

SCIENTIFIC CURRICULUM - CHIARA BARACHETTI

1. CURRENT POSITION

Postdoctoral position at University of Verona, Department of Human Sciences.

2. EDUCATION

- 2002 Degree in Education, University of Verona (Dissertation: "Developmental Dyslexia and visuo-spatial attention"; final grade: 110/110 cum laude);
- 2008 Ph.D. in Education and Lifelong Learning, University of Verona, Italy (Dissertation "Shared book reading with children with SLI: Maternal linguistic input and infant responsiveness"). Supervisor: prof. Manuela Lavelli.

3. RESEARCH ACTIVITIES

Research Areas of Interest: Parent-child interaction and communication and language development in typical, atypical, and at-risk populations:

- Specific Language Impairment (SLI): the relationship between gestures and words in children with SLI; maternal input and linguistic support to children with SLI during shared book reading; effectiveness of conversational strategies with children with SLI; designing, implementing, and evaluating an intervention program with parents of children with SLI.
- Children from low-income families: trajectories of lexical acquisition; sources of variance in receptive and expressive vocabulary skills
- Bilingual children: trajectories of lexical acquisition; sources of variance in receptive and expressive vocabulary skills

Visiting scholarship

- 2007, Jen-May: visiting at Preschool Language and Literacy Lab (prof. Laura Justice), Curry School of Education, University of Virginia, Charlottesville, US.

Research collaborations

- (2001) Bergamo hospital, Child Neuropsychiatry Department (dott. P. Paganoni, prof. A. Facoetti), research project "Developmental Dyslexia and visuo-spatial attention".
- (2005-2006) University of Verona, Department of Human Sciences, research project "Interdyad differences in real-time dynamics and developmental pathways of mother-infant communication and relationship" (Prof. Manuela Lavelli).
- (2005-2007) PhD research project "Shared book reading with children with SLI: Maternal linguistic input and infant responsiveness", supervisor: prof. Manuela Lavelli.
- (2007) "Preschool Language and Literacy Lab", University of Virginia (prof. Laura Justice), for the intervention projects *Sit Together and Read-STAR* e *Early Literacy Intervention-ELI*.
- (2008-2009) "Preschool Language and Literacy Lab", University of Virginia (prof. Laura Justice), Italian adaptation of "Read It Again!", a scientifically based curricular supplement designed to develop and strengthen young children's early foundations in language and literacy.
- (2009-2012) Collaborations on contract (Sept. 2009 – Feb. 2010; Jan. 2012 – Apr. 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 University of Verona. A.I. Research Unit of Verona (prof. Manuela Lavelli), in collaboration with Research Units of Bologna and National Council of Research (CNR), Rome.
- (2012-2016) *Social and Language Development research group* (prof. Manuela Lavelli), Department of Human Sciences, University of Verona
- (2016-present) Postdoctoral position at University of Verona, Department of Human Sciences, for the biennial research project "Rate of lexical acquisition in toddlers from Italian and immigrant low-income families: Correlates and outcomes" (prof. Manuela Lavelli, Marinella Majorano)

Memberships

CLASTA - Communication & Language Acquisition Studies in Typical and Atypical Populations.

5. TEACHING

- (a.a. 2012/2013) Developmental and educational psychology (9 CFU), Bachelor's degree in Education, University of Verona;
- (a.a. 2012/2013, a.a. 2013/2014) Risk factors for learning disabilities and intervention, Professional Master level I in "Didactic and psychopedagogy for learning disabilities", University of Verona;
- (a.a. 2016/2017, a.a. 2017/2018) Psychology of disabilities (4 CFU), Master's degree in Primary Teacher Education, University of Padua - Verona Branch and University of Verona;
- (a.a. 2017/2018) Behavioral Observation Techniques – Laboratory (2 CFU), Master's degree in Pedagogical Science, University of Verona;
- (2003-present) Teaching assistant in Developmental and educational psychology, prof. Manuela Lavelli, Department of Human Sciences, University of Verona;
- (2001-presente, on leave) Preschool teacher.

