

## REFERENCE ON CONTRIBUTIONS

**in the main publications of senior assistant Dr. Nadia Koltcheva**

**for participation in the competition for habitation in 3.2. Psychology,  
announced in SG no. 41/10.05.2024**

### **1. Exploring interpersonal relationships within the framework of Interpersonal Acceptance-Rejection Theory (IPARTheory)**

Human relationships, and specifically relationships with a significant other, is a topic I have been researching for over ten years. I have conducted dozens of studies tracking relationships with different types of significant others - parents, teachers, intimate partners, managers in the workplace. The research is within the Interpersonal Acceptance-Rejection Theory (IPARTheory). Some of these studies are presented in the book. I thoroughly analysed a large amount of literature on each aspect of interpersonal relationships (parent-child, teacher-student, intimate partner, manager-employee) and presented my own research studies. The results of the research carried out in Bulgaria verify one of the main postulates of the Personality Subtheory of IPARTheory in different stages of a person's life path and in different social contexts, namely the perceived interpersonal acceptance and/or rejection has a significant relationship with the psychological (mal)adjustment of the individual both in childhood and adulthood.

- Колчева, Н. (2023). *Значимите други в живота на човека*. София: Издателство на Нов български университет. ISBN 978-619-233-281-5

### **2. Parent-child relationships, parenting styles and their correlates**

A major interest in my research is the topic of relationships between parents and their children. I have conducted several studies in which various factors and aspects of these relationships are studied - behavioural problems, aggressive and victim behaviour, personality characteristics in children, anxiety, etc.

Chapter 4 of the book (*The Family: Parents as Significant Others*) is devoted to these relationships, and the second part - *Consequences of the Subjective Experience of Acceptance-Rejection by Parents*, presents the author's research on the interrelationships between perceived acceptance-rejection by parents and different types of factors such as depression and depressed affect, anxiety, behavioural problems, substance abuse, sensitivity to rejection. The results show that when the parent/parents were perceived as accepting, the relationship with the studied constructs is negative, i.e. the more accepting the parents were perceived to be, the lower the children's rates on both internalizing and externalizing behaviour problems are. Some of these relationships have also been studied in adults. The obtained coefficients are lower but significant (depression and depressive affect, anxiety, behavioural problems, substance abuse). The series of these studies are in the paradigm of Interpersonal Acceptance-Rejection Theory (IPARTheory). These are

the first studies of their kind conducted in our country. On the one hand, they extend the empirical verification of the IPARTheory in a different social context, on the other hand, they extend already published research studies in other countries and conducted in other cultural backgrounds (e.g., in addition to the relationship with depressive affect, I also conducted a study with a clinical sample, patients diagnosed with clinical depression). In Bulgaria, the study of parental acceptance-rejection in children of Roma origin is unique and contributes to revealing the dynamics of parent-child relationships under the influence of a number of environmental and demographic factors.

Results on the topic are published in the book and in articles:

- Колчева, Н. (2023). Значимите други в живота на човека. София: Издателство на Нов български университет. ISBN 978-619-233-281-5
- 7.1. Колчева, Н., (2001). Влияние на родителските стилове на възпитание върху децата като обекти и субекти на агресивно поведение, сп. „Специална педагогика”, кн.3, стр. 39-58, ISSN 1310-7003.
- 7.2. Колчева, Н., (2002). Влияние на родителските стилове на възпитание върху децата като обекти и субекти на агресивно поведение (Експериментално изследване), сп. „Специална педагогика”, кн.3, стр. 20-38, ISSN 1310-7003.
- 7.16. Колчева, Н., (2012). Родителски стратегии на възпитание и личностови характеристики на ученици от среден курс, Специална педагогика, кн.1, стр. 17-33, ISSN 1310-7003
- 7.20. Колчева, Н., Д.Куршумова, (2014). Родителско приемане-отхвърляне при деца в предучилищна възраст от български и ромски произход, в С. Джонев, П. Димитров и Н. Матеева (съст.) Сборник научни доклади от VII национален конгрес по психология (стр. 501-510). София: Процентски център ЛМ ЕООД. ISBN: 978-954-91472-9-2
- 7.21. Колчева, Н., П.Пандурова, (2014). Поколенческа приемственост на родителско приемане и отхвърляне, в С. Джонев, П. Димитров и Н. Матеева (съст.) Сборник научни доклади от VII национален конгрес по психология (стр. 520-533). София: Процентски център ЛМ ЕООД. ISBN: 978-954-91472-9-2
- 7.23. Колчева, Н. (2015). Тревожност, родителско приемане-отхвърляне и родителски стил при деца в начална училищна възраст, Сборник доклади от научна конференция с международно участие „Комуникативни и емоционално-поведенчески нарушения“, София, 123-132. ISBN 978-954-535-863-0 <http://ebox.nbu.bg/comunications/>
- 9.3. Колчева, Н., (2012). Родителски стилове, самооценка, виктимно и агресивно поведение и социометричен статус на учениците в класа, Специална педагогика, кн.4, стр. 29-50, ISSN 1310-7003

