

Giuseppe Iandolo



PERSONAL DATA

Giuseppe Iandolo

Place of birth: Naples (Italy), November 8, 1978.

Clinical Psychologist & Psychotherapist, Head of Unit at Clinical and Developmental Psychological Service – PSISE (Spain). Senior Lecturer (Associate Professor-Tenured) in Child Development Psychology at the Universidad Europea de Madrid (Spain). M-22742, Spanish Psychological Association (COP Madrid). 415/Section A – Italian Psychological Association (Trento).

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SUMMARY

Giuseppe Iandolo is a postgraduate Program Director in Child Development Psychology (universidadeuropea.es) and Senior Lecturer (Associate Professor-Tenured) in Child Development at the Universidad Europea de Madrid (universidadeuropea.es), Clinical Psychologist, head of the unit PSISE - Clinical Developmental Psychology Service (psisemadrid.org). He works as a university teacher, researcher, and clinical psychologist in Spain (M-22742 - Madrid) and Italy (415/A – Trento). He graduated in Clinical and Community Psychology at the Second University of Naples (Italy), specialized in Clinical Psychology at the University of Padua (Italy), and Ph.D. in Developmental Psychology and Education from the Autonomous University of Madrid (Spain). Lecturer in Psychology (ANECA, PAD: 2012-7504; 2022-209/210), clinical psychologist in Spain (MEC 2008C01607/1/CE & LEY(SP) 33/2011), and psychotherapist in Italy (EU Directive 2005/36/CE & LEY(IT) 56/1989). His fields are child development, clinical psychology, psychological assessment, psychotherapy, and cognitive sciences. He has been a psychological interview professor at the University of Trento (Italy) and a founding team member of the Laboratory of Observation and Functional Diagnosis of the University of Trento, a research center and intervention in developmental and clinical psychology. He has been an expert consultant at the Trentino Institute of Culture (now the Bruno Kessler Foundation, Trento, Italy), the University of Trento (Italy), and several schools and special education centers in Italy and Spain. He has also managed and supervised multidisciplinary teams in these contexts. His research fields include typical and atypical development, narrative and play skills, projective techniques, autism spectrum disorders, cognitive stimulation, parental beliefs, and interactive styles. He is currently a reviewer for various scientific journals indexed in SJR.

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ACCREDITATIONS

- Accreditation of the Six-Year Research Period 2007-2022 in Spain, ANECA, 2023 [01494-01126779].
- Accreditation as Private University Professor in Spain, ANECA, 2022 [2022-210].
- Accreditation as University Contracted Doctor in Spain, ANECA, 2022 [2022-209].
- C2 level accreditation in Spanish. Instituto Cervantes [19/11/2022, COD 221106724105010002].
- Accreditation as University Assistant Professor in Spain, ANECA, 2012 [2012-7504].
- Accreditation as Clinical Psychologist in Spain [MOO/CS30112 – CM – Seventh Additional Provision of the Spanish Law 33/2011 - Professional Homologation in Spain 2008C01607/1/CE].
- Homologation of the bachelor's degree in clinical and Community Psychology in Spain [2008/H15902].
- Accreditation as Specialist Psychologist in Clinical Psychology - Psychotherapist in Italy, 2008 [Following European Directive 2005/36/CE, Italian Ministry of Health & Italian law, February 18, 1989, n. 56].
- Accreditation as Psychologist in Italy, Second University of Naples (Italy), 2004 [Italian law, February 18, 1989, n. 56].

EDUCATION AND TRAINING

- 2008-2011. Ph.D. (with honours) in Child Development Psychology and Education, Autonomous University of Madrid (Spain). Dissertation title: "The development of narrative competence: Form, cohesion and content balance using the Bears Family Projective Test."
- 2004-2008. Post graduated fellow in Clinical Psychology, University of Padua (Italy). Dissertation title: "Emotional processing in autism spectrum disorders" (European directive 2005/36/CE).
- 1998-2003. Degree in Psychology, Second University of Naples (Italy), 2003 [Homologation in Spain 2008/H15902].

RESEARCH INTERESTS

- **Keywords:** typical and atypical human development, autism spectrum disorders, narrative and child play, projective techniques, cognitive activation, parental beliefs, parenting styles.
- **Educational Psychology:**
 - o Effects of education on children's cognitive and emotional development.
 - o Functional profile and special education project.
 - o Educational assessment.
- **Clinical Psychology:**
 - o Interaction, emotion recognition and early indicators of autism spectrum disorder and neurodevelopmental disorders.
 - o Attachment and relational style in different cultures.
 - o Psychotherapy assessment.
- **Developmental Psychology:**
 - o Narrative, symbolic, and exploratory play development throughout childhood.
 - o Parental language, style, aptitudes, and beliefs.

PROFESSIONAL AND ACADEMIC EXPERIENCES

- **Clinical activity**
 - o 2010-actually: Psychologist and Psychotherapist, Supervisor of the Clinical and Developmental Psychology Service "PSISE," Calle Vinca 1, 28029 Madrid (Spain).
 - o 2013-2014: Child psychologist and psychotherapist at Polyclinic "Salud 4 Clinisas", Calle Castelló 58, 28001 Madrid (Spain).
 - o 2003-2009: Psychologist (Psychotherapist in training) at the Laboratory of Observation and Functional Diagnosis of the University of Trento (Rovereto, Italy).
 - o 2007-2009: Clinical Psychologist at the Social Cooperative "Il Ponte" (Rovereto - Italy).
 - o 2005-2008: Psychologist (Psychotherapist in training) for the "Spazio Libero Onlus" (Rovereto, Italy).
- **University Teaching**
 - o 2022-actually: Senior Lecturer (Associate Professor-Tenured) in Child Development Psychology at the European University of Madrid, Department of Psychology, Campus of Villaviciosa de Odón, Madrid (Spain).
 - o 2017-actually: Postgraduate Program Director in Child Development Psychology. European University of Madrid, Department of Psychology, Campus of Villaviciosa de Odón, Madrid (Spain).
 - o 2014-2022: Assistant Professor of Psychology at the European University of Madrid, Department of Psychology, Campus of Villaviciosa de Odón, Madrid (Spain).
 - o 2012: University Professor, University of Trento - Faculty of Cognitive Science, Campus of Rovereto (Trento - Italy)
 - o 2007: Professor and tutor, University of Trento - Department of Sociology; OLTRE-Regional-Project, Campus of Trento (Italy).
 - o 2004-2005: Tutor and online training platform coordinator, University of Trento (Italy) Department of Cognitive Science and Education; AWARE-European-Project.
- **Research grants and contracts**
 - o 2023-2026. Principal researcher for the Universidad Europea de Madrid (Spain, ES) in the project "STORYCODE" (European Commission, Erasmus+).
 - o 2019-2022. Principal researcher for the Universidad Europea de Madrid (Spain, ES) in the project "INCLUDED: Inclusive Childhood Education Supported by Multimedia and Digital Storytelling" (Europ. Comm., Erasmus+).
 - o 2008. Research grant. "Functional profiles of individuals with severe disabilities: from the profile to the educational project." University of Trento (Italy). Regional Project.
 - o 2007. Research grant. "Organizations, Work, Part-Time and Empowerment." University of Trento (Italy). Regional Project.
 - o 2007. Research grant. "Early indicators of autism spectrum disorders based on the analysis of posture and movement." University of Trento (Italy). National Italian Project (MIUR – PRIN, 2005-2007).
 - o 2005-2006. Research grant. "Ageing working awareness to recuperate employability". University of Trento (Italy). AWARE European Project (N. 11924, 01.08.2004, 2005-2007).
 - o January - September 2005. Research contract. "PEACH - Personal Experience with Active Cultural Heritage." Instituto Trentino di Cultura - IRST, Trento Italy (Autonomous Province of Trento - Regional and International Project).
 - o September-December 2004. Research contract. "PFSTAR European Project". Instituto Trentino di Cultura - IRST, Trento Italy (European Project PFSTAR N. 2001-37599, 01-10-2002, 30-09-2004).

