



**Fișă de punctaj pentru abilitare**

**Tabel sintetic<sup>1</sup>**

<b>Criteriu</b>	<b>Denumirea criteriului</b>	<b>Standard minimal</b>	<b>Punctaj obținut</b>
C1	Punctajul pentru indicatorul I1	$\geq 4$	<b>31.71</b>
C2	Suma punctajului pentru indicatorii I1 și I3	$\geq 20$	<b>36.71</b>
C3	Suma punctajului pentru indicatorii I1-I7	$\geq 60$	<b>68.72</b>
C4	Punctaj total (suma punctajului pentru indicatorii I1-I20)	$\geq 100$	<b>257.50</b>
C5	Punctaj total (suma punctajului pentru indicatorii I1-I20), acumulat după obținerea titlului de doctor	$\geq 50$	<b>226.66</b>

<sup>1</sup>Conform Ordinului nr. 3697/10 aprilie 2012.

**Criteriul I1: Articole care prezintă contribuții științifice originale, in extenso, în reviste cotate ISI având un scor relativ de influență s care este mai mare sau egal cu p**

Nr.	Referință	s <sup>2</sup>	n	Punctaj: (2 + 4 × s) × 2/n
1.	<b>Visu-Petra, L.,</b> Miclea, M., & Visu-Petra, G. (2012). Individual differences in anxiety and executive functioning: A multidimensional view. <i>International Journal of Psychology</i> , 1–11. doi: 10.1080/00207594.2012.656132	0.92039	3	<b>3.787706</b>
2.	Visu-Petra, G., Miclea, M., Buș, I., & <b>Visu-Petra, L.</b> (2012). Detecting concealed information: The role of individual differences in executive functions and social desirability. <i>Psychology, Crime &amp; Law</i> , 1–17. doi: 10.1080/1068316X.2012.736509	0.98118	4	<b>2.96236</b>
3.	Visu-Petra, G., Miclea, M., & <b>Visu-Petra, L.</b> (2012). Reaction Time-based detection of concealed information in relation to individual differences in executive functioning. <i>Applied Cognitive Psychology</i> , 26(3), 342–351. doi: 10.1002/acp.1827	0.90076	3	<b>3.73536</b>
4.	<b>Visu-Petra, L.,</b> Cheie, L., Benga, O., Alloway, T. P. (2011). Effects of trait anxiety on memory storage and updating in young children. <i>International Journal of Behavioral Development</i> , 35(1), 38–47. doi: 10.1177/0165025410368945	1.05327	4	<b>3.10654</b>
5.	<b>Visu-Petra, L.,</b> Țincaș, I, Cheie, L., & Benga, O. (2010). Anxiety and visual-spatial memory updating in young children: An investigation using emotional facial expressions. Special issue of <i>Cognition &amp; Emotion</i> [Emotional states, attention, and working memory], edited by N. Derakshan, M.W. Eysenck, 24(2), 223–240. doi: 10.1080/02699930903387546	1.17448	4	<b>3.34896</b>
6.	<b>Visu-Petra, L.,</b> Miclea, M., Cheie, L., & Benga, O. (2009). Processing efficiency in preschoolers' memory span: A longitudinal investigation of individual differences related to age and anxiety. <i>Journal of Experimental Child Psychology</i> , 103(1), 30–48. doi: 10.1016/j.jecp.2008.09.002	1.29298	4	<b>3.58596</b>
7.	<b>Visu-Petra, L.,</b> Benga, O., Țincaș, I. & Miclea, M. (2007). Visual-spatial processing in children and adolescents with Down's syndrome: A computerized assessment of memory skills. <i>Journal of Intellectual Disability Research</i> , 51(12), 942–952. doi 10.1111/j.1365-2788.2007.01002.x	1.25269	4	<b>3.50538</b>
8.	Ciairano, S., <b>Visu-Petra, L.,</b> & Settani, M. (2007). Executive inhibitory control and cooperative behavior during early school years: a follow-up study. <i>Journal of Abnormal Child Psychology</i> , 35(3), 335–345. doi: 10.1007/s10802-006-9094-z	2.37763	3	<b>7.67368</b>
<b>TOTAL:</b>				<b>31.70594</b>

<sup>2</sup>Conform Ordinului nr. 3697/10 aprilie 2012, s-au luat în considerare numai articolele din reviste cu scor relativ de influență peste pragul p = 0.25

**Criteriul I2: Articole care prezintă contribuții științifice originale, in extenso, în reviste cotate ISI având un scor relativ de influență mai mic decât p sau în reviste indexate în cel puțin 3 dintre bazele de date internaționale recunoscute**