### **3. Design, translation, adaptation and standardization of assessment tools.**

Part of my research is related to assessment tools. On the one hand, construction of tools for research and applied purposes, and on the other - translation, adaptation and standardization of assessment tools for Bulgaria.

### **3.1. Construction of assessment measures:**

3.1.1. **Social Development Scale, Screening Test for Three-Year-Old Children** - I have constructed a scale for assessing the social development of children at the age of 3. It is a part of the Screening Test for Three-Year-Old Children, which has been used in the preschool education system in Bulgaria as an assessment tool for years of children's development.

- 10.2. Колчева, Н., (2014). Субскала Социално развитие в Атанасова-Трифенова, М., Атанасов, Д., Пенева, Л., Андонова, Е., Мутафчиева, М., Колчева, Н. (2014). Скрининг тест за тригодишни деца: Ръководство. Булвест 2000. София. стр. 29-36. ISBN 978-954-18-0910-5
- 10.3. Атанасова-Трифенова, М., Л. Пенева, Е.Андонова, М. Мутафчиева, Н. Колчева, (2014) Ръководство за прилагане на теста в Атанасова-Трифенова, М., Атанасов, Д., Пенева, Л., Андонова, Е., Мутафчиева, М., Колчева, Н. (2014). Скрининг тест за тригодишни деца: Ръководство. Булвест 2000. София. стр. 91-115. ISBN 978-954-18-0910-5

3.1.2. **“Social development. Self-Knowledge”, from Early Childhood Development and Learning Standards** - I have developed procedures for assessing the social development of children in early childhood (0-3 years). Due to these procedures, the part “Social Development. Self-Knowledge” from the Early Childhood Development and Learning Standards was tested and validated.

- 10.1. Колчева, Н., М.Атанасова-Трифенова (2014) Област 2 – Социално развитие. Себепознание. в Атанасова-Трифенова, М., Пенева, Л., Стоянова, Юл., Янчева, И., Ядкова, Л., Мутафчиева, М., Колчева, Н. (2014). Стандарти за развитие и учене в ранното детство: от раждането до три години. Булвест 2000. София, стр. 23-31. ISBN 978-954-18-0924-2

3.1.3. **Organizational Acceptance-Rejection/Control Questionnaire, OARQ/C** - Construction of a questionnaire for assessment of acceptance-rejection/control in an organizational context. The questionnaire is one of the latest additions to IPARTheory's long list of questionnaires and scales. The questionnaire is an indispensable resource for research on interpersonal relationships in organizational contexts by scholars worldwide. It is currently the only tool designed to assess these relationships within IPARTheory ever. The questionnaire was constructed in English to be accessible to the research community working within IPARTheory. In the scientific literature, other tools have been developed to assess relationships in an organizational context within other theoretical models, e.g. extending Attachment Theory to an organizational context. The literature search showed that this is currently one of the weak points in research within this paradigm. There is no specially developed instrument (questionnaire or scale). Most often, a revised version of the Experiences in Close Relationships Questionnaire (ECR-R) is used, which even researchers working in this paradigm often share about its methodological weaknesses. Some researchers use scales and questionnaires that are not even developed within the framework of Attachment Theory. In this regard, the OARQ/C specifically designed to investigate

IPARTheory's postulates in an organizational context is consistent with the core concepts and postulates of the theory, is methodologically sound, and provides a solid foundation for extension through future research. In the book, I present the procedures for constructing, translating, piloting and validating the questionnaire. Initial validation data show correlations between subjective acceptance by the direct manager, attachment to the organization, satisfaction with the direct manager, and overall job satisfaction. The piloting and validation of the tool were done with the Bulgarian version.