ARTICLES IN SCIENTIFIC JOURNALS WITH PEER REVIEW PROCESS

1. Shermadhi, D., Carollo, A., Gaad, E., Dimitriou, D., Nordahl-Hansen, A., **landolo, G.**, & Esposito, G. (2026). Assistive technology for developmental conditions: A scientometric analysis. *Research in Developmental Disabilities*, 169, 105210. <https://doi.org/10.1016/j.ridd.2026.105210>
2. Alonso-Campuzano, C., Filosofi, F., Tardivo, A., Pasqualotto, A., Sosa-Gonzalez, N., Venuti, P., & **landolo, G.** (2025). Collaborative storytelling with Spanish primary school students. *Psychology in Schools*. DOI: <https://doi.org/10.1002/pits.70019>
3. **landolo, G.**,* Aroca-Salom, M.,* Esteban, A., González-Cuevas, G. & Alonso-Campuzano, C. (2024). Storytelling, Verbal Fluency, and Teacher's Perception of Primary School Spanish Students. *Sage Open*, 14(4). <https://doi.org/10.1177/21582440241305599>.
4. Filosofi, F., Pasqualotto, A., Paolizzi, E., **landolo, G.**, Alonso-Campuzano, C. & Venuti, P. (2024). Enhancing group interactions and story quality in primary school students: an investigation into the impact of collaborative storytelling methodologies. *Journal of Computers in Education*. <https://doi.org/10.1007/s40692-024-00330-1>.
5. Alonso-Campuzano, C., * **landolo, G.**, * Filosofi, F., Tardivo, A., Sosa-González, N., Pasqualotto, A., & Venuti, P. (2023). Tangible digital collaborative storytelling in adolescents with intellectual disability and neurodevelopmental disorders. *Journal of Applied Research in Intellectual Disabilities*. 1–20. DOI: <https://doi.org/10.1111/jar.13159>.
6. Mazzoni, N.; Bentenuto, A.; Filosofi, F.; Tardivo, A.; Strathearn, L.; Zarei, K.; De Falco, S.; Venuti, P.; **landolo, G.**; Giannotti, M. (2023). Parenting a Child with a Neurodevelopmental Disorder during the Early Stage of the COVID-19 Pandemic: Quantitative and Qualitative Cross-Cultural Findings. *Int. J. Environ. Res. Public Health* 2023, 20, 499. DOI: <https://doi.org/10.3390/ijerph20010499>.
7. Koeneke-Hoenicka, M.A, López-de-la-Nieta, O., Martínez-Rubio, J.L., Shinohara, K., Neoh, MJY, Dimitriou, D., Esposito, G., **landolo, G.** (2022). Parental bonding in retrospect and adult attachment style: a comparative study between Spanish, Italian and Japanese cultures. *PLoS ONE* 17(12): e0278185. DOI: <https://doi.org/10.1371/journal.pone.0278185>.
8. Chua, B., Neoh, M., Jeon, M., Joyce, A., **landolo, G.**, Hayton, J., Esposito, G., Dimitriou, D. (2022). Impact of sleep on attention in primary school-aged autistic children: Exploratory cross-cultural comparison between Singapore and UK children. *Research in Developmental Disabilities*, 128 (2022) 104271 DOI: <https://doi.org/10.1016/j.ridd.2022.104271>.
9. Giannotti, M., Mazzoni, N., Facchini, M., de Falco, S., Venuti, P., & **landolo, G.** (2022). Determinants of maternal stress during COVID-19 outbreak in Italy and Spain: A cross-cultural investigation. *Journal of Family Psychology*; DOI: <http://dx.doi.org/10.1037/fam0000993>
10. Alonso-Campuzano, C.; * **landolo, G.**; * Mazzeo, M.C.; González, N.S.; Neoh, M.J.Y; Carollo, A.; Gabrieli, G.; Esposito, G. (2021). Children's online collaborative storytelling during 2020 COVID-19 home confinement. *European Journal of Investigation in Health, Psychology and Education* 2021, 11(4), 1619-1634; <https://doi.org/10.3390/ejihpe11040115>
11. López-Florit, L., García-Cuesta, E., Gracia-Expósito, L., García-García, G., **landolo, G.** (2021). Physiological Reactions in the Therapist and Turn-Taking during Online Psychotherapy with Children and Adolescents with Autism Spectrum Disorder. *Brain Sci.* 2021, 11(5), 586. DOI: <https://doi.org/10.3390/brainsci11050586>
12. López-de-la-Nieta, O.; Koeneke Hoenicka, M.A.; Martinez-Rubio, J.L.; Shinohara, K.; Esposito, G.; **landolo, G.** (2021). Exploration of the Spanish Version of the Attachment Style Questionnaire: A Comparative Study between Spanish, Italian, and Japanese Culture. *European Journal of Investigation in Health, Psychology and Education*, 11, 113-128. DOI: <https://doi.org/10.3390/ejihpe11010010>
13. **landolo, G.**, López-Florit, L., Venuti, P., Neoh, M.J.Y., Bornstein, M.H., & Esposito, G. (2020). Story contents and intensity of the anxious symptomatology in children and adolescents with Autism Spectrum Disorder, *International Journal of Adolescence and Youth*, 25:1, 725-740, DOI: [10.1080/02673843.2020.1737156](https://doi.org/10.1080/02673843.2020.1737156)
14. Esposito, G., Venuti, P., **landolo, G.**, de Falco, S., Wei, C., Bornstein, M.H., & Gabrieli, G. (2018). Microgenesis of typical storytelling, *Early Child Development and Care*. DOI: [10.1080/03004430.2018.1554653](https://doi.org/10.1080/03004430.2018.1554653)
15. **landolo, G.**, Esposito, G., & Venuti, P. (2013). Cohesión, micro-organización, estructura narrativa y competencias verbales entre tres y once años: el desarrollo narrativo formal. *Estudios de Psicología*, 34(2), 141-160. DOI: [10.1174/021093913806751456](https://doi.org/10.1174/021093913806751456)
16. **landolo, G.**, Esposito, G., & Venuti P. (2012). The Bears Family Projective test: Evaluating stories of children with emotional difficulties. *Perceptual and Motor Skills*, 114,3, 883-902. DOI: [10.2466/02.09.15.21.PMS.114.3.883-902](https://doi.org/10.2466/02.09.15.21.PMS.114.3.883-902)

BOOKS AND BOOK CHAPTERS

1. **landolo, G.** (2022). *Managing Hyperresponsiveness to Sensory Stimuli in Autism Spectrum Disorder*. In Pin-Arboledas, G. (Ed.), *Sleep Problems in Children with Autism Spectrum Disorders*, pp. 26–38. Canal Estrategia Editorial SL, Madrid. [ISBN: 978-84-19546-04-3](#)
2. **landolo, G.**, Alonso-Campuzano, C., & Sosa-González, N. (2021). *The Development of Oral Narrative Competence*. In landolo, G. (Ed.), *An Approach to Inclusive Education Through Tangible Digital Storytelling*, pp. 55–96. Sar Alejandría, Spain. [ISBN 978-84-124412-9-1](#)
3. **landolo, G.**, Albiero F., Alemany J., Filosofi F., Alonso-Campuzano, C., & Sosa-González, N. (2021). *Storytelling, Technology and Inclusion in Education*. In landolo, G. (Ed.), *An Approach to Inclusive Education Through Tangible Digital Storytelling*, pp. 97–150. Sar Alejandría, Spain. [ISBN 978-84-124412-9-1](#)
4. **landolo, G.**, & Alonso-Campuzano, C. (2021). *Asperger's Syndrome and Autism Spectrum Disorders*. In Escorial-Santa-Marina, S. (Ed.), *Faculty Support Guide in Higher Education. Teaching Recommendations for Students With Special Educational Needs*, pp. 129–159. Sar Alejandría, Spain. [ISBN: 978-84-123984-2-7](#)
5. Zancanaro, M., Pianesi, F., Stock, O., Venuti, P., Cappelletti, A., **landolo, G.**, Prete, M., & Rossi, F. (2007). *Children in the Museum: An Environment for Collaborative Storytelling*. In Stock, O. & Zancanaro, M. (Eds.), *PEACH – Intelligent Interfaces for Museum Visits*, Cognitive Technologies Series. Springer, Berlin. [ISBN 978-3-540-68755-9](#)

TECHNICAL AND ACADEMIC MANUALS

1. **landolo, G.** & Alonso-Campuzano, C. (2022). *Guidelines on Tangible Digital Storytelling for Inclusive Education*. Intellectual Output (IO4) of the Erasmus+ INCLUDED Project. <http://ow.ly/PcL450MrTTY>
2. landolo, G., & Alonso-Campuzano, C. (2021). *The Bears Family Projective Test: Assessment of Narrative and Representational Competencies Between Ages 3 and 11*. Manual with the Integrated System and Play Analysis. Psise: Psychological Service, Madrid, Spain. <http://ow.ly/2WvF50AdbXE>
3. **landolo, G.**, Mazzeo, M.C., Sosa, N., & Alonso, C. (2020). *Inclusive Education for Students With Autism Spectrum Disorder*. Manual for the Online Course on Autism Spectrum Disorder. European University of Madrid. <http://ow.ly/jaem50AdbXh>
4. **landolo, G.**, Alonso, C., Alemany, J., Albiero, F., Sosa, N., & Filosofi, F. (2020). *An Approach to Inclusive Education Through Tangible Digital Storytelling*. Manual for the Inclusive Education Course With Digital Tools – Erasmus+ INCLUDED Project. European University of Madrid, University of Trento, Fundación A LA PAR, Istituto Comprensivo 3 di Modena, Computer Learning, and Rovastinkankaan Koulu. <http://ow.ly/5WPj50AdbWP>
5. **landolo, G.** & Alonso, C. (2020). *Psychopathology of Emotions*. Manual. Psise: Psychological Service, Madrid, Spain. <http://ow.ly/FJBL50DjLL>
6. **landolo, G.** & Venuti, P. (2012). *The Integrated System of the Bears Family Projective Test*. Revised Manual. Psise: Psychological Service, Madrid, Spain. <http://ow.ly/2WvF50AdbXE>
7. Venuti, P. & **landolo, G.** (2003). *The Bears Family Projective Method*. Manual. ODFLab, University of Trento, Italy.

