

Abstracts

Resources loss and personal growth among siblings of children with disabilities

Merav Assaraf Shmueli, Shiran Dokerker, Lotem Books and Ayelet Gur

Siblings of children with disabilities are at risk of increased stress and decreased well-being. The literature tends to emphasize the negative aspects of growing up with siblings with disabilities, while the research on the positive aspects (as personal growth) is scarce. Hence, the first stud's aim is to examine the differences between siblings and children with and without disabilities in their tendency to feel shame and guilt, resources loss, self-efficacy, sense of belonging, and personal growth. The second aim of the study is to explain resources loss and personal growth among siblings of children with disabilities based on the tendency to feel shame and guilt, self-efficacy, and a sense of belonging.

Results showed that siblings of children with disabilities reported a lower tendency to feel shame and guilt. No significant differences were found in self-efficacy, sense of belonging, resources loss, and personal growth. Regression analysis showed that the higher the tendency to feel guilt, the higher the loss of the resources. In addition, the tendency to feel guilt was positively associated with personal growth.

Findings are discussed in relation to previous research and with reference to the study's limitations. Implications for practice and disability policy, and for future research are presented.

Keywords: belonging; disability; personal growth; self-efficacy; siblings.

The cognitive orientation of individuals with impairment of speech fluency

Hodaya Ehrlich, Shulamith Kreitler and Nitza Davidovich

Stuttering is considered as a neuro-physiological disorder whose etiology is largely unknown. Treatment of stuttering applies also psychological factors, such as cognition and emotions. The study was done in the framework of the cognitive orientation approach which is a theory and methodology for predicting behaviors and health phenomena on the basis of four kinds of beliefs: beliefs about oneself, about reality and others, about norms and about goals. The objective of the study was to examine the relations of the cognitive orientation belief with the occurrence of stuttering, and evaluating difficulties in speaking. There were 104 participants, 52 stutterers and 52 non-stutterers. All subjects filled questionnaires referring to stuttering, and difficulties of speech, and the cognitive orientation of stuttering. Regression analyses indicated that stuttering was related significantly to beliefs about oneself and difficulties involved in speech were related to beliefs about oneself and beliefs about others and reality. The conclusions provide insights into the disorder of stuttering and therapeutic interventions.

Keywords: cognitive orientation; stuttering; speech fluency; frustration; feeling different.

Experiences of adolescents from therapeutic residential care and adolescents from educational boarding schools at a therapeutic horseback riding facility

Shlomit Weiss Dagan, Nofar Naim Levi and Dorit Brafman

Adolescents who reside in residential care are exposed to a variety of therapeutic methods, including equine-assisted therapy. This study examines the subjective experience of therapeutic horseback riding (THR) among adolescents at risk. It explores whether the nature of their backgrounds and the level of risk they face generate specific therapeutic experiences in equine-assisted therapy.

Using a qualitative research method, 19 adolescents aged 14–19 were interviewed from two different groups: adolescents living in therapeutic residential care and adolescents living in educational residential care. Based on the contexts of personal, familial, and educational contexts, the study examined the outcomes of the therapeutic intervention in both groups. Further, five riding instructors from both groups were interviewed in order to provide validity to the comparison between the two groups.

The findings of this study revealed similarities and differences in the therapeutic riding experiences of adolescents from both groups. An analysis of the data revealed three main themes separating the two groups: autonomy in riding, relationships with instructors, and therapeutic riding outcomes. It is important to take into consideration the differences found between the two groups when planning and customizing interventions to meet the needs of adolescents with varying risk profiles and backgrounds in order to meet their specific needs..

Keywords: therapeutic horseback riding; at-risk adolescents; therapeutic residential care; educational boarding.

The experiences of Mizrachi youth in Ashkenazi yeshivas in Israel: Identity, educational and counseling aspects

