HfH Interkantonale Hochschule für Heilpädagogik

CURRICULUM VITAE Zurich, July 1, 2026



Personal data

Family name:	Lanfranchi
Name:	Andrea
Place of birth:	Poschiavo / GR (Switzerland)
Date of birth:	03.12.1957
Nationality:	Swiss
Languages:	Italian, German, French, Spanish, English
Phone	+41 (0) 79 564 89 30
E-Mail	andrea.lanfranchi@em.hfh.ch
ORCID-ID	https://orcid.org/0000-0002-4184-8548
Researchgate	https://www.researchgate.net/profile/Andrea_Lanfranchi2
Web of Science	ABB-7388-2020

Education

1973-1978	Teacher training seminar of the canton of Graubünden, teacher's patent (today: University of Education)
1979-1984	University of Zurich, Department of Psychology, Switzerland; Grade: Master of Science Major: Applied Psychology and Special Education; Minor: Psychopathology
1987-1990	Training in Systemic Family Therapy (Institut für Ehe und Familie, Zurich). Certification with FSP (Federation of Swiss Psychologists) specialist title in Psychotherapy and with FSP specialist title in Child and Youth Psychology
1991-1993	University of Zurich, Switzerland: Ph. D. in Special Education. Thesis: “Immigrants and School”
2013	Visiting Scholar, Institute of Child Development, Univ. of Minnesota, Minneapolis / USA
2016	Visiting Scholar, George Mason University, Fairfax and Washington / USA
2017	University of St. Gallen, Switzerland (Executive School of Management, Technology and Law, ES-HSG): Leadership Certificate of Advanced Studies

Employment history

1984-1994	School psychologist at the School Medical and School Psychological Service of the City of Zurich
1985-2003	Lecturer at the University of Zurich: Dep. of Psychology and Dep. of Education (Special Education)
1995-1998	Lecturer and supervisor at the School of Social Work of the University of Applied Sciences Zurich
1998-2002	Head of the unit Intercultural Education at the Zurich University of Teacher Education
Since 2002	Lecturer and researcher at the University of Applied Sciences of Special Needs Education Zurich 2009-2014 Head of the research area "Children with special educational needs" 2014-2017 Head of Research and Development Since 2017 Head of the Institute for Professionalization and System Development
Since 2023	Prof. Emeritus

Current position and Main Activities

- Emeritus, since 2023
- Head of the Institute Professionalization and System Development (IPSE), University of Applied Sciences of Special Needs Education (Interkantonale Hochschule für Heilpädagogik, HfH), Zurich, 2017-2022
- Principal investigator of the longitudinal study ZEPPELIN, since 2009
- Member of the Federal Commission on Migration, since 2016
- Member of the EDK’s Standing Commission on Educational Equity, since 2023
  (EDK = Swiss Conference of Cantonal Ministers of Education

Research interest

- Immigration and School Success; Establishing Equal Opportunities in School Systems
- Early Childhood Intervention and Later Achievement of Disadvantaged Children
- Families and critical life events and the dynamics of transition

Approved research projects

1997-2000	PI SNSF NRP 39 “The success of immigrant children at school”. National Research Program “Migration and Intercultural Relationships”: CHF 280’000
2006-2008	PI SNSF “Long-term effects of supplementary family care at pre-school age on school performance”, Swiss National Science Foundation: CHF 123’000
2011-2014	PI SNSF “Support from birth: Zurich Equity Prevention Project Parental Participation and Integration ZEPPELIN 0-3”: CHF 601’000; Intervention: Jacobs Foundation, Mercator, Göhner. Schiller, Vontobel, Federal Office for Migration, Lotteriefonds Zurich CHF 2’650’000
2014-2016	PI SNSF “Support from birth: Zurich Equity Prevention Project Parental Participation and Integration ZEPPELIN 0-3”, Swiss National Science Foundation: CHF 415’000
2017-2020	PI SNSF Research Infrastructures “ZEPPELIN Longitudinal Study - Support from birth”, Swiss National Science Foundation: CHF 660'000 (with Luciano Gasser, PM Simone Altmeyer).
2020-2023	PI SNSF “Steigerung der Qualität der Unterrichtsinteraktionen in integrativen Regelklassen – Interventionsstudie SURE”, Swiss National Science Foundation: CHF 935'000.
2021-2024	PI SNSF Research Infrastructures “ZEPPELIN Longitudinal Study – Follow-up”, Swiss National Science Foundation: CHF 850’000, Jacobs Foundation CHF 400’000, Paul Schiller CHF 120’000.