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INTERNATIONAL CONGRESSES

1. Tardivo, A., Barba, A., Rufo Baena, V., Alonso-Campuzano, C., **landolo, G.** (2025). Tangible coding through stories: fostering computational skills in kindergarten and primary education. Edulearn 2025 Congress (17th annual International Conference on Education and New Learning Technologies), Palma (Spain) - 30 June - 2nd July 2025.
2. Giannotti, M., Mazzoni, N., Bentenuto, A., Filosofi, F., Tardivo, A., Strathearn, L., Zarei, K., de Falco, S., Venuti, P., & **landolo, G.** (2022). *The experience of parents of children with neurodevelopmental disorders during the first wave of the COVID-19 pandemic: Preliminary quantitative and qualitative cross-cultural findings*. INSAR Annual Meeting, May 11–14, 2022, Austin, Texas (USA).
3. Giannotti, M., Mazzoni, N., Facchini, M., De Falco, S., Venuti, P., & **landolo, G.** (2021). *Determinants of maternal stress during the COVID-19 outbreak in Italy and Spain: A cross-cultural investigation*. AITANA 7th International Congress of Clinical and Health Psychology in Children and Adolescents. Spain (online), November 18–20, 2021. Miguel Hernández University of Elche.
4. Alonso-Campuzano, C., & **landolo, G.** (2021). *Spanish children's online collaborative storytelling during the 2020 COVID-19 home confinement*. AITANA 7th International Congress of Clinical and Health Psychology in Children and Adolescents. Spain (online), November 18–20, 2021. Miguel Hernández University of Elche.
5. Filosofi, F., Alonso-Campuzano, C., Pasqualotto, A., & **landolo, G.** (2021). *Teachers' perceptions about collaboration and inclusion using a tangible digital storytelling tool (i-theatre) in preschool and primary*

education: INCLUDED Project pilot study. EDULEARN21 (13th Annual International Conference on Education and New Technologies for Learning). Spain (online), July 5–6, 2021.

6. **landolo, G.**, López Florit, L., Venuti, P., Neoh, M. J. Y., Bornstein, M. H., & Esposito, G. (2020). *Story contents and intensity of anxious symptomatology in children and adolescents with autism spectrum disorder*. 1st Gulf Autism Conference “Autism: Understanding Beyond Difference”, Muscat, Oman, January 24–26, 2020.
7. López-Florit, L., & **landolo, G.** (2018). *Behavioral and narrative manifestations in children and adolescents with autism: A comparative study with a typically developing group*. Presentation at the AITANA 4th International Congress of Clinical and Health Psychology in Children and Adolescents. Palma de Mallorca (Spain), November 15–17, 2018. Miguel Hernández University of Elche.
8. López-Florit, L., & **landolo, G.** (2017). *Functional profile and narrative competencies in children and adolescents with autism spectrum disorder*. Presentation at the AITANA 3rd International Congress of Clinical and Health Psychology in Children and Adolescents. Seville (Spain), November 16–18, 2017. Miguel Hernández University of Elche.
9. **landolo, G.** (2016). *Emotional processing in autism spectrum disorders*. Presentation in the symposium “Social Communication and Interaction: Methodological Approaches.” IX International and XIV National Congress of Clinical Psychology organized by the Spanish Association of Behavioral Psychology (AEPC). Santander, November 17–20, 2016.
10. **landolo, G.**, Esposito, G., & Venuti, P. (2011). *The Bears Family Projective Test: Evaluating stories of children with emotional difficulties*. Presentation at the 15th European Conference on Developmental Psychology. Bergen (Norway), August 2011.
11. **landolo, G.**, Esposito, G., & Venuti, P. (2008). *Tales of children with oppositional behavior and behavioral inhibition: Internal conflicts and emotional drives*. Poster presented at the International Margaret S. Mahler Symposium: New Perspectives in Mahler’s Separation–Individuation Theory, Neuropsychological Views, and Developmental Psychopathology. University of Padua (Italy), May 2008.
12. **landolo, G.**, Venuti, P., Pianesi, F., Zancanaro, M., & Prete, M. (2005). *Cooperative storytelling in the “Story Table” environment*. Poster presented at the 7th Alps–Adria Conference in Psychology, Department of Psychology, University of Zadar (Croatia), June 2005.
13. **Esposito, G.**, landolo, G., & Venuti, P. (2004). *Movement as an early indicator of autism: Walking pattern analysis*. Presentation at the International Advanced Course of the Italian Association for Infant Mental Health (AISMI) – “Early Childhood Psychopathology Between Genes and Generations”. Matera (Italy), May 2004.

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NATIONAL CONGRESSES

1. Barba, A., Rufo, V., **landolo, G.**, & García-Cuesta, E. (2022). *EMOLEARN – “The Adventures of Marco” – A Serious Game to Train Emotions in Children With ASD*. I Spanish Congress on Video Games, December 1–2, 2022, Madrid, Spain.
2. **landolo, G.** (2010). *Formal Aspects of Children’s Stories in the Bears Family Projective Test*. Presentation. II Galician Congress on Research in Educational Sciences. Faculty of Educational Sciences, University of Santiago de Compostela (Spain), April 2010.
3. Venuti, P., & **landolo, G.** (2008). *The Bears Family Projective Method: Results from the Italian Standardization*. Presentation. XXII National Congress of the Clinical-Dynamic Psychology Section, University of Padua (Italy), September 2008.
4. **landolo, G.** & La Femina, F. (2007). *Stories of Children with Emotional-Relational Difficulties: The Bears Family Projective Method*. Presentation. XXI National Congress of the Clinical Psychology Section, Faculty of Education, University of Perugia (Italy), September 2007.
5. **landolo, G.**, Coppola, A., & La Femina, F. (2006). *Narrative Skills in Children with Learning Difficulties and Emotional-Relational Challenges*. Presentation. XX National Congress of the Clinical Psychology Section, Faculty of Cognitive Sciences, University of Trento (Italy), September 2006.
6. Coco, C., Coppola, A., & **landolo, G.** (2006). *The Psychological Support Service of the University of Trento*. Poster. XX National Congress of the Clinical Psychology Section, Faculty of Cognitive Sciences, University of Trento (Italy), September 2006.
7. **landolo, G.**, De Falco, S., & Venuti, P. (2006). *Narratives and Representations in Children with Emotional-Relational Difficulties*. Presentation. VI National Congress “Disability, Impairment and Rehabilitation”, Department of Developmental Psychology and Socialization, University of Padua (Italy), June 2006.
8. **landolo, G.**, Pianesi, F., Prete, M., Rossi, F., Zancanaro, M. (2005). *Narrative Skills in 8-Year-Old Children*. Presentation. XIX National Congress of the Developmental Psychology Section, Faculty of Education, University of Cagliari (Italy), September 2005.

9. Venuti, P., De Falco, S., & **landolo, G.** (2005). *The Bears Family Projective Method Applied to Children with Down Syndrome*. Presentation. XIX National Congress of the Developmental Psychology Section, Faculty of Education, University of Cagliari (Italy), September 2005.
10. Venuti, P., Cainelli, S., & **landolo, G.** (2005). *Disability and Emotional-Relational Disorders Across Development: The "Spazio Libero" Therapeutic Project*. Presentation. V National Congress "Disability, Impairment and Rehabilitation", Department of Developmental Psychology and Socialization, University of Padua (Italy), June 2005.
11. Coco, C., & **landolo, G.** (2005). *The "Horizon Group": Educational Experiences with Adults With Autism Spectrum Disorder*. V National Congress "Disability, Impairment and Rehabilitation", Department of Developmental Psychology and Socialization, University of Padua (Italy), June 2005.
12. Venuti, P., Esposito, G., & **landolo, G.** (2004). *Auxiliary Tools for the Early Diagnosis of Autism: Cry Analysis*. Presentation. IV National Congress "Disability, Impairment and Rehabilitation", Department of Developmental Psychology and Socialization, University of Padua (Italy), June 2004.