- Колчева, Н. (2023). Значимите други в живота на човека. София: Издателство на Нов български университет. ISBN 978-619-233-281-5

### **3.2. Translation, adaptation and standardization of a child development assessment tool for Bulgaria:**

3.2.1. **Battery for Assessment of Early Childhood Development (Developmental Assessment of Young Children (DAYC))** - This is a test battery for assessment of early childhood development. It is for children from 0 to 6 years of age. Child development is assessed on five scales: cognitive development, language development, social-emotional development, and adaptive behaviour. The battery is aligned with the latest holistic assessment requirements for early and preschool children. It provides the opportunity to collect information from not one, but three sources - a specialist, a parent, and a teacher. A translation and adaptation of the entire measure. A standardization for Bulgaria has been done for the assessment of preschool children. The measure has excellent psychometric properties. It has a very good application in practical work with children of early and preschool age in our country (e.g. the alternative kindergartens of the "Health and Social Development" Foundation.) This is one of the first such instruments translated and adapted in our country.

- 7.4. Колчева, Н., (2005). Батерия за оценка на ранно детско развитие. Процедура по валидизация, сп. „Психологични изследвания”, бр. 3, стр. 305-314, ISSN 1311-4700
- 7.11. Колчева, Н., (2008). Адаптация на батерия за оценка на ранно детско развитие (Developmental Assessment of Young Children – DAYC), Сборник научни доклади, V Национален конгрес по психология, София, сп. Българско списание по психология, бр. 1-4, Софи-Р, стр. 148-157, ISSN 0861-7813.
- 7.14. Колчева, Н., (2011). Подготовка за адаптация и стандартизация за български условия на батерия за оценка на ранно детско развитие, Предучилищно възпитание, бр. 7 (2011), стр. 14-20, ISSN 0204-7004.
- 9.2. Колчева, Н., (2010). Стандартизация на батерия за оценка на ранно детско развитие. Скалограмен анализ на скалите за българската извадка по данни на родителите, Годишник на СУ “Св. Кл. Охридски”, Философски факултет, книга Психология, Том 99, стр. 237-267, ISSN 0204-9945.

### **3.3. Translation and adaptation of questionnaires and scales for Bulgaria**

In the book, I present part of the questionnaires and scales translated and adapted by me into Bulgarian. They are constructed within the framework of Interpersonal Acceptance-Rejection Theory (IPARTheory). Information on translation, adaptation, and psychometric characteristics are provided. They are all at a very good level. The Bulgarian versions of these tools are a valuable asset for both researchers and practitioners.

