

Abstracts

"I am just one person; I can't take it all..."

**Stress, crisis and coping strategies among school counselors:
A narrative perspective**

Sara Rozenau & Itzhak Gilat

School counselors are expected to fulfill many tasks and consequently may experience difficulties and stress in their daily routine. Much of the research in this domain has utilized quantitative methodologies. The present study set up to explore experience of professional difficulties, strategies of coping, and personal insights as reflected in well remembered events of counselors. Sixty-six school counselors were requested to give a written description of an event that evoked professional difficulty retrieved from their experience and reflect upon coping with the situation. They were also asked to raise personal insights that emerged from the event. Content analysis of the responses yielded a variety of sources of stress that can be organized in three concentric circles: Intra-personal, inter-personal and environmental sources of stress. Quantitative analysis provided the frequencies of each source. The most interesting finding regarding coping is the lack of avoidance, namely school counselors almost always employed active strategies of coping. It was also found that stressful experiences facilitate insights that can increase self-efficacy and raise the awareness to the professional essence of counseling. Practical implications and suggestions for further research are presented in the discussion.

Keywords: school counseling; difficulty and stress; coping strategies narratives.

**"We are all in the same boat – our priority is the welfare of the child":
How are shaped the working patterns of school counselors with parents?**

Tatar Moshe & Katz Ronit

The theoretical literature regarding the relationship between parent involvement in their children's school life and student achievement and well-being is the background for this study. The study focuses on the ways through which the working patterns of educational counselors with parents are shaped. This study is a qualitative investigation. Eighteen school counselors from Jerusalem and the region who work at Jewish state high schools were interviewed through semi-structured interviews. The findings stress the counselors' conceptions of parents in terms of- the "parent image" and "parent resources". Counselors' reports highlight that the perception of "parental image" and "parent resources" design the actual work patterns of educational counselors, ranging from initiative and active to passive and "assimilated". Professional relationships established with the parents ranged respectively from partnership and trust to exclusion and rivalry. It was also found that a sense of high professional self-efficacy and differentiation within the organizational system among the counselors was associated with a high frequency of consultative initiatives and even encouraged more involvement vis-à-vis parents who were experienced as lacking power and resources. Moreover, we found that the perceptions of the counselors are related to three additional categories that contribute to the shape of the patterns of educational counselors' work with parents, namely, the counselor's perception of the organization, the perception of the counselor concerning the developmental needs of the adolescent student, as well as the reflections on counselor's self-perception. The discussion emphasizes practical implications for school counselors and principals and their respective training in terms of promoting a positive organizational climate for working with parents. Further investigation is needed in the field focusing on how educators in general and how other educational professionals who are connected to the counselors' work in particular, perceive and act vis-à-vis the parents of their students.

Keywords: school counselors; parent involvement; professional relationships; self-perception.

He's a School Counselor? Career Development Stories of Men Who Choose School Counseling

Merit Sinai & Ronen Sela

The aim of the study was to learn about the career development and role perceptions of men who chose to engage in educational counseling. To this end six in-depth interviews were conducted. The findings indicate that childhood experiences play a significant role in shaping the men's professional identity. The participants' choice of profession included explorative processes, and for many of them the choice relied on past work with youth at risk. The findings further show that all the participants attribute considerable importance to the integration of men into educational counseling. They view themselves as an example of men who are not afraid of an emotional discourse and of revealing "feminine" abilities. However, despite the understanding concerning the importance of men's integration as counselors, some of them indicated deliberation on whether to continue engaging in counseling. The study bears applicative implications on the recruitment and training of men for the counseling profession.

Keywords: Career development; Men in educational context; School counseling.

Implications of learning in mother tongue on socialization in the educational counseling profession among Arab students

Ludmila Krivosh

The research examined the processes of professional socialization among Arab students of educational counseling, who studied in Arabic at a Hebrew run college. This field has yet to be thoroughly researched, and especially in the unique terms of a curriculum, that combines multiple teaching languages.