SEMINARS AND WORKSHOPS AS A GUEST

1. **landolo, G.** (2025). Collaborative storytelling for the well-being and development of children and adolescents. Conference on Autism Spectrum Disorders: National and Territorial Overview in a Network Perspective, ANFASS Association of Families of People with Intellectual and/or Relational Disabilities of Trentino, Trento (Italy), September 24, 2025. <https://bit.ly/3WCi9H1>
2. **landolo, G.** (2024). *Computational Thinking Through Storytelling in Early and Primary Education*. Discover and implement narrative coding in early and primary school. Erasmus+ STORYCODE Project Webinar organized by Fundación Francisco Coll & Universidad Europea. Madrid, October 23, 2024. <https://bit.ly/3PjqVWP>
3. **landolo, G.** (2024). *Collaboration, Narrative and Computational Thinking in Early and Primary Education*. Multiplier Event in Italy, Erasmus+ STORYCODE Project organized by Universidad Europea & Colegio Santa Catalina de Sena, April 10, 2024. <https://bit.ly/3W06KKU>
4. **landolo, G.** (2023). *Inclusive, Collaborative and Multimedia Environments for Tangible Digital Storytelling in Primary School*. Results from the Erasmus+ INCLUDED Project. VII Education and Autism Day & I Child and Adolescent Mental Health Day, organized by Universidad Europea de Madrid and Federación Autismo Madrid. Universidad Europea de Madrid, May 9, 2023. <http://ow.ly/r4Mp500Ft82>
5. **landolo, G.** (2023). *Technology and Storytelling as Tools for Inclusion*. EDUCA – The Education Festival, organized by University of Trento, Department of Cognitive Sciences, April 15, 2023. <http://ow.ly/QnkS500FtIE>
6. **landolo, G.** (2022). *Effectiveness of Traditional, Digital, and Tangible Digital Collaborative Storytelling in Primary and Secondary Education*. Action research results from the INCLUDED Project in Spain. Multiplier Event in Italy, Erasmus+ INCLUDED Project organized by University of Trento, Department of Cognitive Sciences, December 6, 2022. <http://ow.ly/4uTk50Mgj9P>
7. **landolo, G.** (2022). *Guidelines for Developing Inclusive and Collaborative Practices of Tangible Digital Storytelling in Primary Education*. Multiplier Event in Italy, Erasmus+ INCLUDED Project organized by University of Trento, Department of Cognitive Sciences, December 6, 2022. <http://ow.ly/4uTk50Mgj9P>
8. **landolo, G.** (2021). *An Approach to Inclusive Education Through Tangible Digital Storytelling*. Multiplier Event in Spain, Erasmus+ INCLUDED Project organized by Fundación A LA PAR & Universidad Europea. Madrid, November 18, 2021. <http://ow.ly/LuCm50GSHQn>
9. **landolo, G.** (2021). *How to Promote Inclusion and Coexistence in Schools*. School Bullying Conference, Cruz Roja Juventud: Creating Coexistence to Address Bullying. Madrid, October 15–16, 2021. <http://ow.ly/wOpp50GsFRX>
10. **landolo, G.** & Alonso-Campuzano, C. (2021). *Talking to a Psychologist or Going to a Psychologist: Perceptions of the Therapeutic Relationship in Online Counseling with Spanish Youth*. Workshop "In Search of Self. Connected, Disconnected, Rediscovered." Webinar, Trento (Italy), July 2, 2021.
11. **landolo, G.**, Alonso, C., Alemany, J. (2021). *Experiences Beyond Borders: Tangible Digital Storytelling for Inclusion in a Madrid Primary School*. Milano Digital Week, March 19, 2021: "Between Innovation and Tradition: Experiences of Digital Storytelling for Inclusive Education". Webinar, Milan, March 17–21, 2021.
12. **landolo, G.** (2020). *Digital Storytelling for Inclusion Through Meeting Rooms*. Milano Digital Week, May 27, 2020: "Inclusive Education and Digital Storytelling to Promote the Educational Relationship In-Person and Online". Webinar, Milan, May 25–30, 2020.

13. **landolo, G.** (2020). *Inclusive Education with Children, Adolescents, and Adults with Autism Spectrum Disorder*. IV Education and Autism Day: Patterns of Special Interaction in People With ASD. Universidad Europea de Madrid & Federación Autismo Madrid. Madrid Webinar, June 12, 2020.
14. **landolo, G.** (2018). *Inclusive Neuroeducation*. Awareness Day for the International Day of Persons with Disabilities – “A Journey into Diversity... Let Yourself Go”. Universidad Europea de Madrid. Madrid, December 3, 2018.
15. **landolo, G.** (2016). *Autism Spectrum Disorders: Early Indicators, Diagnosis & Intervention in Spain*. Seminar at the Department of Neurobiology and Behavior, Nagasaki University (Japan), December 2016.
16. **landolo, G.** (2016). *Narrative Method for Clinical and Developmental Psychology: Cognitive and Social Perspectives Through Assessment and Research*. Seminar 1 at the Doctoral School of Cognitive and Brain Sciences, Department of Psychology and Cognitive Science, University of Trento (Italy), May 2016.
17. **landolo, G.** (2016). *Children Storytelling: An Introduction to the Bears Family Projective Test. Formal and Content Analysis in Italian and Spanish Samples*. Seminar 2 at the Doctoral School of Cognitive and Brain Sciences, Department of Psychology and Cognitive Science, University of Trento (Italy), May 2016.
18. **landolo, G.** (2016). *Difficulties With Early Behavioral Diagnosis. Proposal of an Observation System of Interactive Movement in Dyadic Play*. Seminar 3 at the Doctoral School of Cognitive and Brain Sciences, Department of Psychology and Cognitive Science, University of Trento (Italy), May 2016.
19. **landolo, G.** (2012). *Narrative and Cooperative Development in Childhood*. Seminar 2, University of Castilla-La Mancha, Faculty of Education, October 18, 2012.
20. **landolo, G.** (2012). *Narrative and Cooperative Development in Childhood*. Seminar 1, University of Castilla-La Mancha, Faculty of Education, October 16, 2012.
21. **landolo, G.** (2012). *Play and Storytelling Through the Bears Family Projective Test*. PSISE – Clinical and Developmental Psychology Service, September 7, 2012.
22. **landolo, G.** (2009). *Evaluating Children's Stories Through the Bears Family Projective Method*. Seminar on Human Development and Education, Department of Developmental and Educational Psychology, Universidad Autónoma de Madrid (Spain), November 27, 2009.
23. **landolo, G.** (2009). *Emotion Recognition and Categorization in Preadolescents with Autism Spectrum Disorder*. Seminar on Human Development and Education, Department of Developmental and Educational Psychology, Universidad Autónoma de Madrid (Spain), June 29, 2009.
24. **landolo, G.** (2006). *Human-Computer Interaction, Networking, and Cooperative Learning*. Presentation at the VI Italian Seminar of the European Project AWARE, Department of Cognitive and Educational Sciences, University of Trento (Italy), June 2006.
25. **landolo, G.** (2006). *The AWARE Online Educational Portal*. Presentation at the III Spanish Seminar of the European Project AWARE, City Council of Laredo (Spain), May 12, 2006.

ACADEMIC THESES

1. landolo G. (2011). The development of narrative skills, form, cohesion and balance of content through the Bears Family Projective Test. Autonomous University of Madrid – December 16, 2011. <http://ow.ly/pldc50EdsYt>
2. landolo G. (2008). Recognition and categorization of emotions in preadolescents with autism spectrum disorder. University of Padua – School of Specialization in Clinical Psychology – December 16, 2008.
3. landolo G. (2003). Preadolescents in the «Drawing of the Family and Family of Bears» tests. Second University of Naples – July 11, 2003.

DOCTORAL THESIS SUPERVISION

1. Alonso-Campuzano, C. (2024). Narrative and Collaborative Development in Educational Settings. PhD Program in Biomedicine and Health Sciences, European University of Madrid, 15/01/2025. (Supervisor: landolo, G.).
2. López Florit, L. (2021). Competency Profile, Anxiety Symptoms, and Therapeutic Intervention with Children and Adolescents with Autism Spectrum Disorder. PhD Program in Biomedicine and Health Sciences, European University of Madrid, 18/10/2021. (Supervisor: landolo, G.).

