

Tommaso Feraco

Curriculum Vitae

Personal information

Last name	Feraco
First name	Tommaso
Birth date	26/03/1993
E-mail	tommaso.feraco@unipd.it
Website	https://feracotommaso.github.io/

Current position

05/2026 – current	Tenure-track researcher (M/PSI-01), Department of General Psychology, University of Padova.
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Past work experience

08/2024 – 05/2026	Junior Assistant Professor / Fixed term researcher (M/PSI-01), Department of General Psychology, University of Padova.
11/2023 – 07/2024	Post-doc position (research grant – M/PSI-01), Department of General Psychology, University of Padova. Project: <i>“Soft-LD: Softening Learning Disabilities: the role of soft skills in students with Specific Learning Disabilities”</i> . Supervisor: Prof. Chiara Meneghetti.
11/2022 – 10/2023	Post-doc position (research grant – M/PSI-01), Department of General Psychology, University of Padova. Project: <i>“Unlocking soft skills”</i> . Supervisor: Prof. Chiara Meneghetti.
11/2021 – 10/2022	Post-doc position (M/PSI-01), Department of General Psychology, University of Padova. Project: <i>“BeBrEvo “Trade-offs in human Behaviour and Brain: a (r)Evolutionary approach”</i> . Supervisor and PI: Prof. Giorgia Cona.
2018 – 2021	PhD student in Psychological Sciences, Department of General Psychology, University of Padova. Thesis: <i>“Soft skills, study-related factors, wellbeing, and academic achievement in 10-18 years old students”</i> Supervisor: Prof. Chiara Meneghetti. Defense date: 21/02/2022.
2018 – 2021	Head of Research , DUYU (Pentathlon S.r.l.) in collaboration with the University of Padova, Project <i>“Beable: Analysis of the abilities influencing scholastic choice and achievement. Studying the XXI century skills”</i> .

Education and qualifications

06/2025	National Scientific Qualification (ASN), PSIC-01A
02/2022	PhD in Psychological Sciences, Department of General Psychology, University of Padova.
02/2021	National qualification to the psychologist profession.
09/2017 – 08/2018	Postgraduate Program in Learning Tutor, Department of General Psychology, University of Padova.

03/2018 – 08/2018	Research internship , Department of General Psychology, University of Padova. Supervisor: prof. Chiara Meneghetti
09/2017 – 02/2018	Post-graduate internship , Istituto Padre Monti, Saronno, Italy. Supervisor: Dr. Mariagrazia Banfi.
12/07/2017	Master's degree in Applied Cognitive Psychology, Department of General Psychology, University of Padova. Thesis: <i>"Spatial updating in case of an abrupt displacement during locomotion"</i> . Supervisor: Prof. Chiara Meneghetti.
12/07/2015	Bachelor's degree in Psychological Sciences and Techniques, University of Milano Bicocca. Thesis: <i>"Human cognition and analogies"</i> . Supervisor: Prof. Laura Macchi.

Additional training

12/2022	ESM Data Analysis Course, Maastricht University, Prof. Wolfgang Viechtbauer (https://www.wvbauer.com/doku.php/course_esmda ; 25 hours).
26/1 & 2/2/2023	Course on principles and strategies of effective communication , debates, dialogic rules, and controversy management, University of Padova, prof. Adelino Cattani, prof. Bruno Mastroianni, and prof. Maria Grazia Busà (4 hours).
23/09/2021	Educational and Career Guidance : Innovative Perspectives at the University of Padova, University of Padova (https://www.unipd.it/news/orientamento-visioni-innovative-unipd ; 8 hours).
02/2021	Meta-Analysis Course , Maastricht University, Prof. Wolfgang Viechtbauer (https://www.wvbauer.com/doku.php/course_ma ; 25 hours).
06/2021	Summer school: Bayesian Statistical Analyses for the Human, Social and Cognitive Sciences, University of Verona (https://sites.hss.univr.it/bayeshsc/ ; 37 hours).

Teaching

Teaching activity

Course	Level	Degree	Year	Hours / CFU
Structural Equation Models	PhD	Psychological Sciences, University of Padova	25/26 23/24	20 (5) 16 (4)
Psychology of Learning and Well-Being at School	MC	Applied Cognitive Psychology, University of Padova	24/25	21 (3)
Personality and Individual Differences	BC	Developmental, Personality, and Interpersonal Relationships Psychology, University of Padova	25/26 24/25	21 (3) 21 (3)
Personality and Individual Differences	BC	Psychological Sciences and Techniques, University of Padova	25/26	21 (3)
Personality and Individual Differences	BC	Social and Organizational Psychology, University of Padova	25/26	21 (3)
Soft skills and learning disabilities (lesson)	PG	Learning Psychopathology, University of Padova	25/26 23/24	2 4
Social emotional and behavioral skills in students (seminar)	PhD	University of Genova	23/24	2

Teaching assistant activity

Course	Level	Degree	Year	Hours / CFU
Personality and Individual Differences	BC	Developmental, Personality, and Interpersonal Relationships Psychology, University of Padova	23/24 22/23	28h 14h
Personality and Individual Differences	BC	Psychological, cognitive and psychobiological sciences, University of Padova	23/24	15h
Spatial cognition	BC	Psychological Sciences, University of Padova	18/19 19/20 20/21 21/22 22/23	15h 15h 15h 15h 15h

Invited lectures

30/11/2023	<i>"Social emotional and behavioral skills in boys and girls with specific learning disabilities"</i> . Bachelor course in Psychology, University of Genova (2 hours).
09/03/2023	<i>"Let's discover the soft skills needed to solve a group problem"</i> . Bachelor course in Electronic Engineering, University of Padova (2 hours).

23/11/2022	<i>"Development of Intelligence in Adolescence: Age and Gender Effects"</i> . Bachelor course in Psychology, University of Genova (2 hours).
23/10/2022	<i>"Soft skills"</i> . Bachelor course in Education, University of Padova.
06/05/2020	<i>"The role of soft skills and study-related factors in fostering students' academic achievement and life satisfaction"</i> . University of Paris Descartes (2 hours).

Supervision activities

2018 – current	Supervisor of 1 master and 6 bachelor students and co-supervisor of 17 master and 26 bachelor students at the Department of General Psychology, University of Padova, Italy.
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Participation in Degree Examination Committees

2024 – ad oggi	Master's Degree Thesis Committees, School of Psychology, University of Padova.
2024 – ad oggi	Preparatory Committees for Bachelor's Degree Programs, School of Psychology, University of Padova.
2024 – ad oggi	Final Degree Awarding Committees for Bachelor's Degree Programs, School of Psychology, University of Padova.
27/02/2026	PhD Thesis Committee, University of Milano Bicocca.

Culture della materia

2023	Psicologia della personalità e delle differenze individuali. Corso di Laurea Triennale in Scienze Psicologiche dello Sviluppo, della Personalità e delle Relazioni Interpersonali. Università degli Studi di Padova.
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Research experience abroad

2025	Visiting researcher, St. Gallen University, Switzerland (1 month: 15/08/25-15/09/25).
2021	Visiting researcher, University of Paris V: René Descartes. Supervisor: prof. Franck Zenasni (1 month: 30/08/21-30/09/21).
2017	Research internship, University of Cyprus. Supervisor: prof. Marios Avraamides (4 months: 28/8/17-22/12/17).

