

Name: Gal Carmit, Ph.D.

Date: 9/10/25

CURRICULUM VITAE

1. Personal Details

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2. Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Approval
2012-2018	University of Haifa Department of Neurobiology-Cognitive Science Under the supervisions of Prof. Avi Karni and Prof. Maria Korman	Ph.D.	2019
2007-2012	University of Haifa Department of Learning Disabilities- brain and behavior science Under the supervision of Prof. Avi Karni	M.A.	2012
2001-2005	University of Haifa Department of Occupational Therapy	B.O.T- Bachelor of Occupational therapy	2005

B. Post-Doctoral Studies

Period of Study	Name of Institution, Department and Host	Degree	Year of Completion
2018-2019	University of Bar Ilan Gonda Multidisciplinary Brain Research Center Under the supervision of Prof. Eli Vakil	Post -doctoral training in Neuropsychology	2019

3. Academic Ranks and Tenure in Institutes of Higher Education

Dates	Name of Institution and Department	Rank/Position
2021-Today	Western Galilee College- Akko	Lecturer
2016-2017	Department of Occupational therapy – Haifa University	Teaching assistant
2014	Gordon College of education, Haifa	Adjunct lecturer

* Denotes items since last promotion

4. Offices in Academic Administration

Academic positions and offices

- *2024 Head, the Multidisciplinary department, Western Galilee College
- 2021- Present Co-Chair, Brain and Behavior Research Center, Western Galilee College
- 2020- Present Research Associate, Institute for Community Resilience and Personal Security, Western Galilee College
- 2020-Present Executive Director and Co-founder of the Innovation Center. Western Galilee College

Administrative position

2019- Present Director of International Affairs, Western Galilee College

Core Responsibilities

- Development and oversight of international academic programs and strategic partnerships.
- Leadership of college-wide internationalization initiatives and cross-cultural engagement.
- Management of international grants and funding proposals, including budget development and stakeholder reporting.
- Strategic direction of international student recruitment and faculty exchange programs.
- Identification and cultivation of overseas institutional partnerships and collaborative opportunities.
- Direct liaison with College President and CEO on international strategic planning.
- Organization and coordination of international academic conferences and scholarly events.
- Development and academic oversight of international curricula and course offerings.
- Direct supervision and leadership of a four-member professional team.

Roles in academic committees

*2023-Present	Member, Special Examination Dates Committee, Office of Examinations
*2023-Present	Member, Special Circumstances Committee for Military Service Students
*2023-Present	Member of the Teaching Quality Committee at Western Galilee College
2020- 2024	Educational Affairs Consultant, Department of Education, Western Galilee College
2019- Present	Member, Academic Accessibility Committee. Office of the Dean of Students

5. Scholarly Positions and Activities outside the Institution

*2024- Present Reviewer in peer-reviewed journals

- Journal of Research in Special Educational Needs (Q2).
- Management decisions (Q1).
- BMC Psychiatry (Q1).
- Emerging Adulthood (Q1).
- Journal of Autism and Developmental Disorders (Q1).

2019-Present Chair, Academic Partnership Committee Jewish Agency Partnership2Gether Program

Core Responsibilities

- Oversight of academic collaborations between Western Galilees College and Midwest U.S. institutions.
- Leadership of cross-institutional academic initiatives and exchanges.
- Development of strategic partnerships with U.S. academic institutions.

6. Participation in Scholarly Conferences

a. Active Participation

i. Local Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*2025	Innovation and Entrepreneurship in Criminology – Addressing the Challenges of a Changing World	Western Galilee College	A New Language of Therapy: Artificial Intelligence, Virtual Reality, and Cultural Sensitivity	Organizer and session chair
*2024	Innovation and Entrepreneurship in Criminology	Western Galilee College	Psychological Resilience - Specific	Organizer and session chair

