

Veronica Ornaghi

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Education

- 2006-2009 Ph.D., Human Sciences, University of Milano-Bicocca. Thesis: "Mental-state talk and theory of mind: A training study with preschool children". Advisor: prof.ssa Ilaria Grazzani.
- 2009 Degree in Psychology (5-years course), University of Pavia. Thesis: "Psychological lexicon and theory of mind: a study with school age children".
- 1997 Specialization Course (1-year course): The relationship as an instrument of research and assistance: verbal and non-verbal communication, Catholic University of Milan.
- 1995 Degree in Education (4-years course), Catholic University of Milan. Thesis: "Autobiography and the construction of Self: the contribution of Jerome Bruner"

National and International Grants and Awards

- 2017-*present* Three-years Erasmus+ project (action K3) funded by EACEA. The project involves 8 European countries and is coordinated by Lithuania. Title of the project: "Learning to Be: Development of Practices and Methodologies for Assessing Social, Emotional and Health Skills within Education Systems". V. Ornaghi is a member of the Italian partner team with the role of Project Manager.
- 2016-2017 Research grant funded by the University of Milano-Bicocca. Title of the research project: "The role of early childhood teachers' beliefs on emotions, emotion socialization practices and mind-mindedness in the development of toddlers' emotion knowledge".
- 2015-2016 Postdoctoral research grant, Department of Human Sciences, University of Milano-Bicocca. Title of the research project: "Emotion socialization at the nursery school: the role of language in the development of socio-emotional and cognitive skills".
- Jan-Apr2014 Postdoctoral research grant, Department of Human Sciences, University of Milano Bicocca. Title of the project: Theory of Mind, Emotions, and Language.
- 2012-2013 Two-years renewal of the Postdoctoral research grant, Department of Human Sciences, University of Milano Bicocca. Title of the project: "The socialization of emotions: an intervention study at school".
- 2010-2011 Postdoctoral research grant, Department of Human Sciences, University of Milano Bicocca. Title of the project: "The socialization of emotions: an intervention study at school".

- 2006-2009 PhD grant, Department of Human Sciences, University of Milano-Bicocca.
 1995-1996 Post-degree Award 'Viglierchio', Department of Psychology, Catholic University of Milan, Research Centre for the Technologies of Education.

Research Experience

Postdoctoral Research

- 2014-present Correlation study funded by the University of Milano-Bicocca (FA2014), Department of Human Sciences. Title: The relation between cognitive and socio-emotional competences in preschool children.
- 2013-2015 Intervention-study funded by the University of Milano-Bicocca (FA2013), Department of Human Sciences, Research Group on the Development of Social Cognition on Emotion Title: Emotion socialization at the nursery school: the impact on toddlers' development of linguistic, cognitive, and socio-emotional competences.
- 2012-2013 Intervention-study funded by the University of Milano-Bicocca (FA2012), Department of Human Sciences, Research Group on the Development of Social Cognition on Emotion Title: Emotion Socialization and Socio-emotional competence at the kindergartner: a training study
- 2010-2012 Research funded by the Italian Ministry of University and Instruction (MIUR), protocol number 20089K8SA5. Title: Emotion Comprehension, Attachment, and the development of socio-emotional competences: a training study aimed at enhancing ToM in primary school children. Supervisor: Prof. Adriano Pagnin.

Doctoral Research

- 2006-2008 Phd research project. Title: *Mental-state talk and theory of mind: A training study with preschool children.*
- 2006-2008 Research funded by the University of Milano-Bicocca (FA2006), department of Human Sciences. Title: *Autobiographical memory and narrative of emotion in adolescence.*
- 2005-2008 Cross-cultural research funded by the University of Milano-Bicocca (FA2005), department of Human Sciences. Title: *Positive emotions, wellbeing and optimism: a comparison between Italy and Scotland.* In collaboration with Prof. Elaine Duncan, University of Glasgow.