ACADEMIC THESIS SUPERVISOR

1. García-Ollataguerre, V. (2026). *Estilo de apego adulto, crianza percibida en retrospectiva y género en adultos jóvenes españoles*. (Tutor: Iandolo, G.).
2. Retana Martín, A. (2025). *The relationship between resilience, psychological well-being, and social support in Spanish university students*. Bachelor's Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
3. Parra, L.F. (2024). *TeenMind: Emotional Regulation Skills and Psychological Support Kit for Adolescents. Design of a Mobile Application*. Master's Thesis in Child and Adolescent Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
4. Navarro Rubio, P. (2024). *Relationship Between Mental Health and Subjective Experience in Response to Situational Images in Spanish Adults*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
5. Ferro Cepeda, H. (2024). *Current Personality Organization, Retrospective Parental Bond, and Gender Differences*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
6. Ramírez Sánchez, N. (2023). *Communicative Intention and Motor Coordination in a 17-Year-Old Adolescent with Level 2 ASD*. Master's Thesis in Child and Adolescent Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
7. Ulle Barrera, C. (2023). *Stimulation of Receptive and Expressive Communication Skills in J., a 9-Year-Old Child with Level 2 ASD*. Master's Thesis in Child and Adolescent Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
8. Bascones Garibi, C. (2023). *Internalization and Externalization: Child Psychotherapy in Two Cases with Emotional-Relational Difficulties*. Master's Thesis in General Health Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
9. Aroca Salom, M. (2023). *Narrative Development, Social Success, and Academic Performance in Spanish Children Aged 6 to 9*. Master's Thesis in General Health Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
10. Romero Ibáñez, P. (2023). *Individual and Collaborative Storytelling in 8-Year-Old Spanish Primary School Children*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
11. Achiban Ferdaouss (2023). *Coping Strategies, Attachment, and Psychological Well-Being in Spanish Adults: Entrepreneurs vs. Non-Entrepreneurs*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
12. Valbuena Torres, D. (2022). *Impact of Collaborative Storytelling on Individual Narrative Skills and Teamwork in Third Grade Children*. Master's Thesis in Child and Adolescent Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
13. Mazzolini Lagorio, M.G. (2022). *Diagnosis and Early Intervention in Elena, a 5-Year-Old Girl with Level 2 Autism Spectrum Disorder*. Master's Thesis in Child and Adolescent Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
14. Martínez Tapiero, N. (2022). *Proposal for an Art Therapy Workshop for Adolescents with Autism Spectrum Disorder (ASD)*. Master's Thesis in Child and Adolescent Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
15. Mayoral Pérez, C. (2022). *Attachment, Emotional Regulation, and Mental Health in a Sample of Spanish Adults: An Exploratory Study*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
16. Aristondo Urizroca, A.M. (2022). *Narcissistic Personality Traits and Attachment Style in Spanish Adults: An Exploratory Study*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
17. González Lago, M. (2022). *Symptom Prescription: History of Technique and Application in a Clinical Sample*. Master's Thesis in General Health Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
18. García Garcés, T. (2022). *Psychotherapeutic Process with Luisa, a 47-Year-Old Patient with Symptoms of Depression and Life Dissatisfaction*. Master's Thesis in General Health Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
19. de la Rosa Fernández, L. (2021). *Emotional Vocabulary, Verbal Fluency, and Close Relationships in the Spanish Population*. Master's Thesis in General Health Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
20. Aroca Salom, M. (2021). *Teachers' Perceptions of Classroom Performance and Narrative Competence in Spanish Primary School Students*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).

21. Varella Latorre, B. (2021). *Psychotherapeutic Process With a 30-Year-Old Patient with Symptomatic Anxiety and a Tendency to Rationalize Emotions*. Master's Thesis in General Health Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
22. Matamoros Jiménez, M. (2020). *Family Representation, Narrative Competence, Play and Drawing in 5-Year-Old Spanish Children*. Master's Thesis in Child and Adolescent Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
23. Paracciani, G. (2020). *Moral Disengagement and Counterfactual Statements in the Moro Case – Influences and Perception of Political Statements*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
24. Rodríguez Céspedes, D.A. (2020). *Proposal for a Comprehensive Sexual Education and Mindfulness Curriculum (CEISAP) for Adolescents with Intellectual Disabilities*. Master's Thesis in Child and Adolescent Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
25. Campo Jiménez, B. (2020). *Stimulation of Communication and Relational Skills in a 4-Year-Old Child with Autism Spectrum Disorder*. Master's Thesis in General Health Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
26. Facchini, M. (2019). *Play and Storytelling in the Bears Family Projective Test in Italian and Spanish Children*. Master's Thesis, University of Trento, Italy. (Supervisors: Venuti, P. & Iandolo, G.).
27. Sgarlata, S. (2019). *Collaborative Story Construction: A Study on Storytelling with Children Aged 8 to 11*. Master's Thesis, University of Padua, Italy. (Supervisors: Aquario, D. & Iandolo, G.).
28. Viejo-Arnás, R. (2019). *Stories of Children with and Without Emotional–Behavioral Difficulties in the Bears Family Projective Test*. Master's Thesis in Child and Adolescent Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
29. Doncel Sancho, S. (2019). *Narrative and Vocabulary Skills in Adults with Severe Psychopathology*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
30. de la Rosa Fernández, L. (2019). *Beliefs About Psychological Therapy: Exposure to TV Series and Movies in Spanish Adults*. Undergraduate Thesis in Psychology, European University of Madrid. (Sup.: Iandolo, G.).
31. Ortega Astola, P. (2019). *Design and Psychometric Properties of the Affective Availability Questionnaire (ADA)*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
32. Hernández Resino, V. (2018). *Attachment Relationships in Children of Divorced Parents*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
33. Venturini de Oliveira, V. (2018). *Gamification in University Education: An Action Research Project*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
34. Galán Cantero, A. (2017). *Clinical Case Analysis of an Adolescent with Autism Spectrum Disorder*. Master's Thesis in General Health Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
35. Martínez Mayer, M. (2017). *Relationship Between Attachment Style, Relational Experiences, and Visual Processing of Personal Space in University Students*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
36. Rodríguez Jiménez, R.M. (2016). *Development of a Pilot Observation System for Sequential Movement in Mother–Child and Father–Child Play Interaction During Early Childhood: A Case Study*. Undergraduate Thesis in Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
37. Martín Hernández, H. (2016). *Play and Storytelling in Children with Emotional–Relational Difficulties: Proposal for a Play Analysis System for the Bears Family Projective Test*. Master's Thesis in General Health Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
38. Muñoz Villahoz, M. (2016). *Reason for Psychological Consultation and Final Diagnosis: Congruencies and Incongruencies Between Initial Complaint and Final Diagnosis*. Master's Thesis in General Health Psychology, European University of Madrid. (Supervisor: Iandolo, G.).
39. Gómez Arza, Amaya (2016). *Analysis of early mother-child and father-child interaction in a sample of children with dysregulation*. Master's Thesis in General Health Psychology. European University of Madrid. (Supervisor: Iandolo, G.).
40. Acosta Sánchez, Cristina (2016). *Case study analysis. Francisco, 10 years old, with Specific Learning Disorder and Emotional-Relational Difficulties*. Master's Thesis in General Health Psychology. European University of Madrid. (Supervisor: Iandolo, G.).

