

SERENA LECCE

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BRIEF PRESENTATION

I am a developmental and educational psychologist employed at the Department of Brain and Behavioral Sciences, University of Pavia (Italy). I coordinate the operations of two key laboratories: the Laboratory of Social Cognition (LASC) and the Laboratory of Learning.

Within the Laboratory of Social Cognition, I delve into inquiries concerning individuals' social and emotional functioning. Here, my focus is on conducting thorough investigations that shed light on various aspects of human behavior. Collaborating closely with practitioners and educators, I strive to bridge the gap between theory and practice, ensuring that our findings have practical applications in real-world settings.

Simultaneously, at the Laboratory of Learning, I engage in collaborative efforts with families and teachers. Together, we work towards enhancing children's learning experiences by implementing evidence-based strategies and interventions. By fostering a supportive environment that nurtures intellectual growth, we aim to empower both students and teachers alike.

RESEARCH INTERESTS

My research endeavors span the domains of social and cognitive development across the life span. Of particular interest to me are the individual differences observed in theory of mind—the ability to attribute mental states to oneself and others. Through my research, I seek to unravel the intricacies of how these cognitive processes unfold and evolve over time, contributing to a deeper understanding of human development.

Main research topics include:

Theory of mind and social relationships: are individual differences associated with social behaviors and social relationships? What mechanisms underly these associations?

- Do people spontaneously take another's person perspective? Are there individual differences in this spontaneous perspective taking? If so, what do they mean?
- Promoting theory of mind: is it possible to promote children's and older adults' theory of mind? What are the more efficient strategies to do so?
- Theory of mind in aging: does theory of mind change across aging? What are the predictors and consequences of these changes?
- Theory of mind and pragmatics: is theory of mind associated with the ability to understand pragmatic utterances such as metaphors, irony and jokes?

ACTUAL POSITIONS

- Associate professor in Developmental Psychology at the Department of Brain and Behavioral Sciences, University of Pavia (Italy).
- Referent for Innovative Teaching for the Department of Brain and Behavioral Sciences, University of Pavia (Italy).
- Referent for DSA (Students with Disabilities) for the Department of Brain and Behavioral Sciences, University of Pavia (Italy).
- Member of the Examination Commission for admission to the Master's degree program in Psychology, Neuroscience, and Human Sciences, University of Pavia.
- Director of the II level Master in Specific Learning Disabilities and Developmental Psychology at the University of Pavia
- Member of the doctoral board in Psychology, University of Pavia

INVITED TALK:

- June 24, 2003 – Invited seminar held at the Centre for Family Research, University of Cambridge, UK, titled: "(In)congruence in siblings' and friends' dyads: another possible variable in studying children's relationships".
- February 2006 – Invited seminar at the Department of Social and Developmental Psychology, University of Cambridge, UK, titled: "Children and their siblings, peers and friends: continuities in relationship quality and in conversational reference to inner states".
- August 27, 2008 – Invited seminar at the University of Oslo titled: "Longitudinal impact of children's Theory-of-Mind and emotion understanding on their social competences and metacognition at school".
- December 10, 2009 – Invited seminar at the School of Psychology, University of Sussex, UK, titled: "Children's knowledge about the mind: investigating the relationship between ToM and metacognition".
- April 25, 2011 – Invited talk at the conference "Recognizing Each Other; Learning from the Child's Mind", University of Pavia, titled: "Why we need to mentalize".
- March 28, 2014 – Invited talk at the conference "Mentalization and Narratives in Education: Hints for Reflecting Actions", Catholic University, Milan, titled: "Promoting mentalization: the role of narratives".
- March 17, 2015 – Invited talk at the University of Kyoto, Japan, titled: "Theory of mind and metacognition across the lifespan: combining longitudinal and training studies".
- February 11, 2017 – Invited presentation at the conference "In the Classroom I Have a Child who...", titled: "Put yourself in my shoes: promoting theory of mind at school", Florence.
- February 11, 2017 – Invited presentation at the conference "In the Classroom I Have a Child who...", titled: "Promoting theory of mind at school", Florence.
- June 10-11, 2017 – Invited presentation at the XPrag.it Behavioral and Neural Evidence on Pragmatic Processing conference, titled: "Examining mind-reading in the lifespan: from longitudinal to training studies".

