

Name: Erez Cedric Miller

Date: February 20, 2024

CURRICULUM VITAE

1. Personal Details

Permanent Home Address: 9 Prof. Yehudit Birk St., Apt, 16, Rehovot 7608611

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2. Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
1998	Boston College, Boston, U.S.A., Child Development,	Ph.D.	1998
1991-1992	Gallaudet University, Education of the Deaf, Washington D.C., U.S.A.	M.A.	1992
1988-1991	Tel Aviv University, Special Education	B.A.	1991

3. Academic Ranks and Tenure in Institutes of Higher Education

Dates	Name of Institution and Department	Rank/Position
2022-2024	Giv'at Washington Academic College	Senior lecturer
2017	Achva Academic College	Senior lecturer
2002	Achva Academic College	Senior teacher
2006	Achva Academic College	Lecturer

4. Offices in Academic Administration

- 2016-2020 Head of the Education Division at the Multidisciplinary Studies B.A. program, School of Sciences, Achva Academic College
- 2017-2018 Chair of Education Department, School of Education, Achva Academic College
- 2010-2014 Chair of Special Education Department, Achva Academic College
- 2001-2003 Chair of Special Education Department, Achva Academic College

5. Scholarly Positions and Activities outside the Institution

Employment in Other Higher Education Institutions

- 2021-2024 Lecturer at the M.Ed program in Inclusive Education, Giv'at Washington College
- 2013-2016 Lecturer at the Dept. of Special Education, Hemdat Hadarom College

2004 Lecturer at the Dept. of Education, Literature and History, Sapir Academic College

1999-2000 Lecturer in Special Education, Beit Berl College, Tel Aviv

1999-2000 Lecturer in Special Education, Kibbutzim Seminar, Tel Aviv

1996-1998 Teaching Fellow, Lecturer in Developmental and Educational Psychology, Boston College, Boston, U.S. A.

Membership in Academic Committees

2021-present Member of the Simulations Research Center, Achva Academic College

2019-2021 Member of the Faculty Excellence Committee, Achva Academic College

2016-present Member of the College Student Disciplinary Committee

2011-2013 Member of College Management Team, Achva Academic College

2007-2010 Member of Inter-Collegiate Research Forum, Mofet Institute

2001-2003 Member of Committee for Examination and Instruction of Students with Special Needs, Achva Academic College

2001-2003 Member of Research Committee, Achva Academic College

2001-2002 Member of Five-year Planning Committee, Achva Academic College

2001-2002 Member of Expansion Committee, Achva Academic College

Reviewer for Journals:

- Teaching and Teacher Education
- Quality Assurance in Education
- From Exclusion to Inclusion: Educational Aspects of Children and Youth At-Risk [Peer-reviewed, Hebrew].

- Dvarim. Oranim Academic College ([Peer-reviewed, Hebrew]).
- Clinical Social Work Journal

Reviewer for Conferences:

- The 7th International Conference on Teacher Education: The Story of Innovation in Teacher Education, held at The MOFET Institute, Tel Aviv, Israel, 24-26 June 2019

Membership in Professional/Scientific Societies:

- 2000-2023 Israeli Psychological Association
- 2006-2018 Israeli Society of Cognitive Behavioral Therapy
- 1994-2000 American Psychological Association

Public Voluntary Activities:

- 2015-2019 Board member, Si'ach Vasig, Israeli Debating Society
- 2014-2015 Consultant, accessibility committee, community recreational centers (a.k.a Matnassim), Rehovot
- 2010-2014 Delivering lectures, presentations and workshops to soldiers and officers of the Israeli Defense Force, focusing on tolerance toward and accepting of 'the other' - people of minority ethnic groups or people with disabilities.

6. Participation in Scholarly Conferences

Active Participation

Israeli Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
1995	18 th Annual Meeting of the International Congress on Education of the Deaf	Tel Aviv	Educational and religious services for Jewish Deaf and hard of hearing children and adults in the United States.	
2000	<i>ELAH Conference</i>	Tel Aviv	The experience of loneliness, social absorption and socio-cultural identity among deaf, hard-of-hearing and hearing students in institutions of higher education.	
2000	<i>ELAH Conference</i>	Tel Aviv	Children with Down Syndrome and heart disease in preschool	
2002	4th International Conference on Teacher Education.	Tel Aviv, Mofet Institute	Teacher training of students with special needs: challenges and advantages.	