In the research, that was performed as a quality research, took part 38 participants to whom Arabic is the 1st language. 35 of them were M.A. students who studied educational consultation, and the other 3 were teachers who taught 4 courses in Arabic that year. The main tools of research were semi scripted depth interviews and open questionnaires.

The findings concluded that the studying in different languages had empowered the students and made them able to construct their professional identity. Due to the bilingualism, their socialization process to the matter included both the universal components (e.g, enrichment of self awareness and developing of a professional awareness), and the unique components, while occurring in a unique social-cultural context (e.g, the connections between cultural and professional codes, and the selection of a suitable language).

Keywords: Professional language; professional identity; multicultural counseling; bilingualism; professional socialization.

The Role of Arab Counselors in Implementing Sex Education in Schools

Mirit Sinai & Farida Shihade

The aim of the study was to learn about the professional perceptions of educational counselors in Arab society in Israel, concerning sex education. In-depth interviews were held with 12 counselors. The findings indicated the counselors' perceptions of their role as agents of change who wish to lead systemic processes to assimilate sex education in schools. In addition to the importance of the subject, a number of dilemmas emerge, centered around the desire to advance sex education on the one hand, and the values and prohibitions in Arab traditions on the other. The findings also indicate diverse coping strategies employed by the counselors in order to carry out programs. The contribution of the study stems from the fact that it presents the authentic voices of counselors in Arab society, and examines unique needs pertaining to the professional training, alongside the need to build special programs for adolescents based on the Arab culture.

Keywords: Sex education for adolescents; Sex education and counseling; Arab society in Israel; Educational counseling in Arab society.

Arabs and Jews pre-service teachers in Israel attitudes towards women's body: Implications for teacher training

Nurit Kaplan Toren, Ronit Schlesinger & Dara Musher-Eizenman

Western culture attributes specific characteristics to women depending on their body size and shape; attributions which in turn significantly influence women's functioning. Although the bias against overweight women is well documented, little is known about these attitudes among Arab and Jewish (religious and secular) Israeli students. Thus, the aim of this study was to examine cultural differences in attitudes towards women's weight among Israeli students. In particular, the students in this study were pre-service teaching students, an especially important group, given their future role as educators. Furthermore, this study used open-ended questions which allowed students to express a full range of attitudes about target individuals. The present study focused on two questions: Do Israeli students of education attribute stereotypical characteristics to women's body based on weight? And, are Arab and Jewish education students different in their attributions about women based on weight?

Participants were 145 Arab and 413 Jewish. The students were asked to respond to two pictures presenting overweight and average weight women.

Comparisons of the three groups (Arab, Jewish religious and secular) showed only one group difference. Additional analyses for the entire sample showed that attributes assigned to the overweight and average weight women differed across multiple dimensions. Discussion addresses: (1) how attributions about women's bodies extend beyond cultural and religious differences, and (2) Pre-service education students' physical appearance stereotypes.

Keywords: body size; culture differences; pre-service teachers.

The contribution of coping resources (in the field of health behavior) aiming to strengthen mental health among teachers' college students

Ayelet Siman Tov

In recent years, there has been a constant rise in the global scope of obesity, including in Israel, and it has been defined by the World Health Organization as an epidemic.

The aims of the study were to examine the contribution of coping resources for exceptional success in weight reduction and the adoption of healthy behaviors, to trace the implications of this success and to shed light on its significance in personal and professional-educational arenas.

The theoretical framework for the study was the positive psychology approach and the study of successes. The sample included student teachers and information was gathered through open in-depth interviews. Analysis of the research findings reveals the contribution of personal inner resources, and social external resources for weight reduction and the adoption of healthy behaviors. Moreover, it emerges that the research participants experienced personal growth, which expressed itself in a generalization of the strengths and resources they acquired through weight reduction and their application to academic work and teaching. All these contributed to their mental wellbeing and quality of life.

