

„BABEȘ-BOLYAI” UNIVERSITY CLUJ-NAPOCA

Faculty of Psychology and Educational Sciences

Doctoral School: „Didactics. Tradition, Innovation, Development”.

HABILITATION THESIS

**Evidence-Based Psychopedagogical Assessment and Interventions for
Neurodevelopmental Disorders – An Integrative Approach from the
Perspective of Special Psychopedagogy –**

Field of Doctoral Studies: Educational Sciences

Candidate:

Professor ROȘAN I. ADRIAN-MARIAN

CLUJ-NAPOCA, 2026

Summary of the habilitation thesis

My habilitation thesis builds upon my academic, teaching, and scientific career, which has been dedicated to the evolution and modernization of practices in special psychopedagogy and the educational sciences. The thesis provides a coherent synthesis of the solid foundations of my previous didactic and research activities, the national and international projects I have coordinated, and my strategic vision for long-term institutional development, thereby establishing a profile that is fully integrated into the international knowledge stream.

My work to date is supported by a substantial body of scientific output, which I have produced in the form of monographs, chapters in prestigious publications, and a critical mass of articles published in journals indexed in leading international databases. The societal impact and academic visibility of these contributions are evidenced by a substantial number of independent citations and my success in securing and coordinating research grants. This theoretical foundation has enabled me to facilitate a direct technology transfer to the community of practitioners, optimizing diagnostic and intervention processes in school and clinical settings.

In my current line of research, I focus on a multidimensional approach to developmental vulnerabilities and socio-educational coping mechanisms. A central focus of my work is the investigation of neurodevelopmental disorders from the perspective of executive functions and emotional self-regulation; through this, I critically analyze how working memory, inhibitory control, and cognitive flexibility influence adaptive behavior. At the same time, I pay particular attention to the phenomenon of school violence and disruptive disorders; my research highlights the complex interaction between early personality traits—with an emphasis on the Callous-Unemotional dimension—and dysfunctional parenting styles.

I am developing these components through two transversal areas of focus: the integration of digital technologies into psychopedagogical design and the establishment of rigorous strategies for inclusion and accessibility in the university environment.

My vision for future development proposes a paradigm shift in the field, structured around three major pillars of applied research and a strategic component of academic leadership. The first direction I am pursuing aims to strengthen the transdiagnostic perspective in the assessment of neurodevelopmental disorders, moving beyond the limitations of rigid categorical classifications found in classical diagnostic manuals (DSM-5, ICD-11). By developing detailed, transdiagnostic neurocognitive profiles, I aim to explain networks of comorbidity and to tailor psychopedagogical intervention plans in an ecologically appropriate manner.

The second area I focus on aims to combat school violence through an integrated ecosystem of early screening and multilevel intervention. My objective is the psychometric validation and calibration of a multidimensional screening battery capable of distinguishing reactive aggression from proactive aggression, followed by the implementation of evidence-based programs that systematically involve the child-school-family triad. This intervention will implement training modules on inhibitory control and the development of empathy for students, directly linked to parenting workshops aimed at optimizing dysfunctional family practices.

The third focus pillar, the technological innovation, takes shape in the RO-DIBELS Project, a strategic initiative through which I aim to carry out the cross-cultural adaptation, psychometric validation, and digitization of the internationally recognized DIBELS® model in the form of the first national platform for monitoring early literacy, dedicated to students from preschool through 8th grade. My scientific approach leverages this recognized model to assess essential micro-skills (phonological awareness, decoding, and reading fluency) through quick one-minute tests, integrating it natively into the Response to Intervention (RTI) pedagogical model. Through this digital adaptation, the tool will complement existing literacy macro-assessments on the national market (such as the BRIO system), providing teachers with a dynamic tool for universal screening, graphical progress tracking, and automated feedback to reduce functional illiteracy from the earliest signs of risk.

At the institutional and managerial levels, I intend to carry on the tradition of the Cluj School of Special Psychopedagogy through a strategic initiative to establish a Doctoral School of Special Psychopedagogy, based on the international Scientist-Practitioner model. Through this structure, I

will promote exclusively evidence-based practices and enhance global visibility through co-supervision partnerships with elite universities in Europe and the United States, facilitating doctoral students' access to transnational grants.

Overall, through this thesis, I define my profile as a professor in deep synergy with the academic and social community—a mentor capable of transforming cutting-edge research into authentic, sustainable, and deeply inclusive solutions for the modern educational system.

Data: 02.07.2026

Prof. Univ. Dr. Adrian Marian Roșan