

PERSONAL  
INFORMATION

Maria Carmen Usai, PhD

## POSITION

From 01/03/2022

Full Professor

Department of Educational Sciences, University of Genoa (Italy)

## EDUCATION AND TRAINING

- 1998 - 1999 Post-doc  
University of Genoa
- 1996 Research fellow  
University of Genoa (Italy)
- 1992 – 1995 PhD Program in Psychology Research Methods  
University of Genoa (Italy)
- Feb – Jul 1995 Visiting PhD student  
Cognitive Neuropsychology Laboratory at the Dartmouth College (Hanover, NH, US)
- 1992 Professional internship for Psychologist  
Clinical Neuropsychology Laboratory at the Ca' Foncello Hospital (Treviso, Italy)
- 1986 – 1991 Master's degree in Clinical Psychology  
University of Padua (Italy)

## PROFESSIONAL EXPERIENCE

## PAST POSITIONS

- 2006 –2022 Associate professor of Developmental and Educational psychology  
Department of Educational Sciences, University of Genoa (Italy)
- 2000 –2005 Assistant professor  
Department of Educational Sciences, University of Genoa (Italy)

## RESEARCH

Her main research interests include (see Publications):

- The development of executive functions (EF) in typical and other neurodevelopmental conditions
- Validation of cognitive assessment tools for children and adolescents, recently also for teleassessment
- The realization of evidence-based interventions to promote EF abilities
- The investigation of domain general influences (e.g., EF) on language development, early and school achievement.

## TEACHING

## Courses

- 2001 – current Developmental psychology at the Master Course for kindergarten and primary school teachers
- 2020 – current Developmental Psychology of preschool-age at the Bachelor Course in Education Sciences
- 2024 - current Theoretical models of developmental processes
- 2022 – 2023 Psychology of disabilities at the Master Course for kindergarten and primary school teachers
- 2009 – 2023 Individual differences in infancy and childhood at the Master's degree in Psychology
- 2004 – 2009 Developmental psychology advanced course at the Master's degree in Psychology
- 2001 – 2014 Developmental Psychology at the Bachelor Course in Education Sciences
- 2002 – 2003 Research Methods in Psychology at the Master's degree in Psychology
- 2000 – 2001 Developmental Psychology at the Bachelor Course in Sport Sciences
- 2000 – 2001 Psychology of disabilities at the Bachelor Course in Sport Sciences

## Theses

- 2001 – current More than 125 bachelor's and master's theses supervised.  
Tutor for PhD students (a.y. 2006-2009, 2009-2012; 2019-2023; 2022-ongoing).

## Doctorate

## PhD Committees Membership

- 2013 – current Member of the teaching staff for the Doctorate in Social Sciences at University of Genoa
- 2008 – 2012 Member of the teaching staff for the Doctorate in Psychology, Anthropology and Cognitive Sciences at University of Genoa
- 2006 – 2007 Member of the teaching staff for the Doctorate in Psychology and Cognitive Sciences at University of Genoa

**RELEVANT ROLES****Academic Service and Leadership**

- 2015 – current Department Referent for the Evaluation of Research Quality (VQR)
- 2018 – current Member of the Quality Assurance Commission of the Master's Degree in Psychology
- 2018 – 2021 Member of the Department Board and Member of the Social Sciences School Council
- Nov 2015 – 2017 Deputy Head of Department of Education
- 2013 – Jan 2015 Member of the Quality Committee
- 2011 – Jan 2015 Member of the Teaching Observatory
- 2011 – 2013 Director of a first-level University Master for the training of teachers on learning disabilities
- 2009 and 2011 Director of Postgraduate Specialization Courses in Learning Disabilities
- 2010 – 2017 Responsible for the traineeship Commission of the bachelor's and master's degree courses in Psychology
- 2006 – 2010 Responsible for the study plan Commissions of the bachelor's courses in Psychology (2009-10) and Education (2006-09).

