"PROGETTO DIPARTIMENTO DI ECCELLENZA"
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The publications taken into consideration in this account reflect multidisciplinary research that includes the areas of social and developmental psychology, pedagogical sciences, psychometry, sociology, anthropology, and social sciences. These studies include laboratory experiments, empirical research in the different contexts of social life, the use and validation of innovative instruments, and the adoption of complex data analysis techniques. The topics covered are closely interlinked and, only for an illustrative purpose, have been distinguished in:

- attitudes and prejudice
- social relationships;
- health;
- emotional, cognitive, motivational, and social development;
- achievement and dropout;
- instruments

Overall, the contributions described above underlined the variety of issues, methods, domains of analysis tackled by the Department of Educational and Social Sciences and the impact that such work can have for social inclusion as a core issue of contemporary society.

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Attitudes and Prejudice

Prejudice challenges the inclusion of others, especially of members of stigmatized social groups. Among these, immigrants and sexual groups are among the most targeted groups. Considering immigrants or refugees, various contributions have focused on prejudice against immigrants or refugees in the school domain, where integration and social inclusion can be achieved.

Taking into consideration the importance of words and the possibility of constructing meanings, Sposetti (2021)[1] explored some aspects of the central role that Gianni Rodari has had in the history and linguistic education of Italy, interpreted in a democratic key, using some reflections of Tullio De Mauro as a compass. The attempt is a demaurian reading of linguistic and educational aspects in Rodari's work. To do this, we start from a simple observation: the world we live in is a world of words. Words not only constantly accompany our life, but they also allow us to build worlds, to share them, to populate them. Who has the opportunity to use words and, above all, to use them in the fullness of the possibilities and potential they offer, have the opportunity to build a profound relationship with objects, the community, the world, and with language in general. And here, the story becomes much less simple: grasp the complexity, and the importance of this relationship is not for everyone.

A similar analysis of the implications of Gianni Rodari's work has been provided by Sposetti (2021)[2], who underlined the modernity of Rodari's didactic and educational approaches, focusing on education for democracy through linguistic uses. Sposetti highlighted that words are a matter of democracy. Rodari was deeply aware of this since he anticipated the educational turning point that we call democratic language education and offers a complex political, social, and linguistic interpretation of reality. In a related manner, Szpunar (2021)[3] analyzed the development of the scientific attitude as a tool to promote inclusive processes in contemporary multicultural societies and stressed that Dewey's model of inquiry can (1) reduce the stereotype accessibility, (2) facilitate the activation of reduction strategies of prejudice, and (3) enable the achievement of intercultural

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[1] Sposetti, P. (2021). Le parole hanno una logica egualitaria. Una lettura demauriana intorno a Gianni Rodari e alla linguistica democratica. In B. Aldinucci e V. Roghi Vanessa (a cura di), La *felice impresa Letture e commenti delle opere di Gianni Rodari* – (pp. 95-112). Torino: Loescher Editore

[2] Sposetti, P. (2021). Educare e formare alla democrazia. Il contributo di Gianni Rodari. In S. Polenghi, F. Cereda, & p. Zini (2021). *Le responsabilità della pedagogia nelle trasformazioni dei rapporti sociali* (1145-1152). Lecce: Pensa Multimedia Editore.

[3] Szpunar, G. (2021). Il pensiero riflessivo per una società interculturale. In S. Polenghi, F. Cereda, & p. Zini (2021). *Le responsabilità della pedagogia nelle trasformazioni dei rapporti sociali* (pp. 71-77) Lecce: Pensa Multimedia Editore

competence. The Authors concluded that educating future citizens to acquire a habit of thinking reflectively can support the creation of democracy in actual complex societies.

Relatedly, Fatigante (2021)[4] focused on the importance of interaction in designing inclusive projects like the one that was implemented (i.e., Progetto Educativo Personalizzato; PEP) by kindergartens belonging to the Federazione Provinciale Scuole Materne di Trento. This project was characterized by promotion of inclusion by means of reciprocity and by mutual generation of observation and planning in which inclusion is conceived as a social practice, thus as a situated skill that can be learnt by children through active participation in educational practices.

With reference to applying theoretical knowledge to specific school experiences, Sposetti (2021)[5] recently provided a thorough meditation on the activity of writing in the very specific situation of Covid-19 pandemic and the 2020 lockdown, which implied a change in school activities that could be referred to as "odd school". Underlining that the activity of writing is not "banal", the author thoroughly detailed the characteristics of the process of writing.

Besides this, Sposetti, 2020)[6] underlined that linguistic clarity is a key factor for educational and social inclusion (Sposetti 2020)[7]. Even if many researchers and teachers agree with this sentiment, this is not shared by those involved in public communication, at least judging by the results that can be read in many announcements intended for a wide audience. Reflecting on the occasion of a conference dedicated to the theme of writing public communications, Francesco Sabatini (2012) noted that «the common thread that emerges from the interventions that have been carried out so far is the close systemic link between the two linguistic and legal disciplinary fields. In particular, jurists have emphasized the role of language as a primary tool of civil coexistence. However, I must note that little progress has been made in this area. If anything, there have been many backwards steps." Let us suppose that one who struggles to understand is a partisan. In that case, it is a question of guerrilla actions to counter the stubborn dictatorship of an inflexible Italian, bureaucratic, or rather, bureaucratized, hostile. An Italian who overflows and arrives in schools, in public announcements, in newspaper articles and, above all, in people's minds. This Italian excludes those

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[4] Fatigante, M. (2021). L'analisi dell'interazione per la progettazione inclusiva. In Arcudi, P., Cavalloro, A., Il Progetto Educativo Personalizzato. Strumento di supporto alla progettazione inclusiva. Valore Italiano Editore, pp. 79- 116

[5] Sposetti, P. (2021), Scrivere nella "scuola strana". In A. Barbagli (Ed.), *Scrivere per resistere. Il Decameron ai tempi del Covid*. Roma: L'asino d'oro edizioni.

[6] Sposetti, P. (2020). Rodari, le parole, la democrazia. PEDAGOGIKA.IT, vol. Anno 24, n° 3 - Luglio/Agosto/Settembre 2020, p. 9-12, ISSN: 1593-2559

[7] Sposetti, P. (2020). Rodari, le parole, la democrazia. PEDAGOGIKA.IT, vol. Anno 24, n° 3 - Luglio/Agosto/Settembre 2020, p. 9-12, ISSN: 1593-2559

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who do not have the tools to decode their messages. This Italian is a communicative choice of the speaker or writer, but this Italian is not the only possible choice.

Sposetti and Szpunar (2020)[8] proposed a reflection on the construction of national identity by assuming a psychosocial perspective that illustrates how it is structured, above all, in the process of confrontation with "the other", "the foreigner", through the assumption of an ethnocentric and self-absolving position. More specifically, the authors analyzed the image and characteristics that "Italian-ness" assumes when the national press deals with the issue of immigration. The representation of immigration and ethnic relations in newspapers (van Dijk 1987, 1991), net of some differences between newspapers, countries and periods that were examined, presents numerous and persistent aspects of similarity that reveal a common discriminatory behavior: minorities are less represented with respect to the majority group; issues relating to the foreigner are directly or subtly associated with problematic aspects and the sense of threat to dominant values; the events are described from the point of view of the majority ethnic group; the arguments relevant to the daily life of ethnic groups are not discussed; racism is systematically underestimated, reduced to episodes of individual discrimination. The ideological framework that is transmitted through the mass media is based on some recurrent assumptions: the foreigner is different from us, from the point of view of origin, culture, appearance, ways of doing, and therefore must be treated differently; his presence represents for us a threat on the economic, cultural, well-being and safety; the foreigner causes trouble and constantly has trouble. Despite this, "we" are available to help him, and this shows that we have no prejudices and that we are not racists (van Dijk 1994, 67–70), but instead that we are "good people." Therefore, the perception of oneself and the construction of national identity is connected to the relationship with the other in at least two ways. The first is linked to the perception of the foreigner's impact on the collective national interest. Let us suppose that the foreigner's presence improves the national interest. In that case, their presence must be accepted even if it is perceived to threaten the national interest in some other way. One must reject the ethical de-responsibility linked to the perception of danger, thus avoiding the possible social disapproval deriving from discriminatory behavior, ensuring the ethnic status quo. The second, less immediate but closely connected to the first, means that the category can be interpreted in such a way "as to

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[8] Sposetti, P., Szpunar G. (2020). La costruzione dell'identità italiana tra stereotipi ed etnocentrismo nelle parole dei quotidiani. In Claudio Di Felice (Ed.), *Nuovi aspetti linguistici e letterari dell'italianità. Studi per Paul van Heck* (pp-. 169-181). Bruxelles: Peter Lang International Academic, Collana Moving texts/Testi mobili.

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invoke certain general values on welcoming others - we are a tolerant nation that embraces otherness."

In psychosocial terms, social identity "consists of those aspects of the individual image of oneself that derive from the social categories to which the individual feels he belongs" and to which he attributes a meaning emotional and valuable (Tajfel and Turner 1986, 16).

According to the most recent MIUR data, youths of foreign origin represent 9% of the school population. This deep transformation of the Italian school system, which has become multi-ethnic and multicultural in a short period, urgently requires the adoption of inclusive policies and practices from an intercultural perspective. Furthermore, it appears necessary to provide equitable and integrated educational environments and promote educational success for the overall realization of the person. It is with this in mind that Gabrielli and colleagues (2019)[9] and Perucchini and colleagues (2020)[10] identified the school as a privileged place for the reduction and deconstruction of ethnic prejudice and designed a study based on a didactic intervention, structured in 8 lessons using an interdisciplinary and student-centered approach, involving pupils (aged 9-10) in three Primary schools. The researchers used strategies regarded as the most effective (i.e., contact, empathy and perspective-taking) through the migrants' drawings collected by the artist Bryan McCormack for the international project Yesterday-Today-Tomorrow (YTT). The YTT visual language was used to produce perspective-taking and an imaginary contact with a migrant/refugee of the same age. In this way, they created a contrasting effect between their own experiences and migrants'/refugees' experiences and stimulated an emotional understanding of the migration experience. Before and after the intervention, questionnaires to measure implicit and explicit prejudice were administered. The use of migrant children's drawings was useful to create a contrasting effect between their own experiences and refugees' ones to stimulate a deep emotional understanding of the migration experience.

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[9] Gabrielli, S., Szpunar, G., Benvenuto, G., Maricchiolo, F., Catalano, M. G., & Perucchini, P. (2019). Riconoscere l'Altro a Scuola. Il caso dei migranti. *QTimes –Journal of Education, Technology and Social Studies*, 3, 86-99.

[10] Perucchini, P., Gabrielli, S., Maricchiolo, F., Catalano, M. G., Szpunar, G. (2020). Il progetto Yesterday-Today-Tomorrow: un percorso educativo per la riduzione del pregiudizio nella scuola primaria. In R. Caldin (Ed.), *Le società per la società: ricerca, scenari, emergenze* (pp. 226-233). Tomo II: Ricerca, scenari, emergenze sull'inclusione. Atti del Convegno SIRD, SIPES, SIREM, SIEMeS: Le Società per la società: ricerca, scenari, emergenze, Roma 26-27 settembre 2019, Sapienza Università di Roma. Lecce: Pensa MultiMedia.

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To interpret the outcomes of these studies, it is important to refer to the most salient and recent psychosocial theories of prejudice. According to a study by Szpunar (2018)[11], these theories stress the multidimensional nature of the genesis and persistence of prejudice based on cognitive, affective, and behavioral components. Starting from this assumption, the author argued that a teaching strategy based on reflective practice might offer an effective educational model to promote a prejudice reduction process. A reflective and experimental approach allows testing bias and value judgments. The internalization of the scientific attitude allows individuals to develop a critical and open mind and increase social cooperation. This is especially important, claims the author, for effective intercultural education and respecting and appreciating differences. The central role of the scientific and reflective attitude for reducing prejudice and stereotype is reiterated by Szpunar (2020)[12], as this topic is closely related to the issue of social inclusion and respect for minorities. The author claims that prejudice and stereotypes are phenomena underlying discrimination attitudes and social exclusion processes.

There is no doubt that reducing prejudice towards foreign students is a crucial factor for realizing a successful intercultural education. In this respect, in their article Consoli and Szpunar (2019) presented a potential strategy for reducing prejudice based on intergroup contact through fictional narratives. The authors defined the concept of "narrative self" and the construct of "prejudice" and analyzed the main strategies for reducing it, focusing on strategies based on intergroup contact. They reported recently collected evidence concerning the strategy based on peer interactions through fictional narratives and derived relevant indications for improving learning strategies devoted to reducing prejudice.

Administrating multicultural classrooms requires different skills to allow teachers to promote interculturalism and inclusion, accounting for the differences in culture, competence, gender, and sensitivity that characterize those contexts. Gabrielli, Szpunar, and Livi (2020)[13] described and showed the results of a training course on reducing implicit ethnic prejudice intended for pre-service teachers enrolled in the Degree Course in Primary Education at Sapienza, University of Rome. One of

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[11] Szpunar, G. (2018), Educating reflective thinking to reduce stereotypes and prejudices, in *Conference proceedings 3rd international scientific conference Pedagogy, education and instruction* (pp. 727-734). Faculty of Science and Education - University Of Mostar.

[12] Szpunar, G. (2020). Thinking intelligently to promote a democratic society, in G. Benvenuto, M. S. Veggetti (Eds.), *Psycho-pedagogical research in a Double-degree programme* (pp. 179-192). Roma: Sapienza Università Editrice.

[13] Gabrielli, S., Szpunar G., Livi S. (2020). Ridurre il pregiudizio implicito in classe per favorire l'inclusione: un percorso di formazione con gli insegnanti pre-servizio, *Education Sciences & Society*, 1/2020, 140-158.

the main objectives of the training intervention was to reduce the implicit and explicit prejudice of students in a broader perspective of promoting their intercultural skills.

If the formation of pre-service teachers is seen as central to fighting inequalities and promoting social inclusion, the in-service teacher training is equally central. In this regard, Benvenuto's book chapter (2018)[14] constitutes an interesting reflection on the state of art in Continuing Professional Development. The author argued that it should be extended along two complementary dimensions: 1) the centrality of the research dimension in teacher training; 2) the need for "pedagogical" figures in the planning and management of teacher training, especially if such teacher professional development programs are compulsory. The author reported some experiences in a specific network of schools in Rome and its province and highlighted some of the achievements obtained.

To better understand teachers' formation needs, it is important to analyze the self-awareness of schoolteachers in the teaching of refugee and immigrant students in Italy, as did Şensin, Benvenuto, and du Mérac (2020)[15]. The two researchers conducted a survey to analyze teachers' perspectives on the teaching of refugees and immigrant pupils, on a sample of 190 Primary school teachers in Rome, in order to evaluate the Kurbegovic five dimensions of teachers' self-perception: Self-efficacy, Implementation Practices, Cultural Competence, Competence/Preparation and Student Needs, within a 30 item scale (Cronbach's Alpha = .86). After removing two cross-loading items, the exploratory factor analysis (Maximum likelihood method with Oblimin rotation) confirmed a five-factor structure. It showed good construct validity and reliability, indicating the survey of teachers' perspectives on refugee and immigrant populations was appropriately adapted to assess Italian primary school teachers' views.

With regard to teachers' perception, Şensin and du Mérac (2020)[16] carried out a study to determine the influence of war on Syrian refugee children in Turkey via their Primary school teachers' views. Semi-structured interviews were conducted with 21 Primary school teachers who had Syrian refugee children in their classes. Content analysis, a qualitative research method, was employed in the study. According to the classroom teachers, the war process was very painful for Syrian students,

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[14] Benvenuto, G. (2018). Formazione e ricerca educativa per una professionalità insegnante. In S. Ulivieri (Ed.), *Le emergenze educative della società contemporanea Progetti e proposte per il cambiamento* (pp. 315-320). SIPED 2017. Atti Firenze Gruppo 4. Formazione insegnanti.

[15] Şensin, C., Benvenuto, G., & du Mérac, E. R. (2020). Teaching non-Italian Students: Adaptation of the Questionnaire on the Perspectives of Italian Teachers. *Journal of Educational, Cultural and Psychological Studies*, 22, 201-214.

[16] Şensin, C., & du Mérac, E. R. (2020). The influence of war on Syrian refugee children studying in primary schools: Primary school teachers' views. *International Review of Migration and Refugee Studies*, 1 (1), 53-66.

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and the negative effects of this process continued to be experienced. Various suggestions were made to improve the applications and to further research: orientation studies should be carried out in their schools and/or neighborhoods so that Syrian students and parents can easily adapt to the region they live in; supportive studies should be carried out on both students and parents at a professional level, and the continuity of these studies should be ensured; training arrangements made for the Syrian students should be scrutinized in research comparable to that of arrangements made in Turkey; the opinions of Syrian students can be examined to identify the difficulties they have experienced in educational environments and the support that they need.

Considering adolescents' attitudes and prejudices, Alivernini, Cavicchiolo, and Manganelli (2019)[17] analyzed the metaphors regarding immigrants produced by a sample of 840 eighth-grade students. The results of a content analysis showed nine complex attitudes referring to different conceptual frames, such as adolescents' perception of immigrants as part of a primary social group, as a source of possible wealth, as something troublesome or annoying, as a transient phenomenon that is unlikely to be integrated into society, and various others. The multinomial logistic regression results indicated that boys have more annoyance regarding immigrants than girls. A higher socioeconomic background is associated with ambivalent attitudes toward immigrants (who are seen as needy, a resource, and a threat). Possible behavioral implications of adolescents' views of minority social and cultural groups are discussed. Beneficial and detrimental factors affecting attitudes and prejudice against others (immigrants, outgroups, etc.) and social inclusion have also been underlined.

From a social developmental perspective, and considering adolescents, Albarello and colleagues focused on prejudice against immigrants and on different factors that can help reduce it and increase social inclusion (intended as identification with the most inclusive social group of human beings). In a longitudinal study, Albarello, Crocetti, and Rubini (2020)[18] examined the relations of both constructs (i.e., beneficial factors challenging prejudice) -- such as multiple categorizations -- and destruens factors (i.e., detrimental factors associated with high prejudice) -- such as social dominance orientation -- with adolescents' prejudice against migrants and identification with the human group over time. Participants were 304 Northern-Italian late adolescents (61.84% female,

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[17] Alivernini, F., Cavicchiolo, E., & Manganelli, S. (2019). Brothers, ants or thieves: students' complex attitudes towards immigrants and the role of socioeconomic status and gender in shaping them. *Social Psychology of Education*, *22*(3), 629-647. https://doi.org/10.1007/s11218-019-09492-8

[18] Albarello, F., Crocetti, E., & Rubini, M. (2020). Developing identification with humanity and social well-being through identifications with peer groups in adolescence. *Journal of Youth and Adolescence, 50,* 1157–1172. https://doi.org/10.1007/s10964-020-01214-0

M_{age} = 17.49) involved in a three-wave longitudinal study (with an interval of three months between waves). Results showed that multiple categorizations were negatively linked to later prejudice, whereas social dominance orientation was positively associated with it; moreover, prejudice negatively affected multiple categorizations and positively affected later social dominance orientation. Moreover, prejudice mediated the effects of multiple categorizations and social dominance orientation on human identification. According to the Authors, these findings have important implications suggesting the effects of multiple categorizations for enhancing social inclusiveness of others through reduction of prejudice against immigrants.

Taking a different stance, Albarello, Crocetti, and Rubini (2021)[19] focused on whether social identifications with closer or more distant social groups affect the social well-being of adolescents, conceived as an indicator of the extent to which adolescents think they can contribute in an agentic way to the common good. Specifically, they addressed whether the fundamental developmental trajectory that proceeds from concrete operations to more abstract ones also characterizes the development of social identification (i.e., the feelings of belonging, affiliation, and correctness to a group, coupled with the sense of commonality with fellow ingroup members). Their longitudinal study aimed (a) to unfold the association between identifications with two proximal groups (i.e., classmates and friends) and identification with humanity, and (b) to examine how these identifications with close and abstract groups affect adolescents' social well-being (i.e., an indicator of youth adaptation in their societies and communities). Participants were 304 adolescents (61.84% female, M_{age} = 17.49) involved in a three-wave longitudinal study. Identifying proximal social groups (especially classmates) was positively associated with identifying with humanity, and identifying with both proximal and abstract groups was related to social well-being over time. Moreover, identification with humanity and friends mediated the positive longitudinal effects of identification with classmates on social well-being. According to the Authors, the findings are important to understand what factors affect and increase adolescents' social inclusivity and adjustment.

Going deeper into the issue of reduction or augment of ethic prejudice during adolescence with the aim to shredding light into the limited and inconsistent literature on this specific issue, Crocetti,

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[19] Albarello, F., Crocetti, E., & Rubini, M. (2020). Prejudice and inclusiveness in adolescence: The role of multiple categorization and social dominance orientation. *Child Development, 91*(4), 1183-1202. https://doi.org/10.1111/cdev.13295

Albarello, Prati and Rubini (2021)[20] conducted a systematic review of available literature and a meta-analysis on contributions focused on prejudice against immigrants. Specifically, Crocetti and colleagues addressed two main research questions: (a) how does prejudice develop in adolescence? (b) which factors are related to holding prejudicial attitudes in adolescence? Using multiple search strategies and applying a two-step selection process, a final set of 26 journal articles including a total of 30 samples (N = 23,513 participants) was found to match eligibility criteria and, thus, was included in the review. The meta-analytic findings highlighted that (a) prejudice does not change in adolescence; (b) interindividual differences in prejudice are well-established, become increasingly strong with age, and are inversely related to the time-lag between assessments; and (c) several individual, identity, and contextual factors are related to prejudice in different ways. More specifically, Crocetti and colleagues concluded that social dominance orientation, intergroup anxiety, identification with the national ingroup, and parental prejudice increased later levels of adolescents' prejudice, whereas intergroup friendship contributed to a reduction. Importantly, the Authors highlighted that prejudice had comparable reverse effects on these factors, pointing to consistent bidirectional associations.

Focusing on a specific and dramatic form of prejudice, that is, the denial of full humanness to others depending on their social belongingness, Albarello (2020)[21] reviewed recently available contributions on the animalistic form of dehumanization. Specifically, the Author stressed that since the beginning of the study of such phenomena, dehumanization had been analyzed under the shape of animalization, pointing to a lowering comparison targeting others and the association, both explicit or implicit, of individuals or entire social groups to a lower, animal level, less than human beings. In this specific contribution, Albarello highlighted blatant forms of animalization, with specific attention to the role of language in communicating a lowered perception of others and more subtle forms of animalization, which are demanding the same. Moreover, the pervasiveness of the phenomenon was underlined by tackling its heinous social cognitive and behavioral consequences and by stressing the chances to hinder such outcomes, for instance, with interventions aimed at stressing multiple belongingness to different social groups, or common human belongingness.

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[20] Crocetti, E., Albarello, F., Prati, F., & Rubini, M. (2021). Development of prejudice against immigrants and ethnic minorities in adolescence: A systematic review with meta-analysis of longitudinal studies. *Developmental Review, 60,* 100959. https://doi.org/10.1016/j.dr.2021.100959

[21] Albarello, F. (2020). "Sono delle bestie!": L'animalizzazione come strumento per svilire l'umanità altrui. *Minority Reports. Cultural Disability Studies, 10,* 11-37. ISSN: 2465-0315

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Starting from observing real-life cases of ethnic and racial discrimination, such as the murder of George Floyd giving visibility and strength to the *Black Lives Matter* movement, Albarello, Menegatti, and Moscatelli (2022)[22] examined the neurological and social psychological roots underlying ethnic and racial prejudice. Specifically, they underlined that it is sufficient to see a person with different physical features highlighting non-native racial belongingness to activate a culturally shared stereotype that can influence individual cognitions and behaviors. Besides neurological processes, complex motivations also affect ethnic prejudice, such as the motivation to protect one's ingroup from competitive and threatening outgroups. The widespread beliefs that immigrants "steal" jobs and resources from natives or aim to cancel our cultural values needs to be thoroughly considered in attempts to reduce prejudice. The Authors also provide a review of developmental theorizations explaining the factors that drive the development of racial and ethnic prejudice in early childhood and lead to an increase of prejudice until the age of 7, followed by stabilization of levels of prejudice during adolescents. Finally, Albarello and colleagues highlighted the empirical evidence on different forms of prejudice affecting ethnic and racial groups, such as aversive racism against Black people in the United States or outgroup projection involving Roma people in Italy, stressing the importance of the social psychological understanding of prejudice and of its neural and social cognitive bases in order to help to design early interventions aimed at challenging this outcome, that, besides having automatic roots, can still be reduced.

Considering forms of intervention that can hinder prejudice (i.e., intergroup contact), Salvati, Carone, de Crisfofaro, Giacomantonio, and Baiocco (2020)[23] examined support for discriminatory behaviors against immigrants in Italy. It highlighted the role of perceived threat due to immigrants, and positive beliefs towards them, as mediators of the effects of contact with immigrants. More specifically, their study aimed to investigate whether the effects of intergroup contact on support for discriminatory behaviors against immigrants were mediated by the perceived threat from immigrants and positive beliefs toward immigrants. Using data from the Italian national survey on "Discrimination by Gender, Sexual Orientation and Ethnic Origin," which followed a multi-stage stratified cluster sampling procedure, a representative sample of 5509 Italian residents (53.4% women), aged 18 to 74 years, participated. Findings showed that contact with immigrants was

[22] Albarello, F., Menegatti, & M. Moscatelli, S., (2022). Il pregiudizio etnico. In M. Brambilla, & S. Sacchi (Eds.), *Psicologia sociale del pregiudizio* (pp.122-146). Milano: Raffaello Cortina Editore.

[23] Salvati, M., Carone, N., De Cristofaro, V., Giacomantonio, M., & Baiocco, R. (2019). Support for discriminatory behaviours against immigrants in Italy: Perceived threat and positive beliefs mediate the effect of contact with immigrants. *International Journal of Psychology, 55*(4), 543-552. Doi:10.1002/ijop.12638

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negatively related to a perceived threat and positively related to positive beliefs toward immigrants. Mediational analysis conducted by structural equation modelling indicated that support for discriminatory behaviors was positively associated with a perceived threat and negatively associated with positive beliefs toward immigrants. Both variables mediated the relationship between contact with immigrants and support for discriminatory behaviors against immigrants; individually, indirect relationships were also significant. Given the gathered evidence, Salvati and colleagues (2020) argued that promoting the interaction between natives and immigrants by reducing the perceived threat and strengthening positive beliefs toward immigrants might lessen support for discriminatory behaviors against immigrants.

Considering intergroup contact as a factor that can affect social relations, Hassler and colleagues (2020)[24] analyzed the role of contact in predicting social change among advantaged and disadvantaged social groups. Given that recent work suggests that intergroup contact can undermine support for social change towards greater equality, especially among disadvantaged group members, the Authors, using a large and heterogeneous dataset (12,997 individuals from 69 countries), considered several aspects of contact (i.e., quantity of contact, positive contact, absence of negative contact, number of outgroup friends, frequency of meeting outgroup friends, quality of indirect contact with outgroup friends, positive indirect contact, absence of indirect negative contact) and different facets of support for social change (i.e., high-cost collective action, low-cost collective action, support for empowering policies, raising intergroup policies, raising ingroup awareness, working in solidarity). Results demonstrated that intergroup contact and support for social change towards greater equality were positively associated among members of advantaged groups (ethnic majorities and cis-heterosexuals) but negatively associated among disadvantaged groups (ethnic minorities and sexual and gender minorities). Specification-curve analysis revealed important variation in the size—and at times, direction—of correlations, depending on how contact and support for social change were measured. This allowed the Authors to identify one type of support for change—willingness to work in solidarity— positively associated with intergroup contact among advantaged and disadvantaged (ethnic minorities; LGTBIQ+ individuals) group members. Thus, as concluded by the Authors, this specific form of contact can be fruitfully widely employed and supported by institutions and social policies to promote inclusion and reduce prejudice.

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[24] Hässler, T., Ullrich, J., Bernardino, M., Shnabel, N., Van Laar, C., …Pistella, J., Baiocco, R., … &Osin, E. (2020). When does contact between advantaged and disadvantaged groups predict support for social change? *Nature Human Behaviour*. Doi: 10.1038/s41562-019- 0815-z

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Still considering contact, Hässler and colleagues (2021)[25] analyzed intergroup contact's role in promoting social change support toward greater social equality. Specifically, drawing on the needs-based model of reconciliation, they theorized that when inequality between groups is perceived as illegitimate, disadvantaged group members will experience a need for empowerment and advantaged group members a need for acceptance. When intergroup contact satisfies each group's needs, it should result in more mutual support for social change. Using four sets of survey data collected through the Zurich Intergroup Project in 23 countries, the Authors tested several pre-registered predictions derived from the above reasoning across a large variety of operationalizations. Two studies of disadvantaged groups (Ns = 689 ethnic minority members in Study 1 and 3,382 sexual/gender minorities in Study 2) support the hypothesis that after accounting for the effects of intergroup contact and perceived illegitimacy, satisfying the need for empowerment (but not acceptance) during contact is positively related to support for social change. Two studies with advantaged groups (Ns = 2,937 ethnic majority members in Study 3 and 4,203 cis-heterosexual individuals in Study 4) showed that, after accounting for illegitimacy and intergroup contact, satisfying the need for acceptance (but also empowerment), is positively related to support for social change. Overall, according to the Authors, findings suggest that intergroup contact is compatible with efforts to promote social change when group-specific needs are met. Thus, to encourage support for social change among disadvantaged and advantaged group members, it is essential that, besides promoting mutual acceptance, intergroup contact interventions also give voice to and empower members of disadvantaged groups.

Intergroup contact can be effective in reducing prejudice against further outgroups besides the one involved in direct contact. In this respect, Jasinskaja-Lahti, Vezzali, Ranta, Pacilli, Giacomantonio, and Pagliaro (2021)[26] focussed on the secondary-transfer effect of contact as a factor reducing prejudice. Specifically, in a survey experiment, they examined the role of prejudice and moral licensing as two moderators of the secondary transfer effect (STE) of positive and negative intergroup contact and collected a quota randomized sample of 299 majority Finns (52.6% female; experimental condition: n = 118, control condition: n = 181) in order to test whether moral credentials prevent

[25] Hässler, T., Ullrich, J., Sebben, S., Shnabel, N., Bernardino, M-., … Baiocco, R., … & Pistella, J. (2021). Need satisfaction in intergroup contact: A multinational study of pathways towards social change. *Journal of Personality and Social Psychology*. Epub ahead of print. doi: 10.1037/pspi0000365.

[26] Jasinskaja-Lahti, I., Vezzali, L., Ranta, M., Pacilli, M. G., Giacomantonio, M., & Pagliaro, S. (2020). Conditional secondary transfer effect: The moderating role of moral credentials and prejudice. *Group Processes & Intergroup Relations*, 1368430220940401.

attitude generalization (from primary towards secondary outgroup), particularly among prejudiced individuals. The results showed that STEs of both positive and negative contact were prevented among more prejudiced majority group members who could obtain moral credentials in the moral licensing task. These results point at the unstable nature of attitude generalization in STE among prejudiced individuals and at the potential of a normative moral act to intervene in the generalization of intergroup attitudes following intergroup contact.

Other contributions focused on factors that can reduce the social inclusion of others. For instance, Pellegrini, Leone, and Giacomantonio (2019)[27] considered individual-level factors associated with anti-immigration attitudes and voting in a sample of 774 adult Italians. They considered measures of socio-political dispositions (e.g., Right-Wing Authoritarianism), social worldviews (e.g., Dangerous World Beliefs), populist attitudes, self-reported voting in the last Italian political elections (March 4, 2018), and conspiracy beliefs. Participants were asked to indicate which party (e.g., Democratic Party, Five Star Movement, League) they voted for at the Italian political elections of March 4, 2018. Lastly, participants were asked to answer one item related to their opinion about the Italian government's policies regarding immigration. Specifically, they had to select one of four response alternatives represented by political actions to be implemented about immigration (i.e., "Make irregular immigration a crime and expel regular immigrants to their countries of origin"; "Adopt a temporary work program that allows regular immigrants to live in Italy only for a limited period of time"; "Allow irregular immigrants to stay in Italy, but only if they pay taxes, learn Italian and do not commit crimes"; "Allow irregular immigrants to stay in Italy and to apply for citizenship, without penalties). Findings highlighted the associations between SDO, RWA, conspiracy beliefs, and populist attitudes. Considering the vote as a fixed factor and the measures of ideological attitudes, conspiracy beliefs and attitudes on immigration policies as criterion variables, a multivariate analysis of variance showed that voting had a significant main effect on all criteria. The League (vs M5S) electorate was characterized by higher adherence to ideological motives related to the hierarchy (i.e., SDO) and traditionalism (i.e., RWA). Instead, there were no notable differences in populist attitudes, conspiracy beliefs, and support for more tight immigration policies between the League electorate and that of the 5Stars Movement. Such findings thus suggest that several individual ideologies linked to maintaining differences within society are endorsed by both the League and the 5stars electorate, with consequences in terms of approval of societal disparities.

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[27] Pellegrini, V., Leone, L., & Giacomantonio, M. (2019). Dataset about populist attitudes, social world views, socio-political dispositions, conspiracy beliefs, and anti-immigration attitudes in an Italian sample. *Data in Brief, 104144*.

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Considering social cognitive factors that can justify social inequalities, De Cristofaro, Pellegrini, Giacomantonio, Livi, and van Zomeren (2021)[28] analyzed how disadvantaged groups who endorse system-justifying beliefs tend to internalize their state of inferiority by expressing ingroup derogation and opposing collective action for change. In the present research, the Authors recruited women – as a disadvantaged group – from different countries (the United States, the United Kingdom, Italy) and examined whether their moral conviction against gender inequality, as an absolute stance that does not tolerate any violation, may interact with and overpower system-justifying beliefs. Results from three studies provided support for our hypotheses. First, when women held strong moral convictions, they expressed higher identification with their disadvantaged ingroup and, in turn, higher collective action intentions, independent of system-justifying beliefs. Second, when women held weak moral convictions, higher system-justifying beliefs reduced women's ingroup identification and, in turn, undermined their collective action intentions. According to De Cristofaro and colleagues (2021), this support is found across different contexts of gender inequality (the gender leadership gap, the gender pay gap, and the gender power imbalance), using different methodological approaches (online survey, online experiment, laboratory experiment). Overall, these results suggest that moral convictions about gender inequality can overpower system justification beliefs and thus advance our knowledge of factors and processes that help disadvantaged group members to challenge (versus accept) group-based disparities in the context of gender inequality.

Considering factors reducing social inclusion of the very stigmatized outgroup of immigrants, De Cristofaro, Pellegrini, Baldner, van Zomeren, Livi, and Pierro (2019)[29] addressed why people are (de)motivated to mobilize in favor of immigrants. They focused on the amount of rigidity for the social phenomenon of immigration, addressing what triggers opposition to immigration by considering the role of an individual level factor such as the Need for Closure (NFC) on action intentions and behavior toward immigrants in Italy. Specifically, the mediational role of binding moral foundations (i.e., the ingroup/loyalty, authority/respect, and purity/sanctity dimensions underlined in the moral foundation theory) and political conservatism in explaining the relationship between the need for closure and collective action in favor of immigrants was examined in three

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[28] De Cristofaro, V., Pellegrini, V., Giacomantonio. M., Livi, S., & van Zomeren, M. (2021): Can Moral convictions against gender inequality overpower system justification effects? Examining the interaction between moral conviction and system justification. *British Journal of Social Psychology, 60,* 1279-1302.

[29] De Cristofaro, V., Pellegrini, V., Baldner, C., van Zomeren, M., Livi, S., & Pierro, A. (2019). Need for closure effect on collective action intentions and behavior toward immigrants in Italy: The mediation of binding foundations and political conservatism. *Journal of Applied Social Psychology, 49*(10), 611-622.

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studies. It was hypothesized that a heightened need for closure would be indirectly and negatively associated with collective action favoring immigrants, sequentially mediated first through binding moral foundations and then political conservatism. Results showed support for this prediction when either dispositional measure (Study 1 and Study 2) or an experimental induction (Study 3) of need for closure were used, and when both collective action intentions (Study 1 and Study 3) and behavior (Study 2) were assessed. According to the Authors, the results suggest that the Need for Closure constitutes a powerful motivational force that leads individuals to engage in uncertainty-reducing evaluations and actions. As stated by the Authors, these results could be taken as a starting point to develop interventions aimed at fostering social progress. For instance, priming natives with the sense that group members from diverse cultures have much in common could reduce their hostility toward immigrants. The Authors suggested that increasing the perceived similarity between members of different groups could lead individuals to expand the inclusiveness of their in-group to include members of similar groups. Specifically, suppose natives are exposed to information, suggesting some basic human similarities with immigrants. In that case, they could be more willing to categorize immigrants as members of their in-group. As a result, a high need for closure and the support for binding moral foundations could encourage positive collective action in support of immigrants and immigration.

Relatedly, Baldner, Pierro, Talamo, and Kruglanski (2021)[30] focused on the association between NFC or desire for epistemic certainty and negative attitudes toward immigrants, among other outgroups, potentially because they represent agents of change and/or due to a general preference for perceived stability and certainty associated with right-wing politics. However, as underlined by the Authors, as individuals with this need theoretically prefer stable and certain knowledge, independent of the specific content, it is also possible that these individuals could have positive attitudes toward immigrants when they are provided with a positive source of information to which they can metaphorically "close" upon. In two studies (n = 397), controlling for participants' political orientation, we found that individuals with an NFC were more likely to accept immigrants when their positive effect was endorsed by an epistemic authority (Study 1), but only when they trusted this source (Study 2).

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[30] Baldner, C., Pierro, A., Talamo, A., & Kruglanski, A. (2021). Natives with a need for cognitive closure can approve of immigrants' economic effect when they trust pro-immigrant epistemic authorities. *The Journal of Social Psychology*, 1-16.

The role of NFC was also considered by Baldner, Di Santo, Talamo, and Pierro (2020)[31]. The Authors considered sympathy towards immigrants as a disadvantaged out-group, especially in need of sympathy and, given the tensions of the immigration debate, are at-risk for low sympathy. Indeed, past research has found that sympathy is less likely to be experienced toward disliked out-groups. In the current research, the role of need for closure (NFC), or the general desire for epistemic certainty, on the experience of sympathy toward immigrants in Italy, a nation where the immigration debate is becoming increasingly fractious, was investigated. Consistent with past research on the roles of NFC and the binding moral foundations (i.e., a concern for the well-being of groups) on prejudice toward out-groups, the Authors proposed that individuals with a high NFC and who endorsed the binding moral foundations (i.e., a concern for the well-being of groups), would be particularly likely to have decreased sympathy toward immigrants in Italy. In line with past research and hypotheses, in three studies, the binding foundations mediated the NFC effect on decreased sympathy toward immigrants in Italy. According to the Authors, conceptually, these individuals can strongly adopt traditional cultural norms to acquire stable knowledge; this can make sympathy toward immigrants less likely, as they both stand outside "traditional" morality and threaten the stability of natives' knowledge.

Relatedly, Theodorou and Kosic (2021)[32] also considered the need for the relationship between the need for closure, stereotyped in-group and out-group morality, and prejudice toward the out-group. They aimed to investigate how this effect can be moderated by attributions of morality to the in-group and the out-group. A questionnaire was administered to 725 participants. The results showed a positive relationship between NFC and prejudice when the in-group was evaluated as more moral than the out-group. This relationship was weaker when the out-group was evaluated as more moral than the in-group. These findings implicated that it is possible to reduce prejudice in individuals with high NFC by manipulating perceptions of in-group and out-group morality.

