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**BOOK OF ABSTRACTS**



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## **THE EFFECTIVENESS OF PARENTAL INTERVENTION PROGRAMS IN HIGH-CONFLICT DIVORCE AND POST-DIVORCE FAMILIES**

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**ABSTRACT:** High-conflict divorce poses significant risks to family functioning, particularly to children's emotional and developmental adjustment. This article examines the effectiveness of parental intervention programs designed for high-conflict divorce and post-divorce families. It synthesizes international research on the impact of persistent interparental conflict on child adjustment, parenting quality, and coparenting processes, and reviews evidence-based interventions aimed at reducing these risks. Drawing on attachment theory, family systems theory, the emotional security hypothesis, conflict spillover models, and developmental psychopathology, the paper outlines key mechanisms linking conflict to child outcomes. Core components of effective programs are identified, with illustrative examples including the New Beginnings Program, No Kids in the Middle, and selected online interventions. The review highlights differential outcomes for parents and children, addresses methodological and cultural limitations, and offers recommendations for clinicians and policymakers. Overall, the findings suggest that structured, theory-informed intervention can reduce interparental conflict, strengthen coparenting, and promote healthier child adjustment.

**Keywords:** high-conflict divorce; parental intervention; co-parenting; child adjustment; family conflict; divorce education

## **DEVELOPING EMOTIONAL INTELLIGENCE IN PRESCHOOLERS: EDUCATIONAL STRATEGIES AND IMPLICATIONS FOR SOCIO- EMOTIONAL ADAPTATION**

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**ABSTRACT:** Emotional intelligence (EI) is a significant predictor of social adaptation, academic success, and long-term well-being. During the preschool period, children develop fundamental emotional competencies, such as emotion recognition, emotional regulation, and empathy, closely linked to the educational environment. This article analyzes the role of educational strategies in fostering emotional intelligence in preschool children, highlighting the importance of emotional modeling, verbal labeling of emotions, role-playing, emotional validation, and promotion of cooperative play. Pedagogical implications of creating a safe emotional climate are discussed, emphasizing its role in supporting harmonious child development and preventing socio-emotional adaptation difficulties.

**Keywords:** emotional intelligence, early education, self-regulation, empathy, socio-emotional development

## **GEN AI - VALUABLE TEAMMATE OF LEARNING ORGANIZATIONS**

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**ABSTRACT:** The general objective of this paper is to highlight the positive effects that GenAI can generate on the life and activity of contemporary organizations, creating the premises for improving organizational behaviour and for facilitating the process of achieving objectives. We also believe that understanding AI tools leads to the configuration of positive attitudes towards AI, trust in AI and thus, the context is created for the formation of organizations that learn, that understand the role of changes, technological progress and digitalization, are agile and adaptable to the characteristics of today's society.

**Keywords:** GenAI, Attitudes towards AI, Trust in AI, Learning Organizations

## **EDUCATIONAL INCLUSION OF CHILDREN FROM MIGRANT BACKGROUNDS AND PERSPECTIVES FOR THE ROMANIAN EDUCATION SYSTEM**

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**ABSTRACT:** This paper presents an analysis of the issues related to the inclusion of the perspectives of children from families affected by migration, highlighting the key challenges that are likely to arise when they are integrated into the educational systems of Europe and, in particular, in Romania. In a context marked by significant changes in the economic, political, military, and social spheres around the world, cultural and linguistic diversity has grown so much that more robust measures are needed to address it as a form of intercultural education that effectively ensures equity and social cohesion. The present paper sheds light on the factors contributing to the adaptation of children from migrant families: linguistic competence, cultural differences, emotional resilience, and their impact at the institutional level. It also highlights the crucial role that teachers can play in creating a climate of educational purposes with inclusive values. The analysis indicates that the success of integrating these children depends to a large extent on how early intervention is implemented, particularly when teachers are trained in intercultural pedagogy and its application, and when a flexible curriculum framework is developed to promote diversity as a resource rather than a hindrance. In the context of the Romanian education system, this article highlights the need to develop a coherent policy to support the educational process and to ensure the consistency of the partnership among school, family, and community. The article's findings indicate that the appropriateness of the school's strategic development is open to dialogue, grounded in intercultural education, which has recently surpassed the status of a mere necessity for adaptation.

**Keywords:** educational inclusion, migrant children, intercultural education, cultural identity, school adaptation.