RESEARCH PROJECTS

1. **2023-2026** Principal Investigator for the Universidad Europea de Madrid (Spain, ES) in an Erasmus+ project in collaboration with Scuola Ladina di Fassa (Italy, IT) Computer Learning (Italy, IT) STRIPES Onlus: STRIPES (Italy, IT), Fundación Educativa Francisco Coll (Spain, ESP) Learning Hub Friesland (Holland, NL), Kauno Simono Daukanto progimnazija (Lithuania, LT). Title: "STORYCODE" (Erasmus+ KA220-SCH). Objectives: 1)

- Strengthen educational institutions to promote innovative digital strategies based on storytelling and digital code in STEAM and international cooperation; 2) Create a training course for teachers with open educational resources aimed at the design of new curricular strategies and projects focused on computational and narrative STEAM thinking; 3) Implement, through research and experimentation, new educational projects in school contexts focused on computational and narrative STEAM thinking; 4) Carry out a scientific study on methodology and learning outcomes of STEAM computational and narrative thinking educational practices; 5) Provide guidelines for educators to design and implement curricular projects focused on STEAM computational and narrative thinking.
2. **2019-2021:** Principal Investigator for the Universidad Europea de Madrid (Spain, ES) in an Erasmus+ project in collaboration with Istituto Comprensivo 3 Modena (Italy, IT), Computer Learning (Italy, IT), Università degli Studi di Trento (Italy, IT), Fundación A LA PAR (Spain, ES), Rovastinkankaa koulu (Finland, FI). Title: "INCLUDED: Inclusive childhood education supported by multimedia and digital storytelling (Erasmus+ 2019-1-IT02-KA201-063086)." Objectives: 1) lay the foundations of a curricular framework and define guidelines for educators, to implement the methodology of digital storytelling (T-DST) and media literacy in primary school; 2) carry out a scientific evaluation of the activities from a specific research approach related to educational results.
 3. **2016-2018:** Collaborator in a research project coordinated by the Department of Neurology and Behavioral Biology of the University of Nagasaki (Japan), the Department of Cognitive Sciences of the University of Trento (Italy), and the European University of Madrid. Title: "Culture, Relational Style, Visual Processing and Behavioral Genetics." Objective: a cross-cultural study of the interaction between specific genes, culture (European vs. Asian), aspects of relational behavior (attachment style, perception of interpersonal relationships, co-sleeping with parents during infancy), and visual processing (perceptual elaboration size-length of objects and personal space).
 4. **2008-2011:** Head of a research project coordinated by the Department of Evolutionary and Educational Psychology of the Autonomous University of Madrid (Spain) & the Laboratory of Observation and Functional Diagnosis of the University of Trento (Italy). Title: "Education and narrative skills during child development: the EDCYONA project." Objective: to study the development of children's narrative skills from a longitudinal (3-11 years) and cross-cultural (Spain-Italy) perspective.
 5. **2008-2009:** Collaborator in a research project coordinated by the Laboratory of Observation and Functional Diagnosis of the University of Trento, Italy. Title: "Observative and functional profiles of subjects with severe disabilities: from the profile to the educational project." Objective: to develop and apply a functional diagnosis and intervention model for more than 70 people with severe disabilities from a day center in the Autonomous Province of Trento (Italy). Project manager: Prof. Paola Venuti.
 6. **2006-2008:** Coordinator of a research project at the Department of Evolutionary and Socialization Psychology at the University of Padua (Italy) and the Department of Cognitive and Training Sciences at the University of Trento (Italy). Title: "Recognition and categorization of emotions in autism spectrum disorders." Objective: to investigate recognition and categorization in two samples of preadolescents with and without Autistic Disorder from a psychophysiological and emotional-relational perspective. Responsible for the project: Prof. Daniela Palomba & Prof. Paola Venuti.
 7. **2007:** Collaborator in a research project coordinated by the Department of Sociology and Social Research of the University of Trento, Italy (Autonomous Province of Trento - Regional Project). Title: "O.L.T.R.E. - Work Organization, Part-time, Empowerment." Objective: carry out empowerment and guidance activities for working women (civil servants) over 45 years of age. Project Manager: Prof. Silvia Ghislandi.
 8. **2007:** Collaborator in a research project coordinated by the Laboratory of Observation and Functional Diagnosis of the University of Trento, Italy (M.I.U.R. - Italian National Program). Title: "Early indicators of autism spectrum disorders based on the analysis of posture and movement." Objective: retrospective investigation for early diagnosis of children subsequently diagnosed as autistic. Project Manager: Prof. Paola Venuti.
 9. **2005-2006:** Collaborator in a research project coordinated by the Autonomous Province of Trento (Italy) in the team of the Department of Cognitive and Training Sciences of the University of Trento, Italy (AWARE European Project). Title: "Ageing working awareness to recover employability." Objective: to develop the skills, knowledge, and competence of workers over 45 years of age in the labor market. Project manager: Prof. Franco Fraccaroli.
 10. **2004-2005:** Collaborator in a research project coordinated by the Istituto Trentino de Cultura - I.R.S.T., Italy (P.F.S.T.A.R. European Project & PEACH Regional Project). Title: "Personal Experience with Active Cultural Heritage." Objective: to develop computer tools for learning and communication in small groups. Project manager: Dr. Oliviero Stock.

UNIVERSITY TEACHING

1. 29/01/2026 – 06/06/2026. Psychodiagnosis (M21). Degree in Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
2. 29/01/2026. Neurosis and psychosis throughout development: assessment and intervention (M11). Master's Degree in Child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
3. 24/01/2026. Simulation of a parental follow-up session after psychotherapy with Juan, an 8-year-old boy with Oppositional Defiant Disorder (M11). Master's Degree in Child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 2 hours).
4. 23/01/2026. Child behavior observation techniques (M11). Master's Degree in Child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
5. 05/12/2025. Simulation of a psychotherapy session with Isabel, aged 15 (M11). Master's Degree in Child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 2 hours).
6. 15/11/2025. Functional profile and social interaction throughout development (M11). Master's Degree in Child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
7. 09/09/2025 – 22/01/2026. Psychopathology (M21). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
8. 30/01/2025 – 06/06/2025. Psychodiagnostics (M21). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
9. 01/02/2025. Observation Techniques of Child Behavior (M11). Master's Degree in Child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
10. 18/01/2025. Diagnosis and Intervention in Autism Spectrum Disorder (ASD): Psychoevolutionary Characteristics (M11). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
11. 17/01/2025. Autism Spectrum Disorder (ASD): Characteristics, Etiology, and Diagnosis (M11). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
12. 30/11/2024. Functional Profile and Social Interaction Throughout Development (M11). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
13. 09/09/2024 – 22/01/2025. Psychopathology (M21). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
14. 29/01/2024 – 04/06/2024. Psychodiagnostics (M22). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
15. 17/05/2024. Simulation in School Mediation: The Case of 11-Year-Old Lucía with ADHD, Dyslexia, and Dyscalculia, in Conflict with Her Teacher. Complex Scenario of Meeting Between School, Family, Psychologist, and School Mediator (M12). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 2 hours).
16. 17/05/2024. Simulation in School Mediation: The Case of 11-Year-Old Lucía with ADHD, Dyslexia, and Dyscalculia, in Conflict with Her Teacher. Complex Scenario of Meeting Between School, Family, Psychologist, and School Mediator (M11). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 2 hours).
17. 23/03/2024. Psychodynamic Intervention in Personality Development Disorders (M11). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
18. 22/03/2024. Psychodynamic Intervention in Personality Development Disorders (M12). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
19. 16/03/2024. Neurosis and Psychosis Throughout Development: Evaluation and Intervention (M12). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
20. 16/03/2024. Neurosis and Psychosis Throughout Development: Evaluation and Intervention (M11). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).

21. 19/01/2024. Diagnosis and Intervention in Autism Spectrum Disorder (ASD): Psycho-evolutionary Characteristics (M11). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
22. 19/01/2024. Autism Spectrum Disorder (ASD): Characteristics, Etiology, and Diagnosis (M11). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
23. 13/01/2024. Functional Profile and Social Interaction Throughout Development (M11). Master's Degree in Child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
24. 12/01/2024. Diagnosis and Intervention in Autism Spectrum Disorder (ASD): Psycho-evolutionary Characteristics (M12). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
25. 02/12/2024. Autism Spectrum Disorder (ASD): Characteristics, Etiology, and Diagnosis (M12). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
26. 02/12/2023. Functional Profile and Social Interaction Throughout Development (M12). Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
27. 12/09/2023 – 25/01/2024. Psychopathology (M21). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
28. 18/03/2023. Psychodynamic Intervention in Personality Development Disorders. Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
29. 11/03/2023. Neurosis and Psychosis Throughout Development: Evaluation and Intervention. Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
30. 13/01/2023. Diagnosis and Intervention in Autism Spectrum Disorder: Psychoevolutionary Characteristics. Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
31. 30/01/2023 – 13/06/2023. Psychodiagnostics (M22). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
32. 13/09/2022 – 12/01/2023. Psychopathology (M21). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
33. 17/12/2022. Functional Profile and Social Interaction Throughout Development. Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
34. 26/03/2022. Psychodynamic Psychotherapy in Personality Development Disorders. Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
35. 24/01/2022 – 13/06/2022. Psychodiagnostics (M21). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
36. 24/01/2022 – 13/06/2022. Psychodiagnostics (M22). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
37. 14/01/2022. Diagnosis and Intervention in Autism Spectrum Disorder: Psycho-evolutionary Characteristics. Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
38. 14/01/2022. Autism Spectrum Disorder: Characteristics, Etiology, and Developmental Paths. Master's Degree in Child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
39. 18/12/2021. Functional Profile and Social Interaction Throughout Development. Master's degree in child and Adolescent Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
40. 13/09/2021 – 17/01/2022. Psychopathology (M21). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
41. 13/09/2021 – 17/01/2022. Psychopathology (M22). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).