The unique contribution of this study is the identification of mechanisms that contribute to the actualization of resources for behaviors that actually promote health, and the understanding of the potential for change in weight reduction to optimize adaptive functioning systems. The study has practical importance for developing educational approaches to promote health and mental wellbeing among educators.

Keywords: Obesity; study of successes; healthy behaviors; resources.

Mental wellbeing and quality of marriage among fathers and mothers of children with autism

Ayelet Siman Tov

The main purpose of the study was to examine the differences between fathers and mothers of children with autism with regard to their personal and social resources, experience of stress and perception of parenting a child with autism and how they adapt.

Participants were 88 fathers and 88 mothers of children aged between 6 and 16 diagnosed with autism.

Findings indicate differences between fathers and the mothers: mothers had a greater tendency to see parenting a child with autism as a threat; fathers tended to have a greater sense of mental wellbeing, marriage quality was higher among the mothers. For mothers, internal locus of control was a resource mitigating the effect of stress on mental wellbeing. For fathers, seeing parenting as a challenge explained the difference in mental wellbeing. The article discusses theoretical and practical implications of these differences.

Keywords: parents of children with autism; resources; mental wellbeing; quality of marriage.

The Relationships between Self-Esteem, Attachment Style and Coping Style and Teen Marriage among Muslim Palestinian Adolescent Females in East Jerusalem

Salwa Kwekiss Halabi, Moshe Tatar & Yasmin Abofoul

The phenomenon of teen marriage is not uncommon among some cultures. This preliminary study, grounded in a cultural contextual approach, was conducted among Muslim Palestinian adolescent females in East Jerusalem aged 15 to 18 years – half of them were engaged (N=110) and half were single (N=110). The present work was aimed at examining the differences between the two groups in patterns of personality attributes – self-esteem, attachment style and coping style. The participants were administered a self-report questionnaire consisted of five sections: An attachment questionnaire, a self-esteem questionnaire, a questionnaire aimed at identifying coping styles, a personal and demographic information questionnaire, and an open-ended questionnaire examining the participants' attitudes regarding various issues related to teen marriage. It was found that self-esteem among the engaged participants was lower than that of single ones. In addition, it was also found that an active coping style characterizes more the single rather than the engaged respondents, while the "mental detachment" style showed an opposite pattern. As to attachment styles, single participants tended to demonstrate higher levels of secure attachment style while the engaged participants were likely to be characterized by avoidant attachment, although these differences were not statistically significant. Informed by the current study's findings, we suggested recommendations for developing preventive intervention programs in Arab high schools and junior high-schools aimed at strengthening the teenage girls' self-esteem, broadening their repertoire of responses to stressful situations and raising their awareness to the issue of attachment styles. Further research should consider the complexity of the adolescence years within the familial-cultural context where the educational institutes operate.

Keywords: self-esteem; attachment style; teen marriage; coping style.

Children exposed to domestic violence: Target population for education system

Yifat Carmel

Exposure to interparental violence, specifically children exposed to their father's violence against their mother, is a widespread phenomenon with short- and long-term personal and social implications. This notwithstanding, the phenomenon has not been recognized as a social problem to be placed high on the public agenda in Israel. The present article is intended for educators in general and educational consultants, in particular, as leaders of therapeutic, school-wide, and community processes. It aims to describe the characteristics and negative and complex implications of children's exposure to violence and possible means of intervention. Later, it broadly discusses the theoretical implications of the body of knowledge and how they influence school practices of identifying and supporting these children and improving their emotional well-being.

Keywords: violence against women; children exposed to violence; education consulting.

Adolescents with hearing impairments in regular classrooms: The wellbeing experience

Danit Yona, Smadar Ben-Asher

The integration of school students with hearing impairments into regular classrooms is an issue that has attended the education system for many years. The social schools of thought espousing equal opportunity and access for populations with special needs promote integration on a constitutional level and its implementation in the education system. Numerous studies indicate the paramount importance of integration for the optimal development of children with special needs (Mittler, 2012; Slee, 2001). However, very little is known about how the integration process is perceived by the hearing-impaired adolescents themselves.