Public engagement

Talks and debates for high school students. Project: "Scegli con noi", University of Padova (https://scegliconnoi.unipd.it/)	
21/02/2024	Talk: <i>"La psicologia che non ti aspetteresti"</i> . https://scegliconnoi.unipd.it/evento/la-psicologia-che-non-ti-aspetteresti/
20/02/2024	Debate: <i>"Le idee che abbiamo della psicologia sono vere? False? Sia vere che false? Botta e risposta tra esperti"</i> . https://scegliconnoi.unipd.it/evento/le-idee-che-abbiamo-della-psicologia-sono-vere-false-sia-vere-che-false-botta-e-risposta-tra-esperti/
14/02/2023	Talk: <i>"La psicologia che non ti aspetti"</i> . https://scegliconnoi.unipd.it/evento/lo-psicologo-che-non-ti-aspetti-3/
13/02/2023	Debate: <i>"Sarà vero? Sarà falso? La psicologia ti aiuta a capirlo. Botta e Risposta tra esperti"</i> . https://scegliconnoi.unipd.it/evento/misconception-della-psicologia/
Lessons for high school students. Project: "PnrrOrienta", University of Padova (https://pnrrorienta.unipd.it/)	
2024 – 2026	Proposer and teacher for the course: <i>"Competenze trasversali: un laboratorio esperienziale e di scienza psicologica"</i> . 7 lessons, 21 hours.

- 2023 – 2026 **Teacher** for the course “*Studiare bene, anzi studiare meglio: una chiave di successo per l’Università*”. 1 lesson, 3 hours.
- 2023 – 2024 **Online course** for high school students: “*Destinazione Università: Soft skills e abilità di studio per scegliere l’università con successo*”. Responsibles: Tommaso Feraco, Roberta Bonelli, Chiara Meneghetti, Lorenza Da Re. Participants: 3000+.
- Dissemination seminars for high school students. Project: “Unipadova incontra”, University of Padova (<https://www.unipd.it/unipadova-incontra>)
- 2022 28/04: Liceo G. Galilei: “*Memory and Learning*”. 22/04: Liceo Marchesi: “*Memory and Learning*”. 30/03: Liceo Duca degli Abruzzi: “*21st Century Skills at School*”.
- 2021 20/04: Liceo Caro: “*Memory and Learning*”. 17/03: Liceo Riccati-Luzzatti: “*21st Century Skills at School*”. 16/03: Liceo Duca degli Abruzzi: “*Memory and Learning*”.
- 2019 13/02: Liceo Stefanini: “*Memory and Learning*”.
- Dissemination seminars and activities for the public. Projects: “European Researchers Night – Veneto night” (<https://venetonightpadova.it/>) and “Science for All” (<https://science4all.it/>). University of Padova
- 14/11/2023 Lesson for primary school children: “*Creativa-Mente: pensare in modo creativo*”. Responsibles: Chiara Meneghetti, Barbara Carretti, Tommaso Feraco, Gerardo Pellegrino.
- 30/09/2023 Activity for the general population: “*riCREAre: pensare in modo creativo*”. Responsibles: Chiara Meneghetti, Barbara Carretti, Tommaso Feraco, Gerardo Pellegrino.
- 30/09/2022 Activity for the general population: “*Giochiamo con la creatività e l’intelligenza emotiva!*”. Responsibles: Tommaso Feraco, Nicole Casali, Chiara Meneghetti.
- 24/09/2021 Lesson for high school students “*Study Well (Not Too Much!) ...The Role of Learning Strategies, Motivation, and 21st Century Skills*”. Held by Chiara Meneghetti & Tommaso Feraco.
- 25/09/2020 Lesson for high school students: “*The Student of the 21st Century: Strategies and Skills for School and Future Success*”. Held by Chiara Meneghetti & Tommaso Feraco.

Other talks, seminars, and debates

- 24/05/2023 Debate: “*Exams Don’t Work*”, speaker at the third psycho-debate of the School of Psychology, University of Padova.
- 23/09/2022 Talk: “*Studiare Psicologia a Padova*”, International workshop on Educational and Professional Orientation, University of Padova.

Other activities

- 11/2022 – 3/2023 Official responsible for the creation, supervision, and implementation of a video for the promotion of the School of Psychology, University of Padova. Name of the project: “*Realizzazione di video di presentazione rivolti a studentesse e studenti delle scuole secondarie di secondo grado italiane e internazionali con la presentazione delle principali informazioni del perché studiare psicologia a Padova*”.

Awards and grants

Research awards

- 2024 Scholarship of the European Association of Personality Psychology (EAPP) for the presentation: **Feraco, T.**, Casali, N., Pellegrino, G., Carretti B. & Meneghetti C. (2024). *Is the Behavioral, Emotional, and Social Skills Inventory cross-culturally valid? Evidence from Italy*. European Conference of Personality (ECP), 4-9 August.
- 2023 Valiant award for the best presentation (third place): **Feraco, T.** & Giorgia, C. (2023). *Happy children! A network and longitudinal analysis of positive affect’s predictors in adolescence*. Cognitive Science Arena, 10-11 February.

2022	2022 Travel Award – Journal of Intelligence, for the best presentation: Feraco, T. & Giorgia, C. (2022). <i>The age-and-gender differentiation hypotheses. A “new” bifactor approach to study differentiation of general and specific components of intelligence</i> . ESCOP, 29 August – 01 September.
2020	Best poster presentation, Feraco, T. , Resnati, D., Fregonese, D., & Meneghetti, C. (2020): <i>Soft skill and self-regulated learning in middle and high school students</i> . Web-Conference AIRIPA, 25-26 September.

Teaching awards

2025	Award for Innovative Teaching Practices Arqus Unipd, Project “PERSONALITY-Psychometrics”: Interactions Between Teachings for the Cross-Disciplinary Training of Psychological Skills,” presented by Prof. Chiara Meneghetti in collaboration with Prof. Massimo Nucci and Prof. Tommaso Feraco. University of Padua.
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Grants:

2026	Fondo Italiano per la Scienza (FIS-3) for the project “ <i>Geographical Psychology of School Anxiety</i> ”. Amount: 1.036.815,36€
2025	EAPP Collaborative Research Grant. Project: “ <i>From personality to skill volitional change: Insights from Germany, Italy, and Turkey</i> ”. Amount: 10.000€. Role: Co-PI.
2024	EAPP Networking and Travel Stipends. Project: “ <i>The Geographical Psychology of School Anxiety</i> ”. Amount: 5.000€. Role: PI.
2023	Post-doctoral fellowship for the project: <i>Soft-LD: Softening Learning Disabilities: the role of soft skills in students with Specific Learning Disabilities</i> . Department of General Psychology, University of Padova. Amount: 19.367€. Role: PI.
2023	Project of Relevant Interest for the Nation (PRIN): MUR’s grant for the project <i>Evaluation strategies to contrast university drop-out through empowerment and to design educational and career guidance practices</i> . Role: Team member. PI: Lorenza Da Re. Amount: 246.000€.
2023	Departmental Research Project (PRID): Departmental grant for the project <i>PIO: Perspective on Intelligence Ontogeny</i> . Role: Team member. PI: Lucia Regolin. Amount: 10.000€.
2022	Post-doctoral fellowship for the project “ <i>Unlocking soft skills</i> ”. Department of General Psychology, University of Padova. Amount: 19.367€. Role: PI.
2021	Erasmus+ Studio Grant: visiting PhD at the University of Paris V: René Descartes, France.
2017	Erasmus+ Studio Grant: four months exchange at the University of Cyprus under the supervision of professor Marios Avraamides.
2017	Scholarship “mille e una lode”, University of Padova. The scholarship was given to the top 4% students of each course based on credits and grades. Amount: 1000€.