Moreover, Bianco, Kosic, and Pierro (2021a)[33] addressed what mitigates the relationship between need for cognitive closure and prejudice against migrants by exploring how national identification, endorsing binding moral foundations, and the perception of threat mediate the relationship between

[31] Baldner, C., Di Santo, D., Talamo, A., & Pierro, A. (2020). Sympathy as knowledge of the other in need: An investigation into the roles of need for closure and the moral foundations on sympathy toward immigrants. *Journal of Applied Social Psychology*, *50*(4), 240-252. https://doi.org/10.1111/jasp.12654

[32] Theodorou, A., & Kosic, A. (2021). Need for closure, morality, and prejudice: The relationship between the need for closure, stereotyped in-group and out-group morality, and prejudice toward the out-group. *Social Psychology*. Advance online publication. https://doi.org/10.1027/1864-9335/a000462

[33] Bianco, F., Kosic, A., & Pierro, A. (2021a). The mediating role of national identification, binding foundations and perceived threat on the relationship between need for cognitive closure and prejudice against migrants in Malta. *Journal of Community & Applied Social Psychology*.

need for cognitive closure and prejudice against migrants in Malta. It was hypothesized that individuals with a high need for cognitive closure are more prone to identify with being Maltese and more probable to endorse binding moral foundations and perceive high threat from migrants, leading to a more prejudiced attitude towards migrants living in Malta. Two hundred and twenty-two individuals participated in this quantitative study. Results from this study showed that national identification, binding moral foundations and perceived threat mediate the relationship between need for cognitive closure and prejudice against migrants. The implications of the findings for theories about how need for cognitive closure contributes to increased prejudiced attitude in native population is discussed.

Relatedly, Bianco, Kosic, and Pierro (2021b)[34] analyzed what mitigates prejudice against migrants in situations of uncertainty? Addressing this question, they explored how individuals with greater COVID-19 concern perceive migrants as a greater threat and show prejudice against them, indirectly through the mechanism of need for cognitive closure and binding moral foundations. This study was conducted in two European countries: Malta and Italy. Six hundred and seventy-six individuals participated in this quantitative study (Malta: N = 204; Italy N = 472). Results from this study showed that the need for cognitive closure and binding moral foundations mediate the relationship between COVID-19 concern and prejudice against migrants in both countries. When testing the three binding moral foundations (loyalty, authority, and purity), the authority foundation seems to be the most consistent predictor. The Authors concluded that the implications of the findings contribute to theories about how situational uncertainty caused by COVID-19, together with the need for epistemic certainty and binding morality, contribute to increased prejudiced attitudes against migrants.

De Rosa and Mannarini (2020)[35] focused on the COVID-19 pandemic as well and undertook a social representation analysis of this crucial issue. Specifically, in their contribution, the Authors considered the issues of "otherness" in the representations of the COVID-19 pandemic in media and institutional discourse. The emergence of unknown infectious disease represents a threatening event, intensively discussed in public and private communication. The pandemic crisis spread from

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[34] Bianco, F., Kosic, A., & Pierro, A. (2021b). COVID-19 and prejudice against migrants: the mediating roles of need for cognitive closure and binding moral foundations. A comparative study. *The Journal of Social Psychology*, 1-15.

[35] de Rosa, A.S. Mannarini, T. (2020) The "Invisible Other": Social Representations of COVID-19 Pandemic in Media and Institutional Discourse, Papers on Social Representations, Special Issue on Social Representations of Covid-19, 29 (1), 5.1-5.35. http://psr.iscteiul.pt/index.php/PSR/index

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China on a global scale and refocused the media agenda, transferring citizens' attention from immigration to health risk, superseding the racially connoted immigrant with an "invisible other". At first, Italian citizens were exposed to an institutional communication aimed at reassuring the population: "no more than a flu". Once the pandemic emerged as a public concern, alarm was used as a prevention strategy, legitimated by the recommendations of scientists: this represents the awareness stage. Successively, communication entered the divergence stage: multiple discourses emerged, both across scientists and politicians, and between lay people and experts, increasing uncertainty about the situation anchored into dilemma of health versus economic priority. Conjointly, representations of the disease offered in public discourses appealed to lay belief patterns: coronavirus was explained as result of either the unhygienic contiguity of the Chinese people to animals, or the interests of hidden powerful groups pursuing their goals (e.g., the conspiracy theories concerning 5G or a lab-based viral weapon. Notwithstanding, the invisible infectious disease also increased awareness of human vulnerability on a global scale, engendering concurrent representations of otherness, which refer to humankind as the common ingroup. This process - contrary to the "othering" occurring in the projection of the disease cause onto devalued outgroups - implies the assumption that the "other may be me/us".

With reference to the COVID-19 pandemic, Kosic, Ignjatović, and Petrović (2021)[36] conducted a cross-cultural study on distress highlighting some protective and risks factors. Specifically, they considered the perception of receiving social support from family members and friends, and a chronic tendency to worry. The study was conducted in three European countries: Italy, Serbia, and Romania. A total of 1100 participants (Italy n = 491; Serbia n = 297; Romania n = 312) responded to a questionnaire. Results from this study show that distress during the COVID-19 pandemic is higher for people who are chronic worriers and those who have higher levels of fear of COVID-19. More specifically, it is confirmed that a chronic tendency to worry exacerbates the relationship between fear and distress: it is stronger for people who have a greater tendency to worry. In a related chapter, Kosic and Ignjatovic (2021)[37] also described the results a study conducted in Italy involving Italians (N= 491), Romanian immigrants (N= 275), and Romanians in Romania (N= 312) with the aim to explore the principal sources of anxiety and uncertainty during the COVID-19 pandemic, and the

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[36] Kosic, A., Džamonja Ignjatović, T., & Petrović, N. (2021). A Cross-Cultural Study of Distress during COVID-19 Pandemic: Some Protective and Risk Factors. *International journal of environmental research and public health*, *18*(14), 7261.

[37] Kosic, A., & Ignjatovic, T. D. (2021). *Main Concerns in Times of COVID-19 in Three Groups of People: Italians, Romanian Immigrants in Italy, and Romanians in Romania.* DOI: 10.5772/intechopen.97858

differences between the groups. In addition, the study analyzed the role of resilience as a potential moderator between perception of sources of anxiety during COVID-19 and distress. A questionnaire was administered containing several scales. Overall, results showed that Italians and immigrants have similar concern and that the perception of resilience plays a significant role in determining emotional distress.

Besides NFC, the role of another individual-level factor related to reduced acceptance and inclusion of others, that is, social dominance orientation, has been addressed by Heering and Leone (2019)[38]. They considered the role of social dominance orientation as an individual's disposition to the punishment of a target (in the work domain). This study hypothesized that experimentally manipulated levels of power would moderate the association of dispositional social dominance orientation (SDO) with preferences for harsh punishment towards employees. In particular, the Authors expected to detect a stronger effect for dispositional SDO in the low-power condition, relying on the notion that low power enhances sensitivity to threats to the status quo and that high SDO individuals are particularly motivated to enforce hierarchy-enhancing measures as punishment. SDO scores were measured two months prior to the experiment and immediately after the experimental session. As expected, pre-experimental SDO interacted with the power manipulation. Results showed stronger pre-experimental SDO effects on punishment among low-power participants. In line with expectations, individuals high in SDO further increased their post-experimental SDO scores if assigned to a high-power condition. This is particularly noteworthy since it underlines a nastier side of power among individuals who already have high power, that is, their increase in SDO, thus justifying social hierarchies. Given the findings, the Authors commented on the importance of SDO effects among low-status groups and how situational roles shape dispositional self-descriptions.

Considering the role of individual-level factors such as the social dominance orientation that supports inequalities among social groups, Carrus, Panno, and Leone (2018)[39] analyzed the moderating role of interest in politics on the relations between the conservative political orientation and denial of climate. Specifically, although shared consensus in the scientific community confirms the reality of climate change and the likelihood of its anthropogenic causes, denial of this phenomenon, its anthropogenic causes, and its consequences still is widespread. According to the

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[38] Heering, M. S., & Leone, L. (2019). Power Moderates the Effects of Social Dominance Orientation on Punishment: An Experimental Analysis. *Psychological Reports, 122*(1), 201-218. https://doi.org/10.1177/0033294118755095

[39] Carrus, G., Panno, A., & Leone, L. (2018). The moderating role of interest in politics on the relations between conservative political orientation and denial of climate change. *Society & Natural Resources, 31*(10), 1103-1117. https://doi.org/10.1080/08941920.2018.1463422

Authors, this denial consistently has been associated with conservative ideology and related individual differences at the psychological level. However, little is known about the mechanisms that explain this relationship. In view of this, the Authors aimed to understand how different components of conservative ideologies relate to climate change denial and investigate the moderating role of interest in politics on these relationships. They considered a representative sample of the U.S. electorate [American National Election Studies (ANES) 2012 database, bN = 1525]. They assessed the ideological components of conservatism through measures of right-wing authoritarianism (RWA) and social dominance orientation (SDO). Results showed a main effect for RWA and SDO on climate change denial. Moderation analysis revealed that the RWA and SDO effects became stronger, moving from low to high-interest levels in politics.

Schumpe, Bélanger, Giacomantonio, Nisa, and Brizi (2017)[40] also considered a correlate of political relations, political violence and demonstrated how support for political violence could be reduced by providing peaceful alternatives to produce social change. In Study 1, participants watched a video documenting the activities of a violent activist group and then either watched a video of a peaceful activist group supporting the same cause or a control video. Participants that watched the peaceful activist group reported less support for the violent activist group than participants in the control condition. Study 2 replicated and extended Study 1 by testing the underlying psychological mechanism. In line with goal systems theory, providing participants with a peaceful alternative to produce social change (vs no alternative) reduced the perceived instrumentality of the violent group to further the ideological cause, leading to lower support for the violent group. Implications for anti-violence campaigns are discussed

Focusing on the topic of climate change and politics, Panno, Carrus, and Leone (2019)[41] analyzed Trump's policies embracing right-wing and authoritarian dispositions. They stressed that little is known about the mechanisms underlying the relationship between individuals' favorable attitudes towards Trump and climate change skepticism. In view of this, they aimed to understand two cruxes in this relationship: (i) whether the favorable attitude towards Trump influences climate change skepticism through the aversion to wealth redistribution and (ii) whether people's interest in politics interacts in the relationships between attitude towards Trump and two social outcomes—

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[40] Schumpe, B. M., Bélanger, J. J., Giacomantonio, M., Nisa, C. F., & Brizi, A. (2018). Weapons of peace: providing alternative means for social change reduces political violence. *Journal of Applied Social Psychology*, *48*(10), 549-558.

[41] Panno, A., Leone, L., & Carrus, G. (2019). Attitude towards Trump policies and climate change: The key roles of aversion to wealth redistribution and political interest. *Journal of Social Issues.* doi: 10.1111/josi.12318

climate change denial and aversion to wealth redistribution. The research considered a representative sample of the US electorate (ANES 2016 database, $N = 4271$), assessing attitudes towards Trump by aggregating several indicators concerning respondents' evaluations of Trump. Interest in politics, aversion to wealth redistribution, and climate change skepticism had also been assessed. Results showed that favorable attitudes towards Trump related to climate change denial through the aversion to wealth redistribution. Moreover, the link between such attitudes and climate change skepticism and aversion to wealth redistribution was stronger for people showing a greater interest in politics, with all it entailed in terms of opposition to interventions to reduce social inequalities.

Considering more intergroup relations, Talamo, Modesti, Nicolais, and Rutembesa (2020)[42] focused on intergroup relations in the post-conflict domain and provided a detailed examination of community resilience as a resource to face post-conflict relations.

Analyzing the relation between different levels of identity and sub-group autonomy, Wagoner, Antonini, Hogg, Barbieri, and Talamo (2018)[43] focused on the case of Sardinia within Italy. Although group-related uncertainties have been shown to drive subgroups' pursuit of autonomy, it is unclear whether all group-related uncertainties motivate subgroup autonomy. The Authors thus hypothesized that social identity-uncertainty, not political-economic uncertainty, about one's subgroup, would be a key driver of support for subgroup autonomy. They measured Sardinian participants' (N = 174) relative subgroup (Sardinian) and superordinate group (Italian) identity-centrality, identity-uncertainty, and political-economic uncertainty to predict support for subgroup autonomy and superordinate group fragmentation. Results showed that subgroup identity-uncertainty, not politico-economic uncertainty, elicited stronger support for subgroup autonomy, especially among highly identified subgroup members. Superordinate group fragmentation was predicted by relatively weaker superordinate identity-centrality. As stressed by the Authors, results suggested that the hopes of reducing identity-uncertainty drive subgroups' pursuit of autonomy.

[42] Talamo, A., Modesti, C., Nicolais, G., Rutembesa, E. (2020). *Résilience communautaire dans des sociétés en situation post-conflit : l'expérience d'un programme de formation en République Centrafricaine. Bâtir la résilience. Manuel de pratiques professionnelles.* MJW Fédition, 179-187

[43] Wagoner, J.A., Antonini, M., Hogg, M.A., Barbieri, B., Talamo, A. (2018). Identity Centrality, dimensions of uncertainty, and pursuit of subgroup autonomy: The case of Sardinia within Italy. *Journal of Applied Social Psychology, 48(*10), 582-589. https://doi.org/10.1111/jasp.12549

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Rullo and Livi (2019)[44] focused on the Black Sheep Effect (BSE) considering the role of entitativity and identification on deviants' derogation. Two studies considered the conjoined effect of identification and entitativity on BSE. In particular, in Study 1, the Authors considered the mediating role of identification on the entitativity--BSE relationship. In Study 2, the Authors focused on the importance of the group for the self-esteem as a mediator of such relationship. Results showed that the BSE emerges strongly in high entitative groups because, in such groups, there is a stronger attachment to the groups both in terms of social identification (Study 1) and the importance of such identity for self-esteem (Study 2). The Authors then discussed the findings in the light of the Subjective Group Dynamics model and provided suggestions for future studies.

Specific attention was given to communication as a domain of appearance of prejudice and attitudes against others. Prejudice and social inclusion are intrinsically related to communication. One crucial domain in which prejudice appears and can be challenged and increased is the political discourse, wherein an increase in populist attitudes has been highlighted in recent years. Various contributions addressed factors related to political discourse and prejudice against others.

Regarding this issue, Leone and Presaghi (2018)[45] considered political discourse and its relation with explicit racial cueing by analyzing partisanship and racial resentment after Barack Obama's election. Specifically, they considered whether or not support for the Tea Party acts as a moderator in shaping how racial resentment and party identification infused negative evaluations of Obama. Using the 2012 American National Election Studies sample, the Authors found that higher levels of Tea Party support strengthened the magnitude of the association of racial resentment with negative evaluations of Obama. Conversely, higher levels of Tea Party support reduced the association of party identification with evaluations of Obama. The Authors discussed such results by emphasizing the role of Tea Party rhetoric in making the activation of racial resentment more relevant, thus moving the boundary of tolerability. As stressed by the Authors, paradoxically, the Obama election seemed to have prompted a return to explicit and overt forms of racial discourse that have been banned from the political arena before.

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[44] Rullo, M., & Livi, S. (2019). Not Every Flock has its black sheep: the role of Entitativity and Identification on deviants' derogation. Rassegna di Psicologia, 36(2), 39-51

[45] Leone, L., & Presaghi, F. (2018). Tea Party Support, Racial Resentment and Evaluations of Obama: A Moderation Analysis. *Race and Social Problems, 10*(2), 91-100. https://doi.org/10.1007/s12552-018-9224-6

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With respect to political discourse in the Italian context, Di Cicco and Sensales (2019)[46] explored the activity of the Facebook pages of Luigi Di Maio and Matteo Salvini, leaders of the major populist forces in Italy, focusing on the interactive aspect of the published posts. Four thousand nine hundred ninety-three posts were taken from 02/24/2016 to 02/24/2019. Of these, 2142 were by Di Maio and 2179 by Salvini. The posts were classified in the "immigration" and "PD" (i.e., a left-wing political party) categories to describe the polarization of the followers compared to two different outgroups. The variables considered were: number of posts published per page, year, category; for each post: involvement index (as the sum of reactions, comments and shares), the number of reactions divided by three main indicators (emotions represents "Love", "Anger", "Laughter"). The results showed, with few exceptions, a general greater involvement and greater emotional reactions, particularly high for anger, in Salvini's followers, compared to those of Di Maio. Findings also highlighted an attitude of mockery, common to the followers of both leaders, towards the PD political opponent and for Salvini also towards immigration. A convergence of anger reactions, for the followers of both leaders, towards the posts inherent both to the PD and immigration also emerged. This research thus highlighted the role of political discourse by leaders of populist parties in eliciting angry populism and fear against others (immigrants and opponents) and mocking towards opponents to diminish the opponents and their opinions on immigration. Such issues are thus of crucial importance and should be taken into account if one wishes to challenge attitudes towards social outgroups, such as immigrants or political opponents.

In a more general analysis of biased perceptions of political outgroups, Schepisi, Porciello, Bufalari, Aglioti, and Panasiti (2019)[47] considered political intergroup bias in the Italian context. More specifically, using different evaluation targets (i.e., politicians' pictures, ideological words, items referring to features attributed to political ingroup/outgroup), the Authors analyzed the intergroup bias (i.e., ingroup favoritism and outgroup devaluation) among political groups in the Italian context (Studies 1,2, and 3). Additionally, they tested a model that may account for the bias itself (Study 3). For all evaluation targets, left-wing participants - compared to right-wing participants – showed a greater intergroup bias, expressing more negative emotions toward the outgroup. As stressed by the Authors, the process was influenced by a greater perceived threat of the outgroup. Conversely, right-

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[46] Di Cicco, G., & Sensales, G. (2019). Aspetti psico-sociali della comunicazione populista su Facebook. Una prima analisi delle reazioni ai post di Luigi Di Maio e Matteo Salvini. *Rassegna di Psicologia, XXXVI* (2), 59-69

[47] Schepisi M., Porciello G., Bufalari I., Aglioti S.M., Panasiti M. (2019). "Left Threatened by Right: Political Intergroup Bias in the Contemporary Italian Context". *Frontiers in Psychology*. Jan 24;10-26. Doi: https://doi.org/10.3389/fpsyg.2019.00026.

wing participants expressed the bias only when presented with ideological words. As stated by the Authors, such results provide a detailed description of how intergroup bias in Italy is differently expressed by the two ideological groups depending on the targets used to represent the political counterpart. Moreover, the results showed that the stronger bias expressed by left-wing participants was driven by the perceived threat of the outgroup, thus stressing the importance of threatening perceptions of others to drive biases and negative reactions to outgroups.

Taking a different stance concerning the analysis of politically-related issues concerning migrants and refugees, Zanazzi (2018)[48] considered the issue of the influx of migrants and asylum-seekers fleeing from war-torn countries into the EU and the intense debate on the obligation and opportunity to accept and integrate them in our societies. Between humanitarian concerns and political convenience, and beyond the media's rhetoric, it is possible to argue in favor of acceptance and integration based on a sound process of data analysis and assessment. In this contribution, the Author aimed to present and discuss evidence from research that suggests that we should support acceptance and integration of refugees in the EU, as a whole, and in Italy specifically. After describing the main recent events concerning the EU migration crisis, several key issues were also investigated by the Author: the real dimensions of the influx, the security threat, the obligations deriving from international law, the cost-benefit ratio and, finally, the educational importance of cultural diversity.

Relatedly, Pistella and colleagues (2020)[49][1] focused on peer victimization of immigrant youth, who are more likely to be victimized than their non-immigrant counterparts. The main objective of their study was to examine the relationship between peer victimization, gender, and immigrant status in a large sample of students. The research used data from an Italian cross-sectional survey on the "Integration of Second Generations," administered to 68,127 students in grades 6 through 13 (49% female; 47% immigrant). After adjusting for socio-demographic variables, multinomial logistic regression analyses were used to examine the association between immigrant status and gender with verbal, physical, and relational victimization. Results showed that immigrant and male participants were more likely to be classified as frequently victimized. The significant interaction effect between immigrant status and gender revealed that male immigrant students were more likely to belong to the frequently relationally victimized category than their counterparts. As the authors highlighted,

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[48] Zanazzi, S., (2018), Why 'should we'? A well-grounded argument for refugee acceptance and integration, *Nuova Secondaria Ricerca, 7*, 53-64

[49] Pistella, J., Baumgartner, E., Laghi, F., Salvati, M., Carone, N., Rosati, F., & Baiocco, R. (2020). Verbal, physical, and relational peer victimization: The role of immigrant status and gender. *Psicothema*, *32*(2), 214-220.

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the study highlights the importance of including immigrant status disparities in peer victimization research. They also underlined that prevention efforts and intervention strategies should be implemented to create safe environments in Italy.

Considering immigrant youth, Laghi, Lanti and Piscicelli (2018a[50], 2018b[51], 2018c[52], 2018d) contributed to a monography on CPsA (Centro di Primissima Accoglienza di Roma Capitale) describing implications of introduction of such reception centers for immigrants and experimental interventions that were introduced in order to improve the service. The Authors (2018a) stressed the features of interviews employing gate games as narrative instrument to capture the experiences of minors (Laghi et al., 2018b) and finally also highlighted (Laghi et al., 2018d) eventual changes that could be introduced in order to improve the reception of immigrants minors.

Taking a different perspective, De Rosa and colleagues considered the social representations of migrants and their relation to discourse. With specific reference to political discourse, De Rosa, Latini, Gagliardi, and Marsan (2020)[53] and De Rosa et al. (2020)[54] discussed the polarized- dichotomous (i.e., pro versus against) social representations of migrants highlighting politicians' manipulation of emotions elicited in citizens. This phenomenon has a wide audience on social media. Specifically, the Authors - taking advantage of the knowledge that is collected in the So.Re.Com "A.S. de Rosa" @-Library (a specialized repository on migration studies, a multi-purpose web-platform for documentation, training and networking in the supra-disciplinary field of Social Representations and Communication) - underlined that there is a huge literature and documentation aimed at investigating and understanding the complex phenomenon of migration on factual elements that characterize the dynamic of "pull" and "push" factors in the migratory flows in the history. However, in this multi-media communication system of actual society, such factual knowledge is obscured by

[50] Laghi F., Lanti M., Piscicelli S. (2018a). Indagine sui minori stranieri non accompagnati. In C. Cerrone, Occhiuto R. (Eds.), *Non ho paura perché so cosa succede. Accogliere proteggendo: La sperimentazione del Centro di primissima Accoglienza (CPSA) di Roma* (pp.103-133). Edizioni Nuova Cultura, Roma. ISBN: 9788868129590

[51] Laghi F., Lanti M., Piscicelli S. (2018b). Possibili riformulazioni del CPsA. In C. Cerrone, Occhiuto R. (Eds.), *Non ho paura perché so cosa succede. Accogliere proteggendo: La sperimentazione del Centro primissima Accoglienza (CPSA) di Roma* (pp.239-249). Edizioni Nuova Cultura, Roma. ISBN: 9788868129590

[52] Laghi F., Lanti M., Piscicelli S. (2018). Indagine sui minori stranieri non accompagnati. In C. Cerrone, Occhiuto R. (Eds.), *Non ho paura perché so cosa succede. Accogliere proteggendo: La sperimentazione del Centro primissima Accoglienza (CPSA) di Roma* Edizioni Nuova Cultura, Roma

[53] de Rosa, A.S, Latini, M. Gagliardi, G. Marsan, L. (2020). Towards a specialised repository on "Migrationstudies" through new filters of the SoReCom A.S. de Rosa @-library , In L. Gómez Chova, A. LópezMartínez, & I. Candel Torres (Eds.), *14th annual International Technology, Education and Development* (INTED 2020). Valencia, 2nd, 3rd and 4th of March, 2020, (pp. 3406-3417). Valencia: IATED Academy, ISBN: 978-84-09-17939-8

[54] de Rosa, A. S., Bocci, E., Salvati, M., Latini, M., Bonito, M., Carpignano, N., ... & Tovo, G. (2020). Transversal polarized discourse about „immigration" through multiple social media: Twitter, Facebook, Instagram, Youtube. *INTED2020 Proceedings. Published by IATED Academy, Valencia*, 3257-3267.

"polarized social representations" connoted by opposite attitudes pro-against immigration and perceived as a contemporary emergency due to the "fear" or the "empathy" towards immigrants depicted as "invaders", "potential terrorists", "threat to the employment opportunities of the citizens of their sovereign country", or as "victims", "support of the economy of the country" as workers in fields that no longer interest natives, "refugees" who escape from war or natural disasters. In this respect, the Authors also highlighted that political leaders' manipulation of the emotions induced in the citizens has a wide "echo chamber" in the social media. The rhetorical device of these polarized views also organizes the semantic dictionaries of the policies documents and scientific literature, making variables such as the author's geographical location with all it entails.

Similarly, de Rosa and colleagues (2020)[55] highlighted the transversal polarized discourse about "immigration" that can be found across multiple social media: Twitter, Facebook, Instagram, Youtube. Specifically, this contribution was part of a comprehensive research program on migratory experiences and discourse, articulated in "field" and "multi-media" studies. The media studies aimed to reconstruct the "multi-voices" and "multi-agents" discourses about the contemporary migratory phenomenon. That is, a) the scientific discourse (by experts); b) the political-institutional discourse (by policy makers, political leaders, institutions, etc.); c) the social discourse by journalists; d) the discourse "for" and "by" lay people. The research material of multi-media studies included 6127 sources based on: a) the international scientific literature, inspired by the social representation theory and other theories in social psychology; b) the discourse driven or leading the institutional policies (at the national and supranational level); c) the discourse by journalists in the Italian on-line press of different political orientations and broadcasts; d) the communication "for" and "among" the citizens in the various scenarios of the social networks. Systematic content, thematic and statistical analyses were based on multi-dimensional analysis supported by multiple softwares (IRAMUTEQ for Descending Hierarchical Classification and Specificities and Correspondence Analysis, SPAD for Correspondence Analysis, GraphColl for Network Analysis, Analysis of images and videos, Sentiment Analysis, etc.). The presented results regarded the communication "for" and "among" the citizens in various scenarios of the social networks (Twitter, Facebook, Instagram, Youtube). Results provided a reconstruction of the social discourse about "immigration-migration" through multiple social media,

[55] de Rosa A.S., Bocci, E. Salvati, M. Latini, M. Bonito, M. Carpignano, N. Nubola, A. Palombi, T. Tovo, G. (2020) Transversal polarised discourse about "immigration" through multiple social media: Twitter, Facebook, Instagram, You Tube., In L. Gómez Chova, A. LópezMartínez, I. Candel Torres (Eds.), *14th annual International Technology, Education and Development*,(INTED 2020) Valencia, 2nd, 3rd and 4th of March, 2020, (pp. 3257- 3267), Valencia: IATED Academy, ISBN: 978-84-09-17939-8

transversally obtained by multi-dimensional analyses conducted on 41118 sources related to international and national sources regarding the period 2012-2018, characterized by the different geo-political government scenarios: 1958 posts from Twitter, 1197 from Facebook, 456 from Instagram and 507 from Youtube. Cross-results through the four social media showed empirical evidence on the consistency of the highly polarized discourse depending on the ideological, political positioning of the multi-voices and multi-agents social actors. The Authors underlined that the educational relevance of the study based on the construction of a "hot" societal issue through different social networks is in line with recent acquisitions of "cyber-psychology". The Authors stressed that this study contributed to improving awareness about the role played by social media as a powerful "echo chamber" in the institutional and political discourse leading to opposite inclusive/exclusive policies, and as the environment where it takes place the negotiation and development of polemical social representations around the theme of immigration.

From a similar perspective, de Rosa and colleagues (2019)[56] addressed the issue of controversial social representations about migrants from multi-voice and multi-agent (scientific, institutional and lay people) discourses and immigrants' experiences. In this respect, the Authors stressed, on the one side there is a diffused perception of the immigrants as the "others", the "unknown", "foreign" is often assimilated with "dangerous", "extraneous" and generally presented in the media as "invaders", or stigmatized as potential "terrorists", legitimizing "fear" and evoking the "need for barriers" and protection of the own territory by the population of the host country. On the other side, they are perceived as "social victims" and marginalized groups. The Authors argued that the "classification" and "naming" of these groups (out-group or ingroup depending on the level of exclusion/inclusion process under the superordinate category of humanity) - are essential "anchoring" processes well-defined by the social representation theory – are interesting to be studied as a social construction and such social constructions serve more the legitimation of policies and legal status adopted for the social control of the phenomenon than to describe the reality. The Authors presented a comprehensive research program articulated through multiple research lines involving "media" and "field" studies. This research program was aimed at investigating the construction/sharing/polarization of the social representations and attitudes as a function of

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[56] de Rosa A.S., Bocci E., Latini M., Balbutin S., Silvestri S. (2019). Controversial social representations about migrants from multi-voice and multi-agent (scientific, institutional and lay people) discourses and immigrant's experiences. In I. Bondarevskaya, A. De Carlo (Eds.), *Political and Economic Self-Constitution: Media, Citizenship Activity and Political* Polarization (pp.92-100). Padua: TPM Editions; ISBN 978-88-97598-19-0

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different political-ideological positioning of social subjects (individuals/groups, organizations/institutions, experts/journalists / lay peoples) and of identity belonging, guiding the processes of social inclusion/exclusion towards the migrants/refugees. Specifically, they focused on: a) the "scientific discourse" by the experts; b) the "institutional and policies oriented discourse" by different political, governmental and humanitarian institutions, international associations, etc.; c) the "lay people discourse" for and among citizens. As regards the "media studies", a systematic analysis using different strategies (multi-dimensional thematic analysis of 97 correspondence, network analysis etc.) was conducted on almost 6500 sources, including a) the Scientific Discourse (international scientific literature by social scientists inspired by the social representations theory and by other theories and disciplinary approaches); b. the Institutional Discourse (texts, reports, documents, speeches, etc. on institutional 'policies' by political and governmental institutions, humanitarian organization/associations at national or international level or even influential sources like single political leaders of different orientations or religious authorities); c. the Lay People Discourse "for" or "among" citizens by journalists and ordinary people (including articles, texts, videos, images extracted from online newspapers of different political orientations and the most popular social media and multimedia sources). The research lines based on "field studies" were focused on the different target populations of immigrants, including the second generation of young immigrants, adult migrants/refugees, relief agents and receiving communities). According to the Authors, the descriptive and multidimensional analyses concluded at the level of each research line and at the multi-level cross-analysis contribute to further comprehension of the dynamic between social representations of migrants and media discourse. Such social representations are mediated by multi-channel communication, embedded in social practices and policies oriented to social inclusion/exclusion in relation to contemporary migratory phenomena. They allow looking at the intersection of the social representations shaped by different multi-voices and multi-agents discourse (scientific, institutional, lay people) and experiential narratives by different target populations (young immigrants of the second generation, adult immigrants/refugees, professional social workers and host communities).

Still considering the 'multivoice' and 'multi-agent' discourse about (im)migration, de Rosa, Bocci, Bonito, and Salvati (2021)[57] focussed on the exploration of shaping and sharing social

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[57] de Rosa AS, Bocci E, Bonito, M., & Salvati, M. (2021). Twitter as social media arena for polarised social representations about the (im)migration: The controversial discourse in the Italian and international political frame. *Migration Studies*. Advance online publication. DOI: 10.1093/migration/mnab001

representations about (im)migrants through A total of 1,958 tweets (967 Italian and 991 English tweets) were analyzed through Systeme Portable Pour L'Analyse Des Donnees Textuelles [Portable System for Textual Data Analysis]SPAD in two lexical correspondence analyses. The results show a dichotomous discourse organizing a semantic space structured around five different factors for the two distinct Twitter corpora: both clearly show polarized social representations of 'immigrants–migrants', leading to exclusion–inclusion policies depending on the discursive agent's ideological affiliation in the Italian and the international political frame. Used as a propaganda tool, Twitter echoes the related pro- and anti-immigration polemical representations of opposite political leaders in posts positioned differently in relation to the progressive/conservative ideology.

Relatedly, De Rosa, Bocci, and Carpignano (2020)[58] considered the different social discourses diffused through the Internet - and in particular the social media - this contribution focuses on immigration as object of perceptual distortion and ideological polarization through the lens of Facebook. The diffused perception of the immigrants as the "others", the unknown, foreign is often assimilated with dangerous, extraneous and generally presented in the media as invaders, or stigmatized as potential terrorists, legitimizing fear and evoking the need for barriers and protection of the own territory by the population of the host country. On the other side they are perceived as social victims or marginalized groups. Within a wider research program including interrelated 'field' and 'media' studies, this contribution aimed at detecting social representations and attitudes according to the different ideological positions and identity affiliations, which guide the processes of social inclusion/exclusion towards immigrants through the analyses the political discourse via Facebook (among other social media analyzed: Twitter, Youtube, Instagram) and a rich set of complementary sources from multi- voice and multi-agents (scientific, institutional and lay people) discourse.

Results showed that articles oriented to "left wing", "center moderate" and "right wing" of the party spectre speak about the phenomenon of immigration, referring to the social and political situation. As for the image of immigrants, the left wing adopts an otherness-centered perspective interested in their experiential travel issues and living conditions in reception centers, identifying them as 'victims' and emphasizing "inclusion as a right". The right wing tends to focus on other-

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[58] de Rosa, A.S., Bocci, E. & Carpignano, N. (2020). Polemical social representations about "immigration" in journal articles of different political positioning via Facebook. In Irina Bondarevskaya & Bojan Todosijević (Eds). *Political and economic self-constitution: media, political culture and democracy. Proceedings of the VIII international scientific and practical seminar December 7th, 2020, Belgrade, Serbia* (pp. 58-64). Institute of Social Sciences, Belgrade, Serbia with Center for Personal and Social Transformations: Kyiv, Ukraine [ISBN: 978-86-7093- 243-2].

rejection own nation-centered perspective guided by a criminalized social representations of immigrants as 'deviant', 'dangerous foreigners', and potential 'criminals', also manipulating citizens' fear of otherness, thus orienting voter's consensus on exclusion practices in the name of the defense of national sovereignty and security Europe seems to be relevant above in the articles positioned in the center moderate area and its importance is generally recognized for an integrated management of the immigration phenomenon. In brief, the polarized social representations are highlighted by: a) the left-wing articles, underlining the need to respect human rights and therefore to allow reception; to emphasize the commitment of the associations working to allow these rights, to inform about the phenomenon of immigration and the malfunctioning of the reception centers; b) the right-wing articles, highlighting the commitment of Minister Salvini: to control the arrival of "immigrants" represented as potential criminals, in order to prevent the criminal acts of the illegal immigrants in Italy, to restrict welcoming people only to legal entries. In conclusion, as stressed by the Authors, the results confirm - also through the selected journal articles via Facebook, as in other media sources investigated in the wider research program - the highly polarized and polemical Social Representations of immigration, showing the connection with practices of inclusion/exclusion concerning the migration phenomenon, "competing with each other on the representational field for the creation or consolidation of specific power relation".

De Rosa, Bocci, Salvati, and Nubola (2021)[59] investigated the social representations of the contemporary migratory phenomenon through various social networks. Specifically, they focused on individuals' social representations about immigrants through Instagram and was inspired by the 'social representations' theoretical framework and its 'modelling' paradigmatic approach. In line with previous results, they expected to confirm the very polarized representation of immigrants. SPAD analyzed 456 photos with textual elements through lexical correspondence analysis. The results offered a clear dichotomous discourse about immigration: on one hand, the positive social representations refer to the inclusive visions and policies about immigrants; on the other hand, negative social representations refer to exclusionary visions and policies about immigrants. The Authors concluded that Instagram seems to be a powerful tool, which allows individuals to create, share, and spread social representations about the immigration issue to contribute and participate in the debate by expressing their position in this regard.

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[59] De Rosa, AS., Bocci, E., Salvati, M., & Nubola, A. (2020). The Polarized Social Representations of immigration through the photographic lens of INSTAGRAM. *Psychology Hub, XXXVII*(3), 5.22.

Similarly, De Rosa and Dryjanska (2020) considered the migratory phenomenon and discussed the influence of social representations of a destination city on the motivation and development of individual mobility patterns, using questionnaires with a projective technique and guided interviews. The participants were 60 skilled expatriates in two different European capital cities: Italians residing in Warsaw and Poles residing in Rome. As stated by the Authors, the study demonstrated the relevance of place-identity for the meaning of place within urban culture, in the context where global and local issues are interwoven. It also featured the transformation of social representations of the two cities.

Within a wider research line on policy-driven institutional discourse, de Rosa, Bocci, and Latini (2021)[60] aimed to illustrate immigrants' bipolarized social representations, inspiring 24 speeches by Pope Francis and US President Donald Trump. Statistical analyses using IRAMUTEQ included "specificity analysis" of discursive forms (words) and "cluster analysis." Results show that the Pope's discourse on migration (articulated into four clusters) is richer than the oversimplified Trump's discourse (originating in only one cluster): the words "bridges" and "walls" emerge as representational nuclei of their bipolarized views of transnational migration, as metaphorical dichotomies of inclusive/exclusive policies. The Authors concluded that emphasizing the need to build *walls* to protect the Americans, inspired by the sovereign ideology (America First!), *President Trump* does not suspect that in the globalized, interconnected world, the America First may become just America Alone.

Other targets of heinous prejudice are sexual minorities (e.g., Lesbians, gay people, etc.). In this respect, other contributions focused on this specific category of people. With respect to the crucial issue inclusion of sexual minorities, Baiocco (2018)[61] highlighted in a detailed monography historical accounts behind lexical definitions of the various sexual minorities. Besides this, the Author deepened issues related to gender identity and to "coming out" in the context of family and school, with particular reference to the, strictly related, phenomenon of homophobic bullying. Relatedly, considering inclusion/exclusion of young gays and Lesbians, the crucial issue of coming out has been considered by several contributions. In this respect, Pistella, Caricato, and Baiocco (2019)[62] focused on coming out to siblings and parents in a sample of Italian lesbian and gay men. Considering siblings

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[60] de Rosa AS, Bocci E, Latini M. (2021). Bridges or walls? A metaphorical dichotomy of Pope Francis versus Donald Trump's views of transnational migration. J *Prev Interv Community, 5,* 1-20. doi: 10.1080/10852352.2021.1918611

[61] Baiocco, R. (2018). Rosa, celeste e arcobaleno. Milano: Edizioni Edigeo.

[62] Pistella, J., Caricato, V., Baiocco, R. (2019). Coming out to siblings and parents in an Italian Sample of Lesbian Women and Gay Men. *Journal of Child and Family Studies, 29*(10), 2916-2929. doi:10.1007/s10826-019-01597-0

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as playing a major role in the coming out process, even though their role has received little attention in the coming out process, the authors conducted a study in a sample of 241 lesbians and 171 gay men to examine the frequency with which Italian sexual minorities come out to significant persons in their life. Results showed that most participants reported that they had revealed their sexual orientation to their mother (71%), father (55%), brother (63%), sister (75%), and best friend (94%). Younger participants (15–25 years; M = 17.91, SD = 2.57) reported an earlier coming out experience than did older participants (26–45 years; M = 22.49, SD = 5.23). Chi-square tests revealed that lesbians were more likely to conceal their sexual identity to their father and brother. Again, lesbians reported higher frequencies of coming out to an older brother than a younger brother. First-born gay men were more likely to reveal their sexual orientation to their fathers than those with older siblings. Logistic regression showed that self-disclosure to both parents was associated with male gender, adulthood, average or good socio-economic status, low internalized sexual stigma and high positive identity. Regarding their overall findings, the authors stressed the importance of coming out to promote positive identity and well-being in sexual minorities.