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
			Tools for Trauma Victims	
*2024	Women Researchers at the Forefront of Science	Zoom	Inclusion of children with special needs	Presenter
*2023	The wellbeing and inclusion of children and adolescents with diverse needs	Israel, Holon, Talpiot college	Teacher's coping mechanism in mainstream educational settings	Presenter
2018	The 66 th Katzir conference: Timelines in Biology 2018: From a solo recital to a Full Orchestra	Weizmann institute of science	Contribution of training time in older adults: differential effects of evening training on the time-course of motor sequence learning	Presenter
2014	The 50th Annual Conference of the Israeli association of communication clinicians- Tel Aviv, Israel	Tel Aviv	Contribution of training time in older adults: differential effects of evening training on the time-course of motor sequence learning	Presenter
2009	1st International Conference of the Edmond J. Safra Brain Research	Safra Brain Research Center for the Study of Learning Disabilities - University of Haifa, Israel	Observational learning in procedural learning	Presenter

ii. International Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*2025	IACEP International Conference	Prague	Unlocking the Path: Exploring Parental Perception and Coping Strategies Amidst Special Education Challenges within Mainstream	Presenter

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
			Educational settings in Israel	
*2025	IAIE	Budapest – Hungary	The impact of statistical anxiety and attitudes on statistics Literacy: A comparative study of students with learning disabilities and ADHD	Presenter
*2024	USA and Israel Education Bridge Conference	Gwynedd Mercy University-Via Zoom	Exploring parental perception and coping strategies amidst special education challenges within mainstream educational settings	Presenter
2018	The 11 th FENS forum of neuroscience	Berlin, Germany	A better time-of-day: The effects of multisession practice scheduled to evening vs morning hours in training for motor skill in the elderly	Presenter
2018	The society of light treatment and biological rhythms	Groningen, Netherlands	Contribution of training time in older adults: differential effects of evening training on the time-course of motor sequence learning	Presenter
2012	Fens motor learning symposium Barcelona, Spain	Spain, Barcelona	Actual movement and observation of movement are not the same: No interference in the establishment of delayed consolidation phase	Presenter

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
			gains by subsequent observed movement	
2011	5 th International Conference on Memory (ICOM 5)	York, England	Actual movement and observation of movement are not the same: no interference in the establishment of delayed consolidation phase gains by subsequent observed movement	Presenter

b. Organization of Conferences or Sessions

Date	Name of Conference	Place of Conference	Subject of Conference	Role
*2025	Technological Innovations in the Treatment of Stress and Trauma Disorders: Research and Application at the Forefront of Technological Innovation	Western Galilee College-Akko	Technological Innovations in Treating Stress and Trauma Disorders	Organizer
*2023	Peace building Bridge Initiative: The benefit of a peace process	Western Galilee College- Akko	Pannel leader on the future of Education	Organizer
*2022	Social Capital, Economics and political strength of countries in the Middle East	Western Galilee College- Akko	Organizer	Organizer
2020	Brain and mental aspects of learning processes	Virtual conference (via zoom)	Brain and mental aspects of learning processes	Organizer and presenter

7. Invited Lectures\ Colloquium Talks

Date	Place of Lecture	Name of Forum	Presentation/Comments
*2024	University of Omaha-Schwalb Center	Ischemic Stroke Patterns among Arab-Israelis: Exploring Ethnic and Gender Variations to Provide Culturally Responsive Care	Presentation
2012	RWTH Aachen University	Neurology conference (in the hospital next to the University)	Oral presentation: Procedural learning in the elderly

