

**CURRICULUM VITAE****1. Personal Details**

Home Address: Derech Yatir 100, Meytar, Israel

Cellular phone: +972-543-107108

Electronic address: [yael.barak.levy@gmail.com](mailto:yael.barak.levy@gmail.com)

**2. Higher Education****a. Undergraduate and Graduate studies**

<b>Period of Study</b>	<b>Name of Institution and Department</b>	<b>Degree</b>	<b>Year of Completion</b>
2008-2013	Developmental Psychology, Ben-Gurion University of the Negev.	PhD	Approved 2014
2004-2006	Educational Counseling, Ben-Gurion University of the Negev.	MA, magna cum laude	Approved 2007
1998-2001	Behavioral Sciences, Ben-Gurion University of the Negev	BA, magna cum laude	Approved 2001

**b. Post-doctoral studies**

<b>Period of Study</b>	<b>Name of Institution, Department and Host</b>	<b>Degree</b>	<b>Year of Completion</b>
2015-2017	The Centre for Child and Family Studies, Education Department, Leiden University, The Netherlands.  "The Dopamine and Parenting Behavior Project" under the supervision of Dr. Huffmeijer & Dr. Rippe in the lab of Prof. Van IJzendoorn & Prof. Bakermans- Kranenburg	Post- doctoral	2017

### **3. Academic Ranks and Tenure in Institutes of Higher Education**

<b>Dates</b>	<b>Name of Institution and Department</b>	<b>Rank/Position</b>
2019- current	Achva Academic College - Department of Early Childhood Education	Tenure track – Lecturer.  Head of Department
2018-current	Achva Academic College - Department of Special Education, Department of early childhood Education, Department of Education MA studies, Department of Psychology.	Tenure track – Lecturer
2011-2014; 2017-2018	Achva Academic College - Department of Special Education, Department of Early Childhood Education, Multidisciplinary BA, Department of Education MA studies, Department of Psychology.	Lecturer
2015-2017	The "Dopamine and parenting behavior project" under the supervision of Dr. Huffmeijer & Dr. Rippe in the lab of Prof. Van IJzendoorn & Prof. Bakermans-Kranenburg, Leiden University, The Netherlands.	Post Doctorate position
2012-2014; 2017-2018	Kaye Academic College of Education, Departments of Special Education, Education for Elementary School and Education for Kindergarten Teachers.	Lecturer
2009-2011	Ben Gurion University of the Negev, Department of Psychology.	Lecturer

### **4. Offices in Academic Administration**

- \* 2020-current           Member of Fellow staff committee.
- \* 2020-2022   Member of the EcoSTEM 21 Design studio for the development of the educational field in the city of Kiryat Malachi, on behalf of Achva Academic College.

- 2019-current Member of Teaching committee, School of Education, Achva Academic College.
- 2019-current Head of the Department for Early Childhood Education, Achva Academic College.
- 2018-2019 Delegate of the National Erasmus+ Program of the European Union in Achva Academic college.
- 2012-2014 Member of Disciplinary Committee, Achva Academic College

**5. Scholarly Positions and Activities outside the Institution**

- a. Refereeing manuscripts for international peer-reviewed periodicals:
  - Research in Developmental Disabilities (Clinical Psychology / Special Education – Q1).
  - Journal of Child and Family Studies (Life-span Studies – Q1 / Developmental psychology – Q2).
  - Family relations (Education – Q1).
  - PLoS ONE (Medicine / Biological science / multidisciplinary – Q1)
  - Quality Assurance in Education (Education – Q2).
- b. Academic written review for a qualitative research book:
  - Stowaways: The story of Israeli Women in Relocation.