Pistella and colleagues (2020)[63] also focused on coming out in more specific contexts, such as sports-related contexts. In this respect, they examined the role of the "don't ask, don't tell" attitude. This culture does not allow sexual minorities to be open about their identities, especially in sports-related domains. Their research aimed to investigate the relationship between coming out to family and coming out in sports for lesbian and gay athletes and examine the internalization of sexual prejudice as a potential mediator of this relationship. For this purpose, disclosure of sexual orientation to family, coming out in sports and internalized sexual prejudice in sports-related contexts, age, gender, socioeconomic status, education level, political orientation, type of sport (individual vs team sport), years of sports participation were assessed on an Italian sample of 113 lesbian athletes and 63 gay athletes between 18 and 35 years of age. Findings indicated that coming out to family was significantly associated with coming out in sports. In addition, the internalization of negative attitudes toward lesbians and gay athletes' visibility in sports settings partially mediated the relationship between coming out to family and coming out in sports. According to the Authors, these findings suggest that prior experiences of coming out in family contexts may provide additional

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[63] Pistella, J., Rosati, F., Ioverno, S., Girelli, L., Laghi, F., Lucidi, F., & Baiocco, R. (2020). Coming Out in Family and Sports-related Contexts among Young Italian Gay and Lesbian Athletes: The Mediation Effect of the "Don't Ask, Don't Tell" Attitude. Journal of Child and Family Studies, 29(1), 208-216. Doi: 10.1007/s10826-019-01551-0

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resources to prevent the internalization of sexual prejudice, promoting the coming out in other life contexts.

One relevant aspect in negative attitudes against gay and lesbian people is their violation of traditional gender roles, which is seen as a set of societal norms dictating behaviors, interests, beliefs, and emotions considered appropriate and desirable for the two traditional genders. Thus, people tend to have more negative attitudes towards people who do not conform to traditional gender roles.

Salvati, Pistella, Giacomantonio, and Baiocco (2018)[64] investigated lesbians' negative affect toward gay and lesbian scenarios with feminine/negative characteristics. Seventy-one Italian lesbians (aged between 18 and 46 (M = 28.75, SD = 6.65), responded to self-report questionnaires. Self-perceived femininity was assessed. Also, the Internal Sexual Stigma–Lesbian Women scale was used to assess the negative attitudes of lesbian participants toward their homosexuality. Then the target was manipulated. All participants were shown all four scenarios. Each scenario describes a gay man or a lesbian who does or does not conform to traditional gender roles. The scenarios, by gender and adherence to gender roles, were as follows: (a) a gay man who self-describes using stereotypically masculine characteristics and interests (GM); (b) a gay man who self-describes using stereotypically feminine characteristics and interests (GF); (c) a lesbian woman who self-describes using stereotypically masculine characteristics and interests (LM); and (d) a lesbian woman who self-describes using stereotypically feminine characteristics and interests (LF). All four targets are explicitly self-described as either gay or lesbian. Negative affect elicited by scenarios and perception of masculinity and femininity of the targets were then assessed. The performed analyses aimed to test that feminine gay man scenario (GF) would elicit negative affect more than the other three scenarios (feminine/masculine lesbian woman and masculine gay man) and that participants' internalized sexual stigma would be a moderator of the relation between their self-perceived femininity and negative affect. When lesbians reported low self-perceived femininity, stigma levels did not affect the evaluation of the gay man scenario. Instead, when self-perceived femininity was higher, lesbians with high stigma reported more negative emotions than lesbians with low stigma. Thus, the results of this research seem to suggest that not only could heterosexual people be potential actors of negative affect toward lesbians, but so too could sexual minority people.

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[64] Salvati, M., Pistella, J., Giacomantonio, M., Baiocco, R. (2018). Lesbians' Negative Affect toward Sexual Minority People with Stereotypical Masculine and Feminine Characteristics. *International Journal of Sexual Health, 30*(2), 162-176. doi: 10.1080/19317611.2018.1472705

Another important insight on the inequalities that affect sexual minorities has been provided by Pellegrini, De Cristofaro, Giacomantonio, and Salvati (2020)[65], who considered why gay leaders are perceived as ineffective. As underlined by the Authors, the available literature stresses that the stereotypical characteristics of successful leaders are perceived to be congruent with the stereotypical masculine characteristics and incongruent with the characteristics stereotypically associated with women. The lack of congruency between stereotypical feminine characteristics and a successful leader's stereotypical characteristics is considered one of the main causes of prejudice against women, who often face obstacles in achieving leadership positions. Drawing on the theoretical and empirical evidence, the Authors conducted two online experimental studies to investigate the perceived effectiveness of gay leaders; these studies involved 192 and 202 heterosexual US men. Specifically, in the first study, they hypothesized that participants with high levels of sexual prejudice would perceive leadership as less effective when the leader was gay rather than heterosexual, regardless of the gendered nature of the organization (masculine vs feminine). In the second study, the authors tested the hypothesis that participants with high (vs low) levels of sexual prejudice would perceive a gay leader who showed more stereotypical feminine characteristics to be less effective than a gay leader who showed more stereotypical masculine characteristics. Moderated regression analyses confirmed the expectations, stressing this critical issue that deserves attention to reduce social inequalities addressing gay people.

In the same line of studies Salvati, Piumatti, Giacomantonio and Baiocco (2018)[66] analyzed the gender stereotypes and contact with gay men and lesbians. This study is grounded in Allport's intergroup contact theory and Herek's sexual prejudice theory. The authors are aimed at (a) investigating the mediational role of sexism and homonegativity on the relation between gender, age, and contact with gay and lesbian people with gender stereotypes about gay men and lesbians; and (b) replicating and corroborating the direct associations found in previous research among these variables. The present research used secondary data from a survey conducted by the Italian National Institute of Statistics and comprehending a representative sample of 5,863 Italian adults. The results from path analysis indicated that both homonegativity and sexism partially mediated the effect of

[65] Pellegrini, V., De Cristofaro, V., Giacomantonio, M., & Salvati, M. (2020). Why are gay leaders perceived as ineffective? The role of the type of organization, sexual prejudice and gender stereotypes. *Personality and Individual Differences*, *157*, 109817.

[66] Salvati, M., Piumatti, G., Giacomantonio, M., & Baiocco, R. (2019). Gender stereotypes and contact with gay men and lesbians: The mediational role of sexism and homonegativity. Journal of Community & Applied Social Psychology, 29(6), 461–473. https://doi.org/10.1002/casp.2412

gender and age on gender stereotypes, whereas they totally mediated the effect of contact with gay and lesbian persons. Findings suggest that reducing sexist and homonegative attitudes and increasing contact with gay and lesbian people may reduce stereotypical beliefs about homosexual people.

Salvati, Passarelli, Chiorri, Baiocco, and Giacomantonio (2021)[67] also analyzed masculinity threat and implicit associations with feminine gay men and investigated implicit associations of stereotypical feminine and masculine gay men pictures with word stimuli referring to negative (vs positive) and with self (vs others) categories, among heterosexual and gay/bisexual men. They manipulated participants' masculinity threat through a fictitious personality score and measured their sexual prejudice, internalized sexual stigma, adherence to traditional masculinity, and the norms of traditional masculinity ideology. Two preliminary studies (n total = 186) were conducted to create and select the picture stimuli for the implicit association test (IAT). In contrast, the first (n = 180) and the second (n = 301) studies tested our research hypotheses. In Study 1, the IAT detected the associations between the pictures with positive and negative word stimuli, and in Study 2, the word stimuli referred to the self and other categories. The results indicated that in the condition of masculinity threat, compared to masculinity confirmation and control groups, both heterosexual and gay/bisexual participants were more likely to associate the stereotypical feminine gay men pictures to the self (vs other), but not to negative (vs positive) category. Furthermore, results showed that adherence to traditional masculinity had the strongest relations with the implicit association test (IAT) scores. Internalized sexual stigma is a moderating role for gay men.

Finally Salvati, Pellegrini, Giacomantonio and De Cristofaro (2020)[68] analyzed the role of gay men's internalized sexual stigma on the evaluation of others' leadership and one's own. Grounded in the framework of the gay glass ceiling, the current research investigated the effect of gay men's internalized sexual stigma (ISS) on both the perceived effectiveness of other gay men's leadership and on their self-perceived leadership effectiveness and their intention to apply to a leadership position. In three studies (N = 402), we manipulated either the leader's sexual orientation (SO) (study 1), or his adherence to traditional gender roles (TGR) (study 2), or participants' fictitious masculinity score (study 3). Our hypotheses were as follows: the leader's SO and TGR would moderate the

[67] Salvati, M., Passarelli, M., Chiorri, C., Baiocco, R., & Giacomantonio, M. (2021). Masculinity threat and implicit associations with feminine gay men: Sexual orientation, sexual stigma, and traditional masculinity. *Psychology of Men & Masculinities*, *22*(4), 649–668. https://doi.org/10.1037/men0000338

[68] Salvati, M., Pellegrini, V., Giacomantonio, M., & De Cristofaro, V. (2021). Embrace the leadership challenge: The role of Gay men's internalized sexual stigma on the evaluation of others' leadership and one's own. The British journal of social psychology, 60(2), 700–719. https://doi.org/10.1111/bjso.12424

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association of gay participants' ISS with their positive attitudes towards the leader and with his leadership effectiveness; and gay participants' masculinity threat would moderate the

association of their ISS with their intention to apply to a leadership position, and with their self-perceived effectiveness as potential leaders. Moderated regression analyses showed that: participants reported a more positive attitude towards a gay man (vs. heterosexual) as leader only when they had low – and not high – ISS; participants with high (vs. low) ISS perceived the masculine gay leader as more effective than the feminine gay leader; under masculinity threat, participants with high (vs. low) ISS showed less intention to apply to a leadership position. These studies provide both confirmation and novel insights into the key role of internalized sexual stigma and traditional gender roles. Indeed, these factors can strengthen and perpetuate the gay glass ceiling effect.

With respect to another target group, that is transgender refugees, Rosati, Coletta, Pistella, Scandurra, Laghi, and Baiocco (2021)[69] highlighted that transgender refugees are at risk of experiencing increased minority stress due to experiences of trauma in their country of origin, and the intersection of multiple marginalized identities in their host country. Adopting a transfeminist and decolonial approach, this study aimed at exploring transgender refugees' experiences of life and migration. A semi-structured interview protocol was developed, grounded in minority stress and intersectionality perspectives. Participants were five transgender refugees (four women and one non-binary) from different cultural/geographic contexts, professing different religions. Using thematic analysis, the researchers identified three themes: pre-and post-migration minority stress and transphobia; religion as a protective factor for gender affirmation; and individuation and the synthesis of social identities. Participants reported traumatic experiences and the inability to openly live out their gender identity in their country of origin as the main push factors to migration. They also reported feelings of isolation and experiences of victimization during interactions with the Italian asylum services due to a lack of adequate training, racial prejudice, and transphobia. Participants demonstrated positive individuation linked to gender affirmation treatments and religious protective factors. According to the Authors, the interview protocol may be used by social operators to support the claims of transgender asylum seekers and to clinically assess transgender people with an immigrant background.

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[69] Rosati, F., Coletta, V., Pistella, J., Scandurra, C., Laghi, F., & Baiocco, R. (2021). Experiences of Life and Intersectionality of Transgender Refugees Living in Italy: A Qualitative Approach. *International Journal of Environmental Research and Public Health*, *18*(23), 12385.

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Concerning societal attitudes and inclusion towards sexual minorities, Baiocco, Busacca, and de Filippis (2021)[70] focused on how the law addressed this issue in Italy by acknowledging civil unions as a specific social formation. Various legal aspects concerning the Italian law about civil unions were considered. Among all, the Authors tackled the legal facets underlying marriage, the rules about what surname the new family should have, the necessary preconditions for a civil union to be acknowledged by the law, the rights and duties of the couple, the rules concerning the property regime of the couple, as well as the issue of inheriting or divorce.

With respect to gender education as a tool of inclusion, Szpunar, Sposetti and Marini (2019)[71] claimed that gender education is an important tool to promote equal opportunities and respect for differences. In line with this perspective, the Ministry of Education, University and Research (MIUR) has recently issued the National Guidelines "Educare al rispetto: per la parità tra i sessi, la prevenzione della violenza di genere e di tutte le forme di discriminazione" (2015). According to Comma 16 of Law 107/2015, the Guidelines aims at implementing the principle of equal opportunities in the schools by promoting its adoption in the Piano Triennale dell'Offerta Formativa (PTOF). The paper presents an exploratory study concerning the text analysis of 100 causally selected PTOF. In particular, the authors have used the T-LAB software (version 9.1.5) to compare these texts with some key lexical features of the National Guidelines. Collected data suggest a partial overlap between the National Guidelines and the actions for equal opportunities realized by the schools and described in their PTOF. This overlap becomes relevant if considering the thematic content concerning the expression "equal opportunities" and the expression "discrimination".

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[70] Baiocco, R., Busacca, A., de Filippis, B. (2018). *Unioni civili e genitorialità: le nuove frontiere della giurisprudenza. Interesse del minore e genitorialità same sex.* Vicenza: Wolters Kluwer.

[71] Szpunar G., Sposetti, P. , Marini S. (2019). Educare al rispetto. Le Linee guida nazionali nel lessico dei PTOF di un campione di scuole italiane. Educare al rispetto. National Guidelines invocabulary of a sample of Italians schools' PTOF. *Formazione & Insegnamento*, *17*, 403-414, ISSN: 2279-7505.

Social Relationships

Several contributions also focused on improving social relations with others (e.g., immigrants) in various domains (e.g., the school context).

Suppose we want to act on social inclusion from an early age. In that case, it is essential to identify the factors that promote it at school, such as the relationship between teachers and students, as has been evidenced in recent works through the analysis of children's pictorial representations (Bombi, Cannoni, Gallì, & Di Norcia, 2020a[72]; Bombi, Cannoni, Gallì, & Di Norcia, 2020b[73], Bombi, Cannoni, Gallì, & Di Norcia, 2020c[74]). These researchers, carried out in a primary school on 245 primary school pupils (from 2nd to 5th grade, 7-11 years of age) and their teachers, examined how children's drawings of a positive and a negative situation related to teachers' answers both to the Student-Teacher Relationship Scale (STRS) as well as to a School Adaptation Scale (SAS). Each child did two drawings (P and N, positive and negative situations) of him/herself with their teacher and teachers compiled the Italian version of the Student-Teacher Relationship Scale (STRS). The Scale of Emotions from PAIR, an instrument devised to measure Cohesion (psychological relatedness) and Distancing (psychological autonomy) between partners, was used to categorize the emotions of pupil and teacher in the P and N situations to derive the corresponding Emotional climates. Chi-squared was employed for various comparisons. (1) The distribution of Emotions categories showed, as expected, a prevalence of positive, shared emotions in the positive situation and a prevalence of negative, often contrasting emotions in the negative situation. (2) Gender difference emerged only in the positive situation, in which girls represented themselves as happy more frequently than boys: (3) Grade difference emerged only in the negative situations, in which children of the 5th grade represented their teacher with a neutral face more often than children of the 2nd grade, who tended to represent her as happy or sad. Results showed that Cohesion prevailed over Distancing in the drawings of the positive situations, while the opposite happened in the

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[72] Bombi, A. S., Cannoni, E., Gallì, F., & Di Norcia, A. (2020a). The relationship between teachers and students: Children's pictorial representation and teachers evaluation. *Current Psychology*. doi: 10.1007/s12144-020-00702-7.

[73] Bombi, A. S., Cannoni, E., Gallì, F., & Di Norcia, A. (2021b). Children's Pictorial Representation of Their Interactions with Teachers. *Psicología Educativa, 27*(1) 13-20. Doi: 10.5093/psed2020a14

[74] Bombia, A. S., Cannonib, E., Gallìc, F., Di Norcia, A. (2020). Students' and teachers' emotions. A study with children's drawings. *Psychology Hub, XXXVII,* 1, 13-18. Doi: 10.13133/2724-2943/16897

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negative situations. The amount of Cohesion and Distancing introduced in the two drawings correlated with some dimensions of the STRS and SAS. A series of hierarchical regressions, in which children's gender and age were entered at the first step followed by the scores of Cohesion and of Distancing at the second step, showed that children's pictorial representation of different interpersonal school situations predicted relevant aspects of their relationship with teachers as well as school adaptation. Cohesion, which indicates psychological proximity and relatedness, predicted Insecurity and fewer Teaching Difficulties. Distancing, which indicates autonomy from the partner, predicted a reduced Closeness to the teacher. Moreover, Cohesion predicted higher SAS scores.

Considering teacher-child relationships, Sette and colleagues (2021[75]) focused on the role of play behaviors in the links between child shyness and teacher-child relationship quality in preschool. Participants were 212 (102 girls) young children (M = 58.32 months, SD = 10.72) recruited from 10 classrooms in three preschools in central Italy. Parents evaluated children's shyness, and teachers rated their relationships with children and play behaviors at preschools. Path analysis showed that shyness predicted the display of reticent behaviors (onlooking, unoccupied), which was associated with dependent teacher-child relationships. Shyness also predicted less social play, related to less closeness with teachers. The findings provide evidence of the role of social play in impacting the quality of teacher relationships with shy preschool children.

Moreover, as underlined by Sette, Gasser and Grütter (2020[76]), improving teachers' relationships with their students may be linked to peer inclusion. In order to deepen this hypothesis, the cited authors studied if peer inclusion may mediate the effect of teachers' liking of students on students' academic achievement. Teachers from Grades 5 and 6 reported their liking of each student and academic achievement (N = 1209; 49% females), whereas peers rated the inclusion of classmates. Results from a multilevel growth curve model revealed that, only at the individual level, higher values of peer inclusion mediated the association between teachers' liking of students and academic achievement over time.

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[75] Sette, S., Zava, F., Baumgartner, E., Laghi, F., & Coplan, R. J. (2021). Exploring the Role of Play Behaviors in the Links between Preschoolers' Shyness and Teacher-Child Relationships. *Early Education and Development*. doi: 10.1080/10409289.2021.1885237

[76] Sette, S., Gasser, L., Grütter, J. (2020). Links Between Teachers' Liking of Students, Peer Inclusion, and Students' Academic Achievement: A Two-Wave Longitudinal Study. *J Youth Adolesc*. 49(3),747-756. doi: 10.1007/s10964-019-01048-5.

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Using observations, Di Lellio and Di Norcia (2018)[77] investigated the relation between teachers' feedback and children's sociometric status. Participants in the study were 54 children (40 boys), mean age eight years and three months and their teachers. Peer nominations were administered to children to categorize them in popular, rejected and average. Teachers' feedback has been classified as positive, negative, corrective or neutral through an observation checklist. Results showed that teachers use positive feedback more than other kinds of feedback. Moreover, they used negative feedback with rejected children more than with popular children. In conclusion, the association between teachers' behaviors toward pupils and children's social reputation seems to be confirmed.

Another contribution to Primary education focused on factors associated with pragmatic abilities (Lonigro, Longobardi, and Laghi, 2021[78]). The purpose of the authors' study was to verify whether mental state language (MSL), as derived from narrative and persuasive writings, impacted pragmatic abilities. Seventy-five third-grade and 84 fifth-grade pupils were enrolled. The study involved two assessment time points. At T1, narrative and persuasive writing tasks were administered, and MSL was obtained for both kinds of tasks. Three months later, at T2, pragmatic abilities were evaluated. Results showed that MSL used in persuasive text predicted pragmatic ability only among the fifth graders, controlling for gender.

In the high school context, Cavicchiolo (2021)[79] used multilevel modeling to investigate the effects of the class characteristics (the number of students, the proportion of male students and immigrant students, the overall socio-economic level and the initial achievement level) on bullying and/or victimization, also controlling for high school typology. The analyses are based on the national sample of students in grade ten (N=25,573). The results show that the class characteristics have a relevant impact. The most important factors appear to be the proportion of males in the class and the class's average level of initial achievement. The proportion of immigrant students does not appear to be very relevant, whereas the class size is important for victimization. Finally, the socio-economic level of the class does not appear to be significant. In conclusion, the present study showed that to explain bullying and victimization, it is important to take into account the effect of the

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[77] Di Lellio, V., & Di Norcia, A. (2018). Teachers' feedback and children's sociometrical status in primary school classes. Rassegna Di Psicologia, 35(2), 77–86. https://doi.org/10.13133/1974-4854/16692

[78] Lonigro, A., & Longobardi, E., & Laghi, F. (2021). Pragmatics in the elementary school years: the contribute of mental state language used in narrative and persuasive texts. *Current Psychology*. doi: 10.1007/s12144-021-01462-8

[79] Cavicchiolo. (2020). Lo studio dell'adattamento scolastico e dell'inclusione sociale degli studenti immigrati in Italia: sfide metodologiche ed evidenze empiriche. *Journal of Educational and Behavioral Statistics*, *41*(5), 481-520. https://doi.org/10.3102/1076998616646200

characteristics of the class attended by students and the role of their individual and personal characteristics.

Considering children, Baiocco, Verrastro, Fontanesi, Ferrara, and Pistella (2019)[80] investigated the contributions of the self-esteem, loneliness, and friendship variables to children's happiness after taking into account the moderating effects of gender and age. The children responded to questionnaires evaluating their happiness, friendship variables, social self-efficacy, loneliness, and self-esteem whereas the parents reported the children's behavioral problems and prosocial behavior. The participants were 1363 Italian children aged 7–14 (Mage = 11.12; 52% females) and at least one of their parents (74% mothers). A hierarchical multiple regression showed that higher scores of happiness were associated with younger age, higher socioeconomic status, having a mutual friend, lower levels of loneliness, and higher levels of self-esteem. We found two-way interactions between age and loneliness and between gender and social self-efficacy; simple slope analyses indicated that older children and females scored lower on happiness, compared to younger children and males, when they felt lonely or when they reported low social self-efficacy, respectively. The three-way interactions among age, gender, and self-esteem and among age, gender, and prosocial behavior suggested that older female children with lower self-esteem or those with lower levels of prosocial behavior were less happy than younger females and males were. As concluded by the Authors, these results pointed to the necessity of social policies and school programs that take gender and age differences into account to increase the knowledge of happiness in children.

Focusing more closely on specific groups of youth, the social inclusion of immigrant and refugee students at school was also thoroughly analyzed. Tackling a specific and complex issue, as social inclusion of immigrant and refugee students at school, required to agree on the adoption of a common pedagogical position, as Benvenuto, Sposetti, and Szpunar (2019)[81] remind us in the introduction to the book *All Educational Needs Are "Special"*. All children are different, all children are the same. It is a general intention to interpret educational paths according to the double dimension of personalization and standardization. Education policies and educational actions must consider both the specificities that each one presents and the need to equip everyone with tools for

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[80] Baiocco, R., Verrastro, V., Fontanesi, L., Ferrara, M.P., Pistella, J. (2019). The Contributions of Self-Esteem, Loneliness, and Friendship to Children's Happiness: The Roles of Gender and Age. *Child Indicators Research, 12*(4), 1413–1433. doi:10.1007/s12187-018-9595-7

[81] Benvenuto, G., Sposetti, P., Szpunar, G. (2019). Introduzione. Tutti bisogni educativi sono "speciali": dimensioni pedagogiche e interventi per favorire l'inclusione. In Benvenuto, G., Sposetti, P., Szpunar, G. (Eds.), *Tutti bisogni educativi sono "speciali": Riflessioni, ricerche, esperienze didattiche* (pp.9-15). Quaderni di ricerca in Scienze dell'Educazione, n. 14. Roma: Nuova Cultura.

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knowledge and social interaction, explain the authors. Considering that each person is the result of different contexts and endowed with individual characteristics, it is necessary to consider the differences in order to give educational continuity in some cases and discontinuity in others and to ensure that the places of education, formal and informal, can exercise their role of lift for individual and social growth.

Consoli and Szpunar (2020)[82] focus on the relationship between accountability and inclusion in the Italian school system. It argues that this relationship constitutes an actual contradiction that threatens the effectiveness of inclusive processes. Based on scientific results, research and reflections of inclusive studies, good school practice, and the relevant norms about inclusion, the paper suggests that the key principle of the Italian inclusion system that is the personalization-individualization realized through the common planning of learning objectives is not implemented in its authentic form, as a complex, multiple and multifaceted process. The paper shows that the impoverished realization of the key principle is a consequence of the control and standardization instances derived from the external accountability system, particularly from the form and logic of central exams evaluation.

Bombi and colleagues (2021)[83] have developed a school activity to unhinge prejudice in children. Through an experience of active citizenship through the knowledge of the other and the awareness of one's differences and similarities, the authors propose to build an alternative vision based on the profound knowledge of the other and the initiation of positive interpersonal exchanges.

Asquini[84] explores, in a 2018 article and after a quick reconstruction of the history of the OECD Indicators of Education at a Glance, the theme of the indicator (A9) "What are the social outcomes of education?", introduced in 2009 and regularly re-proposed in subsequent editions, illustrating the effect of the level of education achieved on aspects of the individual's social life (health, voluntary work, political participation). The author dealt with the relationships between educational qualifications and individual behaviors, both related to health (smoking, obesity, anxiety) and civil life (voluntary work, political participation); verified the associations between these phenomena and the

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[82] Consoli, G., Szpunar, G. (2020). Accountability e inclusione: una contraddizione chiave del sistema scolastico italiano. *Italian Journal of Special Education for Inclusion, VI*II(1), 67-76.

[83] Bombi, A. S., Di Norcia, A., Mascaro, C., Szpunar G. (2020). Sconfiggere il pregiudizio: un passo verso la cittadinanza attiva. *Psicologia e scuola, 2*, 13-17.

[84] Asquini, G. (2018). Non solo pezzi di carta. Gli esiti sociali dell'istruzione. In C. Corsini (Ed.), *Rileggere Visalberghi. Quaderni di Ricerca in Scienze dell'Educazione* (pp. 57-67). Roma: Nuova Cultura.

cultural level of individuals; and addressed the question of further perspectives for the use of indicators on the social outcomes of education.

Benvenuto and colleagues (2021)[85] reference the inclusive practices during the Covid-19 pandemic and offers a reflection on emergency educational planning, analyzing the project documentation developed by the nursery and preschools of Rome in the first period of the health emergency of the Covid-19 pandemic. In particular, the paper presents the results of the first phase of analysis of over 430 distance learning projects carried out in the Educational Services of Roma Capitale between March and July 2020, collected by the Department of Educational and School Services of Roma Capitale. The data collected show how the services have managed to rethink the relationships with girls, boys and their families and educational activities with different strategies and tools, ensuring the continuity of relationships and learning processes.

Again concerning the covid-19 pandemic, Gabrielli and colleagues (2020)[86] describe strategies adopted to reschedule an educational project for primary schools, previously tested as a pilot in 2019, in an e-learning version. The project Yesterday-Today-Tomorrow aims to reduce ethnic prejudice and promote anti-discrimination and inclusive practices through indirect contact, empathy and perspective-taking. It uses drawings by migrant children collected by the artist Bryan McCormack. Following the positive results of the pilot, the project expanded in 2020, involving 12 primary schools' classrooms in Rome. In order to face Covid-19, the suspension of traditional face-to-face didactic required an adjustment of the project in the e-learning mode, as shown in the paper. The rescheduling process is described in the paper, following the phases to define the educational setting, the strategies and the methods, and it also focused on difficulties and resources.

Social inclusion is a multi-dimensional and cross-sectional phenomenon. Faced with this difficulty, Benvenuto (2018)[87], based on historical and demographic data relating to the national and international migratory system, wrote a chapter that addresses the issues of marginalization and socio-economic and housing disadvantage, coexistence in multicultural societies, renewed forms of gender discrimination, inequitable training opportunities, disability, bullying, early school leaving,

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[85] Benvenuto, G., Sposetti, P., Szpunar G., Montebello M., Vincenti G. (2021). Educational planning in nursery schools, at the time of Covid. La progettazione educativa nei Nidi, ai tempi del Covid. QTimes - *Journal if Education, Technology and Social Studies, XIII(2)*, pp. 390-404.

[86] Gabrielli, S., Szpunar, G., Maricchiolo, F. Catalano, M.G., Perucchini, P. (2020). Promuovere l'inclusione attraverso il "contatto a distanza": il progetto Yesterday-Today-Tomorrow ai tempi dell'emergenza sanitaria. QTimes - *Journal of Education, Technology and Social Studies, XII*(3), 140-150.

[87] Benvenuto, G. (2018). L'esclusione scolastica e la prospettiva di una scuola inclusiva. In Biasci, V., & Fiorucci, M. (Eds.), *Forme contemporanee del disagio* (pp.139-166). Università degli Studi Roma Tre Dipartimento di Scienze della Formazione. Psychology & Education n. 3, RomaTrE-Press.

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exclusion and university drop-out. As the author observed, entire segments of the population, increasingly numerous, now appear at risk of marginalization and alienation due to globalization and limited cultural and political attention to the issues of training and education. The reflections and empirical contributions collected are intended to contribute to the development of educational proposals, scientifically based, aimed at addressing and preventing the many problems that involve those who teach in schools and universities and work in socio-educational and training services.

Considering the framework of social and intercultural pedagogy and focusing on the important role of training for preservice teachers, in order to develop an intercultural perspective to promote and respect diversity in didactic and educative practices, Szpunar and Gabrielli (2020)[88] present explorative research that involves students attending the III and the IV years in Education Science at Sapienza University. The research involves students in training focused on strategies to prejudice to be applied in ordinary curricula in school contexts (intergroup contact, empathy). Before and after the training, students are asked to answer a questionnaire to measure implicit and explicit prejudice.

Taking into account the aspect of training on the part of the teachers, Szpunar, Stanzione and Consoli (2021)[89] presented the results of exploratory research concerning the development of emotional intelligence in students following the degree course of Science in Primary Education (LM-85bis) organized by Sapienza University. The literature on emotional intelligence suggests that it represents a key means for improving teachers' and students' psychological well-being and resilience. Moreover, the available evidence also shows that emotional intelligence influences teaching effectiveness. The present investigation has been realized to monitor to what extent the degree course of Science in Primary Education organized by Sapienza effectively promotes the development of future teachers' emotional intelligence.

Relatedly, Stanzione, De Luca, Poullain, and Lucisano (2020)[90] focused on school to work transitions of 101 foreign university students who graduated from Sapienza University, employing administrative data. They underlined the need to change synthetic data into stories of life in order to capture elements that are correlated with career development and might be useful in order to interpret such life stories.

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[88] Szpunar, G., Gabrielli, S. (2020). Promuovere la sensibilità interculturale degli insegnanti in formazione: empatia, riduzione del pregiudizio e inclusione. *Formazione e insegnamento, XXV*(4), 98-108.

[89] Szpunar, G., Stanzione, I., Consoli, G. (2021). Lo sviluppo dell'intelligenza emotiva nella formazione iniziale dei docenti. *Nuova secondaria Ricerca, 5, XXXVIII*, pp. 126-139.

[90] Stanzione, I., De Luca, A. M., Poullain, M., & Lucisano, P. (2020). Costruire storie a partire da una lettura bottom-up dei dati amministrativi, Lifelong Lifewide Learning, 16(37), pp. 58-72.

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Taking a different stance, it has to be stressed that promoting social inclusion is also essential to contrast educational poverty, the deprivation of conditions and resources for an adequate and balanced educational development of children and adolescents, as Benvenuto (2019)[91] explained in his article. This problem is strongly linked to "absolute poverty" and has repercussions on the phenomenon of early school leaving. It can compromise school performance and interrupt or block perspectives or growth paths. The recognition and analysis of "educational poverty" requires consideration of the economic, cultural, and social dimensions to plan effective interventions that involve society.

Marini, Livi, Di Filippo, Melchiori, D'Ardia, and Benvenuto (2019)[92] studied ethnic bullying in a sample of children. Specifically, they investigated– through two studies conducted on a sample of Italian and foreign students – the factors potentially involved in the phenomenon of ethnic bullying and its connections with school achievement, social networks and students' perceived school integration. In the first study, a series of information was collected on Italian students' bullying (N = 1638), which showed a negative relationship with school performance and the perception of integration with their foreign schoolmates. The social network was not relevant. Study 2 analyzed the victimization of foreign students (*N* = 425), and significant and negative relationships only with the extension of the social network were found. In addition to requiring an in-depth examination of this subject, these results suggest that greater attention should be paid to the educational and anti-bullying intervention programs, considering both the levels of school integration between immigrant and native students and the social networks highlighting the social nature of the phenomenon.

Other factors affecting social relations in the school domain have been highlighted. Alivernini and colleagues (2019)[93], based on Self-Determination Theory (SDT), investigated the relationships between socio-cultural factors (gender, immigrant and socioeconomic background), peer relatedness (acceptance and friendship), and positive affect at school. Data was based on a random sample of 36,712 tenth grade Italian adolescents. Their average age was 15.6 years (SD = 0.77), 50.6% were

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[91] Benvenuto, G. (2019). La "povertà educativa": misure e interventi l'inclusione. In Benvenuto, G., Sposetti, P., & Szpunar, G. (Eds). *Tutti bisogni educativi sono "speciali": Riflessioni, ricerche, esperienze didattiche* (pp.19-34). Quaderni di ricerca in Scienze dell'Educazione, n. 14, Roma: Nuova Cultura.

[92] Marini, M., Livi, S., Di Filippo, G., Melchiori, F.M., D'Ardia, C., Benvenuto, G. (2019). Aspetti individuali, interpersonali e sociali del bullismo etnico: studio su un campione nazionale di studenti della scuola secondaria di primo grado. *Journal of Educational, Cultural and Psychological Studies*, *20*,.103-120.

[93] Alivernini, F., Cavicchiolo, E., Girelli, L., Lucidi, F., Biasi, V., Leone, L., Cozzolino, M., & Manganelli, S. (2019b). Relationships between sociocultural factors (gender, immigrant and socioeconomic background), peer relatedness and positive affect in adolescents. *Journal of Adolescence*, *76*, 99-108. https://doi.org/10.1016/j.adolescence.2019.08.011

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males, while 6.1% were first-generation immigrants and 3.8% were second-generation immigrants. Firstly, comparing latent means, they established peer relatedness and positive affect profiles of adolescents with different socio-cultural backgrounds. Subsequently, they tested a structural equation model, based on SDT, according to which peer relatedness dimensions mediate the effects of sociocultural factors on experiencing positive affect at school. Latent mean comparisons showed that immigrant adolescents, students with a lower-SES and girls had fewer friendships with their classmates, lower levels of positive affect at school and were less accepted by their peers. A well-fitting structural equation model corroborated the mediating role of acceptance and friendship, which accounted for 16% of the variance in positive affect. Due to sociocultural factors, some adolescents were more at risk of being socially excluded and of experiencing less positive affect at school. Moreover, our findings support the claim of SDT that the satisfaction of basic psychological needs, such as relatedness, is more important than sociocultural factors in determining adolescents' psycho-logical well-being.

As regards social relationships within the classroom, Cavicchiolo and colleagues (2020)[94], based on data concerning 2328 immigrant children attending a representative sample of 561 schools, investigate the impact of various group, family and individual characteristics as well as proficiency in the national language on acceptance and friendship among classmates, while controlling for measurement errors using a structural equation modeling approach. As regards group characteristics, the results indicate that only immigrant density in the classroom positively impacts social inclusion, which seems to be limited to peer acceptance. Regarding family and individual characteristics, low-SES and female immigrants appear to be doubly vulnerable in class, which affects their friendships. One of our main findings is that proficiency in the national language predicts the social inclusion of immigrant children while controlling for all the other variables considered. A moderation analysis reveals that this factor also applies to second-generation immigrants. In conclusion, they suggest that interventions aiming to facilitate the social inclusion of immigrant children should take into account the fact that proficiency in the national language appears to be much more important than the group, family and individual characteristics and that low-SES and female immigrants require particular attention since they are doubly vulnerable.

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[94] Cavicchiolo, E., Manganelli, S., Girelli, L., Chirico, A., Lucidi, F., & Alivernini, F. (2020a). Immigrant Children's Proficiency in the Host Country Language is More Important than Individual, Family and Peer Characteristics in Predicting Their Psychological Well-Being. *J Immigr Minor Health*, *22*(6), 1225-1231. https://doi.org/10.1007/s10903-020-00998-4

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Based on the broad perspective of inclusion, Nicolais and colleagues (2021[95]) focused on attachment, sense of identity and community in forcibly displaced people from different countries of origin. The central tenet of Place Attachment theory states that an individual has an inborn predisposition to form strong bonds with places and people. The qualitative study applied this theory to understand how refugees, despite loss and adversity, can reconstruct a sense of identity, community, and "home". Fifteen participants were included. Semistructured interviews explored factors that facilitate participants' integration in a new context and its impact on their sense of identity. Data were analyzed using Consensual Qualitative Research Methodology to identify recurrent themes and their frequencies within interview transcripts. Within the relational dimensions of place attachment, affiliation, and seeking help from others, the study explores the factors that facilitate the integration of refugees in a new context and the impact of this context on their sense of identity, identifying recurrent themes and their frequencies within interview transcripts. The most frequent resulting themes were (a) a sense of identity and (b) expectations toward the resettlement country. Additional, though less frequent, themes included: (c) sense of belonging, (d) community integration, (e) trust, (f) opportunity seizing, (g) being a point of reference for others, (h) sense of community, (i) positive memories, (j) refusal. These results begin to describe how Place Attachment, toward both birth and resettlement countries, contributes to a restructured identity and sense of "feeling at home" for refugees.

As for social relations targeting immigrants in general, Modesti and colleagues (2020) [96] considered the benefits of employing information and communication technologies. They highlighted that psychological studies in migration attest that social integration is enhanced by social capital. Communities of origin and the ones of resettlement play different roles in promoting newcomers' social integration. Nevertheless, the research highlighted that connections between migrants and resettlement communities are the hardest to establish. Given this, the Authors argued that by reinforcing existing ties and generating new connections among communities, information and communication technologies (ICT) represent a resource for creating migrants' social capital. They thus presented two case studies addressing the use that a refugee- and a migrant-led association make of ICT to develop social capital to foster newcomers' social integration. An ethnographic

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[95] Nicolais, C.; Perry, J.M.; Modesti, C.; Talamo, A.; Nicolais, G. (2021). At Home: Place Attachment and Identity in an Italian Refugee Sample. Int. J. Environ. Res. *Public Health*, 18, 8273. doi: 10.3390/ ijerph18168273

[96] Modesti, C., Talamo, A., Recupero, A., & Nicolais, G. (2020). Connections: The Use Social Associations With Migratory Background Make of ICT to Build Social Capital for Newcomers' Social Integration. *American Behavioral Scientist*, *64*(13), 1889-1905.

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approach was adopted, and qualitative data were collected. Results show that in the associations, ICT aims to ease connections within migrants and between migrants and the resettlement community by directly fostering the establishment of social ties and spreading positive narratives about migration. Through the empowerment of refugees and migrants, ICT emerged as a tool that lay the foundations for promoting social cohesion.