International collaborations

Since 2025:	Brent W. Roberts, University of Illinois, USA. Theme: personality, soft skills, personality change.
Since 2024:	Tobias Ebert, St Gallen University, Switzerland. Theme: geographical psychology.
Since 2024:	Nathan W. Hudson, Southern Methodist University, Dallas, USA. Theme: Volitional personality change.
Since 2022:	Samuel Greiff, university of Luxemburg, Luxemburg. Theme: intelligence, cognitive abilities, measurement.
Since 2022:	Ryan Niemiec, Chief Science & Education Officer of the VIA Institute on Character, US. Theme: character strengths.

Since 2022:	Cristopher Soto, Colby College, US. Theme: personality, assessment, soft skills.
Since 2022:	Chris Napolitano, University of Illinois, US. Theme: personality, assessment, soft skills.
Since 2020:	Franck Zenasni, University of Paris V: René Descartes, France. Theme: soft skills, measurement.
Since 2019:	Petra Jansen, University of Regensburg, Germany. Theme: sport and visuospatial abilities.
Since 2017	Marios Avraamides, University of Cyprus, Cyprus. Theme: spatial cognition.

Research groups

Since 2025:	SEB Skills Lab, Home of the BESSI. University of Illinois & Colby College, US (http://www.sebskills.com/our-team.html).
Since 2024:	Psicostat Core Team, University of Padova (https://psicostat.dpss.psy.unipd.it/pages/people.html).
Since 2017:	Memory and Learning Lab, Department of General Psychology, University of Padova (https://www.memoryandlearninglab.it/people/).

Organization of scientific conferences

2026	1st International Online Conference on Human Intelligence. https://sciforum.net/event/IOCHI2026?section=#event_chair . Role: Member of the Scientific Committee.
2025	International Winter School 2025: The 4 Ms: Meta-research, Measurement, Multi-lab, and Multiverse data analysis in Behavioral Sciences 2018, Padova, Italy, https://winterschool4ms.dpg.unipd.it/ . Role: Organizing team.
2018	EWIC 2018, Padova, Italy, http://easyconferences.eu/ewic2018/committees/ . Role: Organizing team.

Scientific associations

2025 – current	Association for Research in Personality (ARP).
2025 – current	International Society for the Study of Individual Differences (ISSID).
2024 – current	European Association of Personality Psychology (EAPP).
2021 – current	Associazione Italiana per la Ricerca e l'Intervento nella Psicopatologia dell'Apprendimento (AIRIPA).
2018 – current	Associazione Italiana di Psicologia (AIP) – experimental psychology.
2018 – 2023	European Association for Research on Learning and Instruction (EARLI).
2022 – 2023	European Society for Cognitive Psychology (ESCP).
2022 – 2025	American Psychological Association (APA).

Institutional positions

2024 – current	Junior Member of the Third Mission Committee, Department of General Psychology. University of Padova.
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2023 – 2024	Representative of Post-Doctoral researchers, Department of General Psychology. University of Padova.
2019 – 2021	Representative of PhD students of Psychological Sciences. University of Padova.

Editorial and reviewing activities

2024 – 2026	Editorial board of BMC Psychology.
2024 – 2025	Guest editor for the special issue “ <i>Personality and Developmental Changes across the Life Span: Predictors, Assessment, and Impact</i> ”. https://www.mdpi.com/journal/ejihpe/special_issues/YPBR7UO6CQ
2022 – current	Reviewer board of the Journal of Intelligence.
2022 – 2024	Senior reviewer for the JURE Conference of the Junior Researchers of EARLI.
2020 – current	Ad hoc reviewer for the following (23) journals: <i>British Journal of Educational Psychology</i> ; <i>European Journal of Personality</i> ; <i>Personality and Social Psychology Bulletin</i> ; <i>European Journal of Psychology Open</i> ; <i>Journal of Adolescence</i> ; <i>European Journal of Psychology of Education</i> ; <i>Heliyon</i> ; <i>Journal of Happiness Studies</i> ; <i>Journal of Intelligence</i> ; <i>Journal of Psychology: Interdisciplinary and Applied</i> ; <i>Psychology Research and Behavior Management</i> ; <i>Personality and Individual Differences</i> ; <i>Learning and Individual Differences</i> ; <i>Humanities and Social Sciences Communication</i> ; <i>Applied Psychology: An International Review</i> ; <i>Annals of Medicine</i> ; <i>TPM - Testing, Psychometrics, Methodology in Applied Psychology</i> ; <i>Social Sciences & Humanities Open</i> ; <i>Social Psychology of Education</i> ; <i>Journal of Environmental Psychology</i> ; <i>Journal of Research in Personality</i> ; <i>Large-scale Assessments in Education</i> ; <i>PLoS ONE</i> .

Research impact indicators

updated: 17/06/2026

Indicator	Scholar	Scopus	WOS
H-index	18	13	12
Citations	1458	666	563
Publications	49	48	48
Publications in Q1 and Q2	/	47 (37-10)	44 (28/16)
Publications as first/last author	31	30	30
Publications as corresponding	29	28	28
Publications without supervisor	178	17	17
Publications with international co-authors	18	17	17

Scopus and Web of Science may not yet include the latest publications.

Publications

Publications in peer-reviewed journals

I have published **49** articles in peer-reviewed journals, **31** as first/last author; **48** are indexed in Web of Science and **48** in Scopus.

1/L = first/last author; **C** = corresponding author; **INT** = international co-authors

 = preregistered;  = open data;  = open materials;  = open code

1.  **Feraco, T.**, Calderan, M., & Pellegrino, G. (2026). The Living SEB Skills Project: A Living Resource for Review and Meta-Analysis of Social, Emotional, and Behavioral Skills. *European Journal of Personality*, 0(0). <https://doi.org/10.1177/08902070261467477>. IF 2025: 4.8 (JCR: Q1, psychology – social; Scopus: Q1, psychology - social).



2. Soltantouyeh, A., **Feraco, T.**, Agostinis, B. and Meneghetti, C. (2026) Dance to be creative: the creative beliefs, creativity ability and improvisation performance in experts, amateurs, and non-dancers. *Frontiers in Psychology*, 17:1670292. <https://doi.org/10.3389/fpsyg.2026.1670292>. IF 2025: 3.8 (JCR: Q1, psychology, multidisciplinary; Scopus: Q1, general psychology).



3. **1/L C Feraco, T.**, Meneghetti, C., & Cornoldi, C. (2026). Use and Coherence of Study Skills and Learning-Strategy Knowledge in Typically Developing Children and Children With Specific Learning Disabilities. *Learning Disabilities Research & Practice*, 41(3), 162-171. <https://doi.org/10.1177/09388982261422712>. IF 2025: 2.0 (JCR: Q1, education, special; Scopus: Q2, social sciences – education).