Teaching/mentoring experience

- 2016-present *Lecturer of Developmental Psychology and Psychology of Education, University of Milano-Bicocca.*
- 2013-2016 *Lecturer on contract, University of Milano-Bicocca, undergraduate courses of Psychology of Education*
- 2011-2014 *Tutor, IUL (Italian University Line), undergraduate course of Psychology of education and developmental processes*
- 2009-2012 *Lecturer on contract of Developmental Psychology, University of Milano-Bicocca, postgraduate master.*
- 2009 *Lecturer of Developmental Psychology in PhD Courses, University of Milano-Bicocca.*
- 2008-2009 *Lecturer on contract, University of Milano-Bicocca, undergraduate courses of Psychology of Education*

- 2005-present *Mentor* for Undergraduates and Postgraduates students in Educational Sciences and Psychology, University of Milano-Bicocca.
- 1996-2000 Professor, Catholic University of Milan, training courses for school teachers.
- 1997-2000 *Lecturer on contract, Catholic University of Brescia*, undergraduate course of Psychology of Education and Learning processes.
- 1997-1998 *Lecturer on contract of Psychology of Education and Learning, Catholic University of Brescia*, postgraduate master on Children's learning difficulties.
- 1996-2001 *Teaching Assistant in Undergraduate Courses, Catholic University of Milan: Developmental Psychology, Psychology of Education, Psychology of Language and Communication Development.*

Other Experience

- 2011-present Referee for: *Journal of Experimental Child Psychology (Elsevier)*, *Child Development (Wiley Online Library)*, *Infant and Child Development (Wiley Online Library)*, *Social Development (Wiley Online Library)*, *European Journal of Developmental Psychology (Taylor & Francis)*, *Frontiers in Developmental Psychology*, *International Journal of Behavioral Development (Sage)*, *Scandinavian Journal of Psychology (Wiley)*, *Early Child Development and Care (Taylor and Francis)*.
- 2012 Member of the Organizing Committee of the 5th *Biennial Meeting of the EARLI*, Special Interest Group 16 Metacognition, Milan.
- 2009-present Member of the Research Group on the Development of Social Cognition, University of Milano-Bicocca. Lab Director: Prof. Ilaria Grazzani.
- 1996-2001 Member of the Research Center for the Technologies of Education, Catholic University of Milan. Director: Prof. Mario Groppo.

Professional Memberships

- 2017-present Member of the *Collaborator Network for Social and Emotional Competence Assessment del CASEL*.
- 2016-present Member of the EBI, thematic group on Evidence Based Intervention (Italian Association of Psychology).
- 2015-present Member of the COST (European Cooperation in Science and Technology) – Action IS1401, *ELN* (Strengthening Europeans' capabilities by establishing the European Literacy Network).
- 2014-present Member of ENSEC (European Network for Social and Emotional Competence)
- 2006-present Member of "AIP - Sezione Sviluppo" (Italian Association of Psychology – Developmental Section).

Publications

Indexed Publications (Scopus, Web of Science, Pub Med, etc.)

[<http://orcid.org/0000-0003-3629-2714>]

- Grazzani I., Ornaghi V., Conte E., Pepe A., & Caprin C. (2018). The relation between emotion understanding and theory of mind in children aged 3 to 8: the key role of language. *Frontiers in Psychology*, 9:724. doi:10.3389/fpsyg.2018.00724
- Ornaghi V., Brazzelli E., Grazzani I., Agliati A., & Lucarelli M. (2017). Does training toddlers in emotion knowledge lead to changes in their prosocial and aggressive