- 3.3.1. Questionnaires designed to assess parental acceptance-rejection and behavioural control in childhood and adulthood. Versions of the PARQ/C are available in nearly 70 languages and dialects, allowing for future cross-cultural research.
  - **Parental Acceptance-Rejection/Control Questionnaire, Child (PARQ/C, Child), Long Form, Mother Version**
  - **Parental Acceptance-Rejection/Control Questionnaire, Child (PARQ/C, Child), Long Form, Father Version**
  - **Parental Acceptance-Rejection/Control Questionnaire, Adult (PARQ/C, Adult), Long Form, Mother Version**
  - **Parental Acceptance-Rejection/Control Questionnaire, Adult (PARQ/C, Adult), Long Form, Father Version**
- 3.3.2. A questionnaire designed to assess teacher acceptance-rejection and behavioural control.
  - **Teacher's Acceptance-Rejection/Control Questionnaire (TARQ/C), Short Form**
- 3.3.3. A questionnaire designed to assess acceptance-rejection and behavioural control in intimate partners:
  - **Intimate Partner Acceptance-Rejection/Control Questionnaire (IPAR/CQ)**
- 3.3.4. Questionnaires designed to assess psychological adjustment. Both versions have been adapted for Bulgaria - for children and for adults. PAQ has translations in about 50 languages and dialects. This provides an opportunity for future cross-cultural research.
  - **Personality Assessment Questionnaire, Child (PAQ, Child)**
  - **Personality Assessment Questionnaire, Adult (PAQ, Adult)**
- 3.3.5. Interpersonal Rejection Sensitivity Research Scale. This is one of the new constructs whose mediating role is being explored within IPARTheory.
  - **Interpersonal Rejection Sensitivity Scale (IRSS)**
- 3.3.6. Student behaviour assessment questionnaire by a teacher. The tool is short, simple and convenient to use. It has undeniable practical applications.
  - **Teacher's Evaluation of Student's Conduct Questionnaire (TESC)**

Information about these tools is published in:

- Колчева, Н. (2023). Значимите други в живота на човека. София: Издателство на Нов български университет. ISBN 978-619-233-281-5
- 7.19. Колчева, Н., С.Борисова, (2014). Българска адаптация на въпросник за родителско приемане-отхвърляне/контрол, версия за възрастни (Adult PARQ/C), сп. Българско списание по психология, бр. 1-3, стр. 166-176, ISSN 0861-7813.

#### **4. Examination and assessment of children with typical development and with developmental deficits**

Alongside my research interests in child assessment tools, their use, qualities and application, another topic that is closely related to this is research and assessment practice. In a series of articles, I examine screening and assessment tools, practices, standards, requirements for children with typical development, as well as for children with developmental deficits. Tracking the child's developmental progress in the early and preschool years is extremely important, as this is a period of great plasticity during which the response to therapy and stimulation is best. Psychological testing at this stage of children's lives is an important part of the process of identifying possible developmental problems, and its results would allow parents to choose the appropriate intervention programs in a timely manner. On the one hand, years ago in our country, there were almost no instruments for assessing the development of children in early and preschool age (one of the first that I translated and standardized for Bulgaria was the Developmental Assessment of Young Children (DAYC), and on the other hand, little was known about the latest requirements that such an assessment would meet. In this regard, articles presenting this type of instrument, new possibilities for detecting assessments from different sources of information in order to obtain a more objective picture of the child's level of functioning (e.g. from a parent and a teacher), the basic principles of the so-called good practices for psychological assessment in early and preschool children are valuable resources, both for professionals and practitioners. The application of proven assessment models and the use of tools that meet professional standards and ethical requirements not only contribute to more effective interventions but are also a powerful preventive tool for children with developmental deficits (e.g. Screening test for three-year-old children, which is currently implemented with the preschool education system).

Publications related to this topic are:

- 6.1. Колчева, Н., Св.Стайкова, (2022). Добри практики при изготвяне на психологична оценка на развитието при деца в ранна и предучилищна възраст, сп. Педагогика, том 94, брой 2, 247-262, <https://doi.org/10.53656/ped2022-2.07>, ISSN: 0861-3982 (Web of Science)
- 7.3. Колчева, Н., (2004). Инструменти за скрининг, оценка и оценяване на деца в ранна възраст с дефицити в психичното развитие, сп. „Специална педагогика”, бр. 3, стр. 40-52, ISSN 1310-7003.
- 7.5. Колчева, Н., (2006). Изследване и оценка на деца с дефицити в психичното развитие, Годишник на СУ “Св. Кл. Охридски”, Философски факултет, книга Психология, Том 97, стр. 93-103, ISSN 0204-9945.