4. **1/L C Feraco, T.**, Pellegrino, G., Bonelli, R., Re, L. D., Carretti, B., & Meneghetti, C. (2026). Social, Emotional, and Behavioral Skills of Students With Specific Learning Disabilities: A Replication, Extension, and Synthesis of Existing Research. *Learning Disabilities Research & Practice*, 0(0). <https://doi.org/10.1177/09388982261452122>. IF 2025: 2.0 (JCR: Q1, education, special; Scopus: Q2, social sciences – education).



5. Dell'Acqua, C., Mologni, V., **Feraco, T.**, & Messerotti Benvenuti, S. (2026). A meta-analysis of the late positive potential for assessing affective processing in depression and depression vulnerability. *Journal of Affective Disorders*, 405, 121539. <https://doi.org/10.1016/j.jad.2026.121539>. IF 2025: 5.7 (JCR: Q1, psychiatry; Scopus: Q1, clinical psychology).



6. Pellegrino, G., **Feraco, T.**, De Vita, F., Martino, M. G., Matteucci, M. C., Montesano, L., Passolunghi, M. C., Re, A. M., Sini, B., Tinti, C., Valenti, A., Meneghetti, C., & Carretti, B. (2026). University Students With Specific Learning Disabilities: Do Soft Skills and Study-Related Factors Make a Difference to Their Academic Outcomes? *Journal of Learning Disabilities*, 0(0). <https://doi.org/10.1177/00222194261417592>. IF 2025: 2.3 (JCR: Q1, education, special; Scopus: Q1, social sciences – education).



7. **INT Bosone, L.**, Rees, J., **Feraco, T.**, Chevrier, M., Maggio, S., Zenasni, F., & Bamberg, S. (2026). Acting together for a positive future: a cross-cultural investigation of how environmental cognitive alternatives and efficacy beliefs contribute to individual and collective biodiversity-conservation intentions. *Futures*, 175, 103720. <https://doi.org/10.1016/j.futures.2025.103720>. IF 2025: 3.9 (JCR: Q1, economics; Scopus: Q1, social sciences – sociology and political science).



8. **INT Casali, N.**, & **Feraco, T.**, Bellardita, L., Meneghetti, C., & Villani, D. (2026). Validity of a very short measure of character strengths: The Italian VIA-48. *Acta Psychologica*, 263-106314. <https://doi.org/10.1016/j.actpsy.2026.106314>. IF 2025: 3.8 (JCR: Q1, psychology – experimental; Scopus: Q1, arts and humanities).

9. **1/L INT Casali, N.**, & **Feraco, T.** (2025). Bridges over troubled water: A meta-analysis of the associations of character strengths with well-being and common mental health disorders. *European Journal of Personality*, 39(6), 878-896. <https://doi.org/10.1177/08902070251366765>. IF 2025: 4.8 (JCR: Q1, psychology – social; Scopus: Q1, psychology – social).



10. **1/L C INT Feraco, T.**, Hudson, N.W., & Soto, C.J. (2025). Differences in change goals between personality traits and social, emotional, and behavioral skills. *Personality and Individual Differences*, 241, 113200. <https://doi.org/10.1016/j.paid.2025.113200>. IF 2025: 2.8 (JCR: Q2, psychology – social; Scopus: Q1, general psychology).



11. **1/L C Feraco, T.**, Bonelli, R., Da Re, L., & Meneghetti, C. (2025). Soft skills in high schools: integrating self-regulated learning and social, emotional, and behavioral skills frameworks. *Social Psychology of Education*, 28:134, 1-24. <https://doi.org/10.1007/s11218-025-10095-9>. IF 2025: 3.9 (JCR: Q1, psychology – educational; Scopus: Q1, social sciences – education).



12. Caviola, S., Giofrè, D., **Feraco, T.**, Toffalini, E., Allen, K., & Geary, C. (2025). Exploring the mediating role of academic anxiety in mathematics and reading performance among boys and girls: A comprehensive study of Italian fifth graders. *Learning and Individual Differences*, 122, 102726. <https://doi.org/10.1016/j.lindif.2025.102726>. IF 2025: 9.7 (JCR: Q1, psychology – educational; Scopus: Q1, psychology – developmental and educational psychology).

13. Costa, C., Pezzetta, R., Toffalini, E., Grassi, M., Cona, G., Miniussi, C., ... **Feraco, T.**, ... & Scarpazza, C. (2025). Enhancing the quality and reproducibility of research: Preferred Evaluation of Cognitive and Neuropsychological Studies-The PECANS statement for human studies. *Behavior Research Methods*, 57:182. <https://doi.org/10.3758/s13428-025-02705-3>. IF 2025: 5.0 (JCR: Q1, psychology - experimental; Scopus: Q1: psychology - general).



14. Pellegrino, G., **Feraco, T.**, Meneghetti, C., & Carretti, B. (2025). Ready for What's Next? The Associations Between Social, Emotional, and Behavioral Skills and Career Adaptability in High School Students. *Journal of Adolescence*, 97(5), 1200-1210. <https://doi.org/10.1002/jad.12486>. IF 2025: 3.2 (JCR: Q1, psychology - developmental; Scopus: Q1, medicine).



15. ^{1/L} **C INT Feraco, T.**, & Casali, N. (2025). 20 Years of Character Strengths: A Bibliometric Review. *Journal of Happiness Studies*, 26(34), 1-22. <https://doi.org/10.1007/s10902-025-00869-5>. IF 2025: 3.7 (JCR: Q1, psychology - multidisciplinary; Scopus: Q1, social sciences).



16. ^{1/L} **C Feraco, T.**, & Toffalini, E. (2025). SEMbeddings: how to evaluate model misfit before data collection using large-language models. *Frontiers in Psychology*, 15:1433339. <https://doi.org/10.3389/fpsyg.2024.1433339>. IF 2025: 3.8 (JCR: Q1, psychology, multidisciplinary; Scopus: Q1, general psychology).



17. ^{1/L} **C Feraco, T.**, Carbone, E., Cramarossa, G., & Meneghetti, C. (2025). The role of social, emotional, and behavioral skills for nature connectedness, action competence, and proenvironmental behaviors in adolescence. *Environmental Education Research*, 31(6), 1224-1239. <https://doi.org/10.1080/13504622.2025.2459323>. IF 2025: 3.7 (JCR: Q1, education; Scopus: Q1, education).



18. ^{1/L} **C INT Feraco, T.**, Pellegrino, G., Casali, N., Carretti, B., & Meneghetti, C. (2025). Social, emotional, and behavioral skills in students with or without specific learning disabilities. *Learning and Individual Differences*, 105, 102320. <https://doi.org/10.1016/j.lindif.2024.102581>. IF 2024: 9.7 (JCR: Q1, psychology - educational; Scopus: Q1, psychology - developmental and educational psychology).



19. ^{INT} Filippi, S., Salvador Casara, B. G., Peters, K., Maass, A., **Feraco, T.**, & Suitner, C. (2025). They don't really care about us: the impact of perceived vertical pay disparity on employee well-being. *European Journal of Work and Organizational Psychology*, 34(1), 42-57. <https://doi.org/10.1080/1359432X.2024.2415127>. IF 2025: 4.4 (JCR: Q1, psychology - applied; Scopus: Q1, applied psychology).



20. Giordano, F., Calaresi, D., Castellani, L., Verrastro, V., **Feraco, T.**, & Saladino, V. (2025). Interaction Between Social Support and Muscle Dysmorphia: The Role of Self-Efficacy and Social Media Use. *Behavioral Sciences*, 15(2), 122. <https://doi.org/10.3390/bs15020122>. IF 2025: 3.2 (JCR: Q1, psychology - multidisciplinary; Scopus: Q1, Ecology, Evolution, Behavior and Systematics).