- behavior towards peers at nursery?. *Early Education & Development*, 28(4), 396-414. doi:10.1080/10409289.2016.1238674
- Cavioni, V., Grazzani, I., & Ornaghi, V. (2017). Social and emotional learning for children with Learning Disability: Implications for inclusion. *International Journal of Emotional Education*, 9(2), 100-109.
 - Grazzani I, Ornaghi V., Brockmeier J. (2016). Conversation on mental states at nursery: Promoting social cognition in early childhood. *European Journal of Developmental Psychology*, 13(5), 563-581. doi:10.1080/17405629.2015.1127803
 - Grazzani I., Ornaghi V., Brazzelli E., Pepe A., Rieffe C. (2017). The Italian version of the Empathy Questionnaire for 18- to 36-months-old children: Psychometric properties and measurement invariance across gender of the Emque I13. *European Journal of Developmental Psychology*, 14(1), 118-126. doi: 10.1080/17405629.2016.1140640
 - Grazzani I., Ornaghi V., Agliati A., Brazzelli E. (2016). How to foster toddlers' mental-state talk, emotion understanding and prosocial behavior: A conversation-based intervention at nursery school. *Infancy*, 21(2), 199-227. doi:10.1111/inf.12107
 - Ciucci E., Baroncelli A., Grazzani I., Ornaghi V., Caprin C. (2016). Emotional arousal and regulation: Further evidence of the 'How I feel' questionnaire for use with school-age children. *Journal of School Health*, 86(3), 195-203. doi:10.1111/josh.12370
 - Ornaghi V., Pepe A., & Grazzani I. (2016). False-belief understanding and language ability mediate the relationship between emotion comprehension and prosocial orientation in preschoolers. *Frontiers in Psychology*, 7, 1-12. doi:10.3389/fpsyg.2016.01534
 - Grazzani I., Ornaghi V., Riva Crugnola C. (2015). Emotion comprehension and attachment: a conversational intervention with school-aged children. *Revue européenne de psychologie appliquée/European Review of Applied Psychology*, 26(6), 267-274. doi:10.1016/j.erap.2015.10.004
 - Grazzani I., Corti I., Ornaghi V., Antoniotti C., Pepe A. (2015). Regolazione delle emozioni, autoefficacia emotiva ed empatia: Una ricerca in preadolescenza. *Psicologia Clinica dello Sviluppo*, XIX, 3, 429-447.
 - Grazzani I., Ornaghi V. (2015). La "Prova di completamento di storie sull'orientamento prosociale": Un'esperienza per potenziare la disposizione ai comportamenti di aiuto. *Psicologia Clinica dello Sviluppo*, XIX, 2, 357-362. doi: 10.1449/80318
 - Ornaghi, V., Grazzani, I., Cherubin, E., Conte, E., Piralli, F. (2015). 'Let's talk about emotions!'. The effect of conversational training on preschoolers' emotion comprehension and prosocial orientation. *Social Development*, 24(1), 166-183. doi: 10.1111/sode.12091
 - Ornaghi, V., Brockmeier, J., Grazzani, I. (2014). Enhancing social cognition by training children in emotion understanding: A primary school study. *Journal of Experimental Child Psychology*, 119, 26-39. doi: 10.1016/j.jecp.2013.10.005
 - Duncan E., Ornaghi V., Grazzani I. (2013). Self-construal and wellbeing in Scottish and Italian young adults. *Journal of Happiness Studies*, 14(4), 1145-1161. doi: 10.1007/s10902-012-9372-0
 - Ornaghi V., Grazzani, I. (2013). The relationship between emotional-state language and emotion understanding: a study with school age children. *Cognition & Emotion*, 27(2), 356-366. doi: 10.1080/02699931.2012.711745

- Grazzani I., Ornaghi V. (2012). How do use and comprehension of mental state language relate to theory of mind in middle childhood. *Cognitive Development*, 27, 99-111. doi: 10.1016/j.cogdev.2012.03.002
- Grazzani Gavazzi I., Ornaghi V. (2011). Emotional state talk and emotion understanding: A training study with preschool children. *Journal of Child Language*, 38(5), 1124-1139. doi: 10.1017/S0305000910000772
- Grazzani Gavazzi I., Ornaghi V., Antoniotti C. (2011). Children's and adolescents' narratives of guilt: antecedents and mentalization. *European Journal of Developmental Psychology*, 8(3), 311-330. doi: 10.1080/17405629.2010.491303.
- Ornaghi V., Brockmeier J., Grazzani Gavazzi I. (2011). The role of language games in children's understanding of mental states: A training study. *Journal of Cognition and Development*, 12(2), 239-259. doi: 10.1080/15248372.2011.563487
- Grazzani Gavazzi I., Ornaghi V., Piralli F. (2011). Teoria della mente e comprensione del lessico psicologico nei bambini: dati preliminari di validazione del Test di Lessico Emotivo (TLE). *Psicologia Clinica dello Sviluppo*, 13(1), 257-266.