- May 28, 2019 – Invited presentation at the Doctoral Course in Psychology at the University of Genoa, titled: "Theory of mind: development and assessment tools".
- June 15, 2022 – Invited presentation at the University of Vechta during the International Week 2022, titled: "ToM at school: predictors and consequences".
- November 18, 2022 – Invited presentation at the University of Vechta during the conference "Theory of Mind in school: Associations with academic abilities, social competencies, and bullying", titled: "Does the school context matter for children's theory of mind development?".
- November 2, 2023 – Invited presentation at McGill's Educational & Counselling Psychology Distinguished Speaker Series, McGill University, Montreal, Canada, titled: "Promoting children's theory of mind development at school: training programs and contextual effects".

TEACHING

- Instructor for the course "Developmental Cognitive Psychology" within the Master's Degree Program in Psychology, Experimental Track, and Cognitive Neuroscience, University of Pavia (36 hours).
- Instructor for the course "Developmental Psychology" within the Bachelor's Degree Program in Psychological Sciences and Techniques, University of Pavia (54 hours).
- Instructor for the course "Cognitive Development" within the Master's Degree Program in Psychology, Neuroscience, and Human Sciences, University of Pavia (36 hours).
- Tutor of nine PhD students

PUBLICATIONS

BOOKS

- Lecce, S., & Pagnin, A. (2007).** *Il lessico psicologico: la teoria della mente nella vita quotidiana*. Bologna, Il Mulino.
- Lecce, S., Cavallini, E., & Pagnin, A. (2010).** *La teoria della mente nell'arco di vita*. Bologna, Il Mulino.
- Lecce, S., & Bianco, F. (2018).** *Mettiti nei miei panni. Programma per promuovere l'empatia e le relazioni sociali con la teoria della mente - scuola primaria*. Trento, Erickson
- Lecce, S., Cavallini, E., & Ceccato, I. (2019).** *Promuovere la Teoria della Mente nell'anziano. Un programma di intervento per la comprensione dell'altro*. Milano, Franco Angeli.
- Devine, R., & Lecce, S. (2021). *Theory of Mind in Middle Childhood and Adolescence: Integrating Multiple Perspectives*. Routledge.

PAPERS

1. Hughes, C., Fujisawa, K. K., Ensor, R., **Lecce, S.**, & Marfleet, R. (2006). Cooperation and Conversations about the Mind: A Study of Individual Differences in 2-year-olds and their Siblings. *British Journal of Developmental Psychology*, 24, 53-72. doi:10.1348/026151005X82893 (IF = 1.33 Q2 SCImago)