Total Research Grants Held: CHF 7’035’000

Supervision of junior researchers

1997-2000	Denis Gay, at the time IRDP Neuchâtel, research assistant NFP 39, Uni Fribourg
2006-2008	Waltraud Sempert, research assistant HfH in SNSF-Research project, joint monograph 2012
2011-2020	Alex Neuhauser (PhD 2017), Dr. Simone Schaub, Dr. Susan C. A. Burkhardt, scientific staff HfH in SNSF-Research projects, see publication list
Since 2018	Ramona Eberli, PhD student and research assistant HfH (PhD 2026)
Since 2021	Patsawee Rodcharoen, PhD student and research assistant HfH(PhD 2026)

Teaching activities

1985-2003	Various teaching positions in the fields of school psychology, support diagnostics, migration: UZH
Since 2002	HfH: various lectures, seminars and conferences in the areas of special education, challenging behavior, systemic cooperation.

Memberships in panels, boards, and individual scientific reviewing activities

Editorial Board of the journals "Frühförderung interdisziplinär" (Reinhardt) and "Familiendynamik" (Klett-Cotta). Reviewer for the SNSF and various congresses (EARLI, WAIMH, SRCD, SSRE, etc.) and journals (“Swiss Journal of Educational Research”, “Beiträge zur Lehrerinnen- und Lehrerbildung”, “Empirische Sonderpädagogik”, “Empirical Research in Vocational Education and Training”, “Educational Research Review”, “Mental Health & Prevention”, “Sustainability”, “Frontiers”, etc.

Active memberships in scientific societies

Founding member of the Swiss Society of Early Childhood Research (SSECR), Member of the European Association for Research on Learning and Instruction (EARLI), World Association for Infant Mental Health (WAIMH), German-speaking Association for Infant Mental Health (GAIMH), Swiss Society of Educational Research (SSER)

Organization of conferences

Several national and international conferences on the topics of integration, migration and early education were organized, including the SNSF-funded conferences "Early Support - Focus on Migration” (2013), "Early Support - Focus on Effectiveness” (2015) and "Early Support - Focus on Reaching Parents” (2017), as well as symposia at international congresses.

Prizes, awards, fellowships

Hans Asperger-Award 1992 for the study “Immigrants and School”, Leske+Budrich, 2. ed. 1995; Laudation Otto Speck.

Most significant scientific achievements of the last five years

General Profile

For many years and increasingly since 2010 I have been studying the processes of a) the social integration of educationally disadvantaged migrant families and b) the school integration of children from these families. My specific focus is on the mechanisms of educational success or failure, and specifically on the prevention of learning and behavioral disorders in school. Against the background of the ecosystemic approach of Bronfenbrenner[1] and based on the findings of resilience research[2], I investigate factors that, despite difficult conditions, lead to positive transformations in children, adolescents and adults with the aim of their healthy development and successful adaptation in the respective context and at the respective phase of life. Promising for this are investments right from the beginning, i.e. from birth.

ZEPPELIN – "Zurich Equity Prevention Project with Parents' Participation and Integration"

In order to approach these goals, I designed the ZEPPELIN intervention study in 2009 together with Alex Neuhauser and implemented it in cooperation with experts from existing child and family support structures at the Zurich Education Department (Office for Youth and Career Counselling: www.ajb.zh.ch). To test the effectiveness of the RCT design interdisciplinary, we are cooperating with various departments of the University of Zurich: for the recording of psychobiological parameters with the Psychological Institute (Ehlert & Gardini); for developmental diagnostics with the Children's Hospital and the Clinic for Preventive Dentistry (Jenni, Menghini), for the cost-benefit analysis with the Department of Economics (Fehr & Schunk).