**6. Participation in Scholarly Conferences**

**a. Active Participation**

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
*June, 2023	Passion and Professionalism in Teacher Education	Israel	Coherence and self-efficacy among kindergarten student	<b>Co-Lecturer</b>

	The Eighth International Conference on Teacher Education		teachers learning NLP skills	
*June, 2023	International Virtual Conference on Nursing Research, Patient Safety and Healthcare	Virtual conference	Diving into the Resolution Process: Parent's Reactions to Child's Diagnosis	<b>Lecturer</b>
*Dec., 2022	IACEP 2022 International Association for Cognitive Education and Psychology	Virtual conference	If you want to promote inclusion – Think out of the box	<b>Lecturer</b>
*Mar., 2022	The 16 <sup>th</sup> annual International Technology, Education and Development conference	Spain	Promoting emotional and social awareness among adolescents with autism spectrum disorder through dance	<b>Lecturer</b>
*Oct., 2021	Assistance for children with special needs and their family's seminar	Israel	Autism spectrum disorders and intellectual disabilities in children	<b>Lecturer</b>
* Mar., 2021	Conference of Educational cohesion: Coherence within the training process, residency, and professional learning of teachers	Israel	The contribution of NLP training to professional competence perception for students in training and residency	<b>Lecturer</b>

Sep., 2019	17 <sup>th</sup> ICTEL 2019 – International Conference on Teaching, Education & Learning	London, UK	<ul style="list-style-type: none"> <li>• Maternal views concerning the mainstreaming of children with ASD within the Haredi sector of Judaism</li> <li>• Fathers are NOT mothers; a mediation model of parental stress, parenting and risk factors in families of children with a mild intellectual disability</li> </ul>	<b>Poster presenter</b>
May, 2019	Conference for Chinese school headmasters	Israel	Children with special needs in the Israeli school system	<b>Main Lecturer</b>
April, 2019	Autism is Not a Disability, it is a Difference	Israel	What is the Autistic Spectrum and why does it keep widening?	<b>Organizer and Lecturer</b>
May, 2018	The World Congress of the World Association for Infant Mental Health	Rome, Italy	The Importance of Maternal and Paternal Playfulness Among Families of Children Diagnosed with Developmental Delay	<b>Poster presenter</b>
July,	the conference of the	Israel	Paternal versus	<b>Poster</b>

2013	Institution for advanced studies – The Influential Child: The Role of Children’s Psychobiology and Socialization in Development		maternal coping styles with child diagnosis of Developmental Delay	<b>presenter</b>
Dec., 2012	The Gerry Schwartz and Heather Reisman 3 <sup>rd</sup> International Conference on Pediatric Chronic Diseases, Disability and Human Development	Israel	Mothers versus fathers’ reactions to the diagnosis of children with developmental delay	<b>Lecturer</b>
July, 2011	The fifth annual disabilities international convention, conference of the Issy Shapira House	Israel	Parental role division in families of children with developmental delay: are mothers and fathers content?	<b>Poster presenter</b>
June, 2010	The World congress of the World Association for Infant Mental Health	Leipzig, Germany	Father-child interaction in families of infants with feeding problems: The role of paternal depression	<b>Poster presenter</b>
Sept, 2009	The annual conference of the British Psychological Society Developmental Section	Nottingham, UK	Adjustment characteristics of healthy siblings of children with autism	<b>Poster presenter</b>

**b. Organization of Conferences or Sessions**

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
*Mar., 2023	Outside the box: Meaning, innovation and empowerment when entering teaching and throughout professional development	Israel	Meaning, identity and culture	<b>Chair of session</b>
*Jan- May, 2023	Early childhood education: Professional development sessions	Israel	Academic and professional development for kindergarten and special education pedagogical trainers, students, and teachers	<b>Organizer</b>
*Dec. 2021 – June, 2022	Spotlight on undiscussed challenges in education through the perspective of Social Emotional Learning (SEL) – From the personal to the theoretical	Israel	Academic and professional development for pedagogical trainers, students, and teachers	<b>Organizer</b>
*June, 2021	We are not alone: Innovative projects within the early childhood education department	Israel	The innovative approach to cooperative work in early childhood studies	<b>Organizer and moderator</b>
April, 2019	What is the Autistic Spectrum and why does it keep widening?	Israel	Autism is Not a Disability, it is a Difference	<b>Organizer and Lecturer</b>