6. PUBLICATIONS

Peer-reviewed articles in international journals

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*, online first publication. doi: 10.1016/j.jcomdis.2018.03.001

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. doi: 10.1017/S0305000914000762

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(5), 579-591. doi: 10.1111/j.1460-6984.2011.00032

Barachetti C., Lavelli M. (2010). Preschoolers' communicative functions during shared book reading with mothers and fathers. *Early Education and Development*, 21, 595-613. doi: 10.1080/10409280903150336

Under review

Barachetti C., Lavelli M., Majorano M., Florit E., Brotto C., Miotello P. (X). Impacts of a parent-based shared book reading intervention for Italian-speaking children with specific language impairment. *International Journal of Language & Communication Disorders*.

Peer-reviewed articles in Italian journals

Lavelli M., Barachetti C. (2010). Differenze interdiadiche nello sviluppo dei primi processi di co-regolazione madre-lattante. *Psicologia Clinica dello Sviluppo*, 3, 455-478.

Barachetti C., Lavelli M. (2007). Leggere con i bambini piccoli: sviluppi e recenti direzioni della ricerca sull'interazione durante la lettura congiunta. *Giornale Italiano di Psicologia*, 34(2), 277-302.

Under review

Barachetti C., Lavelli M. (x). Gli effetti dell'esperienza di nido sullo sviluppo cognitivo e linguistico. *Giornale Italiano di Psicologia*.

Chapters in Italian volumes

Barachetti C., Lavelli M. (2016). I processi di sviluppo da 0 a 6 anni e l'ambiente educativo. In M. Gecchele (a cura di), *I Centri Infanzia intergenerazionali: risorse e prospettive*. Pisa: ETS. In corso di stampa.

Articles in other Italian Journals (no peer-review)

Barachetti C., Lavelli M. (2008). I disturbi del linguaggio in età prescolare: il ruolo dei contesti quotidiani di interazione nello sviluppo linguistico. *Scuola Materna*, 96, 47-48.

Barachetti C. (2004). Immagine e testo scritto nei libri per bambini piccoli: il contributo della lettura congiunta al processo di concettualizzazione della lingua scritta. *DiPAV Quaderni*, 11, 147-166.

Peer-reviewed papers presented at International and Italian Congresses

Barachetti C., Majorano M., Lavelli, M. (2018). Vocabolario in produzione di bambini bilingui a 24 mesi: evidenze dal confronto con monolingui e tra bilingui con differenti L1. In simposio *Giornate CLASTA (Communication & Language Acquisition Studies in Typical*

and Atypical populations) IX edizione, Università dell'Aquila, 18-19 maggio.

Rigo F., Majorano M., C. Barachetti, Lavelli M. (2017). Language development and motor skills in Italian toddlers. *14th International Congress for the Study of Child Language*, Lyon, July 17-21. 2.

Lavelli M., Majorano M., Guerzoni L., Murri A., Barachetti C., Cuda D. (2017). Communication 12 dynamics between mothers and children with cochlear implants: Effects of maternal vocal and gestural support for language production. *International Conference "Language as a Form of Action"*, CNR, Rome, June 21-23. 3.

Lavelli M., Barachetti C., Majorano M., Gugole D., Marin A. (2017). La conversazione durante la lettura congiunta con bambini con DSL e sviluppo tipico: l'effetto del genere del libro sulla produzione linguistica. In Simposio, *Giornate CLASTA (Communication & Language Acquisition Studies in Typical & Atypical population) VIII ed.*, Univ. Padova, 12-13 maggio.