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
2002	4th International Conference on Teacher Education.	Tel Aviv, Mofet Institute	Teacher training for special education: What is the Perspective of the Parents?	
2007	Teacher Education at a Crossroad	Be'er Sheva & Tel Aviv	Motivations for becoming a special education teaching among Bedouin teachers in southern Israel.	
December, 2010	International Disability Studies Conference	Tel Aviv University, Tel Aviv	Taking charge of their lives: analyzing online stories of adults with Attention Deficit Hyperactivity Disorder (ADHD) based on grounded theory.	
January, 2011	<i>3rd International Online Conference of Opening Gates in Teacher Education: Education and Teacher Training in the Age of Globalization</i>	Tel Aviv, Israel, Mofet Institute	The Professional decision of teacher education in special education as impetus for social change among Bedouin teachers in the south.	

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
March, 2012	XIII Workshop Qualitative Research in Psychology, Center for Qualitative Psychology	Achva College, Israel	Self exposure and self-representation of youth with disabilities in online communities.	
February, 2018	8 th Interdisciplinary Israeli Conference on Qualitative Research	Ben Gurion University, Be'er Sheva, Israel	"And in the end the love you take is equal to the love you make": Special education career choice among mothers of children with disabilities.	Chair of a panel on health, illness and disability: Success narratives from disempowerment to resilience
June, 2019	7th International Conference on Teacher Education: The story of innovation in teacher education	Mofet Institute: Tel Aviv	Better Teachers? Career Choice Motivations, Self-Perceptions and Coping Strategies of Teachers With ADHD.	

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
June, 2019	7th International Conference on Teacher Education: The story of innovation in teacher education	Mofet Institute: Tel Aviv	Changing from within – special education teachers as change agents.	
June, 2019	7th International Conference on Teacher Education: The story of innovation in teacher education	Mofet Institute: Tel Aviv	Scaffolding students with disabilities all the way to success: The role of educational figures.	

International Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
Sept. 1992	the International Visual Literacy Association conference	Pittsburgh, PA	Special experiences for exceptional children: Integrating virtual reality into special education classrooms.	

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
1992	Kappa Delta Pi Forum	Gallaudet University, Washington, DC	A stranger in his own land: The social-emotional development of a deaf preschooler in a hearing family.	
Aug. 1995	Annual Meeting of the American Psychological Association	New York, NY, USA	Classroom behavior changes of children with and without mental retardation	
Sept., 1996	Annual Conference of the European Early Childhood Education Research Association	Lisbon, Portugal	Assumptions and features of longitudinal designs: Implications for early childhood education	
April, 1996	Annual Conference of the New England Educational Research Organization	Portsmouth, New Hampshire, USA	Males in elementary education: The next generation.	
August, 1999	Annual Conference of the American Psychological Association	Boston, MA.	Classroom behaviors of children with Down syndrome and heart disease	

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
July, 2000	19th ICED Congress	Sidney, Australia	Loneliness, social adjustment & sociocultural affiliation of deaf and hard of hearing students in postsecondary education in Israel.	
March, 2009	INTED conference	Valencia, Spain	"No man is an island, entire of itself..." Collaborative communities of adults with AD(H)D as a resource of information and support.	
Aug., 2009	EARLI conference	Amsterdam, Netherlands	On-line communities of adults with AD(H)D find support and knowledge in internet-published life stories.	
July, 2010	International Conference on Education and New Learning Technologies	Barcelona, Spain	Taking charge of their lives: analyzing online stories of adults with attention deficit hyperactivity disorder (ADHD) based on grounded theory.	

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
June, 2013	<i>Wheelock College's International Conference, Global Challenges and Opportunities Facing Children, Youth and Families.</i>	Boston, USA	Access and new opportunities in Israeli Bedouin special education.	
May, 2014	2 nd World Conference on Resilience: <i>From Person to Society</i>	Timisoara, Romania	Coping and resilience among adults with ADHD diagnosed in adulthood.	
June, 2015	Narratives in Practice	University of Freiburg, Germany	To take or not to take? Online discussion of adolescents with ADHD regarding compliance with medication treatment.	
Sept., 2016	IACEP European Conference	Cracow, Poland	Teachers with ADHD – personal narratives as guides for effectively teaching students with ADHD.	