Nr.	Referință	n	Punctaj: 4/n
1.	Visu-Petra, G, Varga, M., Miclea, M., & <b>Visu-Petra, L.</b> (2013). When interference helps. Increasing executive load to facilitate deception detection in the Concealed Information Test. <i>Frontiers in Psychology</i> , 4:146. doi: 10.3389/fpsyg.2013.00146	4	<b>1</b>
2.	Cheie, L. & <b>Visu-Petra, L.</b> (2012). Relating individual differences in trait-anxiety to memory functioning in young children: An investigation using task-irrelevant emotional stimuli. <i>Journal of Individual Differences</i> , 33(2), 109–118. doi: 10.1027/1614-0001/a000079	2	<b>2</b>
3.	Sabou, A. M., Moldovan, M., Cosma, A. M., <b>Visu-Petra, L.</b> (2012). Working Memory Training in Typical and Atypical Development: Revisiting the Evidence, <i>Cognition, Brain, Behavior. An Interdisciplinary Journal</i> , 16, 1–47.	4	<b>1</b>
4.	Benga, O., Țincaș, I. & <b>Visu-Petra, L.</b> (2010). Investigating the structure of anxiety symptoms among Romanian preschoolers using the Spence Preschool Anxiety Scales. <i>Cognition, Brain, Behavior. An Interdisciplinary Journal</i> , 14, 159–182.	3	<b>1.333333</b>
5.	<b>Visu-Petra, L.</b> , Cheie, L., & Benga, O. (2008). Short-term memory performance and metamemory judgments in preschool and early school-age children: A quantitative and qualitative analysis. <i>Cognition, Brain, Behavior. An Interdisciplinary Journal</i> , 12(1), 71–101.	3	<b>1.333333</b>
6.	<b>Visu-Petra, L.</b> , Benga, O. & Miclea, M. (2007). Dimensions of attention and executive functioning in 5- to 12-years-old children: Neuropsychological assessment with the NEPSY battery. <i>Cognition, Brain, Behavior, An Interdisciplinary Journal</i> , 11(3), 539–553.	3	<b>1.333333</b>
7.	Boroș, S., <b>Visu-Petra, L.</b> & Cheie, L. (2007). A Q-Sort analysis investigating the social perception of a chronic disease: Between sympathy and stigma. <i>Cognition, Brain, Behavior, An Interdisciplinary Journal</i> , 11(2), 437–459.	3	<b>1.333333</b>
8.	<b>Visu-Petra, L.</b> , Ciairano, S., Miclea, M. (2006). Neurocognitive correlates of child anxiety: A review of working memory research. <i>Cognition, Brain, Behavior, An Interdisciplinary Journal</i> , 4, 517–541.	3	<b>1.333333</b>
9.	Benga, O. & <b>Petra, L.</b> (2005). Social cognition and executive functioning: A constructivist developmental approach. <i>Cognition, Brain, Behavior, An Interdisciplinary Journal</i> , 2, 301–317	2	<b>2</b>
10.	<b>Petra, L.</b> (2004). The dynamic systems approach: theoretical and therapeutic implications for the study of atypical developmental trajectories. <i>Cognition, Brain, Behavior, An Interdisciplinary Journal</i> , 3-4, 381–397.	1	<b>4</b>
11.	Anton, R., Bian, A., Cristea, I., <b>Petra, L.</b> , & Benga, O. (2004). Memoria autobiografică. O analiză a conținutului și emoțiilor primei amintiri. <i>Cognition, Brain, Behavior, An Interdisciplinary Journal</i> , 3-4, 279–301.	5	<b>0.8</b>
12.	<b>Petra, L.</b> (2004). O perspectivă critică asupra neuropsihologiei. Implicații și aplicații pentru studiul dezvoltării atipice. <i>Cognition, Brain, Behavior, An Interdisciplinary Journal</i> , 8(1), 1–19.	1	<b>4</b>
13.	Benga, O., & <b>Petra, L.</b> (2002). Integrating biological constraints and socialization: A developmental perspective upon autobiographical memory. <i>Cognition, Brain, Behavior, An Interdisciplinary Journal</i> , 6(2), 107–155.	2	<b>2</b>

**TOTAL: 23.46667****Criteriul I3: Cărți publicate ca unic autor sau ca prim autor (cu ISBN)**

Nr.	Referință	m	Punctaj: $10 \times m$
1.	<b>Visu-Petra, L.</b> (2008). <i>The Multidimensional Development of Executive Functioning: A Neuropsychological Approach</i> . Editura Asociației de Științe Cognitive din România, Cluj-Napoca.	0.5	<b>5</b>
			<b>TOTAL: 5</b>

**Criteriul I4: Cărți publicate în calitate de coautor (cu ISBN)**

Nr.	Referință	M	n	Punctaj: $7 \times m/n$
1.	<b>Visu-Petra, L. &amp; Cheie, L.</b> (2012) <i>Dezvoltarea memoriei de lucru. Exerciții pentru preșcolari și școlari</i> . Editura Asociației de Științe Cognitive din România, Cluj-Napoca.	0.5	2	<b>1.75</b>
				<b>TOTAL: 1.75</b>

**Criteriul I6: Capitole de carte (volume cu ISBN)**

Nr.	Referință	M	n	Punctaj: $2 \times m/n$
1.	<b>Visu-Petra, L., Cheie, L., &amp; Mocan, O.</b> (in press). Executive functioning in high trait-anxious children. In K. Moore, K. Kaniasty, & P. Buchwald (Eds.). <i>Stress and Anxiety - Application to Economic Hardship, Occupational Demands, and Developmental Challenges</i> . Logos Verlag, Berlin	0.5	3	<b>0.333333</b>
2.	<b>Visu-Petra, L., Cheie, L. &amp; Miu, A. C.</b> (2013). Working memory and anxiety: Exploring the interplay of individual differences across development. În T. P. Alloway & R. G. Alloway(Eds.): <i>Working Memory: The New Intelligence</i> (seria "Frontiers in Cognitive Science"). Taylor & Francis, SUA	2	3	<b>1.333333</b>
3.	Miu, A. C. & <b>Visu-Petra, L.</b> (2009). Anxiety disorders in children and adults: A cognitive, neurophysiological and genetic characterization. In R. Carlstedt (Ed.): <i>Handbook of Integrative Clinical Psychology, Psychiatry and Behavioral Medicine: Perspectives, Practices and Research</i> (pp. 309-352). Springer, SUA	2	2	<b>2</b>
				<b>TOTAL: 3.6666</b>

