

SCIENTIFIC AND TEACHING CURRICULUM VITAE

Paola Viterbori

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Academic Position

- Since 2019: Associate Professor in Developmental and Educational Psychology (M-PSI/04) - Department of Educational Sciences, University of Genoa
- 2005-2018: Researcher in Developmental and Educational Psychology (M-PSI/04) - Department of Educational Sciences, University of Genoa

Education and Training

Academic Degrees

- 2017: National Scientific Qualification for Associate Professorship (II level) in Developmental and Educational Psychology (Sector 11/E2)
- 2002-2006: Specialization in Clinical Psychology - School of Medicine and Surgery, University of Genoa (grade: 100/100 with honors)
- 1999-2001: PhD in Research Methods in Psychology - Department of Anthropological Sciences, University of Genoa - Dissertation: "Assessing individual quality of life: the case of amyotrophic lateral sclerosis"
- 1997: Qualification as a Psychologist, University of Padua
- 1996: Degree in General and Experimental Psychology - Faculty of Psychology, University of Padua (grade: 110/110 with honors)

University Teaching Activity

University Courses

- 2024/25 - Present: Developmental Psychology – Bachelor's Degree in Speech Therapy, School of Medical and Pharmaceutical Sciences, University of Genoa (2 ECTS)
- 2020/21 - Present: Psychology of Disabilities in Early Childhood – Bachelor's Degree in Education and Training Sciences, Department of Educational Sciences, University of Genoa (5 ECTS)
- 2019/20 - Present: Developmental Psychology – Bachelor's Degree in Psychological Sciences and Techniques, Department of Educational Sciences, University of Genoa (12 ECTS)
- 2010/11 - Present: Psychology of School Learning – Master's Degree in Psychology, Department of Educational Sciences, University of Genoa (8 ECTS)

PhD

- 2015 - Present: Member of the Doctoral Board of the PhD Program in Social Sciences

Thesis Supervision

- 2008 - Present: Supervisor of approximately 300 undergraduate and graduate theses for the Degree Programs in Psychological Sciences and Techniques, Psychology, Education and Training Sciences

- 2014-2022: Supervisor for the Second Level Master's in Learning Disorders and School Difficulties, University of Pavia

Institutional Responsibilities

- 2024 - Present: University representative in the Regional Inter-institutional Working Group (G.L.I.R.), advisory and support group to the Regional School Office for inclusive education policies
- 2023 - Present: Member of the Quality Assurance Committee, Department of Educational Sciences, University of Genoa
- 2018 - Present: Head of the Research Committee, Department of Educational Sciences, University of Genoa; member since 2016
- 2021 - Present: Member of the University Research Committee, University of Genoa
- 2016 - Present: Member of the Teaching Committee of the PhD in Social Sciences, University of Genoa

PhD and Research Grant Supervision

Scientific Responsibility for Research Grants

- 2024: Scientific coordinator of the two-year research grant: "Assessment of executive functions through machine learning", University of Genoa
- 2022: Scientific coordinator of the annual research grant: "Digital tools for the assessment and promotion of executive functions in children and adolescents", University of Genoa
- 2016: Scientific coordinator of the annual research grant: "Executive functions and morphosyntactic skills in typically developing children and those with DLD", University of Genoa
- 2015: Scientific coordinator of the annual research grant: "Executive functions and early language development", University of Genoa
- 2013: Scientific coordinator of the annual research grant: "Executive functions and language development in monolingual and bilingual preschoolers", University of Genoa
- 2011-2012: Scientific coordinator of the two-year research grant: "Development of self-regulation in preschool: cognitive and emotional aspects", University of Genoa

PhD Thesis Supervision

- 2024: Elena Mannino
- 2022: Alice Bazzurro, PhD thesis: "Digital tools for teleassessment and teleintervention in neurodevelopmental disorders"
- 2019-2021: Carlotta Rivella, PhD thesis: "Remote delivery of executive function training to children. Feasibility and preliminary efficacy of two interventions in clinical and educational settings"
- 2010-2012: Elena Gandolfi, PhD thesis: "Executive functions and language development"
- 2008-2010: Laura Traverso, PhD thesis: "Development of self-regulation in preschool: cognitive and emotional aspects"

Research Interests

- Typical and atypical language development; relationship between school learning and executive functions; assessment and intervention in executive functions; neurodevelopmental disorders.