Similarly, Modesti, Talamo, Nicolais, and Recupero (2020) [97] considered the issue of refugees and social enterprises. They underlined that, recently, a process that recognizes refugees as reliable interlocutors for improving reception policies has started. Therefore, refugees are encouraged to start up social enterprises to foster newcomers' social integration to participate in such a phenomenon. Taking a positive Psychology approach, with its focus on human strengths, allowing to identify the resources that pushed refugees to turn the difficulties that refugees faced during the journey and the resettlement process into resources for themselves and the resettlement community, the Authors explored the interplay between social and psychological capital that is at the base of a similar social entrepreneurship project through a case study. Qualitative research was carried out within a social enterprise with a migratory background to analyze the internal and relational resources that led founders to start the venture. Results showed that while social and psychological capital were independently activated to start from scratch in the resettlement community, they occurred in interrelation in a subsequent phase when participants transformed their direct experiences related to migration into the human capital of their enterprise.

From a similar perspective, Modesti and Talamo (2021[98]) contributed to the scientific-psychological debate on the social representation of refugee populations by studying this population, not simply as "foreigners", traumatized and resourceless people, but rather focusing on the factors that lead to their positive adjustments within local communities. Their objective was to explore the phenomenon of adjustment (RQ1) and identify the factors that foster adjustment among refugees and their resettlement communities (RQ2). A research protocol and eligibility criteria were defined before conducting the literature research through the Scopus database. Afterwards, data charting and items were conducted to organize the results. A process of data mapping outlined three dimensions of adjustment - psychological, social, and scholastic. In addition, six macro factors

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[97] Modesti C, Talamo A, Nicolais G, Recupero A. Social and Psychological Capital for the Start-Up of Social Enterprises With a Migratory Background. Front Psychol. 2020 Jun 23;11:1177. doi: 10.3389/fpsyg.2020.01177. PMID: 32655438; PMCID: PMC7324638.

[98] Modesti, C.; Talamo, A. (2021). Defining Adjustment to Address the Missing Link between Refugees and Their Resettlement Communities. Int. J. Environ. Res. *Public Health*, 18, 9902. doi: 10.3390/ ijerph18189902

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emerged that ease refugee adjustment - context characteristics, time, social integration markers, acculturation, social support, and psychological capital. Results show that adjustment results from the inter-relations among sociological and psychological factors.

Still considering the theoretical framework of psychological adjustment, Di Santo and colleagues (2021[99]) studied the mediating role of narcissism in the effects of regulatory mode on positivity. Specifically, they examined whether positivity could be partially explained through two aspects of motivation concerned with self-regulation: locomotion (i.e., a motivational orientation concerned with movement) and assessment (i.e., a motivational orientation concerned with comparison and evaluation). Furthermore, based on previous literature that found a link between these aspects and narcissism, they examined whether "adaptive" and "maladaptive" dimensions of narcissism could mediate the effects of locomotion and assessment on increased or decreased positivity. Narcissism was defined by previous research as adaptive or maladaptive insofar as it leads or does not lead to increased psychological well-being. The authors estimated a mediation model with multiple independent variables and multiple mediators in a cross-sectional study with self-reported data from 190 university students. Results showed that both locomotion and assessment were associated with adaptive narcissism, positively associated with positivity. However, the assessment was also associated with maladaptive narcissism, negatively associated with positivity. What emerges from their findings was that regulatory modes and adaptive narcissism can help people approach their life positively.

According to a study carried out by Lo Destro and colleagues (2021[100]), regulatory modes (i.e., assessment and locomotion) also affected positivity and job satisfaction. Their paper explored the mediating role of positivity in the relationship between regulatory modes and job satisfaction. In order to test out their hypotheses, they recruited employees (N = 563) from 8 Italian organizations. They obtained their individual (a) scores on the Regulatory Mode Scale, (b) ratings of positivity, and (c) overall job satisfaction. Two separate moderated multiple regression analyses were run to test the main effect and the interactions of the regulatory modes on the two outcome measures. Results revealed that assessment negatively predicted both positivity and job satisfaction, whereas locomotion positively predicted those variables. Furthermore, the results showed that employees

[99] Di Santo, D., Destro, C. L., Baldner, C., Talamo, A., Cabras, C., Pierro, A. (2021). The mediating role of narcissism in the effects of regulatory mode on positivity. *Current Psychology*. Doi: 10.1007/s12144-021-02014-w

[100] Lo Destro, C., Di Santo, D., Pierro, A., Talamo, A., Alessandri, G., & Caprara, G-V. (2021). How people feel about their job: effects of regulatory mode on positivity and job satisfaction. *International Journal of Social Psychology*. doi: 10.1080/02134748.2021.1940704

showing a specific self-regulation pattern (i.e., the combination of high assessment and low locomotion) experienced lower positivity and lower job satisfaction. Finally, using a mediated moderation analysis, it was found that the relationship between regulatory modes and job satisfaction was significantly mediated by positivity.

On a different subject, some authors have explored the moderating role of dispositional mindfulness, specifically acting with awareness, on the relationship between social value orientation and individuals' in-group-love vs outgroup-hate (Salvati, Giacomantonio & Ten Velden, 2020[101]). They hypothesized that acting with awareness would reduce prosocial individuals' automatic and habitual proclivity to prefer in-group love and the tendency of pro-self individuals to prefer outgroup hate. Moderated regression analyses were conducted on 103 Dutch university students (73.80% female; Mage = 23.62, SDage = 7.27). They participated in the Ingroup Prisoner's Dilemma-Maximizing Difference-Game (IPD-MD) and completed a questionnaire that contained demographic information and measures of dispositional mindfulness and social value orientation. Firstly, findings showed a significant model on the difference score between ingroup-love and outgroup hate, confirming that prosocial participants showed more ingroup-love and less outgroup hate than pro-self participants. Two further moderated regression analyses on ingroup-love and outgroup-hate, respectively, indicated that acting with awareness moderated the association of social value orientation both with ingroup-love and outgroup-hate in the expected directions. All the models explained a proportion of variance of dependent variables larger than zero. According to the author's findings, in some cases, mindfulness is not optimal per se, and it can have unexpected detrimental consequences.

Considering forms of intervention that can ease social conflict, the work of Giacomantonio and colleagues (2019[102]) on negotiation behavior is relevant. To avoid (costly) conflict, it is imperative to uncover when negotiators cooperate. The previous study has shown that negotiators' cooperative or competitive behavior is often guided by cues about their counterpart; information about his/her traits or behavior. This paper uses regulatory focus theory to investigate when this is likely to happen. The authors hypothesize and test that because prevention focus (rather than promotion focus) is associated with concerns for safety and concrete surroundings, it strengthens the impact of

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[101] Salvati, M., Giacomantonio, M., & Ten Velden, F. (2020). Dispositional mindfulness moderates the association between social value orientation and in-group love and out-group hate. *Current Psychology*. doi: 10.1007/s12144-020-00853-7.

[102] Giacomantonio, M., ten Velden, F. S., De Cristofaro, V., & Beersma, B. (2019). When information about one's counterpart matters: Prevention focus increases the impact of counterpart cues on negotiation behavior. *International Journal of Conflict Management*, 31(2), 221-240. doi: 10.1108/IJCMA-11-2018-0127

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counterpart cues. The authors used two scenario studies and one behavioral negotiation study to test the general hypothesis. The authors measured or manipulated participants' regulatory focus, manipulated counterpart cues by varying the information negotiators received about their counterpart's traits and behavior and measured participants' cooperative or competitive concession making behavior. Results from the studies confirmed that under prevention focus, negotiators' cooperative behavior depended on whether they received cooperative versus competitive counterpart cues more than under promotion focus. Furthermore, results also showed that under prevention focus, negotiators' behavior was relatively unaffected by their own social motivation – i.e. their personal goal to obtain favorable outcomes for themselves or both negotiation parties.

In the context of the application of psychological principles to economic decision making, Talamo, Marocco and Tricol (2021[103]) published a paper in which a general analysis of the debate on implementing artificial intelligence (AI) in decision-making (DM) processes is introduced, and a proposal for modeling financial AI-based services is presented. A set of qualitative methods based on cultural psychology is presented for modeling financial DM processes of all actors involved in the process, machines and individuals and organizations. The integration of some design thinking techniques with strategic organizational counselling supports the modeling of a hierarchy of select criteria of fund-seekers and creating an innovative value proposition consistent with goals of venture capitalist organizations (VCOs) to be represented and supported in AI-based systems. Implications suggest that human/AI integration in the field can be implemented by developing systems where AI can be conceived in two distinct functions: (a) automation: treating Big Data from the market defined by the management of VCO; and (b) support: creating alert systems that are coherent with ordered weighted decisional criteria of VCO.

Another recent research in behavioral economics has been published by De Dreu and colleagues (2019[104]). Consistent with standard economic theory on production and predation, they found that individuals compete less intensely when they attack rather than defend and that attacks disproportionately often fail. Furthermore, they identified two psychological mechanisms that restrain attack more than defense. First, individuals with stronger concern for others' welfare

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[103] Talamo, A., Marocco, S., &, Tricol, C. (2021). "The Flow in the Funnel": Modeling Organizational and Individual Decision-Making for Designing Financial AI-Based Systems. *Front. Psychol*. 12: 697101. doi: 10.3389/fpsyg.2021.697101

[104] De Dreu, C. K. W., Giacomantonio, M., Giffin, M. R., & Vecchiato, G. (2019). Psychological Constraints on Aggressive Predation in Economic Contests. *Journal of Experimental Psychology: General*, 148 (10), 1767-1781. doi:10.1037/xge0000531

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(Experiment 1a) and with stronger empathy (Experiment 1b) less frequently attack, and when they attack, they do so less forcefully. Second, shorter decision times (Experiment 2a and Experiment 2b) and cognitive taxation (Experiment 2b) are associated with more forceful but not with a more frequent attack. Finally, investments in defense were neither predicted by other-concern and empathy nor by decision time and cognitive taxation. Thus, individuals with stronger prosocial preferences and more deliberated decisions spent less energy injuring others and less often defeated their antagonists but became personally wealthier. The waste of conflict can be reduced by strengthening prosocial preferences and cognitive resources available for deliberate decision-making.

Also, social relations within the domain of health have been extensively addressed by research conducted by Zucchermaglio and colleagues.

For instance, Saglietti and Zucchermaglio (2021)[105] analyzed children's participation and agency in Italian residential care for children considering adult-child interactions at dinner time. Specifically, they examined the impact of adults' interactive moves and strategies on children's participation and agency at dinnertime in two Italian residential care facilities, one of the most widely used alternative care life-context for children and youth coming from vulnerable families. Participants were 14 children and 11 educators living in two residential care facilities in Rome (Italy). Adopting an interactional and multimodal analytic approach, this research considered two dinnertime activities: the routine activity of praying before eating and the very frequent activity of talking about rules and transgressions. The comparative analysis of the two facilities showed how, in stable patterns of adult-child interactions recurring across different activities in the same facility, adults' strategies and interactive maneuvers differently impact on children's participation and agency and consequent socialization practices. In the conclusion, the Authors emphasized the relevance and implications of this study for either research in educational sciences and for professionals operating in alternative care and related fields.

Considering another important health domain, through the conversation analysis of interactions between medical oncologists gathered in a hospital in Italy, Alby and Zucchermaglio (2019)[106] explored the functions that stories play in the diagnostic discussion of clinical cases. Results showed that storytelling combines scientific and formal knowledge with anecdotal and experiential

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[105] Saglietti, M., Zucchermaglio, C. (2021). Children's participation and agency in Italian residential care for children: Adult-child interactions at dinnertime, European Journal of Psychology of Education10.1007/s10212-021-00531-7

[106] Alby, F., & Zucchermaglio, C. (2019). Il ruolo delle storie nelle interazioni diagnostiche fra medici. *Sistemi Intelligenti*, 365-382, doi: 10.1422/93578

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knowledge, integrating the two epistemic domains. Moreover, with their factual and normative format, the stories mark fixed points and constitute evidence within an argumentative sequence that shapes decision-making as a logical consequence of the knowledge previously shared. During these conversations, doctors build a repertoire of guide stories that constitute a collective epistemic patrimony of the work community for future diagnosis. The authors thus concluded that storytelling is described as a practice that answers the need for personalized medicine, taking into account the specific features of each patient's particular situation. Also, Alby (2019)[107] analyzed the communicative interactions while doctors communicate oncological diagnosis to patients. Specifically, they conducted qualitative analyses on 30 semi-structured interviews with oncological patients while they were submitted to hospitalization (i.e., day-hospital) in a town in the central region of Italy. Results highlighted that 77% of interviewees received the doctor's diagnosis, 13% of diagnostic communications were mediated by relatives, and 10% were performed by self-reading the diagnostic outcome. Patients tended to appreciate cautious and vague information provided by doctors; 27 % of patients reported that they prefer to receive personalized information.

Finally, Sterponi, Zucchermaglio, Fatigante, and Alby (2019) [108] examined how the doctor and patient coordinate actions in interaction towards the smooth accomplishment of the medical visit. Such coordination entails primarily the management of time and praxis, i.e., apportionment of time to the tasks to be completed during the visit. It is not an easy enterprise for several reasons: 1) the tasks to be carried out during the visit are not familiar in equal measure to doctor and patient; 2) the extent of attention to be devoted to each task cannot be fully determined in advance but requires ongoing judgment and calibration; 3) generally, the timeframe of the visit is relatively limited. This ethnographic and conversation analytic study of oncological visits showed that doctors and patients rely on a range of semiotic resources to achieve mutual understanding and coordinated actions. In particular, the analysis has identified textual artifacts and metapragmatic utterances as key semiotic components in the coordination and negotiation of the temporal trajectories and courses of actions that constitute and traverse the oncology visit. Besides these Italian studies, Almuhtaseb, Alby, Zuccchermaglio, & Fatigante (2020)[109] conducted another qualitative study in which discourse analysis

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[107] Alby F. (2019). Pratiche in uso nella comunicazione della diagnosi oncologica: il punto di vista dei pazienti. *Giornale Italiano di Psicologia, 1-2*,.203- 216. DOI:10.1421/93788

[108] Sterponi, L., Zucchermaglio, C., Fatigante, M., Alby, F. (2019) Structuring times and activities in the oncological visit. *Social Science & Medicine, 228*, 211- 222, ISSN 0277-9536, https://doi.org/10.1016/j.socscimed.2019.03.036

[109] Almuhtaseb M. I. A., Alby F., Zuccchermaglio C., Fatigante M. (2020). *Religiosity as a Cultural Resource for Arab-Palestinian Women's Coping with Cancer*. SAGE Open., https://doi.org/10.1177/2158244019898730

was carried out on 36 in-depth interviews. They explored how Arab-Palestinian women cope with breast cancer and ascribe meaning to their illness within the local religious and traditional cultural context. In particular, the study showed that religious beliefs and practices help Arab-Palestinian women handle emotional and psychological difficulties while perpetuating traditional cultural norms of concealment. Two main functions of religiosity as a coping resource were analyzed by (a) managing distress and identity crisis and (b) changing the meaning of the illness experience. In such a sociocultural context, the authors concluded that religious rituals provide cancer patients with an effective and culturally situated instrument for coping with a deep existential crisis.

Relatedly, Brito Rivera, Alby and Zucchermaglio (2021)[110] also examined group membership and social identified in a formative intervention in a Mexican hospital. Formative intervention is a participatory methodology that supports organizational change by means of an interactive and systematic dialogue carried out by researchers and participants. In this process, the researchers contribute to expanding the conversational space in the organization by supporting participants in examining and reflecting on their own work practices, as well as in modeling, shaping, and experimenting with innovations. Drawing on transcripts of videotaped sessions, Brito Rivera and colleagues' study analyzed how change is discursively sustained by the researchers who conduct the meetings within a formative intervention in a Mexican hospital. The quantitative and qualitative analysis focuses on the collective pronoun "we" as a membership categorization device deployed by the researchers for rhetorical and pragmatical aims, such as questioning about the state of necessity for the intervention, engaging the participants, or introducing a proposal of innovation with the participants. Results showed how group membership and social identity markers are used by researchers to support emerging forms of collaboration, involvement of participants and the creation of common ground during the intervention process. In terms of the practical implications of the study, the Authors underlined that an informed and strategic use of membership categorization devices used by the researcher can increase the effectiveness of their formative and expansive role.

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[110] Brito Rivera H.A., Alby F., Zucchermaglio C. (2021). Group membership and social identities in formative intervention sessions in a Mexican hospital. *Frontiers in Psychology, 12*, 5637. DOI=10.3389/fpsyg.2021.786054

Health

Various contributions tackled the issue of inclusion focusing on health-related issues.

With reference to the school domain, Stanzione and Szpunar (2019) contribution highlighted the different conditions of well- and ill-being and being perceived among Italian students and foreign students enrolled in lower secondary school. The tool used for their research was the CTS questionnaire that measures four dimensions of well-being (Sense of protection, Satisfaction, Climate, Family Support) and five dimensions of ill-being (Evaluation Anxiety, Anxiety in relationship with peers, Fear of judgment, Neurovegetative anxiety, non -specific Anxiety). The statistical analyses, carried out on a sample of 4389 students from Rome and its province, showed that foreign students had significantly lower scores for the well-being construct and significantly higher results for aspects of anxiety concerning relationships with peers and teachers. Moreover, foreign students showed a significantly higher average for the perception of discrimination within the educational context.

Stanzione and Szpunar (2019)[111] carried out another study on the factors of well-being and discomfort perceived by students with non-Italian citizenship born abroad. The questionnaire was administered to a sample of 1602 students enrolled in the three classes of the lower secondary school in Latina and Roma province. The data collected highlighted significant differences between Italian and foreign students in learning levels, well-being perception and school context appreciation. The average grade of foreign students was half a point lower than that of Italian students. The perceived well-being was lower for foreign students who showed a higher level of anxiety related to the relationship with their peers and the fear of being judged negatively.

Pistella, Zava, Sette, Baumgartner, and Baiocco (2020)[112] focused on the well-being of immigrant children (preschoolers) and examined the role of temperament traits and social

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[111] Stanzione, I., & Szpunar, G., (2019). Fattori di benessere/disagio tra integrazione e inclusione scolastica degli studenti con cittadinanza non italiana nati all'estero. in G. Benvenuto, P. Sposetti, G. Szpunar (Eds.), *Tutti i bisogni educativi sono speciali* (pp. 117-130). Roma: Nuova Cultura, Collana QdS.

[112] Pistella, J., Zava, F., Sette, S., Baumgartner E., Baiocco, R. (2020). Peer Victimization, Social Functioning, and Temperament Traits in Preschool Children: The Role of Gender, Immigrant Status and Sympathy. *Child Indicators Research*. doi:10.1007/s12187-020-09736-6

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functioning in children's peer victimization taking into account the moderating effects of gender, immigrant status, and sympathy. Participants were 284 preschool children (141 girls, 143 boys) between the ages of 30 and 76 months (M $_{months}$ = 57.21, SD = 10.49). One parent (83% mothers) and one teacher (100% female) completed a questionnaire on each child. Parents evaluated the child's temperament traits in the questionnaires, whereas teachers reported on the child's social functioning, sympathy, and peer victimization. Hierarchical multiple regression analyses showed that high peer victimization was associated with immigrant children, high anxiety-withdrawal, high anger-aggression, and low sympathy. Two-way interactions were found between sympathy and anxiety-withdrawal and between immigrant status and anger-aggression; simple slopes analyses showed that sympathetic children with low anxiety-withdrawal were less victimized than those with higher anxiety-withdrawal. Moreover, immigrant participants with high anger aggression were more victimized than native children with high anger aggression. According to the Authors, these empirical data are essential for improving the understanding of peer victimization among preschool children to implement a safe learning environment for all children, thus providing indication on how to increase the inclusion and well-being of immigrant children.

Considering the consequences of attitudes and prejudice against immigrants regarding the well-being of individuals belonging to such group, Anna Kosic and Lucia Mannetti (2019) addressed the perception of uncertainty among young Italians and second-generation immigrants. Specifically, the authors aimed to investigate the major sources of uncertainty for the two groups. The authors examined the situation of young people in Italy concerning the most problematic and crucial issues that affect such groups. Specifically, they considered the level of unemployment, the educational level, underage and other aspects related to spare time and use of novel technologies. Significant differences between the two groups emerged regarding personal uncertainty related to the future and economy. Moreover, such uncertainties were associated with future projects and goals and life satisfaction, with second-generation immigrants being more worried about their present situation and the future one. Such a study thus presented a picture of the differences in the present and future life conditions between natives and second-generation immigrants in Italy.

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In a related contribution Kosic (2021)[113] also focused on resilience of migrant population and provided a review of knowledge on this important outcome with the aim of highlighting the supportive factors and practices that might foster resilience in migrants.

Kosic, Theodorou, and Costache (2020)[114] then focused on the regret felt by two specific minority groups in Italy. They considered the specific case of Roma and Romanians minority groups settled in Terracina and Rome highlighting their feelings and nostalgia with respect to their home country.

Considering the general health of western youth, Perry, Modesti, Talamo, and Nicolais (2019) focused on Children exposed to traumatic events. They stressed that research confirms that cultural factors play a central role in the psychological experience of trauma and the manifestation of symptoms in trauma and stress-related disorders. Because the DSM-5 and ICD-11 call on practitioners to consider the role of culture and context in the manifestation, assessment, and treatment of mental health disorders, they analyzed peer-reviewed literature involving youth and adolescent PTSD screening in non-Western contexts, revealing only a few instruments that have undergone validation for cultural contexts outside those for which they were developed. They stressed that studies that include cultural validation show marked differences in methodology and conceptual framework for adaptation, translation, and validation, and disagreement on the scale and scope of tools necessary to assess the impact of trauma in non-Western youth. According to the Authors, the discussed studies revealed a need to debate a uniform methodology for cultural adaptation and validation of PTSD screening instruments.

Various contributions were conducted to deepen various related aspects to address potential factors affecting the well-being and inclusion of sexual minorities.

Paolini and colleagues (2020[115]) studied how a social exclusion event affects the working memory capacity of gay men and heterosexual men (N = 88). Participants were included or excluded from a game of Cyberball to manipulate the experience of social exclusion. To assess working memory capacity, participants recalled a series of letters while performing math problems in an

[113] Kosic, A. (2021). Resilience in migrant population: supportive factors and practices. In Colombo, M. & Gilardoni, G. (Eds.), A *European Glossary for Intercultural Dialogue*. Bern, Switzerland: Peter Lang

[114] Kosic, A., Theodorou, A., & Costache A. L. (2020). Il rammarico e la nostalgia degli immigrati romeni: un'indagine condotta a Roma e Terracina (Regret and nostalgia among Romanian immigrants: a study in Rome and Terracina). In A.A. VV, *Osservatorio Romano sulle Migrazioni a Roma. XV Rapporto* (pp. 52-57). Roma: Edizioni IDOS Centro Studi e Ricerche.

[115] Paolini, D., Giacomantonio, M., van Beest, I., Baiocco, R., & Salvati, M. (2020). Social exclusion lowers working memory capacity in gay-men but not in heterosexual-men. *Applied Cognitive Psychology*, *34*(3), 761-767. doi: 10.1002/acp.3661

automated version of the operation span task. The study results showed that the sexual orientation of participants interacted with variations in belonging, such that being ostracized (but not being included) lowered the working memory capacity of gay-men relative to heterosexual men.

Camodeca, Baiocco, and Posa (2019)[116] focused on bullying against LGBT adolescents. Bullying is associated with harmful consequences for those involved, particularly for lesbian, gay, bisexual, and sexually questioning (LGBQ) adolescents who are teased for their sexual orientation. LGBQ youth may experience homophobic bullying and students who are perceived as not conforming to traditional masculine/feminine gender role expectations. Wrong beliefs, prejudices, and moral disengagement may account for the perpetuation of homophobic bullying. The authors conducted a study aimed at investigating whether (boys and girls) heterosexual and LGBQ adolescents were differently involved in homophobic and non-homophobic bullying and victimization and whether biological sex and sexual orientation moderated the relationships between prejudice and moral disengagement and involvement in homophobic bullying and victimization. Participants were 197 adolescents (70 boys, 127 girls), aged 15–18 years (M = 16.32); 46 defined themselves as LGBQ people. They responded to questionnaires about bullying and victimization, prejudice against homosexuality, and moral disengagement in situations involving sexual orientation. Results of the univariate analyses pointed to higher homophobic and non-homophobic victimization among LGBQ adolescents than among their heterosexual counterparts. In the regressions, homophobic bullying was associated with being male and heterosexual and moral disengagement. In contrast, homophobic victimization was related to low prejudice, particularly for LGBQ youths. The findings underscored the importance of examining prejudice and moral disengagement when studying homophobic bullying and victimization and point to the need for developing intervention programs.

Very low-income students are a population at a high risk of perpetrating and suffering bullying at school, and at the same time, the peer group at school is often one of the few sources of support for these minors. A two-wave study by Bianchi and colleagues (2021)[117] aimed to disambiguate the two different roles of peer acceptance and friendship on bullying and victimization in very low-income adolescents, exploring the possible differential role of immigrant background. An online

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[116] Camodeca, M., Baiocco, R., & Posa, O. (2019). Homophobic bullying and victimization among adolescents: The role of prejudice, moral disengagement, and sexual orientation. *European Journal of Developmental Psychology, 16*(5), 503–521. https://doi.org/10.1080/17405629.2018.1466699

[117] Bianchi, D., Cavicchiolo, E., Manganelli, S., Lucidi, F., Girelli, L., Cozzolino, M., Galli, F., & Alivernini, F. (2021). Bullying and Victimization in Native and Immigrant Very-Low-Income Adolescents in Italy: Disentangling the Roles of Peer Acceptance and Friendship. Child & Youth Care Forum. https://doi.org/10.1007/s10566-021-09612-6

survey was administered to 249 early to late adolescents living below the poverty threshold (Mage = 12.76; SDage = 2.34; 41.8% girls; 19.3% immigrants). A multivariate regression model with multi-group analyses was applied. Results indicated that peer friendship was a protective factor against bullying and victimization, whilst peer acceptance was not protective. For natives (but not for immigrants), a high level of peer acceptance was a risk factor for bullying, and low school achievement was a risk factor for victimization. The persistence of victimization over time was significantly stronger for immigrants than for natives. The study provides new insights into the unique protective role of classmates' friendship in natives and immigrants, while acceptance appeared to be less relevant.

With reference to well-being and health-related issues regarding sexual minorities, Roberto Baiocco and Jessica Pistella (2019)[118], in a letter to the editor, aimed to present the "Be as You Are," the first Italian clinical research center specifically created for LGBTQ + people on a university campus (at Sapienza University). Even though the Italian government has enacted few supportive policies for lesbian, gay, bisexual, transgender, and all other sexual orientations and gender identities with which persons may identify (LGBTQ+), and most of the fundamental rights for sexual minorities are still not recognized, the Department of Developmental and Social Psychology of the Faculty of Medicine and Psychology, Sapienza University of Rome established the first Italian clinical research center specifically created for LGBTQ + people. The facility offers several public services, such as (a) counseling or individual psychotherapy for LGBTQ þ adolescents and young adults; (b) family therapy supporting LGBTQ þ adolescents; (c) parent training programs; (d) interventions in different social contexts.

As stressed by the Authors, the "Be as You Are" clinical research center follows the "Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients" of the American Psychological Association. These guidelines provide psychologists with a frame of reference for the treatment of sexual minority clients and basic guidelines for assessment, intervention, identity, relationship, diversity, education, training and research. In addition, the counselling service helped to write the "Italian Lesbian, Gay and Bisexual Psychotherapy Guidelines", which has been approved by the National Council of the Italian Psychological Association (AIP), the most important association of academic psychologists in Italy. The Authors also underlined that the center is deeply involved in clinical and counseling training. The "Be as You Are" center address three fundamental issues in

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[118] Baiocco, R., Pistella, J. (2019). "Be as You Are" Clinical Research Center at the Sapienza University of Rome. *Journal of Gay & Lesbian Mental Health, 23*(4), 376-379. doi:10.1080/19359705.2019.1644572

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creating a beneficial and effective psychological and clinical practice: (1) respectful listening, (2) awareness of one's prejudices, and (3) adequate knowledge of sexual minority lives. The center is also involved in research activities. It promotes research programs and studies in the field of LGBTQ + well-being to increase knowledge on how to improve the well-being and mental health of sexual minority individuals, especially in stigmatized contexts where sexual prejudices are still high, such as in Italy.

Roberto Baiocco and colleagues (2018)[119] also analyzed whether LG adolescents differ from heterosexual youth in terms of their attitude towards Christianity, given that negative religious messages towards sexual minorities might affect their well-being and social inclusion. Specifically, Baiocco and colleagues examined the attitude toward Christianity, sexual orientation, and parental religiosity in a sample of Italian adolescents. In view of the available literature, the Authors underlined that several demographic variables are linked with religiosity in adolescence, such as gender, age and parental religiosity. However, a less investigated demographic variable is adolescents' sexual orientation. In this respect, the Authors argued that although religion is generally associated with positive psychosocial outcomes for adolescents, lesbian and gay adolescents may feel rejected by their religion or stop practicing a religion due to conflict with their sexual minority status. The sample consisted of 910 young people (53% female) between 14 and 19 attending secular secondary schools in Rome, Italy. They self-identified as heterosexual adolescents (91.6%) and lesbian/ gay (LG) adolescents (8.4%). All the participants completed an Identifying information questionnaire to collect data about demographic characteristics such as age, gender, and sexual orientation (0 = LG, 1 = heterosexual). The Francis Scale of Attitude Towards Christianity (FSAC) and parental religiosity were also assessed. Findings revealed that high scores of positive attitudes toward God, Jesus, the Bible, prayer and church were associated with female gender, higher father's religiosity, and higher mother's religiosity, but not with the age of the participants. As expected, heterosexual orientation was associated with a more positive attitude toward Christianity, controlling for sex, age, and parental religiosity. As stressed by the Authors, these findings highlight the importance that negative religious messages may imply for LG youths' well-being, with all it entails regarding their social inclusion.

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[119] Baiocco, R., Crea, G., Pistella, J., Ioverno, S., Tanzilli, A., Rosati. F., Laghi, F. (2018). Attitude toward Cristianity, sexual orientation, and parental religiosity in a sample of Italian adolescents. *Journal of Beliefs and Values, 39*, 298–303. doi: 10.1080/13617672.2017.1382647

Moreover, concerning same-sex parenthood, Baiocco, Carone, Ioverno, and Lingiardi (2018)[120] considered the important issue of well-being of children of same-sex families and different-sex parent families in Italy and examined whether parents' sexual orientation is associated with child health outcomes and with parental dimensions. The sample consisted of 70 gay fathers through surrogacy, 125 lesbian mothers through donor insemination, and 195 heterosexual parents through spontaneous conception, all with children aged 3 to 11 years and living in Italy. Participants were compared on children's psychological adjustment and prosocial behavior, parental self-efficacy, dyadic adjustment, family cohesion, and flexibility. Associations among family structures, family processes, and child health outcomes were also tested. In order to compare the sub-samples, participants were matched for child characteristics. Self-report questionnaires were administered through an online survey to the parent who identified as most involved with the child on a day-to-day basis. Multivariate analyses of variance and multiple linear regressions were conducted. Results showed that children of gay fathers and lesbian mothers showed fewer psychological problems than children of heterosexual parents. Irrespective of the family type, girls were reported as more prosocial than boys. Concerning parental dimensions, gay fathers described themselves as more competent and satisfied with their couple relationship than heterosexual parents; they also reported higher levels of family cohesion and flexibility than lesbian mothers and heterosexual parents. The effect of the family type was not predictive of child health outcomes once family process variables were taken into account. Overall, the Authors underlined that children with same-sex parents fare well in terms of psychological adjustment and prosocial behavior. Given these important findings, they argued that the study warns policymakers against making assumptions based on sexual orientation about people who are more suited than others to be parents or about people who should or should not be denied access to fertility treatments.

With respect to general physical health, Melegari and colleagues (2020)[121] assessed the links between temperament and sleeping in a group of preschoolers with ADHD. Twenty-five ADHD (M = 5.37 years, SD = 1.09) and 22 typically developing (TD; M = 5.10, SD = 1.18) preschoolers participated in the study. Sleep was assessed with the Sleep Disturbance Scale and wrist actigraphy. The Preschool

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[120]Baiocco, R., Carone, N., Ioverno, S., Lingiardi, V. (2018). Same-Sex and Different-Sex Parent Families in Italy: Is Parents' Sexual Orientation Associated with Child Health Outcomes and Parental Dimensions? *Journal of Developmental & Behavioral Pediatrics, 39*, 555–563. doi: 10.1097/DBP.0000000000000583

[121] Melegari, M., Sette, S., Vittori, E., Mallia, L., Devoto, A., Lucidi, F., Ferri, R., & Bruni, O. (2020).Relations between sleep and temperament in preschool children with ADHD. *Journal of Attention Disorder, 24,*535-544.https://doi:10.1177/1087054718757645

Temperament and Character Inventory (PsTCI) evaluated the child's temperament. ADHD children showed a temperamental profile characterized by higher novelty-seeking, lower persistence, self-directedness, cooperativeness, and marginally lower harm avoidance (HA) than controls. HA was associated negatively with wakefulness after sleep onset and sleep fragmentation and positively with sleep efficiency and sleep time. Reward dependence was negatively associated with wake episode length. In view of the results, the Authors stressed that sleep and temperament are correlated in preschoolers with ADHD, and temperament might represent an intermediate endophenotype underlying the relation between ADHD and sleep disorders. Sakhelashvili and colleagues (2018)[122] analyzed sleep and psycho-behavioral problems in internally displaced children in Georgia. This study aimed to examine sleep and psycho-behavioral variables in Georgian Internally Displaced (ID) Children and their population-based controls. One hundred and sixty-one children (10.85 ± 0.9) from ID families escaped from Shida Kartli, Georgia, and 161 non-ID children (10.94 ± 0.9) were studied after seven years of displacement. Children completed the Pre-Sleep Arousal Scale, Buss-Perry Aggression Questionnaire (BPAQ), Children's Depression Inventory (CDI), and the Child Trauma Screening Questionnaire (CTSQ). In addition, the children's appraisal of the family environment was assessed. Moreover, parents reported socio-demographic information, their children's academic excellence and completed the Sleep Disturbance Scale for Children (SDSC), Beck Depression Inventory II (BDI), and Perceived Stress Scale (PSS). Compared with the control group, ID children had a lower level of academic excellence and family environment (p < 0.01) as well as higher scores in all SDSC dimensions with the significant difference for breathing (p < 0.001), hyperhidrosis and SDSC total scores (p < 0.05). Cognitive pre-sleep arousal was significantly higher in non-IDs (p < 0.01), while there was no difference between groups

Other contributions focused on various issues related to eating behavior or alcohol consumption. Among these, Pompili and Laghi (2018)[123] investigated the motivations underlying binge eating and binge drinking in a sample of 302 adolescents. Findings showed that binge eating was significantly correlated with gender, environmental, emotional, and social eating. Hierarchical multiple regression analysis indicated that emotional and environmental eating were significant positive predictors of binge eating, whereas binge drinking was significantly correlated with

[122] Sakhelashvili, I., Eliozishvili, M., Oniani, N., Darchia, N., Bruni, O. (2018). Sleep and psycho-behavioral problems in internally displaced children in Georgia. *Sleep Medicine, 50*, 42-47. https://doi.org/10.1016/j.sleep.2018.05.013

[123] Pompili S., Laghi F. (2019). Binge eating and binge drinking among adolescents: The role of drinking and eating motives. *Journal of Health Psychology,* 24,11, 1505-1516. DOI: 10.1177/1359105317713

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enhancement, social, and coping motives. Only enhancement motives were significant predictors of binge drinking. According to the Authors, their results support the argument that the reasons underlying binge eating and binge drinking in adolescents may be similar and may perform the same function.

Pompili and Laghi (2019[124]) analyzed the differences in disordered eating and alcohol consumption among heavy, occasional restrictors, and non-restrictors in a sample of 823 adolescents. The authors also analyzed the relation of drunkorexia between unhealthy eating and alcohol use. The results showed that heavy restrictors reported more eating disorder symptoms and alcohol use than occasional restrictors and non-restrictors. Similarly, occasional restrictors showed more unhealthy eating and drinking behaviors than non-restrictors. Both disordered eating and alcohol use were significant predictors of drunkorexia, supporting the argument of drunkorexia as an overlapping of dysfunctional eating and drinking patterns. By analyzing the autonomic response to the Adult Attachment Projective in anorexia nervosa, Lonigro and colleagues (2019[125]) stated that, whether a wide array of studies has investigated autonomic nervous system (ANS) functioning at rest in people with AN, few are yet known on their reactivity ability during stress conditions. The current study aims to test ANS reactivity to a stressful task activating attachment system among adolescents with AN. Heart rate (HR) and its variability, as derived by high-frequency-heart rate variability (HF-HRV), were continuously assessed. At the same time, 13 AN patients and 12 healthy controls (HCs) responded to a set of attachment-related drawings (Adult Attachment Projective, AAP). Findings showed that patients with AN displayed a stronger parasympathetic activity, as indicated by generally a lower heart rate (HR) during the entire task and a higher HF-HRV for drawings eliciting dyadic interactions compared to HCs. According to the authors, the study findings suggest a novel understanding of cardiovascular functioning in AN.

Relatedly, Laghi, Pompili, Bianchi, Lonigro, and Baiocco (2021[126]) conducted a study to investigate Theory of Mind (ToM) and emotional awareness in drunkorexia. A sample of 246

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[124] Pompili S., Laghi F. (2019). Binge eating and binge drinking among adolescents: the role of drinking and eating motives. *Journal of Health Psychology,* 24,11, 1505-1516. DOI: 10.1177/1359105317713

[125] Lonigro A., Pallini S., Zanna V., Castiglioni M.C., Marech L., Rosa M., Criscuolo M., Chianello I., Laghi F. (2019). Autonomic response to the Adult Attachment Projective in anorexia nervosa. *Eating and Weight Disorders*. DOI: 10.1007/s40519-019-00792-8

[126] Laghi F., Pompili S., Bianchi D., Lonigro A., Baiocco R. (2021). Drunkorexia: An examination of the role of Theory of Mind and Emotional Awareness among adolescents. *Developmental Neuropsychology, 46*(1), 70-81. DOI:10.1080/87565641.2020.1869743

adolescents (148 females, 98 males; range 17–20) completed self-reported measures assessing drunkorexia, ToM and lack of emotional awareness. It was found that drunkorexia was negatively correlated with ToM abilities, with reading neutral emotions, and positively with lack of emotional awareness. ToM and lack of emotional awareness were also found to predict drunkorexia. Findings highlighted that adolescents who engage in drunkorexia may have difficulties in reading others' mental states and being aware of their emotions.

Focusing on adolescents, Criscuolo and colleagues (2020)[127] conducted an exploratory study that reports preliminary data on coparenting and family functioning in families of adolescents with AN and their associations with food symptoms in terms of body mass index (BMI). The sample consisted of 24 families of adolescents with AN admitted to a specialized tertiary-level children's hospital. Family coordination was evaluated using the Lausanne Trilogue Play (LTP), and coparenting style was measured using the Coparenting and Family Rating System (CFRS). Significant differences were found for different LTP functions (Friedman's chi-square = 52.188; $p < 0.001$) and phases (Friedman's chi-square = 10.277; $p < 0.05$). Families showed low coordination (66.7%) and a prevalence of dysfunctional co-parenting styles, including child-at-center (41.2%) and excluding (35.3%) styles. Families' ability to participate in the third phase of the LTP was positively associated with BMI (rho = 0.558, $p < 0.01$). The coparenting relationship impacts the maintenance of eating pathology, though this association requires further investigation. Moreover, in line with clinical observations, the results show a prevalence of unexpressed parental conflict in the study sample. The Authors concluded that the LTP seems to be a more accurate observational tool for this kind of family dynamic than the CFRS because it includes covert competitive and conflicting behaviors.

