



UNIVERSIDAD DE MURCIA

ESCUELA INTERNACIONAL DE DOCTORADO

**Involvement of Teachers and Parents as Leverage for
Significant Learning for Pupils with Learning Disabilities**

**Participación de Maestros y Padres como Aparcamiento
para el Aprendizaje Significativo de Alumnos con
Discapacidades de Aprendizaje**

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**INVOLVEMENT OF TEACHERS AND PARENTS AS LEVERAGE FOR
SIGNIFICANT LEARNING FOR PUPILS WITH LEARNING DISABILITIES**

**PARTICIPACIÓN DE MAESTROS Y PADRES COMO APARCAMIENTO PARA
EL APRENDIZAJE SIGNIFICATIVO DE ALUMNOS CON DISCAPACIDADES
DE APRENDIZAJE**

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Involvement of teachers and parents as leverage for significant learning for pupils with learning disabilities

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ESCUELA INTERNACIONAL DE DOCTORADO

Programa de Doctorado en Educación

**INVOLVEMENT OF TEACHERS AND PARENTS
AS LEVERAGE FOR SIGNIFICANT LEARNING
FOR PUPILS WITH LEARNING
DISABILITIES/PARTICIPACIÓN DE MAESTROS
Y PADRES COMO APARCAMIENTO PARA EL
APRENDIZAJE SIGNIFICATIVO DE ALUMNOS
CON DISCAPACIDADES DE APRENDIZAJE**

Doctoral thesis submitted to aspire to the degree of Doctor by Marwa Halahleh
directed by Doctors Cecilia Ruiz Esteban and Inmaculada Méndez Mateo

Murcia, 2021

Sgd.: Ms. Marwa Halahleh

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HEREBY CERTIFY:

That the thesis "**INVOLVEMENT OF TEACHERS AND PARENTS AS LEVERAGE FOR SIGNIFICANT LEARNING FOR PUPILS WITH LEARNING DISABILITIES**", made by the aforementioned doctoral student, meets the scientific and academic conditions necessary for its presentation.

Murcia, 2021

Sgd.: Cecilia Ruiz Esteban and Inmaculada Méndez

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RESUMEN

En la atención al alumnado con dificultades de aprendizaje cobra especial relevancia la relación existente entre la familia y el centro escolar. Por un lado, se ha evidenciado que un estilo educativo democrático favorece un desarrollo saludable de los menores. Por lo que los progenitores que suelen mostrar un estilo educativo de tipo democrático suelen estar más involucrados y comprometidos con la educación de sus hijos, valorando la autonomía y la independencia en pro de su desarrollo y de su rendimiento académico. Por otro lado, se ha evidenciado que una adecuada participación de las familias en la vida escolar de sus hijos presenta aspectos positivos para el comportamiento, el rendimiento de los menores, el bienestar así como conductas saludables. Por lo que en la atención al alumno con dificultades de aprendizaje cobra especial relevancia la relación entre la familia y el centro escolar. Se han de identificar de forma clara las posibles fricciones y desacuerdos que puedan darse entre los docentes y los familiares. Por lo que se hace necesario minimizar dichas fricciones y por lo tanto aumentar la participación educativa en el centro escolar y de ese modo identificar cómo a través de dicha comunicación y participación pueden minimizar su estrés familiar ante dichas fricciones.

El objetivo del estudio fue conocer los estilos educativos de los docentes y de las familias que están implicados en las relaciones de la familia con el centro escolar en el alumnado con discapacidad. En el estudio participaron un total de 50 familias y 50 profesores de diferentes centros educativos.

Para evaluar los estilos educativos seleccionó el cuestionario de evaluación de perfiles educativos en su versión para profesores y en su versión para familiares (Magaz y García,1998). Para evaluar la participación familiar en la educación de los hijos se seleccionó el cuestionario sobre la “Facilitación de la participación de las familias en la Educación de los hijos. Cuestionario a docentes” elaborado por Gomariz, Hernández-Prados, García-Sanz y Parra (2017). Para evaluar la participación familiar en el centro escolar se seleccionó el cuestionario sobre la participación familiar en el centro escolar. Cuestionario para las familias” (Alcántara, Hernández -Prados y Guerrero, 2018). Todos los instrumentos fueron traducidos al hebreo.

Para poder llevar a cabo la recogida de los datos fue necesario obtener la autorización del Comité de Ética de Investigación de la Universidad de Murcia (ID:2631/2019). Una vez obtenida dicha autorización se llevó a cabo la selección de los centros educativos. En

primer lugar, fue necesario una entrevista previa con los equipos directivos para solicitar su colaboración y promover el acceso a los centros educativos. Tras dicha aprobación se procedió a solicitar el consentimiento informado tanto de los docentes como de los progenitores. Los instrumentos fueron administrados en una sesión de 50-60 minutos con la presencia del investigador para aclarar posibles dudas. La participación de los participantes fue anónima, voluntaria y se mantuvo la confidencialidad durante todo el proceso.

Se utilizaron técnicas descriptivas de análisis de datos (frecuencias, porcentajes, medias y desviaciones típicas) para la descripción de las características sociodemográficas de los participantes así como correlaciones de Pearson para obtener los objetivos planteados en el estudio.

Los resultados del estudio evidenciaron la existencia de correlaciones de Pearson significativas. Se encontró una correlación significativa negativa entre el estilo punitivo y la participación escolar, así como con las actividades educadoras.

Del mismo modo se obtuvo que el estilo educativo asertivo correlacionó de forma significativa y positiva con la participación escolar, las actitudes educadoras, así como con la relación familia y centro escolar. se encontró una correlación significativa positiva entre el estilo punitivo y la comunicación de los familiares con el centro. Asimismo, se encontró una correlación significativa positiva entre el estilo punitivo y la participación en actividades del centro.

Asimismo, se encontró una correlación significativa positiva entre el estilo punitivo y con la formación. El estilo educativo sobreprotector mostró una correlación significativa positiva con la participación en actividades del centro. El estilo inhibicionista del docente mostró una correlación significativa positiva con la formación de los familiares. El estilo asertivo mostró una correlación significativa positiva con la comunicación de los familiares con el centro.

En el apartado de discusión se discuten los principales resultados del estudio. Atendiendo al Objetivo Específico 1. “Determinar cómo los estilos educativos parentales se relacionan con la participación familiar en el centro” podemos determinar que el estudio evidenció que aquellos familiares que poseen un estilo educativo punitivo y que por lo tanto son muy sobreprotectores, tienen una menor implicación en la participación escolar, así como en las actividades educadoras. Esto implica que aquellos familiares que se caracterizan por un alto nivel de afecto y comunicación con sus hijos a su vez que presentan una falta de control y de exigencias, suelen estar menos implicados en el plan

de convivencia escolar, en el comité de padres, en las actividades extraescolares, la formación de padres, etc. Del mismo modo, los familiares con un estilo educativo punitivo están menos implicados en las actividades educadoras, es decir, muestran menos interés en las tareas de sus hijos, están menos implicados en ayudar a su hijo en las tareas escolares, no se aseguran de que los hijos tengan un buen lugar para estudiar, etc.

Sin embargo, cabe destacar que los resultados obtenidos permiten evidenciar que aquellos familiares con un estilo educativo asertivo muestran una mayor participación escolar, muestran mayores actitudes hacia la educación de sus hijos y sobre todo muestran una mayor relación con el centro escolar. Esto es indicativo por lo tanto, que aquellos familiares que presentan altos niveles de afecto y de comunicación junto a grados adecuados de control y exigencias suelen estar involucrados de forma positiva en las relaciones con el centro, poseen actitudes adecuadas para la educación de sus hijos y sobre todo una adecuada participación escolar es decir, participan en el comité de padres, participan activamente en actividades extraescolares, participan en actividades y/o reuniones organizadas por el centro escolar.

En lo que respecta al Objetivo Específico 2. “Determinar cómo los estilos educativos docentes se relacionan con la participación de las familias en el centro” podemos destacar que en nuestro estudio la perspectiva de los docentes cobraba especial relevancia puesto que aparecen diferencias en función del estilo educativo docente. Por un lado, cabe destacar que aquellos docentes que poseen un estilo educativo punitivo fomentaban la existencia de una mayor participación en las actividades del centro, la comunicación y la formación por parte de los familiares. Por lo tanto, aquellos docentes que muestran altos niveles de control y exigencia frente a bajos niveles de comunicación y afecto suelen facilitar la comunicación de los familiares en la información referente al centro, normas, reuniones, tutorías, etc.; así como favorecen la participación de las familias en las actividades del centro (fiestas, actividades extracurriculares...) y sobre todo fomentan y animan a que las familias estén formadas desde el centro educativo.

Por otro lado, los docentes con un estilo educativo sobreprotector, es decir, que poseen altos niveles de afecto y de comunicación unido a una falta de control y de exigencias, suelen favorecer la participación de los familiares en las actividades del centro escolar. Aquellos docentes con un estilo educativo inhibicionista, es decir que eran indiferentes y que por lo tanto mostraban altos niveles de afecto y de comunicación junto a bajos niveles de control y exigencias, suelen favorecer la implicación de los familiares en la formación desde el centro educativo. Finalmente, los docentes con un estilo educativo

asertivo suelen favorecer la comunicación de los familiares con el centro, sobre todo porque dichos docentes muestran niveles adecuados de afecto y comunicación junto a grados adecuados de control y exigencias.

Cabe concluir que el estudio ha permitido determinar la existencia de los diferentes estilos educativos entre los familiares. Cabe destacar que el estudio ha dejado patente que aquellos familiares que en el cuidado de sus hijos con discapacidad presentan un estilo educativo punitivo, siendo muy permisivos, suelen estar menos implicados en la participación escolar, así como en las actividades educadoras de sus hijos.

Todo lo contrario, es lo que se ha observado en los familiares con un estilo educativo asertivo. Pues aquellos familiares con un estilo asertivo, es decir, democrático, suelen mostrar adecuados niveles de afecto y de comunicación y de control y de exigencias y por lo tanto son los familiares que más participación familiar, mayores actitudes educadoras, mayores relaciones con el centro y sobre todo están más implicados en recibir formación. Por lo tanto, esto nos indica que el estilo educativo asertivo es un estilo educativo adecuado y por ello es el estilo educativo que debemos fomentar como docentes para favorecer el seguimiento de los menores en el centro escolar.

En el estudio se ha encontrado que aquellos docentes que más propician la comunicación de los familiares con el centro escolar suelen ser aquellos que muestran un estilo educativo punitivo o asertivo, pues en ambos tipos consideran que es necesario que los familiares se comuniquen activamente con el centro escolar.

En lo que respecta al fomento de la participación de los familiares en el centro escolar, se ha evidenciado que aquellos docentes con un estilo educativo sobreprotector o punitivo suelen ser los que más se implican en favorecer dicha participación.

Finalmente, aquellos docentes con un estilo educativo inhibicionista o punitivo, ambos con bajos niveles de afecto y comunicación, suelen ser los que más fomentan la formación por parte de los familiares.

Por lo tanto, los datos nos indican que los docentes muestran diferentes estilos educativos y que, por lo tanto, en función de los estilos variará el nivel de implicación de las familias en la relación con el centro escolar. Si bien, es posible que los docentes que muestren un estilo punitivo puede que consideren que los familiares deberían recibir una mayor formación desde el centro y por ende aumentar así la comunicación y la participación con los familiares. Sin embargo, sería adecuado plantearse que el estilo educativo docente adecuado es el asertivo sobre todo debido a que muestra una adecuada comprensión, tolerancia, responsabilidad, comunicación y afecto.

Involvement of teachers and parents as leverage for significant learning for pupils with learning disabilities

Este estudio da luz sobre los estilos educativos familiares y la necesidad de favorecer estilos educativos asertivos que promuevan una participación de la familia en el proceso escolar del menor con necesidades.

Del mismo modo, ello ayudará a reducir la tensión, el estrés y sobre todo mejorar las relaciones dentro de la familia.

De otro lado, el estudio permitirá perfilar acciones educativas que permitan dar pautas y acciones educativas a los docentes para que puedan mejorar las relaciones de los familiares y la implicación en el centro escolar. Obviamente, esto ayudará en la atención que prestan a los niños con necesidades.

Esta investigación se ha llevado a cabo de manera precisa, dado que al tratarse de una tesis doctoral se ha definido de forma transversal y limitado a unos centros educativos. Asimismo, los instrumentos de evaluación han ido dirigidos a los docentes y a los familiares en un momento concreto sin recabar información a largo plazo ni teniendo en cuenta los tipos de necesidades de los escolares.

Del mismo modo, cabe destacar que la situación sanitaria ocasionada por la COVID -19 no ha posibilitado recoger toda la muestra inicialmente prevista.

En lo referente a los instrumentos utilizados, cabe destacar que al no tener instrumentos validados en hebreo fue necesario traducidos y comprobar su fiabilidad.

Dadas las limitaciones citadas en el apartado anterior, se esbozan futuras líneas de investigación enfocadas a subsanar dichas limitaciones.

Sería de interés analizar otros centros educativos e incluso ampliar el número de participantes para poder llevar a cabo estudios transculturales y poder hacer comparaciones. Del mismo modo, sería de interés analizar longitudinalmente los datos para cuantificar los cambios que puedan darse.

Asimismo, sería necesario añadir otros test o indicadores como las necesidades de los alumnos.

Igualmente, sería de interés validar encuestas similares en población israelí para disponer de otras medidas que pudiesen ser utilizadas para cuantificar, por ejemplo, las estrategias de afrontamiento de los progenitores, el nivel de estrés, etc.

Finalmente, se consideran necesarios programas educativos para la mejora de las relaciones entre las familias y el centro.

Involvement of teachers and parents as leverage for significant learning for pupils with learning disabilities

THEORETICAL PART

Involvement of teachers and parents as leverage for significant learning for pupils with learning disabilities

CHAPTER 1. PUPILS WITH LEARNING DISABILITIES

1.1.Characteristics of pupils with learning disabilities

Characteristics of pupils with learning disabilities are based on the formal definitions accepted in broad circles of professionals in field of learning disabilities. In 1977, the Individuals with Disabilities Education Act (IDEA) was passed in legislation in the United States, which determines that a specific learning disability means a disorder in one or more of the basic psychological processes involved in the understanding or use of language, spoken or written, that can be expressed in the ability to listen, think, speak, write, spell or make mathematical calculations.

The term includes conditions such as perceptual limitation, brain damage, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children suffering from learning problems which are primarily a result of sight, hearing or motor limitation, of intellectual disability, or emotional disorder, or of environmental, social or financial inequality (Heiman, 2011).

According to the Ministry of Education (Ministry of Education CEO Circular, Special 4:4, 1997), defined a pupils as having a learning disability as that whose achievements in reading, mathematics or written expression are significantly lower than what is expected according to one's age, level of education and IQ level. Moreover, in order for a pupils to be considered as having a learning disability, those problems must significantly disrupt them in their academic achievements or other daily activities requiring skills of reading, mathematics, or writing.

Further, the Circular describes four main stages in a process of accepting the disability: in the first stage, the first signs of lack of success and failure appear, bringing about frustration, low self-esteem and concealing or diverting the problem to behavioral direction. In the second stage, right after diagnosis, a sensation of confusion arises; attempt to deny. Sensation of abnormality and reservations from help increases. The third stage, a stage of partial adaptation to the difficulty, brings about sensation of relief, reduction of pressure, and causes more over-assertiveness and partial willingness to accept adaptations and help, contributing to improvement in learning achievements and sensations of success and leads to the fourth stage, the stage of accepting the difficulty, satisfaction and full coping while raising a sensation of self-value, willingness to fully use the adaptations and structuring efficient learning methods, outcomes of experience and acquired knowledge.

It appears from the aforementioned that in order to achieve a full educated use of a pupil of the given adaptations, one must go through the process with the pupil gradually, consider their pace, identify the emotional stage they are in and enable them to reach a stage of reconciliation with the deficiency, in which they will understand the essence of adaptation, its necessity for them and way of its application so they will consider it as a privilege rather than an obligation and insist on their right to use it properly and thus regain control over their life. They will be able to express to self and to the environment their preferences, learning style and methods of examinations in which they will be able to maximally express themselves.

Their intellectual ability is average and above, however, some function in a lower level. The pupils reveal different difficulties in their cognitive functioning, such as in functions of language and thinking, perception and orientation in space and time, in memory, attention and concentration, motoric functioning, perceptual-motion coordination, organization and more. The disorders are mostly accompanied by emotional difficulties due to recurring failures leading to development of low self-image, decrease in learning motivation and anxieties.

The main source of difficulties is not the disability, low intellectual level, primary emotional problems and/or environmental influences, such as cultural differences and deficient or dissatisfactory teaching. The accepted definition for determination of the definition on one with a learning disability is the one in the American psychiatric diagnosis guide (DSM-5, 2013, p.51), which diagnoses are acceptable in Israel as well: "Learning disability is characterized by difficulties in learning and in disruption in academic skills, such as: imprecise or slow and strenuous reading, difficulty in understanding reading, difficulties in spelling, difficulties in written expression, difficulty in controlling the meaning of numbers, numerical facts or calculation, difficulties in mathematical reasoning".

Learning disability is characterized by four diagnostic criteria, that should exist based upon a clinical synthesis of an individual's history (developmental, medical, family, educational), school reports and psycho-educational evaluation:

1. At least one of the difficulties has existed for at least six months, despite interventions focused on these difficulties.

2. The skills, damaged quantitatively and qualitatively, are lower than expected for the chronological age of an individual, and cause a significant disturbance in one's academic or professional function, or in one's daily activity.
3. Inception of the learning difficulties is during school ages, however, might not be fully prominent, until the requirements for those skills surpass the limited capabilities of an individual.
4. The learning difficulties are not better explained through intellectual disabilities, sharp-sightedness or damaged hearing, mental or other neurological disorders, psychological distress, lack of lingual skills, or unsatisfactory teaching.

"Learning disabilities" is defined according to the National Joint Committee on Learning Disabilities as a "general term relating to a group of heterogenic disorders, which is expressed in significant difficulties in acquisition of listening, speaking, reading, conceptualization and/or mathematical abilities and their use". These disorders are internal disorders of an individual, and it is assumed that they stem from functional problems of central nervous system. Additionally, the definition emphasizes the fact that problems continue from childhood to adulthood throughout an individual's life and diversly express adulthood, and accordingly there is a need for special attention to the challenges that adults with learning disabilities face (National Joint Committee on Learning Disabilities,1994).

People with learning disabilities can be found in all strata of the population. Hence, as Cavendish (2013) maintained, people with learning disabilities can be individuals whose intelligence is average or above average, from lower or upper class, as well as with diversity of socio-economic characteristics. Notwithstanding, an agreed-upon assumption among researchers is that people with learning disabilities will mostly have difficulties in the processes of processing, organizing and storing of information.

Wadsworth and Harper (2007) maintain that among people with learning disabilities, there will be harm to learning abilities. The reason for the harm to learning abilities is an outcome of disability in various neurological processes, which can impact functional elements, such as managing and processing information, memory capabilities, attention abilities, or perception of space of those with the disabilities. Therefore, it appears that the hypothesis that the reason for development of learning disabilities in its essence is genetic and biological agreed-upon by most.

Malka (2000) provides a definition for learning disabilities and explains it by four central fields common to the multiple definitions of learning disabilities. She proposes a gap between ability and function, heterogeneity within an individual and among individuals, deficiencies in central nervous system and significant difficulty in acquiring learning skills and use thereof, which is expressed in listening, reading, talking, writing, mathematics and social language (Malka, 2000).

Learning disabilities is a term which intends to indicate a series of disability conditions in various cognitive mechanisms, especially in functions related to processing of information and execution according to processes of processing. Damage to those functions would lead to significant impact on one's functions in a learning processes and one's adaptation to changes in environment. A definition of learning disabilities requires that one does not have intellectual disability: an individual with learning disability should be separated from the intellectually disabled. Therefore, individuals with learning disabilities will have standard intellectual capabilities, while within those capabilities will exist deficiencies that will influence one's cognitive functioning, and which will damage standard realization of intellectual capabilities.

Spector (2005) maintains that it is customary to believe that the source of learning disabilities is fundamentally developmental or inherent. Nevertheless, learning disabilities might as well be a product of some damage to the nervous system of an individual. Additionally, it is worth mentioning, that the term 'learning disabilities' does not mean one single disability, but rather, it is an umbrella concept including within it a diversity of different forms of disability.

Definition of the DSM-5 guide is often acceptable (APA, 2013). The diagnoses of this guide are mostly accepted as well in Israel: learning disabilities, according to the guide, will be characterized by a series of difficulties related to learning, as well as use of a number of different academic skills, such as reading of words imprecisely, or slowly and requiring effort from an individual, difficulty in understanding the meaning of words read, difficulty in spelling of words, difficulties in processes of written expression, difficulty with controlling the meaning of numbers, numerical facts or calculating processes, as well as difficulties with all matters of mathematics-based explanations.

The DSM-5 defines four criteria in order for a learning disability to be diagnosed. The disability diagnosis requires basing on integration on a clinical level of history of the diagnosed individual, in developmental, medical, family and educational aspects, alongside with reports from the educational institution, and with professional psycho-educational evaluation:

- Minimally one of the difficulties, has existed for about six months, although attempts for intervention have been made, which were focused especially on difficulties a learner has experienced.
- The skills observed as damaged both qualitatively and quantitatively will be lower than the skills expected related to a learner's age, and therefore, will cause significant disturbances in all matters of their academic or professional functioning, or their daily functioning.
- A learner's difficulties in the learning processes will begin at school age, however, would reach their prominent form to a point that requirements of the educational institute will be too borderline regarding the limited capabilities of the learner.
- The learning difficulties will not be effectively explained by use of theoretical frames of intellectual disabilities, sensory damage – improper sight or hearing – unique neurological disorders or psychological disorders, as well as not through difficulties in lingual skills or due to insufficient teaching.

Binstock (2007) maintains that learning disabilities are a group of heterogenic deficiencies, which are mainly expressed in significant difficulties in acquisition of listening, talking, reading, writing, conceptualizing or mathematic abilities, as well as regarding the ability to use them. Moreover, initial disability difficulties can be accompanied by difficulties that can be defined as secondary, such as emotional, social and personality difficulties (Shvani & Nevo, 2003).

Willcutt et al. (2013) maintain that the term 'learning disabilities' is basically a general term, relating to broad heterogenic group of disorders that will be expressed by existence of difficulties in all matters related to acquisition or use of abilities of speaking, listening, writing, reading or mathematical skills. Gerber (2011) maintains that learning disabilities will accompany an individual during one's entire life. Nevertheless, it is worth mentioning that the research literature maintains no uniform definition regarding the essence of the term 'learning disabilities', and that the different definitions of the term are

as well capable of shedding light regarding the various ways of address to those with the disabilities.

The term "pupils with learning disabilities" relates to pupils mentally and physically healthy who have standard mental and intellectual capability and as well normative educational ability, who cope with preliminary disorders making it difficult for them to acquire various learning skills (Einat, 2000).

The intellectual potential of children coping with learning disabilities does not testify necessarily to low function or necessarily low achievements, however, in fact, the achievements of these pupils are relatively low due to certain deficiencies (Robin, Bar-Varda & Plavian, 2016).

"Learning disabilities" are a general name for different types of disabilities that certain learners face and which make the daily functioning in class difficult. These relate to difficulty in acquiring basic learning skills, difficulty created by neurological background. Learning difficulties that stem from problems of intellectual disability, developmental disabilities or emotional problems – do not fall under same definition. Children with learning disabilities can be mainstreamed in a regular educational frame through receiving suitable assistance.

According to hypotheses, the main basis for learning disabilities is neurological. Despite the fact that in most cases the reasons are not positively known, the main reasons that disabilities are attributed to are inherent factors, prenatal or after birth distress, and early childhood distress. Environmental conditions do not cause learning disabilities however they can certainly impact it and exacerbate the influences of such disabilities. Due to the fact that those disabilities are not externally prominent and additionally, the difficulties a learner experiences are not necessarily prominent in a behavioral level, social environment does not exhibit understanding and sensitivity to the special needs of these children and to their having a different pace of advancement and unique challenges. Due to the environmental lack of understanding towards these children, many of them suffer from continuous frustration in coping with lack of understanding in class, lack of understanding in the family and even lack of understanding on the part of teachers (Rubin, Bar & Flavian, 2016).

Executive Functions (EF) are defined as unique intellectual functions enabling the execution of directed and purposeful action (Anderson, 2011). EF belong to high cognitive functions alongside awareness (Katz & Hartman-Maeir, 2011). Those functions are necessary for prevention of mistakes while performing complex tasks or such that require additional thinking beyond automatic execution. Those functions include: planning, organizing, inhibition of reaction, self-monitoring and self-evaluation, thinking strategies, problem-resolution, flexible thinking, working memory and self-awareness (Ylvisaker & Feeney, 2002).

Isaquith and Gioia (2004) define in their paper the different components of executive functions:

-Inhibition of reaction is the ability to stop an impulsive reaction or postpone in to another appropriate time. Insufficiency of this ability might be expressed in damage to skills of distraction, ability to sit still for a long time, operate without thinking and more. The cognitive development occurs rapidly in preschoolers and inhibition ability of children significantly improves in preschool ages (Raaijmakers et al., 2008).

-Working memory is a process of holding information in the brain in order to complete tasks and it is vital for following complex orders. Insufficiency of this component will be expressed in a difficulty to remember things even for a few minutes, for example, when an individual goes to fetch a certain thing and forgets what he was supposed to fetch.

-Shifting is defined as an ability to change strategy to solve a problem while performing a complex task, to reveal thinking flexibility, and as well as the ability to transfer attention. In practice, upon insufficiency/damage to this component, a difficulty to shift between different conditions and activities according to demands of the environment will be revealed. People with difficulty in shifting might 'get stuck' in a certain subject and appear as they are very persistent and meticulous, while in fact it is not so.

-Emotional control: expression of EF in the emotional field is related to ability to delay and regulate reactions. It is hard to evaluate this component in 'lab' conditions, however, it can be observed easily in frames of home and school. Insufficiency in emotional control will be expressed in daily life in expecting emotional overreactions in response to small events or excessive general emotional reaction.

-Initiative: the ability to start a task or an activity, raise ideas or solve problems in a work process. Absence of initiative in adolescents will lead to difficulty to start doing homework or assignments and need of guidance or clues in order to begin. It is worth mentioning that it is not a problem in motivation. Mostly, there is interest in the activity and success thereof, however, the difficulty is to start it without mediation.

-Organizing: the ability to organize information while maintaining order in an activity or performing a task systematically. This ability is extremely important especially upon increase in age in which the demand for independent function rises accordingly. Difficulty in organizing can be expressed in difficulty to organize the environment, unsystematic approach to problem resolution and more.

-Planning: ability to plan is defined as ability to predict future events, define goals and develop suitable stages in advance for execution of a task or an action. Planning involves an ability to set an end target, and later to determine the most efficient stages or method to achieve that target. Difficulty in planning might be expressed in procrastination or difficulty to think in advance about possible problems.

-Self-control/monitoring: the ability of an individual to check one's own actions while performing a task or right after it in order to make sure one has achieved the desired purpose. Difficulty in daily functioning will be expressed in non-examination of performances, difficulty to connect between the action and the result especially in a social context and more.

In recent years, studies indicate that during development in preschoolers age, there is a significant increase in the pre-frontal cortex functioning, which is responsible for development of executive functions capabilities. As early as among four-year old children, it is possible to observe the core components of executive functions undergoing a process of development and shaping. In these ages a child begins developing thinking flexibility, ability to solve problems and shifting between different activities, and towards the age of six it is possible to observe that working memory and speed of information processing improve as well. These abilities continue to develop on this basis throughout childhood until adulthood and they have important implications, among which is success in school (Anderson, 2001).

Many a study indicated the importance of executive functioning for academic achievements: studies reveal that executive functioning have much effect on early literacy and mathematical thinking, testifying to extent of preparedness for school first grade.

Additionally, work memory and inhibition, which comprise executive functioning were found to predict achievements in mathematics and reading from Elementary school and up to High school, and additionally, to predict success in various fields of study that require skills of reading and writing. Executive functioning is a significant indicator for readiness for studying in school (Monette, Bigras & Guay, 2011).

Additionally, in a study aimed at identifying the role of executive functioning components in a child's achievements in school at the end of first grade, was found that inhibition and working memory comprising executive functioning have unique contribution to prediction of various academic abilities – mathematics, reading and writing. Results of a study by Cameron et al. (2012), as well indicate the contribution of executive functioning for processes of learning among children ages 4-6. Executive functioning was found to predict progress in children's achievements over the year in two fields – phonological awareness and mathematical awareness. The researchers explained these results in the fact that mathematical ability requires skills of execution and manipulations of numbers while holding to them in mind in order to reach a solution. Similarly, phonological awareness connects several sounds together in order to compose one complete word.

A study by Shaul and Schwartz (2014) which examined the correlations between executive functioning and pre-academic skills among children ages five and six, as well revealed that executive functioning significantly contributes to each of the pre-academic skills examined – phonological awareness, orthographic knowledge and early mathematic literacy. The study results as well reveal that the correlation between these variables strengthens with the development of the child: strong correlation found between executive functions and pre-academic skills even before age five, however the correlation reinforces as a child gets closer to the age of six. The study found that the most powerful influence of executive functioning was on orthographic knowledge, which is the foundation of writing skills development. The researchers indicated that it is possible to explain the findings through the difference between more and less automatic processes of pre-academic skills, hence, the less automatic processes require more resources of executive functioning (Shaul & Schwartz, 2014). Phonology, which was as well examined in the study, was found to be as more automatic, as it is founded on a spoken language required in early age and therefore it was found that executive functioning is not as significant for phonology as for orthographic knowledge and mathematic ability.

1.1.1 Types of learning disabilities

There are three main types of learning disabilities and other additional difficulties that pupils coping with:

- Dyslexia: relates to difficulties in reading and includes following characteristics: slowness in reading, late acquisition of language, disruptions and switching between letters and words. Dyslexia is as well characterized by difficulty in reading comprehension, guessing words according to appearance and not from reading them, different levels of misspelling, difficulty in following instructions.

-Dysgraphia: relates to disabilities in writing and includes following characteristics: slow writing, misspellings in writing, phrasing sentences wrongly, too many or too few pressures on a writing implement during writing.

-Dyscalculia: dyscalculia relates to difficulty in acquiring basic elementary arithmetic, remembering and applying it. Additionally, dyscalculia relates to difficulty arising in solving verbal problems, difficulty in processing numbers and understanding the decimal structure.

As opposed to common thinking in certain places, children with learning disabilities are characterized by average and higher intellectual potential, however, they suffer in one or more academic skills which are reading, writing or arithmetic. These difficulties harm the current functioning capability of a pupil and are expressed in all learning fields. Low functioning is expressed in one or more difficulties in following basic cognitive mechanisms:

-Visual perception and processing: ability to observe details, directions, distinction between images and background, ability to understand graphic symbols and their relation.

-Phonological perception and processing: distinction between similar and different sounds, ability to break up and merge words from their various components, ability of omitting parts of a word.

-Audio memory and visual memory: short and long-term memory ability, recall from a memory bank, work memory and during work memory, operating a memory with and without meaning.

-Language: language pronunciation ability, ability of naming and automatic and quick extraction, vocabulary, syntax and morphology.

-Attention and concentration: hyperactivity or under-activity and as well impulsiveness.

-Sensory processing: hyper sensory or under sensory sensitivity.

Some more are detailed below.

- Learning disability focusing on difficulties in reading

As mentioned earlier, disorders related to reading difficulties belong to the dyslexia disorder. The origin of the word dyslexia is in Greek, and its meaning is 'difficulty with words'. Occasionally, terms like 'reading disorder' or 'words' blindness' are used as synonym expressions of dyslexia disorder. The main symptoms to be seen in the dyslexia phenomenon are slow or wrong reading of words or sentences, bouncing, repeating, additions or omissions or exchange of words, numbers or sentences (Ellis, 2016).