2. Hughes, C., **Lecce, S.**, & Wilson, C. (2007). "Do you know what I want?" Preschoolers' talk about desires, thoughts and feelings in their conversations with sibs and friends. *Cognition and Emotion*, *21*, 330-350. doi: 10.1080/02699930600551691 (Q1 SCImago)
3. **Lecce, S.**, Pagnin, A., & Pinto, G. (2009). Agreement in children's evaluations of their relationships with siblings and friends. *European Journal of Developmental Psychology*, *6*, 153-169. doi: 10.1080/17405620701795536 (IF = 0.885)
4. Pons, F., de Rosnay, M., Harris, P. L., & **Lecce, S.** (2009). Theory of mind and language in children. *Impuls*, *3*, 30 – 41.
5. **Lecce, S.**, Caputi, M., & Pagnin, A. (2009). "I know what you mean": a study of individual differences in internal state talk in relation to school competence. *Journal of Applied Psycholinguistic*, *IX*, 84-98.
6. **Lecce, S.**, & Hughes, C. (2010). "The Italian Job"? Comparing theory of mind performance in British and Italian children. *British Journal of Developmental Psychology*, *28*, 747-766. doi: 10.1348/026151009X479006 (IF = 1.33 Q2 SCImago)
7. Hughes, C., Marks, A., Ensor, R., & **Lecce, S.** (2010). A Longitudinal Study of Conflict and Inner State Talk in Children's Conversations with Mothers and Younger Siblings. *Social Development*, *19*, 822-837. doi: 10.1111/j.1467-9507.2009.00561.x (Q1 SCImago)
8. **Lecce, S.**, Zocchi, S., Pagnin, A., Palladino, P., & Taumoepeau, M. (2010). Reading minds: The relation between children's mental state knowledge and their metaknowledge about reading. *Child Development*, *81*, 1876-1893. doi: 10.1111/j.1467-8624.2010.01516.x (IF 4.915 Q1 SCImago)
9. **Lecce, S.**, de Bernart, D., Vezzani, C., Pinto, G., & Primi, C. (2011). Measuring sibling relationship's quality during middle childhood: psychometric properties of Sibling Relationship Inventory. *European Journal of Developmental Psychology*, *8*, 423-436. doi: 10.1080/17405629.2010.530033 (IF = 1.219 Q3 SCImago)
10. **Lecce, S.**, Caputi, M., & Hughes, C. (2011). Does Sensitivity to Criticism Mediate the Relationship Between Theory of Mind and Academic Competence? *Journal of Experimental Child Psychology*, *110*, 313-331. doi: 10.1016/j.jecp.2011.04.011 (IF = 2.635 Q1 SCImago)
11. Caputi, M., **Lecce, S.**, Pagnin, A., & Banerjee, R. (2012). Longitudinal effects of theory of mind on later peer relations: The role of prosocial behaviour. *Developmental Psychology*, *48*, 257-270. doi: 10.1037/a0025402 (IF = 3.782 Q1 SCImago in developmental psychology)
12. Cavallini, E., **Lecce, S.**, Bottiroli, S., Palladino, P., & Pagnin, A. (2013). Beyond False Belief: Theory of Mind in Young, Young Old, and Old-old Adults. *International Journal of Aging and Human Development*, *76*, 181-198. doi: http://dx.doi.org/10.2190/AG.76.3.a (IF = 0.62 Q2 SCImago)
13. Hughes, C., Devine, R., Ensor, R., Koyasu, M., Misokawa, A., & **Lecce S.** (2014). Lost in Translation? Comparing British, Japanese and Italian Children's Theory of Mind Performance. *Child Development Research Manuscript.*, Article ID 893492, 10 pages, 2014. doi:10.1155/[2014/893492](https://doi.org/10.1155/2014/893492).