**GRANTS**

- 2024 Responsible of unit for the project "New Horizon project. Monitoring of training needs and actions aimed at supporting children and young people in fragile situations" (2022-SEG-01058), call "Vicini di scuola" funded by the Con il Sud Foundation / Impresa Sociale Con i Bambini Srl (€48,500 for the three-year period)
  - 2022 Responsible of a three-years grant for a doctorate position on the project "ESOS-Disparity (Empowering the SOft Skills against the Disparity)", funded by the Intesa Sanpaolo Onlus Foundation (€75,000 for the three-year period).
  - 2016 - 2017 Responsible for the project "Supporting the ability to understand written text in the School" funded by the De Mari Foundation (one-year project re-funded; €25,000).
  - 2012-2014 Responsible for the project Children and development contexts: a two-year training project, funded by the Liguria Region (€100,000).
  - 2009 Responsible for the project Self-regulation skills at an early age, funded by the Liguria Region (25,000 euros)
  - 2008 University Project Manager (University of Genoa) - Attentive skills and inhibitory control in the third year of life (€2770).
  - 2003 Project for the reconnaissance, collection, and analysis of existing data on the research doctorate and for the survey on the professional integration of research doctorates (funded by CNVVSU, Italian Ministry of Education, University and Research, €19,000).
  - 2001 Head of Young Researcher Projects University of Genoa "Attention deficit/hyperactivity disorder: validation of a test for the evaluation of the efficiency of the executive system".
- Research grants for post-doc Research Fellow positions at the University of Genoa (€19,000-23,000 each)**
- 2020 Project: "The development of inhibitory control: effects of gaze cueing" (D.R. 181, 17/01/2020).
  - 2018 Project: "The executive functions and the prerequisites of learning in the alphabetic area" at the University of Genoa (D.R. 1946, 14/05/2018).
  - 2017 Project: "The resolution of mathematical problems in primary school" at the University of Genoa (D.R. 2297, 23/06/2017).
  - 2016 Project: "Promoting the development of executive functions in children between 2 and 6 years" at the University of Genoa (D.R. 181, 15.01.2016).
  - 2010 Project: "Executive functions and scholastic learning difficulties" at the University of Genoa (D.R. 186, 12/3/2010).

**OTHER ACTIVITIES****Professional activities funded by Municipalities and Schools**

- 2020-current and 2013-14 Responsible for training activities aimed at educational staff and teachers of civic services for children aged 0/6 in the Municipality of Genoa.
- 2013-14 Responsible for the project "Enhancing learning in the preschool age: a prevention project" at the Taggia Comprehensive Institute (Sanremo).
- 2012-13 Head of training activities for the teaching staff of the Istituto Comprensivo Sanremo Foce on "The transition from kindergarten to primary school: the prerequisites for learning".
- 2012-13 Responsible for training activities for the educational staff of the Municipality of Sanremo on Development of emotional competence in children and adults.
- 2008-2009 Responsible for training activities aimed at teachers of the Didactic Direction of Albisola (Sv) on Self-regulation and learning of reading and writing.
- 2008-2009 Responsible for training activities of the educational staff of the Municipality of Savona on the development of self-regulation and attentional control skills (executive functions) and the relationship of these constructs with the

- development of language and other forms of learning.
- 2008 Responsible for training activities for the educational staff of the Municipality of Sanremo on Development of self-regulation skills and attentional control.
- 2007 Responsible for training activities for the educational staff of the Municipality of Sanremo on Language Development.
- Technology transfer and other professional activities**
- 2023 Co-author of a battery of tests for the evaluation of executive functions: Rivella et al. (2023). TeleFE: A New Tool for the Tele-Assessment of Executive Functions in Children. *Applied Sciences*, 13(3):1728.
- 2022 Italian standardisation of test for the evaluation of attention: Usai et al. (2022). MOXO d-CPT. Continuous Performance Test online. Hogrefe, Firenze.
- 2018-2022 Expert member of the Consensus Conference on specific learning disabilities for the implementation of the 2018 Guidelines by the Italian National Institute of Health ([ISS, 2022](#)).
- 2017 Co-author of a battery of tests for the evaluation of executive functions: Usai et al. (2017). FE-PS 2-6. Evaluation of executive functions in preschool age. Erickson, Trento.
- 2009 – 2020 Founding member of the IDEE University Spin-Off, Intervention on Developmental Age Disorders (IDEE s.r.l.). Spin off of the UNI.T.I. Project at the University of Genoa (<http://www.unige.it/unimprese/Idee.shtml>).

#### ADDITIONAL INFORMATION

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- Memberships** Registered with the Order of Psychologists of Liguria (No. 870).  
Member of the Italian Association of Psychology, Section of Developmental Psychology (AIP), elected Auditor for two three-year periods (2018-2020 and 2020-current).  
Member of the Italian Association for Research and Intervention in Psychopathology of Learning (AIRIPA) coordinating the Liguria section from 2019-2021.
- Maternity** Leave from 05/11/2003 to 13/04/2004 and from 06/02/2006 to 03/07/2006.