Laghi and colleagues (2018) investigate how dispositional reliance on suppression and reappraisal impacted the cognitive and affective components of empathy and social conduct, distinguishing among prosocial, internalizing, and externalizing behaviors. Two hundred nineteen middle adolescents were enrolled and fulfilled self-reports assessing emotion regulation strategies, empathy, and social behaviors. The results suggest that there are important distinctions among the emotion regulation strategies and the components of empathy as they relate to one another and to prosocial behavior and problem conduct. Specifically, cognitive reappraisal was related to prosocial behavior through the empathic concern. While internalizing behavior was associated with emotion

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[127] Criscuolo M., Laghi F., Mazzoni S., Castiglioni M.C., Vicari S., Zanna V. (2020). How do families of adolescents with Anorexia Nervosa coordinate parenting? *Journal of Child and Family Studies*. DOI: https://doi.org/10.1007/s10826-020-01740-2

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regulation strategies, externalizing behavior was only related to perspective-taking ability. Delimitations and practical implications were discussed.

With particular reference to the drunkorexia phenomenon, referring to individuals who choose to engage in a self-imposed caloric restriction to consume large amounts of alcohol, Laghi and colleagues (2020[128]) analyzed the relationship between drunkorexia and psychological characteristics commonly associated with existing forms of eating disorders. Hierarchical multiple regression analysis indicated that difficulties with emotion regulation and ascetic tendencies were significant predictors of drunkorexia among adolescents. These findings suggest the importance for programs preventing drunkorexia from being focused on training adolescents in using more adaptive strategies to manage emotions and accepting both emotional and physical signals without feeling guilty or threatened. that drunkorexia was associated with dysfunctional metacognitive processes; specifically, findings from logistic regression analysis revealed that the metacognitive beliefs in the need to control thoughts, the negative beliefs about the uncontrollability and danger of worrying and the positive metacognitions about alcohol use were significant predictors of drunkorexia. These studies suggest the relevance of prevention efforts to train adolescents to develop alternative self-regulation strategies and more adaptive monitoring methods. Laghi and colleagues (2020)[129] found that Drunkorexia was negatively correlated with ToM abilities, with reading neutral emotions, and positively with lack of emotional awareness. ToM and lack of emotional awareness were also found to predict drunkorexia. Findings highlighted that adolescents who engage in drunkorexia might have difficulties reading others' mental states and being aware of their emotions. Finally, Pompili and colleagues (2020) showed that heavy restrictors reported more eating disorder symptoms and alcohol use than occasional restrictors and non-restrictors. Similarly, occasional restrictors showed more unhealthy eating and drinking behaviors than non-restrictors. Both disordered eating and alcohol use were significant predictors of drunkorexia, supporting the argument of drunkorexia as an overlapping of dysfunctional eating and drinking patterns.

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[128] Laghi, F., Pompili, S., Bianchi, D., Lonigro, A., & Baiocco, R. (2020). Psychological characteristics and eating attitudes in adolescents with drunkorexia behavior: an exploratory study. Eating and weight disorders : EWD, 25(3), 709–718. https://doi.org/10.1007/s40519-019-00675-y

[129] Laghi F., Pompili S., Bianchi D., Lonigro A., Baiocco R. (2020). Dysfunctional metacognition processes as risk factors for drunkorexia during adolescence. *Journal of Addictive Disease*. DOI:10.1080/10550887.2020.1756709

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Additional contributions focused on disabilities and inclusion. Among these, Valeri and colleagues (2019[130]) assessed three executive functions (EF) abilities (working memory, inhibition and shifting) employing a novel battery (BAFE) in a sample of 27 intellectually able preschoolers with autism spectrum disorder (ASD) compared with 27 typically developing children matched on age and nonverbal IQ. Differences in EF skills were analyzed in participants with distinct ASD symptom severity. Children with ASD performed worse than typical controls on both set-shifting and inhibition but not on visuospatial working memory. Additionally, children with more severe ASD symptoms showed worse performance on inhibition than children with milder symptoms. According to the authors, these results confirm the presence of EF deficits and highlight a link between ASD symptoms and EF impairments in preschool age.

There is an increasing need for effective services and strategies to favor the transition from school to post-school/working experience for individuals with disabilities (Ancona et al., 2019)[131], specifically with autism spectrum disorder (ASD). Post-school options are still limited, and most adults with ASD struggle in finding adequate and stable job opportunities. The work of Laghi and Trimarco (2020)[132] analyzes the increasing number of laws issued in Italy in the last decades to improve social and working inclusion. The central role of the individual educational planning (IEP) as part of the broader individual project is discussed. Also, the potential of pathways for transversal skills and orientation for future employment outcomes is considered. Good practices promoting autonomy and supporting the transition to work starting from school are reviewed. The international literature shows different models and tools, which could be applied to the Italian school. The COMPASS consultancy model could favor the achievement of individualized transition IEP goals.

[130] Valeri, G., Casula L., Napoli E., Stievano P., Trimarco B., Vicari S., Scalisi T.G. (2019) Executive Functions and Symptom Severity in an Italian Sample of Intellectually Able Preschoolers with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders.* https://doi.org/10.1007/s10803-019-04102-

[131] Ancona A. M., Apicella F., Arduino G. M., Bertelli M. O., Ciambrone R., Ciprietti T., Laghi F., Molli A., Morselli C., Munari C., Vannucchi S., Venuti P. (2019). Buone prassi per l'autismo. Consiglio Nazionale Ordine degli Psicologi. Quaderni CNOP, n.3, Roma. ISBN: 978-88-943786-4-1

[132] Laghi F., Trimarco B. (2020). Individual planning starts at school: Tools and practices promoting autonomy and supporting transition to work for adolescents with Autism spectrum disorder. *Annali dell'Istituto Superiore di Sanità, 56*,2, 222-229. DOI:10.4415/ANN_20_02_12 81.

Laghi F., Trimarco B. (2020). Valutazione e supporto clinico alla pianificazione dei piani di intervento individuale per l'inclusione lavorativa di persone con autismo. In Borgi M., Cirulli F., Ferraro M., Laghi F., & Venerosi A. (a cura di) (2020), *Modelli innovativi di welfare: il progetto individuale come strumento di inclusione sociale e lavorativa di persone con autismo*. Rapporti Istisan, 20/17. ISSN: 1123-3117 (pp.25-37).

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Recently, Borgi, Ciruilli, Laghi, and Veronesi (2020)[133] focused on the transition from childhood to adulthood for individuals with ASD. Such transition poses complex challenges, mostly related to the need of constructing personal plans for the future (e.g., attaining potential for employment, independent living, participation in society). In the case of young adults with autism spectrum disorders (ASD), moving between life stages can be particularly hard and requires strategies to support the development of autonomy and improve the person's quality of life. In this report, the Authors described the experience of the Garibaldi Cooperative, a micro-business model born by the will of a group of parents of children with ASD requiring substantial support, as an attempt to cope with the critical transition phase to adulthood through a network connecting parents, health and social professionals, private micro-enterprises, and research institutions. The volume[134] thus collected the results of a project funded by the European Social Fund aimed at facilitating the learning of professional skills and social inclusion of young adults with ASD through evidence-based intervention programs.

Peer mediated intervention could improve social skills, a core weakness in ASD, though a central element for success in the workplace. Another key element is parental involvement in constructing the future of their children with ASD. To date, research on spontaneous social interactions in mixed and non-mixed groups has not included exchanges with peer buddies. Laghi and colleagues (2018)[135] have attempted to remedy this shortcoming. In Study 1, socio-cognitive factors associated with the intention to volunteer to become a peer buddy for students with Autism Spectrum Disorder (ASD) were investigated. In Study 2, spontaneous social interactions in adolescents with ASD and a low level of support with selected peer buddies and other students were compared. In Study 1, social-cognitive abilities were investigated through self-report questionnaires. Their willingness to spontaneously volunteer to help a classmate with ASD was evaluated among typically developing students. Moreover, students were required to indicate who was competent to volunteer and not among their classmates. In Study 2, social interaction behaviors were observed and

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[133] Borgi M., Cirulli F., Ferraro M., Laghi F., Venerosi A. (2020). Sistema di welfare per le persone adulte con disturbi del neurosviluppo e disabilità intellettiva: alcune considerazioni per il futuro. In Borgi M., Cirulli F., Ferraro M., Laghi F., Venerosi A. (a cura di) (2020). Modelli innovativi di welfare: il progetto individuale come strumento di inclusione sociale e lavorativa di persone con autismo. Rapporti Istisan, 20/17. ISSN: 1123-3117 (pp.68-74).

[134] Borgi M., Cirulli F., Ferraro M., Laghi F., Venerosi A. (a cura di) (2020). Modelli innovativi di welfare: il progetto individuale come strumento di inclusione sociale e lavorativa di persone con autismo. Rapporti Istisan, 20/17. ISSN: 1123-3117

[135] Laghi F., Lonigro A., Baumgartner E., Baiocco R. (2018). What Does it predict the Intention to be a Volunteer for a Student with autism? The role of Cognitive Brain Types and Emotional and Behavior characteristics. *Psicologia Educativa, 24*(1),26-30. DOI: https://doi.org/10.5093/psed2018v24n1a3

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opportunely codified in mixed and non-mixed groups. Results highlighted that in Study 1, students expressing the intention to volunteer obtained higher scores on the empathy scale and displayed more positive attitudes towards ASD than other classmates. Volunteers were, in turn, selected as peer buddies by their classmates. In Study 2, when students interacted with selected peer buddies, they engaged in the most social positive interaction behaviors than in other groups. The worst social interactions were observed in non-mixed groups. The Authors concluded that social behavior displayed by students with ASD appeared strongly influenced by social partners. Students with ASD seemed to benefit more positively from interactions with selected peer buddies than other mixed and non-mixed groups.

In order to verify which cognitive brain types and behaviors in the classroom predicted the intention to volunteer to become a peer buddy for a student with Autism Spectrum Disorder (ASD) Laghi e coll. (2017) [136] enrolled five hundred and sixteen adolescents attending the first grade of public high schools. Gender-related differences were discussed according to the empathizing-systemizing theory. As expected, empathy and prosocial behavior predicted volunteering in ASD intervention. They conclude that the ion of peers as intervention agents should be more information sources. Clinical and research implications were also discussed.

There is little research on the relationships between adolescents and young adults with autism spectrum disorders and their siblings, despite their importance for an individual's psychological well-being and future care that siblings could plan. The purpose of a qualitative study by Laghi and Grandilone (2018) [137] was to examine sibling relationships in families with adolescents or young adults with Autism spectrum disorder. They conducted in-person semi-structured interviews with 30 siblings aged 11 to 30 of adolescents and young adults aged 16 to 26 with ASDs, allowing participants to describe the sibling relationship in terms of similarity and differences, siblings' demands, feelings of responsibility for siblings' well-being, their future perspective time, and the identification of the support's needs. The results lead to several interesting suggestions to plan support's projects for adolescents, siblings and young adults. Implications for research and clinical practice related to sibling relationships in atypical developments are provided.

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[136] Laghi F., Lonigro A., Baumgartner E., Baiocco R. (2018). What Does it predict the Intention to be a Volunteer for a Student with autism? The role of Cognitive Brain Types and Emotional and Behavior characteristics. *Psicologia Educativa, 24*(1),26-30. DOI: https://doi.org/10.5093/psed2018v24n1a3

[137] Laghi F., Gradilone A. (2018). Il punto di vista dei fratelli sulle relazioni con un fratello o una sorella con autismo. *Psicologia Clinica dello sviluppo, XXII*(2) 319-344. Doi: 10.1449/90833

Concerning ADS, Mazzoni and colleagues (2018)[138], in order to study the interactions of families where there is a child with autism spectrum disorder (ASD), applied the Lausanne Trilogue Play (LTP) to explore both its applicability to this population as well as to assess resources and areas of deficit in these families. The sample consisted of 68 families with a child with ASD and 43 families with a typically developing (TD) child. With respect to the global score for family coordination, there were several negative correlations: the more severe the symptoms (based on the child's ADOS score), the more family coordination was dysfunctional. This correlation was particularly high when parents had to play together with the child. In the parts in which only one of the parents played actively with the child, while the other was simply present, some families did achieve scores in the functional range, despite the child's symptom severity. The outcomes are discussed in terms of their clinical implications for assessment and intervention.

Other studies also focused on family and peer relations regarding people with ADS. Among these, Laghi and colleagues (2018[139]) also investigated how family functioning (defined as the ability that family members hold to manage stressful events and intimate and social relationships), the degree to which family members feel happy and fulfilled with each other (called family satisfaction), and the demographic characteristics of siblings (age and gender) impacted on sibling relationships. The Circumplex Model of Marital and Family Systems and Behavioral Systems constituted the theoretical frameworks that guided our study. Eighty-six typically developing adolescents and young adults having a sister or a brother with autism spectrum disorder were enrolled. Results indicated that the youngest age group (early adolescents) reported engaging more frequently in negative behaviors with their siblings with Autism spectrum disorder (ASD) than the two older age groups (middle adolescents and young adults). No significant differences were found among the three age groups regarding behaviors derived from attachment, caregiving and affiliative systems. Family satisfaction and age significantly predicted behaviors during sibling interactions. Suggestions on prevention and intervention programs were discussed to prevent parentification among typically developing siblings and decrease episodes of quarrels and overt conflicts between brothers and sisters with and without ASD.

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[138] Mazzoni S., Veronesi C., Vismara L., Laghi F., Philipp D. (2018). Family coordination in families who have a child with autism spectrum disorder. *Journal of Child and Family Studies*. Doi:10.1007/s10826-018-1191-4

[139] Laghi F., Lonigro A., Pallini S., Gradilone A., Bechini A., Marziano G., Baiocco R. (2018). Sibling relationships and family functioning in siblings of early adolescents, adolescents and young adults with Autism Spectrum Disorder. *Journal of Child and Family Studies, 27*, 793-801.DOI: 10.1007/s10826-017-0921-3

The study of Laghi and colleagues (2020)[140] was designed to compare sibling and best friend relationships engaged by adolescents with autism spectrum disorder (ASD). Twenty adolescents with ASD, aged 15–18 years ((M = 16.80, SD = 0.95), and their typically developing (TD) siblings (n = 20), aged 18 to 24 years (M = 20.05, SD = 1.67), were recruited for the current study. Behaviors underpinning attachment, caregiving and affiliative systems were evaluated as well as negative interaction behaviors in sibling relationships and friendships. Non-parametric statistical analyses (the Wilcoxon signed-ranks test and the Mann–Whitney U-test) were carried out to verify the differences in sibling and best friend relationships. Adolescents with ASD referred to a higher presence of negative interaction behaviors in sibling relationships compared to friendships. However, when mixed and non-mixed friendships were distinguished, the descriptions of typically developing (TD) siblings and (TD) best friends overlapped for caregiving behaviors, revealing that both were depicted as a source of support and comfort by adolescents with ASD. A lower presence of behaviors underpinning attachment, caregiving and affiliations characterized relationships with best friends with disability than TD best friends. This study highlighted that TD siblings provided strong support for their siblings with ASD. TD best friends also played the same role.

Melogno and coll. (2020)[141] described an intervention implemented to assist a 13.2-year-old boy with Autism Spectrum Disorder, G, without intellectual disability, to improve his ability to compose persuasive texts. Assessments included an initial assessment (baseline), an intermediate assessment after two weeks, a six-session intervention phase, and a post-intervention assessment. Our intervention applied two procedures. The first aimed at enhancing general composition abilities in terms of picking (P) ideas, organizing (O) notes, and writing (W) them down (POW). In contrast, the second specified the steps to write a persuasive text addressing a possible reader: a topic sentence (T), reasons (R), an explanation (E) for the reasons and the end of the sentence (E) (TREE). These procedures were termed POW + TREE. To analyze G's texts, three types of measures were used by two raters at baseline, intermediate and post-test time: (a) the presence of the TREE components; (b) the quality of the reasons and explanations for the reasons; (c) the number of mental state terms. All these measures showed relevant quantitative improvements, as well as qualitative changes. In

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[140] Laghi F., Lonigro A., Pallini S., Graziano M., Baiocco R. (2019). Sibling relationship and friendship in adolescents with Autism Spectrum Disorder. *Journal of Child and Family Studies*. DOI: https://doi.org/10.1007/s10826-019-01570-x77.

[141] Melogno, S., Pinto, M.A., Badolato, F., Sist, E., Esposito, A., Orsolini, M. & Tarani, L. (2019). High-level language competencies and Theory of Mind in a group of children with Klinefelter syndrome. *American Journal of Medical Genetics, 1–7*. DOI: 10.1002/ajmg.a.12

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addition, no statistical difference appeared when G's performance at the end of the intervention was compared to that of typically developing controls.

During the Covid-19 pandemic, Melogno and colleagues (2021)[142] describe a treatment implemented with a 13.7-year-old child with Autism Spectrum Disorder (conventionally, S; IQ: 111) to enhance his capabilities in writing persuasive texts, a particularly challenging task for individuals with ASD without intellectual disability as it involves a set of socio-cognitive abilities in addition to specific writing skills to persuade a reader. The treatment was implemented via Skype during the lockdown caused by Covid-19. The assessment of the texts occurred at three moments: baseline 1, baseline two after two weeks, and post-test after an eight session-treatment. Three criteria were used: the presence of structural components (topic, reasons, explanations, counter-arguments, ending); elaborateness of the components; the number of mental state terms. The comparison between S' performance and typically developing controls at baseline 1 showed marked differences in favor of the controls in all measures, which mostly disappeared at post-test. The discussion focuses on the interpretation of the improvements.

Melogno and colleagues (2019)[143] explored metaphor and idiom competencies in two clinical populations, children with autistic spectrum disorder (ASD) and children with Klinefelter syndrome (KS) (age range: 9‾12) compared to typically developing (TD) children of the same age. These three groups were tested with two multiple-choice tests assessing idiom comprehension through iconic and verbal alternatives and a metaphor comprehension test composed of the novel, physical-psychological metaphors requesting verbal explanations. To these instruments, another test was added, assessing basic sentence comprehension. Performances on the different linguistic tasks were examined using discriminant analysis which showed that idiom comprehension had a very small weight in distinguishing children with ASD from TD controls, whereas metaphor explanation did distinguish them. This study suggests that figurative language comprehension is not a "core deficit" per se in individuals with ASD. Only when the task requires explicitly constructing and explaining a semantic mapping between the two terms of a metaphor does the performance of children with ASD significantly deviate from the typical population. These results are interpreted in terms of difficulty in

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[142] Melogno, S., Pinto, M.A., Scalisi, T., Ruzza, A. (2021). How to train a child with Autism Spectrum Disorder to write persuasive texts. A case study during the lockdown caused by Covid-19, Neuropsychological Trends, 29, 21-38

[143] Melogno, S., Pinto, M.A., Badolato, F., Sist, E., Esposito, A., Orsolini, M. & Tarani, L. (2019). High-level language competencies and Theory of Mind in a group of children with Klinefelter syndrome. American Journal of Medical Genetics, 1–7. DOI: 10.1002/ajmg.a.12

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children with ASD and KS with complex cognitive and linguistic processes and also in relation to clinical assessment.

Melogno and colleagues (2021)[144] analyzed the case of a child (9. 8), conventionally called Lorenzo, with Autism Spectrum Disorder without intellectual disability and adequate basic language abilities, despite some weaknesses in figurative language metaphors in particular. The child showed a marked tendency towards verbal hypercategorization. This study describes Lorenzo's improvement in metaphor comprehension after a specific treatment. Metaphor comprehension was assessed before and after the treatment with two tests, one based on sensory metaphors for children 4-6 and the other, on physical-psychological metaphors, for children 9-14. The child's performance was compared to typically developing (TD) children. There was a significant gap between Lorenzo's and the TDs' performance at both tests at pre-test. At post-test, the child completely caught up with the difference in sensory metaphors and remarkably improved physical-psychological metaphors. The discussion focuses on Lorenzo's capability to exploit his tendency towards hypercategorization to analyze metaphors' semantic features better.

Relatedly, with reference to autism, Melogno, Pinto, Ruzza and Scalisi (2020)[145] also described an intervention implemented to assist a 13.2-year-old boy with Autism Spectrum Disorder, G, without intellectual disability, aimed at improving his ability to compose persuasive texts. There was an initial assessment (baseline), an intermediate assessment after two weeks, a six-session intervention phase, and a post-intervention assessment. Their intervention applied two procedures. The first aimed at enhancing general composition abilities in terms of picking (P) ideas, organizing (O) notes, and writing (W) them down (POW), while the second specified the steps to write a persuasive text addressing a possible reader: a topic sentence (T), reasons (R), an explanation (E) for the reasons and the end of the sentence (E) (TREE). These procedures were termed POW + TREE. To analyze G's texts, three types of measures were used by two raters at baseline, intermediate and post-test time: (a) the presence of the TREE components; (b) the quality of the reasons and explanations for the reasons; (c) the number of mental state terms. All these measures showed relevant quantitative improvements,

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[144] Melogno, S., Scalisi G., Pollice, C., Pafumi, M.L. (2021) Afrontar el significado metafórico de las palabras: un tratamiento con un niño con trastorno del espectro autista / Coping with the metaphorical meaning of words: a treatment with a child with Autism Spectrum Disorder, Rivista di Psicolinguistica Applicata - Journal of Applied Psycholinguistics, XXI, 1, 12-29, doi.org/10.19272/202107702003

[145] Melogno S., Pinto M.A., Ruzza A., Scalisi T.G. (2020) Improving the ability to write persuasive texts in a boy with Autism Spectrum Disorder: Outcomes of an intervention. *Brain Sciences, 10*(5), 264, 1-12. doi: 10.3390/brainsci10050264

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as well as qualitative changes. In addition, when G's performance at the end of the intervention was compared to that of typically developing controls, no statistical difference appeared. To conclude, the Authors discussed the results in light of the potentialities offered by the type of intervention described in their contribution.

Melogno (2019)[146] focused on Klinefelter syndrome (KS), a genetic anomaly involving the presence of one or more supernumerary X chromosomes in male individuals. In the cognitive profile of these individuals, strengths are found in nonverbal abilities, whereas weaknesses are observed in executive function, language, and academic performance. The study was based on a comparison between eight children diagnosed with KS (47, XXY) (age range: 9-13 years; IQ range: 80-123), with no delay in language development, and eight typically developing (TD) controls. We explored a range of high-level language competencies and Theory of Mind (ToM) in addition to basic language competency. High-level language competencies were assessed by a battery that measures pragmatic language skills and a metaphor comprehension test (MCT). To assess ToM, the corresponding subtest of the NEPSY II was administered. Basic language competence was assessed by the NEPSY II Comprehension of Instructions subtest. Although basic language performance did not differentiate the individuals with KS from the TD controls, relevant differences appeared in some of the high-level language competencies and the ToM task. Complex inferential processes characterized all tasks in which the individuals with KS performed less well. Some possible clinical and educational implications are discussed.

According to Melogno and colleagues (2018)[147]literature on children with Klinefelter Syndrome (KS) points to general linguistic difficulties in comprehension and production, among other cognitive functions. In most cases, these coexist with an intellectual level within the norms. In these conditions, children having language delay generally engage in language therapy and are systematically monitored across ages. In this article, the Authors presented the profiles of two children with KS (47, XXY), aged 9.1 (Child S) and 13 (Child D), whose language development was assessed as adequate at age 3, and for this reason, did not receive any language treatment. At the present stage, their IQ, as measured by Wechsler Scales (Child S: 92; Child D: 101), is within the norm, but they both present marked weaknesses in pragmatic skills such as figurative language comprehension. As stressed by the

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[146] Melogno, S., Pinto, M.A., Scalisi, T.G., Orsolini, M., Tarani, L., Di Filippo, G. (2019). Reasoning on figurative language: a preliminary study on children with Autism Spectrum Disorder and Klinefelter Syndrome. Brain Sciences, 9, 58, 1-13. DOI:10.3390/brainsci9030058

[147] Melogno, S., Pinto, M.A., Orsolini, M. & Tarani, L. (2018). Beyond the Literal Meaning of Words in Children with Klinefelter Syndrome: Two Case Studies. *Brain Sciences, 8,* 171; doi:10.3390/brainsci809017

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Authors, the analysis of these two cases points to the need to go beyond global indexes of verbal abilities, as the same global index may mask a wide diversification of individual profiles. In addition, this study underlines the importance of monitoring children's developmental trajectories like Child D and Child S because weaknesses in pragmatic skills that are relevant for both academic achievement and social adaptation could emerge at later stages.

Moreover, Melogno and colleagues (2021)[148] studied a single case report, analyzing Theory of Mind (ToM) and figurative language comprehension in a 7.2-year-old child, conventionally named RJ, with isolated and complete agenesis of the corpus callosum (ACC), a rare malformation due to the absence of the corpus callosum, the major tract connecting the two brain hemispheres. To study ToM, which is the capability to infer the other's mental states, we used the classical false belief tasks. We used tasks assessing metaphor and idiom comprehension to study figurative language, i.e., those linguistic usages involving non-literal meanings. RJ's intellectual level and phonological, lexical, and grammatical abilities were adequate. In both the ToM false belief tasks and novel sensory metaphor comprehension, RJ showed a delay of 3 years and a significant gap compared to a typically developing control group, while his performance was at the border of average in idioms. These outcomes suggest that RJ has a specific, pragmatic difficulty in all tasks where he must interpret the other's communicative intention, as in ToM tasks and novel sensory metaphor comprehension. The outcomes also open up interesting insights into the relationships between ToM and figurative language in isolated and complete ACC children.

Various studies investigated adolescent alcohol-related behaviors and their psychological and social correlates. Laghi and colleagues (2021)[149] explored emotion regulation strategies and alcohol abuse in 472 adolescents (86 second-generation immigrants and 386 Italian natives; age range: 17–18). The Emotion Regulation Questionnaire and the Alcohol Use Disorder Identification Test assessed cognitive reappraisal, emotional suppression, and alcohol abuse, respectively. Immigrants reported lower alcohol abuse than natives. A negative relationship between cognitive reappraisal and alcohol abuse was found for immigrants but not natives. Specifically, cognitive reappraisal was a protective

[148] Melogno, S., Pinto, M. A,, Scalisi, T. G.; Badolato, F., Parisi, P. (2021) Case Report: Theory of Mind and Figurative Language in a Child With Agenesis of the Corpus Callosum, *Frontiers in Psychology,11*, 1-9, DOI:10.3389/fpsyg.2020.596804

[149] Laghi, F., Bianchi, D., Lonigro, A., Pompili, S., & Baiocco, R. (2019a). Emotion regulation and alcohol abuse in second-generation immigrant adolescents: the protective role of cognitive reappraisal. *Journal of Health Psychology*, 1359105318820715. https://journals.sagepub.com/doi/pdf/10.1177/1359105318820715

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factor against alcohol abuse only for immigrant adolescents. Clinical and research implications are discussed.

Laghi and colleagues (2019)[150] investigated the moderating roles of empathic concerns and perspective-taking in the relationship between self-efficacy in resisting peer pressure to drink (SRPPD) and binge drinking. Participants were 188 Italian adolescents (M_{age} = 16.93, SD_{age} = 0.76; age-range: 15–19). Self-report instruments were administered. Binge drinking was evaluated with an open response item according to the clinical definition of symptoms; SRPPD was assessed with an item from the Perceived Self-Efficacy scale; empathic concerns and perspective-taking were measured with the Interpersonal Reactivity Index scale. A moderation regression analysis was run. Results showed that binge drinking is positively predicted by age and negatively predicted by SRPPD and empathic concerns. Only perspective-taking proved to be a moderator in the relationship between SRPPD and binge drinking. In the presence of low perspective-taking, adolescents with low SRPPD reported more binge drinking than adolescents with high SRPPD. Conversely, for adolescents with high levels of perspective-taking, low SRPPD did not predict binge drinking. Our results shed light on cognitive and affective empathy patterns in binge drinking adolescents, providing relevant implications for research and prevention for at-risk teenagers.

Laghi and colleagues (2020)[151] investigated the role of family functioning in predicting drunkorexia behaviors in adolescence, controlling for the effects of individual variables (gender, age), binge drinking and drunkorexia motives. Drunkorexia is an at-risk behavior consisting of dietary restriction before the assumption of alcoholic beverages to reduce the caloric intake or enhance the alcohol effects. Participants were 269 Italian adolescents aged 16 to 21 years. Self-report questionnaires were administered at school. Drunkorexia was positively predicted by binge drinking and drunkorexia motives (enhancement and conformity), while adaptive family functioning negatively predicted it. Clinical and research implications are discussed.

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[150] Laghi, F., Bianchi, D., Pompili, S., Lonigro, A., & Baiocco, R. (2019b). Cognitive and affective empathy in binge drinking adolescents: Does empathy moderate the effect of self-efficacy in resisting peer pressure to drink. *Addictive Behaviors*, *89*, 229-235. https://doi.org/10.1016/j.addbeh.2018.10.015

[151] Laghi, F., Bianchi, D., Sinibaldi, N., Porrone, M., Pompili, S., Lonigro, A., & Baiocco, R. (2020). Funzionamento familiare e comportamenti di drunkorexia in adolescenza. *Psicologia clinica dello sviluppo*, *24*(1), 59-82. https://doi.org/10.1449/96477

Laghi and colleagues (2021)[152] examined the role of different dimensions of family functioning in binge behaviors among adolescents. One thousand and twenty young to late adolescents (507 girls and 517 boys) with ages ranging from 16 to 22 years participated in the study and completed a survey of self-report measures. Our findings showed that adolescents who binge eat and drink or binge eat perceived a lower quality of family functioning with lower levels of cohesion, flexibility, communication, satisfaction, and a higher degree of disengagement than adolescents who do not binge and adolescents who only binge drink. Only adolescents who engage in both binge behaviors reported higher chaotic style levels than other binge groups. Furthermore, living in families poorly flexible, highly disengaged and with communication problems resulted as risk factors for binge eating behavior. Results suggest the importance of prevention programs based on an integrated approach focused on improving the family environment, such as changing the family structure to deal effectively with developmental problems and defining clear home rules adolescents may stand on.

Donati and colleagues (2020)[153] explored the interaction between immigrant status (IS) and sensation seeking (SS) on adolescent problem-gambling severity. The study involved 994 Italian adolescents (64% boys, Mage = 16.57, SD = 1.62). Participants' IS, SS and problem-gambling severity were individually assessed through, respectively, a socio- demographic questionnaire, the Brief Sensation Seeking Scale (BSSS) and the South Oaks Gambling Screen – Revised for Adolescents (SOGS-RA). Results showed that, among immigrant adolescents, there were higher levels of problem-gambling severity and a higher distribution of at-risk and problem gamblers with respect to non-immigrant adolescents. Both IS, and SS had significant direct effects on problem-gambling severity, with IS and higher levels of SS being predictors of greater severity. A moderation analysis – controlling for gender and age – showed that adolescents with high scores of SS were more prone to experience gambling problems if they were also immigrants. These results have important implications for practice as they emphasize that specific interventions to prevent problem gambling would be required for adolescents from immigrant families. In particular, it would be important to consider the role of SS in this specific youth target.

[152] Laghi, F., Bianchi, D., Pompili, S., Lonigro, A., & Baiocco, R. (2021). Binge eating and binge drinking behaviors: The role of family functioning. *Psychology, Health & Medicine*, *26*(4), 408-420. https://doi.org/10.1080/13548506.2020.1742926

[153] Donati, M. A., Primi, C., Mazzarese, M., Sanson, F., & Leone, L. (2020). Immigrant status and problem-gambling severity in adolescents: Evidence for moderation by sensation seeking. *Addictive Behaviors, 107*, 106395. https://doi.org/10.1016/j.addbeh.2020.106395

Laghi and colleagues (2019)[154] compared the performance of a clinical sample of adolescent inpatients who engage in self-injurious acts with healthy controls on an emotion recognition task. Results showed that adolescents with NSSI scored worse than healthy controls on the recognition of both positive and negative emotions and the entire task. Conversely, no differences between the two groups were found when they discriminated between neutral facial expressions. Theoretical and clinical implications were discussed.

Cannoni and (2018)[155] investigated the spread of interactive electronic devices (especially smartphones and tablets) among children is a recent but increasingly expanding phenomenon. Research conducted so far in Italy has focused on school-aged children and adolescents, while there are still very few studies on preschoolers. In our study, 473 parents of 5-6-year-old children completed a questionnaire on socio-demographic and familiar features, problems of the child, typology of home-based devices, characteristics of the use of smartphones and tablets by the child, opinions of parents on such use. The results indicate that the smartphone is used by half of the children and the tablet by 48.5%. Children using mobile devices for at least 2 hours a day (regular users, n=45) were compared with children who only occasionally use them (occasional users, n=69). The results show that, compared to the other group, regular users: a) have younger fathers; b) live in contexts where digital devices are more present; c) have parents who consider mobile devices as instruments of knowledge and promotion of intelligence and allow their children to use them mainly in environments more suited to adults (e.g. restaurants). Moreover, emotional, self-regulating, sleep and feeding problems are more frequent among regular users.

Urbini, Callea, Chirumbolo, Ingusci, and Ciavolino (2018)[156] conducted research useful of organization of the health domain in general. They focused on group performance on the Hub-and-spoke network in the health domain. The purpose of their contribution was two-fold: first, to investigate the goodness of the input-process-output (IPO) model in order to evaluate work team performance within the Italian National Health Care System (NHS); and second, to test the mediating

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[154] Laghi, F., Cerutti, R., Terrinoni, A., Lonigro, A., Pongetti, A., Ferrara, M., & Fantini, F. (2019c). Evaluation of the "Reading the Mind in the Eyes Test" with Non-Suicidal Self-Injury (NSSI) adolescents: A pilot study. *Current Psychology*. https://doi.org/10.1007/s12144-019-00505-5

[155] Cannoni, E., Scalisi, T.G., Giangrande, A. (2018) Indagine sui bambini di 5-6 anni che usano quotidianamente i dispositivi mobili in ambito familiare: caratteristiche personali e contestuali e problematiche cognitive ed emotive. Rassegna di Psicologia, XXXV, 1, 41-56. DOI: 10.4458/0135-0

[156] Urbini, F., Callea, A., Chirumbolo, A., Talamo. A., Ingusci, E., Ciavolino, E. (2018). Team performance in the Italian NHS: the role of reflexivity. Journal of Health Organization and Management, Volume 32, Issue 2, Pages 190-205. https://doi.org/10.1108/JHOM-07-2017-018

role of reflexivity as an overarching process factor between input and output. Design/methodology/approach The Italian version of the Aston Team Performance Inventory was administered to 351 employees working in teams in the Italian NHS. Mediation analyses with latent variables were performed via structural equation modelling (SEM); the significance of total, direct, and indirect effects was tested via bootstrapping. Findings Underpinned by the IPO framework, the results of SEM supported mediational hypotheses. First, the application of the IPO model in the Italian NHS showed adequate fit indices, showing that the process mediates the relationship between input and output factors. Second, reflexivity mediated the relationship between input and output, influencing some aspects of team performance. The results provided useful information for HRM policies improving process dimensions of the IPO model via the mediating role of reflexivity as a key role in team performance. According to the Authors, this study is one of a limited number of studies that applied the IPO model in the Italian NHS. Moreover, no study has yet examined the role of reflexivity as a mediator between input and output factors in the IPO model.

Besides the aforementioned issues, another interesting facet of the well-being of people has been highlighted by Bonaiuto, Albers, Ariccio and Cataldi (2019[157]), who considered Pride of Place (PoP), that is, the positive emotion that people can have for the place they identify or associate themselves with. It is linked to one's identity and attachment to one's place, whether at a local or broader geographical scale. Positive pride of where one comes from can elicit a series of behaviors of prosocial and caring character. However, this too extreme pride can result in nationalism and antisocial behaviors (at least towards what is outside one's place). In their book chapter, they reviewed the literature around the emotion of pride, historically and religiously regarded as a vice, specifically in relation to places within a religious context. Finally, the authors discussed Pride of Place and religion in relation to the affective, cognitive and conative aspects of people-place bonds.

Relatedly, Albers, Ariccio, Weiss, Dessi, and Bonaiuto (2021)[158] presented a literature review investigating the importance of place attachment for the promotion of refugees' well-being in the resettlement process. This review concentrated on the most recent and current literature regarding the potential role, importance, and relevance of people–place bonds in the dynamic process of

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[157] Bonaiuto, M., Albers, T., Ariccio, S., Cataldi, S. (2019). Pride of place in a religious Context: An environmental psychology and sociology perspective. In V. Counted & F. Watts (Eds.), *The Psychology of Religion and Place. Emerging Perspective* (pp. 97-129). Cham, Switzerland: Palgrave Macmillan

[158] Albers, T., Ariccio, S., Weiss, L.A., Dessi, F., Bonaiuto, M. (2021) The Role of Place Attachment in Promoting Refugees' Well-Being and Resettlement: A Literature Review. *International Journal of Environmental Research and Public Health, 18,* 11021. https://doi.org/10.3390/ijerph182111021

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refugee resettlement. It examines literature from the field of positive and environmental psychology, highlighting key theoretical concepts and research findings as well as gaps in research. The review revealed that little is known about the dynamics of place bonding, while the debate rages on about the geometry of the psychological constructs of person–place relationships. Yet, knowing more about which needs should be satisfied for easing place bonding could be of crucial importance for facilitating refugee well-being. Ultimately, according to the Authors, improving the knowledge and understanding of the phases of this dynamic process could be useful for a more successful implementation of refugee resettlement practices and activities.

Fatigante and colleagues (2021)[159] note that companions to medical visits have been alternatively viewed as members who "support" or "inhibit" and "interfere" with the doctor-patient interaction. One way of looking at the companions' contribution to medical visits is by coding roles or functions of their communicative behavior. Their paper aims to reconsider these findings and analyze how companion participation is a local and sequential accomplishment, changing from time to time in the consultation. The paper relies upon a comprehensive collection of 58 video recordings of first oncological visits. Visits were conducted in two different hospitals, one of which was a University hospital, and by different oncologists, including senior professionals and medical students in oncology (in the second setting). Visits were fully transcribed according to the Jeffersonian conventions, and authors examined the transcripts and video according to the methodology of Conversation Analysis. The paper's aim focused on how the patient's companions orient and contribute to accomplishing the different aims and activities at different stages of the visit as an institutional speech event. The multimodal analysis of turns and actions (such as gaze shifts, prosodic modulation, bodily arrangements) and the close examination of the sequential and temporal arrangements of companions' and their co-participants turns revealed that companions finely attune to the multiparty framework of the encounter and the institutional constraints that govern the oncological first visit. Overall, results show two relevant features: that companions act to preserve the doctor-patient interaction and to maintain the patient as the most responsible and legitimate agent in the interaction; that companions' contributions are relevant to the activities that sequentially unfold at different stages in the consultation (e.g., history taking, problem presentation, treatment recommendation etc.). The study complements earlier findings on the companion's roles,

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[159] Fatigante, M., Zucchermaglio, C., & Alby, F. (2021). Being in Place: A Multimodal Analysis of the Contribution of the Patient's Companion to "First Time" Oncological Visits. *Front Psychol, 12*, 664747. https://doi.org/10.3389/fpsyg.2021.664747

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showing how these are highly mobile, multimodal and multiparty accomplishments and are tied to the specific contingencies of the visit. The results solicit to consider the value of multimodal analysis in understanding the complexity of multiparty communication in a medical setting and make it usable in medical education.