Other Peer-Reviewed Publications

- Agliati A., Grazzani I., Ornaghi V. (2015). *La socializzazione emotiva nei contesti educativi per l'infanzia. Conversare sulle emozioni al nido*. Bergamo: Edizioni Junior – Gruppo Spaggiari.
- Ornaghi, V., Piralli, F., Cherubin, E. (2013). Potenziare la competenza socio-emotiva a scuola: una ricerca-intervento con bambini di 7 anni. *Psicologia dell'Educazione e della Formazione*, 3, 371-384.
- Grazzani I., Ornaghi V. (2013). Lo sviluppo della competenza socio-emotiva nella scuola dell'infanzia: una proposta di intervento attraverso la conversazione. *Psicologia dell'Educazione e della Formazione*, 3.
- Cherubin, E., Grazzani, I., Ornaghi, V., Piralli, F. (2013). Sviluppare abilità socio-emotive a scuola: Una ricerca-intervento sulla competenza emotiva. *Difficoltà di Apprendimento*, 18, 47-60.
- Ornaghi V., Grazzani Gavazzi I., Zanetti M.A. (2010). Lessico psicologico e teoria della mente: uno studio con bambini di scuola primaria. *Età Evolutiva*, 97, pp. 54-71.
- Ornaghi V., Grazzani Gavazzi I. (2009). Capire la mente attraverso i giochi linguistici: un percorso educativo sull'uso del lessico psicologico. *Difficoltà di Apprendimento*, vol. 14, n.3, 405-414.
- Grazzani Gavazzi I., Ornaghi V. (2009). Memoria autobiografica di episodi emotivamente salienti in adolescenza: uno studio narrativo. *Età Evolutiva*, 94, 39-55.
- Grazzani Gavazzi I., Antoniotti C., Ornaghi V. (2008). Emozioni e adolescenza: proposta di uno strumento di indagine, primi risultati e possibili applicazioni in ambito educativo. *Psicologia Clinica dello Sviluppo*, 2, pp. 397-405.
- Ornaghi, V. (2007). La costruzione della memoria autobiografica in relazione allo sviluppo del Sé. Bibliografia ragionata. *Età Evolutiva*, 88, 118-128.
- Grazzani Gavazzi I., Ornaghi V., De Santis A., Homer B., Brockmeier J. (2003), Lo sviluppo della consapevolezza linguistica: l'origine dei nomi in un confronto culturale Italia-Canada, *Età Evolutiva*, 76, pp. 5-16.

- Cantoia M., Ornaghi V. (2001). *Mente e corpo: un'indagine sulle rappresentazioni dei bambini*, *Psicologia dell'educazione e della formazione*, 3, pp. 365-380.
- Grazzani Gavazzi I, Ornaghi V. (2000). *Competenze narrative e memoria autobiografica: una ricerca in età prescolare*, *Ricerche di Psicologia*, 3-4, vol 24, pp. 145-164.

Book Chapters

- Grazzani, I., Ornaghi, V., Agliati, A., Brazzelli, E., & Lucarelli, M. (in press). Promoting toddlers' development of mental-state language and social cognition: The role of narratives and conversation. In Veneziano, E. & Nicolopoulou, A. (Eds.). *Narrative, Intervention, Literacy, and other skills*. Amsterdam, The Netherlands: John Benjamins Publishing Co.
- Grazzani, I., Ornaghi, V. (2014). Psychological lexicon and theory of mind: Training preschool children to improve their social cognition. In G. Rundblad (ed.), *Selected papers from the 4th UK Cognitive Linguistics Conference* (pp. 136-151). http://www.uk-cla.org.uk/proceedings/volume_2_36
- Grazzani Gavazzi I., Ornaghi V. (2002). Children's conceptions of name: A study on metalinguistic awareness in Italian children, in J. Brockmeier, M. Wang, D.R. Olson (Eds.), *Literacy, narrative, and culture* (pp. 199-214). Richmond: Curzon Press.