**Criteriul I7: Lucrări în extenso publicate în volumele unor conferințe (volume cu ISSN) sau indexate în cel puțin una dintre bazele de date internaționale (nu se iau în considerare autocitățile). n este numărul de autori al publicației citate.**

Nr.	Lucrări în extenso publicate în volumele unor conferințe	n	Punctaj: 1/n (per lucrare)
1.	<b>Visu-Petra, L.,</b> Cheie, L., Benga, O., & Miclea, M. (2012). The structure of executive functions in preschoolers: an investigation using the NEPSY Battery. <i>Procedia - Social and Behavioural Sciences</i> , 33, 627-631.	4	<b>0.25</b>
2.	Cheie, L., <b>Visu-Petra, L.,</b> & Miclea, M. (in press). Trait-anxiety, visual search and memory for facial identities in preschoolers: An investigation using task-irrelevant emotional information. <i>Procedia - Social and Behavioural Sciences</i> , 33, 622-626.	3	<b>0.3333</b>
3.	Cheie, L. & <b>Visu-Petra, L.</b> (2012). Relating individual differences in trait anxiety to children's memory for emotional information: An investigation using illustrated emotional stories. <i>International Journal of Psychiatry in Clinical Practice</i> , 16, 20-20.	2	<b>0.5</b>
4.	Mocan, O., Stanciu, O., & <b>Visu-Petra, L.</b> (2012). Attentional set-shifting in children: Effects of individual differences in anxiety and attentional control. <i>International Journal of Psychiatry in Clinical Practice</i> , 16, 38-39.	3	<b>0.3333</b>
5.	<b>Visu-Petra, L.,</b> Cheie, L., Benga, O., & Miclea, M. (2011). Cognitive control goes to school: The impact of executive functions on academic performance. <i>Procedia - Social and Behavioral Sciences</i> , 11, 240-244	4	<b>0.25</b>
6.	Cheie, L., <b>Visu-Petra, L.,</b> & Miclea, M. (2010). The role of trait anxiety and cue salience on young children's prospective memory performance. <i>Psychology &amp; Health</i> , 25(6), 137—376. doi: 10.1080/08870446.2010.502762;	3	<b>0.3333</b>
7.	<b>Visu-Petra, L.,</b> Cheie, L., & Benga, O. (2010) Short-term and long-term remembering in children with high trait anxiety: An investigation using emotional stimuli, 'Symposia (In alphabetical order by convenor)', <i>Psychology &amp; Health</i> , 25(6), 101—131, doi: 10.1080/08870446.2010.502660.	3	<b>0.3333</b>
8.	<b>Visu-Petra, L.</b> & Benga, O. (2007). Particular aspects in the executive functioning of atypical developmental profiles revealed by the neuropsychological assessment of working memory. In M. Aniței, M. Popa, C.L. Mincu și A.M. Pap (Eds.) Centenary of Psychology at the University of Bucharest, Bucharest, 26-29 October 2006, Editura Univ. București, București.	2	<b>0.5</b>
9.	<b>Petra, L.,</b> Benga, O. & Țincaș, I. (2005). A dynamic approach to the co-construction of autobiographical memory: Insights from dyadic conversations about the past. Proceedings of the CogSci 2005, XXVII Annual Conference of the Cognitive Science Society, Bruno G. Bara, Lawrence Barsalou, & Monica Bucciarelli (Eds), Lawrence Erlbaum Associates, Inc., New Jersey, 1732-1738.	3	<b>0.3333</b>
<b>TOTAL:</b>			<b>3.1665</b>

**Criteriul I8: Citări ale publicațiilor candidatului în articole publicate în reviste cotate ISI, cărora le corespunde coeficientul de multiplicare m și care au un scor relativ de influență s (nu se iau în considerare autocitățile). n este numărul de autori al publicației citate.**

Articol citat	Referință	S	n	Punctaj: $(0.2 + 4 \times s) \times 2/n$
<b>Visu-Petra, L., Miclea, M., &amp; Visu-Petra, G. (2012).</b> Individual differences in anxiety and executive functioning: A multidimensional view. <i>International Journal of Psychology</i> , 1-11. doi: 10.1080/00207594.2012.656132	Gharaeipour, M., & Scott, B.J. (2012). Effects of cognitive remediation on neurocognitive functions and psychiatric symptoms in schizophrenia inpatients. <i>Schizophrenia research</i> , 142, 1-3, 165–70. doi: 10.1016/j.schres.2012.09.018.	2.5982	3	<b>7.06186</b>
	Enkel, T., Thomas, M., Bartsch, D. (2013). Differential effects of subchronic Phencyclidine on anxiety in the light-enhanced startle-, light/dark exploration- and open field tests. <i>Behavioural Brain Research</i> , 243, 61–65.	1.06915	3	<b>2.9844</b>
<b>Visu-Petra, G., Miclea, M., &amp; Visu-Petra, L. (2012).</b> Reaction Time-based detection of concealed information in relation to individual differences in executive functioning. <i>Applied Cognitive Psychology</i> , 26(3), 342–351. doi: 10.1002/acp.1827	Debey, E., Verschuere, B., Crombez, G. (2012). Lying and executive control: An experimental investigation using ego depletion and goal neglect. <i>Acta Psychologica</i> , 140(2), 133–141. doi: 10.1016/j.actpsy.2012.03.004.	1	3	<b>2.8</b>
	Hu, X., Evans, A., Wu, H., Lee, K., & Fu, G. (2013). An interfering dot-probe task facilitates the detection of mock crime memory in a reaction time (RT)-based concealed information test. <i>Acta psychologica</i> , 142(2), 278-285. doi: 10.1016/j.actpsy.2012.12.006	1	3	<b>2.8</b>
<b>Visu-Petra, L., Cheie, L., Benga, O., &amp; Miclea, M. (2011).</b> Cognitive control goes to school: The impact of executive functions on academic performance. <i>Procedia - Social and Behavioral Sciences</i> , 11, 240–244.	Miller, M. R., Müller, U., Giesbrecht, G. F., Carpendale, J. I. M., & Kerns, K. A. (2013). The contribution of executive function and social understanding to preschoolers' letter and math skills. <i>Cognitive Development</i> .	1.07869	4	<b>2.25738</b>
	Jones, D. (2011). Mindfulness in schools. <i>Psychologist</i> , 24(10), 736–739.	0.27699	4	<b>0.65398</b>
<b>Visu-Petra, L., Cheie, L., Benga, O., Alloway, T. P. (2011).</b> Effects of trait anxiety on memory storage and updating in young children. <i>International Journal of Behavioral Development</i> , 35(1), 38–47. doi: 10.1177/0165025410368945	Moriya, J., Sugiura, Y. (2012). Impaired Attentional Disengagement from Stimuli Matching the Contents of Working Memory in Social Anxiety. <i>PLoS ONE</i> , 7(10), e47221. doi: 10.1371/journal.pone.0047221	3.73269	4	<b>7.56538</b>
	Owens, M., Stevenson, J., Hadwin, J. & Norgate, R. (2012). Anxiety and depression in academic performance: An exploration of the mediating factors of	0.44186	4	<b>0.98372</b>