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14. **Lecce, S.**, Caputi, M., & Pagnin, A. (2014). Long-term effect of theory of mind on school achievement: the role of sensitivity to criticism. *European Journal of Developmental Psychology, 11*, 305-318. doi: 10.1080/17405629.2013.821944 (IF = 1.219 Q3 SCImago)
15. **Lecce, S.**, Bianco, F., Devine, R., Hughes, C., & Banerjee, R. (2014). Promoting theory of mind in middle childhood: a training study. *Journal of Experimental Child Psychology, 126*, 52-67. doi: 10.1016/j.jecp.2014.03.002 (IF = 2.635 Q1 SCImago in developmental psychology)
16. **Lecce, S.**, Bianco, F., Demicheli, P., & Cavallini, E. (2014). Training Preschoolers on 1st-Order-False-Belief Understanding: Transfer on Advanced ToM Skills and Metamemory. *Child Development, 85*, 2404-2418. doi: 10.1111/cdev.12267 (IF = 4.915 Q1 SCImago in developmental psychology)
17. **Lecce, S.**, Bottiroli, S., Bianco, F., Rosi, A., & Cavallini, E. (2015). Training older adults on Theory of Mind: Transfer on Metamemory. *Archives of Gerontology and Geriatrics, 60*, 217-226. doi: 10.1016/j.archger.2014.10.001 (IF = 1.525 Q1 SCImago)
18. **Lecce, S.**, Caputi, M., Pagnin, A. (2015). False-belief understanding at age 5 predicts beliefs about learning in Year 3 of primary school. *European Journal of Developmental Psychology, 12*, 40-53. doi: 10.1080/17405629.2014.949665 (IF = 1.219 Q3 SCImago)
19. **Lecce, S.**, Demicheli, P., Zocchi, S., & Palladino, P. (2015). The origins of children's metamemory: The role of theory of mind. *Journal of Experimental Child Psychology, 131*, 56-72. doi: 10.1016/j.jecp.2014.11.005 (IF = 2.635 Q1 SCImago in developmental psychology)
20. Cavallini, E., Bianco, F., Bottiroli, S., Rosi, A., & **Lecce, S.** (2015). Training for generalization in ToM: a study with older adults. *Frontiers in Psychology, 6*:1123. doi: 10.3389/fpsyg.2015.01123 (Q1 SCImago)
21. Rosi, A., Cavallini, E., Bottiroli, S., Bianco, F., & **Lecce, S.** (2016). Promoting ToM in older adults: does age play a role?. *Aging And Mental Health, 20*, 22-8. doi: 10.1080/13607863.2015.1049118. (IF = 1.781 Q1 SCImago in Gerontology)
22. Bottiroli, S., Cavallini, E., Ceccato, I., Vecchi, T., & **Lecce, S.** (2016). Theory of Mind in aging: Comparing cognitive and affective components in the faux pas test. *Archives of Gerontology and Geriatrics, 62*, 152-162. doi: 10.1016/j.archger.2015.09.009 (IF = 1.853 Q1 SCImago)
23. Bianco, F., **Lecce, S.**, & Banerjee, R. (2016). Conversations about Mental States and Theory of Mind Development in Middle Childhood: A Training Study. *Journal of Experimental Child Psychology, 149*, 41-61 (IF = 2.333 Q1 SCImago in developmental psychology) doi:10.1016/j.jecp.2015.11.006
24. Bianco, F., & **Lecce, S.** (2016). Translating Child Development Research Into Practice: Can Teachers Foster Theory of Mind in Primary School? *British Journal of Educational Psychology, 86*, 592-605. doi:10.1111/bjep.12125 (IF = 2.4 Q1 SCImago)
25. **Lecce, S.**, Ceccato, I., Bianco, F., Rosi, A., Bottiroli, S., & Cavallini, E. (2017). Theory of mind and social relationships in older adults: the role of social motivation.