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
Aug., 2017	<i>European Conference on Education Research (ECER)</i>	Copenhagen, Denmark	Do Stimulants Change Youths With ADHD's Authenticity? Perceptions of Parents and Youths with ADHD of the Effects of Stimulant Medication.	
Aug., 2017	<i>European Conference on Education Research (ECER)</i>	Copenhagen, Denmark	Teaching Career Motivation Among Mothers of Children With Special Needs.	
Sept., 2018	<i>European Conference on Education Research (ECER)</i>	Bolzano, Italy	Implicit Motivations for Choosing Teaching as a Career: Past Experiences And Social Justice As Career Motivation In Three Groups Of Teachers In Training.	
Sept., 2018	<i>European Conference on Education Research (ECER)</i>	Bolzano, Italy	Success stories of people with disabilities: resilience, self-efficacy and support resources.	

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
Sept., 2018	<i>European Conference on Education Research (ECER)</i>	Bolzano, Italy	Barriers, ethical dilemmas, power relations and challenges when conducting research with successful people with disabilities.	
March, 2019	QHRN Conference 'Crafting the Future of Qualitative Health Research in a Changing World',	London, UK	Understanding parental needs of a health condition from an internet forum.	
July, 2019	11th International Conference on Education and New Learning Technologies.	Palma de Mallorca, Spain	Enhancing self efficacy and grit: how educational teams can promote inner strengths of students with disabilities in inclusive schools.	
July, 2019	11th International Conference on Education and New Learning Technologies.	Palma de Mallorca, Spain	Debating and public speaking training for pre-service teachers: experiences and advantages.	

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
Aug., 2019	19 th European Conference on Developmental Psychology.	Athens, Greece	Parental Coping with Otitis Media in Young Children.	Session chair, Papers Session 23 – Health, Injury and Growth

Invited Lectures\Colloquium Talks

Date	Place of Lecture	Name of Forum	Presentation/Comments
April, 2015	Wheelock College, Boston, MA, USA	Wheelock College visiting scholar	Walking the Talk? Reflections about multiculturalism at a multi-ethnic and multi-religious academic college

8. Research Grants

a. Grants Awarded

Role in Research	Co-Researchers	Topic	Funded by/ Amount	Year
PI	Mizrachi, M., & Ben-David, L.	The experience of loneliness, social absorption and socio-cultural identity among deaf, hard-of-hearing and hearing students in institutions of higher education	Mofet Institute.	2001
PI	---	To fight and succeed: Experiences, difficulties and struggles of deaf and hard-of-hearing students in colleges and universities in Israel.	Mofet Institute.	2002
Co-PI	Kass, E., Miller, E. C., & Abu-Ajaj, J.	Denomination of the factors attributing to the career choice of special education among teachers in the Bedouin sector. Published as an article. See D3.	Mofet Institute.	2004
PI	Weizel, A., Erez, T., & Bar-Sever-Rappaport, M.	Emotional and social inclusion of deaf and hard-of-hearing students in special education in Israel.	Mofet Institute.	2007
Co-PI	Fleischman, A.	Analysis if online stories of adults with ADHD who were diagnosed in adulthood. Published. See D4.	Mofet Institute.	2009

Role in Research	Co-Researchers	Topic	Funded by/ Amount	Year
Co-PI	Flavian, H.	Communication and presentation of the self among children and youth with special needs in online communities. Published. See E3.	Mofet Institute.	2010
PI	---	Career motivations in special education teaching among ultra-orthodox men.	Mofet Institute.	2016
Co-PI	Kass, E.	Success stories of people with disabilities: resilience, self-efficacy and support resources.	Mofet Institute.	2017
PI	Tal-Alon, N.	Narratives of teachers with disabilities	Mofet Institute.	2021

9. Teaching

a. Courses Taught in Recent Years

Year	Name of Course	Type of Course	Degree	Number of Students
2024-	Learning disabilities and ADHD	Lecture	M.A.	19
2024-	Psychopathology	Lecture	M.A.	16
2023-	Interdisciplinary collaboration and cooperation in schools	Lecture	M.A.	19
2023-	Psychodiagnostics	Lecture	M.A.	15-18
2023	Learning disabilities: Health and educational systems' perspectives	Lecture	M.Ed.	15
2023	Theoretical and practical aspects in testing learning disabilities and ADHD	Lecture	M.Ed.	15
2023	Public speaking and presentation skills	Workshop	B.A.	10
2018-	Current issues in special education	Seminar	B.Ed	25
2015-2023	Psychological testing	Lecture	M.Ed	25-35