## Publications

## Articles (WOS or Scopus)

1. 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*, 0(0). <https://doi.org/10.1177/10870547231218932>
2. Capodieci, A., Ruffini, C., Frascari, A., Rivella, C., Bombonato, C., Giaccherini, S., Scali, V., Luccherino, L., Viterbori, P., Traverso, L., **Usai, M. C.**, Marzocchi, G. M., & 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. <https://doi.org/10.1016/j.ridd.2023.104621>
3. Tonizzi, I., & **Usai, M. C.** (2023). Math abilities in autism spectrum disorder: A meta-analysis. *Research in developmental disabilities*, 139, 104559. Advance online publication. <https://doi.org/10.1016/j.ridd.2023.104559>
4. Gandolfi E., Traverso L., **Usai M. C.**, Viterbori P. (2023), Lo sviluppo dell'inibizione: evidenze e interrogativi ancora aperti. *Giornale italiano di psicologia*, 1/2023, 111-136. D oi: 10.1421/106925
5. Gandolfi E., Traverso L., **Usai M. C.**, Viterbori P. (2023), Lo sviluppo dell'inibizione: spunti di riflessione finali. Risposte ai commenti *Giornale italiano di psicologia*, 1/2023, 209-219, doi: 10.1421/106937
6. 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*, DOI: 10.1080/15248372.2023.2219743
7. Rivella C., Ruffini C., Bombonato C., Capodieci A., Frascari A., Marzocchi G.M., Mingozi A., Pecini C., Traverso L., **Usai M.C.**, Viterbori P. (2023). TeleFE: A New Tool for the Tele-Assessment of Executive Functions in Children. *Applied Sciences*, 13(3):1728. <https://doi.org/10.3390/app13031728>
8. **Usai, M.C.** (2023). Inhibitory abilities in girls and boys: More similarities or differences? *Journal of Neuroscience Research*, 101(5), 689–703. <https://doi.org/10.1002/jnr.25034>.
9. Tonizzi, I., Repetto, C., Giofrè, D., & **Usai, M. C.** (2022). La soppressione dell'interferenza nei disturbi dello spettro autistico: una meta-analisi sugli studi che utilizzano il Flanker test. *Psicologia Clinica dello Sviluppo*, 3, pp. 373-402. doi: 10.1449/103811
10. Pace CS, **Usai MC**, Bizzi F, Minetto P, Alcetti A and Zanobini M (2022). Psychological Counseling Service “Together” at University of Genoa: Students’ Psychological Profile in Pre and Post Pandemic. *Front. Psychol.* 13:898530. doi: 10.3389/fpsyg.2022.898530
11. Gandolfi, E., **Usai, M.C.**, Traverso, L., & Viterbori, P. (2022). Inhibitory control and verb inflection in Italian preschool children. *Journal of Child Language*, 1-17. doi:10.1017/S0305000922000058
12. Malagoli C., Chiorri C., Traverso L., **Usai M.C.** (2022), Inhibition and individual differences in behavior and emotional regulation in adolescence. *Psychological Research*, 86, 1132–1144. DOI: 10.1007/s00426-021-01565-8
13. Traverso, L., Viterbori, P., Gandolfi, E., Zanobini, 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. <https://doi.org/10.1016/j.ecresq.2021.11.010>.
14. Tonizzi, I., Giofrè, D., & **Usai, M. C.** (2022). Inhibitory Control in Autism Spectrum Disorders: Meta-analyses on Indirect and Direct Measures. *Journal of autism and developmental disorders*, 52(11), 4949–4965. <https://doi.org/10.1007/s10803-021-05353-6>.
15. Piana, S., Malagoli, C., **Usai, M.C.**, & Camurri, A. (2021). Effects of Computerized Emotional Training on Children with High Functioning Autism. *IEEE Transactions on Affective Computing*, 12, 1045-1054.
16. Fontana, M., **Usai, M. C.**, & Passolunghi, M. C. (2021). Inhibitory Abilities in Individuals with Down Syndrome: Investigation of Interference Suppression Using an Adapted Version of Navon Task. *Developmental Neuropsychology*, 46(7), 486–497. <https://doi.org/10.1080/87565641.2021.1985121>
17. Fontana, M., **Usai, M.C.**, Pellizzoni, S., Passolunghi, M.C. (2021). Inhibitory Dimensions and Delay of Gratification: A Comparative Study on Individuals with Down Syndrome and Typically Developing Children. *Brain Sciences*, 11 (5), 636. <https://doi.org/10.3390/brainsci11050636>
18. Fontana M., **Usai M. C.**, Toffalini E., Passolunghi M. C. (2021). Meta-analysis on inhibition from childhood to young adulthood in people with Down syndrome, *Research in Developmental Disabilities*, 109, <https://doi.org/10.1016/j.ridd.2020.103838>.
19. Gandolfi, E., Traverso, L., Zanobini, M., **Usai M.C.**, Viterbori, P. (2021). The longitudinal relationship between early inhibitory control skills and emergent literacy in preschool children. *Reading & Writing*. <https://doi.org/10.1007/s11145-021-10131-y>
20. Malagoli C., Cerro P.F, Vecchiato C., **Usai M. C.** (2021). Cognitive and emotional regulation in adolescents and young women with eating disorders. *Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity*, 26, 375-383. doi: 10.1007/s40519-020-00859-x