## 7. Research Grants

### a. Research Grants Awarded

<b>Role in Research</b>	<b>Co-Researchers</b>	<b>Topic</b>	<b>Funded by/ Amount</b>	<b>Year</b>
Main researcher	<u>Naama</u> <u>Atzaba-</u> <u>Poria</u>	Parental Stress and the Mother-Child and Father-Child Relationship in Families of Children with Developmental Delay.	Rich Foundation for the development of women's' carriers in the academic world.  Total amount: 15,000\$	2009-2012
Main researcher – under the name of PhD Supervisor	<u>Naama</u> <u>Atzaba-</u> <u>Poria</u>	The Mother-Child, Father-Child Relations, and the Paternal Role in Families of Children with Developmental Delay.	Keren Shalem – The Shalem Fund for development of services for people with intellectual disabilities in the local councils.  Total amount: 21,000\$	2008-2011
Papers published out of the above research: 3,4,6,7				

### b. Submission of Research Proposals - Pending:

<b>Role in Research</b>	<b>Co-Researchers</b>	<b>Topic</b>	<b>Funded by</b>	<b>Year</b>
* Co-researcher	Leading Researcher: Dr. Ernesto Lopez-Gomez UNED, Spain.  Additional Co-researchers:  Dr. Heidi Flavian, Achva Academic College, Israel.  Dr. Massimo Baldacci & Dr. Enrico	Early childhood teacher-education, and the continuum toward teacher-education for schools.	The State Research Agency of Education, Spain.	2023



	Bocciolesi, from Italy Prof. Buratin Khampirat, Thailand Dr. Marlene Fermín & Dr. Carolina Caffarella, Chile  5 researchers from the University of Alicante, Spain			
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**c. Awards and Prizes**

- \*2022-2023 The Booster Project for female researchers, Achva Academic College.
- \*2022 Distinguished lecturer for the year 2021-2022, Achva Academic College.
- \*2021 Distinguished lecturer for the year 2020-2021, Achva Academic College.
- \*2020 Distinguished lecturer for the year 2019-2020, Achva Academic College.
- 2010 Distinguished lecturer for the year 2009-2010, Ben Gurion University of the Negev.
- 2010 The Victor Florian Fund - Research award - "research and grants in the field of loss and coping".

**d. Teaching**

**a. Courses Taught in Recent Years**

<b>Year</b>	<b>Name of Course</b>	<b>Type of course</b>	<b>Degree</b>	<b>Num. of students</b>
*2022-current	Current issues in specific learning disabilities - a critical analysis of articles	Mandatory	MA	27

*2022-current	Advanced Aspects in Developmental Psychology	Mandatory	MA	18
*2021-current	Innovative Approaches and Social Emotional Learning (SEL) Through Inclusion of Learners with Special Needs	An on line binational course with the Dominican Republic	BA	30
*2021-2022	Mediation for Development of Thought Processes	On line	BA	30
2019-2020	Reflective Care	Seminar	BA	15
2018	Diversity Among Students	Mandatory	BA	115
2018-2022	Introduction to Mild Disabilities	Mandatory	BA	90-200
2018-2022	Cognitive and Sensory-Motor Development in Toddlers	Mandatory	BA	30
2018-2022	Detection and Care in Students with Attention Deficit Disorder	Mandatory	BA	60
2018-2019	Introduction to Care Systems Accompanying the Process of Development and Maturation	Mandatory	BA	25
2017-2018	PDD – Advanced Issues	On line	BA	50
2017-2018	The World of Children	Mandatory	BA	20
2017-Current	Introduction To Severe Disabilities and Sensory Disabilities	Mandatory	BA	85-130
2017-2022	Detection and Care in Students with Attention Deficit Disorder	On line	BA	50
2017-2021	Reading and Understanding Psycho-Didactic Diagnosis	On line	BA	50
2017-2022	Special Education, Inclusion and	Mandatory	BA	90-220