	worry and working memory. <i>School Psychology International</i> , 33(4), 433–449. doi: 10.1177/0143034311427433			
	Moriya, J., Sugiura, Y. (2012). High visual working memory capacity in trait social anxiety. <i>PLoS ONE</i> , 7(4), E34244. doi: 10.1371/journal.pone.0034244	3.73269	4	<b>7.56538</b>
<b>Visu-Petra, L.,</b> Țincaș, I, Cheie, L., & Benga, O. (2010). Anxiety and visual-spatial memory updating in young children: An investigation using emotional facial expressions. Special issue of <i>Cognition &amp; Emotion</i> [Emotional states, attention, and working memory], edited by N. Derakshan, M.W. Eysenck, 24(2), 223–240. doi: 10.1080/02699930903387546	Derakshan, N., & Eysenck, M. W. (2010). Introduction to the special issue: Emotional states, attention, and working memory. <i>Cognition and Emotion</i> , 24(2), 189–199. doi: 10.1080/02699930903412120	1.17448	4	<b>2.44896</b>
	Shivers, C. M., Deisenroth, L. K., & Taylor, J. L. (2012). Patterns and Predictors of Anxiety Among Siblings of Children with Autism Spectrum Disorders. <i>Journal of autism and developmental disorders</i> , 1-11. doi: 10.1007/s10803-012-1685-7	1.30145	4	<b>2.7029</b>
Benga, O., Țincaș, I. & <b>Visu-Petra, L.</b> (2010). Investigating the structure of anxiety symptoms among Romanian preschoolers using the Spence Preschool Anxiety Scales. <i>Cognition, Brain, Behavior. An Interdisciplinary Journal</i> , 14, 159-182.	Susa, G., Pitica, I., Benga, O. (2012). The self regulatory effect of attentional control in modulating the relationship between attentional biases toward threat and anxiety symptoms in children. <i>Cognition and emotion</i> , 26(6), 1069–1083. doi: 10.1080/02699931.2011.638910	1.17448	3	<b>3.26528</b>
Miu, A. C., & <b>Visu-Petra, L.</b> (2009). Anxiety disorders in children and adults: A cognitive, neurophysiological and genetic characterization. In R. Carlstedt (Ed.), <i>Handbook of Integrative Clinical Psychology, Psychiatry, and Behavioral Medicine: Perspectives, Practices, and Research.</i> (pp. 309-351). New York: Springer.	Trudeau L., Spoth, R., Randall, K., Mason W.A. & Shin, C. (2012). Internalizing symptoms: effects of a preventive intervention on developmental pathways from early adolescence to young adulthood. <i>Journal of youth and adolescence</i> , 4(6), 788 –801. doi: 10.1007/s10964-011-9735-6	1	2	<b>4.2</b>