8. Research Grants

a. Grants Awarded

Role in Research	Co-Researchers	Topic	Funded by/ Amount	Year
*Co-PI	Hagit Turgeman Israel Rachevski Eran Zaidis	Crime Front: Interactive Mapping and Prediction	Central Bureau of Statistics (CBS)	2025
*Co-PI	Hagit Turgeman	Social Capital, Economics, and resilience of Countries in the Middle East	The Ministry of Regional cooperation /86,000 NIS	2022
* Co-PI	Miri Sarid, Chen Ryder Anat Klemer	The relationship between math learning and anxiety levels among students	Western Galilee College-research funding/10,000 NIS	2022

b. Submission of Research Proposals – Pending

Role in Research	Co-Researchers	Topic	Funded by	Year
* Co-PI	Prof. Edit Blit Cohen Prof. Mimi Eisenstadt Prof. Shirli Werner Dr Widad Masalha Amir Winer Dr Limor Gadot	The Potential of Generative Artificial Intelligence to Support People with Intellectual Disabilities in the Arab Society in the Field of Employment	Kern Shalem Foundation	2025

c. Submission of Research Proposals – Not Funded

Role in Research	Co-Researchers	Topic	Funded by	Year	Score

9. Scholarships, Awards and Prizes

2018 Joy Ventures Postdoctoral Fellowship (\$23,000 per annum) Principal Investigator: "SunDial: Dawn Simulation Light Intervention for Mood and Affective Control Enhancement".

2012-2018 Excellence scholarship for doctoral studies from the University of Haifa and from "Eranet" Neuron grant.

10. Teaching**a. Courses Taught in Recent Years**

Year	Name of Course	Type of Course	Degree	Number of Students
*2023- Today	Social Psychology and brain functions	Lecture	B.A.	48
2021-Today	Behavior disorders in children and adolescents	Lecture	B.A.	26
2021-Today	Social Cognition	Lecture	B.A.	52
2022-Today	Learning Disabilities and Emotion regulation among children	Lecture	B.A.	23
2021- Today	Sleep and health	Lecture	B.A.	22
2021- Today	Neuro-Pedagogy	Lecture	B.A.	17

Year	Name of Course	Type of Course	Degree	Number of Students
2021- Today	Therapies in the school setting	Lecture	B.A.	25
2021- Today	Brain and Human Behavior	Lecture	B.A.	38
2014	Neurobiological processes underlying the evolution of long-term procedural memory	Lecture	B.A.	33
2014	Neurobiological processes underlying the evolution of long-term procedural memory	Lecture	B.A.	30

b. Supervision of Graduate Students

Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Students' Achievements

11. Miscellaneous

Licensed CBT Therapist (ITACBT, EABCT-accredited) Clinical expertise in treating children, adolescents, and adults with anxiety disorders, depression, PTSD, and emotional regulation difficulties in both clinical and academic settings.

12. Professional Experience

2022-Present CBT Therapist and Developmental Occupational Therapist,
Learning Center

Clinical Responsibilities

- Provided Cognitive Behavioral Therapy (CBT) and developmental occupational therapy to children and youth, addressing emotional, behavioral, and developmental challenges while enhancing motor, cognitive, and sensory skills.
- Collaborated with educators, parents, and multidisciplinary teams to develop and implement individualized treatment plans, supporting children in achieving developmental milestones and building coping strategies.

2018-2019 Urban Development Consultant Tel Aviv Municipality's Urban 54
Initiative

Key Professional Activities

- Lead advisor for Urban 54 Initiative focusing on developmentally appropriate municipal infrastructure.
- Expert consultation on optimization of urban facilities for children ages 3-9.

- Strategic planning for child-centered urban development and facility enhancement.

2016-2018 Project Manager, Vocational Assessment Program Eshnav, Tel Aviv

Key Professional Activities

- Leadership of computerized vocational diagnostics program
- Implementation of comprehensive workplace evaluations, including ergonomic assessment and learning potential analysis
- Research specialization in computerized vocational assessment methods for diverse populations, including both typical and special needs clients
- Development of customized vocational assessment protocols using advanced diagnostic tools.