Selected Conference Presentations

- Ornaghi, V., Agliati, A., & Grazzani, I. (2017). *The effects of an emotion-knowledge training on toddlers' prosocial and aggressive behavior*. Paper presented at the 18th European Conference on Developmental Psychology, 29 August-1 September, Utrecht, The Netherlands. Title of the symposium: The impact of adults' socialization practices on prosocial behavior in early childhood. Symposium organized by Ilaria Grazzani and Veronica Ornaghi. In Book of Abstract: page 150.
- Ornaghi, V. (2017). *Narrare e conversare nell'infanzia*. Invited speaker at Convegno "Al di là dell'informazione data": riflessioni sull'eredità di Jerome Bruner. 27 ottobre, Firenze.
- Ornaghi V., Grazzani, I., Agliati, A., Lucarelli, M., Brazzelli, E. (2015). *Lo sviluppo della competenza emotiva e del comportamento prosociale nei bambini: una ricerca sulla socializzazione emotiva al nido*. Lavoro presentato all'interno del simposio dal titolo *Lo sviluppo della competenza socio-emotiva: progetti di ricerca evidence-based* (proponenti Ilaria Grazzani e Veronica Ornaghi). XXVIII Congresso Nazionale AIP . Sezione di Psicologia dello Sviluppo e dell'Educazione. 24-26 Settembre, Parma.
- Grazzani I., Ornaghi V., Agliati A. (2015). *Emotion socialization at nursery school: An evidence-based research adopting a conversational approach*. Paper presented at the Conference on the International Society for research on Emotion (ISRE) 2015. Geneva, July 8-10. Book of abstracts, p. 440.
- Grazzani I., Agliati A., Ornaghi V. (2014). *The impact of story-based conversations on nursery-schools' children's psychological lexicon and emotion comprehension*. Paper

presented to the 13th International Congress for the Study of Child Language (IASCL). Amsterdam, The Netherlands, July 14-18.

- Grazzani I, Ornaghi V., Cherubin E., Piralli F. (2013). *Promoting children's social cognition through story-based conversation: An intervention study*. Paper presented to the 16th European Conference on Developmental Psychology. Lausanne, 3-7 September. Title of the Symposium: Intervention procedures to promote narratives and through narratives.
- Ornaghi V., Piralli F., Cherubin E., Grazzani I (2012). *How to improve social cognition by training children in emotion understanding: a primary school study*. Paper presented to the 5th Biennial Meeting of the EARLI, Special Interest Group 16 Metacognition. Milano, September 5-8, Università Cattolica del Sacro Cuore. Title of the Symposium: Can we teach emotions? Metacognitive trainings on emotional experience in typical and atypical development, Organizer prof. Paola Molina. In Proceedings Metacognition 2012, Educatt, Milano, pp 97-98.
- Ornaghi V., Grazzani I., Piralli F., Cherubin E. (2012). *Comprensione delle emozioni e sviluppo socio-emotivo dei bambini: un training study nella scuola primaria*. Comunicazione orale presentata al XX Congresso Nazionale AIP, sezione Psicologia dello Sviluppo e dell'Educazione (Chieti, 20-23 Settembre) all'interno del simposio 'Il ruolo della teoria della mente nel favorire l'adattamento e il benessere del singolo'. In Atti '1992-2012 Psicologia, Scienza, Società', Espress Editore, Torino, p. 211.
- Grazzani I., Ornaghi V. (2012). *Mental-state talk, narratives and theory of mind: intervention procedures with preschoolers*. Paper presented to the International Conference NIL (Narrative, Intervention and Literacy: Development of oral narratives, intervention procedures and reading comprehension). Paris, 6-7 September.
- Ornaghi V., Grazzani Gavazzi I. (2011). *Competenza emotiva e benessere a scuola: come incrementarli sviluppando la comprensione delle emozioni*. Il contributo è stato presentato all'interno di un simposio dal titolo 'Benessere nell'infanzia: strumenti di valutazione e interventi (educazione)'. Giornate Nazionali di Psicologia Positiva (V edizione), Il benessere nel quotidiano: ricerche e pratiche a confronto. Università degli Studi di Milano-Bicocca, 11-12 Novembre.
- Ornaghi V., Grazzani Gavazzi I., Piralli F. (2011). *La comprensione delle emozioni. Un training study con bambini di 7 anni*. Comunicazione orale presentata al XXIV Congresso Nazionale della sezione di Psicologia dello Sviluppo e dell'Educazione, all'interno di un simposio organizzato da S. Lecce e A. Pagnin dal titolo 'Differenze individuali nella teoria della mente in età prescolare e scolare'. Genova, 19-21 Settembre.
- Ornaghi V., Piralli F., Grazzani Gavazzi I. (2010). *La valutazione del lessico emotivo: uno studio con bambini dai 3 ai 10 anni*. Comunicazione orale presentata al XIX Congresso Nazionale AIRIPA. Ivrea, 15 Ottobre.
- Ornaghi V., Grazzani Gavazzi I. (2010). *Correlati linguistici della teoria della mente epistemica ed emotiva: uno studio con bambini di età scolare*. Comunicazione orale presentata al XXIII Congresso nazionale della sezione di psicologia dello sviluppo e dell'educazione, all'interno di un simposio organizzato da Adriano Pagnin e Serena