The most popular research approach currently is that the reason for these difficulties is the absence a person suffering from the disorder feels regarding their phonologic awareness. Studies held in recent years regarding the dyslexia phenomenon, reveal that for those suffering from dyslexia, as stated, the main problematic characteristic will be phonological processing. Deficiencies in semantic or syntactic fields were not revealed as primary factors of dyslexia (Ellis, 2016).

However, it should be indicated that all those suffering from dyslexia disorder tend mostly to express prominent basic indicators common to all, most prominent of which is phonological processing. Moreover, the testimony achieved by different studies – mostly qualitative – reveals that the reading disabilities are not temporary disabilities. Meaning, the disorders are permanent and the treatment given to them could only relieve the symptoms, however not solve the problem completely. The severity of the disorder can diminish, nevertheless, should right tools be used (Grench, 2014).

Eventually, it was revealed that without treatment, mostly, an individual suffering dyslexia disorder would remain with same clear sum of symptoms and same level of severity regarding them (Patterson, Marshall & Coltheart, 2017). Recent research testimonials reveal that dyslexia disorder is not a disorder of one uniform, clear shade, meaning, it is on a sequence of moderate to severe. Those who suffer from dyslexia, therefore, do not experience same phenomena and same severity of the phenomena, but rather, in fact are on a sequence stating with a very low severity to a very high severity (Ellis, 2016).

Shevah-Shemaryahu (2013) quotes Bentin who gave description of different sources to dyslexia – dyslexia developed following a stroke and dyslexia of developmental origin. According to these sources, there is a distinction between acquired dyslexia and developmental dyslexia.

1. Acquired dyslexia: this is a reading disorder occurring after an individual acquired reading skills as result of damage in central nervous system following a stroke.
2. Developmental dyslexia: this is a disorder originated in deficient development of anatomic structures in the brain and in system of neural connections between centers to process information in the brain, and it does not enable an individual to learn how to read properly. One of the criterions to recognize developmental dyslexia is being two years and above behind in reading ability of a child who has correct intelligence level, was given proper opportunity to learn and has no disorders or problems as intellectual disability, brain damage, sense perception disorder, emotional problem, etc. (Heiman, 2011).

- Learning disorder focusing on difficulties in writing

Disability in writing expression is often compared to dyslexia phenomenon. The DSM-5 (American Psychiatric Association, 2013) defined clearly the correlation between dyslexia disorder and dysgraphia disorder and maintained that these disorders occasionally tend to exist in parallel. This is a disability in writing ability, stemming in many cases from same factors laying at the basis of disability in learning of reading, and it is part of the syndrome of reading disability. There are cases in which there is a writing disability (dysgraphia) originated in problems with fine motor skills, or in graphic-motoric ability, regardless of problems with learning of reading (Einat, 1997).

Dysgraphia means difficulty in writing. In all dysgraphia cases, writing requires excessive investment of energy, persistence and time. This disorder causes significant difficulty in acquiring academic achievements or executing daily functions relating to writing skills (Spector, 2000). Writing is a very complex, psycho-motoric skill, as it requires combination of cognitive and perceptual skills, with visual and motor coordination, motoric planning and kinesthetic sensitivities. Apparently, about 50 percent of the time an individual spends in a school is dedicated to tasks requiring writing capability. Therefore, the development of writing abilities is a central part of the learning processes (Berninger, Abbott, Cook & Nagy, 2016).

The DSM-5 elaborated on the definition of learning disabilities and positioned the difficulty of written expression, that in the past had its own status, part of 'individual learning disabilities', in the sub-category of 'written expression disability' (American Psychiatric Association, 2013). People suffering from written expression disability tend to do multiple spelling mistakes and have reduced writing abilities, as well as low grammatical and punctuation levels, problems with shapes and drawing and identification of graphs. People suffering from this disability will often present significant differences in the oral and written expression capabilities and will not be able to convert their ideas to writing.

Dysgraphia might delay ability of expressing ideas. A pupil who has dysgraphia forgets what was intended to write when their attention is dedicated to the effort of remembering when to place the pencil and how to shape the letters. Dysgraphia causes a pupil to not complete classwork, to not complete homework and have difficulty to focus attention.

People suffering from writing expression disability will mostly have significant difficulties in understanding directions, game rules, mix letters, will not be able to complete sentences and when they write they do not know where to put spaces. The phenomenon is realized in the physical dimensions, as people suffering from dysgraphia disorder will as well have significant difficulty with the grip of a pencil, will try to actively avoid writing and occasionally will not succeed reading their own writing (Patino, 2014).

Dysgraphia characteristics include unreadable handwriting and letters that are shaped irregularly, their writing is slow and their handwriting is small. Additionally, pupils with dysgraphia suffer from incorrect writing, troubles with maintaining stable spaces between words and between letters in writing, difficulty of writing in parallel lines on a blank page. There are errors connected to the visual element of English letters d and b (also in Hebrew with letters written backwards) (Spector, 2000). It appears that 30-40 percent of the children diagnosed with some sort of learning disorder suffer from written expression disability. Moreover, it appears that between 7 to 15 percent of school children experience difficulties in acquiring proper writing abilities. The disorder harms more boys than girls (Dohla & Heim, 2016).

-Learning disorder focusing on mathematics difficulties

The term dyscalculia originated in Greek, and its meaning is 'bad counting'. Dyscalculia disorder is occasionally called in its synonym name "number blindness" or "arithmetic development disorder". The disorder is connected with significant difficulties

in understanding numbers, delays in counting and adhering to equations, problems in remembering mathematic facts and difficulties with manipulating numbers. Different studies indicated that there is a positive and even significant correlation between dyscalculia and general difficulties in cognitive aspects of an individual, central execution capabilities and perception of space (Kaur & Padmanabham, 2017).

As maintained by Ferraz, Vicente, Costa and Neves (2018), dyscalculia is a structural disorder in mathematic abilities. Therefore, the disorder is defined as mathematics learning disorder that will mainly affect an individual's arithmetic learning abilities. The disorder is very difficult to diagnose, as it is very easy to confuse it with other learning difficulties connected with mathematics. Incidence of the disorder in the population is measured by about 6-7 percent.

Generally, dyscalculia disorder is divided into two sub-disorders relating to numbers, and which are connected to the way an individual has acquired the disorder:

- If an individual has developed the disorder as result of trauma, such as some sort of injury or a stroke, after which they began having difficulty with handling numbers, the disorder is called Acalculia.
- If the disorder exists since birth, with no significant accidents that have occurred which could have caused it, the phenomenon is called developmental dyscalculia.

Besides the impact of dyscalculia on simple calculations and elementary arithmetic, such as addition, subtraction, multiplication and division, dyscalculia greatly affects tasks requiring distinguishing between right and left sides, time expressions, and even counting money. As developmental disorder can be expressed in different fields requiring mathematic abilities, dyscalculia can be attributed to six sub-spaces (Ferraz et al., 2018): lexical dyscalculia, which includes problems in reading mathematic signs; verbal dyscalculia – problems using mathematic terms connected to quantities, numbers, and symbols; graphic dyscalculia – problems with writing mathematic signs; operational dyscalculia – problems with execution of mathematic and calculative actions; practognostic dyscalculia – problems with making manipulations and comparing objects; ideognostic dyscalculia – problems with mental actions and understanding mathematical terms.

It is possible to find among children with learning disability deficiency in basic skills, for example: ability to sort, preserve, adjust, or create series. Hence, some kind of a magical circle is created: due to an inherent disability and cognitive difficulties a child

tends to avoid activities requiring those skills, and due to scarcity of experience these difficulties increase. Additionally, children with disability of learning mathematics are in a higher risk of deficiency in verbal strategies, disruptions in visual-space perception and memory disorders, they have difficulties transferring verbal and numerical information to equations and to mathematical operations (Heiman, 2011).

Dyscalculia, as all learning disabilities, is an irreversible phenomenon. It means that it cannot be cured. Nevertheless, it is possible to try and moderate it in order to lessen the severity of its symptoms. It means that it is possible to use activities such as practice same layers that dyscalculia damages, such as memory or counting, a thing that can contribute to improvement of an individual's mathematic abilities (Ferraz & Neves, 2015).

-Non-verbal learning disability

Non-verbal learning disability, or NVLD is a disability characterized by damage in functioning of the right hemisphere in the brain, thus as well recognized as the Right Hemisphere Syndrome. This disability is created when there is significant high gap in the verbal system as opposed to a low functioning in the executional system in intelligence tests, with deficiencies in motor field, in visual-space field and in understanding and judging social situations.

Meaning, this learning disability includes substantial difficulty in executing tasks requiring fine motor skills such as drawing, writing, button fastening or difficulty in executing specific sequence of motions. Dysnomia, which is a substantial difficulty in recalling names and words, hearing and visual disabilities damaging the ability of an individual to remember through one of these senses, to understand and to maintain processes of data processing and disorientation – disability in space perception, including difficulty in determining terms as directions, times, etc. (Heiman, 2011).

It is difficult to diagnose Non-Verbal Learning Disability, as opposed to Asperger's Syndrome, considered as being part of Autism Syndrome, as both have similar characteristics regarding difficulties in social and inter-personal levels (Heiman, 2011). Heiman adds that those suffering from NVLD and also those suffering from Asperger's have difficulties in making social connections, however, the first suffer from social isolation and the latter do not suffer from that at all. Additionally, the first will suffer from mathematics learning disability and the latter will even excel in mathematics and generally in sciences (Spector, 2000).

In summary, learning disability is a general name for specific disabilities, while the basis for these disorders is neurological. In both processes, a message is being delivered, however, in dysgraphia, the writing process is integrated with variety of cognitive and motoric strategies. Meaning, pupils with learning disability who are deficient in those fields have difficulty in written expression and their writing is limited, unorganized and full of spelling and punctuation mistakes.

Dyscalculia is more than not absorbing of the studied material in arithmetic and mathematic lessons. It is a complete disability to absorb the studied material. However, NVLD impacts social capability. Meaning, the central problem of people with NVLD disorders is social isolation. Meaning, they have difficulty to conduct socially as they have difficulties in understanding the non-verbal codes of laws of society.

-Emotional and social expression of the disorder

The reciprocal relations between learning disabilities and behavioral or emotional disorders are a complex subject extensively examined in research literature. Many a study tried to examine the correlation between learning disability and social abilities. Hence, for example, one field of interest in which the research that has dealt with the subject was focused on was psychopathology of learning disorders. A study held by Cantwell and Baker (1991, in: Hassan, 2015), in which 600 children were identified as having vulnerability in language or in verbal use of language, followed up on 300 children out of those 600, for 5 years. From the group of followed-up children, 25% had learning disorders, and 75% of those identified as having learning disorders had as well disorders the likes of psychiatric disorders.

As maintain by Magalit and Al-Yagon (2002, in: Cavioni, Grazzani & Ornaghi, 2017), children growing up with learning disabilities tend to experience during their adolescence isolation and social rejection for long periods of time. This is expressed by the fact that those having learning disabilities are less chosen for cooperation, such as in games, for example, by their friends, get less opportunities to create significant connections and structure friendships, leading them to frequent situations of loneliness (Muganaini, Lassi, La Malfa & Albertini, 2009). And finally, children with learning disabilities tend to reveal negative social behavior and often severe mental distress as well.

Many a study attempted to examine the correlation between learning disorders and anti-social behavior. Various studies asked to present a thesis of correlation between disorders and disabilities and criminal behavior. Other studies, opposite to that,

maintained that there is a significant correlation between learning disorders and between low achievements in school and as well between learning disorders and between lack of ability to find occupation. Additional group of studies asked to prove that there is a correlation between learning disorders, self-esteem and anti-social behavior. Different studies conducted in prisons with criminal populations in the Western world, revealed an over-representation of people suffering from learning disorders (Einat & Einat, 2015).

The most significant correlation between learning disorders and social disorders and emotional disorders was the correlation found in different studies between learning disorders and different anxiety disorders, and minority of studies as well revealed that there is a correlation between learning disorders and depression illness. Other studies revealed that even though people suffering from learning disorders are not part of a higher risk group for depression than those who do not suffer from the disorder, those diagnosed as suffering from learning disorders and depression disorders exhibit low self-esteem, are more severely disconnected from the society around them and see life more negatively than people diagnosed with depression, however who do not suffer from learning disorders (Hassan, 2015).

Different studies revealed that people with learning disabilities are not prevented from participating in social groups, however, characterization of groups that people who suffer from learning disabilities tend to be members in, is mostly negative, and those groups tend to have extremely negative behavioral characteristics and have low levels of positive social behavior. Adolescents with learning disabilities tend to enable negative social pressure to affect them, which often leads them to severe risk behaviors – use of addictive substances, unprotected sex, delinquency and gambling. This is done due to a desire of adolescents to avoid social isolation (Cavioni, Grazzani & Ornaghi, 2017).

The reason is that adolescents often think that should they devote to these negative behaviors, they will succeed to be popular in their age group. The difficulties of isolation, the conflict with normative environment and difficulties of creation and preservation of relationships can lead those suffering from learning disabilities to create relationships with others that like them suffer from learning disabilities, however who developed severe behavioral problems, that would lead them as well to develop this kind of problems (Cavioni, Grazzani & Ornaghi, 2017).

Additional field of interest was correlation between learning disorders and somatic disorders. Margalit and Raviv (1984, in: Hassan, 2015) wished to compare between incidence of somatic disorders in the learning processes and between learning disorders of children in two groups. In the group of people suffering from learning disorders, 54% were as well somatic disorders, as opposed to 9% and 13% from the control groups that were examined. The central most common symptom among people suffering from learning disorders was high level of exhaustion.

Moreover, the correlation between learning disorders and behavioral disorders was examined as well. It was revealed that the two disorder families occasionally exist within different social contexts. Most children who suffer from learning disabilities suffer from problems in their families and with their colleagues. An assumption was raised that it stems from various processing problems, which makes it difficult for those who suffer from learning disabilities to understand different social clues. This, in response, can lead to a behavior that tends to avoid the environment. A type of behavior that ignores the environment is a sort of defense mechanism designed to defend an individual from risks one feels regarding social ties (Einat & Einat, 2015).

Those who suffer from learning disabilities will come across more severe difficulties in identifying expressions of emotions such as anger, fear, happiness or shame. They will experience greater difficulties in correct interpretation of social situations and prediction of implications of certain behaviors or actions. Moreover, they will see less useful strategies conflict resolution, in relation to those that those who do not suffer from learning disabilities would use (Pina, Marino, Spadaro & Sorrentini, 2013).

Children who cannot develop defense mechanisms of avoidance would mostly develop instead, mechanisms of anger, nervousness or aggressive behavior in order to cope with pressures connected with social interactions. When learning disorders and behavior disorders develop at the same time, it is important to understand and identify whether the behavior is a secondary phenomenon regarding the learning disorder or whether it is a comorbid phenomenon regarding it.

Hassan (2015) maintained that the main by-products of learning disorders in emotional and social aspects are development of sensations of rejection, isolation and social pressure. Children who were less selected to different groups (among them groups related to their learning disorders), tend to be less in states of socialization and friendship with their peers, and therefore less manage to structure relationships. This leads to the

fact that these children experience with high incidence situations of loneliness, lower level of positive social behavior and higher emotional distresses. On the other hand, when those suffering from learning disorders do succeed to overcome their social difficulties with their classmates, they experience higher success in psychological adaptation to their condition.

It was found that there is a correlation between low self-capability and low self-image and between existence of learning disorders. The level of self-capability and self-image are affected by class loneliness, by difficulties in coping with school requirements and by recurring experiences of academic failure. Children suffering from learning disorders tend to compare their functioning with the functioning of their classmates and consider themselves as 'different', less appreciated and less talented.

Those who suffer from a learning disorder will experience with high incidence phenomena of discomfort, anxiety, frustration. Those phenomena can often be the result of failure to meet school requirements, such as reading aloud in front of the classmates or in situations in which traditional teaching methods are only based on reading-writing skills. These types of situations adversely affect motivation of pupils, who avoid action around activities that require academic efforts or skills, as a result of their disorder (Papanastasiou, 2018).

Pupils who suffer from learning disorders would mostly experience sensations of anger, fear, happiness and shyness, however, there will be a problem to distinguish between the way those emotions are distinct from one another in reality. Pupils suffering from learning disorders tend mostly to have difficulty in identification and interpretation of social situations and in their experience to predict the behavioral implications of different actions.

Moreover, different studies revealed that those who suffer from learning disorders exhibit less and less efficient coping strategies in order to cope with decision-making and conflict resolution in relation to people who do not suffer from learning disorders, especially in activities and tasks requiring of them an ability to understand social situations, such as for example, realizing the tendency to wrongly attribute negative motives to others (Papanastasiou, 2018).

1.1.2 Incidence

In general, incidence of learning disabilities relates to a group of children and adolescents, while less it less relates to a group of adults (Gerber, 2011). Data published in Israel reveals the conclusion that learning disabilities are currently the most common disabilities in the educational system. The rate of pupils studying in regular educational system who have been diagnosed and therefore acknowledged as having learning disabilities is at a rising trend. The prevalent hypothesis is that 10-20 percent of all pupils have learning disabilities.

Additionally, data published in the United States by National Centre for Education Statistics (Digest of Education Statistics), in 2012, reveals that between 2010 and 2011, 5% of pupils between age of 3-21 were diagnosed. Various researchers, such as Goldstein (2011), estimated that those data are mostly slanted downward, in light of the fact that not all pupils with learning disabilities are diagnosed in practice, and due to existing differences in opinions regarding how learning disabilities ought to be defined.

1.1.3 Models for explaining the phenomenon

Starting from 1990's, a broad change began occurring regarding the relation of the research field to the term 'learning disabilities' in entirety of research, therapy, medical and educational fields. At that stage, as maintained by Nutt et al. (2007), the researchers started focusing especially on methods of coping with learning disabilities throughout the circle of life, from the viewpoint of society as a whole. The central developments in those fields were made in the 2000's and are related to identification of the sources of development of learning disability.

As stated, studies from recent decades indicted the genetic sources of different learning disorders, that is impossible to recover from. However, learning disabilities develop and are formed in a space that is composed of genetics. Into the individual's environment, however, there are sufficient evidence that the foundation of the disability is mainly genetic (Thomson & Raskind, 2003).

Studies that examined families in which a child with learning disabilities was diagnosed revealed that there are high rates of learning disabilities, especially among first degree relatives of a child (Wadsworth & Harper, 2007). It will often be possible to observe, while diagnosis is made to a child, and finding them having a learning disability,

that as well one of the child's parent, or even both parents, would have learning disabilities, whether formally diagnosed or not (Nutt et al., 2007).

The broad importance of genetic and environmental influences regarding the development of learning disabilities will mostly be significant when efficiency of the considered intervention programs is being measured. Understanding the genetic influence on development of learning disabilities can help professionals in dealing with the field to locate those children with learning disabilities in relatively early stages, and implement a more effective intervention, in order to assist the child to develop learning strategies best suited for them (Thomson & Raskind, 2003).

Research regarding learning disabilities which examined coping of the family with them, as well dealt with essence of the disability in relation to entirety of genetic influences with relation to environmental influences. According to various findings, such as findings by Faraone (2004), indicating that learning disability has a genetic foundation, this also confirms that it will be found as well among other family members besides the one with disability. Due to the great importance of environment and coping method with the diagnosis that the individual has a learning disability, there is an assumption that behavior patterns and family's coping with the diagnosis will have significant influence on success chances of an individual with the disability in coping with it.

Learning disabilities are in fact a collection of neuro-developmental disorders which occasionally severely damage the learning capabilities of an individual. The DSM-5 (2013) guide maintained that a learning disability is defined by difficulty of an individual to operate specific academic skills for at least six months prior to the diagnosis, while revealing one of the following symptoms: slowness, incorrect or strenuous reading or identification of words, difficulties and efforts in understanding of content meaning, problems with written expressions, problems with numbers and calculations or problems with spelling of words (Kaur & Padmanabhan, 2017).

Some of the social difficulties of this population can as well be explained by the fact that difficulties in learning skills will affect social connections, they have difficulty in understanding social language. Body language is the non-verbal communication, expressions and social codes. Thus, they adapt less to the society and report high levels of loneliness and anxiety. These difficulties will appear throughout entire life (Agaliotis & Kalyva, 2008; Elias, 2004; Rddick, 2010).

These social difficulties can be explained by two hypotheses as presented by Gresham (1998): "Primary Cause Hypothesis", and "Secondary Cause Hypothesis". The first attributes social difficulties to neurological disabilities in central nervous system as explained as well by Malka in 2000, in the interactive model (Gresham, 1998).

The difficulty in perception capability and processing of social clues brings about social difficulties. This congenital damage causes communicational difficulties that lead to emotional difficulties. These two can become deeper following academic failure and following difficulty in meeting academic requirements, experience of failures, anxiety and social rejection. Nevertheless, adults with learning disabilities can experience empowerment in light of discovering strengths and academic abilities following the acquisition of learning skills. They will experience sensations of satisfaction and pleasure, empowerment and motivation that will lead them to successes when their status ascends in eyes of their friends, and they will feel as equal among equals. Additionally, in the social field as well, when they have something they can contribute to their friends in the mutual learning process that leads to social interaction and understanding of social situations (Proper & Mirsky, 2013).

Proper and Mirsky (2013) divided the influences of learning disabilities into three main influential circles: the academic circle, the social circle and the occupational circle.

- The academic circle: poses two opposing positions: one is success and the second is failure. Adults with learning disabilities undergo multiple barriers in their academic path. Proper and Mirsky present diverse positions of students in higher education frames. The thin thread between success and failure goes among students while most talk about success through the experience of failure. The researchers present the factors supporting academic success, among which are internal factors. The researchers present three aspects including the internal factor of success, among which is reconciling with the disability. The reconciling moves continuously over time, while occasionally the reconciling is not full and complete, occasionally the experience is of reconciling and sometimes the difficulty returns and is prominent.

It is possible to learn on examples for that from personal interviews held in a study by Proper and Mirsky (2013), most of which present empowerment in light of reconciling with the disability and understanding "what I have and what I don't have" and "how can I get help in light of the difficulties with which I cope alongside the emotional aspects accompanying every individual with special needs who needs assistance along his life".

Additional aspect is that most of the students in fact conceptualized the disability anew, while in this stage they are already more capable of coping with it and experience successes, in light of the effort made for competitiveness the motivation factor is expressed in students out of curiosity, willingness to learn and know, willingness to be occupied in dignified fields and earn substantial money. One of the interviewees in the study said: "he watches how his father works hard, he doesn't want to work like that". On the other hand, motivation as well constituted an external factor following the successes they had, which drove them to continue when self-image rises. And external factors were the family members, the teaching staff, and precisely the academic institution in dissatisfaction and as a non-promoting factor (Proper & Mirsky, 2013). The different learning disabilities which can exist are traditionally divided into three main families: Dyslexia (disorders in reading ability), dyscalculia (disorders connected with numbers and calculation ability), difficulty in writing expression (disorders connected with writing ability). Learning disorders are a completely different phenomenon than intellectual disabilities as people suffering from learning disabilities can occasionally have average or higher than average intelligence. For example, people suffering from disorders connected with certain academic fields, can excel in completely different fields. Therefore, people suffering from disorders connected with numbers – dyscalculia – can on the other hand excel in fields of arts (Kaur & Padmanabhan, 2017).

1.1.4 Factors affecting the functioning of people with learning disabilities

People have basic psychological need to feel connected with others, and the desire to make social connections is one of the strongest of all human motivations. Often, non-motivating activities will occur due to the fact that an individual believes that those activities should be expected by what is experienced, or desire to experience bonding. Educational fields of interest, the need for bonding – the sensation of bonding to mothers – can function and be used as motivation. Energy to operate in ways preferring interpersonal connections (for example, Walton et al., 2012). When the above contexts are dissatisfied, the pupils are better suited to meet the cognitive and emotional demands of school (Ginny, Sagi-Schwartz, Mark & Aviezer, 2009).

For children with learning disabilities, and specifically children diagnosed with dyslexia, reading and spelling are among the main problems with which those children cope. Despite the great difficulty in coping with these academic tasks, more and more studies in recent years reveal that the real problem does not lie in a difficulty to read or spell, and that in fact, the problems accompanying reading difficulty and tightly connected to the academic disabilities – inculcate pupils no less and often even more so. Various psychological problems such as: lack of attention regarding the feeling, the progress, the general sensations – on part of the family and social environment, low motivation to cope, lack of tools to deal with the difficulties, fear of failure, past failures, suppressed feelings such as depression, anxiety, loneliness and low self-esteem – all these are factors with greater weight than the cognitive difficulty itself and they heavily shade on ability to cope with the difficulties (Hellendoorn & Ruijsenaars, 2000, in: Singer, 2005).

Dyslexia and other learning disabilities expose those pupils having them to higher risk of being harassed by their peer group. A meta-analysis study which included 152 studies, held in Kavale and Forness (1996, in: Singer, 2005), found that the evaluations done by teachers testified to the fact that children with learning disabilities are often revealed as having high levels of hyper-activity and tendency for being disrupted. Children with learning disabilities consider their social functioning as adversely affected following communicational incapability and difficulties in resolving social problems. The absence of social skills, according to Kavale and Forness (1996, in: Singer, 2005), stems to a great extent from the academic difficulties that pupils come across. The deficient social functioning can be caused by different variables such as difficulties in language, memory, cognition and even neuropathology in additional cognitive fields. Pupils suffering from

learning disabilities often cope with low self-esteem as a result of the disability, which leads to a general sense of inferiority (Singer, 2005).

Impact of class climate is indicated in studies as one of the most influential factors over the mental health of pupils, as well as over their achievements and their cognitive functioning. Studies indicate that a school with a healthy climate is a school in which the leader is effective, and teachers are satisfied with their work and with their work colleagues. A healthy climate enables high school involvement and therefore a willingness to invest in developing quality education and teaching methods. School climate is actually a mirror of the experiences of pupils, teachers, and other partner in the process. The climate is expressed in emotional, social, civil, ethical and academic terms. School climate is defined in other sources as "heart and soul of the school", meaning it is the main asset that draws pupils and teachers to love it and to want become part of it (Stein & Freiberg, 1999, in: Kloyer, Basis & Goldenberg, 2016). According to other people, school climate is all the internal characteristics that create differences between schools and affect each and every individual in a school (Miskel & Hoy, 2005, in: Kloyer, Basis & Goldenberg, 2016).

Relation between social environmental influence of a class and between learning disabilities is a complex relation and the triangle created between a child – learning disabilities – environment reactions, constitutes a multi factor triangle composed of them. A study examining correlation between dyslexia and teasing at school examined the internal logic active in children with learning disabilities as a response to the dynamic created between dyslexia, school abuse, self-esteem and psychosocial problems. The study found that most children suffering from learning disabilities and experiencing abuse at school or teasing by the class and the environment cope with the unpleasant phenomena and sensations by hiding their emotions upon teasing and hiding their academic failures. As opposed to them, others rather focus on their academic advancement and in those cases, their self-esteem is in fact strengthened when they focus most of their energy on academic improvement and on coping with dyslexia. From this coping, self-esteem of those pupils grows (Singer, 2005).

1.1.5 What additional ways does group learning contribute in?

Avriel-Avnie and her colleagues (2016) found in a frame of 15 years activity as a discourse group, that a group's contribution to personal knowledge is clear in every group by itself, and to some extent this contribution as well changes from one group to another. Growth of personal knowledge of participants integrated in constructive learning perception and united the group members.

Therefore, through group learning, those involved in it get to experience personal development through the group process and dialogue with others. This sub-chapter illustrates and expands the benefits existing in group activity and brings forth examples to ways in which group learning can respond to the crisis that the educational system deals with.

Group learning is a subject under a rich, dynamic research, that is examined in different patterns as well as in diverse structures. As a result of the understanding of effect of group learning upon an individual, more and more enterprises wish to apply the benefits hidden in social learning.

Involvement driven by ego is that which is activated by anxiety of punishment and ambition for reward. It is the main type of involvement currently active in schools. As opposed to that, in task involvement, a learner's ego is swallowed in the task one is immersed in. A learner "loses track" and sinks in the task, without cancelling being self. Erich Fromm called this experience as "Escape from Freedom". Here, a learner's independence transfers to a new type of existence and it undergoes a new transformation.

Tajfel and Turner (1979) proposed a number of strategies which they diagnosed in behavior of people, while the last identify self-image that they are not satisfied with. The three strategies are: exit, mobility, and sound. The first strategy is exit from a specific group of belonging. For example, people will reject or disassociate from a specific group to improve their self-image. The second is mobility to another group of belonging. They can even move to another group of belonging from same reason. Despite the fact that many a belonging group such as a sector, religion, and more, do not enable great mobility, there are other groups that do enable mobility among them. For example, mobility between occupation fields, mobility between cities, states, changing of religion, and more. The third strategy is called "sound" and it is a group strategy: in this strategy group members work together in order to change the group's general image and to improve its social value. This approach is called "the social change" approach. It is common mainly

in societies in which an individual cannot retire from the society as a whole or when there are psychological and cultural values that tie same individual to the general group.

It is possible to see example to such changes in groups of women, Black people, or Asians. Those are groups that exiting them is not a simple matter. Despite the enormous power of change that takes place in the group as a group, it is still not a simple move. The understanding that individual mobility is blocked by the individual is not sufficient in order to motivate group change. In order to cause a real change, much legitimacy and stability are required on the part of an individual. When group members, as a group, will consider the possible alternatives valuable options and such that are really achievable, the alternatives will be examined by the group. If group members think that their current social status, meaning the existing inferiority is unjustified or not legitimate, then the group might examine methods of action to challenge its current status (Rodriguez, 2019).

In case of children with learning disabilities, the ability to "change the group of belonging" is more challenging and less possible to implement. These children are in fact in a position of inferiority in relation to other children in a class, and in many cases are forced to assume the lowest statuses in a class. As a matter of fact, the social behavior of those surrounding pupils who suffer from learning disabilities often impact the soul components and internal regulation of a pupil.

Researchers believe that existence of learning disability causes those pupils with disabilities to be in higher risk for bullying and abuse on the part of their classmates, which can then lead to emotional and social problems among those children. Unpleasant experiences with other pupils in class, assuming a role of a "victim" unwillingly, coping with ridicule and humiliations, insults and other violent and/or bullying behaviors – all these are part of the challenges which children with learning disabilities have to cope with – in addition to coping with the actual learning disabilities (Singer, 2005).

Environmental behaviors affect, in turn, the internal regulation of children: bullying behaviors and violence, rejections and boycotts lead to development of low self-esteem, feelings of loneliness and humiliation, fears from going to school, depression and anxiety. Exposure to bullying and/or involvement in bullying acts can significantly affect academic achievements of a pupil and their psychological-social functioning, as well as their self-esteem. Additionally, it can cause severe psychosocial problems that continue to the mature life of an individual. However, not only the environmental behaviors impact

a pupil's character and shape it. The character of a pupil and their personal qualities affect as well, their behavior in class and as a result the environment as well. Meaning, there is a bi-direction influential relation between internal factors affecting a pupil's functioning and the environmental factors affecting the pupil.

Studies revealed that among the factors regulating extent of involvement of pupils with learning disabilities in bullying behaviors include personal disposition and personal characteristics of an individual and as well emotional support on the part of parents. However, these correlations were not conclusively proven. The exact nature of correlations existing between learning disabilities, social skills, low self-esteem and bullying is still in the form of speculations (Singer, 2005).