21. ^{1/L} **C Feraco, T.**, Mammarella, I. C., & Meneghetti, C. (2025). The Relation Between Soft Skills and Arithmetic Performance. *Journal of Experimental Education*, 93(3), 502-521. <https://doi.org/10.1080/00220973.2024.2364621>. IF 2025: 1.6 (JCR: Q2, education & educational research; Scopus: Q1, developmental and educational psychology).



22. Carbone, E., **Feraco, T.**, Innocenti, I., Musicanti, M., Volpe, P., & Meneghetti, C. (2024). Green Workplace Behaviors: Can Employees Make the Difference? *Sustainability*, 16(24), 11188. <https://doi.org/10.3390/su162411188>. IF 2024: 3.3 (JCR: Q2, environmental studies; Scopus: Q2, social sciences).

23. ^{1/L} ^{INT} Casali, N. & **Feraco, T.** (2024). Which character strengths may build organizational well-being? Insights from an international sample of workers. *PLoS ONE* 19(10): e0312934. <https://doi.org/10.1371/journal.pone.0312934>. IF 2024: 2.6 (JCR: Q2, multidisciplinary sciences; Scopus: Q1, multidisciplinary).

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25. **1/L C INT Feraco, T.**, Casali, N., Carbone, E., Meneghetti, C., Borella, E., Carretti, B., & Muffato, V. (2024). Soft skills and their relationship with life satisfaction and cognitive reserve in adulthood and older age. *European Journal of Ageing*, 21, 25. <https://doi.org/10.1007/s10433-024-00820-2>. IF 2024: 3.5 (JCR: Q1, gerontology; Scopus: Q1, social sciences-health).
26. **1/L C Feraco T & Cona G** (2024) Happy children! A network of psychological and environmental factors associated with the development of positive affect in 9–13 children. *PLoS ONE* 19(9): e0307560. <https://doi.org/10.1371/journal.pone.0307560>. IF 2024: 2.6 (JCR: Q2, multidisciplinary sciences; Scopus: Q1, multidisciplinary).
27. **1/L C INT Feraco, T.**, Casali, N., Pellegrino, G., Soto, C. J., Napolitano, C., Carretti, B., & Meneghetti, C. (2024). The Italian Behavioral, Emotional, and Social Skills Inventory (BESSI-I). *Journal of Personality Assessment*, 106 (6), 750–764. <https://doi.org/10.1080/00223891.2024.2335912>. IF 2023: 2.0 (JCR: Q2, psychology, social; Scopus: Q1, psychology, clinical).
28. **1/L C INT Casali, N., Filippi, S., & Feraco, T.** (2024). Does Inequality Shape Human Character? Cross-Cultural Associations between Character Strengths and the Gini Index in 68 Countries. *Journal of Happiness Studies*, 25, 37, 1-17. <https://doi.org/10.1007/s10902-024-00751-w>. IF 2024: 3.3 (JCR: Q1, psychology – multidisciplinary; Scopus: Q1, social sciences).
29. **1/L C INT Feraco, T.**, Casali, N., Meneghetti, C., Greiff, S., & Cona, G. (2023). Is good character all that counts? A comparison between the predictive role of specific strengths and a general factor of “good character” using a bifactor model. *Journal of Happiness Studies*, 24, 2353–2376. <https://doi.org/10.1007/s10902-023-00686-8>. IF 2023: 3.1 (JCR: Q1, psychology – multidisciplinary; Scopus: Q1, social sciences).
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31. **1/L C Feraco, T. & Meneghetti, C.** (2023). Social, emotional, and behavioral skills: Age and gender differences at 12 to 19 years old. *Journal of Intelligence*. <https://doi.org/10.3390/jintelligence11060118> IF 2023: 2.8 (JCR: Q1, psychology – multidisciplinary; Scopus: Q2, social sciences – education).
32. **1/L C INT Feraco, T.**, Casali, N., & Meneghetti, C. (2023). Adaptability and grit: Foundations for their joint contribution to students’ academic and nonacademic outcomes. *Mind, Brain, and Education*, 17 (3), 175-184. <https://doi.org/10.1111/mbe.12367> IF 2023: 1.9 (JCR: Q2, education & educational research; Scopus: Q2, psychology - developmental and educational psychology).
33. **1/L C Feraco, T.**, Sella, E., Meneghetti, C., Cona, G. (2023). Adapt, explore, or keep going? The role of adaptability, curiosity, and perseverance in a network of study-related factors and scholastic success. *Journal of Intelligence*, 11(2), 34. <https://doi.org/10.3390/jintelligence11020034> IF 2023: 2.8 (JCR: Q1, psychology – multidisciplinary; Scopus: Q2, social sciences – education).
34. **1/L C Feraco, T.**, Casali, N., Ganzit, E., & Meneghetti, C. (2023). Adaptability and emotional, behavioural and cognitive aspects of self-regulated learning: Direct and indirect relations with academic achievement and life satisfaction. *British Journal of Educational Psychology*, 93(1), 353-367. <https://doi.org/10.1111/bjep.12560> IF 2023: 3.1 (JCR: Q1, psychology – education; Scopus: Q1 psychology - developmental and educational psychology).
35. **1/L C Feraco, T.**, Resnati, D., Fregonese, D., Spoto, A., & Meneghetti, C. (2023). An integrated model of school students’ academic achievement and life satisfaction. Linking soft skills, extracurricular activities, self-regulated learning, motivation, and emotions. *European Journal of Psychology of Education*, 38, 109-130. <https://doi.org/10.1007/s10212-022-00601-4> IF 2023: 2.7 (JCR: Q2, psychology – education; Scopus: Q1, psychology - developmental and educational psychology).
36. **1/L C Feraco, T.**, Casali, N., & Meneghetti, C. (2023). Adaptability favors positive academic responses and posttraumatic growth under COVID-19: a longitudinal study with adolescents. *European Journal of Psychology of Education*, 38, 1771-1789. <https://doi.org/10.1007/s10212-022-00667-0> IF 2023: 2.7 (JCR: Q2, psychology – education; Scopus: Q1, psychology - developmental and educational psychology).