Lecce dal titolo 'Correlati socio-emotivi della teoria della mente in età prescolare e scolare'. Bressanone, 26-28 Settembre.

- Ornaghi V., Grazzani Gavazzi I., Albanese O. (2009). *Emotional lexicon and the comprehension of emotions: a training study with preschool children*. Paper presented to the 14th European Conference on Developmental Psychology; title of the symposium: "The development of emotional competence: correlational and training studies". Vilnius, Lituania, 18-22 Agosto.
- Grazzani Gavazzi I., Ornaghi V. (2009). *Autobiographical memory and emotional narratives: gender differences in adolescence*. Paper presented to the 14th European Conference on Developmental Psychology, Vilnius, Lituania, 18-22 Agosto.
- Grazzani Gavazzi I., Ornaghi V., Antoniotti C. (2008). *Narratives of situational antecedents of shame and guilt in children and adolescents*. Paper presented to the XIth EARA Conference; title of the symposium: "Emotions in adolescence: studies with narrative approaches". 7-10 Maggio, Torino.
- Grazzani Gavazzi I., Ornaghi V., Antoniotti C. (2008). *Narratives of shame and guilt in children and adolescents: situational antecedents and mentalization*. Paper presented to the 20th Biennial ISSBD Meeting; title of the symposium: "The development of emotion language and narratives"; organizer professor Tillman Habermass. Würzburg, 13-17 Luglio.
- V. Ornaghi, C. Antoniotti, I. Grazzani Gavazzi (2007). *Children and adolescents' autobiographical narratives of episodes of guilt and shame: age and gender differences*. Paper presented to the 13th European Conference on Developmental Psychology; title of the symposium "Development of autobiographical narratives from childhood to early adulthood: coherence, emotions and agency"; organizer prof. Tillmann Habermas. August 21-25, Jena, Germany.
- I. Grazzani Gavazzi, E. Confalonieri, V. Ornaghi (2001). *Narrative competences and autobiographical memory in 3, 5, 7 year-olds*. Paper presented to the Xth European Conference on Developmental Psychology; title of the symposium: "Narrative styles and information processing: typical and atypical samples". Uppsala, Svezia, 22-26 Agosto (cfr. *Proceedings*, p. 36).
- I. Grazzani Gavazzi, V. Ornaghi (2000). *Conceptions of names in Italian children: a metalinguistic study in a cross-cultural perspective*. Paper presented to the 30th Annual Meeting of the Jean Piaget Society; title of the symposium: "Ways of World Making", 1-3 Giugno, Montréal, Canada. *The Genetic Epistemologist*, 28, 1, p.48.