Technology Transfer

- Development and standardization of a battery for the assessment of executive functions in preschool: Usai M.C., Traverso L., Gandolfi E., Viterbori P. (2017). FE-PS 2-6. Battery for the assessment of executive functions in preschool age. Erickson, Trento.
- Development and standardization of a battery for the tele-assessment of executive functions: Marzocchi GM., Pecini C., Traverso L., Usai M.C., Viterbori P., Bombonato C., Capodieci A., Mingozzi A., Rivella C., Ruffini C. (2023). TeleFE. Multidimensional assessment of Executive Functions (EF) in developmental age. <https://www.anastasis.it/telefe/>
- Development of a digital intervention for the rehabilitation of executive functions: Bombonato C., Rivella C., Pecini C., Ruffini C., Tarchi C., Usai M.C., Viterbori P. (2023). Il Mondo degli Elli. <https://www.anastasis.it/il-mondo-degli-elli/>
- Standardization of the Italian version of MOXO d-CPT: Usai M.C., Rivella C., Viterbori P., Cornoldi C. (2022). MOXO d-CPT. Continuous Performance Test online, Italian version. Florence: Hogrefe.

Research Funding

- 2024: Funding for a three-year PhD scholarship for the project "Differently-minded. Inclusive contexts for neurodiversity", Intesa San Paolo Foundation
- 2023: PRIN 2022 "GAMEFUL. Videogame-based Assessment of Executive Functions through machine Learning" (Principal Investigator)
- 2021: Co-funded scholarship with MUR/DISFOR funds, under the PON "Research and Innovation" 2014-2020, Action IV.4 "PhDs and research contracts on innovation topics" and Action IV.5 "PhDs on green topics" (Ministerial Decree 1061/2021). Research program title: Digital tools for teleassessment and teleintervention in neurodevelopmental disorders
- 2021: FISR Covid project "RiDi. Reducing Distances. A test battery for tele-assessment of cognitive control processes in school age" (partner, PI: Chiara Pecini, University of Florence).
- 2018: Funding for a three-year PhD scholarship for the project "Smart cognitive rehab. A tele-rehabilitation project for neurodevelopmental disorders", Operational Program Liguria Region, European Social Fund 2014-2020

Other Activities

- Collaboration with the Department of Child Services and Mandatory Schooling, Municipality of Genoa, for training, supervision, project development and research in the field of language development and self-regulation processes in preschool
- Collaboration with the Physical Medicine and Rehabilitation Service, IRCCS G. Gaslini, on assessment and intervention projects for children with brain injuries and disabilities
- Co-founder and member of the Scientific Committee of GRIFE (Research Group on Executive Functions)
- Co-responsible for Polo Bozzo, Research and Intervention Hub on language and learning disorders, University of Genoa

Selected Publications

International peer-reviewed articles

1. Zanolini, M., Rivella, C., & Viterbori, P. (2025). Writing and reading workshop: impact on reading motivation, reading amount and text comprehension. *Literacy*, 59(2), 256-267.
2. Rivella, C., Bombonato, C., Pecini, C., Frascari, A., & Viterbori, P. (2024). Improving executive functions at school. Integrating metacognitive exercise in class and computerized training at home to ensure training intensity and generalization. A feasibility pilot study. *British Journal of Educational Technology*, 55(6), 2719-2739.
3. Gandolfi, E., Diotallevi, G., & Viterbori, P. (2024). Morphological and inhibitory skills in

monolingual and bilingual children with and without developmental language disorder. *Journal of Speech, Language, and Hearing Research*, 67(8), 2620-2637.