Alby, Lauriola, Marino, Fatigante and Zuccchermaglio (2021)[160] describe an emic-oriented system for coding doctor-patient communication in oncolog- ical consultations (ONCode). The system aims to capture patient-centered communication practices, with particular attention to ethnically discordant interactions. ONCode is squarely focused on interactional aspects, assessed through seven dimensions. Video consultations with three oncologists and 19 patients (10 native Italians and nine non-native Italians) were coded with ONCode by two coders and with VR-CoDES by a different coder. Inter-rater reliability was tested by using ICC. Group differences (native vs non-native) were assessed with linear mixed model analyses. This pilot study showed that the ONCode is fairly reliable, sensitive to patients' characteristics and contextual variables, and does not overlap with an established coding system such as the VR-CoDES. Moreover, the system enabled the identification of differences in communication in consultations with native and non-native patients.

De Luca, Fatigante, Zuccchermaglio, and Alby (2021)[161] investigated nurses' perceptions of touch in their professional practice and how these perceptions were articulated in discourse among participants who attended a specific training on touch and those who did not. Touch is an essential part of nursing practice. Research showed that touch influences patients' general well-being, improving a sense of presence and infusing security and encouragement. Nurses' attitude towards touch positively influences their job satisfaction and reduces burnout syndrome risks. Nevertheless, very few studies specifically describe nurses' perceptions and opinions about the use of interpersonal physical contact in the clinical setting. Also, an educational perspective focusing on touch seems missing from nursing curricula and research. A qualitative methodology was adopted. Focus groups were organized to explore how nurses define and interpret touch and its relevance in their professional practice. The findings obtained in a previous quantitative step of this research inspired the questions posed to nurse participants. Six focus groups were conducted in three Italian hospitals,

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[160] Iby F., Lauriola M., Marino F., Fatigante M., Zuccchermaglio C. (2021). A coding system for doctor-patient communication in oncological consultations (oncode) TPM: Testing, Psychometrics, *Methodology in Applied Psychology, 28*(2021).

[161] De Luca, E., Fatigante, M., Zuccchermaglio, C., & Alby, F. (2021). "Awareness to touch": A qualitative study of nurses' perceptions of interpersonal professional contact after an experiential training. *Nurse Educ Pract, 56*, 103187. https://doi.org/10.1016/j.nepr.2021.103187

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which hosted a one-day touch training. A purposive sampling approach was used for each hospital to organize two focus groups: one was made up of nurses who attended the training, and one was made up of nurses who did not. Qualitative thematic analysis was used to identify recurring patterns of meaning by which touch is discussed and interpreted in the focus groups. Registered nurses (N = 39) from different clinical experiences participated in six focus groups. The analysis identified four themes: 1) Touch preferences, 2) Touch and Contact as a natural dimension, 3) Touch as a "praxis", and 4) Reflexivity on Touch. All six focus groups showed a general awareness of interpersonal touch and discussed it as a highly valorized (personal and professional) dimension. Specifically, the trained nurses showed a greater variety and richness of their lexicon, a semantic and imaginary repository that described their experience and competence. This study highlights that nurses consider touching an important, essential part of their practice. Moreover, it suggests that specific training on interpersonal touch in nursing care facilitate nurses to shift their perceptions from a generic, abstract and "personal" dimension into an articulated, disciplined and specialized practice. This has implications for education on touch in nursing.

Sterponia, Zucchermaglio, Fantasia, Fatigante and Alby (2021)[162] examined a previously neglected phenomenon in doctor-patient interaction studies, i.e. the achievement of mutual disengagement - a specific state of coordination, in which participants suspend reciprocal gaze and turn into separate axes of involvement. In the specialized setting of the oncology visit, which they consider in this study, mutual disengagement is linked to important tasks that the oncologist has to carry out, notably the scrutiny of the histological exam during the diagnostic assessment phase. Their data corpus includes 56 video-recorded oncology visits. They employ conversation analysis to discern how mutual disengagement is achieved, sustained and ended. Their analysis shows that suspension of mutual engagement is a joint accomplishment that requires intersubjective cooperation. It also reveals that intersubjective alignment is more vulnerable to breakdown when talk and reciprocal engagement are suspended. Their findings eschew a characterization of the oncologist as the solo arbiter of the interactional exchange. An alignment with the patient is key to the felicitous accomplishment of the visit. We also suggest that a successful medical encounter is characterized by harmonious verbal communication between doctor and patient and felicitous pauses in their joint engagement. An implication is that in building a room of one's own, the oncologist has the

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[162] Sterponi, L., Zucchermaglio, C., Fantasia, V., Fatigante, M., & Alby, F. (2021). A room of one's own: Moments of mutual disengagement between doctor and patient in the oncology visit. *Patient Educ Couns,* 104(5), 1116-1124. https://doi.org/10.1016/j.pec.2020.10.024

responsibility to co-construct an experience of interactional attunement and mutual understanding with the patient.

Fatigante and colleagues (2021)[163] analyzed how different options in breast cancer treatments - radiotherapy, hormone therapy and chemotherapy - are presented and discussed in a set of 12 first post-surgical breast cancer visits carried out by two oncologists of high experience and seniority in two Italian hospitals. Treatment recommendation sequences involving these three option types were analyzed using the methods of conversation analysis. They were also coded for the mention of side effects and treatment burden and whether consent to the recommendation was invited or expressed by the patient. Results show that radiotherapy is presented as presupposed as an extension of surgery and is not further discussed. Hormone therapy is delivered as good news and does not imply any health or lifestyle burdens. Treatment burdens were raised in the much more extensive discussions of chemotherapy, which were also accompanied by a higher chance that the patient was asked for consent to therapy. Implications are drawn regarding the extent to which clinical practice meets theory in communication protocols available in oncology and considering the doctor-patient partnership and the concept of shared decision-making in such an encounter.

Pino and colleagues (2021)[164] investigated miscommunication in sequences of talk where an oncologist asks about patients' co-morbidities, that is, their other illnesses beyond cancer. Using conversation analysis, we examine ways in which the participants identify and manage two sources of miscommunication: a divergence in the doctor's and the patient's understandings about the scope of the question; and a divergence in the doctor's and the patient's (and sometimes their companion's) understandings about the matters that the question targets. Our findings have implications for practice, highlighting how clinicians and patients can manage these sources of miscommunication. These include practices to retrospectively or pre-emptively manage ambiguities and check the accuracy of patients' answers. Additionally, our study addresses some theoretical and methodological problems in the study of miscommunication. Our data consist of 25 video-recorded first consultations in an Italian hospital; the participants speak Italian.

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[163] Fatigante, M., Heritage, J., Alby, F., & Zucchermaglio, C. (2020). Presenting treatment options in breast cancer consultations: Advice and consent in Italian medical care. *Soc Sci Med,* 266, 113175. https://doi.org/10.1016/j.socscimed.2020.113175

[164] Pino, M., Fatigante, M., Alby, F., & Zucchermaglio, C. (2021). Two Sources of Miscommunication in Oncology Consultations: An Observational Study Using Conversation Analysis. *Applied Linguistics.* https://doi.org/10.1093/applin/amab036

Fatigante and colleagues (2021)[165] examined a corpus of first oncological visits and investigated the distinctive stages of this event. The data corpus is constituted by 36 video recordings of oncological visits conducted by two senior oncologists in two different hospitals in Rome. The study is conducted within the Conversation Analytic perspective (Schegloff, 2007), particularly applied to the medical context (Heritage and Maynard, 2006). Relying on discursive and multimodal markers, eight stages have been identified, of different lengths and degrees of complexity, along which the visit unfolds: Opening, History taking, Cancer problem presentation, Stadiation, Treatment recommendation, Prescriptions and Closing. The qualitative analyses show how patients and companions (when present) orient to these boundaries and relevant transitions between stages, thus cooperating with the doctor to accomplish the specific agenda of the visit. Implications of the study are discussed for the study and understanding of the forms of participation and empowerment strategies available to patients to cope with the communicative complexity of the encounter with the oncologist and with the potential anxiety accompanying this event.

Fantasia and colleagues (2021)[166], drawing on a data corpus of oncological visits collected in an Italian hospital involving both native and non-native patients, study how participants in these intercultural medical encounters invoke and make relevant social identity categories by the marking of collective pronouns in their talk. Our results showed that whilst institutional identities (e.g. those of the doctors, the local hospital or the Tumour Board) prevailed, categorial formulations related to cultural or linguistic identities were rarely displayed in interactions with non-native patients. Conversational participants made very little of their linguistical or cultural background. When they did so, their cultural and linguistic identities were deployed for rhetorical and pragmatical aims, such as testing and negotiating common knowledge and epistemic authority. This study shows how even speakers' minimal lexical choices, such as marked pronouns, impact the negotiation of meanings and activities in life-saving sites like oncological visits.

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[165] Fatigante, M., Nutricato, M., Alby, F., & Zucchermaglio, C. (2021). La struttura della prima visita oncologica: uno studio conversazionale. La struttura della prima visita oncologica: uno studio conversazionale, *Ethical Issues in Cancer Patient Care: Cancer Treatment and Research*, 53-77. https://doi.org/10.1007/978-1-4757-3044-9_2

[166] Fantasia, V., Zucchermaglio, C., Fatigante, M., & Alby, F. (2021). 'We will take care of you': Identity categorisation markers in intercultural medical encounters. *Discourse Studies, 23*(4), 451-473. https://journals.sagepub.com/doi/pdf/10.1177/14614456211009060?casa_token=9kSULaUwgikAAAAA:hmry16rR nGlyGJy4UdzRBgpvWJlDqiYS8VMKwZLbd908eSydcHO2uj3WR5392iBsfa3XKyEDJIQTUH0

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Almuhtaseb and Alby (2021)[167] examined breast cancer detection practices among Arab-Palestinian women and factors that contribute to shaping them. A qualitative thematic analysis was applied to 36 semi-structured interviews with women with breast cancer and nine semi-structured interviews with doctors. Results are organized into five sections: 1) breast screening practices, 2) health beliefs toward cancer, 3) doctor's gender, 4) social stigma, 5) misdiagnoses. Results show how health beliefs and socio-cultural norms may cause late breast cancer detection. Arab-Palestinian women with breast cancer face a dilemma. If they prioritize their health and individual needs, they infringe cultural norms, risk their marriage, and question their very social identity as caretakers of traditions and culture. Late cancer detection seems also influenced by inaccurate diagnoses. The OPT healthcare system suffers from the shortage and unavailability of diagnostic devices, but it also needs qualified and skilled specialists. Culturally sensitive educational interventions and guidelines should consider the OPT's unique situation, the restrictions to mobility, and socio-cultural norms and values.

Almuhtaseb and colleagues (2021)[168], drawing on a qualitative content analysis of 36 semi-structured interviews, explored sources and types of social support in Arab-Palestinian women with breast cancer. Results show that immediate family members, husbands, in particular, are reported to be the most supportive social sources. Given the limitations that characterize access to cancer care in the occupied Palestinian territory (OPT) and the collectivistic values of the society, women with breast cancer seem to rely mainly on their husbands to handle emotional, functional and informational needs. Emotional support includes providing care, trust, reassurance, and companionship. Functional support includes the practical assistance that the cancer patients receive in terms of financial support, attendance during treatment or help with domestic chores and childcare. Accessing appropriate informational support can be quite challenging in the OPT since available information is not always reliable. The family plays a key role in mediating communication with doctors. Contact with breast cancer patients and survivors is also a source of supporting information, with a possible negative impact in terms of emotional coping. In this context, the immediate family becomes a fundamental resource for coping and a relational space that mediates connections with others, including doctors, acting as a "proxy" between the patient and the social environment. Findings are discussed in light of the historical and sociocultural context of the OPT.

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[167] Almuhtaseb, m., & Alby, f. (2021). socio-cultural factors and late breast cancer detection in arab-palestinian women. *TPM: Testing, Psychometrics, Methodology in Applied Psychology, 28*(2021).

[168] Almuhtaseb, M. I. A., Alby, F., Zucchermaglio, C., & Fatigante, M. (2021). Social support for breast cancer patients in the occupied Palestinian territory. *PLOS ONE, 16*(6), e0252608. https://doi.org/10.1371/journal.pone.0252608

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Alby and colleagues (2021)[169] explored collaborative diagnostic decision-making processes in oncology through the discursive analysis of spontaneous interactions between doctors collected during their daily work practice in a hospital in central Italy. The results highlight the key role played by the narratives in supporting decision-making in cases of a difficult diagnosis. Rather than addressing them as individual problems of a logical-deductive nature, physicians use abductive, dialogical and narrative thinking, sharing knowledge and resources available in the hospital community. Different narrative formats are used to balance the specificity of individual cases and the general indications of evidence-based medicine (a reference to clinical trials, guidelines). Implications for physicians' education and organizational interventions are discussed in the conclusions.

Fatigante and colleagues (2021)[170], through detailed transcription of educators-children conversations and Conversation Analytic methodology, examined a set of video-recorded interactions collected in one Italian ECE center ("Nido"), particularly focusing on the verbal and multimodal resources employed by ECEC teachers as they manage episodes, where the children diverge from an expected course of action. Analyses reveal that the educators employ a variety of multimodal resources to orchestrate the child's attention and actions toward the desired course of activity, which open spaces where the child's agency, however, more or less strongly reprimanded, is admitted and negotiated.

Bianchi, Baiocco, Pompili, Lonigro, Di Norcia, Cannoni, Longobardi, Zammuto, Di Tata, and Laghi (2021)[171] investigated binge behaviors during COVID-19 lockdown in Italy, exploring individual and contextual risk factors. Participants were 1925 emerging adults (M_{age} = 24.18, SD_{age} = 2.75; 71.9% women), recruited during the national lockdown in Italy. An online survey investigated binge behaviors both prior and during quarantine. Binge drinking significantly diminished during quarantine, while binge-eating episodes did not vary in frequency. However, participants with pre-existent binge eating disorder (BED) reported a worsening in BED symptoms. Lower education, lower SES, job suspension due to lockdown, and higher pandemic-related stress were associated with

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[169] Alby, F., Zucchermaglio, C., & Fatigante, M. (2020). Narratives, texts and other resources: clinical reasoning and decision-making in oncology. *Rassegna di psicologia, 37*(1), 1-8. https://rosa.uniroma1.it/rosa05/rassegna_di_psicologia/article/download/16719/16109

[170] Fatigante, M., Antici, L., Zucchermaglio, C., Fantasia, V., & Alby, F. (2021). Orchestrating children's action: an in-depth multimodal analysis of child-educator interactions in one Italian early childhood education setting. *European Journal of Psychology of Education*. https://doi.org/10.1007/s10212-021-00548-y

[171] Bianchi, D., Baiocco, R., Pompili, S., Lonigro, A., Di Norcia, A., Cannoni, E., Longobardi, E., Zammuto, M., Di Tata, D., & Laghi, F. (2021). Binge Eating and Binge Drinking in Emerging Adults During COVID-19 Lockdown in Italy: An Examination of Protective and Risk Factors. *Emerging Adulthood*, 216769682110585. https://doi.org/10.1177/21676968211058501

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increased binge behaviors during home confinement, whereas living with the family was a protective factor. Participants reporting co-occurrent binge behaviors also had significantly higher pandemic-related stress and lower perceived support during home confinement than no-binge participants. The study provides new insights about protective and risk factors for binge behaviors in emerging adults during COVID-19 lockdown.

Malaeb, Bianchi, Pompili, Berro, Laghi, Azzi, Akel, Obeid, Hallit (2021)[172] investigated the association between depression, anxiety, and stress with drunkorexia behaviors/motives among Lebanese adults while evaluating the mediating role of inappropriate eating attitude in those associations. Two hundred and fifty-eight participants enrolled in this cross-sectional study filled an online survey (September-December 2020). Drunkorexia behaviors were considered the dependent variable; the path coefficients from stress to anxiety, anxiety to eating attitudes, eating attitudes to drunkorexia behaviors, and anxiety to drunkorexia behaviors were all significant. The indirect relationships showed that eating attitudes mediated the association between anxiety and drunkorexia behaviors. When taking the drunkorexia motives as the dependent variable, the path coefficients from stress to anxiety, anxiety to eating attitudes, eating attitudes to drunkorexia motives, and anxiety to drunkorexia motives were all significant. The indirect relationships showed that eating attitudes mediated the association between anxiety and drunkorexia motives. This study highlighted that individuals with more psychological problems (depression, anxiety, and stress) and inappropriate eating habits exhibit more drunkorexic motivations and behaviors.

Bianchi, Baiocco, Lonigro, Pompili, Zammuto, Di Tata, Morelli, Chirumbolo, Di Norcia, · Cannoni, Longobardi, and Laghi (2021)[173] investigated the relationships of pandemic-related stress and coping strategies with different kinds of sexting (i.e., experimental, risky, and emotional) during the Covid-19 lockdown in the Italian context. A sample of 1929 emerging adults (Mage = 24.17, SDage = 2.75; 71.6% girls) completed an online survey about their sexting behaviors during the national lockdown in Italy. Data were gathered in April/May 2020, from the 6th to 11th week of home confinement due to the Covid-19 pandemic. Hierarchical regression and mediation analyses were performed. Pandemic-related stress directly predicted only risky and emotional sexting. Social support predicted

[172] Malaeb, D., Bianchi, D., Pompili, S., Berro, J., Laghi, F., Azzi, V., Akel, M., Obeid, S., & Hallit, S. (2021). Drunkorexia behaviors and motives, eating attitudes and mental health in Lebanese alcohol drinkers: A path analysis model. *Eat Weight Disord*. https://doi.org/10.1007/s40519-021-01321-2

[173] Bianchi, D., Baiocco, R., Lonigro, A., Pompili, S., Zammuto, M., Di Tata, D., Morelli, M., Chirumbolo, A., Di Norcia, A., Cannoni, E., Longobardi, E., & Laghi, F. (2021). Love in Quarantine: Sexting, Stress, and Coping During the COVID-19 Lockdown. *Sex Res Social Policy*, 1-14. https://doi.org/10.1007/s13178-021-00645-z

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experimental and emotional sexting positively and negatively predicted by turning to religion. Risky and emotional sexting were positively predicted by avoidance and negatively predicted by problem-solving. Adaptive coping (i.e., social support) mediated the relationships from pandemic-related stress to experimental and emotional sexting. Maladaptive coping (i.e., avoidance and problem solving) mediated the relationships from pandemic related-stress to risky and emotional sexting. Sexting was a coping tool during Covid-19 lockdown, showing both adaptive and maladaptive facets. Findings suggest new directions for implementing programs of sexual education and safer Internet use targeted to young people.

Laghi, Di Tata, Bianchi, Lonigro, Pompili, Zammuto and Baiocco (2021)[174] investigated the individual and contextual correlates of problematic alcohol use among young adults during COVID-19 lockdown in Italy. Participants were 1533 young adults aged 18 to 26 (M_{age} = 23.12, SD_{age} = 2.11; 73.2% women), who completed an online survey during national lockdown. Inclusion criteria for this study were the age range (18–26 y. o.) and living in Italy during COVID-19 lockdown. Participants with low or very low socioeconomic levels (vs higher levels) were more at risk for problematic alcohol use and participants who lived alone or with a room- mates/friends during the lockdown. Conversely, participants who spent the lockdown with their family or partner were less at risk for problematic alcohol use. Finally, participants who had their job suspended due to pandemics (vs other job conditions) were more at risk for problematic alcohol use during the lockdown.

The Covid-19 lockdown measures have significantly impacted risk behaviors such as alcohol use and disordered eating. However, little is known about a serious health-risk behavior named "food and alcohol disturbance" (FAD), characterized by dysfunctional eating on planned alcohol consumption days. Pompili, Di Tata, Bianchi, Lonigro, Zammuto, Baiocco, Longobardi, and Laghi (2021)[175] investigated potential factors that may have put young adults at risk or protected against FAD during the Covid-19 lockdown. A sample of 447 young adults (280 females, 167 males; range 18–26) completed an online survey during the country's nationwide lockdown composed of self-reported measures assessing FAD behaviors, alcohol consumption, compensatory behaviors, eating and weight concerns, social support, emotion regulation strategies, and living arrangement. The findings showed

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[174] Laghi, F., Di Tata, D., Bianchi, D., Lonigro, A., Pompili, S., Zammuto, M., & Baiocco, R. (2021). Problematic alcohol use in young adults during the COVID-19 lockdown in Italy. *Psychol Health Med,* 1-11. https://doi.org/10.1080/13548506.2021.1975785

[175] Pompili, S., Di Tata, D., Bianchi, D., Lonigro, A., Zammuto, M., Baiocco, R., Longobardi, E., & Laghi, F. (2021). Food and alcohol disturbance among young adults during the COVID-19 lockdown in Italy: risk and protective factors. *Eat Weight Disord*. https://doi.org/10.1007/s40519-021-01220-6

that FAD was significantly and positively correlated to alcohol consumption, use of laxatives, self-induced vomiting, eating and weight concerns, and expressive suppression, and negatively correlated to social support and living with family. Hierarchical regression analysis revealed that alcohol consumption, eating concern, and expression suppression positively predicted FAD, while social support and living with the family were negative predictors. The results suggest that during the Covid-19 lockdown, preoccupation with eating and the use of expressive suppression may have increased vulnerability to FAD; conversely, perceived social support and living with family may have been a source of protection against this dysfunctional behavior.

With reference to the Covid-19 pandemic, Bianchi, Mari, Giannini, and Laghi (2021)[176] also considered psychological well-being of poor population. Specifically, they highlighted the role of protection factors such as social support and resilience. They also summarized the results of three studies that were conducted on people living in poverty conditions in Rome territory during the Covid-19 pandemic. Overall the studies highlighted that emotional pain in poor people increased during the pandemic: people felt lonely, depressed and with low levels of hope in the future. Moreover, women reported higher levels of suffering than men and people between the age of 45 and 55 reported the highest level of loneliness. In addition, more than the half of observed population reported that they did not have any social support outside family. Also, people generally associated negative emotions to aid requests; homeless people reported perceived lower resilience in emergency situations. As for the protective role of resilience, respondents with higher resilience were also those who were more protected with respect to mental health. Social support did not have a significant effect on well-being.

Morelli and colleagues (2021)[177] investigated the relationship between Dark Triad Personality Traits and experimental (i.e., sharing own sexts), risky (i.e., sexting under substance use and with strangers), and aggravated sexting (i.e., non-consensual sexting and sexting under pressure) across 11 countries. An online survey was completed by 6093 participants (M_{age} = 20.35; SD_{age} = 3.63) from 11

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[176] Bianchi D., Mari E., Giannini A.M., Laghi F. (2021). Il benessere psicologico durante la pandemia. Fattori di protezione in condizioni di povertà. In Ferrigni N. (a cura di). Le nuove povertà nel territorio di Roma Capitale. Aracne. ISBN: 979-12-5994-162-6 (pp.367-393).

[177] Morelli, M., Urbini, F., Bianchi, D., Baiocco, R., Cattelino, E., Laghi, F., Sorokowski, P., Misiak, M., Dziekan, M., Hudson, H., Marshall, A., Nguyen, T. T. T., Mark, L., Kopecky, K., Szotkowski, R., Toplu Demirtaş, E., Van Ouytsel, J., Ponnet, K., Walrave, M., . . . Chirumbolo, A. (2021). The Relationship between Dark Triad Personality Traits and Sexting Behaviors among Adolescents and Young Adults across 11 Countries. *International Journal of Environmental Research and Public Health*, 18(5), 2526. https://doi.org/10.3390/ijerph18052526

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different countries which covered four continents (Europe, Asia, Africa, and America). Participants completed the Sexting Behaviors Questionnaire and the 12-item Dark Triad Dirty Dozen scale. Hierarchical regression analyses showed that sharing own sexts was positively predicted by Machiavellianism and Narcissism. Machiavellianism and Psychopathy positively predicted both risky and aggravated sexting. The present study provided empirical evidence that different sexting behaviors were predicted by Dark Triad Personality Traits, showing a relevant role of Machiavellianism in all kinds of investigated sexting behaviors. Research, clinical, and education implications for prevention programs are discussed.

In recent years, structural and functional alterations in the cerebellum have been reported in autism spectrum disorder (ASD). Recent studies demonstrated that the social behavioral profile of individuals with cerebellar pathologies is characterized by a theory of mind (ToM) impairment, one of the main behavioral hallmarks of ASD. Clausi, Olivito, Laghi, Baiocco, Siciliano, Lupo, and Leggio (2021)[178] compared ToM abilities and underlying cerebello-cortical structural patterns between ASD individuals and individuals with cerebellar atrophy further to specify the cerebellar role in mentalizing alterations in ASD. Twenty-one adults with ASD without language and intellectual impairments (based on DSM-5), 36 individuals affected by degenerative cerebellar damage (CB), and 67 healthy participants were enrolled in the study. ToM abilities were assessed using the reading the mind in the eyes test and the faux pas test. One-way ANCOVA was conducted to compare the performances between the two cohorts. Three-dimensional T1-weighted magnetic resonance scans were collected, and a voxel-based morphometry analysis was performed to characterize the brain structural alterations in the two cohorts. ASD and CB participants had comparable ToM performance with similar difficulties in both the tests. CB and ASD participants showed an overlapping pattern of grey matter (GM) reduction in a specific cerebellar portion (Crus-II). Our study provides the first direct comparison of ToM abilities between ASD and CB individuals, boosting the idea that specific cerebellar structural alterations impact the mentalizing process. The present findings open a new perspective for considering the cerebellum as a potential target for treatment implementation. The present work will critically advance current knowledge about the cerebellar role in ToM alterations of ASD, particularly elucidating the presence of common cerebellar structural abnormalities in ASD and cerebellar individuals that may underlie specific mentalizing alterations. These findings may pave the

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[178] Clausi, S., Olivito, G., Siciliano, L., Lupo, M., Laghi, F., Baiocco, R., & Leggio, M. (2021). The cerebellum is linked to theory of mind alterations in autism. A direct clinical and MRI comparison between individuals with autism and cerebellar neurodegenerative pathologies. *Autism Res*, 14(11), 2300-2313. https://doi.org/10.1002/aur.2593

way for a strong clinical impact for alternative therapeutic indications, such as cerebellar neuromodulation.

Finally, Pezzella and colleagues (2021)[179] describe the IENE projects (2008-2022), which promotes a model for developing intercultural dialogue and enhancing the ability to provide culturally competent and compassionate care for the health and social care professionals at European national levels. The IENE 9 project, named "Developing a culturally competent and compassionate LGBT+ curriculum in health and social care education", builds on the work developed in the previous IENE projects and emphasizes the importance of addressing LGBT+ issues in health and social care education. Through an innovative Massive Open Online Course (MOOC), professionals will learn the skills to work towards building an LGBT+ inclusive health and social care system. Result. Notwithstanding the progress made in recent years on LGBT+ issues, research indicates that too little attention has been given to LGBT+ needs in health and social care settings. These remain substantial issues that are often ignored. The Authors aimed to present the IENE 9 project, given that greater efforts are needed to improve professionals' skills regarding the sexual and gender minority population. We strive to continue our efforts in promoting the well-being and mental health of LGBT+ people in health and social care education.

Emotional, Cognitive, Motivational, and Social Development

Various contributions focused on different facets of development: emotional, cognitive, and motivational development in relation to Inclusion.

Considering emotional development, Laghi and colleagues (2018)[180] investigated the positive association between the ability to effectively regulate and manage one's emotion and the engagement in empathic behavior and morally desirable actions. This study was designed to investigate how dispositional reliance on suppression and reappraisal impacted the cognitive and affective components of empathy and on social conduct, distinguishing among prosocial, internalizing, and externalizing behaviors. The results suggest that there are important distinctions

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[179] N Pezzella, A., Pistella, J., Baiocco, R., Kouta, C., Rocamora-Perez, P., Nielsen, D., Kuckert-Wöstheinrich, A., Dudau, V., & Papadopoulos, I. (2021). IENE 9 Project: Developing a Culturally Competent and Compassionate LGBT+ Curriculum in Health and Social Care Education. *Journal of Gay & Lesbian Mental Health.*doi:10.1080/19359705.2021.2012733

[180] Laghi F., Lonigro A., Pallini S., Baiocco R. (2018). Emotion regulation and empathy: which relation with social conduct? *Journal of Genetic Psychology, 179*(2),62-70. DOI: https://doi.org/10.1080/00221325.2018.1424705

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among the emotion regulation strategies and the components of empathy as they relate to one another and to prosocial behavior and problem conduct. Specifically, cognitive reappraisal was related to prosocial behavior through the empathic concern. While internalizing behavior was associated with emotion regulation strategies, externalizing behavior was only related to perspective-taking ability.

By analyzing the evaluation of executive functions in educational contexts and their role in the development of the theory of mind Longobardi and colleagues (2021)[181] examined the way in which behavioral difficulties in cool and hot EFs relate to measures of cognitive and affective ToM in preschoolers. A total of 144 children between 35 and 71 months were assessed with a first-order false-belief task (measuring cognitive ToM), the Test of Emotion Comprehension (measuring affective ToM) and a control task measuring productive language. Teachers filled in the preschool version of the Behavior Rating Inventory of Executive Function (BRIEF-P), a questionnaire examining children's difficulties in educational settings in five different areas tapping both cool (Working Memory, Shift, Plan/Organize) and hot EFs (Inhibition and Emotional Control). Multiple regressions showed that cognitive ToM was predicted by productive language and executive difficulties in the Working Memory subscales of the BRIEF-P, whereas affective ToM was only predicted by age and productive language.

In another study that again looks at preschool-aged children Zava and colleagues (2020)[182] examined the links between feelings of empathy and empathetic behaviors. Although shy children have been described as less empathetic than their more sociable peers, this may be due to a performance rather than a competence deficit. The aim of this study was to explore the moderating role of shyness in the association between empathic feelings and empathic-related reactions. Participants were 212 preschooler (M_{age} = 58.32 months, SD_{age} = 10.72). Children provided self-reports of empathetic feelings, parents rated child shyness and empathic behaviors (e.g., reparative behaviors), and teachers assessed indices of socio-emotional functioning (e.g., prosocial behaviors). Results revealed interaction effects between empathic feelings and shyness in the prediction of outcome variables. Among children with lower levels of shyness, empathy rated by children was

[181] Longobardi E., Spataro,P., Morelli, M., & Laghi, F. (2021): Executive function ratings in educational settings: concurrent relations with cognitive and affective theory of mind, Early Child Development and Care, DOI: 10.1080/03004430.2021.1975692

[182] Zava, F., Sette, S., Baumgartner, E. and Coplan, R.J. (2021), Shyness and empathy in early childhood: Examining links between feelings of empathy and empathetic behaviours. Br J Dev Psychol, 39: 54-77. https://doi.org/10.1111/bjdp.12347

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positively related to empathetic and reparative behaviors (rated by parents) and prosocial behaviors (rated by teachers). At higher levels of shyness, these relations were attenuated. These results can be interpreted to suggest that although shy children may not differ from their more sociable counterparts in experiencing empathy, they seem to be less likely to act empathically.

Returning to consider the development of executive functions Giovannoli and colleagues (2020)[183] examined the role of bilingualism in children and adolescents. Approximately half of the world's population is bilingual or multilingual. The bilingual advantage theory claims that the constant need to control both known languages, that are always active in the brain, to use the one suitable for each specific context improves cognitive functions and specifically executive functions. However, some authors do not agree on the bilingual effect, given the controversial results of studies on this topic. This systematic review aims to summarize the results of studies on the relationship between bilingualism and executive functions. The review was conducted according to PRISMA-statement through searches in the scientific database PsychINFO, PsycARTICLES, MEDLINE, and PUBMED. Studies included in this review had at least one bilingual and monolingual group, participants aged between 5 and 17 years, and at least one executive function measure. Studies on second language learners, multilingual people, and the clinical population were excluded. Fifty-three studies were included in the systematic review. Evidence supporting the bilingual effect seems to appear when assessing inhibition and cognitive flexibility, but to disappear when working memory is considered. The inconsistent results of the studies do not allow drawing definite conclusions on the bilingual effect. Further studies are needed; they should consider the role of some modulators (e.g., language history and context, methodological differences) on the observed results.

From the point of view of students' and teachers' emotions, Bombi and colleagues (2020)[184] described the emotions of students and teachers in positive and negative interpersonal situations, as they are depicted in the drawings of 245 children from 2nd to 5th grade of primary school (7 to 11 years of age). The Scale of Emotions from PAIR was used to categorize the emotions of pupil and teacher in two situations (positive and negative) and derive the corresponding Emotional climates. Chi-square was employed for various comparisons. (1) The distribution of Emotions categories showed, as expected, a prevalence of positive, shared emotions in the positive situation and a

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[183] Giovannoli J, Martella D, Federico F, Pirchio S, Casagrande M. The Impact of Bilingualism on Executive Functions in Children and Adolescents: A Systematic Review Based on the PRISMA Method. Front Psychol. 2020 Oct 6;11:574789. doi: 10.3389/fpsyg.2020.574789. PMID: 33123054; PMCID: PMC7573143.

[184] Bombi, A. S., Cannoni, E., Gallì, F., Di Norcia, A.(2020). Students' and teachers' emotions. A study with children's drawings. Psychology Hub, 37(1), 13-18.DOI: 10.13133/2724-2943/16897

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prevalence of negative, often contrasting emotions in the negative situation. (2) Gender difference emerged only in the positive situation, in which girls represented themselves as happy more frequently than boys: (3) Grade difference emerged only in the negative situations, in which children of the 5th grade represented their teacher with a neutral face more often than children of the 2nd grade, who tended to represent her as happy or sad. These results are interpreted in the light of boys and girls school adaptation and their increasing ability to understand and represent problematic interpersonal situations in school.

Pallini and colleagues (2020)[185] attempted to analyze suicide intent and emotion dysregulation in NSSI adolescents in the framework of the attachment representations and exploring these clues of emotion dysregulation characteristics of insecure attachment in line with the debate surrounding the association between non-suicidal self-injury (NSSI), suicidal intent, and suicidal behavior, and between NSSI and dysregulation processes. Furthermore, the authors intended to focus on these attachment-related segregated systems regarding death and suicidal ideations to explore how differently they would characterize self-injuring adolescents with and without suicide attempts. Thirty-four NSSI inpatient adolescents, 17 with suicide attempts, 17 without suicide attempts, and 17 healthy controls (age 11–17) were assessed using Adult Attachment Projective, which allows for the classification of attachment status and related emotion dysregulation and segregated systems. The majority of the NSSI group with and without suicide attempts showed unresolved (disorganized) attachment-related representations and clues of damaged reflective functions, whereas only the NSSI with suicide attempts showed clues of impaired interpersonal relationships. The two clinical groups used words expressing suicidal intent, whereas the healthy group did not. Therapists are encouraged not to underestimate suicidal ideation in NSSI regardless of whether or not they have already attempted suicide.

As regards the experience of emotions in the school context, Alivernini and colleagues (2020)[186] investigated, based on a sample of 26,470 high-school students and 1,472 classrooms, the relationship of individual characteristics (immigrant background, gender, socioeconomic status, and achievement) as well as classroom characteristics (group composition and size) with students'

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[185] Pallini S., Terrinoni A., Iannello S., Cerutti R., Ferrara M., Fantini F. Laghi F. (2020). Attachment representations and suicidal ideations in Non-suicidal SelfInjury Adolescents with and without suicide attempts: A Pilot study. Suicide and LifeThreatening Behavior. DOI: 10.1111/sltb.12633

[186] Alivernini, F., Cavicchiolo, E., Manganelli, S., Chirico, A., & Lucidi, F. (2020). Students' psychological well-being and its multilevel relationship with immigrant background, gender, socioeconomic status, achievement, and class size. *School Effectiveness and School Improvement*, *31*(2), 172-191. https://doi.org/10.1080/09243453.2019.1642214

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feelings at school. The results showed that females, low achievers, immigrants, and low-SES students are more at risk of psychological distress at school, with gender and achievement being the most important factors. Doubly latent model analysis revealed that whereas individual socioeconomic status and achievement positively impact students' feelings, the effect of the two variables at the classroom level is negative. The impact of immigrant classroom composition seems to be limited to positive affect and dependent on students' immigrant generation. Finally, students in smaller classrooms show more psychological well-being at school.

As for cognitive development, a consistent number of studies addressed various aspects related to cognitive functioning and development. As for self-representation, we know that it is built, maintained and updated across the lifespan. Studies demonstrate that detecting body-related multisensory congruency builds bodily and facial self-representations that are crucial to developing self-recognition. Studies showing that the bodily self is more malleable than previously believed were mainly concerned with full-bodies and non-facial body parts. Crucially, however, intriguing recent evidence indicates that simple experimental manipulations could even affect self-face representation that has long been considered a stable construct impervious to change. Porciello and colleagues (2018)[187], in their review, discussed how Interpersonal Multisensory Stimulation (IMS) paradigms could be used to temporarily induce Enfacement, i.e., the subjective illusion of looking at oneself in the mirror when in fact looking at another person's face. The authors showed that Enfacement is a subtle but robust phenomenon occurring in a variety of experimental conditions and assessed by multiple explicit and implicit measures. They critically discussed recent findings on i) the role of sensory extero/proprioceptive (visual, tactile, and motor) and interoceptive (cardiac) signals in self-face plasticity, ii) the importance of multisensory integration mechanisms for the bodily self, and iii) the neural network related to IMS-driven changes in self-other face processing, within the predictive coding theoretical framework. In a later work, Bufalari and colleagues (2019)[188] showed that self-face processing could be affected by synchronous manipulation, called "enfacement", paving the way to novel paradigms for exploring defective self-representation and self-other interactions.

The attention mechanism is related to both voluntary and automatic processes that may be summarized in three distinct networks: alert, orientation, and inhibitory control. Different contextual

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[187] Porciello G. , Bufalari I. , Minio-Paluello I., di Pace E., Aglioti S.M. (2018). "The 'Enfacement' illusion: a window on the plasticity of the self." *Cortex*. Jul;104:261-275. doi: https://doi.org/10.1016/j.cortex.2018.01.007. (IF: 4.279. 5-Years IF: 4.703).