1.1.6 Self-image, motivation, and personal experience

Man is not composed of one piece: despite the fact of his being one subject comprised of a complex of qualities, the different layers in his personality constitute different and diverse factors influencing the general behavior of that individual – in various aspects of their life.

Personal experience has great influence on extent of success in future experiences. This way, different studies found direct correlation between success in acquisition of foreign language and motivation and positive emotional aspects. A child with learning disabilities who experienced difficulties or felt failure in acquiring skills of reading, writing and speech in native tongue, will start leaning foreign language in an already inferior position and with a sensation of lower capability (Bar-Nir, 2007, in: Ulstein, Shulman & Bar-Nir, 2017).

Previous studies examining the positive factors that influencing for the better the coping capability of children with learning disabilities and the factors strengthening their learning functioning, found several common characteristics: good self-perception, including academic self-perception and general self-perception, involvement and initiative in what is being done in class, emotional stability, diligence and persistence and as well ability of self-control. These inherent tools of learners enable them to acquire and later to apply the acquired learning strategies (Meltzer, Reddy, Pollica & Roditi, 2004, in: Ulstein, Shulman & Bar-Nir, 2017).

In a study held among 20 pupils with learning disabilities, half of which are considered to be "successful" and half not being considered as such, examined the factors increasing a learners' resilience. Those pupils were diagnosed in the past as having learning

disabilities in reading and in deciphering language. As part of the study, observations were held of the process of learning of English by pupils with learning disabilities. Those pupils have already encountered bumps and difficulties in acquiring the first language, therefore coping anew raises in them same failure anxiety. The study revealed four main factors that influenced the characteristics of resilience of pupils with learning disabilities:

- **Autonomy:** a term which including within it a number of qualities, among which are independence, persistence and diligence, high meta-cognition, use of strategies and internal control focus. Ability to control life was found to be a factor predicting success in life.
- **Self-esteem:** a term including three factors: positive self-esteem, recognizing weaknesses and strengths of an individual and perceiving ability as changeable. The last term distinguishes between pupils believing in their ability to change their future and pupils who do not believe that anything will change.
- **Motivation and purpose:** this factor relate both to internal motivation and to external motivation. Internal motivation is importance of learning for a pupil, and external motivation represents internal or external motive for learning.
- **Support factors:** the extent of support a pupil receives from environment. This environment includes parents, teachers and friends. The learning environment is considered to be a meaningful source for motivation for pupils for development of motivation and advancement toward acquisition of foreign language.

1.2. Education laws in Israel and their context to pupils with learning disabilities

-Special Education Law (1988)

Rendition of the law is: systematic teaching, learning and care given according to this law to a child with special needs, including physiotherapy treatments, speech therapy, occupational therapy and treatments of additional professions that will be determined, including accompanying services, all according to needs of a child with special needs.

1. "A child with special needs" – an individual age 3-21, with a significant disability, causing their adaptive behavior to be limited, and who requires special education;
2. "Disability" – physical, mental, psychological, emotional-behavioral, cognitive or lingual, or general developmental disabilities.

The purpose of this education is to advance and develop the skills and ability of a child with special needs, to correct and improve their physical, mental, psychological and behavioral functioning, instill them with knowledge, skills and habits, and adapt for them behavior that is acceptable in society, with the purpose of facilitating their integration in it and in the circle of occupation.

A child with special needs is entitled to free special education in an institution for special education in their residential area; should there be no institution as stated, in their residential area, the local Education Authority is responsible to supply special education to the child in a suitable institution, as close as possible to their residential area, even when the institution is under the jurisdiction of a different Local Authority (Special Education Law, 1988).

- Mainstreaming Law (amendment no. 7 to Special Education Law, called "Mainstreaming Law")

This amendment was accepted in 13.11.2002 and it determines that the purpose of the law is: mainstreaming a child with special needs in regular education.

1. The Minister of Education will determine a program to mainstream children with special needs in regular educational institutions. The program will as well specify the way of allocating resources for regular institutions.
2. A mainstreaming committee will operate in a regular educational institution, which role is to determine entitlement for mainstreaming of a child with special need, according to the mainstreaming program.
3. A child with special needs, whose entitlement was determined by a mainstreaming committee, is entitled to addition of teaching and learning and as well to special services (assisting aids, assisting services, psychological services, paramedical services and any other service that will be determined) (from "Kol Zehut" website)¹.
4. In every regular education institution, an individual education program will be determined for every pupil the mainstreaming law applies to.

¹ <http://www.kolzchut.org.il/he/> (retrieved: 30/10/2020)

Types of support given as part of mainstreaming (pupils who were approved by the mainstreaming committee)²:

1. Teaching and learning type of support – this support is given by teaching employees from field of special education, paramedical therapists and craft and expression therapists. This support is given to those who need emotional support, development of learning and social abilities and a more systematic structuring of the study program that their age group peers study.
2. Adaptation type of support – the essence of this support is changing and adapting the environment, equipment and activity a child is required to perform and to their abilities and needs. Occasionally, more than one type of support is required simultaneously.
3. Support and accompanying of an assistant – a decision regarding giving assistance and accompanying by an assistant, and the number of hours allocated for that will be made according to functioning level determined for a child, based on specified characteristics determined by the Ministry of Education. The final approval to receive an assistant and the accompanying hours will be given only upon beginning of a school year, as this decision is made by the Ministry of Education and is not under a school's authority.

Special education frames in the Western world have developed gradually – from full separation to full mainstreaming. As early as in the Middle Ages, few boarding school institutions existed in Europe, designed for populations with medium, heavy and severe learning disabilities. In essence, these were not special educational institutions, but rather shelters on part of the Church, and they were founded upon a philanthropic approach. Special education in a sense of special teaching and education methods, began growing in beginning of 19th century. Then, a special school operating daily, started to evolve.

Advancing (special) classes in a regular school, designed especially for pupils with a light disability were added in first half of the 20th century. From 1970's, the ideas of mainstreaming movement, which supported continuity of frames, started to spread. One of the movement's suggestions was full or partial mainstreaming in a regular class. In 1980's, the Regular Education Initiative movement has risen in United States, which supported the blending of special education within regular education and placement of

most children with a learning disability in the regular education system (Kavale & Forness, 2000).

From this, the main term of 1990's has sprung, inclusion, which essence is uniting the special and regular education systems to the inclusion of all pupils, including pupils with severe and profound learning disability, in a single education system. Application of the inclusion term in its extreme form is expressed in Full Inclusion, according to which the different frames of special education should be cancelled, and supply educational services to all pupils, who represent a broad variety of special educational needs, in regular classes in schools of their neighborhoods. Since 1990's until present time, in some European countries and in United States the trend supporting cancellation of separation and full inclusion of all children with a learning disability in a regular class continued to increase (Leizer & Avishar, 2001;Margalit, 2000).

According to Special Education Law, that was determined in 1988, special rights and services will be provided only to those pupils who were defined as having special needs, who study in separate frames, belonging to the field of special education. In 2002, an amendment to Special Education Law was passed, determining that pupils with special needs will be entitled to special services even should they be mainstreamed in regular education. In 2009 Dorner Committee examined special education in Israel and recommended that the budget will be invested more in children independently of their study frame, and that the characteristic of special needs will be determined with regard to functioning of a child, rather than in dependence upon the disability itself (Rotem & Reiter, 2011).

According to Ronen (2007), it is possible to understand the change that the education system in general has gone through. The frames designated for special education have grown particularly in beginning of 19th century, and they started to grow in Israel in 1950's. In 1960's, the preference of the Ministry of Education in regard to children with learning disabilities was studying in special frames as opposed to studying in advancing classes in regular education frames. In 1970's, the 'mainstreaming model' started to develop, resulting in decrease in number of pupils in special education frames, and a higher mainstreaming in advance classes or in treatment classes as part of the regular education has begun.

The 'mainstreaming model' was developed on basis of normalization principle, and it encourages the existence of frames which include special schools which operate on a daily basis, as well as boarding schools, advance or treatment classes in regular schools, as well as full or partial mainstreaming in regular classes. Mainstreaming principles are founded on mainstreaming a child in an environment which will be less limiting, meaning, that the pupils should be placed in an environment that will encourage them to develop in relation to quality of their life and in relation with educational targets the frame is poses in front of them. In relation with the mainstreaming principle, it can be possible only should a child be ready to accept this, and it is conditional only to existence of support and to continuous accompanying of the educational institution. Additionally, the 'mainstreaming model' relates to maintaining a child's quality of life (Reiter, 1999).

In 1970's, new models of education and the possible way of coping with populations of children who cope with disabilities which do not enable them to succeed in the regular education systems, started to develop. Meaning, the 'normalization' idea began forming, which meaning was the right of people suffering from disabilities to live in a normative environment with people with normative behavior in order to reduce the development of 'ghettoes' of disabled people, that without supporting normative models are in a risk to develop non-normative behaviors (Hotzler, 2019).

After the normalization principle, a mainstreaming (integration) principle began developing. The mainstreaming principle means, placement of disabled people or those from low socio-economic background, in frames of populations defined as 'normative' and that come from high and strong socio-economic background. Despite these trends, which have assimilated into multiple educational and social frames, nowadays, there is still social exclusion that is defined as lack or inhibition of resources, or various rights, services and products for groups of certain people, as well as inability of these groups to participate in different processes that exist in the general society (Hotzler, 2019).

In basis of mainstreaming in education, there is a perception that supports the fact that a child that is defined as having special needs has equal rights in relation to any other child, hence stems one's right as well to study together with one's friends, colleagues from one's age group, in one education system, and that all the possible effort should be made in order to not transfer them to frames that are separate from the regular education (Milstein & Rivkin, 2013).

The philosophy that lies in center of mainstreaming model means, as stated, that a child with disabilities or special needs has equal rights to those of children who are not disabled. The difficulties stemming from separation of the child from regular education frames are described in a number of dimensions in research literature. For example, Ronen (1997) maintained that separation of a disabled child from the broad society, similar to separation of people suffering from disabilities in other fields of life besides education, is a discrimination, aiming at easing the lives of people who do not suffer from disabilities, and is a testimony to preference of society to push the weak within it aside. This perception considers the argument that a disabled child needs special study environment in order to be protected is a discriminative argument, and not at all considerate.

When children with disabilities are transferred to institutions designed for people with special needs, the responsibility for the treatment tends to transfer from a normative school over to those disabled individuals and the staff that treats them, which leads to the fact that the education system in fact sheds the responsibility and the need to cope with problems of disabled children. There is no doubt that children with disabilities occasionally need more educational attention and more time in order to learn, however, in a basic level, disabled children need not the teaching to be conducted differently from regular teaching given to all children. This approach considers special education teachers as educators possessing special skills, rather than the opposite, as they are educators of special children (Ronen, 1997).

Additionally, the research literature maintained that when disabled children are isolated within frames of special education, they have difficulty overtime to cope with regular population. This will be significantly expressed when a child will need to integrate in the future in regular society as an adult. Through this separation, a negative labeling is imprinted on children, that could have been avoided should the child not separate from the broad society. Klinger (1998) maintains that a disabled child's self-esteem can significantly improve when they are mainstreamed into the regular education frames in light of the fact that through this mainstreaming one is labeled less stigmatically by one's peers.

These perceptions, that consider a disabled individual to be a substantial part of the broad society, have led to creation of two central models that it can be said that they complete one another, while their main purpose is to lead the disabled or abnormal child towards a full practical integration in the society. The first model is the behavioral model,

which essence is normalization, and the second model is the humanistic-educational model.

The behavioral model, as stated, is based on the principle of normalization. Normalization is defined in research literature as use of normative and cultural means in order to enable people a good quality of life as exists in average people, as well as advancing and supporting of their behavior, appearance, experience and status. Although normalization was originated in Scandinavia, it particularly developed in the United States, in two main dimensions. One dimension is the dimension of legislation, aiming at determining equality of rights and opportunities as well as an affirmative action that will enable an individual to live normal, proper life in the community one lives in. The second dimension is educational, meaning, acceptance of pupils with disabilities and special needs into public educational systems, so that they can be qualified for normative life (Reiter, 1999).

The main criticism that the behavioral model received based on the fact that it resembles in essence a medical model supporting the fact that a disabled individual should be 'cured' and aspire at turning them into normal. The behavioral model creates clear work methods to diagnose and define the condition or the 'sickness', operates intervention programs that determine the environment conditions and forms of treatment, examination and evaluation of results in light of clear criterions based on distinction between health and sickness/abnormality.

Despite the fact that behavioral model is generally considered to be effective, it appears that while it is assimilated and established, the individual is forgotten. The uniqueness of an individual is abandoned in light of institutionalization of the system. The normalization the system aspires at succeeds, however it isolates the abnormal and imprints in them a sensation of alienation while they work in order to live in the community. Therefore, adults who suffer from different disabilities began claiming and asking for meaningful, interesting life, with freedom and ability to make decisions independently (Reiter, 1999).

Opposite to the behavioral model there is the humanistic-educational model. This model is focused mainly on a disabled individual and rights thereof. The humanistic-educational model emphasizes mainly an individual as having complete and broad personality, and as a worthy center of relation of social, therapy, educational and rehabilitative services. Full mainstreaming, according to the humanistic-educational

model, is a product of bi-directional activity existing between an individual and the society and is not a one-sided activity aiming at preparing an individual to be similar and even identical to rest of the society.

The real mainstreaming according to this perception is cultivation the ability of an abnormal individual to live one's life with dignity, while finding a meaning in light of one' s disability, as well as, on the other hand, preparing the society to accept disabled people as complete people, that should not be treated differently than any normative individual, while developing services to be suitable for them. The humanistic-educational model, therefore, is mainly based on dignity of an individual.

The Special Education Law accepted in 1988 in the Israeli parliament, determined that "upon determining a placement of a disabled child, the placement committee will prefer placing them in a recognized institution, which is not a special education institution... should the placement committee decide upon the placement of a disabled child in an institution as stated, the committee will recommend special treatments or special lessons, to be supplied to the child in same institution". Additionally, the law defined a disabled child as: "an individual that due to deficient development of one's physical, intellectual, mental, or behavioral skills, one's ability of adaptive behavior is limited, and requiring special education".

Lifshitz (1995) maintains that Special Education Law has led to four main changes. First, the rights of children were extended from learning services that were previously offered to accompanying services of various types, such as physiotherapy treatments, speech therapy, occupational therapy and additional fields according to the needs of disabled children. Second, the treatments and responsibility of the educational system have broadened in relation to children suffering from disabilities from age 3 to 21. Third, educational mainstreaming was determined as much as possible, while determining that the main privilege and preference will be to regular education system with regard to special education system, as well as receiving special education services within the regular system. Forth, participation of parents was extended in all matters of making decisions regarding their children, participation of parents in placement committees and the duty to expose the committee's papers to the parents.

Essentially, the Israeli law resembles the American law. Meaning, mainstreaming is required, however it does not exist at any cost, and every case is individual and should be examined independently. A child's placement is made according to their personal needs

and while analyzing the educational institutions in which they can be mainstreamed in the first place. Nevertheless, the law contradicts between the rules guiding on educational level and between instructions required for operation. It does determine that normal education should be preferred over special education, and on the other hand it as well determines that an individual is defined as entitled for special services is only one who was placed in institutions for special education or in promoting classes in regular education (Brandes & Nesher, 1996).

The question whether mainstreaming does contribute to academic achievements of mainstreamed pupils is a question that occupied greatly the research field. The findings in this issue are not definite. While some studies maintained that transferring disabled children to special classes did not improve their achievements, that were higher when they have studied in the regular frame, and moreover, in classes pupils with special needs were mainstreamed in, and in which were teachers with professional background in special education, the study achievements of mainstreamed children were better than the achievements of children that studied in special classes (Moshel, 1993).

On the other hand, other studies examining the academic achievements of pupils who have studied in special education frames as compared with achievements of pupils with special needs who have studied in regular education frames, found that achievements of the pupils in special education were not higher than those of pupils in the regular education. Moreover, it was revealed that pupils suffering from physical disabilities, however, whose IQ level was acceptable and who were mainstreamed in regular classes managed to advance according to an individual program that included personal purposes (Jacklin & Lacey, 1991).

Studies examining preschool children, found that children with special needs that were placed in regular preschools revealed more advanced development levels as compared with children with special needs who were not mainstreamed and placed in special education frames (Diamond, Hestenes & O'Connor, 1994). On the other hand, other studies maintained there is no learning environment that can suit all pupils with special needs (Margalit, 1997). Most studies examined the differences between extremely different frames – full mainstreaming as opposed to full separation. While examining how pupils with special needs see regular classes as opposed to advancing classes, studies revealed that regular classes were considered by them as supplying more difficult work in relation to advancing classes (Margalit, 1997).

Additionally, mainstreaming children with disabilities and special needs in regular education frames contains advantages and shortcomings in a social sense as well. A more significant advantage in mainstreaming in the social sense is the fact that it creates circumstances of equality of opportunities on a social level for these children. Meaning, they can broaden their experiences and their contact with their age group, who begin constituting a role model for them. Noy (1988) maintains that pupils with abnormalities who were mainstreamed in regular classes began adopting more normative behaviors than at the time they have studied in special classes. Additionally, it appears that children with special needs increasingly spend their time playing with regular children. Farmer and Farmer (1996) maintain, that social acceptance of children in a class is related to qualities and characteristics of a class, and not necessarily to abnormalities of the children.

Other studies found that there are significant social difficulties regarding social mainstreaming of pupils with special needs. A significant difficulty is a sense of rejection developing in pupils with disabilities on part of regular pupils. In addition, it was found that the mainstreaming procedure can raise conflicts regarding self-identity of pupils with special needs (Margalit, 1997).

Additionally, there were studies which have found that social and psychological situation, as well as self-esteem and self-capability were more positive for the pupils with special needs in special classes (Moshel, 1993). There are as well evidences that children with special needs and disabilities mainstreamed in regular frames become victims of bullying and abuse on part of their classmates (Thompson, Whitney & Smith, 1994).

Salamanca Statement by UNESCO (1994), which complied with the inclusion movement, determined that all children have same basic right of receiving education, and that it is improper to create frames that will distinguish pupils who have some sort of difference. Moreover, it was determined that there is a necessity to encourage teaching methods that will put the pupil and their needs in the learning processes in the center, by developing learning methods that will be suitable for every child. The definitions of differentiation not only include differences in a cognitive level, such as giftedness as opposed to intellectual disability, but rather as well relate to cultural pluralism, such as equality in a right for education between groups of ethnic minorities, periphery pupils or pupils with various deprivations.

Salamanca Statement can be considered as reflecting the change processes that the educational discipline has gone through regarding pupils with special needs in Western

society, including Israel. The United Nations treaty relating to people with disabilities, which the State of Israel endorsed as well, agrees that free of charge, education of highest quality should be accessible to all children with disabilities within communities they live in (United Nations, 2006).

The inclusion principles require an existence of extremely basic reform within the education system, and they mainly focus on all that is common to entirety of pupils, as opposed to what creates the difference between them. Moreover, according to inclusion principles, the difference is a value supplying the educational institution an ability to become more efficient by adopting innovative and advance organizational and pedagogic approaches. Therefore, in the spirit of inclusion, the educational institution must undergo an organizational change and lead accessibility of the study program to all pupils who are in regular class (including pupils with special needs) (Jenkinson, 1997).

Under the inclusion principles, a pupil who studies in a regular class, sits there by virtue of right not sufferance, exactly like abolition of slavery or segregation on racial basis (Ronen, 2007). According to Ainscow, Booth and Dyson (2006), there is a typology of inclusion, which they defined with reliance on studies conducted around the world. Thus, there is inclusion related to people with special needs, inclusion that is related to behaviours or disciplinary problems, inclusions of groups which are sensitive to denunciation from the educational institution, meaning, while emphasizing the ideas of 'education for all'.

According to Ainscow and Miles (2008), inception of inclusion is change in perception of teachers regarding abilities of pupils arriving from different groups, while taking responsibility for their achievements. For example, the ecological model by D'Amato, Crepeau-Hobson, Huang and Geil (2005), reflects a more holistic sight of the learners, while examining different interactions between human variables, such as ways of functioning of an individual's brain, as well as variables related to an individual's environment, meaning, the ways the environment can support or damage the educational development of a learner.

The application of the educational inclusion idea in school context, presented by UNESCO (1994), emphasizes especially the existence of needs of flexibility and openness regarding the variety, as well regarding the educational institution structure and with regard to other contexts, such as setting purposes or selecting targets that would enable the entire pupils population to receive opportunities of optimal nature for development

and education as one. The emphasis is on a system that will set for itself the purposes and targets which will enable the different learners to receive a response, each one with regard to the needs one raises. This should be emphasized, differently from focusing on individual groups, in which the purpose is specifically to advance or change them. Meaning, it is not a learning individual who is supposed to adapt oneself to the rules and the way the system works, but rather the opposite – the system operates in order to make itself more flexible, in order to supply response and answer to different and diverse needs existing within normative acceptable frames in the community and in every community, as well as in the entire world, out of extending consideration to others.

Therefore, it is possible to say that inclusion in an educational context tends to emphasize the acceptance of an individual, whoever that may be, by giving space as well as options of presenting regarding one's needs, while accepting the optimal conditions that will enable one to realize one's abilities, even should these abilities be different from rest of one's peers in their age group or in the educational institution itself. This perception is connected and related, on one hand, to the entire pupils' population, whether they are excelling, mediocre or having difficulties, and demands the educational institution and the educational staff to develop innovative viewpoint, containing in it beyond 'just' evaluation scales, however on the other hand, it will as well not ignore the needs of society, such as social needs of citizens cherishing their community and willing to contribute to it by presenting the sharing of their abilities.

There is as well high importance to maintaining purposes defined as general-social, such as consideration of others, respecting and tolerating different or diverse positions or opinions, while examining social needs arising on the part of the system or the entire community. This approach is considered to be most acceptable currently, even in systems or institutions that are not necessarily educational (O'Mara & Richter, 2014).

In order for it to be possible to apply the inclusion approach in a school frame or in community frame, there is a need for the community itself to ask itself whether it is really interested in it, and what does it require in order to be performed – with an emphasis on the educational staff and the pupils – as well as the potential profits that can arise upon adoption of this approach, and how is it possible to create or advance the approach of accepting others, which is not designed to necessarily change them, but rather give them the opportunity to participate actively and significantly in the frame they are in, by realizing their abilities within the educational frame which reveals flexibility, while maintaining the rights of other partners in it.

This issue was extensively researched in the educational system in Israel. For example, it is possible to indicate the work of Razer, Mittelberg, Motola and Bar-Hoshen (2013), that tried to distinguish between the term of 'education for all' and between 'inclusive education', by examining the main characteristics of each term. Above study revealed that inclusive education will mostly promote educational perception that supports education for all, as by being an education which contains within it a main principle, it is required to guide decision makers, policy makers and educators in general, starting with the fact of education being a basic human right, and it constitutes the foundation for existence of a society with justice and equality.

The educational system is capable of to becoming an inclusive system only should the schools themselves, which are apparently at the 'bottom' of the educational array, adopt for themselves inclusive principles. Meaning, it is possible to maintain that the schools will become more inclusive should they become optimal educational frames for all children in the community of each educational institution (Razer et. al., 2013). Timor (2013) as well considered the inclusive approach as an educational need of a moral character, that requires the existence of changes in the educational system, while he related it to setting of contemporary targets both regarding the rights of an individual and regarding future targets, that the society as well as the country will set for them in relation to it.

Modern society considers the State as that which holds the responsibility for guaranteeing children the most optimal conditions for existence of learning, out of recognition of the needs of every child and their rights to learn significantly – significant learning – which will provide them with tools for future life, as well as enable for them mobility in the occupational and social level in the society they live in (Trumer, Bar-Zohar & Kfir, 2007). Meaning, inclusion is part of the realization of targets regarding 'education for all', when it becomes the situation aspired at, and beyond that, it is extremely vital within the modern society. Should this position be adopted and get necessity to be realized by the educational system, it will as well lead to a need of discussion regarding creation of adaptations in educational standards, among which is as well achievements and evaluation of achievements of pupils.

The educational system, and schools in particular, are basically a sorting system founded upon striving at competitiveness and achievements. The typology of school sorting is valid mainly on basis of two forms of division: division based on learning integrators, each integrator reflecting the abilities of pupils, and division based on

educational frames: regular or special. This might be an explanation regarding the difficulty existing in including the other and the different, who does not meet the demands of the educational system, hence, the principles of mainstreaming and inclusion for 'the other' can occasionally seem as opposing the educational reality of current period.

According to Toval (2005) who wished to examine the stratification, segregation and inclusion in Elementary education institutions, it was found that the division between pupils to classes appears natural. As opposed to the policy declared by the Ministry of Education regarding inclusion as a value, stratification in schools exists as a cultural value, even if it is occasionally hidden. Toval as well maintains that while in the past good teachers were those who invested in weak pupils and who encouraged excelling pupils, presently good teachers are those who can diagnose disabled pupils and refer them for treatment.

The psychological aspect of fear of the different or foreign often accompanies the coping methods of teachers, and it can be found as being reflected in their responses. Since the Meitzav (School Growth and Effectiveness Index) exams were implemented in the educational system, the pressure upon teachers to maintain high levels according to required standards has increased, which can be considered as very incumbering for them to mainstream pupils defined as 'others' and 'different' (Toval, 2005).

During recent decades, the educational system wished to try and cope with the subjects of mainstreaming and inclusion of the other and the different. Studies that dealt with the issues of mainstreaming and inclusion in Israel revealed that there is a very complex reality, and that there are gaps between the declared rationale and the actual application of the rational. Two main dimensions can be addressed regarding this: the positions and orientation of the institution regarding the mainstreaming processes, and the actual application of mainstreaming.

Regarding the mainstreaming positions, a study by Timor (2005) that examined the existence of vision of management regarding inclusion, meaning, the extent of a principal's obligation for the inclusion issue, among High school principals, found that there is awareness in general regarding the subject of inclusion. A study by Avisar, Reiter, and Leizer (2003) found that principals can apply the components of mainstreaming – physical, study and social – however they attribute, out of those, the greatest importance to abilities of a pupil to be socially mainstreamed.

Among teachers in Israel, a study by Reiter, Shanin and Tirosh (1998) found that there are positive perceptions that support the mainstreaming processes, however, on the other hand there are perceptions that negate mainstreaming and stem, mostly, from the existing difficulties regarding the actual application of mainstreaming, such as the time and attention required in order to effectively handle pupils requiring mainstreaming, as well as concerns regarding difficulties of running a mainstreaming class. A study by Heiman (1999) revealed as well that teachers tend to express positive positions, however these positions are often accompanied by different concerns and diverse reservations.

With regard to application of mainstreaming, a study by Leizer and Ben-Yehuda (1990) found that teachers who teach in regular education in Elementary schools mostly tend to make only few changes regarding their teaching methods in order to cope with children with special needs who study in their classes. Mostly, those teachers do not share these problems with other teachers or other professionals, which is considered to be very vital in order for the mainstreaming educational policy be made to succeed.

A study by Timor (2008) conducted in High schools, revealed that there are positive positions regarding the subject of mainstreaming between teachers and educational counselors, however it as well revealed that there are sensations connected to frustration, sarcasm and even suspicion, due to the very high number of pupils diagnosed as having special needs, as well as the very high investment of teachers in the diagnosed pupils, with no compensation on part of the educational system. Additionally, teachers that participated in the study tended to report on sensation of loneliness, as well as lack of support on professional and emotional levels by their principals, when they were required to cope with pupils with special needs.

A study by Timor and Burton (2007) found that the principals tend not to encourage 'general' study programs for pupils who have special needs in the schools. It is in congruence with the dissatisfaction that teachers and counselors exhibit regarding the response given variance of pupils. Nevertheless, it was additionally found that there is a process of tempering regarding study programs in schools, alongside with a significant attempt to facilitate pupils with special needs by supplying assistance, exemption from studying second foreign language, as well as giving reinforcements before final exams. The study revealed that teachers tend to exhibit willingness regarding flexibility of the study programs with regard to pupils with special needs more than the flexibility revealed school principals.

1.3. Significant learning

According to a definition by Barrows (2002), traditional learning operates inside a class including within it a big number of pupils. This type of learning is related to transfer of knowledge starting with a teacher and ending with pupils, through lecture, and on basis of a structured curriculum – study program. Borode (2014) added that a teacher has the responsibility to create reciprocal relations with his pupils while delivering the lecture. The pauses during a lecture are designed to enable pupils to perform processing of the information they have acquired. During recent years, the attitude towards traditional learning gradually undergoes different changes. Traditional learning, mostly, will tend to break the contents to be studied into a number of sub-subjects (Levin, 2011).

The research literature that dealt with the field of education calls this tendency 'disassembling of the world'. According to this perception, each subject is studied in the educational institution separately, while a disconnection from the world existing around it. This form of teaching and learning causes the subject to lose its meaning in the general reality (Teren, 2011). This hypothesis is validated in light of the fact that the subject itself undergoes a disassembling into a series of subjects, while pupils frequently will fail to see the existing connection between the various study units (Strobel & Van-Barneveld, 2009).

The passivity developed by pupils is a product of the fact that their knowledge is delivered one-sidedly (Teren, 2011). The disconnection of learning from its connection with reality creates a situation in which pupils experience the phenomena they learn only seldom and scarcely. Children and learners are not familiar, in this form, the experience accompanying the revelation process, and do not feel the joy of creation of knowledge, and therefore, they as well do not accept any responsibility regarding the knowledge, meaning, experiences in which the potential regarding positive sensations is hidden. Those misses can influence pupils' future methods of thinking of (Or'ad, 2012).

Or'ad (2012) maintains that involvement of pupils in the processes of discovering knowledge and creation thereof will be able to lead to the fact that in future, when the pupils become adults, their efficiency at work will increase, as well as their abilities of invention and their thinking flexibility. This involvement can as well lead to increase in desire of pupils to develop or create innovative initiatives, which will be able to assist them in their further professional path. Existence of disconnection between daily reality and traditional learning in an educational institution might greatly incumber pupils with difficulty. Pupils not necessarily understand the connection between their learning in an educational institution and their lives in the future, which can lead to harm to their

motivation. Mostly, motivation of pupils to learn is connected to their interest regarding the subjects they are studying, alongside with importance that they assign to learning in relation to achievements of personal purposes of the pupils (Levin, 2011).

Nonetheless, it appears that traditional learning in classes continues to exist in different subjects. Therefore, for example, in recent years, traditional learning is reviewed mainly during discussions that take place in test cases, and in planning processes of learning centers focusing on individual fields (Weltmann & Whiteside, 2010). Fernandez-Rio (2016) maintains that teachers all over the world perceive it as the efficient learning, as well as most beneficial, especially due to ability of traditional learning to perform direct delivery between teachers and pupils. In this type of form of study, pupils are not being connected to decision-making processes, while a teacher continues and controls the components of knowledge and lessons.

The expanding gaps between reality and actual occurrence in school, as maintained by Or'ad (2012), can be attributed to loss of curiosity and wonder. Or'ad maintains, that the educational system's focus on pupils' achievements requires use of very important and very significant skills, which necessarily leads to loss of authenticity or wonder of pupils. In light of the fact that schools are often under pressure by higher factors in the hierarchy, they do not tend to set at the top of their priorities the education for sensations of wonder and preservation of curiosity. Nevo (1979) wished to emphasize the fact that the world, as opposed to schools, has interdisciplinary nature, meaning, it involves within itself different disciplines, when the phenomena, be it natural or social, existing in the world, demand of people the existence of understanding of integrative nature in diverse fields of knowledge. Allegedly, there are gaps between different fields, however in actual fact, they are interwoven one inside the other and overlap each other.