2014-2019 Vocational Rehabilitation Occupational Therapist Shell Rehabilitation
Projects

Key Professional Activities

- Assessment of occupational capacities for adults with disabilities in workforce integration
- Determination of wage recommendations in accordance with disability employment legislation
- Preparation of court-admissible documentation and expert testimony for legal proceedings
- Development of standardized vocational capacity evaluation

2007-2009 Occupational Therapist, Adult Rehabilitation Services Elisha Rehabilitation
Hospital, Haifa

Clinical Responsibilities

- Comprehensive assessment and intervention for adults with cognitive and physical impairments in inpatient rehabilitation
- Environmental adaptation consulting for post-discharge home modification
- Implementation of assistive technology and adaptive equipment training programs
- Family education and transition planning for post-discharge care
- Design and execution of pre-discharge home preparation protocol

2006-2014 Developmental Occupational Therapist Pediatric Learning Center, Haifa

Clinical Responsibilities

- Comprehensive developmental assessment and intervention for children and adolescents
- Treatment planning for developmental delays and disabilities
- Enhancement of functional skills for daily living activities
- School-based intervention and academic support strategies
- Community integration programming
- Family-centered skill development for home environment

2006-2007 Vocational Occupational Therapist, Keren Rehabilitation Company,
Hadera

Clinical Responsibilities

- Comprehensive evaluations of occupational abilities in adults with diverse functional

PUBLICATIONS

Gal Carmit, Ph.D.

Abbreviations: JCR = Journal Citation Report (JCR); Impact Factor (IF) of Clarivate; SJR = Scientific Journal Ranking (SJR) Scopus of Scimago; Q = SJR quartile value (Q1-Q4) in a certain discipline; H-index = Hirsh Index of a journal (by SJR).

My HI as a researcher by Google Scholar = 5.

My total citations as a researcher by Google Scholar =62.

For joint publications, the names of the authors appear as in the original publication, and the names order reflects the relative contributions of the authors, unless otherwise noted.

The journal ranking was determined according to the publication year of the article

***Denotes publications since last promotion**

Ph.D. Dissertation

A better time-of-day: The effects of multi-session practice scheduled to evening vs. morning hours in training for a motor skill in the elderly, 120 pages, in English, Haifa University, Supervisors: Prof. Avi Karni and Dr. Maria Korman.

Articles in Refereed Journals

Published

1. **Gal, C.**, Ryder, C.H., On, O &Rave-Amsalem, S.(2025). Teacher Perceptions of Physical Activity in Special Education: Beliefs, Barriers, and Implementation Practices. *Education Sciences*. (SJR H-index=68, Q1 IF=2.6)
2. **Gal, C.**, & Mor, S. (2025). From the Periphery to the World: Enhancing Academic Skills and Social Cohesion. Through International Programs in a Diverse College Setting in the Periphery of Israel. *Journal of Studies in International Education* (SJR H-index=82, Q1 IF=2). DOI: 10.1177/10283153251371032
3. **Gal, C** & Ryder, C.H.(2025). Structured Teaching to Promote Hygiene Skill Development in Children with Autism: A Multi-Context Case Study. *International Journal of Developmental Disabilities*. (SJR H-index=29, Q2 IF=1.4)
4. Ryder, C. H., **Gal, C.**, Sarid, M., & Klemer. A. (2025). Unveiling ADHD's Impact on Higher Education Students: Statistics Anxiety, Attitudes, and Statistical Literacy. (Lead authors: Ryder & Gal). *Frontiers in Psychiatry*. (SJR H-index=134, Q1 IF=3.2)
5. **Gal, C.** & Ryder, C.H. (2025). A Comparative Analysis of Verbal versus Combined Verbal-Tangible Reinforcement for Students with Behavioral Difficulties. *International Social Science Journal*. (SJR H-index=54, Q2 IF=0.36)

