbo di linguaggio di età prescolare [Narrative production in preschool children with 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 text comprehension in children with SLI: 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 [Developmental changes in reading and listening text 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). New York: Routledge.

National Book Chapters

Florit, E., & Levorato, M.C. (2019). *Alfabetizzazione bilingue: Lettura e comprensione del testo* (pp. 109-124). Trento: Edizioni Centro Studi Erickson.

Roch, M., & Florit, E., & Levorato, M. C (2017). Valutazione del Linguaggio [Language assessment]. In S. Bonichini (Ed.), *Valutazione psicologica dello sviluppo: metodi e strumenti* [Assessment in developmental psychology: Methods and instruments] (pp. 149-172). Roma: Carocci.

Florit, E. & Levorato, M.C. (2013). Comprendere e produrre testi [Text comprehension and production]. In S. D'Amico e Devescovi, A. (Eds.) *Psicologia dello Sviluppo del Linguaggio* [Psychology of language development] (pp. 207-229). Il Mulino, Bologna.

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.), on-line supplement to the Proceedings of the 33rd Boston University Conference on Language Development.

Articles submitted and under review

Florit, E., Roch, M. DiCataldo, R., & Levorato, M.C. (sottomesso dopo la prima revisione). 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*.

Articles in preparation

Florit, E., Raccanello, D., Rodà, A., Brondino, M., & Mason, L. The contribution of source evaluation and use to online processing and comprehension of multiple documents in fourth and fifth graders.

Florit, E., Raccanello, D., Brondino, M., & Mason, L. Control and value appraisals, emotions, and online multiple-document comprehension in primary school children.

Invited talks

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”, Brighton (UK), 16-19 July.

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, Porto (Portugal), 13-16 July.

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, Rotterdam (Netherlands), 26-28 July.

Presentations at international conferences

2019

Raccanello, **Florit, E.,** D., Brondino, M., & Mason, L.. Boredom and online multiple-text comprehension in primary school: Mediatonal and moderating effects. Paper presented at the 18th Biennial EARLI Conference, Achen (Germany), 12-16 August 2019.

Florit, E., Rosati, G., & Mason, L. Digital reading in young readers: Advantage or disadvantage for text comprehension? Paper presented at the 1st SRLD conference, Padua, 7-8 June.

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)”, Aarhus (Danemark), 15-17 August 2018.

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”, Brighton (UK), 18-21 July.

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”, Reading (UK), 25-26 July.

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“, Tübingen (Germany), 25-27 October.

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”, Utrecht (The Netherlands), 29 August-1 September.

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”, Paris (France), 13-15 November.

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, 15 – 9 July, Reims.

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, Amsterdam, July 19th – 24th.

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, Bristol, September 16-17.

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.

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, 19-21 September, Padua.

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, Malta, 28-30 November 2011

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”, Berlin, 7-10 July, 2010

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, Amsterdam, 16-18 November 2009

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), Vilnius, Lithuania, August 18-22, 2009.

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, Boston (Massachusetts), 31 October-2 November 2008.

Presentations at national conferences

2019

Vicentini, G., Barnaba, V., Rocca, E., Dal Corso, E., **Florit, E.**, Burro, R., & Raccanello, D. Reading Skills in the XXI Century: A Web Application for the Emotional Prevention in relation to earthquakes (Project PrEmT). Paper to be presented at the "XXXII National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education), Naples, 23-25 of September.

Florit, E., Roch, M., Dicataldo, R.. The Simple View of Reading in Italian beginner readers; Converging evidence and open debates. Poster presented at the "X meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association]", Verona, 10-11 of May.

2018

Florit, E., Rodà, A., Raccanello, D., Brondino, M.. Digital text comprehension in primary school children: Contribution of cognitive components, motivation, and source use. Poster presented at the "XXXI National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education)", Turin, 17-19 of September.

Raccanello, D., Brondino, M., **Florit, E.**.. Control and value appraisals, emotions, and online multiple-document comprehension in primary school. Paper presented at the "XXXI National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education)", Turin, 17-19 of September.