42. 26/03/2021. Diagnostic Play and Projective Methods. Master's degree in child and Adolescent Developmental Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
43. 14/10/2020 – 17/02/2021. Prevention and Stimulation of Child Health. Bachelor's degree in early childhood education. Faculty of Education Sciences. Universidad Europea de Madrid (6 ECTS).
44. 14/10/2020 – 17/02/2021. Therapeutic Pedagogy. Bachelor's degree in early childhood education. Faculty of Education Sciences. Universidad Europea de Madrid (6 ECTS).
45. 15/09/2020 – 16/02/2021. Psychopathology (M21). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
46. 15/09/2020 – 16/02/2021. Psychopathology (M22). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
47. 19/12/2020. Diagnosis and Intervention in Autism Spectrum Disorder. Master's degree in child and Adolescent Developmental Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
48. 30/01/2020 – 05/06/2020. Psychosocial Sciences and Communication Skills. Bachelor's Degree in Physiotherapy. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
49. 27/01/2020 – 02/06/2020. Psychodiagnostics (M22). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
50. 29/02/2020. Diagnostic Play and Projective Methods. Master's degree in child and Adolescent Developmental Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
51. 10/09/2019 – 16/01/2020. Psychopathology (M22). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
52. 10/09/2019 – 16/01/2020. Psychopathology (M21). Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
53. 10/09/2019 – 16/01/2020. Psychodiagnostics. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
54. 21/12/2019. Diagnosis and Intervention in Autism Spectrum Disorder. Master's degree in child and Adolescent Developmental Psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (Seminar, 3 hours).
55. 31/01/2019 – 07/06/2019. Psychosocial Sciences and Communication Skills. Bachelor's Degree in Physiotherapy. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
56. 31/01/2019 – 07/06/2019. Psychopathology. Double Degree in Psychology and Criminology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
57. 11/09/2018 – 25/01/2019. Psychopathology. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
58. 10/09/2018 – 22/01/2019. Psychopathology. Double Degree in Psychology and Criminology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
59. 10/09/2018 – 21/01/2019. Psychodiagnostics. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
60. 27/03/2017 – 22/06/2017. Clinical Placements. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
61. 05/04/2017 – 14/06/2017. Sensation, Perception, Attention. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
62. 11/01/2017 – 24/03/2017. Psychosocial Sciences and Communication Skills. Bachelor's Degree in Physiotherapy. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
63. 12/01/2017 – 22/03/2017. Sensation, Perception, Attention. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
64. 19/09/2016 – 23/12/2016. Psychopathology. Double Degree in Psychology and Criminology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
65. 09/09/2016 – 23/12/2016. Psychopathology. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
66. 07/09/2016 – 23/12/2016. Quantitative and Qualitative Research Methodology in Social Sciences. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
67. 28/09/2015 – 18/12/2015. Psychodiagnostics. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).

68. 15/09/2015 – 17/12/2015. Psychopathology. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
69. 14/09/2015 – 16/12/2015. Psychopathology. Double Degree in Psychology and Criminology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
70. 19/09/2015 – 12/12/2015. Psychodiagnostics. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
71. 04/04/2015 – 27/06/2015. Memory and Learning. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
72. 14/04/2015 – 24/06/2015. Memory and Learning. Double Degree in Psychology and Criminology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
73. 06/04/2015 – 24/06/2015. Psychodiagnostics. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
74. 12/01/2015 – 28/03/2015. Thought and Language. Bachelor's degree in psychology. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
75. 13/01/2015 – 27/03/2015. Psychosocial Sciences and Communication Skills. Bachelor's Degree in Physiotherapy. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
76. 13/01/2015 – 07/03/2015. Communication Skills in Medicine (G1). Bachelor's degree in medicine. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
77. 12/01/2015 – 07/03/2015. Communication Skills in Medicine (G2). Bachelor's degree in medicine. Faculty of Biomedical and Health Sciences. Universidad Europea de Madrid (6 ECTS).
78. 13/01/2015 - 27/03/2015. Psychosocial Sciences and Communication Skills. Bachelors in Physiotherapy. Faculty of Biomedical and Health Sciences. European University of Madrid (6 ECTS).
79. 13/01/2015 - 07/03/2015. Communication Skills in Medicine (G1). Bachelors in medicine. Faculty of Biomedical and Health Sciences. European University of Madrid (6 ECTS).
80. 12/01/2015 - 07/03/2015. Communication Skills in Medicine (G2). Bachelor's in medicine. Faculty of Biomedical and Health Sciences. European University of Madrid (6 ECTS).
81. 12/01/2015 - 07/03/2015. Criminal Psychology. Double Bachelor's in Psychology and Criminology. Faculty of Biomedical and Health Sciences. European University of Madrid (6 ECTS).
82. 12/09/2014 - 19/12/2014. Sensation, Perception, Attention. Bachelor's in Psychology. Faculty of Biomedical and Health Sciences. European University of Madrid (6 ECTS).
83. 15/09/2014 - 12/12/2014. Psychodiagnostics. Bachelor's in Psychology. Faculty of Biomedical and Health Sciences. European University of Madrid (6 ECTS).
84. 10/09/2014 - 11/12/2014. Sensation, Perception, Attention. Bachelor's in Psychology. Faculty of Biomedical and Health Sciences. European University of Madrid (6 ECTS).
85. 05/10/2014 - 10/12/2014. Psychosocial Sciences and Communication Skills. Bachelor's in Physiotherapy. Faculty of Biomedical and Health Sciences. European University of Madrid (6 ECTS).
86. 20/02/2012 - 31/10/2012. Psychological Testing and Interview. Bachelor's in Psychology. Faculty of Cognitive Sciences. University of Trento, Italy. (6 ECTS).

PRESS, MEDIA, AND BLOGS

1. European University Editorial Team (2026). The 10th edition of JOSMIN once again puts the spotlight on child and adolescent mental health. <https://bit.ly/4u81CJ2>
2. Universidad Europea Editorial Team (2025). Dr. Giuseppe Iandolo explores how storytelling and collaboration enhance school learning. Universidad Europea website, January 8, 2025. <https://bit.ly/41Ar0Mo>
3. Peco, M., Iandolo, G., Planas, J.A., Martí, A., López, C. (2024). Spain: Between academic pressure and leisure—how do students and teachers handle the return to school? RTVE website, September 7, 2024. <https://bit.ly/3Xevqp3>
4. Iandolo, G. (2023). Expert affirms that vicarious violence has gained notable attention since 2015. Europapress TV, Spain, November 25, 2023. <https://bit.ly/3Np41Nd>
5. RTVE Radio 5 Editorial Team, Iandolo, G. (2023). How do cartoons influence children's education? Radio 5, RTVE, September 27, 2023. <https://bit.ly/3PTQU86>
6. Iandolo, G. (2022). Psychologist explains what Asperger Syndrome is (Short version). ABC News, Spain, February 18, 2022. <http://ow.ly/kgX50HZiAF>
7. Iandolo, G. (2022). Psychologist explains what Asperger Syndrome is (Extended version). 20 Minutos, Spain, February 18, 2022. <http://ow.ly/IE4050HZiCk>