6. **Gal, C.** & Ryder, C.H. (2025). Unlocking Potential: The Effectiveness of Collaborative Learning in Special Education Classrooms for Students with Learning Disabilities. *Social Sciences & Humanities Open*. (SJR H-index=25, Q1 IF=0.69),
7. **Gal, C.**, Ryder, C.H., Rave-Amsalem, S & On, O. (2025). Shaping Inclusive Classrooms: Key Factors Influencing Teachers' Attitudes Toward Inclusion of Students with Special Needs. *Education Sciences*. (SJR H-index=68, Q1 IF=2.6)
8. **Gal, C** & Ryder, C.H. (2025). Between Two Worlds: Experiences of Students with Learning Disabilities Navigating Special Education and Mainstream Classroom Settings. *Learning Disabilities: A Contemporary Journal*. (SJR H-index=12, Q3 IF=0.32)
9. **Gal, C.** (2024). Enhancing Self-Efficacy and Coping Mechanisms in Special Education: The Effects of a Cognitive Behavioral Therapy Workshop on pre-service Teachers in Israel. *Israeli Affairs*. (SJR H-index=19, Q1, JCR IF=0.4)
10. **Gal, C.**, Ryder, C.H., & Rave-Amsalem, S. (2024). Unlocking the Path: Exploring Parental Perception and Coping Strategies Amidst Special Education Challenges within Mainstream Educational settings. *Journal of research in special education needs*. (SJR H-index=36, Q2, JCR IF=1.3), (Lead authors: Ryder & Gal).
11. Ryder, C.H., **Gal, C.**, Barkay, G., Rave-Amsalem, S., Sarusi, Z., Shahien, R., & Badarny, S. (2024). Ethnic and Gender Variations in Ischemic Stroke Patterns among Arab populations in Northern Israel: A preliminary Exploration towards Culturally Aware Personalized Stroke Care. *Journal of personalized medicine* (SJR H-index=51 Q2, JCR IF=3.4), (Lead authors: Ryder & Gal).
12. Lowenscuss-Erich, I., Karni, A., **Gal, C.**, & Vakil, E. (2024). Different delayed consequences of attaining a plateau phase in practicing a simple (Finger Tapping Sequence Learning) and a complex (Tower of Hanoi Puzzle) task. *Memory & Cognition*. (SJR H-index=142 Q1, JCR IF=2.2).
13. Willms, S., Abel, M., Karni, A., **Gal, C.**, Doyon, J., King, B.R., Classen, J., Rumpf, J.J., Buccino, G., Pellicano, A., Klann, J., & Binkofski, F. (2021). Motor sequence learning in patients with limb apraxia: Effects of long-term training. *Neuropsychologia*, 159. (SJR H-index=221 Q1, JCR IF=3.05).
14. Ryder, C.H., Zaidan, H., Ryder, D., **Gal, C.**, Beiruti, K., Farhat, K., Mizrukhin, A., & Shahien, R. (2021). Ethnic and Sex Comparison of PTSD Comorbidities in Israel: Anxiety and Depression Rates among Muslims, Druze, and Christians. *Journal of Traumatic Stress Disorders & Treatment*, 10:7. (ISSN 2324-8947, h-index:15, no other ranking was found for this).
15. Korman., M., **Gal, C.**, Gabitov, E., & Karni, A. (2021). Better later: evening practice is advantageous for motor skill consolidation in the elderly. *Learning & Memory*, 28, 72-75. (SJR H-index=145 Q1, JCR IF=2.69).
16. **Gal, C.**, Gabitov, E., Maaravi-Hesseg, R., Karni A., & Korman, M. (2019). A delayed advantage: Multi-session training at evening hours leads to better long-term

retention of motor skill in the elderly. *Frontiers in Aging Neuroscience*, 11, 321. <https://doi.org/10.3389/fnagi.2019.00321>. (SJR H-index=105 Q1, JCR IF=4.36).

17. Korman, M., Shaklai, S., Cisamariu, K., Gal, C., Maaravi-Hesseg, R., Levy, I., Keren, O., Karni, A., & Sacher, Y. (2018). Atypical within-session motor procedural learning after traumatic brain injury but well preserved between session procedural memory consolidations. *Frontiers in Neuroscience*, 12, 10. (SJR H-index=136 Q1, JCR IF=3.64).

18. Maaravi-Hesseg, R., Gal, C., & Karni, A. (2016). Not quite there: Skill consolidation in training by doing or observing. *Learning & Memory*, 23, 189- 194. <https://pubmed.ncbi.nlm.nih.gov/27084926/>. (SJR H-index=145 Q1, JCR IF=2.8).