37. **1/L C Feraco, T.** & Cona, G. (2022). Differentiation of general and specific abilities in intelligence. A bifactor study of age and gender differentiation in 8- to 19-year-olds. *Intelligence*, 94, 101669. <https://doi.org/10.1016/j.intell.2022.101669> IF 2022: 3 (JCR: Q2, psychology – multidisciplinary; Scopus: Q1, psychology – experimental and cognitive psychology).
38. **1/L C Feraco, T.,** Casali, N., Meneghetti, C. (2022). Do strengths converge into virtues? An item-, virtue-, and scale-level analysis of the Italian Values in Action Inventory of Strengths-120. *Journal of Personality Assessment*, 104(3), 395-407. <https://doi.org/10.1080/00223891.2021.1934481>. IF 2022: 3.4 (JCR: Q2, Psychology, clinical; Scopus: Q1, Psychology, clinical).
39. **1/L C Feraco, T.,** & Meneghetti, C. (2022). Sport practice, fluid reasoning, and soft skills in 10-to 18-year-olds. *Frontiers in Human Neuroscience*: 16: 857412 <https://doi.org/10.3389/fnhum.2022.857412> IF 2022: 2.9 (JCR: Q2, psychology – education; Scopus: Q2, Neuropsychology and Physiological Psychology).
40. **1/L C Feraco, T.,** Resnati, D., Fregonese, D., Spoto, A., & Meneghetti, C., (2022). Soft skills and extracurricular activities sustain motivation and self-regulated learning at school. *Journal of Experimental Education*, 90 (3), 550-569. <https://doi.org/10.1080/00220973.2021.1873090>. IF 2021: 2.2 (JCR: Q3, Education; Scopus: Q1, psychology – educational and developmental).
41. Casali, N., **Feraco, T.,** Meneghetti, C. (2022). Character strengths sustain mental health and post-traumatic growth during the COVID-19 pandemic. A longitudinal analysis. *Psychology & Health*, 37(12), 1663-1679. <https://doi.org/10.1080/08870446.2021.1952587>. IF 2021: 3.3 (JCR: Q2, Psychology – multidisciplinary; Scopus: Q1, Medicine, Q1, Psychology – applied).
42. **INT** Casali, N., Ghisi, M., Jansen, P., **Feraco, T.,** & Meneghetti, C. (2022). What Can Affect Competition Anxiety in Athletes? The Role of Self-Compassion and Repetitive Negative Thinking. *Psychological Reports*, 125 (4), 2009-2028. <https://doi.org/10.1177/00332941211017258>. IF 2021: 2.3 (JCR: Q3, Psychology – multidisciplinary; Scopus: Q2, Psychology – general).
43. Casali, N., **Feraco, T.,** Ghisi, M., & Meneghetti, C. (2021). “Andrà tutto bene”: Associations Between Character Strengths, Psychological Distress and Self-efficacy During Covid-19 Lockdown. *Journal of happiness studies*, 22, 2255–2274. <https://doi.org/10.1007/s10902-020-00321-w> IF 2021: 4.6 (JCR: Q1, psychology – multidisciplinary; Scopus: Q1, Social sciences).
44. Muffato, V., **Feraco, T.,** Miola, L., Meneghetti, C., Pazzaglia, F. (2021) Finding the shortest way in a familiar environment: a comparison between describing and walking the path and the role of visuospatial individual factors. *Journal of Environmental Psychology*, 78, 101708. <https://doi.org/10.1016/j.jenvp.2021.101708> IF 2021: 5.192; (JCR: Q1, psychology – multidisciplinary; Scopus: Q1, psychology – applied).
45. **1/L C Feraco, T.,** Bonvento, M., & Meneghetti, C. (2021). Orienteering: what relation with visuospatial abilities, wayfinding attitudes, and environment learning? *Applied Cognitive Psychology*, 35(6), 1592-1599. <https://doi.org/10.1002/acp.3882> IF 2021: 2.360 (JCR: Q3 psychology – experimental; Scopus: Q2, psychology – educational and developmental).
46. **1/L C INT Feraco, T.,** Meneghetti, C., Ispiro, P., & Jansen, P. (2021). Self-Compassion, Flow, and Strategies in Judokas. *Journal of Martial Arts Research*, 4(1), 1-10 https://doi.org/10.15495/ojs_25678221_41.
47. **INT** Meneghetti, C., **Feraco, T.,** Ispiro, P., Pietsch, S., & Jansen, P. (2021). The practice of judo: how does it relate to different spatial abilities?. *Spatial Cognition & Computation*, 21, 67-88. <https://doi.org/10.1080/13875868.2020.1830995>. IF 2020: 0.889 (JCR: Q4, Psychology -experimental; Scopus: Q1: Psychology – experimental and cognitive).
48. **1/L C Feraco, T.,** Casali, N., Tortora, C., Dal Bon, C., Accarrino, D., & Meneghetti, C. (2020). Using Mobile Devices in Teaching Large University Classes: How Does It Affect Exam Success?. *Frontiers in Psychology*, 11, 1363. <https://doi.org/10.3389/fpsyg.2020.01363>. IF 2020: 2.988 (JCR: Q2, psychology, multidisciplinary; Scopus: Q2, Psychology – general).



49. **INT** Fernández-Méndez, L. M., Contreras, M. J., Mammarella, I. C., **Feraco, T.**, & Meneghetti, C. (2020). Mathematical achievement: the role of spatial and motor skills in 6–8 year-old children. *PeerJ*, 8, e10095. <https://doi.org/10.7717/peerj.10095>. IF 2020: 2.984 (JCR: Q2, multidisciplinary sciences; Scopus: Q3, Neuroscience, general).

Other publications

Chapters in international books

1. Meneghetti, C., Miola, L., **Feraco, T.**, Muffato, V. (2022). Individual Differences in Navigation: An Introductory Overview. In: Paul Raj, editor. Prime Archives in Psychology: 2nd Edition. Hyderabad, India: Vide Leaf. 2022. ISBN: 978-93-92117-32-9. <https://videleaf.com/individual-differences-in-navigation-an-introductory-overview/>

Articles/Abstracts in international proceedings

1. Meneghetti, C., **Feraco, T.**, & Bonvento, M. (2021, September). Orienteering practice: how does it relate to visuospatial individual factors? In "Abstracts and authors of the 8th International Conference on Spatial Cognition: Cognition and Action in a Plurality of Spaces (ICSC 2021)". *Cognitive Processing* 22, 3–67 (2021). <https://doi.org/10.1007/s10339-021-01058-x>
2. **Feraco T.**, Resnati, D., Fregonese, D., Meneghetti, C. (2021, July). The role of soft skills, achievement emotions, self-regulated learning, and motivation in sustaining academic success in adolescence. *13th International Conference on Education and New Learning Technologies*. 9869
3. Meneghetti, C., Doerr, E. M., **Feraco, T.**, & Carretti, B. (2018, September). Dancing: A spatial activity that enhances visuospatial skills? *Cognitive Processing*, 19, Supplement 1, S65-S65. <https://doi.org/10.21125/edulearn.2021.2006>

Articles in peer-reviewed national publications:

1. Da Re, L., Meneghetti, C., Bonelli, R., & Feraco, T. (2024). "Destinazione Università": un percorso innovativo online di orientamento per lo sviluppo di competenze trasversali. *Excellence and Innovation in Learning and Teaching - Open Access*, 9(1), 56-71. <https://doi.org/10.3280/exioa1-2024oa18033>.

Articles in national publications (not peer-reviewed)

1. **Feraco, T.** (2025). Se "g" non esistesse, dovremmo inventarlo, in "Giornale italiano di psicologia, Rivista trimestrale" 1/2025, pp. 187-192. <https://doi.org/10.1421/116153>
2. **Feraco, T.** & Meneghetti, C. (2023). Creatività a scuola. *Psicologia e Scuola*. 15, 14-19
3. **Feraco, T.** & Meneghetti, C. (2022). Dal riconoscere al gestire le emozioni: a scuola si può. *Psicologia e Scuola*. 10, 34-39.
4. **Feraco, T.** & Meneghetti, C. (2022). Come coltivare la curiosità. *Psicologia e Scuola*. 9, 30-35.