Binyamin Goliv, Sima Amram-Vaknin and Moshe Tatar

This research examined, through qualitative methodologies, the experiences of Mizrachi youth who studied in Ashkenazi yeshivas. In this investigation, twenty "Sephardi" members of the Haredi community, aged 30-42 years old, who studied at Ashkenazy Lithuanian yeshivas during the years 1993-2010 were interviewed. The data was collected through open-ended and semi-structured interviews from their current perspective as adults, retrospectively, focusing on the events and their experiences at the Ashkenazi yeshivas. From the interviewees emerged aspects related to their experiences as Mizrachi youngsters at the Ashkenazi yeshivas: having the sense of entering a new reality, called immigration, one that excluded their Mizrachi cultural experience and omitted their Mizrachi religious heritage. The diverse ways of coping with these experiences included the internalization of the Mizrachi inferiority narrative and the adoption of practices on the "Ashkenazyut spectrum". These experiences significantly shaped their identity as youngsters and as adults: As youngsters, they reported a blurring identity with many identity traps, as adults, they felt like holding a collection of identities or a consolidation of a new one. The present study contributes to the analysis of the identity challenges of the Mizrachi adolescents when facing the ethnocentric culture of the Ashkenazy institution, which they attended, and the examination of the quality of relationships between the educational staff, namely the yeshiva educators and them. In addition, the study underscores the importance of incorporating "educational counselors" in yeshivas, especially when identity conflicts emerge vis-à-vis the identity crystallization of the adolescents who attend educational institutions that are not in alignment with their cultural backgrounds. From the conclusions of the study, derive recommendations for further in-depth investigations of the different aspects of the topic related to the attitudes of the existing educational staff and the joining of additional educational professionals in the Haredi yeshivas.

Keywords: Sepharadi youth in Ashkenazi yeshivas; experience; coping; identity perception; educational setting.

Promoting health and weight reduction amongst educators from an experiential perspective

Ayelet Siman Tov

Health promotion is one of the most important goals set by the Ministry of Education. In light of the rise in the phenomenon of obesity in Israel and around the world, the World Health Organization defined it as an epidemic of the twenty-first century. Therefore, one of the main areas of health promotion in the education system over the past decade has been obesity prevention.

The aim of the study was to identify strategies and practices for coping with the adoption of healthy behaviors and weight loss in order to achieve them and to formulate a practical plan for health promotion and obesity prevention for certain populations in the education system.

The research methodology is qualitative with a combination of quantitative analysis. The study involved 82 educators coping with adopting healthy behaviors and weight loss. Information is collected through a semi-structured questionnaire that incorporates narrative questions.

The study findings indicate cognitive coping strategies and behavioral practices that helped study participants lose weight and adopt healthy behaviors. In addition, there is a significant contribution to the expansion of the participant's personal and professional identity, which was expressed in the discovery of strengths and the reconstruction of perceptions they acquired in the field of health and their application in various areas of life.

Keywords: obesity; overweight; healthy behaviors; coping; the study of successes.

The perception of school characteristics as a mediator between the teacher's personal resilience and teacher burnout

Dana Weimann-Saks and Inbar Malka Yom Tov

The COVID19 epidemic that broke out in the world at the end of 2019 brought about infinite changes in the education system. Stress factors were added onto teaching staffs, who were already facing tension in general, which led to an overall burnout. Amongst the other strenuous conditions, the expectation of teachers to continue teaching optimally while adapting to online teaching methods while dealing with the epidemic objectively led to intensification of the teachers' struggles with exhaustion and breakdown. This current study attempts to refine the understanding of the variables that affect teacher burnout. It also strives to investigate the influence of the variable's personal resilience and the perception of school characteristics from the teacher's point of view on this burnout. In addition, the study examines whether there is a mediating relationship between these two variables, the personal variable, and the environmental variable, that may affect the degree of burnout of the teacher. Eighty-nine teachers who have been teaching in the education system during at least the last two years were asked to answer anonymous online self-report questionnaires. In accordance with the research hypothesis, the mediation model revealed that the perception of the characteristics of the school from the teacher's point of view is a mediating variable between the employee's personal resilience and his attrition from the teaching. Moreover, a negative correlation was found between the perception of school characteristics from the teacher's point of view and burnout. Contrary to the research hypotheses, no relationship was found between the teacher's personal resilience and burnout from the teaching profession. At the same time, From a theoretical point of view, some of the research findings confirm the understanding that teacher burnout stems, among other things, from the school characteristics of the teaching staff and their perception of them. From an applied point of view, the current study emphasizes the need for the school management team, including the educational consultants, to think about creating optimal conditions for the teaching worker so that he can deal with the factors of burnout, especially in times of crisis and emergency, and at the same time also increase his level of personal resilience.

Keywords: burnout; online-teaching; educational-system; school-characteristics; personal resilience.

***Informal education – Between theory and practice:
Educational, psychological and counseling aspects***

Shay Efrat

This article deals with various aspects of informal education from diverse perspectives centered on the child and adolescent. It reviews the main characteristics, theoretical and practical components, and diverse approaches of informal education. A new concept is presented here that calls for and directs the integration of informal education with formal education, based on the assimilation of the principles of informal education in formal education and the provision of equal educational opportunities for all children and youth in a way that will provide an optimal educational solution for children and youth and maximize the best of both approaches. The educational counselor's central role in promoting the integration of the informal approach into the formal education systems is an important element in promoting pedagogical flexibility and mental well-being. The article is essentially an opinion piece. He draws on my many years of empirical experience as a counselor and principal in informal education, and as a teacher, psychotherapist and educational counselor in formal education.