	Mainstreaming			
2017-2022	Cooperation Within a Multidisciplinary Team	Workshop /Lecture	BA	25
2017-2022	Augmentative and Alternative Communication	On line	BA	50
2013-2014	Cooperation Within a Multidisciplinary Team	Workshop for Therapists	MA PhD	30
2012-2014	Identifying At-risk Children and Toddlers	Mandatory	BA	25
2012-2014	Educational Theories and Thought Development	Mandatory	BA	40
2011-2014	Education / Integration of Children with Special Needs	Mandatory	BA	30-50
2011-2014	Introduction to Learning Disabilities	Mandatory	BA	60
2011-current	Socio-Emotional Development	Mandatory	BA	35
2011-2018	Typical and Pathological Development	Mandatory	BA	30
2011-2019	Children with Special Needs in the school system	Mandatory /Lecture	BA	30-110
2011-Current	Developmental Psychology	Mandatory	BA MA	20-130
2009-2011	Psychology to Non-Psychologists	Lecture	BA	50
2009-2011	Autism and Communication Disorders: Theory and Application	Seminar	BA	30

## b. Supervision of Graduate Students

<b>Name of student</b>	<b>Title of thesis</b>	<b>Degree</b>	<b>Date of completion</b>	<b>Co-Supervision</b>	<b>Institute</b>
*Adi Leonard	Parenting twins - parenting characteristics and social development	MA	In Progress	-	Achva Academic College
*Dikla Moria Cohen	Emotional interactions between Parents of children with special needs and special education kindergarten teachers	MA <ul style="list-style-type: none"> <li>• Final Project</li> </ul>	In Progress	-	Achva Academic College
*Avichai Kaits	Identity and parenting in fathers in a religious Jewish settlement society	MA <ul style="list-style-type: none"> <li>• Final Project</li> </ul>	In Progress	-	Achva Academic College
*Adan Kabha	Parent's resolution with their child's diagnosis with special needs and the place of their religious beliefs among Muslims in Israel	MA	In Progress	-	Achva Academic College
Rebecca Elkoby	Mothers' position concerning the integration of their	MA	Jan 2020	Dr. Michael Weinstock	Ben Gurion University of the Negev

	child with ASD in the regular school system within the Haredi Judaism.				
Charlotte Emily Knoester	Sensitivity and the neural depth of processing of infant crying sounds after dopamine administration	MA	June 2017	Dr. Renske Huffmeijer	Leiden University, The Netherlands

**e. Professional Experience**

- 2002-2007 Kindergarten teacher, "Hidda" and "Hogla" kindergartens for children with Autism Spectrum Disorders, Beer-Sheva.
- 2005-2006 Educational counselor, "Reim" school for children with Autism Spectrum Disorders, Beer-Sheva.
- 2005-2006 Integration coordinator (for children with disabilities in regular classes) "Netivot Yoram" school, Beer-Sheva.
- 2003-2005 Training educational counselor, "Moledet" school and Center for the Hearing Impaired, Beer-Sheva.
- 1999-2003 Teacher, "Reim" school for children with Autism Spectrum Disorders, Beer-Sheva.

**f. Scientific Publications**

**A. Ph.D. Dissertation**

Parenting and Stress in Mothers and Fathers of Children with Developmental Delay, November 2013. Number of pages: 95, Language: English, Ben Gurion University of the Negev.

Advisors: Prof. Judy Auerbach & Dr. Naama Atzaba-Poria.