4. Rivella, C., Bazzurro, A., Olla, V., Potente, C., Vio, C., Viterbori, P., & Usai, M. C. (2024). Impact of Distractors on Sustained Attention and Inhibition in Children With ADHD. *Journal of Attention Disorders*, 28(6), 970-981.
5. Zanolini, M., Chiorri, C., & **Viterbori, P.** (2024). Psychometric properties of the Italian adaptation of the short form of the Quality Scale of Inclusive School Development (QU!SS). *International Journal of Inclusive Education*, 1-17.
6. Gandolfi, E., Usai, M. C., Traverso, L., & **Viterbori, P.** (2023). Inhibitory control and verb inflection in Italian preschool children. *Journal of Child Language*, 50(4), 1005-1021.
7. Capodieci, A., Ruffini, C., Frascari, A., Rivella, C., Bombonato, C., Giaccherini, S., ... & Pecini, C. (2023). Executive functions in children with specific learning disorders: Shedding light on a complex profile through teleassessment. *Research in Developmental Disabilities*, 142, 104621.
8. Traverso, L., Tonizzi, I., Usai, M. C., & **Viterbori, P.** (2023). The cognitive underpinnings of early arithmetic depend on arithmetic problem format: A study with five-year-old children. *Journal of Cognition and Development*, 1-23.
9. Rivella, C., Ruffini, C., Bombonato, C., Capodieci, A., Frascari, A., Marzocchi, G. M., ... & **Viterbori, P.** (2023). TeleFE: A New Tool for the Tele-Assessment of Executive Functions in Children. *Applied Sciences*, 13(3), 1728.
10. Rivella, C., Zanetti, A., Bertamino, M., Severino, M., Primavera, L., Signa, S., ... & **Viterbori, P.** (2023). Executive functions and psychosocial impairment in children following arterial ischemic stroke. *Child Neuropsychology*, 29, 276–298.
11. Rivella, C., Zanetti, A., Bertamino, M., Primavera, L., Moretti, P., & **Viterbori, P.** (2022). Emotional and social functioning after stroke in childhood: a systematic review. *Disability and Rehabilitation*, 1-15.
12. Traverso, L., **Viterbori, P.**, Gandolfi, E., Zanolini, M., & Usai, M. C. (2022). The contribution of inhibitory control to early literacy skills in 4-to 5-year-old children. *Early Childhood Research Quarterly*, 59, 265-286.
13. Zanolini, M. & **Viterbori, P.** (2022). Students' well-being and attitudes towards inclusion. *European Journal of Special Needs Education*, 37, 679–689.
14. Traverso, L., Tonizzi, I., Usai, M. C., & **Viterbori, P.** (2021). The relationship of working memory and inhibition with different number knowledge skills in preschool children. *Journal of Experimental Child Psychology*, 203, 105014.
15. Gandolfi, E., Traverso, L., Zanolini, M., Usai, M. C., & **Viterbori, P.** (2021). The longitudinal relationship between early inhibitory control skills and emergent literacy in preschool children. *Reading and Writing*, 1-25.
16. Rivella, C., & **Viterbori, P.** (2021). Executive function following pediatric stroke. A systematic review. *Child Neuropsychology*, 27(2), 209-231.
17. Tonizzi I., Traverso L., Usai M. C., & **Viterbori P.** (2021). Fostering number sense in low SES children: a comparison between low-and high-intensity interventions. *Mathematics Education Research Journal*, 33, 345-363.
18. Traverso, L., **Viterbori, P.**, & Usai, M. C. (2020). Prosocial behavior: The role of theory of mind and executive functions. *Journal of Cognition and Development*, 21(5), 690-708.
19. Usai, M. C., **Viterbori, P.**, Gandolfi, E., & Zanolini, M. (2020). The relationship between temperamental dimensions and inhibitory control in early childhood: Implications for language acquisition. *Infant Behavior and Development*, 61, 101495.
20. Traverso, L., **Viterbori, P.**, Malagoli, C., & Usai, M. C. (2020). Distinct inhibition dimensions differentially account for working memory performance in 5-year-old children. *Cognitive Development*, 55, 100909.
21. Gandolfi E., & **Viterbori P.** (2020). Inhibitory control skills and language acquisition in toddlers and preschool children. *Language Learning*, 70(3), 604–642.