21. Semino S., Zanobini M., **Usai M.C.** (2021). Visual memory profile in children with high functioning autism. *Applied Neuropsychology Child*, 10, 26-36. doi: 10.1080/21622965.2019.1594231.
22. 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, ISSN: 1033-2170, doi: 10.1007/s13394-019-00307-9
23. 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. <https://doi.org/10.1016/j.jecp.2020.105014>
24. Marzocchi, G.M., **Usai, M.C.**, and Howard, S.J. (2020) Editorial: Training and Enhancing Executive Function. *Front. Psychol.* 11:2031. doi: 10.3389/fpsyg.2020.02031
25. 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.
26. **Usai M.C.**, Viterbori P. (2020). Plusdotazione e funzioni esecutive (commento ad articolo bersaglio), *Giornale Italiano di Psicologia*, 47, 877-881. Doi: 10.1421/100077
27. **Usai, M.C.** Viterbori, P., Gandolfi, E., Zanobini, M. (2020). The relationship between temperamental dimensions and inhibitory control in early childhood: Implications for language acquisition. *Infant Behavior and Development*, 61, <https://doi.org/10.1016/j.infbeh.2020.101495>.
28. 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*, 5. Doi: 10.1016/j.cogdev.2020.100909.
29. Gandolfi E., Zanobini M., Dodici S., Viterbori P., **Usai M.C.** (2020). Sviluppo del linguaggio, temperamento e funzioni esecutive emergenti nel terzo anno di vita. *Psicologia Clinica e dello sviluppo*, 1, 35-58.
30. 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*, vol. 10, p. 1-15, ISSN: 1664-1078, doi: 10.3389/fpsyg.2019.02053
31. **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
32. Traverso L., Fontana M., **Usai M.C.** & Passolunghi M.C. (2018). Response Inhibition and Interference Suppression in Individuals with Down Syndrome Compared to Typically Developing Children. *Front. Psychol.* 9:660. doi: 10.3389/fpsyg.2018.00660
33. Malagoli, C., **Usai, M.C.** (2018). WM in Adolescence: What Is the Relationship With Emotional Regulation and Behavioral Outcomes? *Front. Psychol.* 9:844. Doi: 10.3389/fpsyg.2018.00844
34. Malagoli, C., **Usai, M.C.** (2018). The effects of gender and age on inhibition and working memory organization in 14- to 19-year-old adolescents and young adults. *Cognitive Development*, 45, 10-23.
35. Morra, S., Panesi, S., Traverso, L., **Usai, M. C.** (2018). Which tasks measure what? Reflections on executive function development and a commentary on Podjarny, Kamawar, and Andrews (2017), *Journal of Experimental Child Psychology*, 167, 246-258. doi:10.1016/j.jecp.2017.11.004
36. 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, 1-22. DOI:10.1080/15248372.2017.1392307
37. 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.
38. Traverso, L., Mantini, C., **Usai, M. C.**, Viterbori, P. (2016). Valutare le capacità di regolazione in età prescolare: il Preschool Matching Familiar Figure Task. *Psicologia Clinica dello Sviluppo*, XX, 189-210.
39. Cozzani F., Zanobini M., **Usai M.C.** (2016). Promoting Language and Executive Function in the Educational Settings: The Drežančić Method. *Early Education and Development*. doi: 10.1080/10409289.2016.1145004.
40. Viterbori P., **Usai M.C.**, Traverso L., De Franchis V. (2015). How preschool executive functioning predicts several aspects of math achievement in Grades 1 and 3: A longitudinal study. *Journal of Experimental Child Psychology*, 140, 38-55. doi:10.1016/j.jecp.2015.06.014
41. Traverso L., Viterbori P. and **Usai M.C.** (2015). Improving Executive Function in childhood: Evaluation of a training intervention for 5- year-old children. *Front. Psychol.* 6:525. doi: 10.3389/fpsyg.2015.00525 (Research topic on Improving working memory in learning and intellectual disabilities).
42. Gandolfi E., Viterbori P., Traverso L. and **Usai M.C.** (2014). Inhibitory processes in toddlers: A latent-variable approach. *Frontiers Psychology*. 5:381. doi:10.3389/fpsyg.2014.00381. (Special issue on Development of Executive Function during Childhood).
43. **Usai M.C.**, Viterbori P., De Franchis V., Traverso L. (2014). Latent structure of executive function in 5 to and 6 year old children: A longitudinal study. Latent structure of executive function in 5- and 6-year-old children: A