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- Aging And Mental Health*, 21, 253-258. doi: 10.1080/13607863.2015.1114586 (IF = 1.861 Q1 SCImago in Gerontology)
26. Caputi, M., **Lecce, S.**, & Pagnin, A. (2017). The role of mother-child and teacher-child relationship on academic achievement. *European Journal of Developmental Psychology*, 14, 141-158. doi: 10.1080/17405629.2016.1173538 (IF = 0.792 Q2 SCImago)
 27. Mizokawa, A., & **Lecce, S.** (2017). Sensitivity to criticism and theory of mind: A cross cultural study on Japanese and Italian children. *European Journal of Developmental Psychology*, 14, 159-171. doi:10.1080/17405629.2016.1180970 (IF = 0.792 Q2 SCImago)
 28. **Lecce, S.** (2017). Examining mind-reading in the life span: from longitudinal to training studies. Front. Psychol. Conference Abstract: XPRAG.it Behavioral and Neural Evidence on Pragmatic Processing. doi:10.3389/conf.fpsyg.2017.71.00005
 29. **Lecce, S.**, Bianco, F., Devine, R., & Hughes, C. (2017). Relations between ToM and EF in middle childhood: a short-term longitudinal study. *Journal of Experimental Child Psychology*, 163, 69-86. doi: https://doi.org/10.1016/j.jecp.2017.06.011 (IF = 2.602 Q1 SCImago in Developmental and Educational Psychology).
 30. **Lecce, S.**, Caputi, M., Pagnin, A., & Banerjee, R. (2017). Theory of Mind and school achievement: the mediating role of social competence. *Cognitive Development*, 44, 85-97. doi: http://dx.doi.org/10.1016/j.cogdev.2017.08.0107(IF = 1.571 Q1 SCImago in Developmental and Educational Psychology).
 31. Zhang, X., **Lecce, S.**, Ceccato, I., Cavallini, E., Zhang, L., & Tianyong, C. (2018). Plasticity in Older Adults' Theory of Mind Performance: The Impact of Motivation. *Aging and Mental Health*, 22, 1592-1599. doi: 10.1080/13607863.2017.1376313v (IF=2.658 Q1 in Gerontology)
 32. **Lecce, S.** & Bianco, F. (2018). Working memory predicts children's theory of mind development during middle childhood: A training study. *Cognitive Development*, 47, 71-81. doi: https://doi.org/10.1016/j.cogdev.2018.04.002 (IF=1.444 Q1 in Developmental and Educational Psychology)
 33. **Lecce, S.**, Ronchi, L., Del Sette, P., Bischetti, L., & Bambini, V. (2019). Interpreting Physical and Mental Metaphors: Is Theory of Mind associated with pragmatics in middle childhood? *Journal of Child Language*, 46, 393-407. doi:10.1017/S030500091800048X
 34. **Lecce, S.**, Ceccato, I., Rosi, A., Bianco, F., Bottiroli, S., & Cavallini, E. (2019). Theory of Mind plasticity in aging: the role of baseline, verbal knowledge, and executive functions. *Neuropsychological Rehabilitation*, 29, 440-455. doi:10.1080/09602011.2017.1308871 (IF = 2.082 Q1 SCImago in Rehabilitation).
 35. **Lecce, S.**, Ceccato, I., & Cavallini E. (2019): Investigating ToM in aging with the MASC: from accuracy to error type. *Aging, Neuropsychology, and Cognition*, 26, 541-557. doi: 10.1080/13825585.2018.1500996 (IF=1.763 Q2 Experimental and Cognitive Psychology)
 36. Bischetti, L., Ceccato, I., **Lecce, S.**, Cavallini, E., & Bambini, V. (2019). Pragmatics and Theory of Mind in older adults' humor comprehension. *Current Psychology*. doi:

- <https://doi.org/10.1007/s12144-019-00295-w> (Q2 Psychology)
37. Ceccato, I., **Lecce, S.**, Cavallini, E., van Vugt, F. T., Ruffman, T. (2019) Motivation and social-cognitive abilities in older adults: Convergent evidence from self-report measures and cardiovascular reactivity. *PLOS ONE 14*: e0218785. <https://doi.org/10.1371/journal.pone.0218785> (Q1)
 38. **Lecce, S.**, Ceccato, I., & Cavallini, E. (2019). Theory of Mind, Mental State Talk and Social Relationships in Aging: The Case of Friendship. *Aging and Mental Health, 23*, 1105-1112. doi: 10.1080/13607863.2018.1479832 (IF=2.658 - Q1 in Gerontology).
 39. **Lecce, S.** & Bianco, F. (2019) The role of false-belief understanding in preschoolers' development of metamemory: A training study. *European Journal of Developmental Psychology, 16*, 697-711. doi: 10.1080/17405629.2018.1496908 (Q2 in Developmental Psychology).
 40. Rosi, A., Nola, M., Cavallini, E., & **Lecce, S.** (2019). Prosocial behavior in aging: which factors can explain age-related differences in the social economic decision-making? *International Psychogeriatrics, 31*, 1747-1757. doi: 10.1017/S1041610219000061 (Q1 in Gerontology).
 41. Ceccato, I., **Lecce, S.**, & Cavallini, E. (2020). Older adults' beliefs about their ability to understand mental states. *Journal of Adult Development, 27*, 294 - 304. doi:10.1007/s10804-020-09348-y (Q3 in Developmental Psychology).
 42. Ronchi, L., Banerjee, R., & **Lecce, S.** (2020). ToM and peer relationships: the role of social anxiety. *Social Development, 29*, 478–493. doi:10.1111/sode.12417 (Q1 in Social Sciences).
 43. Bianco, F., Lombardi, E., Massaro, D., Castelli, I., Valle, A., Marchetti, A., & **Lecce, S.** (2020). Enhancing advanced ToM skills in primary school: A training study with 7- to 8- year olds. *Infant and Child Development, 28*, e2155. doi:10.1002/icd.2155 (Q2 in Developmental Psychology).
 44. **Lecce, S.**, Bianco, F., & Ronchi, L. (2020). Executive Function in the school context: the role of peer relationships. *Infant and Child Development, 29*, e2151. doi: 10.1002/icd.2151 (Q2 in Developmental Psychology).
 45. Bambini, V., Bischetti, L., Bonomi, C., Arcara, G., **Lecce, S.**, Ceroni, M. (2020). Beyond the motor account of Amyotrophic Lateral Sclerosis: verbal humor and its relationship with the cognitive and pragmatic profile. *International Journal of Language & Communication Disorders, 55*, 751–764. doi: 10.1111/1460-6984.12561 (Q1 in Linguistics and Language).
 46. Bambini, V., Tonini, E., Ceccato, I., **Lecce, S.**, Marocchini, E. & Cavallini, E. (2020). How to improve social communication in aging: pragmatic and cognitive interventions. *Brain & Language, 211*. 104864 (Q1 in Experimental and Cognitive Psychology).
 47. Del Sette, P., Bambini, V., Bischetti, L., & **Lecce, S.** (2020). Longitudinal associations between ToM and metaphors in children. *Cognitive Development, 56*, 100958. doi: 10.1016/j.cogdev.2020.100958 (Q1 in Developmental Psychology).
 48. **Lecce, S.**, Bianco, F., & Hughes, C. (2021). Reading minds and reading texts:

- Evidence for independent and specific associations. *Cognitive Development*, 57, 101010. doi: 10.1016/j.cogdev.2021.101010 (Q1 in Developmental Psychology)
49. Cavallini, E., Rosi, A., Ceccato, I., Ronchi, L., & **Lecce, S.** (2021). Prosociality in aging: the contribution of traits and empathic concern. *Personality and Individual Differences*, 176, 110735. doi: 10.1016/j.paid.2021.110735
 50. Rosi, A., van Vugt, F. T., **Lecce, S.**, Ceccato, I., Vallarino, M., Rapisarda, F., Vecchi, T., & Cavallini, E. (2021). Risk perception in a real-world situation (COVID-19): how it changes from 18 to 87 years old. *Frontiers in Psychology, section Health Psychology*. doi: 10.3389/fpsyg.2021.646558.
 51. Cavallini, E., Ceccato, I., Bertoglio, S., Francescani, A., Vigato, F., Ianes, A., **Lecce, S.** (2021). Can Theory of Mind of healthy older adults living in a nursing home be improved? A training study. *Aging Clinical and Experimental Research*. doi: 10.1007/s40520-021-01811-4
 52. Bianco, F., Lombardi, E., **Lecce, S.**, Marchetti, A., Massaro, D., Valle, A., & Castelli, I. (2021). Supporting children's second-order recursive thinking and Advanced ToM abilities: A training study. *Journal of Cognition and Development*, 22, 561-584. doi: 10.1080/15248372.2021.1901712,
 53. Del Sette, P., Ronchi, L., Bambini, V., & **Lecce, S.** (2021). Longitudinal associations between metaphor understanding and peer relationships in middle childhood. *Infant and Child Development*, 30(4), e2232. doi: 10.1002/icd.2232
 54. Cavallini, E., Rosi, A., van Vugt, F. T., Ceccato, I., Rapisarda, F., Vallarino, M., Ronchi, L., Vecchi, T., & **Lecce, S.** (2021). Closeness to friends explains age differences in positive emotional experience during the lockdown period of COVID-19 pandemic. *Aging Clinical and Experimental Research*. doi: 10.1007/s40520-021-01927-7
 55. **Lecce, S.**, Ronchi, L., & Devine, R. (2021). Mind what teacher says: Teachers' mental-state language and children's theory of mind in middle childhood. *Social Development*. doi: 10.1111/sode.12552
 56. Cavallini, E., Rosi, A., van Vugt, F. T., Ceccato, I., Rapisarda, F., Vallarino, M., Ronchi, L., Vecchi, T., & **Lecce, S.** (2021). Reply to the Letter on "Closeness to friends explains age differences in positive emotional experience during the lockdown period of COVID-19 pandemic". *Aging Clinical and Experimental Research*. doi: 10.1007/s40520-021-01974-0
 57. **Lecce, S.** & Devine, R. (2022). Theory of Mind at School: Academic Outcomes and the Influence of the School Context. *Infant and Child Development*, 31, e2274. doi: 10.1002/icd.2274
 58. Tonini, E., **Lecce, S.**, Del Sette, P., Bianco, F., Canal, P., & Bambini, V. (2022). Efficacy and benefits of the MetaCom training to promote metaphor comprehension in typical development. *First Language*, 42, 466–496, doi: 10.1177/01427237221081201
 59. Canal, P., Bischetti, L., Bertini, C., Ricci, I., **Lecce, S.**, & Bambini, V (2022). N400 differences between physical and mental metaphors: the role of Theories of Mind. *Brain and Cognition*, 161. doi:0.1016/j.bandc.2022.105879

60. Rapisarda, F., Vallarino, M., Rosi, A., Florin, A., Ceccato, I., **Lecce, S.**, van Vugt, F. T., Briand, C., & Cavallini, E. (2022). Older adults' subjective experiences of the COVID-19 outbreak and lockdown in Italy: a qualitative study. *Aging and Mental Health*. doi: 10.1080/13607863.2022.2087208
61. Basile, C., **Lecce, S.**, & van Vugt, F. T. (2022) The effect of synchrony on social affiliation, ToM and empathy. Synchrony during online encounters affects social affiliation and theory of mind but not empathy. *Frontiers in Psychology*, 3:886639. doi:10.3389/fpsyg.2022.886639/
62. Foley, S., Ronchi, L., **Lecce, S.**, Feng, X., Chan, M. H. M., & Hughes, C. (2022). "Cross-Cultural Equivalence of Parental Ratings of Child Difficulties During the Pandemic: Findings from a Six-Site Study. *International Journal of Methods in Psychiatric Research*, e1933. doi: 10.1002/mpr.1933
63. Gatti, D., Stagnitto, S. M., Basile, C., Mazzoni, G., Vecchi, T., Rinaldi, L., & **Lecce, S.** (2022). Individual differences in theory of mind correlate with the occurrence of false memory: a study with the DRM task. *Quarterly Journal of Experimental Psychology*. doi: 10.1177/17470218221135178
64. Hughes, C., Ronchi, L., Heng, J., Basile, C., Del Sette, P., & **Lecce, S.** (2023). What mediates the effect of the Covid 19 pandemic on children's prosocial behaviour: A multi-site study. Special Issue "Understanding Others in Moments of Crisis" in *Social Psychology*, 54, 52-65. doi: 10.1027/1864-9335/a000485
65. Del Sette, P., Veneruso, M., Cordani, R., **Lecce, S.**, Varallo, G., Franceschini, C., Venturino, C., Pizza, F., Plazzi, G., & Nobili, L. (2023). Narcolepsy and emotions: Is there a place for a theory of mind approach? *Sleep Medicine*, 102, 84-89 (IF=3.492) doi: 10.1016/j.sleep.2022.12.013
66. Hughes, C., Ronchi, L., Foley, S., Dempsey, C., & **Lecce, S.** (2023). Siblings in Lockdown: International Evidence for Birth Order Effects on Child Adjustment in the Covid19 Pandemic. *Social Development*, 32(3), 849-867. doi: 10.1111/sode.12668
67. Lampis, V., Mascheretti, S., Cantiani, C., Riva, V., Lorusso, M. L., **Lecce, S.**, Molteni, M., Antonietti, A., & Giorgetti, M. (2023). Long-lasting effects of changes in daily routine during the pandemic-related lockdown on pre-schoolers' language and social-emotional development: a moderation analysis. *Children*, 10(4),656, doi: 10.3390/children10040656
68. Bottiroli, S., Rosi, A., Sances, G., Allena, M., De Icco, R., **Lecce, S.**, Vecchi, T., Tassorelli, C., & Cavallini, E. (2023). Social cognition in Chronic Migraine with Medication Overuse: Do you mind what I think?. *Journal of Headache and Pain*, 24, 47. doi: 10.1186/s10194-023-01578-1
69. Tonini, E., Bischetti, L., Del Sette, P., Tosi, E., **Lecce, S.**, & Bambini, V. (2023). The relationship between metaphor skills and Theory of Mind in middle childhood: task and developmental effects. *Cognition*, 238. doi: 10.1016/j.cognition.2023.105504
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SCHOLARSHIPS AND AWARDS