- 7.6. Колчева, Н., (2006). Родителите и учителите като източници на информация за психичното развитие на децата, сп. Българско списание по психология, бр. 2, стр. 112-130, ISSN 0861-7813.
- 7.10. Koltcheva, N., (2008), Early Prevention through Screening and Early Diagnostic of Young Children, in M. Sovilj, V. Bojanova, M. Skanavis, S. Pantelic (eds.) Early Prevention in Children with Verbal Communication Disorders, Proceeding, Belgrade, pp. 167-175, ISBN 978-86-81879-22-1
- 10.5. Koltcheva, N., (2022). Assessment of Social and Emotional Development in Early and Preschool Years. The Process of Compiling the European Social and Emotional Skills Assessment Measures Compendium, in Koltcheva, N., C.Peixoto, V.Coelho, (2022). Social and Emotional Competences and Development of Children Aged Zero to Seven: European Assessment Measures Compendium. EU-SELF Project. pp. 10-20. ISBN 978-619-233-217-4.

## **5. Different aspects and dynamics of development in childhood and adolescence.**

### **Social development and development of social and emotional skills**

One of the topics in my research is dedicated to child development, typical and with deficits, as well as individual aspects of this development. I address this in theoretical articles as well as in conducted empirical research studies.

Adolescents from a mainstream school were followed for several years (in 2006, 2009 and 2010). The aim was to trace over time the dynamics of personality traits, and in particular extraversion-introversion, neuroticism and psychoticism. The results show a tendency towards extraversion in both genders, rather than towards the opposite end of the continuum – introversion. Over the three years of measurement, for both genders and for each of them separately, a significant inverse relationship emerged between social desirability and psychoticism. The obtained results can be widely used in the practice of school psychologists, educators, consultants, parents.

One of the focuses in relation to child development is the social development of children and in particular the development of social and emotional skills. This is a relatively new topic not only in our country but also on a global scale. Given the importance of these skills for the overall development of children, supporting their development already in early and preschool age has many positive consequences (better adaptation in kindergarten and/or school, academic achievement and performance, lower levels of vulnerability in relation to internalized and externalized behavioural problems, etc.). Since 2019, under my leadership of an international team of partners, a platform (EU-Self - <https://eu-self.nbu.bg>) has been developed. It is the only one of its kind in Europe. The platform contains analyses of the state of development of social and emotional skills in children of early and preschool age in 47 European countries and 4 countries overseas, descriptions of 59 programs for the development of social and emotional skills in children and 103 assessment tools, etc. The platform and all the resources generated are the first step towards collecting this type of knowledge at the European level. It is a solid foundation and a valuable resource for both researchers and practitioners, but also for other stakeholders such as institutions at the national and European level, early childhood education and care service providers (ECEC), etc. The platform supports the achievement of key EU priorities, raises awareness and promotes the development of social and emotional skills in children.

### **Theoretical articles:**

- 7.7. Колчева, Н., (2006). Дефицити в ранното детско развитие, Специална педагогика, кн. 3, стр. 34-50, ISSN 1310-7003.
- 7.12. Колчева, Н., (2008). Периодизация на детското развитие, Специална педагогика, кн.4, стр. 46-55, ISSN 1310-7003.
- 7.13. Колчева, Н., (2010). Социалното развитие в ранна възраст, Предучилищно възпитание, год. 58, бр. 5 (2010), стр. 8-11, ISSN 0204-7004.
- 6.2. Koltcheva, N. (2023). EU-SELF: An European Platform about Social and Emotional Skills in Early Childhood Education. Revista Românească pentru Educație Multidimensională, 15(2), 35-54. <https://doi.org/10.18662/rrem/15.2/719>, ISSN: 2066-7329 (Web of Science)
- 10.4. Koltcheva, N., (2022). Bulgaria, in Koltcheva, N., V.Coelho, (2022). Social and Emotional Development for Children aged 0 to 7 years old: European Countries Overviews Compendium. EU-SELF Project. pp. 32-37, ISBN 978-619-233-213-6.