The ZEPPELIN research project investigates the long-term effectiveness of early childhood family-related support in families with psychosocial burdens on the development and educational success of the growing children. It consists of
_ the feasibility study "ZEPPELIN/M" (2009-2011),
_the main study "ZEPPELIN 0-3" (SNF 2011-2014-2016)
_the 1st follow-up "ZEPPELIN 5-8" (Transition zu primary school, SNF 2017-2020)
_the 2st follow-up "ZEPPELIN 9-13" (Transition to secondary school, SNF 2021-2024).
_the 3rd follow-up "ZEPPELIN 15-16" (Transition high school, SNF 2025-2028)

Main Questions and Results

ZEPPELIN is one of the largest longitudinal intervention studies in Europe with a RCT study design. Using the Parents as Teachers (PAT) program, parent educators made home visits to support young children in 132 families (intervention group; IG) with social burdens every 2 to 3 weeks from birth to age three. The children are being compared to young children in 116 families who are not receiving PAT program support (control group; CG). The aim is to test whether early support from birth is effective in families that are in difficult circumstances. – The main research questions are:

1. Does the early support have positive impacts on the children's development?
2. Do the parents show improved parenting practices?
3. Do the families become more socially integrated?
4. Do children receiving support from the PAT program have greater school success than children not receiving PAT?

At present (July 2026) the results of the first three years of the study and of the first and second follow-up are available. Data collection in the 6ed grade is ongoing, first results are expected by the end of 2026. – The first three research questions can be answered positively in terms of proven effectiveness (see below). The fourth question - i.e. whether early support increases educational opportunities in the longer term - can only be answered after the evaluation of the the transition to lower secondary education by the end of 2026.

Finally some brief results from the example of the sub-study "Biological marker of allostatic load": In a first measurement of the NR3C1 promoter at age 3 years (t3) results indicated significant increased methylation associated with early life stress (ELS) and behavioral outcomes (Gardini et al., 2020). We aim now to continue evaluating the potential use of

[1] Bronfenbrenner, U. (1986). Ecology of the Family as a Context for Human Development: Research Perspectives. *Developmental Psychology, 22*(6), 723-742; Bronfenbrenner, U. (1988). Foreword. In A. R. Pence (Ed.), *Ecological research with children and families* (pp. IX-XIX). New York: Teachers College Press; Bronfenbrenner, U., & Morris, A. P. (2006). The Bioecological Model of Human Development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology (6th ed.)* (Vol. I, Theoretical Models of Human Development, pp. 793–828). Hoboken, NJ.: Wiley.

[2] Lösel, F., & Bender, D. (2008). Von generellen Schutzfaktoren zu spezifischen protektiven Prozessen: Grundlagen und Ergebnisse der Resilienzforschung. In G. Opp & M. Fingerle (Eds.), *Was Kinder stärkt. Erziehung zwischen Risiko und Resilienz* (pp. 57-78). München: Reinhard (3. Ed.); Lanfranchi, A. (2012). Resilienzförderung von Kindern bei Migration und Flucht. In R. Welter-Enderlin & B. Hildenbrand (Eds.), *Resilienz - Gedeihen trotz widriger Umstände* (pp. 119-138). Heidelberg: Carl-Auer-Systeme (4. Ed.)

NR3C1 promoter methylation in the prevention and management of early stress-related disorders. The re-assessment of methylation at t11 (Gardini et al., 2026) generate new epigenetics data to confirm the association between PAT and NR3C1 methylation over time.

Scientific Outputs

ZEPPELIN has already been presented at several national and international conferences. Twelve master's theses and three doctoral dissertations have been completed. Some of the last peer-reviewed publications:

Kalkusch, I., Schaub, S., Zurbriggen, C. L. A., Neuhauser, A., Rodcharoen, P., Törmänen, M., Lanfranchi, A., & Klaver, P. (2026). Effects of the parents as teachers home visiting program on children's adjustment at primary school entry: Evidence from the Swiss ZEPPELIN project. *Early Childhood Research Quarterly*, 76, 545–555. https://doi.org/10.1016/j.ecresq.2026.05.001

Gardini, E., Neuhauser, A., Schaub, S., Kalkusch, I., Rodcharoen, P., Ehlert, U., Lanfranchi, A., Turecki, G., Klaver, P. (2026). Early DNA Methylation at the NGFI-A Binding Site of the NR3C1 1F Promoter Predicts Cognitive Functions at Age Five: Evidence from the Parent as Teachers Intervention in the ZEPPELIN Study. *PLOS One*. 10.1371/journal.pone.0344401

Rodcharoen, P., Schaub, S., Kalkusch, I., Neuhauser, A., Lanfranchi, A., & Klaver, P. (2026). Early Home-Based Intervention Supports Behavioral Self-Regulation in Kindergarten Through Cognitive Stimulation in At-Risk Families. *Early Education and Development*, 1-21. https://doi.org/10.1080/10409289.2026.2686961