Keywords: education; formal education; informal education; children.

Home-work conflict and burnout among teachers and educational counsellors

Shraga Fisherman and Smadar Ben Asher

Until recently, the researchers in Israel and around the world regarded the home-work conflict as a negative one because of the tension between the two. Recently, it has been suggested that although tension between roles can hamper mental well-being, it can also be enriching and constructive (Fisherman & Ben Asher, 2021). In the present study, we examined the differences between female educational counselors and teachers in Israel in their attitudes toward home-work conflict and burnout. Two hundred thirteen teachers and 60 educational counselors completed questionnaires on home-work conflict and burnout.

The findings show that counselors displayed greater burnout than teachers in the positive aspects of the conflict. Among counselors, home-work conflict had a more positive effect on work performance than among teachers, and they were less burned out. By contrast, among counselors, the conflict was higher and affected more negatively functioning at home than it did in the case of teachers. We explained these findings by examining:

how counselors work, how the boundaries delimiting work and home are less clear than in the case of teachers, and how working hours constantly infringe on life at home. The article recommends helping counselors emotionally, professionally, and with their self-perception to accept situational limitations and acquire skills to clearly delimit their structured professional boundary in assessing the urgency to respond to calls after working hours.

Keywords: Home-work conflict; burnout.

The contribution of emotional intelligence, empathy and self-differentiation to the moral leadership of educational counselors in schools in Arab society

Sehrab Masri

The educational consultant is a mental health person. His availability with the school staff enables him to assist the individual and the environment and to take the best steps out of rapid response to the student, the staff, and the parents. Its position as a team member enables it to see at the same time the needs of all the different target audiences and to take a balanced position of regulation, approximation, and mediation between distant positions. The counselor is a communicator with a systemic perspective within the school and between the school and the community. His professional intention concerns the entire population of students, in view of the differences in their needs and in the distinct response required by these differences.

The aim of this study was to examine the contribution of emotional intelligence, empathy, and self-distinction to the moral leadership of educational counselors in Arab society. The research setup is quantitative and correlational. The sample included 70 Arab consultants inform North of Israel schools. The research tool included a socio-demographic questionnaire; an emotional intelligence questionnaire; an empathy questionnaire; a self-differentiated questionnaire; a moral leadership questionnaire. Most of the research findings showed a definite effect of the educational institution on the level of moral leadership of the counselors so that the university graduates consider themselves more moral leaders than college graduates. In addition, there was a distinct effect of the type of educational institution on the level of empathy of the counselors, so the level of empathy in the counselors of college graduates is higher than in the counselors of university graduates. likewise, there was a distinct effect of religious affiliation on the level of self-differentiation, so Christian counselors see themselves as having a higher self-differentiation than other Muslim counselors. There was also a distinct effect of the school type on the level of emotional intelligence, so middle school counselors see themselves as being emotionally intelligent and showing greater moral leadership than other school types.

In addition, there was a distinct effect of the school type on the level of empathy and the level of self-differentiation of the counselors. There were also significant connections between the level of moral leadership and the level of emotional intelligence, empathy, and self-distinctiveness, and it was found that empathy, self-distinctiveness, and emotional intelligence predict moral leadership. The research provided important insights into the moral leadership of educational consultants in general and the understanding of the importance of emotional and self-evident skills.

Keywords: moral leadership; educational consultations in Arab society in Israel; emotional intelligence; empathy; self-differentiation.

Career planning for educational counselors

Raaya Alon, Dorit Aram and Rachel Gali Cinamon

The study examined the career plans of educational counselors, a topic that has yet to be researched in Israel. Examining career plans of educational counselors is important for the counseling profession. It is in the best interest of the education system to retain skilled and professional counselors, due to a large investment in training and professional development. A total of 370 educational counselors from all parts of Israeli society (secular Jewish, Modern Orthodox, Ultra-Orthodox, and Arab) participated in the study; participants had professional experience in all levels of the educational system (preschool, elementary school, middle school, and high school). The counselors were given questionnaires to assess social support, occupational self-efficacy, future plans, personal details and characteristics of their workplace experience such as autonomy and job clarity. The counselors were divided into three groups based on self-assessed likelihood of remaining in the profession. An analysis of variance was done between the groups. The results of the study show that the group of counselors with high self-assessed likelihood of remaining in the profession have higher levels of role clarity, job autonomy, manager support and self-efficacy compared to counselors in the low self-assessed likelihood group. The results of the study emphasize the positive effect of supporting school counselors and the benefits of a workplace that fosters role clarity and encourages professional independence.

Keywords: career planning; social support; role autonomy; role clarity; occupational self-efficacy.