Florit, E., De Carli, P., Giunti, G., & Mason, L.. Theory of Mind and Multiple-text comprehension in primary school children. Poster presented at the "IX meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association]", L'Aquila, 17-18 May.

Dicataldo, R., **Florit, E.**, Roch, M. Vocabulary knowledge, inference skills and text comprehension in L2 of bilingual preschoolers: the role of language exposure and narrative practices. Poster presented at the "IX meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association]", L'Aquila, 17-18 of May.

2017

Florit, E., Cain, K. What is the role of basic and higher-level components in primary school children multiple-text comprehension? Paper presented at the "XXX National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education)", Messina, 14-16 of September.

Dicataldo, R., Roch, M., **Florit, E.**.. The role of vocabulary and inference skills in text comprehension of children coming from medium-low SES backgrounds. Poster presented to the XXX National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education)", Messina, 14-16 of September.

Zaccoletti, S., **Florit, E.**, & Mason, L. The role of inhibition, cognitive flexibility and working memory in primary school children text comprehension. Paper presented at the "VIII meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association]", Padua, 12-13 May.

Levorato, M.C., & **Florit, E.** Narrative production of children with primary language disorder. Paper presented at the "VIII meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association]", Padua, 12-13 of May.

2016

Florit, E., & Cain, K. The role of macro-structure factors in accounting for the comprehension of adversatives in primary school children. Poster presented at the "VII meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association]", Pisa, 29-30 of April.

Dicataldo, R., Maurantonio, A., Lupo, I., Nicoletti, S., **Florit, E.**, Roch, M. A training for improving listening text comprehension in preschoolers. Poster presented at the "XXXIII CNIS National Congress", Turin, 18-19 of March.

Lupo, I., Maurantonio, A., Dicataldo, R., Nicoletti, S., Roch, M., **Florit, E.** Fostering listening text comprehension in preschoolers; A training on inference skills and knowledge of story structure. Poster presented at the "Developmental clinical psychology days", Bologna, 4-5 of March.

2015

Roch, M., Dicataldo, R., **Florit, E.** Lupo, I., Maurantonio, A., Nicoletti, S.. A training for improving narrative text comprehension in preschoolers. Paper presented at the "XXIV A.I.R.I.P.A. national congress", Pesaro, 8-10 of October.

Florit, E., & Dicaldo, R. Do Home literacy practices account for reading comprehension over and above the Simple View of Reading? Poster presented at the “VI meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association”, Rome, 15-16 of May.

Roch, M., **Florit, E.**, & Levorato, M. C. Trajectories of bilingual language development: does language exposition matter? Poster presented at the “VI meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association”, Rome, 15-16 of May.

Florit, E., Roch, M., & Levorato, M. C. Do language abilities and pre-literacy practices contribute to reading comprehension? Poster presented at the “XXXII CNIS National Congress”, Padua, 27-28 of March.

Roch, M., **Florit, E.**, Moscardino, U., & Levorato, M. C.. Individual differences in language competence of bilingual immigrant children. Paper presented at the “IV National conference of psychology in the school”, Florence, 6-7 of February.

Florit, E., Dicaldo R., & Levorato, M. C. Individual and contextual risk factors in reading comprehension difficulties: a longitudinal investigation in first graders. Poster presented at the “ Developmental neuropsychology days”, Bressanone, 21-24 of January.

Dicaldo R., **Florit, E.**, Roch, M.. What is the role of SES and home-literacy practices in language development? Poster presented at the “ Developmental neuropsychology days”, Bressanone, 21-24 of January.

2014

Florit, E., Roch, M., & Levorato, M. C. The simple View of Reading model: a longitudinal study on Italian first graders. Paper presented at the Fifth meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association], Bologna, 16-17 May, 2014.

2013

Roch, M., Junyent, A., **Florit, E.**, & Levorato, M. C. Narrative competence in bilingual children with language difficulties: The role of vocabulary and sentence comprehension. Paper presented at the fourth meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association, 10-11 May 2013, Milan.