[188] Bufalari I.*, Sforza A.L., Di Russo F., Mannetti L., Aglioti S.M. (2019). "Malleability of the self: electrophysiological correlates of the enfacement illusion." *Scientific Reports*, 9(1),1682. doi: 10.1038/s41598-018-38213-y

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and relational situations can modulate these networks. Federico (2020) explains how a combination of natural and social stimuli can positively affect the attentional processes. It has been proposed that exposure to the natural environment can positively affect direct attention, a common resource supporting both executive functioning and self-regulation processes in cognition. It has been suggested that the decrease of the effort required to voluntary control attention from the bottom upwards could determine some internal reflection that may support creative thinking secondarily to a simultaneous reduction in the effort required to orient attention between thoughts and impressions. In the authors' view, exposure to natural and green environments improves attentional processes and involvement in social relationships. The development of the orientation and inhibitory control networks is sensitive to the social nature of the stimuli. For instance, in a task including socially relevant stimuli, the efficiency of these two attentional networks increases in children, adults, and elderly subjects. Social attention, starting very early in life (joint attention), is a very important mechanism for regulating social relationships. A key for better development of cognitive functions such as attentional processes is the promotion of the immersion in the natural environment and the involvement in social relationships

Scalisi and colleagues (2020)[189] studied the speed factor on the completion of Raven's Colored Matrices (CPM), one of the most used tests for assessing fluid intelligence in children. Although the speed factor is considered important for measuring this construct, normative data for speed are not available for the CPM test. The speed contribution to the test performance is not known in the literature. To help fill these gaps, we provide the CPM Accuracy and Speed norms and data on the relationship between the two measures, concerning a sample of 468 Italian children aged 5-6 years. A negative correlation emerged between accuracy and speed for the Ab and B Sets of the test, which include the most complex problems. The association in Set B (the most difficult) between a decrease in accuracy and an increase in speed suggests the prevalence of random responses, advising the exclusion of this Set from the computation of the total score in the considered ages. Comparisons between three groups of children (inaccurate and fast; inaccurate and slow; accurate and slow) indicate that the poor accuracy of fast children may be due to an impulsive approach to the task. This pattern of results questions the practice of evaluating the test performance considering only the accuracy factor.

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[189] Scalisi T.G., Cannoni E., Traversari L. (2020) Relationship between Accuracy and Speed in the Raven's Coloured Progressive Matrices test: normative data for Italian children aged 5-6 years. *Psychology Hub, XXXVII* (2) 7-16. DOI: 10.13133/2724- 2943/17165.

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Pallini and colleagues (2018)[190] examined the predictive role played by the three-time perspective's dimensions (Present-Hedonistic, Present-Fatalistic and Future) on the satisfaction with life and the mediational role of hope in adolescence using cross-sectional data. The results show that Present-Hedonistic predicts life satisfaction directly and indirectly (through an agency); Future and Present-Fatalistic predict indirectly (through agency) the life satisfaction: the Present-Hedonistic and Future predicted the pathway it does not seem to play a role of mediator. This model is the same for males and females. These results offer new useful guidance to adolescents' counsellors and educators that should endeavor to increase the hope of both Present and Future-oriented adolescents. The mechanisms of regulation of emotions play a fundamental role in preventing risky behaviors and regulating behavior in educational contexts.

Worrel and colleagues (2021)[191] analyzed time perspective constructs in Albanian and Italian adolescents. Time perspective is an important correlate of developmental outcomes in adolescence, and research has highlighted the importance of assessing the past, the present, and the future. However, few instruments assess all three time periods. In the current study, we examined the responses of Italian and Albanian adolescents on the time-frequency, time orientation, time relation, and time attitude subscales of the Adolescent and Adult Time Inventory. Participants consisted of two samples of adolescents—246 Italians and 312 Albanians—who completed translated versions of the Adolescent and Adult Time Inventory. Italian and Albanian adolescents had similar responses to time-frequency and time attitudes but differed in time orientation and time relation. Additionally, psychometric evidence supported the internal consistency and structural validity of scores on five of the six-time attitude subscales—Past Positive, Past Negative, Present Positive, Present Negative, and Future Positive—but provided less support for Future Negative subscale scores. Time attitude scores showed strong invariance across countries. Comparisons of time attitude mean scores in this study with time attitude means in samples from Germany, Japan, Italy, New Zealand, Turkey, and the United States revealed similarities and differences. Finally, time constructs did not have substantial associations with risky behaviors or seatbelt use. The findings suggest that the Adolescent and Adult Time Inventory can be used in cross-cultural research on time perspective and may help us understand adolescents in these contexts.

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[190] Pallini S., Milioni M., Laghi F., Vecchio M. G. (2018). The Ant and the Grasshopper: The Mediating Role of Hope in the Relationship between Adolescents' Perspective Time and Satisfaction with life. *Journal of Happiness Studies, 19*(2) 351-364. Doi: 10.1007/s10902-016-9821-2

[191] Worrell F. C., Mello Z. R., Laghi F., Baiocco R., Lonigro A. (2020). Time Perspective Constructs in Albanian and Italian Adolescents. *Psychological Reports*. DOI: 10.1177/0033294120913493

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Lonigro and colleagues (2020)[192] compared syntactic properties and mental state language (MSL) used in narrative stories and persuasive essays written by 162 children attending the third and the fifth grades of the Italian elementary schools. Results showed that children used a higher number of total words and total propositions, independent and coordinate propositions, in narrative writing than in persuasive writing. Conversely, a major number of subordinate propositions and MSL were used in persuasive essays. If emotional and volitional terms prevailed in narrative stories, moral terms best characterized persuasive essays. Age differences revealed that older children outperformed younger children on independent propositions and overall linguistic measures. Conversely, younger children used more coordinate propositions. Despite delimitations of the study, these preliminary results encourage persuasive and narrative texts as valid and ecological tools to assess and promote the use of different forms of complex language during middle childhood.

Taking into account the social withdrawal Zava and colleagues (2021)[193] stated that social interactions and relationships are a fundamental component of human life and important aspects of positive social, emotional, and cognitive development (Rubin and colleagues, 2015). Across development, participating in positive social interactions influence concurrent long-term health and well-being (Umberson and Montez, 2010). In this vein, lacking in the quantity or in the quality of social interactions may have a negative impact on children and adolescents' socio-emotional development (Edwards and Hans, 2015; Rubin and colleagues, 2009). Some children and adolescents frequently withdraw from the opportunity to play or socialize with others—a process defined as social withdrawal (Coplan and Rubin, 2010). Historically, social withdrawal has been conceptualized as a broad risk factor for negative peer experiences (e.g., exclusion, victimization) and internalizing problems (e.g., anxiety, depression) (Rubin and colleagues, 2009). Contemporary researchers now espouse more complex conceptual models to describe social withdrawal, shifting from a unidimensional to a multidimensional approach (Asendorpf, 1990; Coplan and colleagues, 2015a). Therefore, social withdrawal is now recognized as a heterogeneous, multifaceted, and multidimensional construct that encompasses different underlying emotional, motivational, and psychological substrates. As a result, contemporary researchers distinguish subtypes of social withdrawal (shyness, unsociability, social avoidance), conceptualized as combinations of social

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[192] Lonigro A., Longobardi E., Laghi F. (2018). Narrative and persuasive texts written by pupils across primary school. *European Journal of Developmental Psychology*. DOI: 10.1080/17405629.2018.1555459

[193] Zava, F., Sette, S., Baumgartner, E., & Coplan, R.J. (in press). Social withdrawal. In M. Prinstein (Section Ed.) The encyclopedia of child and adolescent health. Elsevier.

approach motivations and social avoidance motivations (Asendorpf, 1990). These subtypes of social withdrawal appear to be uniquely related to indices of socio-emotional functioning (Coplan and colleagues, 2015b; Li et al., 2016a,b). The aim of this article is to describe the different subtypes of social withdrawal and their socio-emotional characteristics in childhood and adolescence.

Sette and colleagues (2021)[194] analyzed the links between child shyness and indices of internalizing Shyness in childhood has been linked to socio-emotional difficulties such as anxiety, depression, and loneliness. On the contrary, positivity (i.e., a personal tendency to see oneself, life, and future in a positive light) has been described as a protective factor. Given the challenges experienced by children during the first wave of the Covid-19 pandemic (e.g., closure of school and confinement), we aimed to test the potential protective role of positivity and how it may link child shyness and indices of internalizing problems (i.e., anxiety, depression, loneliness) during the first wave of the pandemic. Participants were N=236 children (Ma$_{ge}$ = 9.25years, SD$_{age}$=1.20) from Italy, Spain, and the United Kingdom, the three worst-hit countries in Europe when the data were collected (April-June, 2020). Children completed online self-evaluation scales to assess temperamental shyness, positivity, and indices of internalizing problems during the Covid-19 pandemic. Results from a multivariate regression analysis revealed significant interaction effects between shyness and positivity in the prediction of outcome variables. Follow-up simple slope analyses indicated that shyness was positively related to depression only among children with lower levels of positivity. The study highlights the role of children's positivity in buffering the pernicious link between shyness and their negative feelings during the pandemic.

Relatedly, Zava et al. (2019)[195] analyzed children's perceptions beliefs, and anticipated outcomes about different types of social withdrawal (shyness, unsociability, social avoidance). Participants were $N = 212$ children ($n = 110$ boys) aged 2.55–6.37 years ($M_{age} = 4.86$, $SD_{age} = 0.89$) recruited from three preschools and kindergartens in Italy. Children were interviewed individually and asked about hypothetical peers displaying different types of social withdrawal (i.e., shy, unsociable, socially avoidant) and for comparison purposes, aggressive and socially competent behaviors were also assessed. Among the three vignettes depicting types of withdrawn children,

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[194] Stefania Sette, Antonio Zuffianò, Belén López-Pérez, Jane McCagh, Gian Vittorio Caprara & Robert J. Coplan (2021): Links between Child Shyness and Indices of Internalizing Problems during the COVID-19 Pandemic: The Protective Role of Positivity, The Journal of Genetic Psychology, DOI: 10.1080/00221325.2021.2011093

[195] Zava F., Watanabe L.K., Sette S., Baumgartner E., Laghi F., Coplan R.J. (2019). Young Children's Perceptions and Beliefs about Hypothetical Shy, Unsociable, and Socially Avoidant Peers at School. Social Development. DOI: 10.1111/sode.12386

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children rated the hypothetical shy peer as having the highest social motivations, the unsociable peer as receiving the least sympathy from others, and the avoidant peer as being the least intelligent and least liked by the teacher. In addition, girls reported wanting to play more with the shy peer than boys, and kindergarteners reported a higher affiliative preference for all subtypes of socially withdrawn peers than preschoolers. These findings suggest, according to the Authors, that Italian young children have a quite sophisticated ability to differentiate among the different social motivations and emotions that may underlie social withdrawal.

Specific contributions also tackled cognitive development in children and adolescents. In this respect, Cavicchiolo and colleagues (2020)[196] investigated the impact of first and second-generation immigrant children's proficiency in the host country language on their psychological well-being one year later. The effects of gender, family SES, and classmates' characteristics were also examined. A structural equation model was tested on 2334 immigrant children in a representative sample of 561 Italian primary schools taking measurement errors into account. Children's language proficiency significantly predicted their psychological well-being one year later, both in first and second immigrant generations (B = .23; p < .001). None of the other variables had a significant impact. Improving the language skills of immigrant children could promote their mental health, regardless of their backgrounds and whether they were born in the host country or not.

Cavicchiolo and colleagues (2020)[197] examined some psychological aspects of the academic adjustment and social inclusion of young people with an immigrant background at school, addressing some methodological issues and discussing the empirical evidence obtained from representative samples of students in Italy. Initially, they examined methodologies related to the analysis of grouped data, with reference to procedures based on statistical correction and multilevel analysis. The choice of which approach is to be used should be based on the research questions, for example, by clarifying whether they are asked at an individual or at a group level. Subsequently, they considered the problem of conducting school investigations on sensitive issues, where exclusive use of closed questions can be problematic. Instruments featuring open questions based on metaphors have, in

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[196] Cavicchiolo, E., Manganelli, S., Bianchi, D., Biasi, V., Lucidi, F., Girelli, L., Cozzolino, M., & Alivernini, F. (2020b). Social inclusion of immigrant children at school: the impact of group, family and individual characteristics, and the role of proficiency in the national language. *International Journal of Inclusive Education*, 1-21. https://doi.org/10.1080/13603116.2020.1831628

[197] Cavicchiolo, E., Alivernini, F., & Lucidi, F. (2020). Lo studio dell'adattamento scolastico e dell'inclusione sociale degli studenti immigrati in Italia: sfide metodologiche ed evidenze empiriche. *Ricerche di Psicologia, 43*(1),301-326.https://doi.org/10.3280/RIP2020-001014

this case, the advantage of allowing students to use their own words based on their personal experiences, making it possible to deal with delicate subjects indirectly. Evidence-based on representative samples shows that, as regards academic adjustment, an immigrant pupil in primary school is, on average, more and better motivated regarding his/her activities at school than are his/her peers. At the same time, immigrant students use less self-regulated cognitive strategies in secondary school. In both cases, first generations show a more adaptive pattern than second generations. Regarding social inclusion, Italian studies show that an immigrant student in the class has lower levels of peer acceptance and has fewer friends than native pupils. Moreover, he/she reports being victimized more frequently at school than other students. Second-generations are more socially included than first-generations suggesting an assimilation effect. Finally, regarding attitudes towards immigrants, Italian data show students' perceptions that cannot be described simply using a positive/negative dichotomy from a cognitive and emotional perspective.

Alivernini and colleagues (2019)[198] investigated the relationship between teacher support at school intended to promote students' autonomy and immigrant adolescents' psychological well-being. A structural equation model was tested on 3130 immigrant adolescents who attended a representative sample of 654 Italian high schools. Gender, socioeconomic status, previous school achievement and immigrant generation were included in the analysis as control variables. Results showed that when teachers are perceived as adopting an approach supportive of autonomy, immigrant adolescents report significantly higher levels of psychological well-being. Gender appears to be the most relevant background factor, with girls being more at risk than boys regarding mental health. Overall, our findings suggest that interventions of enacted support by teachers at school that aim to foster students' autonomy would be an effective approach for protecting against mental illness in immigrant adolescents.

In a more general context, Barcaccia and colleagues (2020)[199] intended to test the mediational role of self-reassurance, self-hate and self-inadequateness on the relationships between depression and interpersonal forgiveness, avoidance and revenge, respectively. Participants were 2105 adolescents (N = 979 boys; 1126 girls) ranging from 13 to 20 years. Participants completed self-report

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[198] Alivernini, F., Cavicchiolo, E., Manganelli, S., Chirico, A., & Lucidi, F. (2019a). Support for Autonomy at School Predicts Immigrant Adolescents' Psychological Well-being. *J Immigr Minor Health*, *21*(4), 761-766. https://doi.org/10.1007/s10903-018-0839-x

[199] Barcaccia, B., Salvati, M., Pallini, S., Baiocco, R., Curcio, G., Mancini, F., & Vecchio, G. M. (2020). Interpersonal Forgiveness and Adolescent Depression. The Mediational Role of Self-reassurance and Self-criticism. *Journal of Child and Family Studies*, *29*(2), 462-470. https://doi.org/10.1007/s10826-019-01550-1

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questionnaires measuring their perceived depressive symptoms (Children's Depression Inventory), perceived state forgiveness (Transgression-Related Interpersonal Motivations Inventory-18) and perceived Self-Criticism and Self- Reassurance. The results showed that the feelings towards oneself mediated the associations of feelings and motivations towards others with depression. Specifically, the more participants were benevolent and forgiving, the more they were self-reassured and, consequently, the less they reported depressive symptomatology.

On the contrary, the more they were avoidant or vengeful, the more they criticized and attacked themselves, and, as a consequence, the more they reported depressive symptomatology. Overall, these findings highlight the importance of promoting a self-reassuring attitude towards oneself to reduce the negative effects of avoidance and revenge on depression and increase the beneficial effects of interpersonal forgiveness. Self-criticism only exacerbates the suffering, whereas a warm and reassuring attitude towards others and oneself reduces depressive symptomatology.

Bonifacci and colleagues (2020)[200] investigated rumination, a cognitive process characterized by a repetitive thinking focused on negative feelings and thoughts, which is a significant predictor for the onset of internalizing symptoms and has also been found to run in families. Rumination has never been studied in children with specific learning disorders (SLD), a population that, due to its condition, might encounter more difficulties in daily life and is at risk of increased psychological distress compared to typically developing (TD) peers. The present study covers this gap by examining whether children with SLD and their parents tend to use rumination more than TD peers and their parents. The study also explores associations between rumination and children's and parents' emotional profiles. Results on 25 children with SLD and 25 TD peers and their parents (n = 150) showed higher levels of rumination in children with SLD when referring to a negative social situation and higher levels of rumination in both mothers and fathers of children with SLD. Modest correlations between parents and children's rumination traits were also found. This study offers evidence on rumination as a possible risk factor for children with SLD, particularly when dealing with social contexts.

Alivernini and colleagues (2018)[201] examined the use of self-regulated cognitive strategies in immigrant and native students and boys and girls. Preliminarily, they examined the psychometric

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[200] Bonifacci, P., Tobia, V., Marra, V., Desideri, L., Baiocco, R., & Ottaviani, C. (2020). Rumination and Emotional Profile in Children with Specific Learning Disorders and Their Parents. *International Journal of Environmental Research and Public Health*, *17*(2), 389. https://doi.org/10.3390/ijerph17020389

[201] Alivernini, F., Manganelli, S., Cavicchiolo, E., Chirico, A., & Lucidi, F. (2019). The use of self-regulated cognitive strategies across students with different immigrant backgrounds and gender. *Journal of Psychoeducational Assessment*, *37*(5), 652-664.

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properties and measurement invariance across the groups of the short four-factor scale adopted. Immigrant students report less use of self-regulated cognitive strategies than natives and that this use diminishes from one generation of immigrants to the next. Also, boys report lower levels of cognitive self-regulation than girls. On the whole, these findings indicate that male and immigrant students systematically use less self-regulated cognitive strategies in studying. Improvements in their cognitive self-regulation should therefore increase the chances of academic success in these groups of students, which tend to have lower performances at school across the industrialized countries.

Finally, considering social development, Lonigro and colleagues (2018)[202] investigated the mediating role of social conduct in the relation between theory of mind (ToM) and sociometric peer status. One hundred and seventy-seven 8- to 11-year-olds filled out a battery encompassing advanced ToM skill, verbal ability and sociometric peer status, expressed in terms of social preference and social impact. A questionnaire on students' externalizing, internalizing and prosocial behaviors was administered to teachers. Only externalizing behavior mediated the link between ToM and social impact, controlling for age, gender, and verbal ability. Implications and suggestions for future research were discussed.

In a subsequent study Zammuto and colleagues (2021)[203] examine the association between vagal heart tone and theory of mind, in a meta-analysis study. In the past decades, accumulating evidence has shown that heart rate variability (HRV), an index of parasympathetic control of the heart, is linked to behavioral regulation, social competence, and social cognition abilities, all implicated—to some extent—in ToM. This study aims to systematically review and meta-analyze the available studies, investigating the relation between ToM and HRV in typically developing people. Six studies were eligible for the meta-analysis, yielding a significant association between HRV and ToM of a small-to-medium effect size (g = 0.44). This result was not influenced by publication bias. Due to the small number of studies eligible for the meta-analysis, it was not possible to test for the effect of categorical moderators. The moderating role of sex and quality of the studies was examined by meta-regression analysis. Moderation analysis did not yield any significant effect; however, at a descriptive level, studies yielding the largest effect size were characterized by the use of high frequency-HRV

[202] Lonigro A., Baiocco R., Pallini S., Laghi F. (2018). Theory of mind and sociometric peer status: The mediating role of social conduct. *Frontiers in Psychology, 9,* 2191. DOI: 10.3389/fpsyg.2018.02191

[203] Zammuto M, Ottaviani C, Laghi F and Lonigro A (2021) The Heart in the Mind: A Systematic Review and Meta-Analysis of the Association Between Theory of Mind and Cardiac Vagal Tone. Front. Physiol. 12:611609. doi: 10.3389/fphys.2021.611609

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assessment at rest and the Reading the Mind in the Eyes Test to evaluate ToM abilities. The results preliminarily suggest that tonic HRV might be used as an indicator of the ability to understand the content of mind of others.

The study of Zava and colleagues (2020)[204] aimed to explore young children's perceptions, beliefs, and anticipated outcomes about different types of social withdrawal (shyness, unsociability, social avoidance). Participants were N = 212 children (n = 110 boys) aged 2.55–6.37 years (M_{age} = 4.86, SD_{age} = 0.89) recruited from three pre-schools and kindergartens in Italy. Children were interviewed individually and asked about hypothetical peers displaying different types of social withdrawal (i.e., shy, unsociable, socially avoidant). For comparison purposes, aggressive and socially competent behaviors were also assessed. Among the three vignettes depicting types of withdrawn children, children rated the hypothetical shy peer as having the highest social motivations, the unsociable peer as receiving the least sympathy from others, and the avoidant peer as being the least intelligent and least liked by the teacher. In addition, girls reported wanting to play more with a shy peer than boys, and kindergarteners reported a higher affiliative preference for all subtypes of socially withdrawn peers than preschoolers. These findings suggest that young Italian children have a sophisticated ability to differentiate between different social motivations and emotions that may underlie social withdrawal.

Federico and colleagues (2021)[205] stated that it is not known whether social information can modulate the age-related decline since aging seems to be associated with impairment of attentional network functioning. The authors used three variants of the Attention Network test to examine the age-related decline of attentional effects in response to stimuli with and without social-cognitive content. Three groups of younger, middle-aged, and older participants performed the ANT, using fish, drawings, or photographs of faces looking to the left or right as target and flanker stimuli. The results showed that both executive attention and alerting were more resistant to the age-related decline with social stimuli and that orienting attention scores showed a progressive increase with age in the presence of this kind of stimuli. These findings underline the importance of social information in modulating and contrasting the age-related decline and support the status of human faces as a special class of visual stimuli for the human attentional systems.

[204] Zava, F., Sette, S., Baumgartner, E., & Coplan, R.J. (2021). Social withdrawal. Reference Module in Biomedical Sciences. Elsevier. https://doi.org/10.1016/B978-0-12-818872-9.00040-6

[205] Federico, F., Marotta, A., Orsolini, M., & Casagrande, M (2021). Aging in cognitive control of social processing: evidence from the attention network test. *Aging, Neuropsychology, and Cognition, 28*(1), 128-142, DOI: 10.1080/13825585.2020.1715336

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Considering additional facets of human development and social experiences, Cancellieri and colleagues (2020)[206]focused on the role played by environmental factors on users' evaluation of a museum visit. They carried out an empirical investigation to detect visitors' satisfaction and assessment of museum experience, with a special focus on its recreational areas (i.e., gift shop and restaurant/cafeteria). A sample of 160 visitors of two museums of Rome (50% Italians and 50% English mother tongue) completed a questionnaire including scales on affective qualities of places, satisfaction towards the visit, and motives for the visit. Results showed the relevance of recreational areas, especially the gift shop, in facilitating the creation of a positive relationship between the visitor and the museum environment. Users' assessment was also associated with differences in visitors' mother tongue, age, educational level and motives underlying the visit.

Similarly, Recupero, Talamo, Triberti, and Modesti (2019)[207] focused on the contributions that different museology and on the contributions disciplines and professionals (i.e., from marketing, computer science, psychology, and pedagogy) can provide to museum management, encouraging the development of a new conception of museology. Specifically, psychology has affected the overall conception of the museum and the visitors toward a more holistic vision of the museum experience as a complexity of memory, personal drives, group identity, meaning-making process, and leisure preferences. In this regard, as stressed by the Authors, psychological research contributes to advancing the scientific knowledge about psychological and social phenomena related to the visitor experience and designing innovative technologies and future tourism services. In the present contribution, the Authors used the Socio-Cultural Activity Theory (AT) as a theoretical framework to conceptualize the museum visit as an activity mediated by the technology and to better identify the factors shaping the interaction between the visitors and the technologies. To do so, a case study was presented: qualitative research performed at the Ara Pacis Museum in Rome (Italy) to analyze the visitor experience of a tour that integrates augmented and virtual reality. Information derived from applying AT to visitors' experience highlights technology's value as a mediating tool between the museum mission and the visitor experience, considering the interaction between visitors' characteristics, museum environmental dimensions, and technology's features.

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[206] Cancellieri, U. G., Manca, S., Laurano, F., Molinario, E., Talamo, A., Recupero, A., Bonaiuto, M. (2018). Visitors' satisfaction and perceived affective qualities towards museums: the impact of recreational areas. *Rassegna di Psicologia, 35*(1), 5-18. http://dx.doi.org/10.4458/0135-01

[207] Recupero, A., Talamo, A., Triberti, S., Modesti, C. (2019) Bridging museum mission to visitors' experience: Activity, meanings, interactions, technology. *Frontiers in Psychology, Organizational Psychology* https://doi.org/10.3389/fpsyg.2019.02092

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Considering the contribution that technologies can provide to various aspects of individuals' life, Recupero, Triberti, Modesti, and Talamo (2018)[208], also highlighted how mixed-reality can promote cross-cultural integration. Specifically, the Authors focused on the use of augmented reality as means to foster the process of social inclusion enabling meaningful practices that include the social, cultural, and emotional aspects in immigrants' intercultural communication with people in the receiving culture. To sum up, the Authors argued that the proposed concept: a) acts on how the new environment is perceived by "revealing" the cultural meanings, the practices, memories and personal representations developed by the community; b) builds virtual bridges to decrease immigrants' sense of distance from their countries of origin and feelings of isolation; c) is based on digital storytelling as a practice to make meaning and share experiences of places, events and people.

Relatedly, focusing on immersive technics of fruition of art, Recupero, Talamo, Appetiti, and Gobbo (2018)[209] highlighted the importance and implications of promoting education and knowledge on the art heritage through augmented reality describing the specific intervention that was implemented with regards to the Ara Pacis in Rome.

Based on a multisensory approach Alves and colleagues (2021)[210] explored the soundscape and the atmosphere of the Gigli di Nola cultural festival in Italy. Despite its cultural significance as a UNESCO site, the soundscape and atmosphere of the festival has scarcely been explored. This study examines how the physical and spatial arrangement of Nola shapes the enactment of the festival's soundscape, atmosphere, and behavior of its participants. It further investigates how the rhythmic qualities of the music are related to bearers' spatial maneuvers and to non-bearers' participation in the festival. Through the use of rhythmanalysis and a mixed method approach, the results reveal the festival to be deeply connected to Nola's urban fabric and community life. The spatial arrangement of the historic streets with their nodes and boundaries, forge body–space relationships that indicate place, people, and music, are interconnected in the Gigli festival. The soundscape dominates the atmosphere of the festival, which in turn affects non-bearers and bearers' behavior. These rhythmic

[208] Recupero, A., Triberti, S., Modesti, C., Talamo, A. (2018). Mixed Reality for Cross-Cultural Integration: Using Positive Technology to Share Experiences and Promote Communication. Frontiers in Psychology, DOI: 10.3389/fpsyg.2018.01223

[209] Recupero, A., Talamo, A., Appetiti, L., Gobbo, A. (2018). Promoting the heritage through AR and VR: the Ara Pacis as it was. Journal of Immersive Education

[210] Susana Alves, Maria Di Gabriele, Saverio Carillo, Massimiliano Masullo, Luigi Maffei, Exploring the soundscape and the atmosphere of the Gigli di Nola cultural festival in Italy, Emotion, Space and Society, Volume 41, 2021, 100848,ISSN 1755-4586, https://doi.org/10.1016/j.emospa.2021.100848.

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qualities also guide the parading of the Gigli festival for its participants. We conclude by pointing to a lively view of culture to promote UNESCO's management of cultural festivals.

Positive developmental outcomes among youth living in poverty have rarely been studied. Despite numerous risk factors, it is important to understand the factors that contribute to positive developmental outcomes among youth in poverty. Using the Self-Determination Theory framework, Alivernini and colleagues (2021)[211] investigated the contribution of basic psychological needs of autonomy, competence, and relatedness to positive developmental outcomes of prosocial behavior and positive affect among 225 youth living in poverty in Italy. Results suggest that overall, autonomy predicted prosocial behavior positively, while positive affect was positively predicted by competence. Moderator analyses showed that the satisfaction of the need for relatedness predicted prosociality for girls and immigrants. For girls, fulfilling this need also predicted positive affect. The importance of each psychological need to different positive outcomes was shaped by adolescents' economic condition, immigrant background, and gender. The implications for further research and practices are discussed.

Manganelli and colleagues (2021)[212] investigated the similarities and differences in the academic motivation of adolescents with different socioeconomic statuses (SES) and immigrant backgrounds. Exploratory Structural Equation Modelling (ESEM) analyses were conducted on data from a representative sample of 26,598 Italian adolescents. While the structure of academic motivation proposed by SDT (i.e. the self-determination continuum) proved to be invariant across different SES and immigrant backgrounds, different groups were characterized by specific types of motivation. Adolescents with a low SES had lower levels of intrinsic motivation and identified regulation, together with higher levels of amotivation and external regulation than their peers with high SES. Immigrant adolescents had lower levels of identified regulation and higher levels of amotivation, external and introjected regulation than natives. While confirming the universality of the structure of motivation postulated by SDT, our findings show that in disadvantageous social and economic conditions, the more self-determined forms of motivation can be weakened, thereby exacerbating the difficult conditions of disadvantaged adolescents.

[211] Alivernini, F., Bianchi, D., Cavicchiolo, E., Manganelli, S., Cozzolino, M., Lucidi, F., & Park, N. (2021). Positive Youth Development Among Youth Living in Poverty: The Role of Psychological Needs Satisfaction. Youth & Society, 0044118X211035956.

[212] Manganelli, S., Cavicchiolo, E., Lucidi, F., Galli, F., Cozzolino, M., Chirico, A., & Alivernini, F. (2021). Differences and similarities in adolescents' academic motivation across socioeconomic and immigrant backgrounds. Personality and Individual Differences, 182, 111077. https://doi.org/10.1016/j.paid.2021.111077

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From the point of view of the personal characteristics that determine a given social development Giacomantonio and colleagues (2019)[213] argue that intense self-regulatory effort increases need for conservation and reduces attractiveness of energy-requiring rewards. Exertion of self-control produces distinct motivational consequences: the motivation to conserve energy and the motivation to seek rewards. The authors proposed that heightened conservation inhibits reward-seeking, but only when the pursuit of the reward entails substantial energy expenditure. In two studies, they manipulated self-regulatory effort and then had participants engage in an additional task that was either easy or difficult. In Study 1, they found that self-regulatory effort tended to heighten reward-sensitivity but only when the subsequent task was easy. In Study 2, they measured pupil dilation to assess reward sensitivity while participants viewed images of rewarding stimuli. When the need to conserve was intense, we observed reduced pupil dilation for rewards that were energy-requiring but not for those that were energy-giving.

Panno and colleagues (2018)[214] consider the link between alexithymia and a preference for risky behaviors Risk-taking is a critical health factor as it plays a key role in several diseases and is related to a number of health risk factors. The aim of the present study is to investigate the role of alexithymia in predicting risk preferences across decision domains. One hundred and thirteen participants filled out an alexithymia scale (Toronto Alexithymia Scale—TAS-20), impulsivity and venturesomeness measures (I7 scale), and—1 month later—the Cognitive Appraisal of Risky Events (CARE questionnaire). The hierarchical regression analyses showed that alexithymia positively predicted risk preferences in two domains: aggressive/illegal behavior and irresponsible academic/work behavior. The results also highlighted a significant association of the alexithymia facet, externally oriented thinking (EOT), with risky sexual activities. EOT also significantly predicted aggressive/illegal behavior and irresponsible academic/work behavior. The alexithymia facet, Difficulty Identifying Feelings, significantly predicted irresponsible academic/work behavior. The results of the present study provide interesting insights into the connection between alexithymia and risk preferences across different decision domains. Implications for future studies and applied interventions are discussed.

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[213] Giacomantonio, M., Jordan, J., & Fennis, B.M. (2019). Intense Self-Regulatory Effort Increases Need for Conservation and Reduces Attractiveness of Energy-Requiring Rewards. Social Psychology.

[214] Panno, A., Carrus, G., Brizi, A., Maricchiolo, F., Giacomantonio, M., & Mannetti, L. (2018). Need for cognitive closure and political ideology: Predicting pro-environmental preferences and behavior. Social Psychology, 49(2), 103–112. https://doi.org/10.1027/1864-9335/a000333

In another study belonging to the same thread Panno and colleagues (2018)[215] considered that little is known about epistemic motivations affecting political ideology when people make environmental decisions. In two studies, the authors examined the key role that political ideology played in the relationship between need for cognitive closure (NCC) and self-reported eco-friendly behavior. Study 1: 279 participants completed the NCC, pro-environmental, and political ideology measures. Mediation analyses showed that NCC was related to less pro-environmental behavior through more right-wing political ideology. Study 2: they replicated these results with a nonstudent sample (n = 240) and both social and economic conservatism as mediators. The results of Study 2 showed that social conservatism mediated the relationship between NCC and pro-environmental behavior. Finally, NCC was associated with pro-environmental attitude through both social and economic conservatism.

Francescato and colleagues (2020)[216] wonder if personality traits and personal values predict career efficacy and career progression of successful political women. Women constitute slightly more than half of the world population, yet they represent just 24 % of all the legislators in parliaments in the world. Personality theorists have suggested that in this era of personalization of politics dispositional characteristics of politicians may contribute to political success. We need more empirical studies which explore whether some dispositional variables favor women's political career progression and efficacy. The main aim of this research was to examine the extent to which the five factors of personality and the personal values account for political career self-efficacy beliefs and career progression, among women elected at the Italian National parliament. A tied comparison of traits and values revealed that personality traits "trumped" personal values in the prediction of political career efficacy. Our results indicate that extraversion was the best predictor of perceived efficacy beliefs. Conservation and extraversion were the main predictors of women's

career progression. Our findings attest, moreover, that the relationship of extraversion and conservation with career progression was partially accounted by the empowerment efficacy dimension of career efficacy.

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[215] Panno A, Sarrionandia A, Lauriola M, Giacomantonio M. Alexithymia and risk preferences: Predicting risk behaviour across decision domains. Int J Psychol. 2019 Aug;54(4):468-477. doi: 10.1002/ijop.12479. Epub 2018 Feb 20. PMID: 29460281.

[216] Donata Francescato, Marco Lauriola, Mauro Giacomantonio, Minou Ella Mebane, Do personality traits and personal values predict career efficacy and career progression of successful political women? An exploratory study, Personality and Individual Differences, Volume 160, 2020, 109918, ISSN 0191-8869, https://doi.org/10.1016/j.paid.2020.109918.

Achievement and Dropout

The specific issue of achievement and drop-out in relation to inclusion was also highlighted.

The psychological well-being at school of immigrant students living in poverty is currently an understudied topic in developmental psychology. This is an important shortcoming because this population, which is rapidly increasing in many western countries, is in a double minority condition and has a greater risk of experiencing psychological distress at school in comparison with their native peers. In order to improve our understanding of this issue, Bianchi and colleagues (2021)[217] investigated the prospective relationships between peer acceptance and two aspects of well-being at school—intention to drop out of school and negative self-esteem—specifically focusing on the differential effect of having (vs not having) an immigrant background. The participants were 249 preadolescents and adolescents living in poverty (M_{age} = 12.76; SD_{age} = 2.34; 41.8% girls; 19.3% immigrants) who were attending educational centers for disadvantaged minors. The poverty status of the participants was an inclusion criterion. A multilinear regression model with multigroup analysis was tested. As expected, the results showed that peer acceptance had a significant negative association with school dropout intentions and negative self-esteem only for immigrants, but not for natives. For immigrant students, the protective effect of peer acceptance was comparable to the stability over time of dropout intention and self-esteem, a result that has promising implications for prevention programs. The applied implications of the study for educational and clinical contexts are discussed.

In a book chapter Federico and Orsolini (2022)[218] discussed the relationship between child migration and school achievement. The different psychological, neuropsychological and educational implications of the child migration are reported in this chapter. In the first section the psychological consequences of migration and the loss of the original country traditions and environment are discussed; in the second section the topic of influence of poverty on cognitive development is introduced, focusing on the role of chronic stress, frequently occurring in the migratory context, as mediator of this effect. Then the authors discuss the aspects of social relations, highlighting how

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[217] Bianchi, D., Cavicchiolo, E., Lucidi, F., Manganelli, S., Girelli, L., Chirico, A., & Alivernini, F. (2021). School Dropout Intention and Self-esteem in Immigrant and Native Students Living in Poverty: The Protective Role of Peer Acceptance at School. School Mental Health, 13(2), 266-278. https://doi.org/10.1007/s12310-021-09410-4

[218] Federico F., Orsolini M. (2022) Child Migration and School Achievement. In: El Alaoui-Faris M., Federico A., Grisold W. (eds) Neurology in Migrants and Refugees. Sustainable Development Goals Series. Springer, Cham. https://doi.org/10.1007/978-3-030-81058-0_7

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social isolation can also have negative effects on cognitive development and academic success, and the important role of language as a social organizer. Finally they consider the development of the executive functions as moderating factors between socio-economic disadvantage and school achievement. In conclusion they assume that the key factor for transforming cognitive disadvantage into resilience seems to be the enhancement of the linguistic and executive function abilities, with the hope that authorities and nations may develop the best strategies, mainly in children, to guarantee the brain cognitive development through cultural and social integration.

Learning is recognized as a crucial vehicle for social inclusion, and literacy is the foundation of learning. In alignment with this idea, the contribution of Gabrielli and colleagues (2020)[219] highlighted the needs and requirements from which to facilitate literacy in Italian L2 (Language two), presenting the main results of a field study. The objective of the survey was to describe the role of the Provincial Centers for Adult Education (CPIAs) as institutional bodies of welcome and social inclusion through systematic observations of the didactic actions and relationships in A1 and A2 level classes of a CPIA in Rome. The teachers involved participated in some focus groups to gather information about the training needs and good inclusion practices.

Sposetti and Szpunar (2019)[220] conducted a study related to a similar subject matter, investigating the training strategies for young students who do not have Italian citizenship within the specific context of Vocational Training and with particular regard to the linguistic disadvantage and the teaching methods. The results suggested the need for didactic measures relating to the enhancement of the learning of the Italian language and multicultural didactics. From the didactic point of view, the core of these measures is represented by the shift from teaching a language to a linguistic education. The IeFP (Education and Vocational Training) context is the most inclusive element of our educational system and has driving and motivating effect on young foreign people, thanks to the active methodologies used. However, the authors highlighted some criticalities related to the training of teachers and the shift from spontaneous and limited interventions to systemic and formal measures, which would help fill the gap between the studies of non-Italian students within the vocational training path and the examination procedures.

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[219] Gabrielli, S., Szpunar, G., Benvenuto, G., Maricchiolo, F., Catalano, M. G., & Perucchini, P. (2019). Riconoscere l'Altro a Scuola. Il caso dei migranti. *QTimes –Journal of Education, Technology and Social Studies*, 3, 86-99.

[220] Sposetti, P., Szpunar G. (2019). Svantaggio linguistico e didattica inclusiva. Una necessità nei contesti di formazione professionale. In Pietro Lucisano (Ed.) *Alla ricerca di una Scuola per tutti e per ciascuno* (pp. 489-498). Impianto istituzionale e modelli educativi, Atti del Convegno nazionale SIRD. Roma, 13-14 giugno 2018, Lecce: Pensa MultiMedia.

In a book chapter, Benvenuto (2018)[221] highlighted how the change in the didactic paradigm of the last decade, inherent in the development of a competence goal-driven education in school and teacher education, leads to reconsidering the concepts of learning, collegiality, assessment and certification at school. This school orientation implies a reorganization of the curricular systems and the development of assessment tools in line with the "National guidelines for the curriculum of the preschools and primary schools".

Benvenuto (2019)[222] attempted to analyze the complexity of the phenomenon of dispersion and the heterogeneity of the people involved, the various forms of its manifestation that involve different levels of education and training: that of careers (student who withdraws studies after a failure and put themselves in a condition of dispersion); the learning process level (dispersion intended as non-achievement of learning objectives); the socialization and interpersonal relationships level (linked to the phenomena of discomfort, deviance, respect for the rules of civil coexistence, but also the inclusion of children with special needs or migrant students); and, finally, the social and professional level that concerns the relationship between school and society. According to the Author, the issues of early school leaving or the prevention of juvenile and adolescent distress become areas of research and intervention of social pedagogy considering the multiplicity of social institutions involved.