Year	Name of Course	Type of Course	Degree	Number of Students
2019-2023	Endless parenting: Seminar in parenting a child with special needs	Seminar	M.Ed	25
2011-	Special needs child and his family	Lecture	B.Ed	40-90
2021	Including students with sensory or physical disabilities	Lecture	M.Ed.	25
2019-2020	Debating and public speaking for teachers	Workshop	B.Ed	27
2019-2020	Self-efficacy	Seminar	M.Teach	25
2018-2020	Differences among students	Lecture	B.A.	80-100
2016-2020	Special child in the context of his family	Lecture	B.A.	20-30
2019	Learning through games, gamifying learning	Workshop	B.Ed	47
2018-2019	Exploring life stories in a cross-cultural context	Lecture	B.A.	20
2018-2019	Child and adolescent development	Lecture	B.Ed	25

Year	Name of Course	Type of Course	Degree	Number of Students
2018	Psychological aspects of ADHD	Online Asynchronous (Moodle) course	B.A.	25
2017-2018	Psychological aspects of ADHD	Lecture	B.A.	35

Supervision of Graduate Students

Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Students' Achievements
Rizik, V.	Changes in the perceptions and attitudes of southern Bedouin mothers of children with disabilities and chronic illness following a culturally adapted intervention program.	M.Ed	2014	Completion of final project
Shifman, I.	Attitudes and perceptions of teachers towards social and sex education for students with special needs.	M.Ed	2014	Completion of final project
Elias, T.	Bedouin parents' coping with raising children with learning disabilities and/or ADHD.	M.Ed	2014	Completion of final project

Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Students' Achievements
Arzomanov, Y.	Attitudes of parents of children with Autism regarding the transition from elementary school to secondary school.	M.Ed	2014	Completion of final project
Dafni-Man, R.	Animal assisted therapists' perception of the death of a therapeutic animal on the patients.	M.Ed	2015	Completion of final project
Malihi-Bin-Niria, L.	Involvement of parents of children with special needs included in mainstream education compared to their involvement in their typically developing children's education.	M.Ed	2015	Completion of final project
Al-Sana, Kh.	The perspective of Deaf Bedouin women toward the influence of "The model of success in the Negev" on their capability and independence.	M.Ed	2015	Completion of final project

Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Students' Achievements
Huri, Gh.	The inclusion experience of children with ADHD from the point of view of teacher in inclusive classroom: class climate influence.	M.Ed	2015	Completion of final project
Buchnik, T.	Educational team coping with violence from students with ASD at a special education school.	M.Ed	2015	Completion of final project
Hibi, A.	Smoking addiction processes among Bedouin adolescents with ADHD in the southern part of Israel.	M.Ed	2016	Completion of final project
Cohen, Tz.	Reading games: Development of a learning resource center for different learning and integrating its use in an inclusion program for students with disabilities.	M.Ed	2019	Completion of final project

Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Students' Achievements
Navon, O.	Developing reading among non-reading young adult students with severe learning disabilities and developmental intellectual disabilities.	M.Ed	2019	Completion of final project
Alon-Chazan, N.	Kindergarten-school interface in rural education: Facilitating the transition to first grade for students with learning disabilities.	M.Ed	2019	Completion of final project
Dafna, D.	Developing a training program for educational aids in facilitating educational games to young children with ASD at a special education early childhood center.	M.Ed	2019	Completion of final project
Golan, H.	Developing a comprehensive educational intervention for healthy nutrition at the pre-K level.	M.Ed	2019	Completion of final project

Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Students' Achievements
Zarka, A.	Developing support systems for early childhood educators who cope with children with behavior difficulties.	M.Ed	2019	Completion of final project
Ya'akobov, M.	Career choice motivations in special education of two immigrant groups (from Ethiopia and the former USSR).	M.Ed	2019	Completion of final project
Ben Yaakov, B.	Experiences of mothers coping with raising children with rare diseases	M.Ed	2023	Completion of final project
Gibly, E.	Perceptions of ASD diagnosis of children ages 4-7 for parents	M.Ed	2023	Completion of final project
Mualem, N.	Exploring the characteristics of collaboration of inclusive early childhood educators and itinerary teachers	M.Ed	2023	Completion of final project