Lavelli, M., Barachetti, C., **Florit, E.**, Breda, L., Rigo, F., Rossi, E., Brotto, C., Miottello, P. Testing and assessing an intervention program addressed to parents of preschoolers with specific language impairment. Paper presented at the fourth meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association, 10-11 May 2013, Milan.

2012

Florit, E., Roch, M., & Levorato, M. C. Narratives in bilingual preschoolers learning Italian as L2. The role of exposition. Paper presented at the third meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] association, 25 May 2012, Rome.

2011

Florit, E., Roch, M., & Levorato, M. C. Causal predictors of listening text comprehension: a longitudinal investigation in preschool. Poster presented at the XXIV National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education), Genova, 19-21 September 2011

2010

Florit, E., & Cain, K. Is the Simple View of Reading an Anglo centric model? Preliminary results from a meta-analysis. Paper presented at the XXIII National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education), Bressanone, 26-28 September 2010.

Levorato, M. C., Gini, F., & **Florit, E.** Listening comprehension in preschool children from immigrant families. Paper presented at the XXIII National Conference of the Italian Psychological Association (Section of Developmental Psychology and Education), Bressanone, 26-28 September 2010.

Roch, M., **Florit, E.**, & Levorato, M. C. Comprehension and acquisition of words from a context: the case of Down Syndrome. Annual meeting on learning difficulties, Padua, 4 June, 2010

Roch, M., & **Florit, E.** The relationship between vocabulary and text comprehension is reciprocal? A comparison between children with SLI and with typical development. Paper presented at the Annual meeting on Developmental Neuropsychology, Bressanone, 21-24 January 2010.

2009

Florit, E., & Levorato, M. C. A follow-up study on listening text comprehension and its components in preschool children. Paper presented at the first meeting of CLASTA [Communication and Language Acquisition Studies in typical and atypical (populations)] Association, University of Milano Bicocca, 18 September 2009.

2008

Florit, E. Contribution of verbal ability and memory capacities to listening text comprehension in 4- to 6-year-olds. Paper presented at the XXII National Conference of the Italian Psychological Association (Section of Developmental Psychology), Padua, 20-22 September 2008.

Florit, E., Roch, M., & Levorato, M. C. Listening text comprehension in preschoolers: The role of verbal memory. Poster presented at the conference in honor of Alberto Mazzocco, Padua, 19 May 2008.

Florit, E., Roch, M., & Levorato, M. C. The predictive validity of TOR 3-8 in relation to receptive vocabulary and sentence comprehension. Paper presented at the conference in honor of Vanna Axia, Padua, 23-24 May 2008.

2007

Levorato, M. C., Nemesio, A., **Florit, E.** & Ronconi, L. (2007). Emotional responses while reading short stories: the role of reader's gender and textual type. Poster presented at the Meeting for the Study of Emotions, Padua, 19 November 2007.

Florit, E., & Levorato, M. C. Reading and listening text comprehension in school-age children. Poster presented at the XXI National Conference of the Italian Psychological Association (Section of Developmental Psychology), Bergamo, 20-22 September 2007.

Levorato, M. C., Roch, M., Brizzolara, D., & **Florit, E.** Narrative comprehension in children with Specific Language Impairment and its relation with other linguistic abilities. Paper presented at the XXI National Conference of the Italian Psychological Association (Section of Developmental Psychology), Bergamo, 20-22 September 2007.

Teaching Activities

- 2019-2020 Adjunct Professor, Developmental and educational psychology (13 h.; Bachelor program in Speech and language therapists; Scuola Superiore di Sanità Claudiana, Bolzano, Italy)
- Teaching assistant, Practical activities concerning educational psychology and learning processes (20 h.; Bachelor program; Department of Developmental Psychology and Socialization, University of Padua, Italy)
- Seminar (10 h). Communication with children with atypical development in dental office. Bachelor program in dental hygienist; 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)
- Teaching assistant, Practical activities concerning educational psychology and learning processes (20 h.; Bachelor program; Department of Developmental Psychology and Socialization, University of Padua, Italy)
- Teaching assistant, Language development (6 h.; Bachelor program; Department of Neurosciences, University of Padua, Italy)
- Teaching assistant, Psychology of motivated learning (Master program; Department of Developmental Psychology and Socialization, University of Padua, Italy)
- 2016-2018 Adjunct Professor, Language development (10 h. per year; Bachelor program; Department of Neurosciences, University of Padua, Italy)
- 2017-2018 Teaching assistant, Laboratory on language development (12 h.; Bachelor program; Department of Developmental Psychology and Socialization, University of Padua, Italy)
- Teaching assistant, Psychology of motivated learning (Master program; Department of Developmental Psychology and Socialization University of Padua/Italy)