## **B. Articles in Refereed Journals**

- Author order by contribution.
- 1. \* **Barak-Levy, Y.** (2023). "It was a really hard time and suddenly it was wonderful" - Experiences of mothers in relocation regarding their children's educational institutions. *International Journal of Intercultural Relations*. (Journal ranked in the category of **Sociology and Political Science– Q1; IF 3.05**).
- 2. \* **Barak-Levy, Y. & Paryente, B.** (2023). Diving into the resolution process: Parent's reactions to child's diagnosis. *International Journal of Environmental Research and Public Health*, 20, 3295. <https://doi.org/10.3390/ijerph20043295> (Journal ranked in the category of **Health – Q1; IF 4.54**).
- 3. \* **Barak-Levy, Y. & Paryente, B.** (2023). The Parental Resolution Process with a Diagnosis of Special Needs in Early Childhood. *Researching @ Early Childhood*, 18, 51-75 [Hebrew].
- 4. \* Paryente, B. & **Barak-Levy, Y.** (2023). Parents' Reactions to their Child's Placement in Special-Education Kindergartens: A Grounded Theory Study in Israel. *International Journal of Early Years Education*. (Journal ranked in the category of **Education – Q2; IF 2.1**)
- 5. \* **Barak-Levy, Y. & Flavian, H.** (2022). Learning Self Expression through dance; A Case Study of Adolescents with Autism Spectrum Disorder. *Research in Dance Education*. (Journal ranked in the category of **education – Q1; IF 0.09**).
- 6. \* **Barak-Levy Y. & Flavian, H.** (2022). Dancing for All; A Case Study of Adolescents with ASD Learning to Dance and Express Themselves Through Movement. *Issues in Special Education and Integration*. [Hebrew], 33, 179-196.  
- (Journal ranked in the category of **Special Education – A**).
- 7. \* Paryente, B. & **Barak Levy, Y.** (2022). "A special education kindergarten sounded to me like a nightmare" the parental perspective of special education

with the escort of the educational counselor. *Journal of the Educational Counselor* [Hebrew].

8. \* Levavi, K., Menashe-Grinberg, A., **Barak-Levy, Y.** & Atzaba-Poria, N. (2020). The Role of Parental Playfulness as a Moderator Reducing Child Behavioural Problems Among Children with Intellectual Disability. *Research in Developmental Disabilities*, 107, 103793. Doi: 10.1016/j.ridd.2020.103793  
- (Journal ranked in the category of **Special Education – Q1; IF 1.84**).
9. \* **Barak-Levy, Y.**, & Atzaba-Poria, N. (2020). A mediation model of parental stress, parenting, and risk factors in families having children with mild intellectual disability. *Research in Developmental Disabilities*, 98, 103577. Doi: 10.1016/j.ridd.2020.103577  
- (Journal ranked in the category of **Special Education – Q1; IF 1.84**).
10. \* Huffmeijer, R., **Barak-Levy, Y.**, & Rippe, R. C. (2020). Attractiveness and neural processing of infant faces: effects of a facial abnormality but not dopamine. *Physiology & Behavior*, 222, 112937. Doi: 10.1016/j.physbeh.2020.112937  
- (Journal ranked in the category of **Philosophy & Cognitive Psychology – Q1; IF 2.69**).
11. **Barak-Levy, Y.** & Atzaba-Poria, N. (2015). The effects of familial risk and parental resolution on parenting a child with mild intellectual disability. *Research in Developmental Disabilities*, 47, 106-116. Doi: 10.1016/j.ridd.2015.09.008  
- (Journal ranked in the category of **Special Education – Q1; IF 1.84**).
12. **Barak-Levy, Y.** & Atzaba-Poria, N. (2013). Paternal versus maternal coping styles with child diagnosis of Developmental Delay (DD). *Research in Developmental Disabilities*, 34, 2040-2046. Doi: 10.1016/j.ridd.2013.02.026  
- (Journal ranked 7/39 in the category of **Special Education – Q1; IF 1.84**).
13. Gueron-Sela, N., Atzaba-Poria, N., **Barak-Levy, Y.**, Meiri, G. & Yerushalmi, B. (2011). Links between paternal depressive symptoms, parental sensitivity and children's responsiveness: a study on Israeli children with feeding

disorders. *Family Science*, 2, 87-97. Doi: 10.1080/19424620.2011.641333

- (Journal ranked in the category of **Anthropology – Q1; IF 1.2**).