11. Miscellaneous

11. Present Academic Activities

1. Research pilot: Evaluation of clinical simulations efficiency and impact on stress and self-efficacy of first year students in speech and language disorders B.A. program. Co-Researchers: Maayan Pereg, Ph.D. and Leah Gealyovich, Ph.D.
2. Stress and coping among mothers of children with Otitis Media. Co-Researcher – Carmel Capewell, Ph.D. To be submitted to a Q2 journal.
3. Career paths and motivations for career choice in special education among ultra-orthodox men. Manuscript in preparation.
4. Coping with the death of a therapeutic animal. Co-Researcher – Rakefet Dafni-Man. To be submitted to Anthrozoos, Q2.
5. Special education school resilience and recovery during and after adverse times

12. Professional Education and Training

- 2006-2008 Specialization in Cognitive Behavioral Therapy, Bar Ilan University, Unit of Certificate Studies
- 2016-2018 Specialization in Research and Evaluation, Mofet Institute, Tel Aviv
- 2019-2021 Special Interest Group in Narrative Research, Mofet Institute, Tel Aviv
- 2020-2021 Intro to narrative therapy. Barcai Institute, Tel Aviv.

13. Professional Experience

- 1998-1999 Pre-internship, Tel Aviv-Jaffa Psycho-educational Services.
- 1999-2001 Internship, Tel Aviv-Jaffa Psycho-educational Services, Schneorson Institute for Special Education; Early Childhood Special Needs Dept.
- 2001-2006 Rehovot, Psycho-educational Services, early childhood and elementary schools, special education and inclusive education settings.

2002-Present Private practice, psychoeducational evaluations and therapy services for children, youth with special needs and their parents

PUBLICATIONS

Ph.D. Dissertation

A Longitudinal Investigation of the Effects of Congenital Heart Disease on the Development of Young Children with Down Syndrome. 1998. 243 pages. English. Boston College. Advisor: Penny Hauser-Cram.

A. Books

Miller, E. C., & Kass, E. (2023). *Self-Efficacy and Success: Narratives of Adults with Disabilities.* Springer International Publishing.

D. Articles in Refereed Journals

Published

1. **Miller, E. C.** (1998). Book review: Heart disease in persons with Down syndrome (edited by Bruno Marino & Siegfried M. Puesechel). *American Journal on Mental Retardation*, 103(3), 308-311. [The journal is currently entitle "American Journal on Intellectual Developmental Disabilities"]. Q1. SJR rating: H 77.
2. Eisenberg, Y., & **Miller, E. C.** (2003). A New Teacher Training Program for Early Childhood Educators in Special Education. *Issues in Special Education and Rehabilitation*, 18(2), 19-24. [Hebrew].
3. Kass, E., & **Miller, E. C.** (2011). Bedouin special-education teachers as agents of social change. *Teaching and Teacher Education*, 27(4), 788-796. Cited by 5. Q1. SJR rating: 107. I.F. 2017: 3.18
4. Fleischmann, A., & **Miller E. C.** (2013). Online narratives by adults with AD(H)D who were diagnosed in adulthood. *Learning Disabilities Quarterly*, 36, 47-60. See also F3, F4. Cited by 45. I.F. 2017 2.132
5. Kass, E., & **Miller, E. C.** (2015). Teacher-education programs and teacher trainees` sense of professional efficacy. *The Journal of Pedagogy, Pluralism and Practice*, 7(1). Retrieved

from <http://digitalcommons.lesley.edu/cgi/viewcontent.cgi?article=1089&context=jppp>

6. *Kass, E., & **Miller, E. C.** (2018). Career choice among excellent students: Choosing a teaching career as a corrective experience. *Teaching and Teacher Education Journal*, 73, 90-98. Cited by 3. Q1. SJR rating: 107. I.F. 2017: 3.18
7. Levin, O., Frei-Landau, R., Flavian, H., & **Miller, E. C.** (2023). Creating authenticity in simulation-based learning scenarios in teacher education. *European Journal of Teacher Education*, 1-22.
<https://doi.org/10.1080/02619768.2023.2175664>
8. **Miller, E. C.** & Tal-Alon, N. (2024). Self-efficacy of Deaf/hard-of-hearing teachers and teachers with a physical disability. Submitted to the American Journal of Science Education, Q1.
9. **Miller, E. C.** & Fleischmann, A. (2024). Teaching as a Corrective Experience for Self and Others: Narratives of Teachers with ADHD. *Cambridge Journal of Education*. Q1

E. Articles or Chapters in Scientific Books (which are not Conference Proceedings)

Published

1. Lerner, R. M., Hauser-Cram, P., & **Miller, E. C.** (1998). Assumptions and features of longitudinal designs: Implications for early childhood education. In B. Spodek, O. N. Saracho, & A. D. Pellegrini (Eds.), *Yearbook in Early Childhood Education*, 8, 113-138. New York: Teachers College.
2. Fleischmann, A., & **Miller, E. C.** (2007). The Internet as an arena for Autism research: Utilization of two qualitative methods for studying coping among parents of children with Autism. In B. S. Mesmere (Ed.). *New Autism Research Developments* (pp. 109-133). New York: Nova Publishers. Cited by 4.