The problems humanity deals with are diverse, and mainly have multiple dimensions. Despite the fact that quite similar problems are raised as well in research fields regarding teaching and education, mostly, there is no efficient and educated use of their learning, in order for it to be possible to find solution that will fit them and will be founded on multidisciplinary or interdisciplinary perception. Hibbert et al. (2014), maintain that it is required to develop a school culture that can create reciprocal relations between teachers and pupils, while teachers not necessarily belong to the same fields of knowledge. The researchers maintain that it is as well required to bring to the educational system 'external' specialists – as those can present different professional perceptions of

the learned or delivered contents, and regarding the extent of relevance of the different contents in relation to reality.

However, the influence of use of technology in educational frames has been studied throughout many years by researchers examining the issue from different viewpoints, and who have proven and revealed that within the power of technology lies an ability of assisting in advancing various types of educational processes. The research field revealed that technology has very positive effect in relation to developing of support in pupils' learning (Dyson, Vickers, Turtle, Corwan & Tassone, 2015), and that it as well assists teachers with all matters of their professional advancement and development. Therefore, the idea of combining technology in the teaching processes in a class frame gained broad impact and support around the world (Manca & Ranieri, 2017).

The development of Information and Communication Technologies (ICT) and understanding the possible methods of use thereof as part of the learning processes enabled learning to become more open, as well as to create a sort of flexibility of different teaching methods, which enabled making pupils more independent and with higher self-determinism, and additionally, to become more responsible over their learning, as well as achieve more on the academic level, and improve abilities of their self-regulation in all matters relating to definition of targets and becoming with possession of improved self-monitoring capabilities, alongside with higher adaptive capabilities (Manca & Ranieri, 2017).

Such opportunities – integrating technology in teaching – enable teachers as well to advance forms of active learning, by studying becoming more stimulating and efficient, which makes them – the teachers – the main guides of the learning process, and additionally, exempts them from an exclusive responsibility over the teaching products, as the combination of technology often puts responsibility on the pupils as well (Huang, Lie, Tlili, Yang, Wang et al., 2020).

Additionally, with the development of technology, the educational approach that is focused on pupils, meaning, placing a pupil in center of the learning process – is considered to be the main component in advancement of flexible learning, as it enables pupils and teachers to share information with one another (Huang et al., 2020). Analyzing the different definitions of the word 'distance' reveals that the word itself is complex, and that it can change on basis of the time it is being examined in, and on basis of different technological developments. In paradigm of current time period, as opposed to previous

meanings of the word, the word 'distance' represents psychological or business distances and not necessarily physical or geographic distances.

Despite the fact that replacing of frontal-traditional studying by the one performed on an online form has become, presently, an integral part of many an educational frame in the world. Additionally, it appears that the forms and methods of use of technology aiming at achieving distance or online quality learning are in themselves diverse and they are dependent on different factors related to different characteristics which were already found as being involved in the application of this learning format in the educational frame (Bozkurt, Koseoglu & Singh, 2019).

In the course of many years, different studies around the world wished to focus on identifying the factors that will be able to make the integration of technology successful in teaching and learning. These factors, according to the prevalent hypothesis in the field of research, can impact both the level of use of technology in processes of transferring learning from schools (frontal traditional learning) to a form of distance or online teaching, as well as the quality of learning in these two teaching forms (Bozkurt et al., 2019).

Additionally, previous studies sought to identify the factors affecting the opportunities of the educational system to integrate in its teaching forms technologies of various types, revealed that in order for it to be possible to achieve positive results through use of technology in education, the interactions existing between teachers and between pupils and between technology need to be understood (Bozkurt et al., 2019).

In the complex of the group of factors which affect the opportunities for successful integration of technologies in class and making them part of the study program (as a study method), an important point was raised regarding the influence of teachers' viewpoint on teaching, as well as the influence of their teaching methodology.

It means that should they consider teaching to be a process of transfer of information, or should they use the approach focused on a teacher, in which a teacher gives the information to pupils and uses various evaluative techniques to evaluate the memorizing of data given to the pupils, the use and influence of technology will have certain unique characteristics for this observation by the teacher (Bozkurt et al., 2019).

Or, whether the teachers consider the learning processes as processes that should lead to realization of a theoretical change, or whether they perceive learning as a tool through which it is possible to make a perceptual change among pupils, hence they use

an approach that puts pupils in the center, and encourage the independence of pupils in a learning processes through promotion of discussion and asking questions among the pupils, as well as alternative evaluation forms the essence of which is examination of creation of theoretical change, has itself individual characteristics, which in their turn affects the way technology is used by them (Bozkurt et al., 2019).

The same factors that are related to perceptions of teachers regarding the teaching methodology, that were proven as affecting the integration level of technology in a learning class, are as well predicted to affect the successful or unsuccessful application of online learning, as the shift of school to online form as well integrates within itself the idea of "flexible learning". According to this perception, regardless of the question whether or not learning is online, teaching methodologies employed by teachers should be aimed at encouragement of learning among students and the lessons should be planned with a purpose of enabling support to their personal needs (Huang et al., 2020).

Studies in field of education revealed that the highest levels of resistance to changes occur when changes are assimilated in groups that reveal no interest in the existence of change and that avoid cooperation, out of a desire to maintain their status quo (Manca & Ranieri, 2017).

In most cases studies tend to indicate that the main factors determining the extent of success of technology in the educational field, including the success of shift to online learning as well, were the confidence the systems provide, the financial terms the interested parties operate on, the authority of interested parties, the status of interested parties, the responsibility divided between the different parties, the work conditions that they operate in, the level of their self-satisfaction and the time and dedication required in order to be possible to successfully apply the technological change and shift to study in an online form (Huang et al., 2020).

Other studies tried to emphasis a correlation between the factors bringing about success in implementation of distance learning to psychological, personal and personality factors, such as factors related to school and different organizational factors. According to a study analyzing the psychological factors that can affect ability of teachers to be part of a change and implementation of technology in study, teachers tended to report on discomfort, sensation that they are lost and that they experience doubts regarding their career, as well as concern, when they are in a situation in which they leave what they know

and what caused them to feel discomfort thus far, and they are forced to do something that is not routine and not comfortable (Ibrahim et al., 2013, in: Duraku & Hoxha, 2020).

Other group factors that were found as affecting the objection of teachers to a change they cause such as the stress that teachers experience, the fact they undergo a process in which their tiredness accumulates and a significant rise in levels of psychological fatigue, which beyond the fact that these make them sort of resistant to changes, might as well very adversely affect their level of performance and their satisfaction level, and therefore, harm the effectiveness of teaching (Dyson et al., 2015).

Additionally, it was found that personality factors that are identified as those that lead an individual to rejection of changes in the educational system are general positions of the broad educational staff regarding the change, opportunities that teachers and staff receive to adjust to the change and their trust regarding effectivity of change, as well as age of teachers and the time that the change is being implemented, and whether it can integrate with the teaching methodology they have employed thus far and what in fact is the change that they need to make in face of change in their teaching methods (Dyson et al., 2015).

Additionally, it was found that factors such as the commitment level that teachers experience regarding their pupils are as well identify with rejection or acceptance of change processes. Factors such as the norms and values of school, alongside with school culture, the way that teachers' work is organized in and characteristics of interpersonal relations between the educational staff and between teachers and their pupils, as well as the way the idea of 'change' is accepted in school, all affect the way that teachers perceive the change, and whether or not they would tend to accept it with responses of rejection or acceptance.

In addition, successful implementation of changes in the learning processes and specifically implementation of distance learning, were found to be significantly influenced by the way they are explained to teachers, accessibility of both teachers and pupils to technological equipment, as well as their motivation which stems from understanding in relation to circumstances in which distance learning is implemented and circumstances due to which the study program and the teaching practice change (Ibrahim et al., 2013, in: Duraku & Hoxha, 2020).

Distance learning requires both pupils and teachers to adopt completely different approaches than the frontal traditional teaching methods. This task, an extreme change

in the teaching method, constitutes an extremely complex task for the educational field. The main problems arising from adopting of distance learning are as usually, both teachers and pupils have insufficient experience, or even no experience at all, in use of this means of learning; teachers feel they can use the same pedagogic and didactic practices which they employ in frontal teaching; the teaching requires pupils to have high motivation and be able to perform effective time management; a complex and demanding preparation of teaching and learning materials; a need to supply technical security, in this sense, so that connection between a teacher and a pupil will be retained. As opposed to traditional teaching, there is a necessity to provide long preparation to create the infrastructure for online learning (Fojtik, 2018).

Pupils, in online learning and distance learning, should be prepared with all the equipment required for learning, as well as systems that are ready for making of communication, alongside with technical control systems that will enable to check their assignments, and in parallel ready assignments that they will have to do. Therefore, it can be understood that implementation of distance learning requires much effort and work in technical, methodological and didactic fields.

The main advantages of distance learning are an opportunity to combine learning with other activities, which is not enabled in frontal teaching classes; the opportunity to learn – in some cases – at times pupils choose to learn on their own; the possibility to independently plan a study program and work time; lack of necessity to arrive in the school; an ability go deeper in the learning material in the study time with use of internet.

On the other hand, the main shortcomings steaming from online learning are, mostly, a relatively limited communication between teacher and their pupils; a possibility of losing central lessons; a technically problematic communication; self-teaching occasionally leads to shortage in information, that pupils should have assimilate at time of a recorded lesson; difficulty in time management; more significant difficulty in understanding some of the studied terms; retaining learning motivation (Fojtik, 2018).

Many pupils feel that distance learning is a form of learning that will be more comfortable and less demanding for them. Nevertheless, most pupils come to realize that this form of learning is even harder. Pupils need to have the same levels of skills, when this type of learning is regarded, and more than in frontal learning. As a substantial part of online learning or distance learning is capability of pupils to deepen the knowledge by themselves.

Therefore, pupils who do not do that sufficiently might 'stay behind', which will create essential gaps in understanding the study program. Moreover, it is possible to indicate the existing gaps in circumstances in which learning is shifted to distance learning: should pupils not have sufficient equipment in order to study by this method, they are in fact, out of lack of choice, not able to learn.

Educational institutions influence the quality of distance learning, mostly, in two main dimensions. One dimension is the level of distance learning as it is implemented in a study program. Second dimension is quality of managing learning and teaching. Additional factor influencing the success of pupils in the method of distance learning is their motivation and discipline. The distance existing in online learning creates a situation in which pupils are actually not under the supervision of teachers, whether in connection to discipline or in connection to learning itself, which leaves them in fact 'independent', meaning, a teacher is not able to effectively supervise the fact that pupils in fact listen and learn during lessons.

Occasionally, as there are different lessons that take place during a day, pupils cannot plan their study correctly, which leads to difficulty in time management. Hence, occasionally, a situation can be created in which pupils will not have sufficient time to complete all their assignments and all their learning requirements. Therefore, the role of a teacher, that particularly required in distance learning to operate one's pupils and encourage them to work during the entire time, is extremely significant.

In fact, in any learning process, a teacher's role is significant. As a teacher is not only a mediator of new knowledge and skills, but rather has the responsibility for leading and guidance of the learning process as well. A teacher is supposed to help one's pupils, evaluate them and communicate with them in order to make sure they are not left behind and that significant learning actually exists. Nevertheless, naturally, when it is distance learning, those roles of a teacher diminish considerably, particularly in all matters of methods and forms existing in a teacher's work (Fojtik, 2018).

A teacher's role moves from the one who awards new knowledge to pupils, mainly to a role the essence of which is control and monitoring of the learning process. A teacher, in distance learning, should be involved mainly in managing of communication, evaluating the work of one's pupils, supporting and encouraging of their motivation and additionally, guiding the learning process, instead of a teacher's traditional role, which is explaining and delivering the formal study program to one's pupils.

Many an educator who is forced, willingly or unwillingly, to accept this type of form of learning does not understand, in beginning of their way, the new requirements that would arise and the changes they will be forced to make and tries to shift their experience from frontal teaching to distance teaching. Apparently, embracing frontal experience of a teacher is mostly not worthwhile, and the preference in this situation is to change the practices from active state of delivering knowledge to supervision work maintaining pupils' motivation.

Creation of integration between advantages of active learning and advantages of traditional learning is an expression of differentiation existing among pupils, be it in skills or in abilities. The purpose of this kind of integration is to enable pupils to feel that they are connected to the studied material and that they actually succeed to learn it, each pupil learning in a way and method suitable to them (Garner, Hayes & Eilks, 2014). Creation of integration, for example, between Project Based Learning and between learning of traditional nature, can lead to increase in number of teaching methods at the disposal of teachers. Nevertheless, this type sort of integration requires as well a thorough examination of the studied contents, alongside with coping with size of the project, or with finding a balance between various teaching forms, in a way that will as well enable meeting the requirements of the educational system.

A study by Lian and He (2013) that examined biochemistry students, compared learning focused on problem solving, and traditional learning form. The study of researchers revealed that achievements of students studying in an integrated learning form were higher in relation to short and open answers as well as in relation to questions requiring to perform analysis of cases. On the other hand, the researchers did not find differences between students' groups regarding questions which answers were multiple-choice ("American style"). The conclusion of the researchers was that integrated learning can enable students to successfully answer questions requiring higher level of thinking, as opposed to traditional teaching and learning form, enabling successfully answer questions that require basic thinking levels.

In a study by Ivey, Colston and Thomas (2015) that focused on 6th grade pupils in United States, the researchers wished to examine the consequences of integration of executing projects with applicable nature in labs, and traditional form of learning in a frontal class. The researchers found that the integration helped pupils to understand the importance of the subject being learned, alongside with increase in their motivation for

learning and even raised the confidence of their teachers – however, it should be indicated that during the study the teachers cooperated with professionals.

Nevertheless, the researchers maintained that this integration requires the existence of significant, profound and broad preparation on part of the teachers, alongside with their effective training. One of the reasons for recommendation of researchers regarding profound and effective training for the teachers dealing with integration of teaching methods was that during the study, pupils stopped focusing on questions acceptable in traditional learning form, and mostly tended to focus on questions which nature was new, from a viewpoint of integrated for of teaching.

Significant part of the studies conducted during recent years tried to deal with creating a comparison between traditional learning and active learning, while a broad focus was regarding students in their academic studies. Quite a few studies examined the influence of different teaching methods among pupils in schools. Additionally, it should be indicated that most of these studies have a qualitative nature, and they tended to focus on three main subjects: pupils' perceptions of the different learning methods, the use of pupils of the skills they acquire and motivation of pupils to actually learn. Very few studies dealt in comparing the achievements of pupils on academic level between different forms of learning.

A study by Gosen and Washbush (2004) revealed that it is necessary for the educational systems to examine the actual extent of learning by those pupils studying in them, however, researchers had reservations by maintaining that the examination is very complex and extremely hard. The researchers maintained that it is very important to understand which learning form will be more efficient and which will be less efficient, as each learning form can be relevant for different type of pupils, while focusing on different dimension of learning.

A study by Friesen and Scott (2013) reviewed different teaching methods and performed a comparison between them. The researchers demonstrated that active learning, meaning, the one including performance of projects, as well as research learning and problem-solving based learning has positive influences on pupils, as it enables pupils to develop an understanding regarding the main principles of each field of knowledge, and develop meaningful processes leading to creation of significant learning.

Borode (2014) found that pupils in Junior High schools who study in active form of learning develop positive relations with the subject that they study. In Borode's study, the subject was writing of an essay in French. The differences between various learning approaches can influence both pupils' motivation, and their attitude towards the subject they study, and in addition, their learning skills and their ability to recall information from their memory. A review by Strobel and Van Barneveld (2009) revealed that tests that evaluate short-term knowledge reveal more positive results should learning be done in a traditional form, as compared to other forms of teaching. On the other hand, in tests examining the evaluation of knowledge and which required the tested individual to remember details, demonstrated that there is a significant advantage to project-based learning, focused on resolution of problems.

Studies focused on medical students and examining the retainment of long-term knowledge reinforced the findings of Strobel and Van Barneveld (2009). They performed the same tests, at the beginning of the study and at its end. The first test and the final test were held with a difference of about twelve weeks and up to two years. The final test was identical to the previous test, and it was found that students whose teaching form was research-based got higher grades than their colleagues. Studies that examined the use of skills in light of different learning forms as well found that there is significant advantage to research-based learning as opposed to other forms of learning.

Similar research results were received as well in studies integrating knowledge evaluation and skills evaluation (Holm, 2011). A study by Holm conducted a review of studies examining learning forms of pupils in three different age groups – children in preschool age, pupils in Elementary schools and pupils in Junior High schools. Holm's review proposed that in studies examining knowledge in form of context of pupils under project-based learning and traditional learning, project-based learning was more efficient. This form of learning led to more positive achievements both in recognizing and in application of learning skills, alongside with additional various aspects of the learning processes.

A study by Drake and Long (2009) focused on a number of aspects related to the comparison between problem-solving and investigation-based learning, and between learning with a traditional nature among pupils in Elementary schools – fourth grade classes. The knowledge levels of pupils were examined by performing tests related to field of electricity and electronics. The researchers as well interviewed the pupils and wished

to examine their ability to solve problems of complicated nature, alongside with ability to be on schedule and cope with situations of stress.

Additionally, Drake and Long (2009) examined in their study previous perceptions of pupils in relation to subject of science, by paintings of scientists. Results of the study revealed that there is a significant improvement in knowledge levels of pupils who have studied in a form based on problem-solving and investigation. Additionally, it was found that pupils' perception of the field of science has become more positive, and additionally, their security sensations have become higher and their ability of independent learning has greatly improved.

A study by Quigley (2010) made a comparison between achievements of sixth grade pupils, who studied in a form of project-based learning in field of mathematics, and between achievements of their peers who studied in an integrated form. At the beginning, the study participants received an exam prior to the intervention. After a period of about two weeks, the participants received additional test, identical to the first. The research results revealed that there is an improvement in grades of the pupils who had experience in the project-based learning, the improvement was 4 times higher than improvement in grades of pupils who studied in an integrated form.

This led Quigley (2010) to formulate three main recommendations: advancing conducting a study that will try to examine the effect of project-based learning on achievements of pupils; examination of motivation of pupils regarding the possibility of participating in project-based learning or the effect of their motivation on achievements of pupils; examination of the ways through which it would be possible to create significant challenges for pupils who study in a form of project-based learning, that could raise pupils' interest in learning, and that will enable improving pupils' achievements.

A study by Maxwell, Lambeth and Cox (2015) dealt in pupils in fifth grade who studied the subject of science. The researchers tried to perform a comparison between pupils studying in a form based on investigation and between pupils that experienced learning of traditional nature. The study of Maxwell et al., revealed that there is a significant increase in knowledge levels of pupils, however, the researchers maintained that differences regarding learning methods were not significant, despite the fact that grades of pupils studying in form of investigation learning were higher.

Additionally, while the researchers performed interviews with the study participants, they revealed that motivation levels of pupils who studied in form of investigation in subject of science were significantly lower than of those who studied in traditional form of learning. The different gaps between study results and research literature were attributed by the researchers to the fact that the study was conducted over a very short period of time, meaning, for only about eight weeks, alongside with the small sample of pupils in the study, meaning, only 42 participants (Maxwell et al., 2015).

The outdated traditional models of learning stopped responding to the changing demands of the market, and therefore, they require innovative thinking regarding 21st century education. Penetration of innovative technologies as well as platforms of various social media, lead to a need of organizing newly the form in which people create and produce value, alongside with development of new levels of collective intelligence, which are a product of social ties between the masses, beyond traditional boundaries of an organization (Davies, Fidler & Gorbis, 2011).

The role of technology in field of education is in a trend of formulation and growth. Over recent years, as maintained by Johnson, Adams Becker, Estrada and Freeman (2015), new technologies managed to prove that they can empower teaching and learning with regard to various fields of knowledge. Thus, despite the fact that educational models are based on industrial models of creation and production, there is expanding understanding that every brain that undergoes a process of learning is structured differently, and therefore each brain has as well personal adaptations required for it to enable it efficient learning.

Penetration of technology into study programs can influence the method in which both teachers and pupils acquire knowledge for themselves. For example, in lessons dealing in music, pupils are required to play different instruments, and they are examined on the basis of quality of their performance. Exposure of pupils to instruments that were computerized and that arrive from the music industry can create appeal of pupils to the subject and expose before them different ways through which they can acquire musical knowledge. Those practices can challenge traditional models related to evaluation of pupils according to their grades in tests. Another example is project-based learning, which is a tool to bridge over the gaps existing in education in subject of science (Johnson et al., 2015).

Models dealing with collaborative learning emphasize the existence of virtual and global nature of collaboration, while using digital tools in order to contact others all over the world, in order to support the purposes of the study program and to create intercultural understanding. Alongside with penetration of virtual and mobile tools into the field of education, pupils receive an opportunity to empower their collaboration and their skills with regard to collaboration in any space and at any time (Johnson et al., 2015).

The different approaches for collaborative learning are example for creation of empowerment regarding cooperation on a global level between schools, classes and educators, as well as different spaces of learning, while using virtual technologies, in order to learn with others in a way performed beyond the immediate environment. As example for this, Johnson et al. (2015) bring forth the World University Consortium project, operating on the foundation of principles of solidarity between different learners, in order for it to be possible to empower accessibility, as well as quality, of education on a global aspect. This system is founded on virtual and hybrid learning strategies, in order for it to be possible to reach people of all ages all around the world. Technology as well holds an important role regarding creation of an environment of ecological system, in which great importance is assigned to partnerships capable of benefitting pupils, teachers, classes, schools and different educational institutions.

The growing interest regarding use of sources of information for achievement of personal or learning purposes, as well as evaluation of transformational learning, and index of performance, leads to creation of a new field – learning and evaluation founded upon data, or "data-based learning". The foundation for this trend is evaluation of learning, use of network data to structure more effective forms of pedagogy, empowering pupils to encourage them to take active part in the learning process, locating populations of pupils at risk, and evaluating the factors that can influence success of pupils and their graduation. Penetration of technology to the field of education as well enables use of learning sources with 'open' nature – sources of teaching, learning and research in public spaces, or under permits of intellectual assets that are free for use (Johnson et al., 2015).

As an example, the Massachusetts Institute of Technology can be indicated, in which an educational initiative opened in 2001, and in 2002 teaching materials from different courses were uploaded onto its website to be used free of charge. Other universities, such as Harvard, as well decided to start similar initiatives to those of Massachusetts. It should be indicated that the term 'open' is a term with multiple meanings, and it is essential in educational frames, as the subject is not only free

information in financial sense. The use of the term 'open' can as well define a level of openness aiming at common vision, supporting the existence of freedom regarding knowledge, be it its rights or its use.

Digital video games are a source of attraction for many, including children and adolescents investing many of their leisure hours in playing (Marom et al., 2017). Online games can be defined as computer games or video games played in some form of computer network, most common is the internet. As a result, it is possible to play this type of games against other players. Online games are mainly characterized by complex realistic virtual environments, with sophisticated graphics, representing patterns of the daily life, as well as patterns of science fiction (Habegger, Wissmath, Weibel, Groner & Steiner, 2008). Online games are usually games with multiple participants in which the players enjoy a user-friendly interface and multimedia graphic effects. Additionally, the internet enables players playing those games to fantasize and have fun, create interaction with one another and even create virtual worlds of their own (Lu & Hsu, 2004).

Therefore, in digital games it is possible to play competitively or cooperatively. In competitive game strategy players try to prevent others to win or gain a resource in the game. As opposed to that, in cooperative game strategy players help one another to achieve a common purpose, and the success of one player is everyone's success. (Nahara, Blau & Refaeli, 2016). The researchers (ibid) describe how participation in internet games are perceived by surfers as real experiences similar to experiences in group meeting face-to-face and even more so. Participation in group games provides participants with sensation of belonging and social consolidation and by that contribute to self-empowerment.

Among internet games, it is possible to find the genre of role plays providing for a user a rich graphic environment simulating the real world. This is a virtual role play active by many players from around the world, while the game is a single game which is played simultaneously by multiple number of players. These games simulate real life, meaning, anything that can be done in real life can be done in the life in the second, virtual world. Overtime, a player creates and develops for oneself one or more persona / alternative virtual image in the internet space, called avatar, which takes part in a virtual world and creates interaction with one another in multiple diverse ways. The players control their online persona, which mere existence indicates a parallel space of social interactions between images in the game world (Weibel et al., 2008). In this genre, hundreds of thousands of users around the world play at the same time. Most games

challenge players in order to achieve the purposes and targets they set for themselves, alongside with multiple purposes the role play genre enables them to set, usually purposes involving certain extent of commotion and teasing, enforcement and enrichment of the avatar. Therefore, in role plays, lingering in the virtual world gives credit points and advances the status of games in this world. This has great meaning in understanding of players' needs to achieve purposes and targets and thus advance on the ladder of ranks and acquire skills that are rewarded in the virtual world (Weibel et al., 2008).

Different studies wished to examine the implications of internet games phenomenon upon users. For example, Nahara Blau and Refaeli (2014) examined how violent, cooperative, and competitive digital game players experience positive and negative implications of their activity inside and out of the game. Alongside with negative implications, such as compulsive use of the game, the researchers revealed that violent digital games enabled players to unload negative emotions in a safe game environment, strengthen friendships existing outside the game and make new social ties. Those skills, acquired during a game, demonstrate that video games may assist in acquiring different types of knowledge and abilities. Vasen-Sicon, Laff and Ben-Simon (2011) as well indicate the positive influence of internet games over learning and describe how learning through games was recommended in the context of delinquent youth and adolescents in risk situations – in such learning they can experience processes of decision-making and examine their behavior in a safe environment. Virtual reality software were found as efficient for children and adolescents with special needs; they assist in increasing various abilities and in learning life skills, such as practice in use of a motored wheel chair, safe road crossing, shopping, errands, familiarity with rights and taking responsibility, and additionally developing attention, memory and social skills.

Sharabi (2017) describes in his study the problemativeness hidden in the role play genre and how this genre has problematic implications on its participants, among other things due to the fact that games exist at any time times and never end, whether the players play them or not, a fact that makes it significantly difficult for players involved in the genre to function in daily life, due to a desire to return to the game and take part in it. Marom et al. (2017) revealed that at time of participation in internet games, there is learning in all age groups, alongside with variance in levels of learning and subjects of learning. References to acquiring general knowledge in variety of subjects – and as well acquiring cognitive skills, were found at any age. Additionally, among 13-year-old children, acquisition and application of social skills were observed.

Different studies indicated the dangers users are being exposed to from using internet games that can be defined as a 'disorder'. First of all, an overuse it is possible to be observed in internet games as internet addiction. Addiction to the internet does not yet appear in the DSM, however, research literature addresses it as a behavioral disorder. It is a repeating action, with direct influence on lives of individuals and their environment. Furthermore, this behavior is connected to moods, obsessiveness and use of addictive substances. As use of digital means is inseparable part of our life, it is difficult to define a problematic use of the internet as a function of time (amount of time per day or per week). Therefore, overuse is examined according to other criterions, among them are responses in situation of disconnection from internet, frequent use which exceeds the planned time, occupation of thinking regarding the internet use, a negative sensation while disconnection from the net, which disappears upon return to activity on the internet and more. These indicate that the internet has central and decisive position in an individual's life, up to influencing ways of life (Boniel-Nisim, 2017). As the researcher describes (ibid), clear preference to activity through the internet over parallel enjoyable activities as well as additional distress and extreme behavior due to disconnection from the net (apathy, temper tantrums, anxiety) testify to dependence upon a tool which exceeds the understood comfort accompanying use of the internet. Therefore, overuse of the internet is considered as risk behavior, especially among adolescents, and is found to be connected to additional emotional and psychiatric symptoms, such as: depression, low satisfaction with life, attention disorders, obsessiveness and anxiety (Boniel-Nisim, 2017).

Free play relates to playtime a child creates for oneself through different items and objects to which one sets rules. Free play encourages research, initiative, problem-solving, understanding reality, developing imagination and creative thinking. Therefore, it is of extreme importance in a processes of child development and their education. Free play enables a child to choose the activity they want, play with whoever they want, when they want, determine the game rules and finish upon reaching satisfaction (Kagan, 2005).

Piaget (in: Kabalson, 2005) who separated play and learning, maintained that play has developmental contribution even when there is no learning in it, both in the cognitive field and in emotional field. He maintained, that in the cognitive field, play serves for repeating "practice" of learned schemes and the pleasure that is caused by repeating those schemes is a factor that contributes to their foundation and consolidation. In the emotional field, play causes a sense of ability that strengthens confidence of children. Additionally, Piaget distinguished between different levels of development as result of

different kinds of play. Therefore, he distinguished between experience games, "pretend" games or symbolic games and rule games, while Piaget considered symbolic games as one of the arenas enabling enormous development of a child (in: Kabalson, 2005).

Kabalson (ibid) adds to Piaget, maintaining that play develops cognitive perception and understanding abilities and leads to scientific thinking from which grows causal thinking. She maintains that play enables improvement of social skills, internalization of social norms and social behavior, and additionally, experiencing in their application. In addition, she describes how play is an enormous emotional need of a child and through it they express their fears, free their emotions, identify with object of their imitations while consolidating their self-image and self-identity, and she as well indicates the contribution of play to physical development of a child, development of fine motor skills and gross motor skills and development of coordination between the different body parts. Murduck and Hobbs (2010) describe in their study how play skills were observed as a significant factor in language development. Additionally, Vygotsky (2004) describes how while playing a child operates opposite to what they would have done in reality and give up immediate aspirations in order to submit themselves to the game rules, which contributes to will power and delayed gratification.

Play contributes to the field of social communication of children and assists in coping with mental problems and pressures. Researchers indicate playing as contributing to the joy of activity, developing of self-motivation and ability to cope with failures – all these are abilities and factors strengthening preparedness of a child to integrate in society around them. Additionally, during free play, the playing children learn how to cope with anxiety, frustration, decision-making, cause and effect relations, creativity, social skills, etc., through playing with children in the peer group (Yehushua & Perish, 2014).

Weizmann (2012) adds to this from above researchers, that play exposes children to principles and values in an inexplicit way, through situations simulating authentic dilemmas.

The effect of play on a child can be mapped in following manner:

- Spiritual value of play: play develops in a player thinking awareness and drills them while practice of logical judgement, drills a player in concentration and creation. Quite often, a player, while playing, acquires new ideas and learns and develops through play practical resolution of problems (Yehushua & Perish, 2014).

- Social value of play: following playing, a player learns game rules, and they as well learn to respect those rules, and not just respect them but rather maintain them. They are forced through practice to learn how to lose with dignity.

As almost every game is conditioned by a group, a player learns how to cooperate, in order to be part of the group one plays in, learns to assist and make plans while considering the group members (Yehushua & Perish, 2014). Becker (2009) indicates the importance of socialization processes through play in preschool age, while children cooperate among themselves in order to create social events that their culture values is expressed in. Foundation of positive contacts of a child with peers, as maintained by Becker (ibid), is an important component both for proper development and efficient function in childhood, and as well for the relations, function and development of an individual in the future as an adult. Soreck (1993) as well uses the interpretive approach, emphasizing the active role of a child in the developmental process and importance of interaction between children, and maintains that play serves children for making comparative, mutual checking of information and personal experiences with the purpose of finding the existence of common experiential structure between them. Finding the common denominator through play, according to Soreck (ibid), contributes the sense of belonging, friendship ties and integration in the society. Coraro (in: Soreck, 1993), indicates in addition regarding the importance of play in creation of friendship relations, while the children themselves create the connection between play and friendship, and a child defines that a "friend" is someone playing with them in a given moment, and in the next stages identifies a "friend" as one who frequently plays with them.

- Educational value of play: play helps developing a player's personality and develops in them the desired qualities (Yehushua & Perish, 2014).
- Learning value of play: nowadays, play has undergone a dramatic change and became a quality educational means applied in the educational system and designed for acquiring information. Many a teacher chooses to use play in their lessons while play became part of the teaching process.