**14. Barak-Levy, Y., Goldstein, E. & Weinstock, M. (2010).** Adjustment characteristics of healthy siblings of children with autism. *Journal of Family Studies*, 16, 155-164. Doi: 10.5172/jfs.16.2.155

(Journal ranked in the category of **Family Studies – Q2; IF 1.4**).

1. **Entries in Encyclopedias**

**15. Barak-Levy, Y. & Atzaba-Poria, N. (2018).** Diathesis-stress model. In Bornstein, M. (Ed.), *The SAGE Encyclopaedia of Lifespan Human Development* (pp 616-617). Thousand Oaks, CA: Sage.

a. (Publisher ranked **A** by the SENSE system).

b. Chapter has been reviewed.

2. **Other Works Connected with my Scholarly Field**

**16. Odiz, D. & Barak Levy, Y. (2019).** Steps of success: a hip hop workshop to develop social and emotional skills for children with special needs. Manual and lesson plans.

Funded by the Daniel Haward fund.

- **Barak Levy, Y. (2018).** Steps of success: a hip hop workshop to develop social and emotional skills for children with special needs. Manual and lesson plans. Adaptation for Intellectual developmental disabilities.
- **Barak Levy, Y. (2019).** Steps of success: a hip hop workshop to develop social and emotional skills for children with special needs. Manual and lesson plans. Adaptation for low and medium functioning autism spectrum disorders.
- **Barak Levy, Y. (2019).** Steps of success: a hip hop workshop to develop social and emotional skills for children with special needs. Manual and lesson plans. Adaptation for high functioning autism spectrum disorders.

3. **Submitted Publications**



1. \* Paryente, B. & **Barak-Levy, Y.** (Under review). “God choose me to go through this experience”: Religious and emotional perspectives of Bedouin mothers in coping with a child with special needs. *Journal of Religion and Health*.  
(Journal ranked in the category of **religious studies – Q1; IF 2.8**)
2. \* Paryente, B. & **Barak-Levy, Y.** (Under review). How Bedouin and Jewish mothers process their experiences of parenting their children with special needs in Israel. *Israeli Affairs*.  
(Journal ranked in the category of **cultural studies – Q1; IF 0.48**)
3. \* Paryente, B. & **Barak-Levy, Y.** (Under review). The coping processes of Bedouin mothers of children with special needs: “God gave me this child out of his great love to me”. *Venue for Social Educational Work*. [Hebrew]

### **In Process**

1. **Barak-Levy, Y.** (in process). Narratives of Israeli mothers’ and their maternal sense of competence during international mobility.
2. Flavian, H. & **Barak-Levy, Y.** (in process). Mediation teaching technics in a hip-hop dance workshop for teenagers with ASD.
3. **Barak-Levy, Y.**, Paryente, B. & Kabha, A. (in process). Bedouin mothers’ reactions to the diagnosis of children with ASD and coping strategies in relation to their religious beliefs.
4. **Barak-Levy, Y.**, Paryente, B. (in process). The journey of a mother: Bedouin and Jewish mothers’ reactions to the diagnosis of their child with special needs.

### **C. Summary of my Activities and Future Plans**

My research interests revolve around families dealing with stressful situations, focusing on 2 specific areas: families undergoing professional and occupational relocation,

and families of children with disabilities. I delve into how these circumstances impact familial functioning, relationships, structure, and inner communication. A significant part of my expertise lies in understanding the interaction and communication between these families and the educational systems that surround them. While this research has generated a variety of important findings (see page 15, articles 8, 9, 11 & 12), it has also underscored the importance of tailored interventions for mothers and fathers of children with disabilities. By examining the differential vulnerabilities of parents, including their resolution to their child's diagnosis and other risk factors such as environmental influences, I have emphasized the necessity of individualized approaches. This led me to probe into the theory of Diathesis-stress model (leading to the differential susceptibility model). I was later requested to write a chapter on this subject in the SAGE encyclopaedia of lifespan human development (see page 16, article 15).