<p><b>Visu-Petra, L.,</b> Miclea, M., Cheie, L., &amp; Benga, O. (2009). Processing efficiency in preschoolers' memory span: A longitudinal investigation of individual differences related to age and anxiety. <i>Journal of Experimental Child Psychology, 103</i>(1), 30–48. doi: 10.1016/j.jecp.2008.09.002</p>	<p>Ansari, T. L., &amp; Derakshan, N. (2011). The neural correlates of cognitive effort in anxiety: Effects on processing efficiency. <i>Biological Psychology, 86</i>(3), 337–348. doi: 10.1016/j.biopsycho.2010.12.013</p>	<p>1.69782</p>	<p>4</p>	<p><b>3.49564</b></p>
<p><b>Visu-Petra, L.,</b> Benga, O., Țincaș, I. &amp; Miclea, M. (2007). Visual-spatial processing in children and adolescents with Down's syndrome: A computerized assessment of memory skills. <i>Journal of Intellectual Disability Research, 51</i>(12), 942–952. doi 10.1111/j.1365-2788.2007.01002.x</p>	<p>Carney, D.P.J., Brown, J.H., Henry, L.A. (2013). Executive function in Williams and Down syndromes. <i>Research in Developmental Disabilities, 34</i>(1) , 46–55. doi: 10.1016/j.ridd.2012.07.013</p>	<p>1.34409</p>	<p>4</p>	<p><b>2.78818</b></p>
<p></p>	<p>Dierssen, M. (2012) Down syndrome: The brain in trisomic mode. <i>Nature Reviews Neuroscience, 13</i>(12), 844–858. doi: 10.1038/nrn3314</p>	<p>16.59629</p>	<p>4</p>	<p><b>33.29258</b></p>
<p></p>	<p>Van Biesen, D., Mactavish, J., Pattyn, N., Vanlandewijck, Y. (2012). Technical proficiency among table tennis players with and without intellectual disabilities. <i>Human Movement Science, 31</i>(6), 1517–1528. doi: 10.1016/j.humov.2012.07.004</p>	<p>1.40512</p>	<p>4</p>	<p><b>2.91024</b></p>
<p></p>	<p>Edgin, J. O., Mason, G.M., Spanò, G., Fernández, A., Nadel, L. (2012). Human and mouse model cognitive phenotypes in Down syndrome: Implications for assessment. <i>Progress in Brain Research, 197</i>, 123–151. doi: 10.1016/B978-0-444-54299-1.00007-8</p>	<p>1.4313</p>	<p>4</p>	<p><b>2.9626</b></p>
<p></p>	<p>Van der Molen, M. J. W., Van der Molen, M.W., Ridderinkhof, K. R., Hamel, B. C. J., Curfs, L. M. G., Ramakers, G. J. A. (2012). Attentional set-shifting in fragile X syndrome. <i>Brain and Cognition, 78</i>(3), 206–217. doi: 10.1016/j.bandc.2011.12.008</p>	<p>1.11559</p>	<p>4</p>	<p><b>2.33118</b></p>
<p></p>	<p>Vakil, E., Lifshitz-Zehavi, H. (2012). Solving the Raven Progressive Matrices by adults with intellectual disability with/without Down syndrome: Different cognitive patterns as indicated by eye-movements. <i>Research in Developmental Disabilities, 33</i>(2) , 645–654. doi: 10.1016/j.ridd.2011.11.009</p>	<p>1.34409</p>	<p>4</p>	<p><b>2.78812</b></p>



Wuang, Y.-P., Su, C.-Y. (2011). Correlations of sensory processing and visual organization ability with participation in school-aged children with Down syndrome. <i>Research in Developmental Disabilities</i> , 32(6), 2398–2407. doi: 10.1016/j.ridd.2011.07.020	1.34409	4	<b>2.78812</b>
Conners, F. A., Moore, M. S., Loveall, S. J., & Merrill, E. C. (2011). Memory profiles of Down, Williams, and Fragile X syndromes: Implications for reading development. <i>Journal of Developmental and Behavioral Pediatrics</i> , 32(5), 405–417. doi: 10.1097/DBP.0b013e3182168f95	2.23348	4	<b>4.56696</b>
Edgin, J. O., Kumar, A., Spanò, G., & Nadel, L. (2011). Neuropsychological effects of second language exposure in down syndrome. <i>Journal of Intellectual Disability Research</i> , 55(3), 351–356. doi: 10.1111/j.1365-2788.2010.01362.x	1.25269	4	<b>2.60358</b>
Duchon, A., Pothion, S., Brault, V., Sharp, A. J., Tybulewicz, V. L. J., Fisher, E. M. C., et al. (2011). The telomeric part of the human chromosome 21 from cstb to Prmt2 is not necessary for the locomotor and short-term memory deficits observed in the Tc1 mouse model of down syndrome. <i>Behavioural Brain Research</i> , 217(2), 271–281.	1.06915	4	<b>2.2383</b>
Edgin, J. O., Mason, G. M., Allman, M. J., Capone, G. T., DeLeon, I., Maslen, C., et al. (2010). Development and validation of the arizona cognitive test battery for down syndrome. <i>Journal of Neurodevelopmental Disorders</i> , 2(3), 149–164. doi: 10.1007/s11689-010-9054-3	0.68379	4	<b>1.46758</b>
Edgin, J. O., Pennington, B. F., & Mervis, C. B. (2010). Neuropsychological components of intellectual disability: The contributions of immediate, working, and associative memory. <i>Journal of Intellectual Disability Research</i> , 54(5), 406–417. doi: 10.1111/j.1365-2788.2011.01385.x	1.25269	4	<b>2.60538</b>
Contestabile, A., Benfenati, F., & Gasparini, L. (2010). Communication breaks-down: From neurodevelopment defects to cognitive disabilities in down syndrome. <i>Progress in Neurobiology</i> , 91(1), 1–22. doi: 10.1016/j.pneurobio.2010.01.003	4.36286	4	<b>8.82572</b>