- 2016-2017 Teaching assistant, Language and communicative development (12 h.; Master program; Department of Developmental Psychology and Socialization, University of Padua, Italy)
- 2015-2016 Teaching assistant, Psychology of motivated learning (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 Found 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).
- 2010-2011 Adjunct Professor, Psycholinguistics (25 h.; Bachelor program; Faculty of Medicine and Surgery, University of Padua/Italy)
- 2007-2010 Teaching assistant, Language and communicative development (Master program; Department of Developmental Psychology and Socialization, University of Padua/Italy)

Supervision of Undergraduate and Master Students as Thesis Co-advisor

- 2019-2020. 2 master students attending degree course on Developmental and Educational Psychology at the University of Padua and Pedagogical Science, University of Verona
- 2009-2019 8 undergraduate and 16 master students attending degree course on Developmental and Educational Psychology at the University of Padua
- 2008-2009 1 undergraduate and 2 master students attending degree courses on Psychology of Personality and Interpersonal Relationship and Clinical Psychology at the University of Padua.
- 2007-2008 2 master students attending degree courses on Developmental and Educational Psychology and Clinical Psychology at the University of Padua.
- 2006-2007 2 undergraduate students attending degree courses on Developmental and Educational Psychology and Psychology of Personality and Interpersonal Relations at the University of Padua

Commissions of Trust

2020

- Member of a commission for the attribution of assignments in the preparation course for the admission test to bachelor and master program in Primary teacher education Sciences (University of Verona)
- Member of a commission for the attribution of postgraduate research fellowship (Scientific referent: Prof. Marinella Majorano, University of Verona)
- Scientific evaluation for a PhD dissertation (Universitat de València-Spain)

Ad hoc reviewer for scientific journals (2010-2020):

- Journal of Educational Psychology
- Developmental Psychology
- British Journal of Educational Psychology
- Journal of Experimental Child Psychology
- Scientific Studies of Reading
- Learning and Individual Differences
- Learning and Instruction
- Applied Psycholinguistics
- Journal of Research in Reading
- Reading Research Quarterly
- Reading and Writing: An interdisciplinary Journal
- Psicologia: Reflexão e Crítica

Organization of Scientific Meetings

2017 Member of the scientific organizing committee of the “Giornate CLASTA (Communication and Language Acquisition Studies in Typical and Atypical Populations) VIII Edition, May 12-13, Padua, Italy/ 130 participants

Memberships of Scientific Societies

2007 – present Member of AIP (Associazione Italiana di Psicologia), Division of Developmental Psychology and Education
2012 – present Member of CLASTA (Communication and Language acquisition studies in Typical and Atypical Populations)
2018 – 2019 Member of Society for Text and Discourse
2017 – 2019 Member of EADP (European Association on Developmental Psychology)
2016 – 2017 Member of SSSR (Society for the Scientific Study of Reading)
2010 – 2011 Member of SSSR (Society for the Scientific Study of Reading)
2009 – 2013 Member of the Cost Action ISO-0804: Language Impairment in a multilingual society (European Science Foundation)

Personal, Social and Practical skills

Mother tongue: Italian

Other languages: English (Reading skills B2; Writing skills B2; Oral skills B2)

Social skills: excellent ability to interact with children, teachers/parents and colleagues. Very good at coordinating students and scientist involve in a project.

Practical skills: very good knowledge of Microsoft Office and statistical packages (SPSS/JASP)

Verona, giugno 2020

Elena Florit, PhD