### **Research articles:**

- 7.9. Колчева, Н., Ив.Игов, (2007). Умеят ли децата ни днес да решават конфликти?, Специална педагогика, кн. 3, стр. 35-47, ISSN 1310-7003.
- 7.18. Колчева, Н., М.Коралов, (2011). Изследване на личностовите черти по модела на Х.Айзенк при юноши (през 2006, 2009 и 2010), Българско списание по психология, Сборник научни доклади, VI Национален конгрес по психология, бр. 3-4, стр. 278-287, ISSN 0861-7813.
- 7.22. Колчева, Н. (2015). Самооценка и тревожност при деца с дислексия на развитието, Сборник доклади от научна конференция с международно участие „Комуникативни и емоционално-поведенчески нарушения“, София, 133-140. ISBN 978-954-535-863-0 <http://ebox.nbu.bg/communications/>

I am the co-author and editor of two books devoted to key topics regarding early childhood development - nutrition and its relationship to child development and social and emotional development in early and preschool age.

### **Books:**

- 24.2. Darvay, S., Koltcheva, N., & Berekvölgyi, D. (Eds.) (2021). FINE! Food and Nutrition in the Early Childhood Education and Care. Arca Cooperative Sociale, Firenze, ISBN 978-963-489-334-9
- 24.3. Koltcheva, N., V.Coelho, (2022). Social and Emotional Development for Children aged 0 to 7 years old: European Countries Overviews Compendium. EU-SELF Project. ISBN 978-619-233-213-6



## 6. Career development and training

Career realization in early adulthood and subsequent training and continuing qualifications are an essential aspect of an individual's well-being, quality of life and overall satisfaction.

As a member of an international research team, I co-authored the first study among PhD students at the European level. The research started among PhD students from 30 European countries, but after reviewing the collected data, the pools from 12 of them (Austria, Belgium, Croatia, Finland, France, Germany, Netherlands, Norway, Portugal, Slovenia, Spain, Sweden) were included in the analyses. The study covers various aspects and factors of their doctoral study (working conditions, activities, mobility, status, etc.). Analyses are based on responses from 7,561 participants. The results of this study have been widely cited in various publications related to training, practices and policies for PhD students and young researchers.

In continuation of this line of research is another study of mine related to the training of university teachers in Europe. In a comparative aspect, the policies and practices regarding the development and training of the academic staff in 33 higher education institutions from 23 European countries are examined. The study found that practices are very different not only in different European countries but also in universities within a country. Discussed are: requirements for university teachers' training, training organization, the type of courses that are provided, the duration of the courses, teaching methods, methods of assessment, the benefits of attending a course, continuous professional development. This research provides valuable information on the training of university teachers on a European scale. In addition to containing a large array of data (33 higher education institutions from 23 European countries) and results presented in a comparative plan, for its time it is a good reference for the state of training and qualification of university teachers. In this regard, it can serve as a starting point for assessing the dynamics of development, development of curricula for the training of university teachers (for example in countries such as Bulgaria), as well as for further activities regarding the development and training of staff and the provision of the quality of education in the European Higher Education Area.

Publications related to this topic:

- 9.1. Колчева, Н., (2007). Обучението на университетски преподаватели в Европа: Сравнително изследване, сп. Българско списание по психология, бр.3, стр. 23-49, ISSN 0861-7813.
- 7.8. Колчева, Н., М.Енчева, Ф.Колева, (2007). Виртуалната мрежа като средство за интеграция на младата българска научна общност в Европа, сп. Наука, бр. 1, стр. 42-46, ISSN 0861-3362.
- 24.1. Ates, G., K.Holländer, N.Koltcheva, S.Krstić, F.Parada, (2011). EURODOC Survey I: The First Eurodoc Survey on Doctoral Candidates in Twelve European Countries. Descriptive report. Eurodoc, the European Council of Doctoral Candidates and Junior Researchers. ISBN 978-3-00-035843-2.
- 7.15. Колчева, Н., (2011). Ситуация с кандидатите в доктората в Европе, Болонский процесс: итоги десятилетия, под науч. ред. В.И.Байденко, изд. 2-е дополн., Москва, "МИСиС", Институт качества высшего образования. с. 371-380. ISBN 978-5-7563-0417-6

- 7.17. Джонев, С., Н. Колчева, Б.Славчов, (2011). Кариера, реализация и качество на обучението на психологическите кадри, Българско списание по психология, Сборник научни доклади, VI Национален конгрес по психология, бр. 3-4, стр. 256-265, ISSN 0861-7813.