3. **Miller, E. C., & Flavian, H.** (2013). Self-Representation and social support among adolescents with Asperger Syndrome in online communities. In H. Flavian, & G. L. Huber (Eds.), *Building Bridges* (pp. 89-108). Tübingen, Germany: Center for qualitative psychology.
4. ***Miller, E. C. & Fleischmann, A.** (2018). Changes in authenticity: perceptions of parents and youth with ADHD of the effects of stimulant medication. In Lucius-Hoene, G., Meyer, T., & Holmberg, C. (Eds.). *Illness narratives in practice* (pp. 312-323). Oxford: Oxford University Press. Cited by 3.
5. **Miller, E. C., & Fleischmann, A.** (Accepted). Teaching as a corrective experience for self and others: narratives of teachers with ADHD. Submitted to the Cambridge Journal of Education (Q1).

F. Articles in Conference Proceedings

Published

1. **Miller, E. C.** (1993). Special experiences for exceptional children: Integrating virtual reality into special education classrooms. In R. A., Braden, Baca, J. C., & Beauchamp, D. G. (Eds.), *Art, Science & Visual Literacy*. Blacksburg, VA: International Visual Literacy Association.
2. **Miller, E. C., & Fruchter, A. H.** (1998). Educational and religious services to Jewish Deaf and hard-of-hearing people in the U.S. In A. Weisel (Ed.), *Proceedings of the 18th International Congress on Education of the Deaf* (Vol. I, pp. 659-664).
3. **Miller, E. C., & Fleischmann, A.** (2009). No Man is an Island, Entire of Itself... Collaborative Communities of Adults with AD(H)D as a Resource of Information and Support. *3rd International Technology, Education and Development Conference (INTED2009) Proceedings* (pp. 2882-2893).
4. **Miller, E. C., & Fleischmann, A.** (2010). Taking Charge of Their Lives: Analyzing Online Stories of Adults with ADHD Based on Grounded Theory. *2nd International Conference on Education and New Learning Technologies Proceedings* (pp. 6751-6761).

5. **Miller, E. C.** (2019). Debating and public speaking training for pre-service teachers- experiences and advantages. *Proceedings of the 11th International Conference on Education and New Learning Technologies*. Palma de Mallorca, Spain.
6. **Miller E. C., & Kass., E.** (2019). Enhancing self efficacy and grit- How educational teams can promote inner strengths of students with disabilities in inclusive schools. *Proceedings of the 11th International Conference on Education and New Learning Technologies*. Palma de Mallorca, Spain.
- 7.

H. Scientific Publications

Published publications

Miller, E. C. (2017). Teachers with ADHD – the school psychologist's role in providing support and guidance. *Psychoactualia, January*, 26-30. [Hebrew].

Unpublished Publications

1. **Miller, E. C., & Fruchter, A. H.** (1996). *Educational and Religious Services to Jewish Deaf and Hard of Hearing Persons in the United States*. Boston, MA.
2. **Miller, E. C., Mizrachi, M., & Ben-David, L.** (2001). *The Experience of Loneliness, Social Absorption and Socio-Cultural Identity among Deaf, Hard-of-Hearing and Hearing Students in Institutions of Higher Education*. Research Report, Mofet Institute. [Hebrew]
3. **Miller, E. C.** (2002). *Task mastery and peer relations in children with Down syndrome and heart disease*. *Ma'of u-Ma'aseh*, 8, 69-92. [Hebrew]
4. **Miller, E.C.** (2004). To fight and to succeed: Experiences, difficulties and struggles of deaf and hard-of-hearing students in colleges and universities in israel. Research Report, Mofet Institute. [Hebrew]
5. Kass, E., **Miller, E. C.** & Abu-Ajaj, J. (2004). Motivations of teachers in the Bedouin sector for job choice in special education. Research Report, Mofet Institute. [Hebrew]
6. **Miller, E. C., Weizel, A., Erez, T., Banisti, L., Rabinowitz-Raz, S. & Bar-Sever-Rappaport, M.** (2007). Emotional and social absorption of deaf and hard-of-hearing pupils in special education in Israel. Research Report, Mofet Institute. [Hebrew]