The present study investigates the integration experience of hearing-impaired adolescents in a hearing society from the perspective of hearing-impaired school students, their mothers, and integration teachers. Five central themes emerged in interviews and a focus group of hearing-impaired students: (1) Difficulties and challenges facing hearing-impaired adolescents; (2) Perceptions and positions concerning integration; (3) Longing to be like everyone else; (4) Resilience factors; and (5) The importance of empathy for the integration of hearing-impaired adolescents.

The study findings indicate that despite the prevailing assumption among educators and education authorities that hearing-impaired adolescents should be integrated into an educational setting alongside hearing students, the students do not view this setting as optimal for promoting scholastic, social, and emotional functioning. Surprisingly, the findings indicate that in the perception of hearing-impaired adolescents an educational setting with similar characteristics, i.e., other hearing-impaired students, constitutes fertile ground for their optimal development and for constructing a positive self-identity.

The findings of the present study can contribute to increasing awareness concerning the development of social and learning systems that support hearing-impaired adolescents, and to greater flexibility in integration policies.

Keywords: hearing-impaired; integration; adolescents; education system.

WhatsApp online shaming among children and adolescents in Israel: A pilot research

Dana Izenkot

Social networks are an essential part of childrens` and adolescents` social life. WhatsApp is perceived as the new social network which enjoys tremendous popularity among children and adolescents. Nonetheless, the online shaming phenomena, defined as an aggressive action aimed to harm another human being through internet and technological means of communication, has been increasing alongside. The present study is a pilot research aimed to learn about the characteristics and the extent of online shaming in class-WhasApp groups among children and adolescents in Israel. The research also aims to develop a valid and reliable assessment instrument to measure online shaming on WhatsApp. 1111 participants who study in fourth to twelfth grades answered a survey-formatted questionnaire, consists of two parts, closed and open, which was developed for the purpose of present study. Findings indicated that the vast majority of participants have one or more class-WhatsApp groups, to which it`s important for them to belong. Alongside, most participants experience online shaming in their class-WhatsApp groups, either as victims or as witnesses, and more than half of them experience more than one expression of shaming simultaneously. Insults are the most common expression of shaming. After that swearwords, forced removal from a group and uploading embarrassing pictures. Witnessing WhatsApp shaming is more common than victimization. In addition, findings indicated of differences in shaming expressions according to age of educational institution. Implications regarding schools` and parents` roles, including developing educational policy, developing curriculum and promoting parental involvement, are discussed.

Keywords: WhatsApp; WhatsApp groups; online shaming; social networks; virtual communication; children; adolescents.

Sexting among Adolescents in Israel

Michal Dolev-Cohen & Tsameret Ricon

The current study examined sexting habits of Israeli teens As reported by 547 students (113 boys, 434 girls) participants, grades 7-12, in an attempt to examine the correlation between sexting and parenting styles and sense of social control. The findings reveal that about a quarter of the participants reported sending sexting and almost a third of the participants reported being asked for sex photos by others, mainly by unknown people. Furthermore, sexting was more common among boys (vs. girls), high school students (vs. junior high school students), and students in secular schools (vs. religious schools) and lower social control was related with an increased risk for sending sexting.

These findings shed light on the phenomena of sexting among teens in Israel, which unfortunately receives little attention from the significant adults in their life. Following the findings this paper will present implications for education and consulting professionals.

Keywords: sexting; parenting styles; sense of social control.

Intervention in school through a narrative approach

Peleg Dor-Haim

The narrative approach to organizations, encourages the creation of new insights about different events at school, and consequently opens new opportunities to act. The present article suggests different ways to promote change in the school narrative. Based on the narrative research and therapy literature, four approaches to creating change at the school system are suggested: Translating a fragmented school narrative to a coherent one; moving the focus of attention of the school staff to an alternative story; changing the structure of the discourse and use of externalization. The article uses case studies to demonstrate the process of encouraging organizational change using a narrative approach.