- longitudinal study. *European Journal of Developmental Psychology*, 11, 447-462.  
DOI:10.1080/17405629.2013.840578.
44. De Franchis V., **Usai M.C.** (2013). Abilità di base nell'area alfabetica e matematica: il ruolo delle funzioni esecutive. *Psicologia Clinica dello Sviluppo*, XVII, 73-95 (ISSN:1824-0784).
  45. Garelo V., Viterbori, P., **Usai, M.C.** (2011). Temperamental profiles and language development: a replication and an extension. *Infant Behavior and Development*. DOI: 10.1016/j.infbeh.2011.09.003.
  46. **Usai M.C.**, Garelo V., Viterbori P. (2009), Temperamental profiles and linguistic development: differences in the quality of linguistic production in relation to temperament in children of 28 months, *Infant Behaviour and Development*, 32, 322–330.
  47. **Usai M.C.**, Viterbori P., Alcetti A. (2007), Temperamento e identificazione precoce delle difficoltà di apprendimento, *Psicologia Clinica dello Sviluppo*, XI, 2, 253-269.
  48. **Usai M.C.** (2006). L'asilo nido come luogo di prevenzione, *Psicologia Clinica dello Sviluppo*, vol. 2.
  49. Viterbori P., Zanobini M., Scopesi A., **Usai M.C.** (2006), Profili dello sviluppo linguistico precoce: analisi di alcuni indicatori di rischio. *Psicologia clinica dello sviluppo*, X, 1, 141-162.
  50. Zanobini M., **Usai M.C.** (2002). Domain-Specific Self-Concept and Achievement Motivation in the Transition from Primary to Low Middle School. *Educational Psychology*, 22 (2), 203-217.
  51. **Usai M.C.**, Umiltà C., Nicoletti R. (1995), Limits in controlling the focus of attention. *European Journal of cognitive Psychology*, 7(4), 411-439.