With the help of play it is possible to acquire information, it is possible to practice and repeat studied material and as well to end a lesson in a playful and experiential way. Play can supply a general response to variety of needs in chosen study fields,

while a teacher chooses to deliver a lesson through games in advance (Yehushua & Perish, 2014).

- Emotional value of play: in the emotional field, play enables a child to experience and express their inner world and develop emotional understanding (Yehushua & Perish, 2014). Piaget (in: Kabalson, 2005) as well maintained that in the emotional field play causes a sense of capability that strengthens confidence of children, and Kabalson (ibid) described how play is an enormous emotional need of a child through which they express their fears, free their emotions, identify with their role model while consolidating self-image and self-identity.

Learning through play is considered an efficient learning as it invites natural learning, and it achieves its learning targets indirectly. However, while developing a learning game, one should pay attention that it is not an expended worksheet, meaning, there is tension between the humanistic approach, considering play as a goal in itself, and between using play as a means to achieve goals, and between use of play as means to achieve study purposes. Awareness to such information might keep it from harming the light, happy, free spirit of play (Ginat & Gintzberg, 2000).

The purpose of educational learning game is to instill in a learner – a player – control of linkages and skills, determined by a teacher. The characteristics of play activity, expressed during playing, are multiple, diverse and even opposing – in different intensities, emotions, emphases, times and conditions – according to the nature and desires of participating players. A teacher integrates in play educational-learning goals, a child – the player – does not think about these goals. They play, they achieve a teacher's goals in a pleasant indirect way, play is a combination of pleasure and acquiring of tools, aiming at gaining future material profit. During play, skills develop, enabling children to interact and respond to demands of their environment. This fact leads to intellectual and lingual development (Yehushua & Perish, 2014).

However, in December 31st 2019, the Chinese health authorities notified the World Health Organization regarding a number of cases of pneumonia which according to them were caused by unfamiliar germs in the city Wuhan in Hubei province in Central China. Despite the fact that those cases were registered as early as in beginning of December, until delivering of information regarding the sick people and beginning of registering of multiple deaths, it did not cause a significant panic. On January 7th 2020, the

World Health Organization announced the existence of a new Corona virus, named COVID-19.

The spread of the pandemic has led to significant influences in all the characteristics of human society. Apart from the fear factor that the virus brings with it to society, by its being with effects not yet predictable or clear, a fact should be indicated that the danger of transferring it has led to closure of multiple workplaces, among which are educational institutions. In fact, in many a country around the world, the pandemic has led educational authorities to a situation in which they were required to close entire educational systems, starting with preschools and ending with higher education institutions. This is due to the danger discovered in face-to-face meetings. Most of the districts around the world began performing a change and transition to virtual teaching (Lake & Dusseault, 2020).

Nevertheless, it is not clear to what extent would virtual learning be effective, in light of the fact that most pupils and teachers have very small experience in online distance learning, and the significant gaps that might exist regarding access to technology might prevent effective assimilation of this form of learning (Lake & Dusseault, 2020).

Additionally, a fact should be indicated that in light of closure of schools and educational institutions, many a parent had to assume, at least partially, a teacher's role, and serve as educators of their children. The unique educational challenges, casted upon parents, occurred parallel to the challenges that have sprung before the entire human society, which included huge financial damages, loss of workplaces and health risk accompanying the virus morbidity.

Many a researcher begin to examine and try to understand the impact of COVID-19 pandemic on the educational system and achievements of the pupils. Most of the researchers have an opinion that the pandemic would affect, at least partially, achievements of pupils and that this effect would probably be negative in most cases, and that in light of the unique characteristics of the virus outbreak, it will be very difficult to completely understand the entirety of influences of the virus on education and society.

A substantial part of the attempt to understand the impact of COVID-19 pandemic on the educational system was founded on previous experience in understanding the impact of school lockdowns on achievements of pupils. The research literature dealing with the issue of closing schools provides beyond that certain insights regarding the potential impact of school closure during the COVID-19 pandemic,

especially in light of the fact that these closures occur suddenly and can disrupt traditional frontal teaching. Despite the fact that these closures occur for shorter period of time, school closure, when it stems from problematic weather or natural disasters, provides potential analogy to understanding the impacts of school closure following the COVID-19 pandemic.

Hansen, (in: Kuhfeld, Soland, Ttarasawa, ohnson, Ruzek & Liu, 2011) maintains that every day in which a school is actually cancelled, and pupils do not acquire education in it (for Hansen, the reason for that was snow that would not enable opening of the study institutions), in fact reduced achievements in mathematics among eight graders very significantly, which was as well verified in a similar study a researcher, conducted in Maryland.

Goodman (in: Kuhfeld et al., 2020) conducted a similar study in Massachusetts and examined the influence of closure of schools due to snow, and revealed that in most cases, the effects of cancellation of learning are relatively insignificant, however upon speaking about schools in which the learning population is considered as a low socio-economic population, the effects become much more significant.

Similar group of studies revealed that the effect of displacement of populations from their homes, created due to outbreak of Hurricane Katrina led to a decrease in the academic achievements of pupils in an average level of about one-tenth of a percent, however, these studies did not examine the distribution of influence on status or socio-economic level, which makes their data problematic, as they included too many groups and produced a general average.

During 2020, more than a billion and 575 million pupils and students in about 188 countries around the world had to close schools and higher education institutions due to prevention measures taken in order to cope with the infections of COVID-19 virus (UNESCO, 2020). In light of lockdowns and quarantine required to cope with the virus, use of technology began to be considered as most suitable and preferable alternative, if not the only alternative that generally possible, in order to maintain functioning of educational systems in multiple areas around the world in that period.

Despite the challenges existing in implementation of new forms of learning, during coping with the pandemic, several advantages which stem from the requirement to transition to distance learning or online learning were recognized, among which mainly prominent was the opportunity to a fast progress in the digital education field, which in

other circumstances might have taken many years (Lurvnik, 2020). The transition required for learning in a distance learning form was evaluated, additionally, as a good opportunity for teachers and pupils to be strengthened, to become more creative and develop innovative thinking (Yokozeki, 2020). Nevertheless, the spread of COVID-19 has brought with it as well a large number of fears, anxieties and various worries among citizens around the world (NCIRD, 2020).

Nevertheless, for certain groups of teachers and researchers dealing with educational discipline, the prevalent hypothesis was that the observed level of worry in this period was affected as well by factors not necessarily connected directly to COVID-19, but rather its indirect effects of adaptation required due to it. In addition to circumstances caused by social isolation and various types of personal factors, a hypothesis started to develop regarding concerns of parents which were as well influenced by lack of their preparation to assist their children in distance learning or online learning, as well as by lack of occasional accessibility to needed technology or the internet, or by lack of ability of existing technological formats to provide efficient response for children with special educational needs or financial difficulties (UNESCO, 2020).

On the other hand, concerns have as well began to awaken on part of teachers, who were then required to change frontal teaching processes to such that require distance learning and online learning, due to self-doubts regarding their level of knowledge and skills using these technologies, as well as their access to technology and influence of isolation at home on them. Those concerns were reported especially by countries that declared on very low and very scarce use of technology in classes and countries with little experience in distance learning, prior to outbreak of the virus. UNESCO (2020) revealed additionally that reports became widespread regarding the fact that requests to shift teaching to online form increase levels of stress and anxiety among teachers in different areas of the world.

According to Weisblay (2020), as part of global efforts to prevent the spread of COVID-19, in Israel as well the educational institutions were closed on March 13, 2020. Two days later, on March 15, was decided additionally regarding closure of preschools as well as day care centers and special education institutions. According to UNESCO (2020), the main implications of educational institutions' closures was interruption to study sequences, as the study routine of pupils was significantly damaged, and it was argued that influence of the disconnection created in study sequence affects more essentially those pupils whose possibility to study outside of school is more limited.

Additionally, according to Weisblay (2020), the concern regarding the phenomena of dropping out and disconnection from learning in the long-term started to intensify. As even should disconnection be inevitable, when it would end there will be a substantial challenge bringing back pupils who are initially at risk of dropping out of school and back to involvement in their learning, and as long as lockdown continues and disconnection increases, the probability that efforts of getting those pupils back to study will be successful decreases. Population which is at risk of dropping out is as well in most cases a population at risk, and it receives response in form of study routine, at least partially. Therefore, these pupils, now not receiving school response, raise their chances to drop out of studies.

Additionally, it is possible to see around the world significant gaps in the way parents cope with managing study assignments, and their ability to enable their children with a possibility for distance learning, often mainly among parent who themselves come from low background concerning their education. The digital gaps between pupils are expressed in the fact that not all pupils have access on same level to educational portals and to technological means, whether in all manners related to their knowledge regarding these portals or their ability to access them, in all matters of the internet connection or owning a computer that can connect, in terms of its software and hardware, to these sources of information (UNESCO, 2020).

Distance learning is, as stated, learning that occurs in digital spaces, while using collaborative means of communication, while a teacher supervises and accompanies learners, while much emphasis on independent learning on part of a pupil. Emergency times obligate most parts of the world with closing of educational institutions. Use of distance learning enables educational institutions to succeed in maintain, to a large extent, the study sequence, while lessening as much as possible, damage to a learner's study routine, alongside with a possibility to supply response to pupils in supportive educational and social frame (Weisblay, 2020).

Nevertheless, as stated, distance learning as well creates or emphasizes substantial difficulties related to development of gaps between pupils, due to gaps created in light of unbalanced use of the digital space, as well as gaps connected to support and ability of parents to help their children in learning processes (Weisblay, 2020).

Entities wishing to promote international cooperation in field of education, such as the OECD and UNESCO organizations, maintain that alongside with the fact that distance learning enables exploiting different educational opportunities, and that transition to distance learning in situations of emergency can lead to different reforms in learning methods, there are significant challenges and even substantial risks in shift to distance learning, especially due to creation of gaps stemming from the fact that pupils arrive from different financial backgrounds, as well as different groups and sectors of the population.

In fact, it appears that the need to shift to distance learning brought the gaps between pupils to greater awareness, and therefore put forward to educational discourse the lack of equality in the educational system, with regard to accessibility of internet for pupils, as well as computers, and existence of an environment that would enable them to learn effectively, alongside with problems raised regarding quality of teachers and quality of teaching (UNESCO, 2020).

UNESCO (2020) created a call to existence of cooperation regarding implementation of distance learning technology and the different ways in which teaching staff can be empowered, to moderate, as much as possible, the negative effects of the crisis, especially regarding weaker pupils in a class. The organization did emphasize the fact that quarantine and closure of schools reinforce existing gaps in the educational system and the fact that weak pupils are mostly more vulnerable regarding consequences of the crisis stemming from the fact that they lose different opportunities for learning and additionally, due to the fact that they lose access to food that they receive in school, and that their staying in quarantine creates for them significant social, mental and financial pressures.

The educational systems began, due to outbreak of COVID-19, to work while using online teaching or distance learning. Forms of distance learning become extremely diverse and different and diverse interfaces were developed with an attempt of educational systems to provide pupils with contents, alongside with an anticipation – that overtime was found to be false – that pupils should take responsibility over their learning. The shift to distance learning was so swift and unplanned that the main focus of implementation was response to technical needs and requirements, on the account of pupils' concentration, their involvement in learning and the educational environment that they study in (Ahmed, Shehata & Hassanien, 2020).

There is no doubt that use of distance learning has currently become very essential and extremely important, similar to importance and essentiality of face-to-face learning. As distance learning provides overt learning opportunities according to fields of interest of students and lecturers, be it synchronic or asynchronous online learning. Nevertheless, learning face-to-face in viewpoint of teachers, can demonstrate interaction with learners, creates a situation of comfort in developing collaborative learning, and can as well lead, if it is implemented properly, to higher clarity of the studied material (Marshall & Wolanskyj-Spinner, 2020).

Paterson (2015) maintains that relationships are the most ideal and significant connection, which enable educators and learners to work together. Influential teachers structure their positive interaction with pupils in the course of the year and operates in order to preserve it. Should a positive beneficial relationship be developed, both learners and teachers enjoy the learning process and additionally, learners feel higher motivation to succeed in their learning. An educator is required to create motivation among learners and encourage them to structure positive positions towards acquisition of knowledge. Teachers can achieve this purpose which includes creating inspiration among learners by use and application of different strategies (Noels, Clement & Pelletier, 2016).

Online learning was revealed, to a great extent, as a sort of 'response' to the educational crisis that befell the world in the COVID-19 period, which created, as stated, substantial chaos in all forms of life. Nevertheless, as stated, it as well led to some difficulties, mainly due to the fact that educational systems could not convert all their study programs to online programs in such a short time. The distance, extent and teaching and learning by personal adjustment are, in fact, the three main challenges that online teaching faces (Liguori & Winkler, 2020).

The demand for a quick shift to online learning has led to use of multiple technological products, such as those that in the past were used by the educational system, and such that are deeply and initially implemented in teaching, as products by Google, that can be used in current situation: Gmail, Google Forms, Google Calendar, Google Drive, Hangouts application for immediate messages (Basilaia et al., 2020).

As stated, the teacher's place inside the learning process in distance learning change significantly. While in traditional face-to-face learning, one would deliver knowledge to the pupils, their role is now converted to some extent that of supervising and monitoring the extremely independent learning processes among pupils. Parents, on

the other hand, received in the COVID-19 crisis a higher responsibility regarding teaching, as they are responsible to help their children to get access to learning sources, help them learn and make sure they do.

There are teachers who fear of implementation of distance learning and maintain that distance learning technologies change a teacher's role to that which essence is supply response to organizational values and purposes, instead of response to traditional humanistic and liberal purposes. When one talks about distance learning, a pupil's ability to monitor and supervise oneself, as well as assess accurately their understanding of content, and ask for help accordingly, can serve as a decisive variable, which can significantly affect both processes of teaching and learning. In distance learning environment, teachers do not have direct access to both literal and non-literal feedbacks of their pupils. Those feedbacks enable teachers to function in conventional learning environment to use verbal and non-verbal signs in order to adjust the guidance process in real time, in order to respond to pupils' needs.

For example, effective teachers, in most cases, would reorganize the material and repeat the content in response to expressions on part of pupils as they do not understand the lesson, or whether they demonstrate behavior that does not meet the standard. Nevertheless, teachers working in distance learning, as opposed to teachers operating in conventional learning environment, cannot, in practice, supervise, decode and use pupils' feedbacks simultaneously in order to change the instructions "online". In a distance learning environment that occurs synchronically, teachers often stop teaching in order to enable themselves to ask the pupils whether they have understood the studied content.

Use of communication technologies by a pupil is extremely important in order for distance learning to be effective. Many of the pupils have already created, on their own initiative and independently, digital users, and they are familiar with the required communication channels in order to learn from distance, at least in regards to form, if not the software.

Schools, teachers and parents, in most cases, tend to describe a relationship circle that is characterized by cooperation, in light of the fact that teachers in schools are to large extent partners to the parents. The partnerships between schools and family are interactions that require involvement of school staff, parents and other family members of the pupils in school. At the same time, schools must acknowledge their central role within family dynamic and educational frames. This is the main reason that especially in

COVID-19 period, families and school must work together in partnership (Pajariato, Kadir, Galugu, Sari & Februanti, 2020).

Involvement on part of parents, family and community in field of education is firmly related to better academic performance and improvement of school influence. In situations where schools, parents and communities work together in cooperation, in order to support learning, pupils tend to get higher grades, avoid dropping outs, graduate from their studies and later to continue to higher education frames. Nevertheless, there is often a tendency, in normative periods, to ignore the relationship between school and a pupil, or a tendency not to develop them at all, especially when urban areas are under discussion (Pajariato et al., 2020).

CHAPTER 2. TEACHERS AND PARENTS FOR SIGNIFICANT LEARNING FOR PUPILS WITH LEARNING DISABILITIES

A study held by Gavish and Shimony (2017), revealed that a teacher is a key figure in the extent of functional success of children with learning disabilities. Additionally, the study found that teachers have difficulties in coping with pupils with learning disabilities, and these difficulties have impact on way of functioning and rate of success of the pupils.

Connection with a teacher has long-term and profound implications influence over a pupil's conduct and extent of their success. Lack of support on the part of a teacher, inconsiderate behavior and ignoring the emotional, functional and academic needs of a pupil, and a pupil's awareness of one's awareness – all these cause a great deal of pain to children who suffer from various learning disabilities (Dyson, 2010).

Treating a class as a learning group and the possibility to give learners an opportunity for interactions among them and developments of a new discourse – these are only part of the transformations and possibilities offered as part of a collaborative learning or group learning.

These tools open a window for active participation of pupils in lessons, giving expressions to ideas and diverse opinions and as well giving expression to different opinions, even when those come from individuals belonging to different groups in society. The diverse relations of group members, each from one's own position, to subjects studied in the group – would enable broadening of perceptions regarding the studied terms, and therefore broadening of knowledge regarding those subjects (Rosental, Eran Tzur & Adar, 2016).

As mentioned in previous sub-chapter, the learning environment has great influence over the rate of motivation of a learner that is characterized by learning disabilities. The family environment is no less significant.

A study examining resilience factors structured within pupils with learning disabilities and assisting them with the daily coping, revealed that parents are the most important source of support for children with dyslexia. However, substantial part of dyslectic children prefers to avoid discussing their problem with their parents. One third of the children in the study said that telling their parents makes them feel worse: their parents respond through unwanted help and occasionally even worsen the damage. Sometimes parents supply a response that even brings about worsening of the teasing

towards the children, which causes emotional stress and more difficult and more challenging emotional problems. Other children do not want to discuss those problems with their parents as they feel a need to protect them, or they feel guilt for their parents needing to take care for them too much. Therefore, many children feel that they cannot use their parents' help (Singer, 2005).

However, many a child do tries coping through looking for a person they can share with. When pupils share their parents and receive a positive feedback, support, empathy and acceptance regarding the sensations and experiences they undergo in school due to existence of learning disabilities, self-confidence and self-esteem improve significantly, and corrective help gives them hope (Singer, 2005).

It is important to indicate that the factors do not exist separately from one another: different and diverse interactions exist between them, changing from one person to another. However, a study that tried to examine the existence of constant correlations between variables and as well patterns of conduct, revealed a correlation between certain profiles of children behaviors and risk factors and resilience affecting the conduct of these children. For example, it was revealed that children tend to hide their emotions and consistently do not share their problems, are children who tend to suffer more from teasing of their classmates, they are those who get the minimal help with regard to academic contexts, meaning, they are left to cope with their problems alone, and without help from a teacher, parents or any other factor that can help them move forward with their studies, due to their tendency to lessen sharing and asking for help, they are teased more by their parents and the close environment due to their dyslexia and they must cope with more risk factors than others (Singer, 2005). Meaning, it is possible to say that as a child talks less about their problem, the teasing on part of the class can increased.

Success in learning is in fact an index of the quality of performances of each pupil within a school. It is the weighted average grades of a pupil, expressing the extent of their success in all study requirements in school, starting with examinations, through submission of assignments, investing in homework and even attendance and participation in class. Therefore, the extent of success of a pupil in school is a sort of reflection of learning ability (and to a lesser extent behavioral ability as well), of that specific pupil during a specific period, such as for example a semester, a school year or several school years. Based on same individual reflection of learning performance of each pupil, various educational institution can make a comparison between

different pupils and know where each pupil is located as compared with other pupils in school (York, Gibson & Rankin, 2015).

Definition of success in school is quite broad and includes a relatively broad variety of elements (as stated, for example, success in learning, emotional, social and behavioral development, etc.), therefore many a researcher has difficulty in providing one clear definition of the term (York et al., 2015). However, in last decade, due to multiple technological changes characterizing current period, and the slow shift from traditional and frontal pedagogy to pedagogy increasingly employing interactive technology, the term "success in school" becomes more and more difficult to define.

One of the benefits of modern educational system is mitigating communication between different factors involved in educating children, hence for example, it is possible to see that there are new communication channels between teachers and pupils (which can facilitate pupils to receive information and assistance they need and improve their performance in studying).

Additional example to the way interactive communication has changed the conduct of schools, is the fact that currently, it is easier to maintain a direct contact between teachers and pupils' parents, which can be an influencing factor over extent of success of pupils (Ozerbas & Erdogan, 2016).

2.1. Teacher involvement

According to Scruggs and Mastropieri (1996) who performed a comprehensive and profound studies review regarding positions of teachers with regard to coping and mainstreaming pupils with special needs, there is no significant consistency regarding the extent of willingness of teachers or the educational staff in general regarding mainstreaming of pupils with special needs. This is as well true in Israeli context, as indicated by different studies such as that of Ben-Yehuda and Lest (2004).

Notwithstanding, in studies which identified positive positions on part of teaching employees regarding mainstreaming of pupils with special needs, it appears that these positive positions were found to be dependent upon success of mainstreaming with learning, social or didactic dimension, while in fact, success in one dimension was sufficient in order for the likelihood for existence of positive position would increase (Hess, 2011).

For example, a study by Hess (2011), conducted in Israel, indicated that there is correlation between existence of positive positions and high study achievements. A study

by Fux (2007) revealed that negative position on part of teachers leads them to sensations of failure regarding effectiveness of mainstreaming, while positive positions indicate positive sensations on part of pupils who undergo mainstreaming.

Additionally, studies that examined effectivity of mainstreaming of pupils in Britain, indicated that there is a significant direct correlation between positive positions of teachers and success of mainstreaming in emotional and social aspects, however, it does not impact, apparently, their study achievements (Lindsay & McPherson, 2012).

Previous studies that sought to examine positions of teachers regarding mainstreaming policy indicated that positions can quite differ from one another, and move from a concern that there will be decrease in learning level, to fear that the teachers themselves will not be able to cope with the difficulties that children experience or be sufficiently responsible for their wellbeing or their safety. Therefore, in most cases teachers wished to reduce the number of pupils in their classes, in order to be able to dedicate more attention and time to those children having difficulties, and many a teacher did raise the issue of treatment responsibility, such as giving medications or supporting the methods of coping with outbursts (Heiman, 1999, in: Samara & Abu-Hasin, 2007).

Additionally, studies examining the willingness of students to absorb in their regular classes pupils with special needs revealed that it is possible to have positive positions, alongside with sense of high capability, regarding mainstreaming pupils with learning disabilities or minor emotional disorders, however, the positions become more negative regarding mainstreaming pupils with severe learning disabilities or with emotional and behavioral disorders in medium or severe levels (Lifshitz & Naor, 2001, in: Samara & Abu-Hasin, 2007). Stigmatic perceptions examined in a study by Cook (2001, in: Samara & Abu-Hasin, 2007), revealed that teachers have a tendency of rejection of pupils with invisible disabilities: the rejection will be expressed by the teachers making less educational interaction with them.

Many a teacher reveals different and diverse difficulties regarding mainstreaming of pupils with special needs, among which as well are learning disabilities, in their class. Studies conducted in United States regarding teachers, both from regular education and from special education, revealed that the difficulties teachers tend to raise are connected to overcrowded classes, lack of sufficient training regarding the entirety of teachers coping with working with pupils with special needs, as well as lack of cooperation between teachers in regular education and teachers in special education, lack of time in order to

plan teaching in a form of cooperation between teachers in regular frames and special education frames, as well as lack of synchronicity between teachers and rest of treating factors, lack of manpower to assist and lack of special teaching means that can respond to needs of pupils with special needs (Simon & Perish, 2007).

Nevertheless, apparently out of all components that can help teachers in implementation of mainstreaming policy, two subjects arise in particular as most important in reports given by teachers (Krispal et al., 2007):

- Professional training: teachers indicate that they require professional knowledge as well as adjusted training in order to acquire skills at work, be familiar with unique teaching method and proper tools, alongside with familiarity with special teaching methods that would enable them to cope with behavior difficulties, social difficulties and emotional difficulties of pupils with learning disabilities.
- Consultation and help: teachers usually tend to assign high importance to acceptance of support and forms of professional help on part of special education specialists, alongside with support from school educational counselors and psychologists who according to their opinion constitute very effective support and guidance factors.

2.1.1 Positions of mainstreaming teachers regarding mainstreaming pupils with learning disabilities

Cole (2005) in her study examined through use of questionnaires and personal interviews, positions of 59 mainstreaming teachers in public schools in England and Wales, regarding mainstreaming of pupils with special needs, especially pupils with learning disabilities, in regular schools. The study indicated that despite the fact that there is an increasing awareness regarding mainstreaming of pupils with special needs in general and pupils with learning disabilities in particular in regular educational institutions, and despite the fact that the national policy of England and Wales was changed accordingly regarding mainstreaming, most of the teachers dealing in mainstreaming tend to maintain that they do not have the required means or information in order to implement mainstreaming policy properly.

These teachers maintain, that one of the main factors for the failure they feel regarding the process is the weakness assimilated in their managerial status. Therefore,

most of the teachers maintained that inclusion – or lack of inclusion – of teachers regarding decision-making and setting school policy regarding mainstreaming pupils with special needs can significantly affect the actual application of this process (Cole, 2005).

Parallel to study by Cole (2005), Takala, Pirttimaa and Tormanen (2009) performed a study which examined the main reasons and factors that are in the way of mainstreaming policy in Finland. The study examined positions of 133 teachers dealing in mainstreaming, who were asked to describe the difficulties connected to direct teaching of mainstreaming pupils, and the difficulty experienced in this work 'behind the scenes' from viewpoint of teachers.

Research findings of Takala et al. (2009) revealed that the most central problem facing teachers dealing in mainstreaming while they are in realization of mainstreaming processes is lack of time in order to consult others, as well as cooperative work – existence of guidance, instruction and transferring knowledge regarding a pupil in the mainstreamed frame – with regular teachers. Additional issues revealed in the study are connected to vagueness regarding the definition of role of teachers dealing in mainstreaming, and the loads casted upon them. Similarly in a study by Cole (2005), the research participant maintained that there is great necessity in fixating teachers' status on school management level, and making their role a central and inseparable part of the daily routine in school, in order to implement mainstreaming processes successfully and effectively.

2.1.2 Professional training and involvement of teachers in field of mainstreaming and their positions regarding mainstreaming pupils with learning disabilities

A study by Lombard, Miller and Nazelkorn (1998) tried to analyse positions of 169 teachers teaching in vocational high schools – high schools which enable pupils to acquire practical professions in which they can be employed after graduation – in different States in United States regarding mainstreaming of pupils with learning disabilities in their classes, and with regard to extent to which vocational lessons contribute to these pupils. Findings of the study indicated an existence of correlation between lack of inclusion of teachers in structuring unique study programs, which will suit the needs of disabled pupils in a learning aspect, alongside with vocational or practical training that was described as faulty, to existence of negative positions regarding mainstreaming processes, as well as low rate of willingness to support them.

A study by Moley, Bailey Tan and Cooke (2005) examined the positions of 43 sports teachers in 43 Junior high schools in England, regarding mainstreaming pupils with

learning disabilities. Findings of the study proposed that positive positions regarding mainstreaming processes and efficiency thereof are greatly influenced by extent of involvement of teachers in the process. Therefore, high level of involvement would result in more positive positions regarding mainstreaming. Involvement expressed in high levels of support that teachers get through the entire process, alongside with opportunities for relevant training that will be open for them. On the other hand, it was found that positions with negative nature regarding mainstreaming processes are connected to minimal involvement of teachers, or complete lack of involvement regarding mainstreaming processes, as well as lack of support throughout the process, and lack of opportunities to receive relevant training in mainstreaming processes.

A study by Weisel and Dror (2006) of 139 teachers from 17 Elementary schools, correlation was examined between organizational climate of the educational institution, sense of capability in professional level of teachers and their participation in training in fields of special education and between their positions regarding processes of mainstreaming of pupils with learning disabilities in those educational frames. The research findings revealed that there is very positive effect of school climate with character that encourages cooperation and support, sense of capability of a high level of teaching, and participation in training in fields of special education regarding teachers' position about mainstreaming processes of pupils with learning disabilities in those educational frames.

Specifically, teachers who felt that their school management supports their conduct in professional aspect and encourages them for innovation in field of teaching and developing cooperation with their colleagues, tended as well mostly to present positions of a more positive nature regarding the idea of mainstreaming pupils with learning disabilities, as compared to teachers who felt that they get little support or general lack of support as well as lack of cooperation on part of educational administration in the school they worked in (Weisel & Dror, 2006).

Sadler (2005) wished to examine in a course of three years positions of about 89 teachers in kindergarten classes, who specialize mainly in preparing towards first school year of learners in school regarding mainstreaming pupils who have lingual disabilities in regular schools. The research findings revealed that there will be, due to perceived lack of professional knowledge, a low level of confidence regarding ability to respond to special needs of pupils with lingual disabilities.

In a study by Sadler (2005) was found that lack of objectivity has led most of the study participant to maintain that shortcoming of mainstreaming pupils with disabilities in regular classes are higher than its advantages, and that this mainstreaming can lead to development of continuous and broadening learning gaps between them and pupils who have no disabilities, and therefore, as well mental distresses among pupils with learning disabilities.

A study by Barnett and Monda-Amaya (1998) examined positions of 115 principals of regular schools in Illinois in United States, regarding mainstreaming of pupils with difficulties in adjustment and function, and like pupils with learning disabilities, as well pupils with behavioral difficulties, pupils suffering from cognitive reduction and pupils with severe physical handicaps, in those educational frames. The findings revealed that on a principal level, the principals perceive mainstreaming as a very suitable possibility for pupils whose disabilities are not severe, such as pupils with learning disabilities, however at the same time, demonstrate low levels of confidence regarding all aspects of practical application, in light of their perceived lack of professional training should be given to teachers in those frames in field of special education.

A study by Cornaldi, Terreni, Scruggs and Mastropieri (1998) examined positions of 523 teachers in regular education who teach in classes in which pupils with learning disabilities are mainstreamed, regarding the field of mainstreaming. The research findings revealed that more than 76% of research participants indicated that they support mainstreaming ideas. Support of these teachers expressed a principal agreement regarding mainstreaming processes of pupils with learning disabilities in regular classes – 77.6% of the researched subjects, as well as a willingness to teach in classes that those pupils are mainstreamed in – 74.3% of the researched subjects.

Additionally, a study by Cornaldi et al. (1998) revealed an agreement with the idea that pupils with learning disabilities and as well pupils who do not have learning disabilities who study together with mainstreamed pupils are rewarded by the mainstreaming processes – 75.8% of the participants. Nevertheless, only 18.6% of participants in the study expressed satisfaction with the amount of time they can use in order to apply the mainstreaming processes, the professional training they received regarding this purpose – 22.3% of the participants, as well as relevant didactic resources they received for their use – 8.1% of the participants, and the professional support they receive continuously – 10.7% of the participants.

A broad group of studies wished to examine the existing correlations between positions of teachers in regular education who mainstream pupils with learning disabilities and between progress of these pupils regarding study achievements and their self-image. A study by Babad, Inbar and Rosenthal (1982) examined the influence of the learning expectancy levels of 26 teachers from their pupils regarding levels of their achievements in studying. The research findings revealed that pupils whose teachers had low expectations on level of study, tended as well to demonstrate low performances, as compared to pupils who have identical learning level, in aspect of function and intelligence, that teachers had high expectations regarding them.

A study by Jussim and Harber (2005) reviewed 35 studies conducted in last decades prior to their study, regarding the correlation existing between expectations of teachers and achievements of pupils. The researchers maintained that pupils who belong to groups where there is prejudice regarding them, such as pupils with learning disabilities, tend mostly to realize the low expectations from them, more than pupils who belong to groups that are perceived neutrally.

Additionally, the researchers found that effect of low expectations of teachers from their pupils does not have accumulating and preserved effect, and that the chances of this influence to weaken or disintegrate are high in those cases where lives of pupils involve factors who have high expectations towards them. The researchers as well revealed that positive expectations from the pupils, meaning, being 'positive prophecy', have strong influences, that continue overtime, more than the negative expectations, meaning, being 'negative prophecy' (Jussim and Harber, 2005).