Keywords: narrative approach; organizations; school narrative.

Complex Events Judgment Model

Guttman Avia, Nirit Rauchbeger & Kaniel Shlomo

This article is based on a conceptual analysis of studies in the field of human judgment of events. A review of the research literature indicates that most of the studies are conducted in a laboratory, away from real life, with a limited range of variables. This article suggests a model that presents a network of connections between several major variables related to the process of judging complex real-life events. Twelve variables were selected for inclusion in the model, most having been selected from the research literature, while a few were developed according to research logic.

The variables are divided into two sets. The first set of variables – the perception of the event by the observer (the judge of the event) – includes the following: 1) the intensity of the observer's negative emotion toward the event; 2) the observer's effort to obtain information to understand the cause of the event (according to his subjective interpretation of it); 3) the various causes arranged according to levels; 4) the various content categories for the causes of the event as cited by the observer; 5) the number of actors observed.

The second set includes those variables related to cognitive decisions of the observer (the judge) with respect to: 1) control; 2) responsibility for the outcome; 3) prediction; 4) intention; 5) blame.

In addition to these two sets, the model includes two other variables: 1) the observer's emotional response to the actor, and 2) the intent of the observer's behavior towards the actor.

The model was designed and tested on the basis of three complex real-life events: the assassination of Prime Minister Rabin, the evacuation of Gush Katif, and the Second Lebanon War, none of which will be discussed in this article. The three events were taken from different content areas of a complex reality. Thus, the model may be applied to additional areas, provided the real-life events have a high negative valence that disrupts a person's balance and leads him to an interpretation of attribution.

Keywords: human judgment of events; complex real-life events.

A projectional instrument examining differentiation of self: Initial data regarding its validity

Ora Peleg & Meirav Idan-Biton

Differentiation of self is an important familial factor, that has been found to be related to the ability to cope with stressful situations (Kerr & Bowen, 1988). The research aimed to build and validate an instrument of differentiation of self through circle drawing. It comprised two studies. Study 1 examined the psychometric properties of the tool, assessing its associations with differentiation of self (DSI-R) and with self-efficacy. The sample included 393 college students. Results provided good reliability and partial construct validity for the inventory. The aim of Study 2 was to validate the instrument, this time vis-à-vis the DSI-R and family differentiation (DIFS). In addition, the associations with health anxiety and adjustment to college were examined. The sample included 300 college students. Results yielded significant high correlations between the new instruments and three of the DSI-R subscales (emotional reactivity, emotional cutoff and fusion with others), and between it and differentiation with mother and father (DIFS), as well as health anxiety. The results indicated that this instrument is reliable and valid and can be used by children, adolescents and adults.

Keywords: differentiation of self; coping; self-efficacy; family differentiation.

Roles management during adolescence and young adults' self-efficacy

Iris Heskia and Rachel Gali Cinamon

The current mixed-method study explore the contribution of past experience in adulthood on self- efficacy for blending work and family roles among Israeli young adults. The study also aims to explore antecedents of the reported self-efficacy to manage work and family roles. The participants were 599 young adults ($M = 24.866$, $SD = 2.59$) who participated in the quantitative study and 13 young adults who were interviewed. Analysis of variance demonstrated the contribution to self-efficacy of having engaged in several life roles in addition to the student role during adolescence. Young adults having engaged in several roles during their adolescence manifested greater self-efficacy for managing future work and family roles compared to their age-mates who engaged only in the student role. Interview analysis revealed the antecedents of this self-efficacy: past experiences, family support, and an optimistic attitude to life. Suggestions for future research and practice are discussed.

Keywords: self-efficacy; work-family conflict; family roles.