- Academic Years 2001/02-2003/04: PhD Research Scholarship in Psychology, XVII Cycle, at the Department of Psychology, University of Pavia (November 1, 2001 - October 31, 2004).
- Academic Year 2001/02: Study Award at the School of Integrated Education, Higher Institute of Advanced Studies (IUSS), University of Pavia.
- Academic Year 2004/05: Study Award at the School of Integrated Education, Higher Institute of Advanced Studies (IUSS), University of Pavia.
- September 2005: Young Researchers Award granted by the Italian Association of Developmental Psychology - Development Section - for a contribution titled "Cognitive and emotional self and other lexicon: a study of conversations with friends and siblings".

- October 2005: Special mention in the competition for the best doctoral thesis awarded by the Italian Psychological Association.
- From September 1, 2006, to August 31, 2008: Research Collaboration Fellowship at the Department of Psychology, Faculty of Arts and Philosophy, University of Pavia, titled "Theory of mind in everyday life".
- Academic Year 2014/2015: Invitation Fellowship for Research in Japan from March 8 to 23, 2015, funded by the Japan Society for the Promotion of Science.
- Academic Year 2019/2020: Vanguard Award received from the Institute of Advanced Studies, University of Birmingham, for a research period with Rory Devine, University of Birmingham.
- Top cited article 2022-2023 for the publication by Lecce, S. & Devine, R. (2022). "Theory of Mind at School: Academic Outcomes and the Influence of the School Context". *Infant and Child Development*, 31, e2274. doi: 10.1002/icd.2274.

VISITING SCHOLAR

- 2003 – 2004: Stay at the Centre for Family Research, Cambridge University, under the supervision of Claire Hughes.
- 2007: Stay at the School of Psychology, University of Sydney, under the supervision of Dr. Marc de Rosnay.
- 2015: Stay at Meiji Gakuin University, Tokyo, as a visiting scholar focusing on the topic of cultural differences in theory of mind development. During this stay, research data were analyzed.
- 2020: Stay at the University of Birmingham, UK, as a visiting scholar focusing on the topic of theory of mind.
- 2021: Stay at McGill University, Montreal, CA, as a visiting scholar focusing on the topic of online social relationships and theory of mind
- 2022: Stay at the University of Vechta, Germany, as a visiting scholar focusing on the topic of theory of mind and school adaptation.
- 2023: Stay at McGill University, Montreal, CA, as a visiting scholar focusing on the topic of online social relationships and theory of mind.