The findings of studies indicated above, along with other studies such as a study by Einat and Einat (2006), raise the hypothesis that there is a differential address with destructive nature on part of teachers in regular education to pupils with learning disabilities, and implicate as well on structure of self-image of pupils, and correlation between that and extent of success of these pupils in regular education. The concerns, as stated, are related to the fact that pupils who receive messages which nature is lack of belief regarding their ability tend as well to realize the low expectations of teachers, and consolidate to themselves, overtime, low self-image, and therefore, tend as well to abandon the educational systems and develop behavior which nature is anti-social and even delinquent.

Different studies performed in United States among teachers in regular education and teachers in special education who dealt in mainstreaming, raised difficulties that concentrated mostly on following reasons (Din, 1999; Liu & Pearson, 1999):

- Over-populated and too big classes.
- Lack of required sufficient training for entirety of teachers teaching in schools that deal in mainstreaming.
- Lack of cooperation between regular teachers and special education teachers.
- Lack of time that would enable to plan teaching with cooperation between regular teachers in special education and rest of treating factors.
- Lack of manpower that would be able to assist.
- Lack of special teaching means that would enable supplying needs of children with special needs.

Vaughn and Schuman (1996) maintain that among all components that will be able to assist teachers in processes of implementation of mainstreaming policy, two subjects particularly arise which have, as it appears, the greatest importance, from reports of teachers who participated in the study:

- a. Professional training:
 - Professional knowledge and receiving training that will fit their challenges, in order to acquire skills of work, special teaching methods and suitable tools for work in a mainstreaming class.
 - Creating familiarity with special teaching methods that will enable to cope with behavioral difficulties as well as emotional and social difficulties of pupils with learning disabilities.
- b. Support and consultation: more than half of the teachers, as maintained by Heiman and Olnik-Shemesh (2000), assign extensive importance to support as well as accompanying assistance of specialists in field of special education. Additionally, many a teacher perceives school psychologist or educational counselor as a source that will enable them receiving support and guidance.

In present time, that encourages mainstreaming of pupils with special needs, with the purpose of keeping these pupils inside regular educational frames, teachers have central and significant role in action of locating, adapting learning conditions and support in realization of abilities of pupils with learning disabilities. A proper answer, in both educational and treatment aspects, regarding special needs, after locating and diagnosis that are performed in early stage, is significantly conditioned by existence of awareness, skill and knowledge on part of educators – teachers, principals and preschool teachers. Development of suitable educational conditions in classes, that will enable advancing the effective acquisition processes of learning skills and effective use thereof is a subject with significant, even quite crucial importance for pupils with learning disabilities (Margalit, 1997).

Nevertheless, one should also remember the fact that despite the fact that existing knowledge regarding learning disabilities and the didactic and pedagogic implications of that knowledge can contribute to professional development of teachers, same knowledge can as well increase and expand stress and burnout levels of teachers (Margalit, 1997). Controlled dealing in questions connected to acquisition of knowledge obligate deepening and conceptualizations regarding the subject of learning, examination of obstacles regarding learning and deepening regarding approaches and processes that will be able to contribute to development of general teaching approaches (Margalit, 2000).

Therefore, the main question faced by those responsible for teachers' training processes is what is the method through which it will be possible to turn the change processes to challenge and empowerment, rather than meeting and crisis. It is clear that it is not possible to formulate conclusive solutions regarding those issues and questions, however, developing models that will be able to express the dependence on teachers' characteristics, types and forms of training they receive, as well as courses they go through and the general atmosphere existing in their class and their school, where a pupil with learning disability is being mainstreamed, can operate to advance understanding regarding this field (Margalit, 2000).

Previous studies indicated the importance of knowledge regarding subjects connected with special education and recommended to give teachers in mainstreaming frames a proper training, that will enable advancing the mainstreaming actions they perform (Reiter, 1990). A study by Dror Weizel (2003) revealed that participation of teachers in courses significantly contributes to an attempt to explain the variance existing in positions of teachers regarding mainstreaming. The study revealed that teachers who

in five years preceding the study have participated in courses of some kind in field of special education mostly demonstrated more positive positions regarding mainstreaming.

Those findings are in congruence with words of Buell, Hallam, Gamel-McCormick and Scheer (1999), who maintained that knowledge in fields connected to special education leads to expansion of confidence regarding coping with mainstreamed pupils with special needs. This confidence can to some extent be connected to more positive positions regarding the field of mainstreaming pupils with learning disabilities.

As stated, positions of teachers were found in research literature to be very important and significant factors for leading pupils to changes behavior and raise their academic achievements (Krispal et al., 2007). Some studies did find that there is resistance to mainstreaming of pupils with special needs, while another part demonstrated that there is support with regard to mainstreaming (Ben-Yehudan & Lesset, 2007). The research literature often anchored the positions of teachers in special education frames regarding mainstreaming and working with pupils who have special needs with a number of factors (Hwang & Evans, 2011):

- Factors regarding preparation of a school regarding mainstreaming: preparation which includes environmental adaptations, raising availability of material resources and human resources, working in small classes, time for planning teaching as well as individual designated training for teaching pupils with learning disabilities.
- Existence of cooperation between teachers and acceptance of support on part of teachers: efficiency of teamwork in classes containing pupils with learning disabilities is characterized in studies mostly according to time dedicated to mutual planning, creating flexibility on part of teachers, willingness to take risks and ability to conduct interpersonal communication. Additionally, the sensation of teachers as a group that they can deal with working with pupils with learning disabilities in learning and social aspects, is a factor supporting success of mainstreaming. Additionally, cooperation between teachers in regular frames and teachers from special education frames can bring about expanded contribution: teachers who mainstream in their class pupils with special needs can share their knowledge regarding study programs, teaching content, recommended education method and effective learning methods, while teachers from special education can

contribute to expanding of knowledge regarding learning styles and teaching strategies that will help especially pupils with special needs.

- A study by Cohen and Leiser (2006) revealed that there is a direct correlation between positive positions on part of teachers regarding mainstreaming and acceptance of support on part of management.
- Nature and severity of the disability: the more difficult and severe will be the abnormality in a teacher's viewpoint, the more negative position they will have regarding mainstreaming and working with a disabled pupil. In most cases, teachers would rather mainstream in their class pupils who have light physical or sensory disability, however not pupils demonstrating behavioral problems, intellectual disability or severe physical disabilities (Ben-Yehuda & Lesset, 2007).
- Factors related to teachers themselves: success of mainstreaming will be greatly influenced by a teacher's self-image, self-capacity and pedagogic sensation, the knowledge of teachers regarding working with pupils with special needs and existence of abilities or teaching skills that are unique for pupils with learning disabilities.
- It appears that experience and seniority of teachers in working with pupils with learning disabilities directly affects their positions towards them. Additionally, it appears that grade of class a teacher teaches in, as well as their years of experience in teaching have direct influence regarding a teacher's positions and willingness to work with pupils with learning disabilities. Existence of personal qualities, such as high levels of sensitivity and high levels of giving are extremely important for success of mainstreaming and working with pupils with learning disabilities. The reason is that these characteristics demonstrate ability of a teacher to succeed locating the needs and difficulties of pupils with special needs, while supplying a suitable response in the teaching processes (Krispal et al., 2007).
- Pupils' parents: teachers tend to complain about existence of problems in contacts with parents to pupils with learning disabilities who blame the educational institution for their children's failure in learning, or in labelling children as 'others', or addressing an existence, according to them, of their unfair treating by teachers. The teachers and schools themselves, oppositely, blame parents that they are as well responsible for some of the children's difficulties, in addition to lack of interest regarding what is done, and for over involvement regarding subjects

school and a teacher are responsible for. The involvement and support of parents are important components in success of work with disabled children. The reason is that it appears that parents who are more involved in school have children who have higher academic achievements, the children tend to develop more positive approach regarding school, the pupils insist more on executing study assignments and less dropping out of the educational institution (Hwang & Evans, 2011).

2.2. Involvement of parents to children with special needs

In the research world there is some sort of disagreement regarding definition of the term "parental involvement". The most traditional and basic definition of parental involvement relates to participation of parents in activities of their children's school (Bower & Griffin, 2011).

Most studies examining parental involvement focused of researching the involvement of parents as is expressed in Elementary schools. The different studies revealed similarly that as the child grows in age, parental involvement decreases. Fischer and Freedman (2009) maintained that the reasons for this, as phrased over the years, are lack of willingness of children whose parents will be involved in their educational processes; the sensations of parents that as their children grow there is no actual need for them to be involved in the educational frames; lack of opportunities on part of Junior high schools and High schools for parents to participate in educational processes.

Previous studies, such as by Henderson and Berla (1994, in: Samara & Ionnidi, 2018), revealed that higher level of involvement on part of parents in education of children leads to significantly higher achievements in academic aspect of children, which include completion of higher quantity of projects, creating more positive thinking forms and improving the general quality of life of children.

Previously, 'parental involvement' idea focused mainly on baking cakes and organizing fund-raising events for different educational purposes. Currently, the situation has changed. Parents wish to be involved in different and diverse forms in education of their children. Fund-raising events are still events that are often executed under managing of parents, however they are just one way in which parents are involved in education of children. Different researchers sought over the years to

identify different components that can comprise the elements of parental involvement (Henderson & Berla, 1994, in: Samara & Ioannidi, 2018).

Many a researcher maintains that parental involvement can be in many forms, such as volunteering of parents in school, continuous communication of parents with their children's teachers and homeroom teachers, assisting the children with homework and participation of parents in school events, such as shows, assemblies, or parents' meetings (LaRocque, Kleiman & Darling, 2011; Bower & Griffin, 2011).

Furthermore, in last two decades, additional type of parental involvement in school has developed, in which parents become an active part of different decision-making processes and assist the educational institutions which their children study in to outline school vision, work plan and even partake in budgetary decisions (Wiseman, 2010; Patel & Stevens, 2010).

The term 'parental involvement, according to Clinton and Hattie (2013), deals in a situation in which parents are involved directly in education of their children, while they actually involve themselves and are actively involved by the school and the teachers in it in their children's learning processes, and they fulfil their parental duties by making sure that learners receive all possible support in their learning processes. The term, according to researchers, does not include only receiving of information regarding functioning of a learner in school, but rather as well in taking active part in connecting with their children, while the purpose is to manage healthy relationship with them, in order for the process of encouragement, guidance, leading and inspiring to be as authentic as possible.

According to Sapungan and Sapungan (2014), parental involvement was always a key component in academic activities performed by schools which included a relationship between teachers and pupils, as parents hold expectations on part of the school, are a factor which has a main role in educational and environmental changes of their children. Therefore, intensity or expansion of participation that parents allocate to education of their children and their school, should often be realized to the fullest.

Currently, the Israeli educational system includes a great number of position holders. Employed in it are thousands of principals, hundreds of thousands of teachers, about one and a half million pupils' study in it and around it is present about two million parents to these pupils. From all human factors involved in the

educational system, parents have the highest quantity component. There is a significant correlation between parental involvement and study achievements of children, which was proven in multiple studies over and over again. Despite the direct correlation found between parental involvement and study achievements of pupils, there is no uniform permitted level of involvement among schools, and it appears that on the surface research findings are not expressed in school policy (Oplatka, 2015).

The relations between parents and the educational frames, are therefore, quite diverse. Additionally, they are as well extremely complex and changing, as stated, between schools and between one educational frame to another. Gur and Zalmanson-Levy (2005) maintained that parental involvement lies on a clear sequence spanning between parental activeness and parental passiveness and changes according to force distribution as it exists inside the educational system between administration and pedagogy factors to between parents.

Organizing of alignment of forces between parents and school is determined, in most part, by the school policy and regarding the way school employees consider the proper position of parents in school. There is no uniform model controlling a specific school, however, it is in fact possible to see in every school a consolidation of a number of models, out of which one model will be the dominant one. Balance of power, according to understanding of the dominant model, between parents and the educational system, will be clarified as well. Gur and Zalmanson-Levy (2005) warn that those models will not necessarily advance the benefit of children, despite the fact that the models usually agree that their final goal is the favor of children and their education.

The connection existing in the relationship between parents and the educational system is expressed in examination of array of forces existing between the two parties: lack of force expressed by helplessness and between force expressed by ability to significantly influence educational decisions. Mostly, parents would be closer to the side of lack of force, which creates constant dichotomy, according to Todd and Higgins (1998), which will be found in most educational systems.

Understanding this dichotomy can explain the situations of educational environments in which there is no parental involvement or extremely low parental involvement, as well as occasional use of violent force against the school. Parental

involvement will often be found in schools that perform observation and consider parents as a resource that can be used for benefit of the pupils' education.

The pedagogic administration in such schools wisely understands that parents can supply assistance and support their efforts, and therefore, considers parents as a resource that should proper relationship exist with it, it will be able to assist the entire school. Use of parents is performed by the fact that they are asked to contribute from their sources – both material and spiritual – to the school, in order for it to improve its educational mechanism and the possibilities of action existing in it (Thomson, 2000).

As an example for use of parents as a resource, it is possible to consider cake baking, organizing parties, parents accompanying school trips, raising funds for educational purposes, presenting their occupational fields and more. Parents organize sales, donate second-hand products or execute different activities. Nevertheless, the contribution of parents remains according to school demands that defines its needs from them (Thomson, 2000).

Creation of successful partnerships requires implementation of principles of democratic cooperation between pupils and their families, receiving community empowerment, standing up for principles of social justice and focusing on strengths. Democratic cooperation means that the school, pupils, the families and their partners in the community will have cooperation in decision-making, in owning the 'property', and collective responsibility for the vision that the partnership creates, as well as for goals and results of the partnership (Bryan & Henry, 2012).

The partners, together, define their purposes according to importance, and are capable to achieve a clear consensus regarding the needs of their partnership plans and the events they plan to hold, broaden partnership leadership, operate for sake of their goals the broader local community, as well as to focus and implement actual execution plans. In schools where voices of pupils and families are silenced, the plans that are supposed to be made with help of the pupils are planned for them. When there is partnership in school, there is as well a democratic-based cooperation between pupils, families and the pedagogic administration, which perceive each other as equal and as meaningful and significant in their purpose to advance the educational activity (Bryan & Henry, 2012).

A form of parental involvement that did not receive sufficient attention in research literature, however which started in recent years to gain a lot of interest, is parental involvement regarding choosing schools for the children. A study by Mawene and Bal (2018) which performed a comprehensive review regarding the reasons parents choose certain schools for their children who suffer from disabilities, revealed that a factor positively affecting the continuation of parental involvement in education of their children is positive communication of parents with teachers, enabling parents to be in a continuous contact and an active participation in activities performed by the school.

It was found that the desire to be involved in the activity is an important factor for parents directly influenced by level of their involvement in education of their children. Parents whose level of involvement is high, as revealed by the review, would rather transfer their children to private schools, in order for them to have an ability to conduct positive relationships with teachers.

A review by Garbacz, Zerr, Dishion, Seeley and Stormshak (2018) found a surprising finding that parental involvement has a very positive effect on future approaches that their children will develop with their study peers. It was found that high parental involvement is an important prediction tool regarding continuation of development of communication and relations between their children and their peers.

Additionally, as ability of children is to create more positive connections with their classmates and especially with friends that are considered to be 'good kids' and who do not interrupt the course of study, the influence of good friends themselves strengthens the children and positively affects their study achievements. Additionally, positive connections with good friends weakens the possibility that children will develop connections with interrupting children or children with tendency to negative behaviors. This leads to a conclusion that parental involvement is a process advancing children and especially advances adaptation capabilities of children to changing environments.

It is extremely important to indicate the position and attitude of Israel regarding the issue of parental involvement. Over the years of existence of Israel, changes occur not only in perception of the state of involvement itself, but rather as well in the terminology employed regarding the position of parents in the educational system. Therefore, 1960's were marked by "equality of opportunity in education", while parents

were mainly perceived as a factor involving the mainstreaming processes of children in the developing Israeli society. Over those years, perception of school 'without parents' was prevalent in Israel (Frankenstein, 1997).

In beginning of 1970's, changes began to develop, expressed mainly in changes regarding distribution of authorities and distribution of responsibility from center to Local Authority and periphery. The center started to renounce its authorities, at least some of them, and transfer them to the different Local Authorities and districts in the country. Nevertheless, most of the decisions were made in Jerusalem, while this stage was marked by "connection between school and parents' (Peres & Pasternak, 1993).

During 1980's, alongside with establishing community schools and the expanding growth of schools of choice, a discourse started to develop discussing parental involvement using positive connotations, as opposed to parents' intervention, that had a negative connotation. During those years, the recognition immensely increased regarding inability of centralized educational system, in its attempt to cope with cultural pluralism which in this stage already began to forcefully characterize Israeli society. More than before, a sensation of alienation started to develop on part of parents towards school, when parents started to feel that the educational institution failed in its attempt to cope with groups that have special needs of unique character (Varansky & Shchory, 1999).

In mid-1990's, the term 'inclusion of parents' started to be heard increasingly (Goldberger, 1996). This terminology change was a product of changes occurred in Western society in general, as well as in the Israeli society in particular. The authorities started to concentrate more and more on peripheral spaces, and started to shift slowly as well to parents and community. From end of 1990's until the present, the idea of 'inclusion of parents and community' can be heard more and more (Varansky & Shchory, 1999). Currently, the Local Authority has powers and authorities it did not have in the past. Significant part of the authority, as well as power and responsibility, shifted not just to local and district authorities, but rather as well shifted to parents, who are part of the community. Therefore, as Goldberger maintained, it is not possible, for the first time, to consider real parental involvement, without considering, at the same time, parents' intervention.

Studies examining parental involvement as expressed in the educational frames mostly tried to examine actual parental involvement, with an assumption that actually understanding of it can bring about an understanding of its motives and its patterns. According to Freedman and Fischer (2009), most researchers did not examine the secondary components existing in the term of 'parental involvement' and tried on the other hand to perceive it as a complete term.

Hornby and Lafaele (2011) maintain that beliefs of parents regarding different diverse subjects can operate as barriers to effective parental involvement. First of all, the way parents examine their role in education of their children can be conclusive. Parents who believe that their only role is to get their children to school, eventually will hold a position that it is not their role to be actively involved in any activity related to parental involvement based on home or school.

Clark (1983, in: Hornby & Lafaele, 2011) found in his study conducted on Afro-American pupils with high achievements who came from low socioeconomic status families, that a factor separating parents of these pupils from other parents in same school was that those believed they should be involved in education of their children, and at the same time supported their learning at home and had continuous constructive connection with the school. Clark found that parents of pupils with high achievements at school had higher beliefs than other parents that they can effectively help their children to become better in school.

According to Freedman (1990, in: Freedman, 2010), parental involvement and especially the potential existing for parental involvement, is comprised of two basic components: awareness and identification. Freedman maintained that identification of parents with educational purposes, as well as their awareness regarding what occurs at school, create the willingness for involvement or involvement itself in order to achieve those purposes. Involvement, according to Freedman, can be negative involvement or positive involvement, and it is possible, by its components being understood, to anticipate it and the moves it would lead to.

According to Fischer and Freedman (2009), there is a variety of different possible reasons for will of parents to become more involved in learning processes of their children, among other things, they depict a desire to lead to significant difference in their children's study achievements, the desire to protect their children (from the indifference of the system and errors that might occur due to lack of resources and/or

lack of attention), a desire to ensure that pedagogic quality of the school meets high standards, a desire to direct and even dictate the educational and social purposes of school, and so forth.

At the foundation of desire of parents to be involved and support learning processes of their children, there are two beliefs: first, the belief that study achievements (meaning graduating High school with grades being as high as possible, and continue studying in higher education institution) are an important characteristic in society currently and it is desirable a child succeeds in their learning and therefore success in learning is an important purpose in a child's education; and second, that every support and involvement of parents in learning processes of their children can advance and help a child to fulfil the goal of success in life and in studies (Oostdam & Hooge, 2013).

According to Greenbaum and Freed (2011), the educational system in Israel did not succeed in creating actual partnership that includes the families of children in the country and the educational administration in it. Notwithstanding, according to Fischer (2018), in Israel, the main way for expression of parental involvement is through existence of parents' committees, as instructed by Ministry of Education and exists in CEO circulars of Ministry of Education. According to Greenbaum and Freed (2011), the educational system does not succeed in providing equalitarian response to the different groups in it. The researchers think that the reason for lack of success of Israel is because it lacks clear and distinctive system that can train the educational administration to success in coping with the difference and diversity that exist in Israeli society.

This significantly projects on education of children and form of connection that educational frames manage with children's families. It appears that the scene, according to Greenbaum and Freed (2011), exists not only in the Israeli angle, but rather as well in other Western countries, in which minority groups live beside a central group. There are many a class teacher who does not perceive parents as expert of education of their child, especially when the discourse deals in a family that comes from a home that is considered as belonging to a minority sector or low socioeconomic status.

Between parents and class teachers there are gaps regarding their educational positions and mutual expectations. Preschool teachers and teachers who have

continuous connections with children and their families have personal perceptions affected by values of dominant culture and policy of educational establishment and their identification with the declared positions. Therefore, it appears that it leads to the fact that often there is no significant partnership between parents and the educational frames, even should the subject of discussion be educational frames that allegedly claim that they encourage involvement of parents (Greenbaum & Freed, 2011).

The 21st century signifies a turning point regarding trends of rehabilitation and education for children with special educational needs. Therefore, new positions developed regarding function of family, and the place of family with regard to development of a child, have led to significant changes regarding involvement of parents in educational processes. Inclusion of a family in different intervention programs is the common model in various Western countries, as parents' status has shifted, gradually, from a role of mediation nature, and their being change agents, to a role in which they are active partners to educational work (Lindsay & Dorckrell, 2004).

In different countries around the world, parents take significant part in shaping of policy regarding intervention programs in which a family is placed in the center, establishing parents' organizations and different defense processes. At the same time, different resources are directed as well to creation of change on part of different professionals, alongside with making training of educational staff more profound to create partnership in educational work with parents and families (Lindsay & Dorckrell, 2004).

On the conceptual level, there is general agreement between different researchers in field of education, different professionals working in the field, policy makers and decision-makers regarding the importance of parents in the educational process and the serious need to gain their cooperation, as a method that will enable achieving effective results in processes of educational intervention – both regarding advancing of a child with the special needs, and as well regarding general functioning of their family (Dunst & Trivette, 2009).

Parents are perceived as the main constant factor that will accompany a child during their life, as well as those who take responsibility over development thereof, and those involved in their growing processes in any family that can be defined as functioning. Dealing with a child with special needs, parents, additionally to the fact that they know their child profoundly and for long time, and know their development process, as well as

having knowledge regarding their special needs and have previous experience regarding different intervention processes which benefitted their children (Jeffries, 2009).

In light of the fact that parents are an important consistent factor in lives of children with special needs, they are also required to acquire knowledge regarding what is expected for a child in their future, to establish skills that will enable them to care for the child properly and adequately, and additionally develop skills they will require in order to get the child to daily functioning in a challenging reality and throughout the years (Dempsey, Keen, Pennell, O'Reilly & Neilands, 2009). Parents who have children with special needs are as well required to make important and significant decisions regarding education and rehabilitation processes – should they be required – of the child, alongside with important and significant decisions regarding their professional as well as personal future (DesJardin, Eisenberg & Hodapp, 2006).

Parents who have children with special needs are required to get support from professionals in order to make educated decisions regarding the education of their children (Keen & Knox, 2004). The role of different professionals and the educational system is providing assistance to parents and supporting them in filling their roles related to the most effective growing and nurturing of their children, whether it is concerned to delivering information, or receiving tutoring and counselling which constitute the foundation of making educated decisions that will enable to advance parental functioning throughout a child's crucial years, who is in a development process (Jeffries, 2009). Hence, as maintained by Dempsey et al. (2009), the way professionals provide guidance, information and support to parents is capable of influencing on effectivity of parents' treatment of their children and process of development of children in general.

Position of family at the center of different intervention programs designed for children with special needs lies at the foundation of basic understanding regarding the importance of family in life of a child with special needs and is established by different philosophic ideas examined empirically. Additionally, processes with social and political nature in different countries in the Western world reinforced the trend of change in position of parents and shifted them from margins to center of the stage. Therefore, for example, American law dealing with education and rehabilitation of children with special needs emphasizes the importance of personal aspect in different intervention programs – Individualized Family Service Plan – meaning, adaptation of different programs for needs, resources and preferences of each family separately (Gerstein, Irvin & Keating, 2002).

In other countries in the world, including Israel, the right of parents whose children have special needs to plan and later receive services based on their personal choice, is recognized (Truean, 2004). Therefore, as stated, Special Education Law from 1988, in which section 7 dealing in the mainstreaming field was expanded, as well as Learning Disability Law from 2003, obligated educational institutions to inform parents regarding personal study programs adjusted to their children by the multi-professional staff who work with the children in schools and receive parents' approval by their signing.

Additionally, Special Education Law in Israel enables parents to receive the right to participate, at least partially, in discussions held in the placement committee which was designed in order to decide on placing of children in educational frames, however it should be indicated that the decisions themselves are accepted on part of professionals and without the presence of parents in the discussion. The minutes of the discussions, dealing with decisions of the placement committee, are not delivered to the hands of parents (Truean, 2004).

Despite the fact that the laws in Israel, similarly to rest of the Western countries, operate in order to encourage professionals to examine new operation methods designed for planning, application and evaluation of education programs in which the involvement of parents is a necessary and significant part of the process throughout all of its stages (McCracken & Balgin, 2000), there is in fact a significant gap between educational theory and the statements following it and between realization of the different theories and their actual implementation.

Despite existing understanding regarding the importance of parents in processes of development and education of children with special needs, professionals still experience significant difficulties in establishment of educational partnership with a child's family system, and there are still gaps between the different approaches of involvement of parents and between the educational operation actually existing in different educational programs dealing with children with special needs (Ingber & Dromi, 2009).

Researchers that discussed the relations existing between the educational system and the family system required to define involvement of parents and partnership of parents with professionals in field of special education. For example, Konrad (1996) suggested multi-stage and tangible description which classified the different categories of parental involvement based on developmental continuation of a chronological nature,

starting with the basis that expresses the terms required to create involvement and ending with the highest rank dealing with inclusion:

- Communication: designed to establish the processes of discussion and inclusion of information.
- Consultation.
- Coordination: designed to determine fields of responsibility between the parties and distribute to each party its duties.
- Cooperation and collaboration: inclusion in processes of planning and operation of programs.
- Parental Empowerment: describes the highest and most intense parental involvement.

In a work by Dunst and Trivette (2009), the researchers described the position of a professional in developing collaborating relations with a child's parents, in order to receive support in involvement of parents in programs placing them in the center. Researchers maintained that one of the central roles of professionals is to encourage the involvement of a child's family in educational programs of children with special needs. Their work emphasized the great need to identify the centers of power existing in a family, the importance of empowering processes of parents, encouragement of capability of parents and reduction of dependency of parents upon professionals. Alongside each one, the researchers as well emphasized the importance of the existence of support systems that would operate as frames helping to accompany parents and advance the involvement of parents in intervention programs over the years.

Researchers Jackson and Epps (2000) wished to describe the partnership of parents with professionals as a connection that has no interest, relationships, conversing, mutual appreciation and respect, alongside with coordination regarding distribution of duties, a condition of equality regarding decision-making and setting of targets, shaping of intervention program and agreement regarding resources as well as means for the operation thereof.

Blu-Baning, Summers, Frankland, Nelson and Beegle (2004) wished to address, in definition of partnership of parents in the reciprocal relations, the existence of mutual support between parents and professionals who have common purposes, mutual commitment to the mission, existence of positive communication, mutual trust and

respect. Turnbull and Turnbull (2001) addressed the dynamic and mutual processes between parents and professional who equally share knowledge, motives and skills in order to realize their common goals.

Paget and Dunst (1991) defined the partnership of parents with professionals as connection existing between two groups with common interest, and that join together to cooperate with each other, and create coordination between them regarding distribution of duties for the realization of their purposes. The researchers emphasized especially the actions and behaviors that can express the integration of family and inclusion of parents in intervention programs designed for children with special needs. Researchers Rule and Dinnebeil (1994) created a distinction between 'partnership' and 'cooperation' – partnership, according to the researchers, is relationship between different parties having a common purpose. On the other hand, cooperation is connected to activities and the process that occurs in order to achieve the purpose of partnership.

Ways of expression of this partnership are creation of mutual appreciation, respect and trust, alongside with recognition with regard to variance and creation of equality in operating the different intervention programs (Wehman & Gilkerson, 1999). In order for it to be possible to guarantee the existence of this partnership, it is required to establish the relations existing between parents and professionals on basis of discussion, listening with reciprocal nature, existence of constant dialogue and mutual acceptance (Turnbull & Turnbull, 2001). As it was possible to see in the above, high involvement of parents in programs placing a family at the center are related to idea of empowerment.

The meaning of the term empowerment is continuous and intentional process in which parents, who in the past had no equal place as that of professionals, presently have a broader access and more significant control over educational resources, and they can take a more active part in processes of defending and helping their children who have special needs (Nachshen, 2005). Empowerment of a parent leads to them feeling that they have greater control regarding different events occurring in their life, that they have higher self-efficacy and that they are more involved and active regarding what occurs in their child's life.

Research literature describes a number of different models of parental involvement and inclusion of family in educational intervention programs, as proposed by different researchers. Dempsey and Dunst (2004) proposed an examination of educational programs in which family is placed at the center on basis of sequence that can reflect the policy that decision-makers have and the approach of different professionals regarding inclusion of family in the program. In this sequence, where it is possible to identify four central theoretical models, can be seen the involvement of parents, starting with lowest rank to the highest rank:

1. Professional Oriented model –a professional is perceived as an expert, and as the one who determines the needs of a family and purposes of intervention in the therapeutic processes of a child.
2. Family Allied model – the family as change agent – parents help and assist in operation of intervention programs designed by the professionals.
3. Family Focused model – parents, together with the professionals, operate in cooperation determining intervention purposes, while family is supported by professionals as a response to its needs.
4. Family Centered model – the needs of the family unit, identified by parents, are that which determines the intervention programs which are directed at reinforcement and empowerment of the family in order for it to be able to provide response to its own needs.

According to Dunst (2002), there are two main components which can characterize the different models described above:

- Relational Practice: the meaning in the relation factor is the treatment skills of professionals, meaning, their abilities to reveal empathy, listening, respecting the family and lack of judgement regarding it, and the beliefs of professionals regarding their ability to make decisions regarding parents' capability.
- Participatory Practices: providing personal services adapted to desires of the family and which are additionally adequate for them, have flexibility and can change on basis of family needs, while providing them the opportunity to be actively involved in decision-making processes and choosing of the services given to it.

In different models that were described by Dunst, Boyd, Trivette and Hamby (2002), professionals are characterized by different levels of relations and with regard to their encouragement of parents' participation. While at the first level – Professional Focus – professionals reveal quite poor abilities regarding the relations components and might even not show willingness for including the parents, in Family Allied or Family Focused models, professionals are characterized by their ability to establish relations with parents, however they not yet have ability to fully include parents. Only in the fourth model – Family Centred – professionals are capable of creating high capabilities in creating partnership relations with parents and even act to actively create partnership with parents in the intervention programs.

Dunst et al. (2002) as well maintained that many a different study as well reveal that professionals that do succeed in creating mutual relationship with family of a child with special needs, occasionally have difficulty to let them actively participate in intervention programs that they design. The professionals often tend to connection for providing parents with reliable, objective and direct information, in order for them to make educated decisions and actively participate in treatment programs of their child. Those difficulties not necessarily stem from positions of professionals, but rather from lack of resources and lack of training that make it difficult for them to include parents.