Lavelli M., Barachetti C., Florit E., Breda L., Brotto C., Miottello P. (2014). Improving the quality of parent-child shared book reading: An intervention program addressed to parents of preschoolers with specific language impairment. Symposium "Designing, implementing, and evaluating shared book reading interventions with preschoolers with language impairment", chair: M. Lavelli, discussant: S. Roulstone, *13th International Congress for the Study of Child Language*, Amsterdam, July 19-24. Abstracts, pp. 166-167, sito www.iascl2014.org/scientific-program/Symposia_Final.pdf.

Lavelli M., Barachetti C., Florit E., Grigoli A., Gimenez R. (2014). La relazione gesto-parola in bambini con disturbo specifico del linguaggio in situazioni di compito e di interazione spontanea. In Simposio "Il ruolo della comunicazione gestuale nello sviluppo tipico e atipico", *Giornate CLASTA (Communication & Language Acquisition Studies in Typical and Atypical populations) V edizione*, Università di Bologna, 16-17 maggio.

Lavelli M., Barachetti C., Florit E., Breda L., Rigo F., Rossi E., Brotto C., Miottello P. (2013). L'intervento con i genitori di bambini con disturbo specifico del linguaggio: sperimentazione e valutazione. In Simposio "L'intervento nei disturbi del linguaggio", *Giornate CLASTA (Communication & Language Acquisition Studies in Typical and Atypical populations) IV edizione*, Università di Milano-Bicocca, 10-11 maggio.

Barachetti C., Lavelli M. (2012). Shared book reading with preschoolers with typical/atypical language development: Parental input and children responsiveness. *International Conference at the Center for interdisciplinary Research (ZiF) - Early Literacy under the focus of language and Cognitive Development*, University of Billiefield, chair: Angela Grimminger, Billiefield, 22-23 marzo.

Lavelli M., Barachetti C., Justice L. (2011). Gestures and speech during shared picture-book reading with preschoolers with specific language impairment. In Symposium "Verbal and non verbal modalities contribute to building social interaction and the lexicon in at-risk and atypically developing children", chair: Sansavini A., discussant: Volterra V., *IASCL Conference*, Montreal, July 2011.

Barachetti C., Lavelli M. (2008). Le risposte infantili e le riparazioni materne durante la lettura congiunta con bambini con ritardo/disturbo specifico del linguaggio. In Simposio "Sviluppo del linguaggio e della comunicazione", proponente: A. Sansavini, M. C. Caselli, discussant: M.L. Genta, *XXII Congresso Nazionale della sezione di Psicologia dello Sviluppo-AIP*, Padova, 20-22 settembre. <http://aip08.psy.unipd.it/sviluppo/>.

Lavelli M., Barachetti C., Ciliberti A. (2007). Differenze interdistiche nello sviluppo dei primi processi di co-regolazione madre-lattante. In Simposio *XXI Congresso Nazionale della sezione di Psicologia dello Sviluppo-AIP*, Bergamo, 20-22 settembre.

Barachetti C., Lavelli M. (2007). Preschoolers' communicative functions during shared reading with fathers and mothers. *Symposium on Research in Child Language Disorder*, Madison, Wisconsin, 5-7 giugno.

Barachetti C., Lavelli M. (2006). Le iniziative comunicative infantili durante la lettura congiunta con madri e padri. In Simposio *XX Congresso Nazionale della Sezione di Psicologia dello Sviluppo - AIP*, Verona, 15-17 settembre.

Lavelli M., Barachetti C., Ciliberti A. (2006). La relazione tra il comportamento materno e il comportamento infantile nel contesto della comunicazione faccia-a-faccia. In Simposio *XX Congresso Nazionale della Sezione di Psicologia dello Sviluppo - AIP*, Verona, 15-17 settembre.

Lavelli M., Barachetti C., Fogel A. (2006). Developmental changes and real-time changes in the relationship between maternal and infant behavior during early face-to-face communication. In Symposium "Parent-infant interaction during the first year: Individual, contextual, and cultural differences", convenor: H. Hsu. *XVth International Conference on Infant Studies*, Kyoto, Japan, June 19-23.