7. Fleischmann, A., & Miller, E. C. (2009). *Analysis of online stories of adults who were diagnosed with ADHD in adulthood*. Research Report, Mofet Institute. [Hebrew].
8. Miller, E. C. (2017). *Motivations for choosing special education as a teaching career among ultra-orthodox men*. Research Report, School of Professional Studies, Mofet Institute. [Hebrew]
9. Miller, E. C. & Kass, E. (2017). *Narratives of successful people with disabilities: The role of educational and parental resources and intrapersonal resources*. Research Report, Mofet Institute.
10. Dafni-Man, R. & Miller, E. C. (2020). *Animal assisted therapy – following the death of a therapeutic animal*. Proceedings of the 3rd International Conference on Loss, Grief, and Resilience in Israeli Society and Around the World: Facts, insights and implications, pp. 146-158. [Hebrew]. Retrieved from: <https://clbhr.haifa.ac.il/index.php/he>.
11. Miller, E. C., & Tal-Alon, N. (2022). *Self-Efficacy of Deaf/Hard-of-Hearing Teachers and Teachers with a Physical Disability*. Research Report, Mofet Institute.

I. Other Publications

Numerous articles and interviews in printed and electronic media. Following are some recent examples:

1. Miller, E. C. (5.9.19). Warning signs: The moment in which the educational system must reconsider its way. Ma'ariv, [Hebrew]. Retrieved from: <https://www.maariv.co.il/news/Education/Article-717502>
2. Miller, E. C. (27.2.18). Clowns? It scares me. Israel Hayom. Retrieved from: <https://www.israelhayom.co.il/article/538785>
3. Miller, E. C. (24.7.17). How to tell children that their father is gone? Arutz 7. Retrieved from: <https://www.inn.co.il/News/News.aspx/351516>
4. Miller, E. C. (26.1.17). This is how you could cope with test anxiety. Ma'ariv Lano'ar. Retrieved from: <https://www.mako.co.il/maariv-lanoar-magazine/Article-1d8266ffacbc951006.htm>

5. Miller, E. C. (10/7/16). Planning ahead and setting limits: Coping with ADHD during the summer vacation. Ynet Parents. Retrieved from: <https://www.ynet.co.il/articles/0,7340,L-4826322,00.html>
6. Ozen Kashevet (a listening ear) – blogs on mental health and wellness of deaf children and their families. [Hebrew]. Retrieved from: <https://sites.google.com/a/lakash.tzafonet.org.il/main/ozen1>
7. Miller, E. C. Keshev Verikuz: blogs on children and adolescents with ADHD. Retrieved from: <https://www.alhasapa.co.il/Blog4993.asp>

K. Submitted Publications

1. Miller, E. C., Capewell. C., & Rich, Sh. (Submitted). Parents' coping with Otitis Media and their needs: Comparing British and Israeli parents' participation in online forums. Submitted to a Q2 Journal).
- 2.

Overview of research performed

My Research interests: My profession is a school psychologist. However, I started my career in special education. My research over the last few years can be characterized as an interdisciplinary approach to studying coping and self-efficacy of people with disabilities and their families. This interdisciplinary approach also characterizes my teaching, as I am one of the few faculty members at my college who teaches simultaneously at the school of education, the school of graduate studies, and the school of sciences. An academic professional who works both in the fields of school psychology and special education, and combines research and practice, must be knowledgeable in diverse fields that underlie one's research and teaching.

Particularly, my research projects in recent years focused primarily on two main areas: First, narratives and discourse of people with disabilities (children and adults, especially those with ADHD and LD) and their families, from the perspective of positive psychology, mainly

coping and self-efficacy. Second, I was interested in career choice of unique groups of people who chose special education as a career. Following the impact of Covid-19 epidemic and the 2023 Iron Swords war, I developed an interest in the resilience and recovery of special education schools, especially those in the southern part of Israel.

Regarding my first line of research, during my doctoral studies I was a research assistant in a large scale, longitudinal project on children with disabilities and their families (led by my dissertation advisor, Penny Hauser-Cram and colleagues (e.g., Hauser-Cram, Warfield, Shonkoff, et al., 1999). My dissertation was a quantitative study of the development of young children with Down syndrome and heart disease. After completing my doctoral studies, my research was the first to focus on an emerging phenomenon of Deaf and hard of hearing students in Israeli colleges and universities. Later I led a team of colleagues (Prof. Amatzia Weisel, Dr. Tamar Erez and Dr. Michal Rappaport) in a mixed methods study of various social and emotional aspects of deaf and hard-of-hearing students in special education settings.