To prevent non-native students from dispersion and School abandoning, the work of Asquini and Cecalupo (2019)[223] appears to be relevant. They focused their attention on PISA data concerning the non-native students' performance and the consequent reflection on the policies implemented by Countries to promote their inclusion. From this study emerged that comparing the ISTAT and MIUR data with those from the OECD's PISA survey can be very useful to understand how to deal with the different problems (social, linguistic, educational) that characterize the presence of foreign students in an educational system. After a summary of the data from ISTAT and MIUR that characterize the participation of students with an immigration background in the Italian school system and an

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[221] Benvenuto, G. (2018). Per una didattica e valutazione delle competenze. In Claudia Sabatano (Ed.) *A.T. Work Ambito Territoriale 2 a lavoro. La "formazione periferica" al centro della professione docente* (pp.95-121). Roma: Anicia.

[222] Benvenuto, G. (2019). La scuola diseguale. Inclusione, equità e contrasto alla dispersione scolastica. In Isidori, M.V. (Ed.) *La formazione dell'insegnante inclusivo. Superare i rischi vecchi e nuovi di povertà educativa* (pp. 36-47). Milano: Franco Angeli.

[223] Asquini, G., & Cecalupo, M. (2019). Il difficile percorso degli immigrati nella scuola italiana. Riflettere sull'inclusione secondo i risultati di PISA. In *Training Actions and Evaluation Processes*. COLLANA SIRD (pp. 101-110). Lecce: Pensa MultiMedia.

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overview of the results they obtained in the different cycles of PISA, the authors analyzed the factors of individual and social well-being that can strengthen the resilience of immigrant students.

Asquini and Sabella (2018)[224] discussed the educational equity issues, particularly for students with Special Educational Needs (SEN), from the results of the only Italian study on Summer Learning Loss. The research sample consisted of 767 students of the second class of the lower secondary of the Roman area, of which 56 with SEN. As expected, the evolution of the performances (SEN students vs other students) revealed that the gap in results between the two groups during the school year expanded beyond that already recognized due to the long summer break. The possible effects of other variables were also considered, including the differences between schools and the family background (employment status, level of education, home resources). The authors concluded that schools do not seem to be able to play an effective role as an equalizer of initial differences that increase, based on socio-economic factors, by the long summer break.

In 2018, Asquini and Emiletti[225] analyzed the gender gap in Italian students' Collaborative Problem Solving - CPS performance in OECD PISA 2015. After comparing the national results in Problem Solving between PISA 2012 and 2015, the gender differences in the 2015 results deepened, particularly for the collaborative dimension introduced in the new reference framework of Problem Solving. As the Authors pointed out, this drop in performance is mainly due to boys' weak results in all countries and particularly noticeable in Italy and can have interesting teaching implications related to the results of the CPS.

Shortly after this study, Asquini (2019)[226] continued to deepen the same subject and investigated the differences in the setting of the reference framework concerning the Problem Solving of PISA 2012 and 2015 to reconstruct the causes of the sharp deterioration of the Italian results in the second survey. The data presented in the international and national PISA reports on gender performance were examined, especially the databases provided by the OECD (Cognitive test, Questionnaires, Item Compendia). The Author explored whether gender differences were associated with the different components of the Collaborative Problem Solving (CPS) defined in the framework.

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[224] Asquini, G., & Sabella, M. (2018). Il Bisogno di equità scolastica. Indagine sull'evoluzione delle abilità linguistiche degli studenti con Bisogni Educativi Speciali. *Scuola Democratica, 16*, 65-86.

[225] Asquini, G., & Emiletti, M. (2019). Gender differences in Collaborative Problem Solving: the Italian case. ITALIAN JOURNAL OF EDUCATIONAL RESEARCH, (21), 159–172. Retrieved from https://ojs.pensamultimedia.it/index.php/sird/article/view/3224

[226] Asquini, G. (2019). Risolvere problemi e collaborare: spartiacque di genere. Problem solving and collaboration: gender division. In COLLANA SIRD *Alla ricerca di una Scuola per tutti e per ciascuno. Impianto istituzionale e modelli educativi* (pp. 451-458). Lecce: Pensa MultiMedia.

The findings indicated a clear female prevalence for collaboration; however, some aspects have been identified in which gender differences are less marked. Therefore, priority actions are possible for a more effective teaching action when collaborative learning activities are proposed in the classroom.

Vecchio and colleagues (2020)[227] tested the impact of study interests on achievement, considering the mediating role of future time perspective and basic positive affect (attentiveness, joviality and self-assurance). A total of 675 Italian students attending 10th and 11th grade of high school (F = 342, 50.7%) were involved in the current study. Student's ages ranged from 16 to 19 years (M_{age} = 17.44 years; SD_{age} = .84 years). Study interests and scores were self-reported by students; furthermore, they completed the Italian version of the Zimbardo Time Perspective Inventory and Positive and Negative Affect Schedule – Expanded Form. To test mediational effects, we used a multiple mediator model. Results showed that future time perspective and attentiveness partially mediated school interests and achievement. Practical tips on intervention programs to counteract school failure are provided.

Pallini and colleagues (2019)[228] explored the relationship between the quality of student-teacher relationship and attention problems, considering two different attention problems (Attention Dysregulation and Attentive Detachment) and the mediating role of Emotion Regulation. Through a multi-informant methodology, teachers rated 161 school-aged children (87 boys and 74 girls) using the Emotion Regulation Checklist, Teacher's Report Form, and Student-Teacher Relationship Scale, and observers rated the same children on attentive behavior in class using the Child's Attention Scale. Results demonstrated the influence of the student-teacher relationship on attentional behavior via the mediating role of Emotion Regulation. In dealing with children's attention problems, it will be useful to strive to improve student–teacher relationships that could foster their emotion and attention regulation.

Sette and colleagues (2021)[229] analyzed the role of the quality of teaching and students' academic self-efficacy beliefs in predicting academic interest and performances. Participants were 815 teachers and 7579 6th grade students enrolled in 207 schools. Trained experts conducted

[227] Vecchio G.M., Lonigro A., Laghi F., Barcaccia B., Pallini S. (2020). School interests and achievement: The mediating role of future time perspective and basic positive affects. *International Journal of School & Educational Psychology.* DOI:10.1080/21683603.2020.1721386

[228] Pallini S., Schneider B.H., Baiocco R., Laghi F. (2019). Student-teacher Relationships and Attentional Behavior in School-aged Children: The Mediating Role of Emotion Regulation. *School Mental Health, 11*, 309-320. DOI: 10.1007/s12310-018- 9286-z

[229] Sette S., Mancini L., Poliandri D., (2021). Le performance scolastiche degli studenti nelle scuole secondarie di I grado: il ruolo della qualità dell'insegnamento, dell'autoefficacia e del piacere nello studio. In: (a cura di) Falzetti P. I risultati scolastici: alcune piste di approfondimento, p. 9-30, MILANO: FrancoAngeli, ISBN: 9788835113836

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observation visits within the classrooms over three time-points to evaluate the quality of teaching. Students rated their interest in math and self-efficacy beliefs. Students also filled out INVALSI's tests to evaluate their academic performances. Results showed that the quality of teaching and self-efficacy beliefs were positively related to students' interest, which, in turn, was associated with their academic performances. The Authors' study suggests that specific didactic practices and self-efficacy beliefs may help students to improve their academic interest and performances.

Zarrella and colleagues (2016)[230] explored the relationship between socio-cognitive skills, as Theory of Mind and affective empathy, social behavior, attachment style and scholastic success in children, aged from 8 to 11 years (N = 159; 90 females, 69 males; M_{age} = 9,60; SD_{age} = .78). Several assessment tools were administered to children on mentalizing abilities (Stories), empathy (FASTE), language (PPVT-R), attachment style (SAT) and learning (M.T. and AC-MT 6-11). At the same time, the teachers were asked to complete a questionnaire about every child's social behavior (SDQ). The correlational analysis and MANOVA prove that 'secure' children show more prosocial behavior, moral mentalizing and empathic capacities in the classroom, receiving better evaluations from teachers and in learning tests. Moreover, socio-cognitive skills and prosocial behavior are associated with academic performance, while affective empathy is only related to teachers' evaluations. Finally, the implications of these findings for theoretical and research development on socio-cognitive skills are discussed.

Approximately half of the world's population is bilingual or multilingual. The bilingual advantage theory claims that the constant need to control both known languages (that are always active in the brain) to use the one suitable for each specific context improves cognitive functions, specifically executive functions. However, some authors do not agree on the bilingual effect, given the controversial results of studies on this topic. Giovannoli and colleagues (2020), in this systematic review, are aimed to summarize the results of studies on the relationship between bilingualism and executive functions. According to PRISMA-statement, the review was conducted through searches in the scientific database PsychINFO, PsycARTICLES, MEDLINE, and PUBMED. Studies included in this review had at least one bilingual and monolingual group, participants aged between 5 and 17 years, and at least one executive function measure. Studies on second language learners, multilingual people, and the clinical population were excluded. Fifty-three studies were included in the systematic

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[230] Zarrella I., Perrella R., Lonigro A., Caviglia G., Laghi F. (2018). Social behaviour, socio-cognitive skills and attachment style in school-aged children: what is the relation with academic outcomes? Early Child Development and Care, 188, 1442-1453. Doi: 10.1080/03004430.2016.126648

review. Evidence supporting the bilingual effect appears when assessing inhibition and cognitive flexibility but disappears when working memory is considered. The inconsistent results of the studies do not allow drawing definite conclusions on the bilingual effect. Further studies are needed; they should consider the role of some modulators (e.g., language history and context, methodological differences) on the observed results.

Bruni and colleagues (2020)[231] aimed to describe sleep patterns and habits and EF abilities in preschool children with insomnia, compared to healthy control patients, and evaluate the relationships between sleep patterns and EFs. Two groups of children were recruited: 45 preschoolers with chronic insomnia (28 boys), aged 24-71 months and 167 healthy preschool children (81 boys) aged 24-71 months. Parents of all children completed two questionnaires to assess their children's sleep habits and disturbances and their EFs with the Behavior Rating Inventory of Executive Function - Preschool Version. Children with chronic insomnia were found to wake up earlier, sleep less during the night, have more nighttime awakenings, and have higher nocturnal wakefulness than the control group. The chronic insomnia group showed significant impairment in all the EFs domains. Nocturnal sleep duration, nighttime awakenings, and nocturnal wakefulness correlated with inhibit, plan/organize, working memory, inhibitory self-control, emergent metacognition, and the global executive composite scores in the chronic insomnia group. The number of nighttime awakenings correlated with inhibition, inhibitory self-control, and the global executive composite in the control group. Regression analyses showed a predominant role of insomnia factor in the association with EFs in both clinical and control groups. These findings confirm the link between sleep and "higher level" cognitive functioning. The preschool period represents a critical age during which transient sleep problems might also hamper self-regulation skills and the associated neural circuitry.

Orsolini and colleagues (2019)[232] explored the effects of a cognitive training program in children with mild to borderline intellectual disability. Experimental training effects were evaluated comparing pre-/post-test changes of (a) a baseline phase versus a training phase in the same participant, (b) an experimental training versus either a no intervention phase or a control training in two pairs of children matched for the cognitive profile. Key elements of the training program d (1) exercises and

[231] Bruni, O., Melegari, M., Esposito, A., Sette, S., Angriman, M., Apicella, M., Caravale, B., & Ferri, R. (2020).Executive functions in preschool children with chronic insomnia. *Journal of Clinical Sleep Medicine, 16*, 231-241. https://doi.org/10.5664/jcsm.8172

[232] Orsolini, M., Melogno, S., Scalisi, T. G., Latini, N., Caira, S., Martini, A., & Federico, F. (2019). Training verbal working memory in children with mild intellectual disabilities: Effects on problem-solving. *Psicología Educativa, 25*, 1-11. https://doi.org/10.5093/psed2018a12

card games targeting inhibition, switching, and verbal working memory, (2) guided practice emphasizing concrete strategies to engage in exercises, and (3) a variable amount of adult support. Both verbal working memory with the listening span test and problem-solving tested with the Raven's Matrices were significantly enhanced after the experimental training.

Orsolini and Deplano (2020)[233] described a serious game specifically developed for learning, "Characters' assistant", which offers a set of exercise-game that primary school children with special educational needs could practice at home after an initial familiarization in a school laboratory. Each serious game starts with a videoclip drawn from an animation movie. The sequence of subsequent exercises stimulates text construction and comprehension involving visual attention, lexical-semantic interpretation, narrative memory, storytelling and other language skills. The hypotheses underlying the serious-game construction are as follows: Children with weaknesses in language development are likely to have a fragile narrative memory that needs to be stimulated to enhance narrative skills. Narratives are a central context for acquiring complex linguistic forms, such as pronouns and sentence connectives. A systematic link between oral or written text, on the one hand, and visual-semantic representation, on the other hand, can enhance the acquisition of textual structures and new linguistic forms. Assembling texts with the interactive help of an expert can stimulate the acquisition of strategies to write narrative texts.

After a school screening, Cavallo (2018) analyzed oral text comprehension, reading profiles and underlying cognitive abilities (attention, executive functions, working memory, narrative memory, rapid automatized naming and vocabulary) of 9 children identified as poor written text comprehenders on 75 third grade children. Since they had immigrant parents, four out of the 9 children were named Language-Minority (L-M) children. The remaining five children were born in Italy from Italian parents. The comparisons of the two subgroups suggested that the lexical route of reading was particularly impaired in the L-M subgroup. That written text comprehension was weakened by restricted vocabulary, which, in turn, was not supported by efficient phonological short-term memory. In the second type of data analysis, they examined the individual profiles of the nine children, irrespective of their belonging to the L-M or Italian subgroups, and identified different patterns of associations among reading performance, written text comprehension and oral text comprehension. The findings showed that poor text comprehension always co-occurred with word

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[233] Orsolini, M., Deplano, V (2020, November) Assistente personaggi: un serious game per praticare la comprensione e costruzione di testi in bambini con fragilità linguistiche. Preceedings of the Congress Teaching Machines al Machine Learning, Padova, Italy.

and/or text reading difficulties, which were associated with slow naming and weak verbal working memory. Moreover, when children had both written and oral text comprehension difficulties, verbal working memory was impaired, and narrative memory, suggesting weakness in the episodic buffer.

Relatedly, Cavallo, Giangrande, Scalisi and Orsolini (2018)[234], analyzed in a multiple case study oral text comprehension, reading profiles and underlying cognitive abilities (attention, executive functions, working memory, narrative memory, rapid automatized naming and vocabulary) of 9 children identified as having poor written text comprehension after a school screening on 75 third grade children. Four out of the nine children were named Language-Minority (L-M) children, since they had immigrant parents. The remaining five children were born in Italy from Italian parents. The comparisons of the two subgroups suggested that the lexical route of reading was particularly impaired in the L-M subgroup and that written text comprehension was weakened by a restricted vocabulary that, in turn, was not supported by an efficient phonological short-term memory. In a second type of data analysis we examined the individual profiles of the nine children, irrespective of their belonging to the L-M or Italian subgroups, and identified different patterns of associations among reading performance, written text comprehension and oral text comprehension. The findings showed that poor text comprehension always co-occurred with word and/or text reading difficulties that, in turn, were associated to slow naming and weak verbal working memory. Moreover, when children had both written and oral text comprehension difficulties, not only verbal working memory was impaired, but narrative memory too, suggesting a weakness of the episodic buffer (Baddeley, 2000; 2010). The Authors underlined implications of poor working memory associated to slow naming and/or weak episodic buffer for text comprehension are discussed.

Finally, considering university students, Manganelli and colleagues (2019)[235] examined the interplay between self-determined motivation and cognitive strategies in predicting university students' academic performance while considering the effect of prior achievement. A theory-based model was tested using structural equation modeling on a sample of 764 Italian university students. Results showed that prior achievement influenced students' academic performance, motivation, and cognitive strategies. Critical thinking was the only cognitive strategy that significantly impacted

[234] Cavallo, N.D, Giangrande, A., Scalisi, T. G., & Orsolini, M. (2018). Poor written and oral text comprehension in third grade children: a multiple case study. Rivista di Psicolinguistica applicata, 1, 47-64. doi.org/10.19272/201807701003

[235] Manganelli, S., Cavicchiolo, E., Mallia, L., Biasi, V., Lucidi, F., & Alivernini, F. (2019). The interplay between self-determined motivation, self-regulated cognitive strategies, and prior achievement in predicting academic performance. *Educational Psychology*, *39*(4), 470-488. https://doi.org/10.1080/01443410.2019.1572104

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students' academic performance. Autonomous motivation had an indirect positive impact on academic performance through its influence on the critical thinking strategy. Controlled motivation had a direct negative impact on academic performance. On the whole, the findings suggest that autonomously motivated students tend to achieve better academic performance by using critical thinking. In comparison, students driven by controlled motivation have lower academic performance.

Considering university students and learning activities, Relucenti and colleagues (2019) [236] focused on facilitating human anatomy learning taking advantage of the new media ecosystem and the fact that students are digital natives. To facilitate human anatomy learning and teacher-student relation, a Sapienza university of Rome human anatomy teacher (HAT) created a professional Facebook profile (HATPFP) and a YouTube channel dedicated to human anatomy topics (HATYTC). In order to assess the usefulness of social media not only in human anatomy learning but also to get in touch with the human anatomy teacher, at the end of each course, a survey was created than distributed to the students of health professions and medicine and surgery degree courses. Our data, the first referring to the Italian context, show a useful and positive opinion by most students on social media, Facebook and YouTube in the teaching of Human Anatomy. Although within the limits of an exploratory study, the Authors highlighted how social media could be an effective support for anatomy teaching by facilitating social interactions (in terms of time reduction, simplification, immediacy, less formality), improving learning (in terms of memorization and understanding of concepts: and notions of anatomy), and making students autonomous in their search for new knowledge of anatomy.

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[236] Relucenti, M., Alby, F., Longo, F., Miglietta, S., Fatigante, M., Familiari, P., Zucchermaglio, C., & Familiari, G. (2019). Social media Facebook and You Tube usefulness in anatomy learning: experience at Sapienza University of Rome. *Italian Journal of Anatomy and Embryology, 124*(2), 216-229

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Instruments

Several contributions focused on developing new instruments that could help widen the understanding and the measurement of various issues related to inclusion. In this regard Scalisi and DeSimone (2021)[237] traced a pathway to follow in order to evaluate the cognitive development related to school achievement in preschoolers. Learning to read, write and calculate makes use of the skills, knowledge and skills that the child already possesses at the entrance to the school. Linguistic, attentional and memorization skills in the norm associated with normal intellectual abilities are obviously essential for school learning. However, although necessary, this condition is not sufficient to guarantee academic success. Even children without obvious problems at the entrance to compulsory school can subsequently manifest serious learning difficulties. Research on the nature of these disorders (ASD) has shown that they may be associated with deficits in specific subcomponents of more general skills such as language, memory or visual-spatial skills. The study of typically developing children has also confirmed that these more general skill sub-components are important for school learning. Therefore a deficiency in one or more can constitute a risk factor for a subsequent learning disorder. The Authors described the sub-skills whose importance has received greater confirmation in the international literature, reporting for each of them, a brief description of the tasks most used for their evaluation in research on the subject. Subsequently, they will examine the main tools available in Italy for assessing these skills both in kindergarten, to identify subjects at risk, and in children who already manifest ASD, to plan interventions to strengthen the most deficient skills.

Longobardi, Lonigro, Laghi, and O'Neill (2021)[238] focused on assessment of pragmatic abilities in toddler-age children, in view of the a dearth of instruments to assess pragmatic abilities. The aim of their current was to test the psychometric properties of the Italian version of the Language Use

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[237] Scalisi T.G., Desimoni, M. (2021) Metodiche per la valutazione prescolare e scolare di abilità cognitive connesse all'apprendimento scolastico. pp.145-168. In Disturbi specifici dell'apprendimento. Strumenti per la valutazione a cura di P. Zoccolotti - Carocci Editore. ISBN:978-88-290-0152-1

[238] Longobardi E., Lonigro A., Laghi F., O'Neill D. (2021). The assessment of early pragmatic development: A study of the reliability and validity of the Language Use Inventory-Italian. *Journal of Speech, Language, and Hearing Research*. DOI:10.1044/2021_JSLHR-20- 00516

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Inventory (LUI), named the LUI-Italian, a parent report measure assessing pragmatic language development in children 18–47 months of age. Parents of Italian-speaking children who ranged in age between 18 and 47 months completed the LUI-Italian at T1 (N = 389) and 1 week later (N = 53). At T1, children were also administered the First Language Test (Test del Primo Linguaggio [TPL]), a direct measure of pragmatics, vocabulary, and syntax. As shown by results, Cronbach's alpha values were at or above acceptable levels. Factor analysis and test–retest confirmed the strong structure and reliability of the LUI-Italian. Some evidence for concurrent validity was found, as shown by associations between the LUI-Italian and the TPL. In view of findings, the Authors concluded that the LUI-Italian demonstrated good psychometric properties relating to reliability, thus providing a sound basis for proceeding to a standardization study, and supporting cross-cultural comparison of pragmatic development and further exploration of profiles of pragmatic competence for children displaying language impairments or delay. Future studies need to further test concurrent, divergent, and predictive validity of the LUI-Italian.

With reference to autism, Laghi et al. (2021)[239] considered the floor effect on the ABAS-II in adolescents with autism spectrum disorder in as study that aimed at enhancing the assessment of adaptive behavior in adolescents with Autism Spectrum Disorder through the Adaptive Behavior Assessment System-Second Edition. To overcome the limits underpinning floor effect, which are commonly observed with the traditional methods, the statistical Hessl method and its revision by Orsini, Pezzuti and Hulbert was adopted. The results showed a more variation using the former method compared to the latter: a greater impairment in Social versus Leisure skills emerged. Regarding the Conceptual domain, a greater deficit in Functional Academics was observed. As underlined by the Authors, in the Practical domain, a greater impairment in Self-Care skills found. Conversely, Home Living skills appeared as a strength compared to other skills.

With reference to children of young age and care-givers, Margot et al. (2018)[240], highlighting the lack of tools for non-parental caregivers and in the French language to assess the quality of the attachment relationship with toddlers focussed on the Toddler Attention Questionnaire (TAQ), which

[239] Laghi F., Ferri R., Caramuscio E., Lonigro A., Rea M., Pezzuti L. (2021). The floor effect on the ABAS-II in adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*. DOI: 10.1007/s10803-021-05369-y

[240] Margot V., Calso C., Travers R., Gagliardi G., Le-Quentrec Creven G., Laghi F., Pallini S., Wendland J. (2018). Validation francophone du Toddler Attention Questionnaire, un questionnaire d'attention des jeunes enfants. *Annales Medico-psychologiques*. DOI: https://doi.org/10.1016/j.amp.2017.08.013

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is an Italian scale created for caregivers in day care centers. By its focus on the exploration system, the TAQ offers the opportunity to study the relation between attention characteristics and attachment behavior in toddlers. In the attachment theory, a link is often assumed between these two concepts. Mary Main has described the different attachment patterns (secure, insecure avoidant, insecure ambivalent-resistant, disorganized) by using cognitive psychology dimensions relying on attentional processes. However, this relation is hardly proven scientifically and study results in this field are not always congruent. The validation of the TAQ in French, main purpose of this study, is likely to add new contributions to this field. The Toddler Attention Questionnaire is composed of 29 self-reported items and four dimensions which describe 4 attentional processes: lability, flexibility, detachment, disorientation. The items present different behaviors and measure, on a five-point Likert scale, the quality of children's attention during exploration. The French translation was made by two native bilingual persons following the back translation procedure and was administered to the primary caregiver, who was in charge of each child in 13 French daycare centers. The questionnaires were completed for 148 children aged from 20 to 36 months who attended to the daycare center at least 20 hours per week. The analyses show a robust structure into three dimensions: the disorientation subscale was deleted because of its reduced contribution to the total variance. Some items were also shifted (9 items) or deleted (6 items) compared to their contribution to the different dimensions. Moreover, a qualitative analysis of the remarks from the participants allowed to adapt some items' formulation (4 items). The final French version of the TAQ, composed of 23 items, explained 46.94 % of the variance. The Cronbach's Alphas ranged from 0.64 (Flexibility) to 0.83 (Lability). The TAQ is a dimensional tool: the sum of the scores gives a position of the child behavior in a continuum of attachment security in each dimension.

In view of findings, the Authors concluded that two main differences between the present validation and the original study may limit generalization and comparability. First, they adopted large selection criteria, including children who attended to a daycare center at least 20 hours per week, instead of 36 hours per week of the original study. This choice allowed to collect more questionnaires and to be closer to the total rate of hours attended by French children in daycare center. Second, the sample of professional participants was more heterogeneous than the Italian sample regarding the professional experiences and the seniority in the daycare center. With few items, well-defined questions and easy administration, the TAQ seems to be a cost-effective alternative to the traditional methods used to assess attachment behaviors such as the Strange Situation or the Attachment Q-

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Sort. Hence, the major advantage of our validation is to allow French researchers to carry out studies with large samples in the attachment field, particularly with toddlers and professional caregivers. Studying the secondary attachment relationship is essential to highlight how a child copes with the absence of his primary attachment figure in the daycare center. Moreover, the focus on attention processes is important to prevent attention deficits and learning difficulties and to reduce its potential effect on the child's development. Nevertheless, the Authors concluded that further research would be needed to extend its psychometric proprieties (convergent, discriminant and test-retest validity) and to examine its clinical usefulness.

In the educational domain, with reference to bullying, Alivernini and colleagues (2019)[241] examined the psychometric properties of a short self-report measure of bullying and victimization across groups of students with various migration backgrounds. They then estimated, by latent mean comparisons, the rates of prevalence of bullying and victimization among different generations of immigrants and native students. Results concerning the factor structure of the measure were consistent with studies in other cultural contexts, and complete scalar measurement invariance was found across immigrant backgrounds. The analyses showed that both first- and second-generation immigrant pupils reported being victimized more frequently than their native peers. However, the incidence of victimization for second generations was lower than for first generations. Finally, no differences across different generations of immigrants and native students were found in reported bullying behaviours.

Cavicchiolo and colleagues (2019)[242] on the basis of a random sample of 36,712 students, investigated the psychometric properties and the validity of the Classmates Social Isolation Questionnaire for Adolescents (CSIQ-A), a time-efficient instrument intended to measure peer relatedness at school. Confirmatory factor analysis established the bidimensional structure of the scale. The CSIQ-A showed measurement invariance across gender and across students with different immigrant backgrounds and socioeconomic statuses. A positive correlation between peer acceptance, peer friendship and positive affect provided support for the criterion validity of the

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[241] Alivernini, F., Manganelli, S., Cavicchiolo, E., & Lucidi, F. (2019d). Measuring bullying and victimization among immigrant and native primary school students: Evidence from Italy. *Journal of Psychoeducational Assessment*, *37*(2), 226-238. https://journals.sagepub.com/doi/pdf/10.1177/0734282917732890?casa_token=OgEu33-m0xEAAAAA:pBMSEWJhhHUskB2ErNNPlTLkZSPg83HbS-9WcqH2Q2eVEacwcUOeGMeJ7E3HoAyMgUoQq2TSZce8Zl0

[242] Cavicchiolo, E., Girelli, L., Lucidi, F., Manganelli, S., & Alivernini, F. (2019). The Classmates Social Isolation Questionnaire for Adolescents (CSIQ-A): Validation and Invariance across Immigrant Background, Gender and Socioeconomic Level. *ECPS - Educational Cultural and Psychological Studies,* 19). https://doi.org/10.7358/ecps-2019-019-cavi

measure. The CSIQ-A proved to be a psychometrically sound measure, which can be reliably used with adolescents with different sociodemographic and cultural characteristics. In conclusion, the CSIQ-A makes it possible to directly measure the effects of classroom interventions aimed at promoting peer relatedness and preventing social isolation.

Girelli and colleagues (2019)[243] validated a brief scale for adolescents measuring the satisfaction of the three basic needs for autonomy, competence, and relatedness. A preliminary qualitative study was conducted to select and adapt for adolescents a subset of 12 items from the original version of the Basic Psychological Needs Satisfaction Scale (BPNS). This scale version was then analyzed in terms of dimensionality, measurement invariance and criterion validity on a sample of 308 Italian adolescents (M_{age} = 14.04 years; 57.1% males). The confirmatory factor analysis results supported the posited three-factors structure and the measurement invariance of the instrument across gender. Correlations with a measure of psychological well-being provided evidence for criterion validity. The scale proved to be a valid and reliable instrument to measure the satisfaction levels of the psychological need for autonomy, competence and relatedness in adolescents.

Basili and colleagues (2020)[244] developed the Multidimensional Perceived Self-Efficacy Scale for Children to measure Self-Efficacy in school contexts. The study assesses the measurement invariance of the MSPSE across two samples of Italian and Colombian adolescents using Multi-sample Confirmatory Factor Analysis. Participants were Italian (N = 564) and Colombian (N = 645) students attending the 7th grade (age 12–13) drawn from a residential community near Rome and three Colombian cities: Medellin, Manizales and Santa Marta. Findings from gender invariance provide high support for full and partial invariance among Colombian and Italian adolescents, respectively. The cross-national comparison showed partial scalar invariance between Italy and Colombia, with Italian students perceiving themselves as more efficacious on Academic, Social and Self-Regulatory dimensions. MSPSE's structural validity has been confirmed, and its three-factor structure across gender for the Italian and Colombian samples. The findings support the invariance and the validity of this scale to measure Self-Efficacy in school contexts from a cross-cultural perspective.

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[243] Girelli, L., Cavicchiolo, E., Lucidi, F., Cozzolino, M., Alivernini, F., & Manganelli, S. (2019). Psychometric Properties and Validity of a Brief Scale Measuring Basic Psychological Needs Satisfaction in Adolescents. *ECPS - Educational Cultural and Psychological Studies*, 20). https://doi.org/10.7358/ecps-2019-020-gire

[244] Basili, E., Gomez Plata, M., Paba Barbosa, C., Gerbino, M., Thartori, E., Lunetti, C., Uribe Tirado, L. M., Ruiz García, M., Luengo Kanacri, B. P., & Tamayo Giraldo, G. (2020). Multidimensional scales of perceived self-efficacy (MSPSE): measurement invariance across Italian and colombian adolescents. *PloS one*, *15*(1), e0227756. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0227756

Alivernini, Manganelli, and Lucidi (2018)[245] examined the factor structures of Personal and Classroom Achievement Goals and their relationships. Multilevel structural equation modelling was used to examine data from a sample of 3,544 Italian 10th-grade students (184 classrooms) who completed the Patterns of Adaptive Learning Scales (PALS). Findings about the factor structure of personal goals were consistent with studies in other cultural contexts. The scales showed measurement invariance both across gender and across various immigrant backgrounds. Boys showed lower levels of mastery and higher levels of performance approach than girls. Immigrant students scored higher than the native students on all Performance scales. A measurement model including mastery and performance-approach goal structures at the group level showed good fit indices. In classrooms more oriented toward mastery, students' personal goals tend to be in the same direction. Classroom performance-approach goal structures were related to performance-avoidance personal orientations but not to performance-approach personal orientations.

Alivernini and colleagues (2018)[246], based on a representative sample of 26,670 Italian fifth-grade students, examined the academic motivational profiles of immigrant and native students and boys and girls. To reliably estimate mean differences, the measurement invariance of a short version of the Academic Self- Regulation Questionnaire was first established across the groups. Boys reported less autonomous motives for studying than girls, while first-generation immigrant pupils showed higher intrinsic motivation, identified regulation, and external regulation for studying than natives did. Also, second-generation immigrants had higher levels of academic motivation than natives did, although they were less motivated and reported less autonomous reasons for studying than first generations. While confirming the immigrant paradox in a country with a rapidly increasing level of immigrant students, findings show that second-generation immigrants not only report a lower quantity of motivation than first-generation but also appear to have a different quality of motivation.

Considering prejudice against immigrants, Salvati, Basili, Carone, and Giacomantonio (2020)[247] aimed to adapt and validate the Prejudice Against Immigrants Scale (PAIS) in the Italian context, based on the Prejudice Against Asylum Seekers Scale by Anderson (2018). The validity, reliability, and

[245] Alivernini, F., Manganelli, S., & Lucidi, F. (2018b). Personal and Classroom Achievement Goals: Their Structures and Relationships. *Journal of Psychoeducational Assessment*, *36*(4), 354-365. https://doi.org/10.1177/0734282916679758

[246] Alivernini, F., Manganelli, S., Cavicchiolo, E., Girelli, L., Biasi, V., & Lucidi, F. (2018a). Immigrant background and gender differences in primary students' motivations toward studying. *The Journal of Educational Research*, *111*(5), 603-611. https://doi.org/10.1080/00220671.2017.1349073

[247] Salvati, M., Carone, N., De Cristofaro, V., Giacomantonio, M., & Baiocco, R. (2020). Support for discriminatory behaviours against immigrants in Italy: Perceived threat and positive beliefs mediate the effect of contact with immigrants. *International Journal of Psychology, 55(*4), 543-552

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measurement invariance across gender, age, and educational levels of the scale were assessed through three sources, which involved 306 Italian individuals (N_{men} = 151, 49.3%) between 18 and 60 years old. Both exploratory and confirmatory factor analyses (CFA) confirmed the two-factor solution of the original instrument by excluding two items, which were present in the previous validation study. The first factor is *classical prejudice against immigrants*, which maps onto theoretical derivations of classical and old-fashioned prejudices, whereas the second factor is *conditional prejudice against immigrants*, which maps onto theoretical derivations of subtle and modern prejudices. Findings of the multigroup CFAs demonstrated full configural and metric invariance and partial scalar invariance of the scale across gender, age, and educational level. The analyses confirmed that PAIS has high levels of reliability and criterion and construct validity, showing findings that are comparable to those of Anderson (2018). These results suggest, according to the Authors, that PAIS presents very good psychometric properties and could be considered a valid and reliable instrument to measure prejudice against immigrants, by enabling Italian researchers to detect both covert and more subtle forms of prejudice against immigrants.

Taking into consideration prejudice against sexual minorities, Baiocco, Pistella, Salvati, Ioverno, and Lucidi (2018)[248] developed and validated a new sexual prejudice scale in sports. Specifically, they considered sexual prejudice, an umbrella term that includes homophobia, heterosexism, homonegativism, and, more recently, biphobia and transphobia. It is defined as a negative attitude toward an individual based on her or his membership in a group defined by sexual orientation. The authors highlighted that considerable research has documented the persistent sexual prejudice of many sport environments and also of discrimination against Lesbian and Gay people through negative stereotypes, verbal comments, social isolation, and homophobic harassment within sport settings. This is especially true in the Italian context, where no previous studies have investigated the level of sexual prejudice in sport settings through quantitative research. Several studies demonstrated that Italy is a country where sexual minorities constantly face the influence of societal heterosexism and homophobic climates. In this respect, the Authors presented research to develop and validate a new Sexual prejudice scale in sports (i.e., Sexual Prejudice in Sport Scale; SPSS) to assess attitudes towards lesbians and gay men (LG) in sports. Two studies were conducted: first, to establish the factor structure of the SPSS on 297 heterosexual athletes, and second, to test the reliability and validity of the resulting 19-item scale on a sample of 311 heterosexual and 160 LG

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[248] Baiocco, R., Pistella, J., Salvati, M., Ioverno, S., Lucidi, F. (2018). Sexual Prejudice in Sport Scale: A New Measure. *Journal of Homosexuality, 67*(4), 489-512. doi: 10.1080/00918369.2018.1547560

athletes. Results of the exploratory factor analyses of the SPSS revealed that the scale is composed of three identifiable factors: (1) open rejection, (2) denial of visibility, and (3) gendering performance. More specifically, open rejection assesses the blatant prejudice expressed toward LG people; denial of visibility evaluates attitude toward the coming out of LG people, and gendering performance corresponds to gender stereotypes about performance/skills of LG people. A confirmatory factor analysis was conducted to assess the stability of the SPSS. The authors documented internal consistency, test-retest stability, and convergent/divergent validity. The Authors underlined that the SPSS should be used for a general assessment of negative attitudes toward LG athletes and coaches in sports-related contexts. Future studies should examine differences between different sporting disciplines or competitive level groups. Future research should also verify the validity of the SPSS among different countries, examining different levels of age, sex, sexual orientation, educational level, socioeconomic status, political orientation, and religiosity. Overall, this scale allows tackling the specific facets of prejudice that LG athletes face in their sport activities and might thus provide crucial information to design interventions aimed at increasing the social inclusion of LG athletes.

Sabatello and colleagues (2020)[249] aimed to confirm the factor structure of the Italian version of the Hare Psychopathy Checklist: Youth Version (PCL:YV) in a sample of adolescents with criminal convictions. The sample was 116 adolescent boys aged 12–18 years. In addition to PCL:YV, the Structured Assessment of Violence Risk in Youth (SAVRY) and the MMPI-A were used. Confirmatory Factor Analyses (CFA) were performed; the final solution was a four-factors model with correlated latent factors. The internal consistency of each factor was acceptably high. Moreover, as expected, positive and high correlations with SAVRY scores, and a negative association with the SAVRY protective indicator, were found. The factor structure of the Italian PCL:YV specifically tested in this study with adolescents with criminal convictions has confirmed that the Italian PCL:YV can be a suitable tool for assessing psychopathy dimensions among adolescents with criminal convictions in Italy.

Violon and colleagues (2018) [250]used the Toddler Attention Questionnaire (TAQ), an Italian tool that assesses the attachment relationship of young children to nursery professionals in a French

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[249] Sabatello U., D'Antuono L., Iliceto P., Stefanile S., Laghi F. (2020). Factor structure and Psychometric properties of the Hare Psychopathy Checklist-Youth Version (PCL:YV) in a sample of adolescents with criminal convictions. *Current Psychology*. DOI: 10.1007/s12144-020-00765-6

[250] Violon M., Calso C., Travers R., Gagliardi G., Le-Quentrec Creven G., Laghi F., Pallini S., Wendland J. (2018). Validation francophone du Toddler Attention Questionnaire, un questionnaire d'attention des jeunes enfants. *Annales Medico-psychologique*s. DOI:https://doi.org/10.1016/j.amp.2017.08.013

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sample. This questionnaire falls within the theoretical field of attachment and is located at the crossroads of three disciplines (clinical, cognitive, and developmental psychology). The translated version was completed for 148 children (20–36 months) by professionals from French nurseries, evaluating the frequency of 29 attentional behaviors divided into four dimensions (lability, flexibility, detachment, disorientation). The final French-language version composed of 3 dimensions and 23 items has Cronbach alphas (0.64, 0.82, 0.83) testifying to satisfactory fidelity. The validation study showed very satisfactory psychometric qualities for the French-speaking version of the TAQ. Therefore, this questionnaire is proving to be a promising tool in the clinic and early childhood research due to its speed of use and the comparison of the concepts of attention and attachment.

Finally, Scalisi and Desimoni (2021) have developed a series of methods for the preschool assessment of school skills. Research into the nature of learning disorders (DSA) has shown that they may be associated with deficits in very specific subcomponents of more general skills such as language, memory or visuospatial skills. The study of typically developing children has also confirmed that these more general skill sub-components are important for school learning. Therefore a deficiency in one or more can constitute a risk factor for a subsequent learning disorder.