22. Gandolfi, E., Zanolini, M., Dodici, S., **Viterbori, P.**, & Usai, M. C. (2020). Sviluppo del linguaggio, temperamento e funzioni esecutive emergenti nel terzo anno di vita. *Psicologia Clinica dello Sviluppo*, 24(1), 35–57.
23. Traverso L., **Viterbori P.**, & Usai M. C. (2019). Effectiveness of an executive function training in Italian preschool educational services and far transfer effects to pre-academic skills. *Frontiers in Psychology*, 10, 2053.
24. **Viterbori P.**, Zanolini M., & Cozzani F. (2018). Phonological development in children with different lexical skills. *First Language*, doi: 10.1177/0142723718784369.
25. Usai M.C., **Viterbori P.**, Traverso L. (2018). Preschool executive function profiles: Implications for math achievement in Grades 1 and 3. *Journal of Research in Childhood Education*, doi: 10.1080/02568543.2018.1496957.
26. **Viterbori P.**, Traverso L., Usai M.C. (2017). The role of executive function in arithmetic problem-solving processes: A study of third graders. *Journal of Cognition and Development*, 18, 595-616.
27. Zanolini M., **Viterbori P.**, Garello V., & Camba R. (2017). Parental satisfaction with disabled children's school inclusion in Italy. *European Journal of Special Needs Education*, doi: 10.1080/08856257.2017.1386318
28. De Franchis V., Usai M. C., **Viterbori P.**, & Traverso L. (2017). Preschool executive functioning and literacy achievement in Grades 1 and 3 of primary school: A longitudinal study. *Learning and Individual Differences*, 54, 184-195.

Books

1. **Viterbori P.**, Re A.M., Usai, M.C. (2024). *L'autoregolazione in età prescolare. Una guida per sostenere lo sviluppo per educatori e insegnanti*. Roma: Carocci
2. Marzocchi G.M., Pecini, C., Usai, M.C., **Viterbori P.** (2022). *Le funzioni esecutive nei disturbi del neurosviluppo. Dalla valutazione all'intervento*. Firenze: Hoeegrefe.
3. Amoretti G., Morra S., Usai M.C., **Viterbori P.** (2020). *Processi cognitivi e apprendimento scolastico*. Roma: Carocci.
4. **Viterbori P.**, Gandolfi E., Scopesi A. M. (2016). *Il bilinguismo a scuola*. Firenze: Giunti.
5. Zanolini M., **Viterbori P.**, Scopesi A. (2015). *Le difficoltà e i disturbi del linguaggio attraverso le lenti dell'ICF*. Milano: Franco Angeli.
6. Usai M. C., De Franchis V., **Viterbori P.**, Traverso L. (2012). *Diamoci una regolata! Guida pratica per promuovere l'autoregolazione a casa e a scuola*. Milano: Franco Angeli.
7. Scopesi A. M., **Viterbori P.** (2008). *Istituzioni educative prescolari e sviluppo del linguaggio*. Roma: Carocci.
8. Scopesi A. M., **Viterbori P.** (2003). *Psicologia della maternità*. Roma: Carocci.

Test and training

1. Marzocchi G.M., Pecini C., Traverso L., Usai M.C., **Viterbori P.**, Bombonato C., Capodici A., Mingozzi A., Rivella C., Ruffini C. (2023). TeleFE. Valutazione multidimensionale delle Funzioni Esecutive (FE) in età evolutiva. <https://www.anastasis.it/telefe/>
2. Bombonato C., Rivella C., Pecini C., Ruffini C., Tarchi C., Usai M.C., **Viterbori P.** (2023). Il Mondo degli Elli. <https://www.anastasis.it/il-mondo-degli-elli/>
3. Usai M.C., Rivella C., **Viterbori P.**, Cornoldi C. (2022). MOXO d-CPT. Continuous Performance Test online, versione italiana. Firenze: Hoeegrefe.
4. Usai M.C., Traverso L., Gandolfi E., **Viterbori P.** (2017). FE-PS 2-6. Batteria per la valutazione delle funzioni esecutive in età prescolare. Erickson, Trento.