	Kogan, C. S., Boutet, I., Cornish, K., Graham, G. E., Berry-Kravis, E., Drouin, A., et al. (2009). A comparative neuropsychological test battery differentiates cognitive signatures of fragile X and down syndrome. <i>Journal of Intellectual Disability Research</i> , 53(2), 125–142. doi: 10.1111/j.1365-2788.2008.01135.x	1.25269	4	<b>2.60538</b>
Ciairano, S., Visu-Petra, L., & Settani, M. (2007). Executive inhibitory control and cooperative behavior during early school years: a follow-up study. <i>Journal of Abnormal Child Psychology</i> , 35(3), 335–345. doi: 10.1007/s10802-006-9094-z	Ramos, R., Freire, C., Julvez, J., Fernández, M. F., García-Esteban R., Torrent, M., Sunyer, J., Olea, N. (2013). Association of ADHD symptoms and social competence with cognitive status in preschoolers. <i>European child &amp; adolescent psychiatry</i> , 1–12. doi: 10.1007/s00787-012-0334-1	1.41410	3	<b>3.90426</b>
	Vuontela, V., Carlson, S., Troberg, A. M., Fontell, T., Simola, P., Saarinen, S., & Aronen, E. T. (2013). Working memory, attention, inhibition, and their relation to adaptive functioning and behavioral/emotional symptoms in school-aged children. <i>Child Psychiatry &amp; Human Development</i> , 44(1), 105–122. doi: 10.1007/s10578-012-0313-2	1	3	<b>2.8</b>
	Huyder, V., Nilsen, E.S. (2012). A dyadic data analysis of executive functioning and children's socially competent behaviours. <i>Journal of Applied Developmental Psychology</i> , 33(4), 197–208. doi: 10.1016/j.appdev.2012.05.002	0.89952	3	<b>2.5320</b>
	Walker, O.L., Henderson, H.A. (2012). Temperament and Social Problem Solving Competence in Preschool: Influences on Academic Skills in Early Elementary School. <i>Social Development</i> , 21(4), 761–779. doi: 10.1111/j.1467-9507.2011.00653.x	1.046	3	<b>2.9226</b>
	Giannotta, F., Burk, W.J., Ciairano, S. (2011). The role of inhibitory control in children's cooperative behaviors during a structured puzzle task. <i>Journal of Experimental Child Psychology</i> , 110(3), 287–298. doi: 10.1016/j.jecp.2011.04.015	1.29298	3	<b>3.58128</b>
	Bridgett, D. J., & Mayes, L. C. (2011). Development of inhibitory control among prenatally cocaine exposed and non-cocaine exposed youths from late childhood to early adolescence: The effects	1.25484	3	<b>3.47957</b>

	of gender and risk and subsequent aggressive behavior. <i>Neurotoxicology and Teratology</i> , 33(1), 47–60. doi: 10.1016/j.ntt.2010.08.002			
	Qu, L. (2011). Two is better than one, but mine is better than ours: Preschoolers' executive function during co-play. <i>Journal of Experimental Child Psychology</i> , 108(3), 549–566. doi: 10.1016/j.jecp.2010.08.010	1.29298	3	<b>3.58128</b>
	Murphy, S., & Faulkner, D. (2011). The relationship between bullying roles and children's everyday dyadic interactions. <i>Social Development</i> , 20(2), 272–293. doi: 10.1111/j.1467-9507.2010.00597.x	1.046	3	<b>2.9226</b>
	Utendale, W. T., Hubert, M., Saint-Pierre, A. B., & Hastings, P. D. (2011). Neurocognitive development and externalizing problems: The role of inhibitory control deficits from 4 to 6 years. <i>Aggressive Behavior</i> , 37(5), 476–488. doi: 10.1002/ab.20403	1.80371	3	<b>4.9432</b>
	Nilsen, E. S., & Fecica, A. M. (2011). A model of communicative perspective-taking for typical and atypical populations of children. <i>Developmental Review</i> , 31(1), 55–78. doi: 10.1016/j.dr.2011.07.001	2.71429		<b>7.37144</b>
	Kohls, G., Peltzer, J., Herpertz-Dahlmann, B., & Konrad, K. (2009). Differential effects of social and non-social reward on response inhibition in children and adolescents. <i>Developmental Science</i> , 12(4), 614–625. doi: 10.1111/j.1467-7687.2009.00816.x	2.27482	3	<b>6.1995</b>
				<b>TOTAL:169.7965</b>

**Criteriul I9: Citări ale publicațiilor candidatului în cărți, capitole de cărți sau volume ori în reviste indexate în baze de date internaționale, cărora le corespunde coeficientul de multiplicare m (nu se iau în considerare autocitățile). n este numărul de autori al publicației citate.**

Articol citat	Referință	n	Punctaj (0.4/n)
Benga, O., Țincaș, I. & <b>Visu-Petra, L.</b> (2010). Investigating the structure of anxiety symptoms among Romanian preschoolers using the Spence Preschool Anxiety Scales. <i>Cognition, Brain, Behavior. An Interdisciplinary Journal</i> , 14, 159–182.	Balaj, A., Albu, M., Porumb, M. Miclea M. (2011). The standardization of early childhoods inventory-4 (ECI-4) on romanian population - a preliminary report. <i>Cognition, Brain, Behavior. An Interdisciplinary Journal</i> , 15, 95–110.	3	<b>0.1333</b>
<b>Visu-Petra, L.</b> , Țincaș, I, Cheie, L., & Benga, O. (2010). Anxiety and visual-spatial memory updating in young children: An investigation using emotional facial expressions. Special issue of <i>Cognition &amp; Emotion</i> [Emotional states, attention, and working memory], edited by N. Derakshan, M.W. Eysenck, 24(2), 223–240. doi: 10.1080/02699930903387546	Mueller, S.C. (2011). The influence of emotion on cognitive control: Relevance for development and adolescent psychopathology. <i>Frontiers in Psychology</i> , 2, 327.	4	<b>0.1</b>
<b>Visu-Petra, L.</b> , Miclea, M., Cheie, L., & Benga, O. (2009). Processing efficiency in preschoolers' memory span: A longitudinal investigation of individual differences related to age and anxiety. <i>Journal of Experimental Child Psychology</i> , 103(1), 30–48. doi: 10.1016/j.jecp.2008.09.002	Jutras, B., Mayer, D., Joannette, E., Carrier, M.-E., Chénard, G. (2012). Assessing the development of binaural integration ability with the French dichotic digit test: Écoute dichotique de chiffres. <i>American Journal of Audiology</i> , 21(1) , 51–59.	4	<b>0.1</b>
Miu, A. C. & <b>Visu-Petra, L.</b> (2009). Anxiety disorders in children and adults: A cognitive, neurophysiological and genetic characterization. În R. Carlstedt (Ed.): <i>Handbook of Integrative Clinical Psychology, Psychiatry and Behavioral Medicine: Perspectives, Practices and Research</i> (pp. 309-352). Springer, SUA	Miu, A. C., Vulturar, R., Chis, A., et al. (2012). Attentional biases to threat and serotonin transporter gene promoter (5-HTLPR) polymorphisms: Evidence from a probe discrimination task with endogenous cues. <i>Translational Neuroscience</i> , 3(2), 160–166. doi: 10.2478/s13380-012-0021-1	2	<b>0.2</b>
<b>Visu-Petra, L.</b> , Cheie, L., & Benga, O. (2008). Short-term memory performance and metamemory judgments in preschool and early school-age children: A quantitative and qualitative analysis. <i>Cognition, Brain, Behavior. An Interdisciplinary Journal</i> , 12(1), 71–101.	Jalongo, M. R. (2010). Listening in early childhood: An interdisciplinary review of the literature. <i>International Journal of Listening</i> , 24(1), 1–18.	3	<b>0.1333</b>