Chapters in national books

1. Casali, N., **Feraco, T.**, & Meneghetti, C. (2024). Il ruolo delle soft skill nella scuola secondaria di secondo grado e all'università. In Sini, B., Cavaglià, R., & Tinti, C. *DSA: percorsi inclusivi in università. Inquadramento teorico e implicazioni pratiche*. Franco Angeli.
2. **Feraco, T.** & Meneghetti, C. (2021). Soft skill: definizione, modelli teorici e implicazioni in contesti di alta formazione. In Vidotto, G., Ghisi, M., Sergotti, M., C., & Simeone, I. *Allenare le soft skill. Teoria e pratica*. Marsilio editore.

Conference presentations

Talks / Invited talks / 2025

1. **Feraco, T.** (2025). Skills, traits, living reviews, and (some) geographical psychology. *IBT colloquium series*. St. Gallen, Switzerland, 17 September.
2. **Feraco, T.** (2025). Social, emotional, and behavioral skills in adolescence. *Expert meeting on youth leadership development*. Organizers: Jennifer Tacket, Jenny Wagner, & Eva Bleckmann. Evanston, USA, 26 June.

Talks / International / 2025

1. Pellegrino, G., **Feraco, T.**, Meneghetti, C., Carretti, B. (2025). Soft skills and academic outcomes: comparing students with and without Learning Disabilities. EARLI 2025 conference. Graz, Austria, 25-29 August.
2. Pellegrino, G., **Feraco, T.**, Meneghetti, C., Carretti, B. (2025). Ready for what's next? The relation between soft skills and career adaptability in secondary school. 29th JURE Pre-Conference, Graz, Austria, 23-24 August.

3. **Feraco, T., Pellegrino, G., Carretti, B., & Meneghetti, C. (2025).** Integrating social, emotional, and behavioral skills with learning frameworks. Two cross-sectional studies in high schools. **Symposium:** "Social, Emotional, and Behavioral Skills: Evidence from Trait-Focused and Capacity Focused Conceptualizations". Organizer: Tommaso **Feraco**. *Conference of the International Society for the Study of Individual Differences (ISSID)*, Vienna, Austria, 14-18 July.
4. **Feraco, T., Pellegrino, G., Carretti, B., & Meneghetti, C. (2025).** Integrating social, emotional, and behavioral skills with learning frameworks. Two cross-sectional studies in high schools. **Symposium:** "Skill Development Across the Lifespan: Links with Individual and Interpersonal Factors". Organizer: Prof. Jennifer Tackett & Dr. Eva Bleckmann. *XXV Conference of the Association for Research in Personality (ARP)*, Chicago, USA, 26-28 June.

Talks / International / 2024

1. Pellegrino, G., **Feraco, T.**, Meneghetti, C., Carretti, B. (2024). Unravelling the Role of Social, Emotional, and Behavioral Skills on High School Students' Engagement. *28th JURE Conference for Research on Learning and Instruction*, Seville, Spain, 24-28 June.

Talks / International / 2023

1. **Feraco, T. & Casali, N. (2023).** Is good character all that counts? A general factor of character explains most of the variance in participants' life satisfaction. *European Character and Virtue Education Conference*, Madrid, Spain, 28-30 June.
2. **Feraco, T. & Cona, G. (2023).** Happy children! A network and longitudinal analysis of positive affect's predictors in adolescence. *Cognitive Science Arena*, Brixen, Italy, 10-11 February.

Talks / International / 2021

1. **Feraco, T., Resnati, D., Fregonese, D., Meneghetti, C. (2021).** Cognitive and non-cognitive factors of academic achievement: the role of soft skills. *JURE (Junior Researcher of AIRE) conference*, online. 18-20 August.
2. Casali, N., **Feraco, T.**, Meneghetti, C., (2021). When life gives you lemons. Character, mental health, and post-traumatic growth under COVID-19. *Cognitive Science Arena, CSA*. 9-10 July.
3. **Feraco, T., Meneghetti, C. (2021).** Do soft skills sustain school students' academic achievement and wellbeing? *Cognitive Science Arena, CSA*. 9-10 July.

Talks / National / 2025

1. Pellegrino, G., **Feraco, T.**, Meneghetti, C., Carretti, B. (2025). Creatività e altre competenze trasversali: un confronto tra studenti con e senza DSA. **Symposium:** Creativity and other soft skills: a comparison between students with and without SLDs. Organizzatori: Gerardo Pellegrino e Tommaso **Feraco**. *XXXIII Congresso Nazionale AIRIPA*, Pisa, Italy, 19-20 September.

Talks / National / 2024

1. Perugini, A., Toffalini, E., **Feraco, T.**, Gambarota, F., Pastore, M., & Altoè, G. (2024). Is that a cluster? A practical guide on how to avoid Type I and Type II error. *XXX Congresso AIP Sezione Sperimentale*, Noto, Italy, 23-25 September.
2. **Feraco, T.**, Loconsole, M., Malaman, B., Skrypczuk, M., Toffalini, E., & Regolin, C. (2024). Il *g-factor* è innato o emerge con l'esperienza? Prime evidenze dallo studio di pulcini neonati. *XXX Congresso AIP Sezione Sperimentale*, Noto, Italy, 23-25 September.
3. **Feraco, T.**, Cornoldi, C., Zamperlin, C., De Beni, R., & Meneghetti, C. (2024). Emozioni a scuola: quali relazioni con approccio, motivazione e rendimento scolastici in scuole primarie e secondarie? *XXXII Congresso Nazionale AIRIPA*, Reggio Emilia, Italy, 19-21 September.
4. **Feraco, T.**, Pellegrino, G., Casali, N., Carretti, B., & Meneghetti, C. (2024). Misurare le soft skill, si può? Un aggiornamento sulla validazione del BESSI in italiano. *Giornate di Aggiornamento sull'Uso degli Strumenti in Psicologia Clinica dello Sviluppo*, Bologna, Italy, 1-2 March.
5. Pellegrino, G., Antonietti, A., Cornoldi, C., **Feraco, T.**, Paternoster, V., Pretotto, F., Meneghetti, C., Carretti, B. (2024). Esplorare la mente creativa: nuove prove per la valutazione della creatività. *Giornate di Aggiornamento sull'Uso degli Strumenti in Psicologia Clinica dello Sviluppo*, Bologna, Italy, 1-2 March.
6. Pellegrino, G., Antonietti, A., Cornoldi, C., **Feraco, T.**, Paternoster, V., Pretotto, F., Meneghetti, C., & Carretti, B. (2024). Esplorare la mente creativa: nuove prove per la valutazione della creatività. *Giornate di Aggiornamento sull'Uso degli Strumenti in Psicologia Clinica dello Sviluppo*, Bologna, Italy, 1-2 March.