8. Iandolo, G. (2022). Interview of the Day – Giuseppe Iandolo – Asperger Syndrome. Onda Cero (ES), Aquí en Madrid, February 22, 2022. <http://ow.ly/fLtL50I2Y9Y>
9. Iandolo, G. (2022). Interview with Giuseppe Iandolo for International Asperger Syndrome Day. Cadena SER (ES), Hoy por hoy (min. 1h.29min), February 22, 2022. <http://ow.ly/erhW50I2YaM>
10. Martins, P., Iandolo, G. (2021). Anxiety: A complete guide to identify it and recognize its lesser-known symptoms. Harper’s Bazaar, Spain, December 14, 2021. <http://ow.ly/oxag50HaLH2>
11. Malmierca, M., Rubio, O., Iandolo, G. (2021). Education and Training. Cruz Roja Conecta, September 22, 2021. <http://ow.ly/iD4p50GfIE7>
12. Álvarez-Patilla, D., Sicomero, A., Iandolo, G., De-Vena, M., Sánchez, A., Santana, A. (2021). Children with low self-esteem, frustrated and irritable—are kids under 14 using social media too early? RTVE website, February 7, 2020. <http://ow.ly/1Yth50DwPNB>
13. TVE Editorial Team, Iandolo, G. (2020). The dangers of social networks (Min. 00:54). La hora de La 1, TVE, October 26, 2020 (11:00 am). Spanish Television. <https://youtu.be/60AN-iJRpp8mhn>
14. García, C., Iandolo, G. (2020). Giuseppe Iandolo: “Learning consists of a series of processes and skills that develop in school and outside school throughout life.” El Economista, October 9, 2020. <http://ow.ly/Pkfc50BOZVg>
15. El Economista Editorial Team, Iandolo, G. (2020). Technological resources, appropriate furniture and flexible routines... according to child psychologists in Madrid (PSISE). El Economista, September 11, 2020. <http://ow.ly/97EH50BoOqm>
16. Ayuso, A., Iandolo, G. (2020). The consequences of not going to school for six months: stress and worsening of pre-existing conditions. El Independiente, August 23, 2020. <http://ow.ly/iUb250B6Af1>
17. Iandolo, G. (2020). Inclusive education with students with ASD. IV Webinar on Education and ASD. Universidad Europea & Autism Federation Madrid, June 12, 2020. <http://ow.ly/8ZXq50Abj7i>
18. Pascual, K., Iandolo, G. (2020). “Adolescents are the most affected by lockdown,” says child psychologist Giuseppe Iandolo. Bebés y Más, May 20, 2020. <http://ow.ly/v9Mb50Abj3W>
19. Iandolo, G. (2020). Sleep during the COVID-19 lockdown. Marcha FM Radio & Universidad Europea, April 21, 2020. <http://ow.ly/HyVq50zk0tH>
20. Iandolo, G. (2019). The Phonology of Language and the Multifactorial Nature of Dyslexia. VALUE Magazine, Universidad Europea, February 15, 2019. <https://bit.ly/4o05uua>
21. Iandolo, G. (2019). Signs to detect dyslexia in children. Saber Vivir, TVE, January 31, 2019. <https://bit.ly/2xk7uYT>
22. Iandolo, G. (2018). The woman who developed a video game to help her dyslexic son. El País Retina, July 17, 2018. <https://bit.ly/3allAbr>
23. Iandolo, G. (2018). “Selfies” at accident or disaster scenes—a dangerous addiction. La Razón, June 6, 2018. <https://bit.ly/3a55YbL>
24. Iandolo, G. (2018). Is stress during exam periods normal? El Economista, January 23, 2018. <https://bit.ly/2wvbwq9I>
25. Iandolo, G. (2017). Why do we like horror movies? Expansión Blog, September 15, 2017. <https://bit.ly/2WCaeT>
26. Iandolo, G. (2017). Instagram is bad for your health. El Independiente, July 16, 2017. <https://bit.ly/2QzsKRq>
27. Iandolo, G. (2017). Paco Sanz: a psychopath according to experts (Min. 00:39). Telecinco, March 30, 2017. <https://bit.ly/33FHIQG>
28. Iandolo, G. (2017). Is Peppa Pig destroying children's imagination? El País, January 5, 2017. <https://bit.ly/2vETZTf>
29. Iandolo, G. (2017). Children of the web generation. The Luxonomist, January 3, 2017. <https://bit.ly/3bdwhN2>
30. Iandolo, G. (2016). How to survive a trip with your dad. Condé Nast Traveler, March 18, 2016. <https://bit.ly/2J1Jyfa>
31. Iandolo, G. (2016). Homework in Spain (Min. 00:43). La Sexta, March 16, 2016. <https://bit.ly/2Upt2LL>
32. Iandolo, G. (2016). Making your first trip together perfect. Condé Nast Traveler, March 3, 2016. <https://bit.ly/2vIZ11c>
33. Iandolo, G. (2015). Just broke up? Go on a trip! Condé Nast Traveler, December 30, 2015. <https://bit.ly/2J592ZB>
34. Iandolo, G. (2014). Why are some husbands attached to their mothers? ABC News, February 24, 2014. <https://bit.ly/3bhDYlu>
35. Iandolo, G. (2013). The joy of emotional availability. La Razón, October 3, 2013. <https://bit.ly/2Ubfm8m>

36. Iandolo, G., & Alonso-Campuzano, C. (2012–2021). Informative articles of psychological interest. Article section of PSISE Madrid, Clinical Developmental Psychology Service. Functional Observation and Diagnosis Unit. 2012–2020. <https://bit.ly/33AH7dr>

ORGANIZATION OF CONFERENCES & CONGRESSES

1. Iandolo G. (2026). 10th Conference on Child and Adolescent Mental Health, Neurodevelopment and Context (JOSMIN), Friday, 22 May 2026. Universidad Europea de Madrid, Alcobendas Campus. [\[Link\]](#)
2. Iandolo G., Yagüez Ariza, L.F. (2026). Monographic Seminars of the Master's Degree in Child and Adolescent Psychology (MUPIJ) 2025/26. Universidad Europea de Madrid, Alcobendas Campus. [\[Link\]](#)
3. Iandolo, G. (2025). 9th Conference on Child and Adolescent Mental Health, Neurodevelopment, and Context & Story Code International Conference, Friday, May 23, 2025. European University of Madrid, Alcobendas Campus. [\[Link\]](#)
4. Iandolo, G. (2024). 8th Conference on Education and ASD in Madrid, Saturday, May 11, 2024. European University of Madrid, Alcobendas Campus. [\[Link\]](#)
5. Iandolo, G. (2023). 7th Conference on Education and ASD & 1st Conference on Child and Adolescent Mental Health, May 9, 2023. European University of Madrid, Alcobendas Campus. [\[Link\]](#)
6. Iandolo, G. (2022). 6th Conference on Education and ASD & Included International Conference, May 31, 2022. European University of Madrid, Alcobendas Campus. [\[Link\]](#)
7. Iandolo, G. (2021). 5th Conference on Education and ASD in Madrid, April 30, 2021. European University of Madrid, Alcobendas Campus. [\[Link\]](#)
8. Iandolo, G. (2020). 4th Conference on Education and ASD in Madrid, June 12, 2020. European University of Madrid, Alcobendas Campus. [\[Link\]](#)
9. Iandolo, G. (2019). 4th Conference on Education, Psychology, and Dyslexia, October 5, 2019. European University of Madrid, Alcobendas Campus. [\[Link\]](#)
10. Iandolo, G. (2019). 3rd Conference on Education and ASD in Madrid, April 26, 2019. European University of Madrid, Alcobendas Campus. [\[Link\]](#)
11. Iandolo, G. (2018). 2nd Conference on Education and ASD in Madrid, June 27, 2018. European University of Madrid, Alcobendas Campus. [\[Link\]](#)
12. Iandolo, G. (2017). 1st Conference on Education and ASD in Madrid, September 20, 2017. European University of Madrid, Alcobendas Campus. [\[Link\]](#)

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OTHER ACHIEVEMENTS

- 2023. Recognition of Autism Madrid 2023 in the Educational Field, Giuseppe Iandolo, Madrid, March 28, 2023.
- 2022. Member of the Scientific Board of the European Conference of Personality - ECP20 | EFPA. European University of Madrid, July 2022.
- 2019-2020. Design, drafting of the official guide, and management of the Master's in Child and Adolescent Psychology at the European University of Madrid (approved by ANECA in 2020 with the first official edition for the academic year 2021-2022).
- 2016-2017. Design and management of the Master's in Child and Adolescent Developmental Psychology at the European University of Madrid as a proprietary title (2 editions held: 2017-2018; 2018-2019).
- 2016-present. Reviewer for various scientific journals with a peer-review process (Research in Developmental Disabilities, Psychological Reports, Psychology in the Schools, PLOS One, Frontiers in Psychiatry & Frontiers in Public Health, SAGE Open, etc.).
- 2013. Gold Medal from the Foro Europa 2001 in recognition of professional and research career in the field of child psychopathology.
- 2010. Special Mention in the Category "Best Project of the VIII CIADE Award for University Entrepreneurship, Community of Madrid." Sponsored by: Autonomous University of Madrid, Autonomous University Foundation, Caja Madrid, ACS, 3M Foundation, Madrid Emprende, Madrid Scientific Park.
- 2006. Member of the organizing committee of the XX National AIP Congress for the Clinical Psychology section. University of Trento (Italy).
- Languages spoken and written: Spanish, Italian, English.
- Computer skills and data analysis: advanced. 2023–present.
- Development and implementation of the website <https://storycode.eu>
- 2019–present. Development and implementation of the website <https://includedeurope.eu>
- 2012–present. Development and implementation of the website <https://psisemadrid.org>

Madrid, June 2nd, 2025
Giuseppe Iandolo