Collaborating with a multidisciplinary team, our project examines whether dopamine, moderated by the DRD4 genotype, enhances parental attention, responsiveness and sensitivity. Participants were presented with infant sounds and photographs while their EEG was recorded. Participants' sensitivity and responsiveness toward a life-like infant simulator was also observed. In most neuroimaging studies a direct link between effects of a manipulation on neural activation and those on behavior is missing. In this research, we aimed to remedy this by combining measures of neural and behavioral effects in a single study. Contributing my expertise in behavioral analysis, I played a key role in combining measures of neural and behavioral effects in a single study alongside Dr. Renska Huffmeijer – neuropsychology expert and Dr. Ralph Rippe – Statistics expert in the field of social science (\*see page 15, article 10).

Expanding on my research interests, I have delved into the educational ecology surrounding children with special needs, particularly their integration into regular school systems and extracurricular activities. To gain deeper insights, I have incorporated qualitative research tools. For instance, I participated in the "Dance for all" project, collaborating with a special education teacher and a hip-hop instructor, Mr. Dan Odiz. Together, we developed a comprehensive manual for a dance workshop tailored to children with special needs (see page 16, publication 15). Additionally, in collaboration with Dr. Heidi Flavian, I analyzed a hip-hop dance workshop for teenagers with medium to severe range of functioning levels of ASD, involving video recordings and interviews with dance instructors with various levels of experience in teaching special needs children.

Our findings have resulted in published papers (\*see page 14, articles 5 & 6), and we have another paper in its final stages of preparation.

Currently, I am engaged in research with Dr. Bilha Paryente, investigating the reactions of parents of children with special needs to their child's diagnosis and initial placement in a special education kindergarten. This research has already provided valuable insights into the genuine thoughts and feelings of mothers and fathers as they navigate the challenges of parenting a child with special needs (\*see page 14, articles 2, 3, 4 & 7), with one more manuscript currently being written. Additionally, we are exploring the influence of religious beliefs and personality traits on the resolution process among Jewish and Muslim mothers, gathering data from diverse cultural backgrounds. For an exact view and inside knowledge, my MA student in Achva Academic college, Adan Kabha (an Israeli Arab), analyzed the Arabic data as part of her theses. This data revealed fascinating findings resulting in 3 manuscripts that are currently under review and one manuscript within the writing process.

One major branch of my innovative research focuses on exploring the experiences of mothers during the professional relocation of their spouses and their responsibilities regarding their children's schooling. Through qualitative content analysis, I have identified three key coping themes: control and organization in the school context, language and communication with educational staff, and the social and emotional well-being of both mothers and children within the school environment. In examining these challenges, mothers have referred to three different points in time: before the move, during the initial period, and after one school year. The study clarifies that while relocations are important for global economic development, they are accompanied by significant challenges for the mothers who escort the knowledge-migrant and bear the responsibility for organizing the home and supporting the children during their entry into their educational setting. A paper entitled: “ "It was a really hard time and suddenly it was wonderful" - Experiences of mothers in relocation regarding their children's educational institutions “ has been accepted for publishing (\*see page 14 article 1), and another is being written.

Throughout my academic journey, I have consistently aimed to combine research with practical fieldwork. I strongly believe that social science research should serve those in need and the professionals who support them. Knowledge should not be confined to the laboratory but translated into interventions and applied in everyday practice. In planning my future as a researcher, I am committed to further investigating the experiences of parents within complex educational contexts. Specifically, I emphasize the importance of

considering the perspectives of both fathers and mothers, as well as involving all caregivers and close relations in a child's life, such as teachers and grandparents. To achieve this, I intend to delve deeper into the viewpoints of various stakeholders in the educational system, including teachers and supervisors, throughout the special education placement process. I firmly believe that this research is crucial for advancing both theory and practice and has the potential to inspire meaningful change.

Tying both of my research branches, I also have plans to examine the experiences of parents of children with special needs in relocation situations. Furthermore, I am embarking on longitudinal research that will comprehensively investigate the entire relocation process, from the planning stage to the eventual return home.