In a study by Dunst et al. (2002), designed to examine the different models described above, the more the intervention programs were focused on family and its needs, and the more parents felt they are at the center of the program, relations components were graded higher, as well as component of parental participation in the program. Meaning, it is possible to say that the more professional reveal a more inclusive, empathic and respecting relation during the program, and the more the services that parents receive are personal and adjusted with regard to their needs, thus parent feel as well more involved and more empowered in the intervention programs.

Additionally, Dempsey and Dunst (2004) maintained that the more intervention programs are focused on family and more address the needs of parents to a child with special needs, thus parents feel more empowered and their ability to provide response to children's needs grows and expands and the program tends to achieve the expected results.

Elitzur (1996) proposed additional model aimed at realizing the relationships of parents with professionals. The model was designed to describe the processes of creation of partnership between the parties, while indicating three main stages:

1. Involvement: creating the basic relation enabling an existence of mutual communication.
2. Partnership: structuring the relations towards shaping mutual purposes.
3. Empowerment : would enable distribution of responsibility and authorities.

The three-stage model by Elitzur (1996) provides a possibility to assess the development of relations that parents have with professionals and in accordance, creates adjustment in methods as well as in different ways of treatment in each stage of the process. The possibility given to define the relations between parents and professionals, alongside with creation of a sequence of purposes in each stage of the relations, leads to creation of a conceptual frame that would enable to plan and design partnership processes of professionals with the parents.

The different that wished to examine involvement levels of parents in intervention programs for children with special needs revealed that the younger is the age of children, the more parents tend to report that those programs are directed to them as parents as well and set the needs of a family at the center of the program. Therefore, the studies indicated that programs designed for children with special needs from age of birth age to the age of three have higher orientation for inclusion of parents than intervention programs in the educational system designed for older children, from ages of Elementary school to High school age (Dunst, 2002).

Parents to younger children feel higher levels of satisfaction due to the services they receive in various intervention programs that place them at the center, and additionally they tend to indicate they have more a consistent and effective form of partnership with professionals they work with (Stoner, Bock, Thompson, Angell, Heyl & Crowley, 2005).

Stoner et al. (2005) who examined a line of empiric studies and asked to analyze both official and constitutional documents regarding position of parents in programs focusing on family in different states of the US maintained that there are early intervention programs that despite the fact that they declare an ideological line focusing on inclusion of parents, in practice expose a scene in which the focus is on needs of a child, without

cultivating services designed for support or services directed directly at parents. Different researchers maintained that there are gaps between reports of parents and those of professionals regarding the extent of inclusion of a family and contribution of intervention programs focused on family regarding development of a child.

The observed gaps are connected, apparently, to the fact that professionals, even though they tend to report on quite a positive orientation regarding inclusion of parents, tend to have difficulty in actually include parents (Ingber & Dromi, 2009). According to Keen and Dempsey (2008), in many a study there is addressing of the extreme variance between parents, with regard to their expectations from family-focused programs and their positions regarding services encouraging involvement of parents in intervention programs focused on family.

This position was reinforced in other studies as well, such as a study by Ingber and Dromi (1999). The method in which services in intervention programs focused on family are provided to families can influence the outcomes of intervention at the end of the process (Dempsey & Keen, 2008). The contribution of parental involvement in different intervention programs, and inclusion of parents in these were examined mostly with regard to three main fields:

Finally, several empiric studies reinforce the perception that inclusion of parents in intervention programs focused on family contributes to advancement of a child and the parental involvement has rather positive long-term influence with regard to functioning and development of a child, as well as different aspects related to a child's personal wellbeing, behavior and spirit (Gardner, Burton & Klimes, 2006).

Involvement of parents in intervention programs and their inclusion enable parents to receive tools that would advance a child and enable them to integrate language and communication in daily activities in natural environment of a child's home and different family activities. Anchoring of intervention of professionals in routine life of a family can improve the characterizing methods of communication of parents with their children and is revealed as a tool with significant and crucial contribution to advancement of a child's development (Hancock & Kaiser, 2003).

There are studies indicating that including parents in a child's treatment program affects a child's development, their academic achievements, behavior and social adaptation, their interaction with environment and their overall functioning in addition to background variables of the family such as: parents' education or socio-economic

condition, however with mediation of a parent: the quality of communication of a parent with a child and support that a parent receives from additional systems (Calderon, 2000; Fox, Dunlap & Cushing, 2002). Not all researchers agree that parental involvement in the program has direct measurable effect on a child's development.

Notwithstanding, there are researchers who maintained that involvement of parents in intervention programs can indirectly influence a child's development, and it can as well be considered as a mediating or indirect factor, regarding positive changes that can be achieved as a result of performing the intervention (Dunst, 1999). For example, a study by Jackson and Turnbull (2004) indicated the fact that involvement of parents can assist them in establishing more effective communication patterns with their children, which enables the development of emotional elements with regard to existence of interactions that will be able to advance a child in future life.

A study by Keen and Dempsey (2008) as well maintained that in addition to examining the direct effects of intervention programs regarding a child's development, there is high importance in examining the mediating factors which can significantly determine the success of an intervention program. In a model proposed by the researchers the intervention program style is directly related to extent of satisfaction of a parent, the support they receive in the intervention program, and sense of control they feel and their self-efficacy sensations. Those factors are indirectly related to impact of intervention on improvement of a child's functioning and sensations of stress a parent feels, alongside with their self-efficacy sensations.

- 1) Contribution of intervention to self-efficacy, mental wellbeing and functioning of a family

The family system is the one responsible for development processes of children and their functioning. When there a child with special needs in a family, parents should take part in their educational and rehabilitation processes and even take upon themselves responsibility with regard to this process. Their partnership with the educational system assists parents regarding fulfilling their role (Turnbull & Turnbull, 2001). One of the most central purposes of intervention programs focused on family is supporting parents who are perceived as the main leaders in development processes of their child.

The hypothesis at the basis of this approach is that involvement of parents in intervention programs will lead to the fact that they in themselves would be reinforced and receive exchange regarding their coping with raising a child with special needs

(Mahoney & MacDonald, 2006). Different studies, such as a study by Dempsey et al. (2009) showed that there is a positive correlation between participation of parents in intervention programs and between sensations of wellbeing of the family and its mental functioning.

- 2) Involvement of parents in intervention programs and their satisfaction from them

The recognition regarding importance of cooperation in fields of education and treatment when the subject is children with special needs and designing programs in which family is in the center, obligates not only an examination of efficiency of the program and its contribution with regard to functioning of children and their family, but rather as well with regard to assessing satisfaction of parents with services they receive as part of the intervention (Summers et al., 2005).

EMPIRICAL PART

CHAPTER 3. METHODOLOGICAL ASPECTS OF RESEARCH

The previous chapters have made it possible to justify the need to know how family members are involved in relations with the center according to its learning style.

Thus, the role of teaching personnel is fundamental in the relations of the family with the center.

Below we present the objectives of the research, the participants, the instruments used, the variables analysed, the results of the study, a discussion section of the results and conclusions that will give rise to the prospectives and limitations.

3.1. RESEARCH OBJECTIVES

3.1.1. General objective

The objective of the study was to learn about the learning styles of teachers and families who are involved in family relations with the school among students with disabilities.

3.1.2. Specific objectives

The general objective is specified in the following specific objectives:

Specific Objective 1. "Determine how parenting styles relate to family involvement in school life"

Specific Objective 2. "Determine how teaching styles relate to family involvement in school life"

3.2. DESCRIPTION OF THE STUDY SAMPLE

A total of 50 families and 50 teachers from different schools participated in the study. In the first place, with regard to family members, 37 (74%) mothers and 13 (26%) fathers participated in the study. Fathers were aged between 33 and 55 years ($M=45.22$; $SD=5.59$) and mothers were aged between 30 and 51 years ($M=40.18$; $SD=6.11$). Both fathers and mothers had Israeli nationality. Table 1 shows the descriptive data of the parents in terms of educational level and employment status. Regarding the number of children in the family, 26 per cent had one child, 40 per cent had two children, 20 per cent had three children and 14 per cent had four children.

Table 1. Frequency and percentage of the sample of parents according to educational level and employment status

Variable		Father 50(100%)	Mother 50(100%)
Educational level	Primary school	3(6%)	--
	High school	16(32%)	12(24%)
	Higher education	17(34%)	4(8%)
	Academic	14(28%)	34(68%)
Employment status	Full time	34(68%)	24(48%)
	Part time	5(10%)	21(42%)
	Does not work	11(22%)	5(10%)

Secondly, with regard to teachers, it should be noted that they were aged between 20 and 40 years. Thus, 14% were between 20-30 years old and 86% were between 31-40 years old. In terms of gender, 54% (n=27) were male and 46% (n=46%) were female. 100% of the faculty had a fixed-term or permanent contract. It can be seen in the table 2 that the teachers had extensive teaching experience in the school centre. Likewise, the vast majority of teachers work in publicly owned centres. The teachers had mostly achieved basic studies and were engaged in teaching tasks, as can be seen in the table.

Table 2. Frequency and percentage of the sample of teachers according to educational level and employment status

Variable		Teachers 50(100%)
Years of experience at the center	5-10 years	17(34%)
	11-20 years	18(36%)
	21-30 years	15(30%)
Type of school	State	34(68%)

	Private	16(32%)
Role at the school center	Teacher	30(60%)
	Educator	12(24%)
	Coordinator	4(8%)
	Management team	4(8%)
Academic degree	Basic	32(64%)
	Bachelor	10(20%)
	Master	8(16%)

3.3. STUDY VARIABLES

The variables used in the study for both the family questionnaires and the teacher questionnaires are described below:

- Sociodemographic characteristics of the family:
 - Parent: nominal variable grouped into two levels: father or mother.
 - Age: continuous quantitative variable.
 - Nationality: nominal variable grouped into two levels: Israeli or the other.
 - Level of education: nominal variable grouped into four levels: without education, primary school, secondary school, higher education and academic degree.
 - Working day: nominal variable grouped into three levels: full-time, part-time and non-working.
 - Number of children in the family: continuous quantitative variable.
 - Problems to combine family and work life: nominal variable dichotomous: yes or no.

- Information about family involvement in the school life according to the family:
 - Participation in: coexistence plan, the parent committee, extracurricular activities, parent training programs, as well as meetings organised by the school: dichotomous qualitative variables (yes/no).
 - Attitudes towards your child's education regarding: your child's homework, helping your child with studies, making sure he has a place to study, ensuring he has the material needed for school work, talking to your child about his school day, reinforcing the rules of coexistence at school from home, being up-to-date with the education of the child, encouraging his participation in cultural activities and recognizing his good performance: continuous quantitative variables.
 - Family – School relationship: communication with parents, information about relationship of children with teachers, flexibility on the part of family: continuous quantitative variables.
 - Child-rearing in the education: norms of behaviour at home, behaviour habits, learning, healthy eating, school relationships and friends, leisure and free time: continuous quantitative variables.
- Sociodemographic characteristics of teachers:
 - Gender: nominal variable grouped in two levels: female or male.
 - Age: quantitative variable.
 - Years of experience / years of teaching experience: variable grouped into five levels: less than 5, between 5-10 years, between 11-20 years, between 21-30 years and more than 30 years.
 - Type of center: nominal variable grouped into three levels: state, owned or private.
 - Role in the school: nominal variable grouped into four levels: teacher, educator, coordinator and management team.
 - Level of studies: nominal variable grouped into four levels: graduate, bachelor, master and doctorate.
 - Employment status: nominal variable grouped in two levels: substitute/ temporary, fixed-term / permanent.

- Family participation in the education of children according to teachers:
 - Communication with the center: providing parents with information on the operation of the center, the rules, meetings and tutorials, inter alia: continuous quantitative variables.
 - Participation in activities of the center: inside and outside the classroom, sports activities, extracurricular activities, parties, etc.: continuous quantitative variables.
 - A sense of belonging: identification with the values, ideas, attitudes of the center, satisfaction with the education of children, intercommunication between families with and the center, inter alia: continuous quantitative variables.
 - Involvement from home: guidance for families to talk to their children, guidance on extracurricular or complementary activities, tasks of responsibility and autonomy at home, etc.: continuous quantitative variables
 - Involvement in the parent committee and school board: encouraging family members to participate in the parent committee and school board, inter alia: continuous quantitative variables.
 - Community participation: participation in activities related to the community such as ecological activities, solidarity activities, neighborhood associations, inter alia: continuous quantitative variables.
 - Training: encouraging families to be trained at the center, to participate in training activities organised for them, among others: continuous quantitative variables.
- Learning style profiles of teachers and family members:
 - Overprotective: continuous quantitative variable.
 - Inhibitory: continuous quantitative variable.
 - Punitive: continuous quantitative variable.
 - Assertive: continuous quantitative variable.

3.4. MEASURING INSTRUMENTS

A description of the study assessment instruments used for both teachers and family members is described below.

3.4.1 Questionnaire of learning profiles

For the study, the learning profiles evaluation questionnaire was organized in two versions: for teachers and relatives (Magaz and García, 1998). An adaptation to Hebrew was used for the study. It consists of 48 dichotomous phrases (yes/no). The instrument provides information on the ideas, beliefs, values and attitudes that teachers or families have about the education of their children or students, as appropriate. Thus, it allows to obtain profiles on the following learning styles:

- Overprotective: it is characterized by being permissive which implies high levels of affection and communication together with the lack of control and demands.
- Inhibitory: it is characterized by being indifferent or negligent type which implies low levels of affection and communication together with low levels of control and demands.
- Punitive: it is characterized by being authoritarian which implies that it shows high levels of control and demands along with low levels of affection and communication.
- Assertive: it is characterized by being democratic which implies that it shows adequate levels of affection and communication along with adequate degrees of control and demands.

Regarding psychometric properties, Cronbach's Alpha score for the total questionnaire score is 0.80 in our study. Table 3 shows examples of items.

Table 3. Examples of learning style profile questionnaire items

Styles	ITEM EXAMPLE
Overprotective	<i>Parents / teachers have the obligation to educate our children / students avoiding any kind of discomfort</i>
Inhibitory	<i>Children / students know how to take care of themselves; parents / teachers do not have to be constantly worrying about them</i>
Punitive	<i>The key to educating students / children well is essentially punishing them every time they misbehave</i>
Assertive	<i>I like that my students / children have initiative to do things, even if they make mistakes</i>

3.4.2. Family involvement in the education of children

The questionnaire "Facilitating the participation of families in the education of children. Questionnaire to teachers" prepared by Gomariz, Hernández-Prados, García-Sanz & Parra (2017) and translated into Hebrew was selected for the study. The instrument consists of 91 Likert items that collect information about the teacher's perspective on the participation of family members in the educational process of their children. Hence it focuses on the relationship with the school. This instrument consists of several sections that measure information on related sociodemographic characteristics such as gender, age, years of experience, type of school, level of education, teaching experience, specialty and position. It likewise collects information on issues related to communication with the center, participation in activities of the center, the sense of belonging, involvement from home, involvement in the parent committee and the school board, community participation, as well as training.

The test as a whole shows Cronbach's Alpha reliability values in our study ($\alpha = 0.80$). See table 4 for examples of items.

Table 4. Examples of items of the instrument on family participation in the education of children

Aspects	ITEM EXAMPLE
Family involvement	<i>I encourage parents to talk to their children about various topics</i>
Training	<i>I need more training to involve parents in their children's educational process</i>

3.4.3. Parental involvement in school activities

The "Questionnaire on family participation in school activities was selected. Questionnaire for families " (Alcántara, Hernández-Prados and Guerrero, 2018) translated into Hebrew. The instrument involves several sections that measure information on the socio-demographic and socio-economic characteristics of parents (gender, age, nationality, educational level, working day, number of children in the family and whether they have problems combining family and work life. It also considers the issues covering family participation in school life through the coexistence plan, the parent committee, extracurricular activities, parent training programmes, as well as meetings organized by the school, attitudes towards the education of children, the Family - School relationship and training in the education of their children. Reliability values indicated an alpha value of Cronbach =0.84. See table 5 for examples of items.

Table 5. Examples of items from the questionnaire on family participation in school life

	ITEM EXAMPLE
Family-School relationship	<i>Communication with parents is enough</i>
Training in the education of their children	<i>I would spend time educating myself on the rules of behavior at home</i>

3.5. PROCEDURE

In order to carry out the data collection it was necessary to obtain the authorization of the Research Ethics Committee of the University of Murcia (ID:2631/2019), see annexed 1. Once this authorization was obtained, the selection of educational centres was carried out. In the first place, a prior interview with the management teams was necessary to request their collaboration and promote access to educational centres. After this approval, we proceeded to request the informed consent of both the teachers and the parents. The instruments were provided for a session of 50-60 minutes and used in the presence of the researcher to clarify possible doubts. Participation was anonymous, voluntary, and confidentiality was maintained throughout the process. See the questionnaires for parents in annex 2 and the questionnaires for teachers in annex 3.

The data were tabulated in a database in the statistical program SPSS 24.0.

3.6. DATA ANALYSIS

First of all, it was necessary to detect the lost cases from the database. Descriptive analyses (frequencies, percentages, means and typical deviations) were then performed to describe the sociodemographic characteristics of the participants. Then, Pearson correlation coefficient was used to obtain the objectives set out in the study.

CHAPTER 4. ANALYSIS AND RESULTS

This chapter has been designed to present the results obtained after the statistical analysis of the data. Therefore, a descriptive analysis of the data has been carried out and subsequently the relevant statistical analyses have been carried out to achieve set objectives.

4.1. DESCRIPTIVE ANALYSIS

4.1.1. Analysis of the relationships between parenting learning styles and family involvement in school life

According to **Specific Objective 1**. "Determine how parenting styles relate to family involvement in school life" we can observe in Table 6 that a significant negative correlation was found between the punitive style and parent involvement, as well as with educational activities.

Similarly, it was obtained that the assertive learning style correlated significantly and positively with parent involvement, educational attitudes, as well as with the relationship between family and school.

Table 6. Correlations between parenting styles and family involvement in school life

	Overprotective	Inhibitory	Punitive	Assertive
Parent involvement	-.228	-.020	-.448**	.298*
Educational attitudes	.055	-.089	-.306*	.670***
Family-School relationship	.068	-.125	-.127	.610***
Training	.130	-.151	-.087	-.109

Attending to the **Specific objective**. "Determine how teaching styles relate to family involvement in school life" we can observe in Table 7 that a significant positive correlation was found between the punitive style and the communication of the family members with the center. Also, a significant positive correlation was found between the punitive style and participation in school activities.

Similarly, a significant positive correlation was found between the punitive style and training.

It was obtained that the assertive learning style correlated significantly and positively with school participation, learning styles as well as with the relationship between family and school center.

The overprotective learning style showed a significant positive correlation with regard to family involvement in school's activities.

The teacher's inhibitory style showed a significant positive correlation with regard to training of family members.

The assertive style showed a significant positive correlation with regard to relationship between family members and school.

Table 7. Correlations between learning styles of teachers and family involvement in school life

	Overprotective	Inhibitory	Punitive	Assertive
Communication	.267	.277	.287*	.297*
Involvement	.285*	.261	.319*	.128
A sense of belonging	-.012	.145	.221	.097
Family involvement	-.118	-.012	.026	-.124
Involvement in the committee	.051	.146	.151	.105
Community involvement	-.086	-.158	-.187	-.070
Training	.174	.337*	.305*	.259

CHAPTER 5. DISCUSSION OF THE RESULTS

After the presentation of the results in the previous chapter, it is necessary to discuss the results according to the theoretical review carried out in the first chapters.

The first section focuses on discussing how learning styles of parents are related to the involvement of families in school life.

In the second section, the results found from the teacher's point of view are discussed.

According to **Specific Objective 1**. "Determine how parenting learning styles relate to family involvement in school life" we can define that the study showed that those parents who have a punitive learning style and who are therefore very overprotective, have a lower involvement in school life as well as in educational activities (Giménez-Dasí, 2009). This implies that those family members who are characterized by a high level of affection and communication with their children and present a lack of control and needs, tend to be less involved in the school coexistence plan, the parents' committee, extracurricular activities, parent training, etc. Similarly, family members with a punitive learning style are less involved in the educational activities (García-Sanz, Gomariz, Hernández-Prados & Parra, 2010). That is to say, they show less interest in their children's homework, they are less involved in helping their children in school-related tasks, and do not ensure that their children have a good place to study, etc. (Abad-Salgado, 2016; Halahleh, Méndez & Ruiz Esteban, 2021).

However, it should be noted that the obtained represent that family members with an assertive learning style show greater involvement in education of their children, and above all show a tighter relationship with the school (Abad-Salgado, 2016). This is indicative, therefore, that those family members who present high levels of affection and communication together with adequate levels of control and demands are usually positively involved in relationship with the school, have adequate attitudes towards the education of their children, and above all adequate school participation (Manjarrés-Carrizalez & Hederich-Martínez, 2019). That is, they are involved in the parent committee, actively participate in extracurricular activities and activities or meetings organized by the school (Halahleh et al., 2021; Hernández- Prados, García Sanz, Parra & Gomariz, 2019; Giménez-Dasí, 2009).

As regards **Specific Objective 2.** "Determine how teaching styles relate to family involvement in school life" we can highlight that in our study the teachers' perspective was especially relevant since differences appear depending on the learning style of teachers. On the one hand, it should be noted that those teachers who have a punitive learning style encouraged greater involvement in school activities, communication and training on the part of parents (Halahleh et al., 2021). Therefore, those teachers who show high levels of control and demand versus low levels of communication and affection tend to facilitate the communication of family members in the information regarding the center, rules, meetings, tutorials, etc; as well as they foster the participation of families in the center's activities (parties, extracurricular activities...) and, above all, they encourage families to be formed from the education center (Halahleh et al., 2021; García- Sanz et al.,2010; Giménez-Dasí, 2009).

On the other hand, teachers with an overprotective learning style, that is, who have high levels of affection and communication combined with a lack of control and demands, tend to favour family engagement in the activities of the school (Hernández-Prados, García-Sanz, Galián-Nicolás & Belmonte Almagro, 2019).

The teachers with an inhibitory learning style were indifferent and therefore showed high levels of affection and communication together with low levels of control and demands. They tend to favour the involvement of family members in training activities organised by educational center (Gomariz Vicente, Hernández- Prados, García Sanz & Parra, 2017).

Finally, teachers with an assertive educational style often favour the communication of family members with the center, especially because these teachers show adequate levels of affection and communication along with adequate degrees of control and demands (Halahleh et al., 2021; Giménez-Dasí, 2009; Manjarrés-Carrizalez & Hederich-Martínez,2019).

CHAPTER 6. CONCLUSIONS

The study has made it possible to analyse each of the proposed specific objectives. In such a way that we will draw the main conclusions from the study.

First of all, the conclusions concerning family members and their involvement in school life are mentioned.

Secondly, the conclusions concerning teachers are indicated, taking into account their learning style and the facilitation of family involvement in school life.

Finally, general conclusions of the study are proposed, which allows to obtain an overview of the results achieved.

6.1. Parenting styles and family involvement in the center

The study has made it possible to determine the existence of different learning styles among family members. It should be noted that the study has made it clear that those parents who are taking care of their children with disabilities present a punitive style. Being very permissive, they are usually less involved in school life, as well as in the educational activities of their children.

Quite the opposite, are parents with an assertive learning style. As for those family members, who have an assertive style, that is, democratic, they usually show adequate levels of affection, communication, control and demands. Therefore, they are more involved in school life, have tighter relations with the school, and above all are more open for training.

Therefore, this indicates that the assertive style is an appropriate learning style and therefore it is the style that we must promote as teachers to favour the monitoring of younger children in school.

6.2. Learning styles and family involvement in school life

In the study, it has been found that those teachers who most encourage the communication of family members with the school are usually those who show a punitive or assertive style. Since in both types they consider that it is necessary for family members to actively communicate with the school.

With regard to the promotion of family involvement in school life, it has been shown that teachers with an overprotective or punitive style are usually the ones who are most involved in promoting such engagement.

Finally, those teachers with an inhibitory or punitive style, both with low levels of affection and communication, are usually the ones who most encourage training by family members (Halableh et al., 2021).

Therefore, the data indicate that teachers show different learning styles and that, therefore, depending on the styles, the level of involvement of families in the relationship with the school will vary. Although, teachers who show a punitive style may feel that family members should receive more training, and thus increase communication and participation with family members. However, it would be correct to consider that the appropriate teaching style is the assertive one above all because it shows an adequate understanding, tolerance, responsibility, communication and affection.

CHAPTER 7. APPLICABILITY OF RESULTS, LIMITATIONS AND FUTURE LINES OF RESEARCH

In this final chapter we aim to reflect on the applicability of the study both at a theoretical and practical level. Similarly, the limitations found in the study are presented, which will allow future lines of research to be proposed.

7.1. APPLICABILITY

The study has met the proposed objectives, presenting a theoretical framework that addresses the need for family engagement in school life and the role of the teacher in addressing the special needs of the child.

Therefore, the theoretical framework will make it possible to advance educational plans to improve the care given to children with needs, especially taking into account the teaching and family learning styles

This study sheds light on parenting styles and the need to favor assertive learning styles that promote family engagement in the school process of the child with needs.

Likewise, it will help to reduce tension, stress and above all improve relationships within the family.

On the other hand, the study will outline educational actions that allow teachers to give guidelines and educational actions so that they can improve family relationships and involvement in school life. Obviously, this will help in the care they give to children with needs.

7.2. LIMITATIONS OF THE STUDY

This research has been carried out in a precise way, given that since it is a doctoral thesis it has been defined transversely and limited to some educational centres. In addition, assessment instruments have been aimed at teachers and family members at a specific time without gathering long-term information or taking into account the types of needs of schoolchildren.

Similarly, it should be noted that the health situation caused by COVID-19 has not made it possible to collect all the initially planned samples.

With regard to the instruments used, it should be noted that since there were no instruments validated in Hebrew, it was necessary to translate and verify their reliability.

7.3. FUTURE LINES OF RESEARCH

Given the limitations mentioned in the previous section, future lines of research focused on addressing these limitations are outlined.

It would be interesting to analyse other educational centres and even expand the number of participants in order to carry out cross-cultural studies and make comparisons. Similarly, it would be of interest to analyse the data longitudinally to quantify the changes that may occur.

Likewise, it would be necessary to add other tests or indicators such as the needs of students.

Similarly, it would be appealing to validate similar surveys of the Israeli population in order to have other measures that could be used to quantify, for example, parents' coping strategies, stress levels, etc.

Finally, educational programs are considered necessary to improve relationships between families and school.

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ANNEXES

Annex 1.

INFORME DE LA COMISIÓN DE ÉTICA DE INVESTIGACIÓN DE LA UNIVERSIDAD DE MURCIA

Jaime Peris Riera, Catedrático de Universidad y Secretario de la Comisión de Ética de Investigación de la Universidad de Murcia,

CERTIFICA:

Que D.ª Marwa Halahle ha presentado la memoria de trabajo de la Tesis Doctoral titulada *"Involvement of teachers and parents as leverage for significant learning for pupils with learning disabilities"*, dirigida por D.ª Cecilia M.ª Ruiz Esteban y D.ª M.ª Inmaculada Méndez Mateo a la Comisión de Ética de Investigación de la Universidad de Murcia.

Que dicha Comisión analizó toda la documentación presentada, y de conformidad con lo acordado el día once de febrero de dos mil veinte, por unanimidad, se emite INFORME FAVORABLE, desde el punto de vista ético de la investigación.

Y para que conste y tenga los efectos que correspondan firmo esta certificación con el visto bueno de la Presidenta de la Comisión.

Vº Bº
LA PRESIDENTA DE LA COMISIÓN DE ÉTICA DE INVESTIGACIÓN DE LA UNIVERSIDAD DE MURCIA

Fdo.: María Senena Corbalán García

ID: 2631/2019

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Annex 2.

מונהח
שם _____ גיל _____ מין [] זכר [] נקבה

שאלון השתתפות המשפחה בבית הספר

שאלון למשפחות

מרסדס אלקנטארה, מריה אנגלס ארננדס-פרדוס וקאטלינה גררו

שאלון זה מנסה ללמוד על השתתפותכם בבית הספר דרך פעילויות שונות שאתם מבצעים בבית הספר ובבית. חשוב שתענו על כל השאלות לגבי נכונותכם, נוכחותכם או תמיכתכם בפעילויות בבית הספר. השאלון הוא אנונימי. הטפול בנתונים סודי.

(השאלון כתוב במין זכר אך הוא מיועד גם לגברים וגם לנשים)

תודה רבה על עזרתכם

1 נתונים משפחתיים

1. מי ממלא את השאלון? [] אבא [] אמא [] שניכם
2. גיל האב: _____ גיל האם: _____ :
3. לאום האב: [] ישראלי [] אחר _____ :
4. לאום האם: [] ישראלי [] אחר _____ :
5. רמת השכלה - סמן ב-X

אב	ללא למודים	בית ספר יסודי	בית ספר תיכון	על תיכונית	אקדמית
אם	ללא למודים	בית ספר יסודי	בית ספר תיכון	על תיכונית	אקדמית

6. היקף משרה

- אב: [] משרה מלאה [] משרה חלקית [] לא עובד
- אם: [] משרה מלאה [] משרה חלקית [] לא עובדת

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7. מספר ילדים במשפחה _____ מספר הילדים הלומדים בבית הספר _____

מנה גיל ומין ילדיכם	גיל	מין
בן/בת 1		
בן/בת 2		
בן/בת 3		

2. איזה מהנקודות הבאות אתה מכיר. סמן ב-X (אפשר לסמן מספר תשובות)

[] תשתית	[] תכנית דו קיום
[] מנהל/ת בית ספר	[] שעות חונכות
[] חונך	[] לוח לימודים
[] יועצת חינוכית	[] פעילויות משלימות וחוף בית ספר
[] מורים מקצועיים	[] בית ספר להורים
[] הרכב הכיתה	[] ועד הורים
[] נוהלי תפקידים	[] פעילויות מאורגנות של ועד ההורים

3. האם למשפחתך יש בעיה לשלב חיי עבודה ומשפחה? [] כן [] לא
במקרה שכן ציין איזה:

- שעות עבודה שונות
- יום עבודה ארוך
- יש לכם קרוב משפחה בהשגחתכם
- אחר: _____

4. כמה פעמים שוחחת עם המחנך של בנד/בתך בשנת הלימודים? _____

5. מה הסיבה לפגישה עם המחנך?

- יוזמה אישית
- יוזמת המחנך/ת
- בעיות התנהגות של בנד/בתך
- אחר: _____

6. איך אתה מתקשר עם המחנך של בנד/בתך? (אפשר לבחור מספר תשובות)

- שעות חונכות
- פגישות
- ישיבות
- פעילויות של בית ספר
- מפגש מקרי(בכניסה/יציאת בית ספר)
- מכתבי מידע
- אחר: _____

7. האם אתה משתתף או השתתפת פעם ב:		
כן	לא	תכנית דו קיום
כן	לא	ועד ההורים של בית הספר
כן	לא	ועדת בית ספר של בנד/בתך
כן	לא	פעילויות השלמות או חוף בית ספריות (חוויות, מסיבות, הופעות, ...)
כן	לא	תכניות הדרכה להורים (בית ספר להורים, סדנאות, קורסים, ...)
כן	לא	אספות מאורגנות על ידי בית הספר, כיתתיות, ישיבות קבוצתיות

8. האם יש לך מספיק מידע כדי להשתתף?

כן לא

אם כן, מי מסר לך המידע?

מורה/כלשהו וועדת מנהלים ועד ההורים לוח מודעות

9. האם השתתפת פעם בפעילויות מאורגנות בבית ספר מטעם ועד ההורים?

כן לא אם כן, איזה? _____

הערך חווייתך: טוב מאד טוב סביר רע רע מאד

במקרה של הערכה שלילית, מה הסיבה שלא השתתפת?