Peer-Reviewed Conference Abstracts

1. Gal, C., Karni, A., & Korman, M. (2018, January). Benefits of evening versus morning training in the acquisition and consolidation of motor skill in older adults. *Neuropsychobiology*, 76(Suppl. 1), 15. <https://doi.org/10.1159/000489584> (SJR= 1.000 H-index=95 Q1, JCR IF=2.3).
2. Sacher, Y., Cisamariu, K., Shaklai, S., Korman, M., Gal, C., Keren, O., & Karni, A. (2018). Atypical within-session motor procedural learning after traumatic brain injury but well-preserved between-session procedural memory consolidation. *Annals of Physical and Rehabilitation Medicine*, 61(Suppl.), e309–e433. <https://doi.org/10.1016/j.rehab.2018.05.983> (SJR=1.472, H-index=68 Q1, JCR IF=3.9)
3. Reitze, S., Heisterüber, M., Karni, A., Gal, C., Doyon, J., King, B. R., Classen, J., Rumpf, J. J., Buccino, G., Klann, J., & Binkofski, F. (2016, September). Motor sequence learning in patients with limb apraxia – The effects of long term training. *Clinical Neurophysiology*, 127(9), e291–e292. <https://doi.org/10.1016/j.clinph.2016.05.163> (SJR=1.329, H-index=230 Q1, JCR IF=3.6)
4. Binkofski, F., Willms, S., Abel, M., Karni, A., Gal, C., Doyon, J., Classen, J., King, B., Rumpf, J., Buccino, G., Pellicano, A., Klann, J. (2021). Motor sequence learning in patients with limb apraxia –Effects of long term training. *European journal of neurology* 28(Suppl. 1). <https://doi.org/10.1111/ene.14974>.
5. Gal, C., Korman, M., & Karni, A. (2014). Procedural memory consolidation in the elderly: Effects of timing of training and quality of post-training sleep on memory trace representation. *Journal of Molecular Neuroscience*, 53(Suppl. 1), S1–S137. <https://doi.org/10.1007/s12031-014-0252-4> (SJR=1.019, H-index=103 Q1, JCR IF=2.7)
6. Cismariu, K., Shaklai, S., Gal, C., Korman, M., Keren, O., Sacher, Y., & Karni, A. (2013). Learning a motor sequence following traumatic brain injury: Evidence for a memory consolidation phase. *Journal of Neurology*, 260(Suppl. 1), S1–S280. <https://doi.org/10.1007/s00415-013-6924-0> (SJR=1.687, H-index=168 Q1, JCR IF=4.6)

Currently after Revision

1. Gal, C., & Raveh-Amsalem, S. Exploring the Role of Pedagogical Instructors in Mainstream Education (PIMEs) in Preparing Pre-Service Teachers for Inclusive Classrooms- An Israeli Case Study. *Mentoring & Tutoring: Partnership in Learning*.

2. Ryder, C.H., **Gal, C.**, Barkay G., Zagorodniuk, M., Paz, D., Keigler, G., Levy, E., Gidron, Y., Naffaa, M. and Badarn, S. Distinct Clinical and Inflammatory Signatures in Anterior vs. Posterior Circulation Strokes. *Frontiers in Medicine*
3. Sarid, M., Klemer, E., **Gal, C.** & Ryder, C.H. The Impact of Statistics Anxiety and Attitudes on Statistics Literacy: A Comparative Study of Students with SLD and/or ADHD, *Journal of Learning Disabilities*.
4. Ryder, C.H., **Gal, C.**, Levy, E., Amsalem, Raveh, S., Rozmann, S. Personality Traits as Predictors of Post-Traumatic Symptoms in Conflict Zones: The Differential Roles of Neuroticism and Extraversion. *Israel Affairs*.
5. **Gal, C.** Preparing Resilient Educators: A Narrative Review on CBT-Based Workshops for Pre-service Teachers. *Evaluation and Program Planning*.
6. **Gal, C.** & Rachevski, I. Understanding Entrepreneurial Propensity: An Integrated Analysis of Cognitive Traits and Contextual Factors in Diverse Economies. *Journal of Innovation and Entrepreneurship*.
7. Rachevski, I & **Gal, C.** The Impact of Entrepreneurial Education on Entrepreneurial Propensity: Comparing Formal Academic, Certification, and Non-Formal Pathways. *European Journal of Training and Development*
8. Koloshi Minsker, I., **Gal, C.**, Ryder, H.C., Halfon, E. Enhancing Teaching Quality through Digital Tool Integration: Faculty and Student Perspectives in Teacher Education. *British Journal of Educational Technology*.