Benga, O., <b>Visu-Petra, L.</b> , Palade, S., & Benga, I. (2007). Profiluri neurocognitive CANTAB: studiu comparativ al unor populații pediatrice. <i>Revista Română de Sănătate Mintală</i> , 15, 1–68.	Schroeder, V. M., & Kelley, M. L. (2010). Family environment and parent-child relationships as related to executive functioning in children. <i>Early Child Development and Care</i> , 180(10), 1285–1298.	4	<b>0.1</b>
Visu-Petra, L., Benga, O., Țincaș, I. & Miclea, M. (2007) Visual-spatial processing in children and adolescents with Down's syndrome: A computerized assessment of memory skills. <i>Journal of Intellectual Disability Research</i> , 51(12), 942–952.	Henry L. - <i>The Development of Working Memory in Children</i> . London, UK: Sage Publications Ltd: 2012.	4	<b>0.1</b>
	Armstrong, T. - <i>Neurodiversity in the Classroom. Strength-Bases Strategies to Help Students with Special Needs Succeed in School and Life</i> . USA: ASCD Publications: 2012.	4	<b>0.1</b>
	Rasmussen, C., Soleimani, M., & Pei, J. (2011). Executive functioning and working memory deficits on the CANTAB® among children with prenatal alcohol exposure. <i>Journal of Population Therapeutics and Clinical Pharmacology</i> , 18(1), e44-e53.	4	<b>0.1</b>
	Daunhauer, L. A., & Fidler, D. J. (2011). The down syndrome behavioral phenotype: Implications for practice and research in occupational therapy. <i>Occupational Therapy in Health Care</i> , 25(1), 7–25.	4	<b>0.1</b>
	Muñoz-Quezada, M. -, Lucero, B., & González, C. (2010). Effects of iconic gestures on the working memory of students with mild intellectual disability. [Efectos de los gestos icónicos en la memoria de trabajo de estudiantes con discapacidad intelectual leve] <i>Infancia y Aprendizaje</i> , 33(4), 461–474.	4	<b>0.1</b>
	Rasmussen, C., Soleimani, M., Carroll, A., & Hodlevskyy, O. (2009). Neuropsychological functioning in children with tourette syndrome (TS). <i>Journal of the Canadian Academy of Child and Adolescent Psychiatry</i> , 18(4), 307–315.	4	<b>0.1</b>
Ciairano, S., <b>Visu-Petra, L.</b> , & Settani, M. (2007). Executive inhibitory control and cooperative behavior during early school years: a follow-up study. <i>Journal of Abnormal Child Psychology</i> , 35(3), 335–345. doi: 10.1007/s10802-006-9094-z	Pianta, R. C., Barnett, W. S., Justice, L. M., & Sheridan, S. M. <i>Handbook of Early Childhood Education</i> , New York, NY: Guilford Pres; 2012.	3	<b>0.1333</b>
	Boschloo, A. - <i>School performance in adolescents: An educational neuropsychology perspective</i> . Ridderprint, Ridderkerk; 2012.	3	<b>0.1333</b>
	Barkley R. - <i>Deficits in Executive Functioning Scale (BDEFS)</i> . New York, NY: Guilford Press; 2011.	3	<b>0.1333</b>