Törmänen, M., Schaub, S., Ramseier, E., Koch, C., Neuhauser, A., Rodcharoen, P., Kalkusch, I., Lanfranchi, A., & Klaver, P. (2025). How do psychosocial stress of the family, early-term birth and early childhood intervention affect the development of children`s executive functions? Using Baileys Scale III as a measurement for executive functions in children between 0 and 3 years. *Frontiers in Developmental Psychology*, 3, Artikel 1503647. https://doi.org/10.3389/fdpys.2025.1503647

Zurbriggen, C. L. A., Schwab, S., Kalkusch, I., Neuhauser, A., Lanfranchi, A., & Klaver, P. (2025). Explaining teacher's judgement accuracy of students' subjective well-being by students' individual characteristics and the teacher-student relationship. *Learning and Individual Differences*, 122. https://doi.org/10.1016/j.lindif.2025.102754

Rodcharoen, P., Neuhauser, A., Kalkusch, I., Schaub, S., Lanfranchi, A., Klaver, P., & Oeri, N. (2024). Behavioral self-regulation development in at-risk families: the role of family resources. *Early Child Development and Care*, 1-15. doi:10.1080/03004430.2024.2404001

Lanfranchi, A., Neuhauser, A., Schaub, S., & Ramseier, E. (2021). Die longitudinale Studie ZEPPELIN – Förderung ab Geburt bei Kindern aus belasteten Familien. Zürich: Interkantonale Hochschule für Heilpädagogik, (e-book «Heilpädagogische Forschung: Bildung für Alle», Forschungsbericht F&E für das Jubiläum «20 Jahre HfH»: https://digital.hfh.ch/forschungsbericht-2021/chapter/7-die-longitudinale-studie-zeppelin- forderung-ab-geburt-zur-erhohung-der-bildungschancen/

Schaub, S., Eberli, R., Ramseier, E., Neuhauser, A., & Lanfranchi, A. (2021). Förderung ab Geburt mit dem Programm «PAT – Mit Eltern Lernen»: Effekte im ersten Kindergartenjahr. Schweizerische Zeitschrift für Bildungswissenschaften, 43(2), 285-296. doi:10.24452/sjer.43.2.8, https://www.pedocs.de/volltexte/2021/22969/pdf/SZBW_2021_2_Schaub_et_al_Foerderung_ab_Geburt.pdf

Gardini, E., Schaub, S., Neuhauser, A., Ramseier, E., Villiger, A., Ehlert, U., Lanfranchi, A., & Turecki, G. (2020). Methylation of the Glucocorticoid Receptor Promoter in Children: Links with Parents as Teachers, Early Life Stress, and Behavior Problems. *Development and Psychopathology*, open access. https://doi.org/10.1017/S0954579420001984

Schaub, S., Ramseier, E., Neuhauser, A., Burkhardt, S. C. A., & Lanfranchi, A. (2019). Effects of Home-Based Early Intervention on Child Outcomes: A Randomized Controlled Trial of Parents as Teachers in Switzerland. *Early Childhood Research Quarterly*, 48, 173-185. doi:doi.org/10.1016/j.ecresq.2019.03.007

Neuhauser, A., Ramseier, E., Schaub, S., Burkhardt, S. C. A., & Lanfranchi, A. (2018). The Mediating Role of Maternal Sensitivity: Enhancing Language Development in At-Risk Families. *Infant Mental Health Journal*, 39(5), 522-536. doi:10.1002/imhj.21738

Neuhauser, A., Ramseier, E., Schaub, S., Burkhardt, S. C. A., Templer, F., & Lanfranchi, A. (2015). Hard to reach families – a methodological approach for early detection, recruitment, and randomization in an intervention study. *Mental Health and Prevention*, 3, 79-88. doi:10.1016/

Lanfranchi, A., & Neuhauser, A. (2013). ZEPPELIN 0-3: Theoretische Grundlagen, Konzept und Implementation des frühkindlichen Förderprogramms „PAT –Mit Eltern Lernen" *Frühe Bildung*, 2 (1), 3-11.

Application-oriented outputs

Initiation and co-founding of the sponsorship "zeppelin-familien startklar" (2015) to expand the support program "PAT- Mit Eltern Lernen" used in ZEPPELIN in Switzerland: http://zeppelin-familien.ch; https://www.pat-ch.