#### Other articles

1. **Usai M.C.**, Traverso L., Gandolfi E. e Viterbori P. (2017), La valutazione delle funzioni esecutive in età prescolare, "Logopedia e comunicazione", vol. 13, n. 2, pp. XX-CC, doi: 10.14605/LOG13217xx
2. Viterbori P., **Usai M.C.**, Traverso L., De Franchis V. (2016). Predittività delle funzioni esecutive prescolari sugli apprendimenti matematici in prima e in terza primaria. *Disturbi di Attenzione e Iperattività*, 11, 139-158.
3. Cozzani, F., Usai M.C., Zanobini M. (2013). Linguistic abilities and executive function in the third year of life. *Rivista Italiana di psicolinguistica Applicata*, 13, 25-43.
4. Traverso L., Mantini C., **Usai, M.C.** e Viterbori, P., (2014). Autoregoliamoci giocando. *Bambini*, dicembre, pp.68-71.
5. **Usai M.C.**, Viterbori P., Mantini C., Traverso L., De Franchis V. (2013). Autoregoliamoci: un programma per la scuola d'infanzia. *Psicologia e Scuola* (Strumenti per intervenire in classe), 29, 1-8.
6. Viterbori P., Gandolfi E., Usai M.C. (2012). Executive skills and early language development, *Rivista Italiana di psicolinguistica Applicata*, 12, 17-32.
7. Malagoli C., **Usai M.C.**, Solari S., Arduino G.M. (2012). Funzioni esecutive in bambini e ragazzi con Disturbi Pervasivi dello Sviluppo. *Autismo e Disturbi dello Sviluppo*, 10, 177- 193.
8. Mantini C., Traverso L., De Franchis V., **Usai M.C.** (2012). Potenziamento dei processi di controllo in età prescolare. *Difficoltà di Apprendimento*, 18, 11-21 (ISSN:1123-928X).
9. Traverso L., Viterbori, P., **Usai, M.C.** (2010). Bambini «a rischio» nel passaggio dalla scuola dell'infanzia alla scuola primaria: la relazione fra prerequisiti scolastici, caratteristiche comportamentali e funzioni esecutive. *Difficoltà di Apprendimento*, 15, 51-68.
10. Garelo V., Usai M.C., Viterbori P. (2009). Competenza linguistica e profili temperamentali in bambini frequentanti l'asilo nido. *Psicologia dell'educazione*, 3, 2, 215-235.
11. Viterbori P., Scopesi A., **Usai M.C.**, Zanobini M. (2006), Il bambino del nido e il linguaggio. *Bambini*, 12 (5), 19-23.
12. Zanobini M., Manetti M., **Usai M.C.** (2005) Madri e bambini disabili: risorse strategie e processi di adattamento familiare, *Giornale Italiano delle Disabilità*, V-2, 18-31.
13. Benso F., **Usai M.C.**, Alcetti A. e Berriolo S. (2005). Il Sistema Attentivo Supervisore e il suo intervento nei disturbi di apprendimento. *Dislessia*, 2, 171-178.
14. **Usai M.C.**, Bracco F. (2003), Il fuoco attentivo ha una forma?, *Giornale Italiano di Psicologia*, 1, 179-184.
15. **Usai M.C.**, Zanobini M. (2003), Autostima e motivazione in bambini con scarsi risultati scolastici nel passaggio dalla quinta elementare alla prima media: riflessione alla luce di un modello dinamico. *Psicologia dell'educazione e della formazione*, 5(1), 59-69.
16. Cresci R., Montecucco L., Scopesi A., **Usai M.C.** (2002), Una prova informatizzata di auto-orientamento ai corsi di laurea della Facoltà di Lettere e Filosofia (Argo): proposte di analisi degli errori, *Giornale Italiano di Psicologia dell'Orientamento*, 3 (1), 29-44.
17. Benso F., Turatto M., Galfano G., **Usai M.C.** (2002), Il fuoco attentivo: alcune questioni irrisolte. *Giornale Italiano di Psicologia*, 29 (1), 187-191.
18. Scopesi A., Brandolini P., Cresci L.R., Giannattasio B.M., Greco A., Lenti R., Migliorini M., Montecucco L., Spinelli G., **Usai M.C.** (2001). Orientarsi a studi umanistici. Costruzione di una prova informatizzata di auto-orientamento ai percorsi della Facoltà di Lettere e Filosofia. *Giornale Italiano di Psicologia dell'Orientamento*, 2

- (2), 3-16.
19. Zanobini M., Siri S., **Usai M.C.** (2000). Motivazione, autostima e rendimento nel passaggio dalla scuola elementare alla media. *Psicologia dell'educazione e della formazione*, 1, 45-61.
  20. **Usai M.C.**, Viterbori P. (2000). La disortografia evolutiva: caratteristiche degli errori ortografici e rapporti con la prestazione in lettura. *Difficoltà di apprendimento*, 5 (4), 479-493.
  21. **Usai M.C.**, Zanobini M., Siri S., Bozzo M.T. (1996). La Griglia di Classificazione degli Errori Ortografici: esempi di applicazione. *Studi di Psicologia dell'educazione*, XV, 3, 21-37.
  22. **Usai M.C.**, Umiltà C. (1994). Effetti del rumore sul controllo del fuoco dell'attenzione. *Giornale Italiano di Psicologia*, XXI, N. 2, 221-241.

#### Books and tests

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According to law 679/2016 of the Regulation of the European Parliament of 27th April 2016, I hereby express my consent to process and use my data provided in this CV

Genoa, 29/02/2024

A handwritten signature in black ink that reads "Maria Carmen Usai". The signature is written in a cursive style with a distinct flourish at the end.