אין לי זמן לא ידעתי לא שווה כלום

אחר: _____

10. איזה פעילויות נעשו עם משפחות מבית הספר?

חיוניות הכשרתיות תרבותיות

ספורטיביות חברתיות

11. סמן ב-X היכן שמתאים לך, שים לב לדרוג:

1=אף פעם 2=במקרה 3=בתדירות גבוהה 4=תמיד

4	3	2	1	
				אני מודע על שיעורי הבית של בני/בתי
				אני עוזר לבני/בתי בשיעורים
				אני דואג שיהיה לולאה מקום מתאים ללמוד ולעשות שיעורים
				אני מודאג שהוא לוקח את כל החומר הדרוש לעבודה בבית הספר
				אני משוחח עם בני/בתי על בית הספר
				אני מחזיקים מהבית נרמזות של דו-קיום בבית הספר
				אני דואג להיות מעודכן בנוכחות בני/בתי בבית הספר
				אני מעודד פעילויות תרבותיות במשפחה שלי כמו קולנוע, תיאטרון, הופעות, קונצרטים וכו'
				אני מברך ומתגמל התנהגות וביצועים טובים של הבן שלי בבית הספר

12. בהמשך ציין מספר מצבים לגבי הקשר משפחה - בית ספר, ציין מדרג הסכמה לפי:

1=שום הסכמה 2=קצת הסכמה 3=הסכמה 4=מסכים מאד

4	3	2	1	התקשורת עם ההורים מספיקה
4	3	2	1	בית הספר מקפיד שהורי בית הספר יהיו מודעים לגבי נושאים שונים
4	3	2	1	יש לי מידע לגבי הקשר של בני/בתי עם המורים
4	3	2	1	אני מכיר את ההתנהגות של בני/בתי בבית הספר
4	3	2	1	המשפחה ובית הספר צריכים להתאמץ לשפר את הקשר
4	3	2	1	יש גמישות בשעות קבלת הורים בבית הספר

13. אם אתה בא ממדינות אחרות ענה השאלות הבאות:

4	3	2	1	בבית הספר יש מתרגם/מתווך לטיפול במשפחות הנוקקים בעזרת שפה לפי הצורך
4	3	2	1	בית הספר מציע חומר מתורגם לבני משפחות שלא יודעים עברית

14. האם היית מקדיש חלק מזמנך להכשרה בנושאים הקשורים בחינוך ילדך?

[] כן [] לא

15. במקרה שענית "כן", באילו נושאים היית רוצה לקבל הכשרה?

לא	כן	נורמות התנהגות בבית
לא	כן	הענקת הרגלי התנהגות
לא	כן	נושאי למידה ועבודה אינטלקטואליים
לא	כן	תזונה בריאה
לא	כן	קשרים בין ילדי בית הספר וחברים
לא	כן	פעילויות זמן חופשי
לא	כן	אחרים (ציין) _____

17. הוסף כל מידע או המלצות כדי לעודד שיתוף פעולה בית ספר - משבחה

תודה רבה על השתתפותך

הנחיות

- ❖ בהמשך, תקראו הצהרות לגבי איך אתם חושבים, מרגישים או מתנהגים כהורים ביחס לילדיכם
- ❖ קראו בתשומת לב כל אחת מן ההצהרות
- ❖ בכל משפט, אם אתם מסכימים עם מה שנאמר, סמנו X בעמודה "כן". אם אתם לא מסכימים עם ההצהרה סמנו X בעמודה "לא"
- ❖ אם אתם לא בטוחים ב"כן" או "לא", ציינו את האפשרות הכי קרובה למחשבה שלכם בזמן זה
- ❖ **אנא, ענו לכל ההצהרות**
- ❖ אל תשקיעו יותר מיד זמן בכל אחת מן ההצהרות
- ❖ לתשומת ליבכם, אין תשובות נכונות או לא נכונות
- ❖ **תודה על עזרתכם**

שאלון פרופיל שיטות חינוכיות

לא	כן	חובתנו כהורים לחנך את ילדינו לספר על כל אי נוחות או הרגשה לא טובה
לא	כן	בכדי שילדיי יתקדמו בחייהם צריך ללמד אותם ולאפשר להם להתנסות במה שלמדו
לא	כן	המפתח לחינוך טוב הוא להעניש את ילדיי אחרי שהתנהגו רע
לא	כן	מפריע לי שילדיי מבקשים עזרה בכדי לעשות משהו, אני חושב שהם צריכים לנסות לבד
לא	כן	אני מתעצבן כשאני רואה את בני/בתי רוצה לעשות משהו בלי עזרתי או השגחתי
לא	כן	הילדים יודעים לשמור על עצמם לבד. ההורים לא צריכים להיות לידם כל הזמן
לא	כן	לעיתים קרובות אני מודאג מהאפשרות שהילדים שלי יוכלו להיפגע
לא	כן	משמח אותי שילדיי יש יוזמות אף על פי שיכול להיות שהם יטעו
לא	כן	ההורים צריכים לדרוש מהילדים שבכל מצב תמיד יעשו את הכי טוב שהם יכולים
לא	כן	אני מרגיש לא טוב בכל פעם שילדיי מסרבים לקבל עזרה ממני כדי לעשות משהו
לא	כן	אני מאמין שצריכים לתת לילדים "אוויר" כדי שלמדו בעצמם
לא	כן	יש לי מועקה כשאני חושב שאולי לא חיינתי טוב את ילדיי
לא	כן	אני מרגיש טוב כשאני מלמד את ילדיי דברים חדשים
לא	כן	כדי שהילדים יתבגרו ויהיו אחראים צריך להעניש אותם על התנהגות רעה
לא	כן	חינוך הילדים צריך להיעשות ללא פיצויים וענישה
לא	כן	כשאחד מילדיי חולה אני נבהל מאד
לא	כן	לפי דעתי זה טוב שילדיי עושים שגיאות כל עוד הם לומדים מהן
לא	כן	אני מרגיש מתח ועצבנות כשילדיי מחוץ לבית
לא	כן	אני חושב שילדיי לא צריכים מחמאות או פרסים על התנהגות נאותה
לא	כן	אני דואג מאד כשאני חושב שילדי יצטרכו לשמור על עצמם
לא	כן	כשאחד מילדיי חולה המחשבה הראשונה שלי היא שזה משהו מתאים לגיל ולתקופה ושזה יעבור מהר
לא	כן	ההורים חייבים ללמד את הילדים לקחת החלטות בעצמם
לא	כן	הדבר הטוב ביותר לילדים הוא ללמוד מהנזקים מהם הם סובלים בחיים
לא	כן	ההורים אחראים על כל דבר רע שיכול להגיע לילדם
לא	כן	כשילדיי לומדים משהו חדש, אני מוודא שזה נכון עבורם
		הייתי רוצה לעזור לילדיי בכל
לא	כן	אני חושב שהחיים הם בית הספר הטוב ביותר, אין צורך לתת לילדים עצות
לא	כן	אני חושב שההורים חייבים להשגיח על ההתפתחות של ילדיהם, בלי להתייסר
לא	כן	אני מרגיש לא טוב כשאני חושב על כל המכשולים שיהיו לילדיי בחיים
לא	כן	ההורים לא יכולים למנוע את כל הנזקים שיוכלו לפגוע בילדיהם
לא	כן	מרגיז אותי כשאני רואה שילדיי לא עושים מה את שאני אומר להם לעשות
לא	כן	כשאחד מילדיי חולה, אני לוקח אותו לרופא ילדים, ברוגע ובלי לדאוג בהגזמה
לא	כן	כשאחד מילדיי עושה משהו רע וסובל בגלל זה, אני מנסה לנחם אותו ועוזר לו לראות במה הוא טעה

לא	כן	ההורים צריכים שילדיהם יתבגרו בלי להגביל אותם עם נורמות או איסורים
לא	כן	כשאחד מילדיי עובר חוויה לא נעימה כי לא שמע בהצעתו, אני נוזף בו בגלל זה
לא	כן	בכדי שהילדים יתקדמו, ההורים צריכים לעזור כמעט כל הזמן
לא	כן	הורים צריכים לחיות חיים נורמאליים, בלי לדאוג יותר על המידה לגבי ההתפתחות של ילדיהם
לא	כן	עונשים מלמדים את הילדים לכבד את ההורים
לא	כן	ההורים לא אשמים בכל המצבים שיכולים לקרות לילדיהם
לא	כן	ההורים חייבים לקבוע נורמות נוקשות להתנהגות של ילדיהם
לא	כן	כשילדיי מתלוננים על משהו, הם בדרך כלל מגזימים
לא	כן	כשאני רואה שאחד מילדיי עומד לטעות, אני בדרך כלל נותן לו לטעות בכדי שילמד
לא	כן	אני מאמין שהילדים יכולים ללמוד לשמור על עצמם
לא	כן	ההורים צריכים להשתמש בעונשים בתדירות גבוהה כדי למנוע בעיות בעתיד
לא	כן	אני מתעצבן כשאני שומע מישהו שאומר שההורים חייבים לעזור לילדים למצוא פתרונות לבעיות שלהם
לא	כן	ההורים צריכים ללמד את ילדיהם שהחיים מלאים מכשולים שצריכים להילחם נגדם
לא	כן	כשהילדים עומדים לצאת לבד, ההורים צריכים ללמד אותם לשמור על עצמם
לא	כן	כשהילדים חולים חייבים לטפל בהם, אבל צריך להמשיך להעניש אותם, כאילו הם מרגישים טוב

שאלון פרופיל סגנון הורות

לא	כן	המורים חייבים לחנך את תלמידיהם תוך מניעת כל מצב של מבוכה ואי נוחות
לא	כן	כדי להשיג שגשוג בחיים של תלמידינו אנו חייבים ללמד אותם ולתת להם להתנסות במה שלמדו
לא	כן	המפתח לחינוך טוב של תלמידים מורכב מלהעניש אותם בכל פעם שהתנהגו רע
לא	כן	מפריע לי שתלמיד יבקש ממני עזרה במשהו: אני מאמין שהוא צריך לנסות לבד
לא	כן	אני מתעצבן בכל פעם שאני רואה תלמיד עושה משהו בלי עזרתי או פיקודי
לא	כן	התלמידים יודעים לשמור על עצמם לבד, המורים לא צריכים לדאוג להם כל הזמן
לא	כן	לעיתים קרובות אני מודאג מהאפשרות שהתלמידים שלי יפגש
לא	כן	משמח אותי שתלמידי יוזמים מעשים אף על פי שיתכן שהם יטעו
לא	כן	המורים חייבים לדרוש מהתלמידים שתמיד יעשו הכי טוב שהם יכולים
לא	כן	אני מרגיש לא טוב כשתלמיד דוחה את עזרתי
לא	כן	אני מאמין שמורים צריכים לתת לתלמידיהם "אוויר" ולאפשר להם ללמוד בעצמם
לא	כן	אני מרגיש עצוב כשאני חושב שאולי אני לא מחנך טוב את תלמידיי
לא	כן	אני אוהב ללמד את תלמידיי דברים חדשים
לא	כן	בכדי שהתלמידים יתבגרו ויהיו אחראים יותר חייבים להעניש אותם על התנהגות רעה
לא	כן	אפשר לחנך תלמידים בלי תגמול או עונשים
לא	כן	כשלאחד מתלמידיי קורית תאונה אני נבהל מאד
לא	כן	לדעתי זה נורמלי שתלמידיי יטעו במשך הלימודים
לא	כן	אני נלחץ או מתעצבן כשאני לא רואה תלמיד
לא	כן	אני חושב שתלמידים לא צריכים תגמול או פרסים על התנהגות טובה
לא	כן	אני מאד מודאג כשאני חושב שתלמידיי יצטרכו לשמור על עצמם בעתיד
לא	כן	כשאחד מתלמידי עובר תאונה, הדבר הראשון שאני חושב זה שזה לא רציני ושזה יעבור לו בקלות
לא	כן	המורים צריכים ללמד את תלמידיהם לקחת החלטות בעצמם
לא	כן	הדבר הטוב ביותר לתלמידים הוא ללמוד מהנזקים מהם הם סובלים בחיים
לא	כן	אנחנו המורים אחראים על כל מה שיכול לקרות לתלמידינו
לא	כן	כשתלמידי לומדים משהו חדש, אני מברר שזה נכון ומתאים עבורם
לא	כן	הייתי רוצה לעזור לתלמידי בכל
לא	כן	אני מאמין שהחיים זה בית הספר הטוב ביותר, אין צורך לתת להם תמיד הצעות
לא	כן	אני חושב שהמורים צריכים לפקח על ההתבגרות של תלמידיהם בלי להתייגר
לא	כן	אני מרגיש לא טוב בכל פעם שאני חושב על כל המכשולים שתלמידיי יתקלו בהם בחיים
לא	כן	המורים לא יכולים למנוע כל נזק שיכול לפגוע בתלמידיהם
לא	כן	אני מתעצבן כשתלמיד שלי לא עושה בדיוק מה שאמרתי לו לעשות

לא	כן	כשתלמיד שלי עובר תאונה, אני מכרר מה מצבו בלי לדאוג יותר מדי
לא	כן	בדרך כלל כשתלמיד שלי עושה משהו רע וסובל, אני דואג לנחם אותו ולעזור לו לראות במה הוא טעה
לא	כן	המורים צריכים לתת לתלמידיהם להתפתח בלי להגביל אותם עם כללים או איסורים
לא	כן	כשתלמיד שלי קורה משהו לא נעים בגלל שהוא לא שמע בקולי אני נוזף בו
לא	כן	כדי שהתלמידים יתפתחו המורים צריכים לעזור להם תמיד
לא	כן	המורים צריכים לקיים חיים רגילים בלי לדאוג יתר על המידה לגבי התפתחות תלמידיהם
לא	כן	עונשים מלמדים את התלמידים לכבד את המורים
לא	כן	המורים לא אשמים בכל דבר שעלול לקרות לתלמידיהם
לא	כן	המורים חייבים לקבוע כללי התנהגות נוקשים לתלמידיהם
לא	כן	כשתלמידים מתלוננים על משהו, הם בדרך כלל מגזימים
לא	כן	כשאני רואה שתלמיד עומד לטעות, אני נותן לו לטעות כדי שילמד
לא	כן	אני מאמין שתלמידיו יכולים ללמוד לשמור על עצמם
לא	כן	המורים צריכים להשתמש בענישה כדי למנוע בעיות בעתיד
לא	כן	אני מתעצבן כשאני שומע שהמורים חייבים לעזור לתלמידיהם למצוא פתרונות לבעיותיהם
לא	כן	המורים צריכים ללמד את תלמידיהם שהחיים מלאים במכשולים שצריכים להילחם נגדם
לא	כן	המורה צריך ללמד את תלמידיו כל מה שהם צריכים כדי לשמור על עצמם
לא	כן	כשתלמיד חולה צריך לטפל בו כראוי אבל להמשיך להעניש אותו אם הוא מתנהג לא כשורה

Annex 3.

אפשר מעורבות המשפחה בחינוך ילדיהם, שאלון למורים

**מ. אנחלס גומאריס, מ. אנחלס-פראדוס,
מרי פז גרסיה-סאנז, חואקין פארה**

שאלון זה כתוב בלשון זכר, אך מיועד גם לגברים וגם לנשים.

מטרת שאלון זה היא לקבל מידע לגבי תפקיד המחנך בנוגע להשתתפות האבות והאימהות בתהליך החינוכי של ילדיהם, במיוחד בנושא הקשר עם בית הספר. חשובותיך מאוד חשובות מכיוון שהן יכולות לשפר את התפתחות הילדים. אנו מבקשים שתענה בכנות לכל השאלות, סודיות מוחלטת מובטחת בנוגע לשאלון זה.

שאלון סוציו-דמוגרפי

סמן את התשובה או התשובות לגבי המצב האישי.

1. מין:

[] 1. זכר [] 2. נקבה

2. גיל (בשנים)

[] 1. 20-30 [] 2. 31-40 [] 3. 41-50 [] 4. 51-60 [] 5. יותר מ-60

3. שנות ניסיון בחינוך:

[] 1. פחות מ-5 [] 2. 5-10 [] 3. 11-20 [] 4. 21-30 [] 5. יותר מ-30

4. מצב עבודה

[] 1. זמני/ממלא מקום [] 2. פקיד/חודה לא מוגבל

5. בעל תפקיד בבית ספר

[] 1. ציבורי [] 2. חאגידי [] 3. פרטי

6. וחק כמחנך בבית ספר (בשנים)

[] 1. פחות מ-5 [] 2. 5-10 [] 3. 11-20 [] 4. 21-30 [] 5. יותר מ-30

7. שלב חינוכי שאתה מלמד

[] 1. גני ילדים [] 2. בית ספר יסודי [] 3. שניהם

[] 4. חינוך מקצועי [] 5. חינוך עיוני [] 6. שניהם

[] 7. אחר _____

8. קורסים שאתה מלמד

תיכון עיוני	תיכון מקצועי	בית ספר יסודי	גן ילדים	
17	13	4	1	ראשון
18	14	5	2	שני
	15	6	3	שלישי
	16	7		רביעי
		8		חמישי
		9		שישי
			10	מספר קורסים בגן ילדים
		11		מספר קורסים ביסודי
			12	מספר קורסים גן ילדים/ביסודי
	19			מספר קורסים בתיכון מקצועי
20				מספר קורסים בתיכון עיוני
	21			מספר קורסים תיכון מקצועי/עיוני
				אחר

9. התמחות שלך:

חינוך גן/חינוך יסודי	
[] 1	גן ילדים
[] 2	יסודי
[] 3	שפה זרה
[] 4	חינוך גופני
[] 5	מוזיקה
[] 6	שמייעה ושפה
[] 7	פדגוגיה טיפולית
[] 8	אחר _____

תיכון מקצועי/עיוני:

10. משרה בבית ספר

- [] 1. אין [] 2. מחנך [] 3. רכו [] 4. צוות ניהול
 [] 5. ראש מחלקה [] 6. מנהל

11. תואר אקדמי

- [] 1. תעודה [] 2. תואר ראשון [] 3. תואר שני [] 4. דוקטורט

א. שאלון על השתתפות המשפחה

סמן ב- X את התדירות או הרמה של כל אחת מן הנקודות הבאות	אף פעם/כלל לא	לעיתים רחוקות/קצת	לפעמים	לעיתים קרובות / הרבה	תמיד/ הרבה מאוד
1. אני מאפשר למשפחות להכיר את הנורמות הקיימות בבית ספר (שעות ביקור, הדרכה, אירועים מיוחדים, לוח שנת הלימודים, שיעורים, זכויות התלמיד, וכו')					
2. אני משתדל/ת שלמשפחות יהיה מידע לגבי הנורמות בכיתה, מתודולוגיה חינוכית וערכים					
3. אני מדווח למשפחות לגבי החשיבות להשתתף בישיבות הדרכה					
4. אני מעודד את המשפחות לבקש הדרכה במהלך שנת לימודים					
5. אני מעודד את המשפחות להשתתף בפגישות קבוצתיות של אבות/אימהות עם המחנך					
6. אני מעודד את המשפחות לדבר עם המחנך במפגשים ספונטניים בכניסה/יציאה מביה"ס					
7. אני מעודד את המשפחות לקיים פגישות עם מורים נוספים מעבר למחנך					
8. אני מדריך את המשפחות להיפגש עם אנשים החברים במועצת המנהלים					
9. אני משתדל/ת שהמשפחות יפגשו עם היועץ/או מומחים בחינוך מיוחד					
10. אני מעודד את המשפחות לתקשר עם יתר האבות/אימהות של הכיתה					
11. אני מייעץ למשפחות לבחור נציג כיתה שיעזור בתקשורת עם המחנך					
12. בדרך כלל ביה"ס מאפשר תקשורת בין אבות ואימהות של התלמידים					

ב. השתתפות בפעילות בביה"ס

מאפשר שהמש- פחות יתערבו בארגון	מאפשר שהמש- פחות יעזרו ויש- תתבו	מאפשר שהמש- פחות ישתתפו	מאפשר שהמש- פחות יכירו אותם	לא יודע אם קיימות	ציין איך אתה מאפשר מעורבות של המשפחות בפעילויות הבאות רק במקרה שמאורגנות על ידי בית הספר שלך, לפי התוכן הבא:
					13. בפעילויות בכיתה (קריאה, עבודות יד, בישול, וכו')
					14. בפעילויות תרבותיות (אירועים היסטוריים, נושאים מוסיקליים, אקולוגיה, מסורת, יום השלום הבינלאומי, יום הסבים, יום הילד, יום האישה, וכו').
					15. בפעילויות ספורטיביות (תחרויות כדור סל, כדור רגל, ג'ודו, קרטה וכו').
					16. בחגים (פסח, פורים, סוף השנה, וכו')
					17. ביציאות (למוזיאונים, הצגות, טיולים, וכו').
					18. בפעילויות שירות שבית הספר מספק (שעות אישיות, צהרון, ספרייה, חדר אוכל, הסעת ילדים, וכו').
					19. בוועדות עבודה הקיימות בבית הספר (תכנית דו-קיום, תכניות לשיפור בית הספר, וכו').
					20. בצוותי גיוס כספים בכיתה (ועד הכיתה : מתנות, פעילויות, ימי גיבוש וכו').
					21. בתהליכים המשתמשים במערכת בית הספר (על ידי מילוי שאלונים, שימוש בתיבת המלצות, תלונות, או עצות דרך ועד ההורים או באופן אישי וכו').

22. בדרך כלל בית הספר מעודד השתתפות של המשפחות בפעילויות שהוא מארגן
 [1] בכלל לא [2] מעט מאוד [3] מעט [4] הרבה [5] הרבה מאוד

ג. רגשות שייכות

מסכים לחלוטין	מסכים	אדיש	אין הסכמה	אין הסכמה בכלל	ציון רמת הסכמה/חוסר הסכמה הקשורים למשפחות ביחס למדרג הבא
					23. אני משתדל שהמשפחות יזדהו עם הערכים, הרעיונות, הגישות, המטרות וכ"ו של בית הספר.
					24. אני מעודד את המשפחות להרגיש חלק מבית הספר, להרגיש שהוא חלק מהן.
					25. אני מעודד את המשפחות לעודד את הקבוצות של בית הספר המשתתפות בתחרויות ספורט, אומנות או תרבות.
					26. אני מדבר עם המשפחות כדי שישמכו על העבודה החינוכית שאנחנו המורים מבצעים עם ילדיהם, ושיתמכו בהחלטות שלנו.
					27. אני מחזק משיכה של המשפחות לפעילויות או תוויות שמציע בית הספר.
					28. אני מאפשר למשפחות להשתתף בבית הספר כדי שהם ירגישו חלק ממנו
					29. אני עוזר למשפחות להרגיש מחובקות ונקלטות על ידי הקהילה החינוכית מכניסת ילדם לבית הספר.
					30. אני עושה הכול כדי שהמשפחות ירגישו מסופקות עם החינוך שילדם מקבל בביה"ס
					31. אני עוזר למשפחות להרגיש חופשיות לבטא רעיונות, הצעות, תלונות וכ"ו
					32. אני מעודד את המשפחות להמליץ על ביה"ס למשפחות אחרות עם ילדים בגיל ביה"ס
					33. בדרך כלל ביה"ס מאפשר למשפחות להרגיש קשורות אליו

ד. מעורבות בבית

סמן תדירות או דרגה של כל אחד מהנושאים הבאים	אך פעם/ בכלל לא	מספר פעמים/ קצת	לפעמים	בתדירות גבוהה/ הרבה	תמיד/ הרבה מאוד
34. אני מכוון את ההורים לשוחח עם ילדיהם על נושאים שונים					
35. אני מעודד את המשפחות להגיד לילדיהם שהם סומכים עליהם					
36. אני מוסר מידע למשפחות על נוכחות הילדים בכיתה					
37. אני מעודד את המשפחות להתעניין בשעורי הבית של הילדים					
38. אני מסביר למשפחות את החשיבות של ארגון זמן הלימודים של הילדים					
39. אני מעודד את המשפחות ליצור אווירה טובה של לימודים בבית (לתת מוטיבציה, ליצור מקום מתאים ללימודים ללא הסחות דעת, לספק אמצעי למידה, וכו')					
40. אני מבקש מהמשפחות שיהיו זמינות לבקשת עזרה מילדיהם בשעורי בית					
41. אני מבקש מההורים להחמיא לילדיהם על שיעורי הבית שלהם.					
42. אני מידע את המשפחות על החשיבות של השתתפות הילדים בפעילויות חוץ בית ספריות או משלימות (שפות, מחשבים, מוזיקה, בלט, ספורט, אקדמיות וכו')					
43. אני משוחח עם המשפחות שיעודדו עצמאות ואחריות של הילדים בלימודים על ידי כך שיהיו בקרבתם אבל שלא יעשו להם השעורים ושלא יהיו לידם תמיד בזמן הכנת השיעורים.					
44. אני מדבר עם המשפחות ששימו לב לשימוש אחראי במחשבים, טלפון נייד, וכו'					
45. אני מעודד את המשפחות שיפתחו חיבה לקריאה					
46. אני מעודד את המשפחות להשתתף בפעילויות תרבותיות כמו קולנוע, תיאטרון, מוזיאונים, טיולים, קונצרטים, תערוכות וכו'					
47. אני מבקש מהמשפחות לעודד את התלמידים להשתמש בחיים במה שלמדו בכיתה					
48. בדרך כלל, בית הספר מאפשר מעורבות של האבות/האימהות בתהליך הלמידה של הילדים					

ה. מעורבות בוועד ההורים ובוועד בית הספר

סמן תדירות או מדרג בכל אחד מהנושאים הבאים	אף פעם / בכלל לא	מספר פעמים / קצת	למעמים הרבה	בתדירות נבונה / הרבה	תמיד / מאוד
49. אני משתדל שהמשפחות ידעו מה זה וועד ההורים בבית הספר					
50. אני מדבר עם המשפחות שיהיו מיוודעות לגבי הארגון ותפעול של וועד ההורים					
51. אני מעודד את המשפחות להכיר את צוות ההנהלה של וועד ההורים					
52. אני מעודד את המשפחות להתעדכן לגבי פעילויות המאורגנות על ידי וועד ההורים					
53. אני מדבר עם אבות/אימהות שיתעדכנו בספרי הנהלת החשבונות של וועד ההורים					
54. אני מעודד את המשפחות לחפש מידע על וועד ההורים ברשתות חברתיות, וכו'					
55. אני מעודד את המשפחות להשתתף באספות או בפגישות של וועד ההורים בבית הספר					
56. אני מזמין את המשפחות לעזור ולהשתתף בפעילויות המאורגנות על ידי וועד ההורים					
57. אני מעודד את המשפחות להיות מעורבות בביצוע פעילויות מאורגנות על ידי וועד ההורים					
58. אני מכוון את המשפחות להיות חלק מהנהלה של וועד ההורים בבית הספר					
59. בכל הזדמנות שיש לי, אני מדבר עם חברי וועד ההורים להיות קהילה שתקלוט את כל המשפחות של התלמידים					
60. אני מיידע את וועד ההורים לגבי החשיבות של ייצוג האינטרסים של כל המשפחות					
61. בדרך כלל בית הספר מעודד השתתפות של אבות/אימהות בוועד ההורים					
62. אני מוודא שהמשפחות ידעו מה זה מועצת בית הספר					
63. אני מדבר עם המשפחות בכדי שידעו לגבי התפקידים של נציגי מועצת בית הספר					
64. אני דואג לכך שהמשפחות יתעדכנו לגבי הארגון והפעילות של מועצת בית הספר					
65. אני מוודא שהמשפחות יכירו את נציגי המשפחות במועצת בית הספר					
66. אני מעדכן את המשפחות על ההחלטות של מועצת בית הספר					

תמיד/ הרבה מאוד	בתדירות גבוהה/ הרבה	לפעמים	מספר פעמים/ קצת	אף פעם/ בכלל לא	סמן תדירות או מדרג בכל אחד מהנושאים הבאים
					67. אני מעדכן את המשפחות על לוח הזמנים ותהליך הבחירות למועצת בית הספר
					68. אני מעודד את המשפחות לדעת מי ההורים המעומדים למועצת בית הספר
					69. אני מעודד את המשפחות להשתתף בבחירות למועצת בית הספר
					70. אני מעודד אבות/אימהות להיות נציגי המשפחות במועצת בית הספר
					71. בדרך כלל בית הספר מעודד השתתפות של המשפחות במועצת בית הספר

1. השתתפות קהילתית

מאפשר שהמשפחות ישתתפו בארגון	מאפשר שהמשפחות יעזרו וישתתפו	מאפשר שהמשפחות ישתתפו	מאפשר שהמשפחות יכירו	לא מכיר אם קיימים	ציין איך אתה מעודד השתתפות של המשפחות בפעילויות הקשורות לקהילה, לפי הדירוג
					72. בפעילויות של איסוף (מזון, בגדים, ציוד, וכו')
					73. בפעילויות אקולוגיות (ניקיון חופים, הפגנות למען איכות הסביבה, תכניות של מודעות סביבתית, שתילת עצים, וכו')
					74. בפעילויות שכונתיות (מסיבות שכונתיות, אספות שכנים, ציוד למען תושבי השכונה או האזור, נוכחות בוועדות שכונתיות וכו')
					75. בפעילויות התנדבותיות (עזרה לזקנים, לחולים, לאנשים קשי-יום, לבודדים, לבתי תמחוי, וכו')
					76. בפעילויות של קהילות דתיות
					77. בפעילויות מכוונות לקבלה ואחדות (מגדר, יכולת, מוצא, מקור תרבותי, וכו')
					78. בפעילויות משותפות עם ארגוני נוער המעודדים פנאי וזמן חופשי בריאים

79. בדרך כלל בית הספר מעודד השתתפות משפחות בפעילויות קהילתיות

[1] 1. בכלל לא [2] 2. קצת [3] 3. לפעמים [4] 4. הרבה [5] 5. הרבה מאוד

ז. הכשרה

סמן תדירות או מדרג בכל אחד מהנושאים	אף פעם / פעם בלבד	מספר פעמים / קצת	לפעמים	בתדירות גבוהה / הרבה מאוד	תמיד / הרבה מאוד
80. אני מעודד את המשפחות לדעת על פעילויות הכשרה מכוונות למשפחות שמארגן בית הספר					
81. אני מעודד את המשפחות להשתתף בפעילויות הכשרה למשפחות המאורגנות על ידי בית הספר					
82. אני מדבר עם המשפחות שישתתפו באופן אקטיבי בפעילויות הכשרה עבורם					
83. אני מעודד אבות ואימהות להשתתף בפעילויות הכשרה עבורם					
84. אני מדבר עם המשפחות על החשיבות של הכשרה נכונה לגבי התהליך חינוכי של ילדיהם					
85. אני משתדל שההכשרה שמציע בית הספר תתרום לשיפור היחס משפחה-בית ספר					
86. אני מוודא שהכשרת המשפחות בבית הספר תשפר את מעורבות המשפחות בחינוך הילדים					
87. בדרך כלל, בית הספר מאפשר ההשתתפות המשפחות בפעילויות הכשרה למשפחות					
88. ידוע לי לגבי פעילויות הכשרה למורים, בנושא השתתפות המשפחות, המאורגנות על ידי מוסדות חינוכיים שונים (מכללה, אוניברסיטה, מוסדות פרטיים, וכו')					
89. השתתפתי בפעילויות הכשרה למורים בנושא השתתפות משפחה					
90. אני צריך יותר הכשרה כדי לגרום להשתתפות של משפחות בתהליך החינוכי של ילדיהם					

91. אני מעוניין להשתתף בפעילויות הכשרה כדי לשפר את השתתפות המשפחות בתהליך חינוכי של ילדיהם

[] 1. כן [] 2. לא

תודה על עזרתך!!!!