Talks / National / 2023

1. **Feraco, T. & Meneghetti, C. (2023).** Competenze sociali, emotive e comportamentali in ragazzi e ragazze con e senza disturbi specifici dell'apprendimento. **Symposium:** "Le differenze di genere in alunni con e senza DSA: dai profili cognitivi all'ansia da prestazione". Organizer: prof. David Giofrè. XXXI Congresso Nazionale AIRIPA, Foggia, Italy, 22-23 September.
2. Caviola, S., **Feraco, T.**, Toffalini, E., & Giofrè, D. (2023). Le differenze di genere in alunni con e senza DSA: dai profili cognitivi all'ansia da prestazione. **Symposium:** "Le differenze di genere in alunni con e senza DSA: dai profili cognitivi all'ansia da prestazione". Organizer: prof. David Giofrè. XXXI Congresso Nazionale AIRIPA, Foggia, Italy, 22-23 September.
3. Abbiati, I., **Feraco, T.**, Zamperlin, C., & Meneghetti, C. (2023). Le differenze di genere nelle abilità di studio. XXXI Congresso Nazionale AIRIPA, Foggia, Italy, 22-23 September.
4. Casari, A., Meneghetti, C., & **Feraco, T.** (2023). Strategie, coerenza strategica e abilità di studio nella scuola primaria e secondaria di primo grado. XXXI Congresso Nazionale AIRIPA, Foggia, Italy, 22-23 September.
5. **Feraco, T. & Cona, G. (2023).** Lo sviluppo della struttura fattoriale dell'intelligenza in infanzia e adolescenza. Effetti di età e genere. XXIX Congresso AIP Sezione Sperimentale, Lucca, Italy, 18-20 September.
6. Toffalini, E., **Feraco, T.**, & Pastore, M. (2023). Latent growth model in psicologia: cosa si rischia se la misura non è (davvero) su scala a intervalli? XXIX Congresso AIP Sezione Sperimentale, Lucca, Italy, 18-20 September.
7. **Feraco, T.**, Sella, E., Meneghetti, C., & Cona, G. (2023). Un modello di analisi dei network per comprendere il ruolo di adattabilità, curiosità e perseveranza in studenti di scuole secondarie. *Giornate di aggiornamento sull'uso degli strumenti in Psicologia clinica dello sviluppo*, Bologna, Italy, 4-5 March.
8. Menazza, C., Zamperlin, C. & **Feraco, T.** (2023). Un percorso sul metodo di studio valutato con i questionari di AMOS 8-16. *Giornate di Aggiornamento sull'Uso degli Strumenti in Psicologia Clinica dello Sviluppo*, Bologna, Italy, 4-5 March.
9. Abbiati, I., **Feraco, T.**, Zamperlin, C., & Meneghetti, C. (2023). Le differenze di genere nell'autoregolazione e nella strategicità di studio. *Giornate di Aggiornamento sull'Uso degli Strumenti in Psicologia Clinica dello Sviluppo*, Bologna, Italy, 4-5 March.
10. Pellegrino, G., **Feraco, T.**, Casali, N., Meneghetti C., Carretti, B. (2023). Valutare le abilità sociali, emotive e comportamentali: validazione italiana del BESSI. *Giornate di aggiornamento sull'uso degli strumenti in psicologia clinica dello sviluppo*, Bologna, Italy, 4-5 March.

Talks / National / 2022

1. Muffato, V., Miola, L., **Feraco, T.**, Pazzaglia, F., & Meneghetti, C. (2022) "How do I get there?" The role of familiarity, performance modality and visuospatial factors in the ability to find the shortest route. XXX congresso Associazione Italiana Psicologia (AIP), Padova, Italy, 27-30 September.

Talks / National / 2021

1. **Feraco, T.**, Meneghetti, C., Ispiro, P., & Jansen, P. (2021). Il judo sviluppa le nostre abilità visuo-spaziali? XXIII Congresso Nazionale AIPS. 21-23 May.

Talks / National / 2020

1. **Feraco, T.**, Resnati D., Fregonese D., & Meneghetti C. (2019). La curiosità epistemica: aspetto motivazionale per un buon approccio e riuscita nello studio? XXV Congresso AIP Sezione Sperimentale, Università Vita-Salute San Raffaele, Milano, Italy, 18-20 September.

Posters / International / 2024

1. **Feraco, T.**, Casali, N., Pellegrino, G., Carretti, B., & Meneghetti, C. (2024). Is the Behavioral, Emotional, and Social Skills Inventory cross-culturally valid? Evidence from Italy. *European Conference on Personality*. Berlin, Germany. 6-9 August.
2. Pellegrino, G., Paternoster, V., Pretotto, F., **Feraco, T.**, Meneghetti, C., Carretti, B. (2024). Exploring the creative mind: new instruments to assess creativity. *Cognitive Science Arena*, Brixen, Italy, 8-10 February.
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Posters / International / 2023

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2. Pellegrino G., **Feraco**, T., Casali, N., Carretti, B. & Meneghetti, C. (2023). Exploring the role of social, emotional, and behavioural skills in high school students. *44th Annual Conference of the International School Psychology Association (ISPA)*, Bologna, Italy, 5-8 July.
3. Pellegrino, G., **Feraco**, T., Meneghetti, C. & Carretti, B. (2023). Do 21st century Soft Skills predict reading comprehension? *33rd Annual Meeting of the Society for Text & Discourse*, Oslo, Norway, 28-30 June.
4. **Feraco**, T., Casali, N., Agostinis, B. & Meneghetti, C. (2023). The creative self of dancers. *European Workshop on Imagery and Cognition*, Cambridge, United Kingdom, 20-22, June.

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1. **Feraco**, T., & Cona, G. (2022). The age-and-gender differentiation hypotheses. A “new” bifactor approach to study differentiation of general and specific components of intelligence. *European Society for Cognitive Psychology (ESCoP)*. Lille, France. 29 August – 01 September.

Posters / International / 2021

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2. Muffato, V., Miola, L., **Feraco**, T., Pazzaglia, F., & Meneghetti, C. (2021). Finding the shortest route in a familiar environment: a comparison between describing and walking a path, and the role of individual visuospatial factors. *17th European Workshop on Imagery and Cognition (EWIC)*, online, 22-23 September.
3. **Feraco** T., Resnati, D., Fregonese, D., & Meneghetti, C. (2021). The role of soft skills in sustaining students’ life satisfaction and academic achievement. *JURE (Junior Researcher of AIRE)*, online. 18-20 August.
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Posters / International / 2020

1. **Feraco** T., Meneghetti, C., Ispiro, P., Pietsch, S., & Jansen, P. (2020). The practice of Judo: what is the relation with visuo-spatial abilities, wayfinding inclinations and wayfinding performance?. *EWIC 2020*, Cambridge, UK, <https://aru.ac.uk/science-and-engineering/conferences-and-events/ewic> (conference canceled).
2. **Feraco**, T., & Meneghetti, C. (2019). Orienteering: A way to enhance spatial abilities and everyday spatial habits. *BayesHSC 2019 summer school*, Verona, 5th of June.

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1. Meneghetti, C., Doerr, E.M., **Feraco**, T., & Carretti, B. (2018). Dancing: A spatial activity that enhances visuospatial skills? *VII International Conference on Spatial Cognition*. Rome, 10-14 September.
2. Meneghetti, C., Doerr, E., M., Carretti, C., & **Feraco**, T. (2018). Dancing: A spatial activity that enhances visuospatial skills? *XVI European Workshop on Imagery and Cognition*. Padova, 7-9 June.

Posters / National / 2021

1. **Feraco**, T., Resnati, D., Fregonese, D., & Meneghetti, C. (2021). Quale relazione tra soft skill e apprendimento? Studio dell’associazione tra soft skill, aspetti emotivo-motivazionali e strategici con le abilità di calcolo e comprensione del testo in studenti tra i 10 e i 18 anni. *Web-Conference AIRIPA*, 24-25 September.

Posters / National / 2020

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2. **Feraco**, T., Resnati, D., Fregonese, D., & Meneghetti, C. (2020). Soft skill e aspetti strategico-motivazionali negli studenti di scuole primarie e secondarie. *Web-Conference AIRIPA*, 25-26 September.

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