	Britton, G. B., Causadías, J. M., Zapata, J.S., Barb, G.A., Sánchez, E.Y. (2010). Neuropsicología del crimen: Función ejecutiva e inteligencia en una muestra de hombres condenados por homicidio en Panamá   [Neuropsychology of crime: Executive function and intelligence in a sample of homicide perpetrators in Panama]. <i>Acta Colombiana de Psicología</i> , 13(2), 47–56.	3	<b>0.1333</b>
	Geldhof, G. J., Little, T. D., & Colombo, J. (2010). Self-regulation across the life span. <i>The handbook of life-span development</i> . John Wiley & Sons, Inc.	3	<b>0.1333</b>
	Kloo, D., & Perner, J. (2008). Training theory of mind and executive control: A tool for improving school achievement? <i>Mind, Brain, and Education</i> , 2(3), 122–127.	3	<b>0.1333</b>
Visu-Petra, L., Ciairano, S., Miclea, M. (2006). Neurocognitive correlates of child anxiety: A review of working memory research. <i>Cognition, Brain, Behavior, An Interdisciplinary Journal</i> , 4, 517–541.	Tincas, I., Dragos, R., Ionescu, T., & Benga, O. (2007). Attentional set-shifting in preschoolers: Anxiety-related response patterns. <i>Cognition, Brain, Behavior, An Interdisciplinary Journal</i> , 11(3), 553–570.	3	<b>0.1333</b>
Petra, L., Benga, O. & Țincaș, I. (2005). A dynamic approach to the co-construction of autobiographical memory: Insights from dyadic conversations about the past. Proceedings of the CogSci 2005, XXVII Annual Conference of the Cognitive Science Society, Bruno G. Bara, Lawrence Barsalou, & Monica Bucciarelli (Eds), Lawrence Erlbaum Associates, Inc., New Jersey, 1732–1738.	Sutton, J. (2008). Remembering. In Aydede, M., & Robbins, P. (Eds.), <i>The Cambridge Handbook of Situated Cognition</i> (pp. 217-235). Cambridge, UK: Cambridge University Press.	3	<b>0.1333</b>
<b>TOTAL: 2.433</b>			

**Criteriul I10: Editor sau membru în comitetul editorial al unei reviste editate în străinătate, indexată ISI; sau editor al unei reviste editate în străinătate, indexată de o bază de date internațională recunoscută**

Nr.	Revistă	Punctaj (1.5/revistă)
1.	Membru în colectivul editorial al <i>Journal of Educational and Developmental Psychology, Canadian Center of Science and Education (since 2012)</i> .	<b>1.5</b>
2.	Membru în colectivul științific al <i>International Journal of Developmental Science, Akademische Verlagsgesellschaft AKA, Heidelberg</i>	<b>1.5</b>
3.	Membru în colectivul editorial al <i>Psychology in Russia: State of the Art, the journal of the Russian Psychological Society (since 2013)</i> .	<b>1.5</b>
		<b>TOTAL: 4.5</b>

**Criteriul I11: Editor sau membru în comitetul editorial al unei reviste editate în țară, indexată ISI sau editor al unei reviste editate în țară, indexată de o bază de date internațională recunoscută**

Nr.	Revistă	Punctaj (1/revistă)
1.	Membru în colectivul editorial al revistei <i>Cognition, Brain, Behavior. An interdisciplinary journal</i> , Asociația de Științe Cognitive din România.	<b>1</b>
		<b>TOTAL: 1</b>

**Criteriul I14: Coordonarea unui proiect de cercetare finanțat cu cel puțin 100000 lei de o entitate din țară**

Nr.	Proiect	Punctaj (2/proiect)
1.	Grant PNII-RU-TE-2012-3-0323: "Minciuna relaționată: Conexiuni longitudinale între abilități de simulare, dezvoltare sociocognitivă și comportament problematic în copilăria timpurie", 2012-2015, suma acordată: ~645.165 lei.	<b>2</b>
2.	Grant CNCSIS-PD-427: "Dezvoltarea memoriei de lucru în relație cu funcțiile executive și performanța școlară", 2010-2012, suma acordată: ~335.000 lei.	<b>2</b>
3.	Grant PNII-ID-PCCE-2011-2-0045: "Genetic and environmental factors in emotion regulation development during adolescence: Implications for anxiety disorders and depression". Proiect Idei, tip Proiecte Complexe de Cercetare Exploratorie; 2012-2015, suma acordată: ~6.085.043 lei.	<b>2</b>
4.	Grant individual TD: "Evaluarea neuropsihologică a memoriei de în lucru în cazul traseelor atipice de dezvoltare: Implicații pentru evidențierea unor profile cognitiv-comportamentale". 2006-2008, suma acordată: ~100.000 lei.	<b>2</b>
		<b>TOTAL: 8</b>

**I16: Keynote speaker la conferințe internaționale organizate în străinătate**

Nr.	Conferință internațională	Punctaj (1/pe conferință)
1.	<b>Visu-Petra, L.</b> (2012). Executive functioning in high-trait anxiety: An early cognitive vulnerability factor? <i>Stress and Anxiety Research annual conference</i> , Palma de Majorca, Spain. – Invited lecture for receiving the Early Career Award.	<b>1</b>
2.	<b>Visu-Petra, L.</b> (2008). The multidimensional development of executive functions: An investigation of working memory, inhibition and shifting in preschoolers. <i>Training Workshop on the Development of Executive Functions</i> , St. Catherine's College, Oxford.	<b>1</b>
		<b>TOTAL: 2</b>

**I18: Beneficiar al unor granturi individuale sau burse postdoctorale în valoare de cel puțin 25.000 lei fiecare**

Nr.	Grant/bursă	Punctaj (0.5/grant sau bursă)
1.	Grant PN-II-ID-WE-2012-4-068: "Attention and executive functioning in high-trait anxiety: Implications for cognitive and academic performance". Proiect Idei, tip Workshop exploratoriu (director grant, co-organizator dr. Julie Hadwin, University of Southampton), 2012, suma acordată; ~ 29.282 lei	<b>0.5</b>
2.	Proiect de cercetare internațională (co-director al echipei din Romania): "Symbolic mediation, self-control and anxiety: Research methods Development and adaptation on Russian and Romanian sample of preschool children and elementary school children". Finanțator: Russian Fund of Humanities Research, Universitatea de Stat din Moscova, 2012-2013, suma acordată: 10.000\$ (~30.000 lei)	<b>0.5</b>
		<b>TOTAL: 1</b>

17.05. 2013

Lect. Dr. Laura Visu-Petra