Over the last ten years, I became increasingly interested in narratives of people with disabilities and their families, and in their discourse in online forums. Thus, my colleagues and I studied groups of people with various disabilities at various ages (teens, young adults and adults). So far, we studied deaf and hard of hearing children and young adults, adolescents with ASD, families of children with ASD, adolescents and adults with ADHD, teachers with ADHD, female adolescents with ADHD, and people with various childhood disabling conditions. Most of these studies were presented in national and international conferences, and some of them were published in leading peer-reviewed journals. My most challenging research project was conducted with my colleague Prof. Efrat Kass. It focused on narratives of occupationally successful adults with childhood disabilities. A short version of our findings was submitted to a Q1 journal, and a proposal for a book based on our study was accepted for publication by Emerald Publishing in the UK. We are currently in the process of writing the manuscript, to be submitted by Nov. 2020. As I constantly seek collaboration with other researchers, many of my studies were conducted with other researchers. Currently I am collaborating with Dr. Carmel Capewell from the UK on study of the coping of mothers of young children with Glue Ear (Otitis Media). Our study compares the online discourse and coping of Israeli and British mothers. My research findings over the years has enriched my

teaching of various courses on families of children with special needs, both to teachers in training, students at the psychology department and students at the special education M.Ed program.

I am one of the few school psychologists in Israel who started their academic and professional career in special education, and who made the transition to developmental and educational psychology only midway through my Masters program in Deaf education at Gallaudet University in Washington DC. Consequently, I became very interested in learning about the reasons that led some people to choose a teaching career, especially in special education. An earlier study which I conducted with a fellow doctoral student (Dr. DeSalvatore) focused on men who chose a teaching career in elementary education. Later on, I focused my research on career choice motivations of some unique groups of people who chose a career in teaching, and particularly in special education. My colleague Prof. Efrat Kass and I published a paper on career choice among academically excellent students, which was recently published at a Q1 journal. In addition, over the last ten years I have been exploring the career motivations of various unique groups of people who chose special education teaching as their career: Initially, we studied a group of certified Bedouin teachers who enrolled in a second teaching certification in special education. Later on I examined special education teaching career motivations of Ethiopian students, immigrants from the former USSR, adults with ADHD, mothers of children with special needs, and ultra-orthodox men. It appears that some of the motivations of these people are similar to what was reported in the literature (mainly, personal/professional gains and external motivations). However, there are some differences among these groups. Some of them chose a career in special education as a corrective experience for their past experiences as students (adults with ADHD and academically excellent students). Still, , others wished to become teachers as part of their agenda to become social change agents. The topic of career motivation in special education and some of the findings were included in a seminar for third year students at the special education teacher training B.Ed. program.

After working for several years with Prof. Kass, I became increasingly interested in her field of expertise – self-efficacy. Thus, we published a study on the development of self-efficacy in teacher training programs. Our recent study of occupationally successful adults with childhood disabilities also involved aspects of self-efficacy, and was published as a book (see

above in the list of publications) in 2023 by Springer. Since in my private clinical practice as a school psychologist I see many children with disabilities with very low self-efficacy, in the future I hope to develop an intervention program that promotes self-efficacy among such students and write a book about it.

Supervision of graduate students: After joining the faculty of the School of Graduate Studies at Achva Academic College, I began supervising final research projects of graduate students, at the education administration and the special education programs. Last year I also supervised final projects of M.Ed. students in the Inclusive Education program at Washington Academic College of Education. Most of these projects focused on parents of children with special needs, challenges and coping of students with special needs, as well as developing and evaluating intervention program for children with special educational needs. This year I am supervising three final projects of students at the M.A. in School Psychology program at Achva Academic College.

Developing academic programs: As part of my academic activities, I developed several academic programs at the undergraduate and graduate levels. I am currently a member of the team that develops the M.A. program in school psychology (soon to be submitted to the Council of Higher Education), and I wrote with Prof. Fleischmann the M.Ed. program in special education, both at Achva Academic College. Last year I developed an enrichment program ("Anshey Eshkolot") for all undergraduate students at my college. Finally, I developed a new special education teaching training program for Hemdat Hadarom College.