Currently Under Review

1. **Gal, C.** Preparing Resilient Educators: A Narrative Review on CBT-Based Workshops for Pre-service Teachers. *Evaluation and Program Planning*.
2. **Gal, C.**, & Raveh-Amsalem, S. Shaping the Path: Teacher Mentors Self-Perception of Their Role in Supporting Novice Teachers Throughout Their First Year of Teaching. *Teaching and Teacher Education*.
3. Amsalem Rave, S & **Gal, C.** The Role of AI Tools in Supporting Novice Teachers: A Qualitative Analysis. *Educational technology research and development*
4. Ryder, C.H., **Gal, C.**, Rozamann, N., Levy, E., David S. The Resilience Paradox: A Model of Coping Fatigue and Integrative Vulnerability Among Recovering Addicts During Sustained Armed Conflict. *Current Psychology*.
5. **Gal, C.** & Ryder, C.H. Inquiry-based vs. Traditional Teaching: Impact on Motivation and Engagement Among Students with Specific Learning Difficulties. *British Journal of Special Education*.
6. **Gal, C.** & Rachevski, I. Distinct Pathways to Entrepreneurship: A Comparative Study of Entrepreneurs With and Without Learning Disabilities. *International Journal of Entrepreneurial Behavior & Research*
7. **Gal, C.** & Ryder, C.H. Neuroeducation in Action: Teachers' Implementation of Brain-Based Strategies in Inclusive Classrooms. *International Journal of Inclusive Education*
8. Ryder, C.H., **Gal, C.**, Levy, E., Leider Tamarkin, Y., Katzenelson, T., Vainshtein, T. Not a Monolithic Effect: Visuospatial Working Memory Deficit in Cannabis Users, Stronger in Males. *Frontiers of Psychiatry*.
9. Amsalem, Raveh, S., **Gal, C.** Bublil, G. The Role of AI Tools in Supporting Novice Teachers: A Qualitative Analysis. *Educational Technology Research and Development*

10. Nusbaum Vaknin, V.& Gal, C. The Relationship Between Literacy Achievement and Sleeping Habits in Second Graders. *Psychology in the Schools*.

D. Summary of my Activities and Future Plans

My research agenda is deeply informed by my diverse professional background as an Occupational Therapist, CBT therapist, and Head of the International Office at Western Galilee College. This unique combination of clinical experience, therapeutic expertise, and international academic leadership provides me with a multifaceted perspective on education, rehabilitation, and psychological well-being.

My research encompasses interconnected domains that align with my academic background in neurobiology, cognitive science, and special education. A primary focus of my work is investigating inclusive and special education, particularly examining how various educational environments impact students with diverse needs. Drawing from my extensive experience as an Occupational Therapist working with both children and adults, I explore the intersection of functional abilities and learning processes. This practical background enhances my research on teacher attitudes toward inclusion, parental perceptions and coping strategies, and the effectiveness of collaborative learning in special education classrooms.

As a certified CBT therapist, I bring a therapeutic perspective to my research on preparing pre-service teachers for inclusive classrooms. This includes developing CBT-based workshops to enhance teacher resilience and self-efficacy, as well as investigating emotional regulation and anxiety management in educational settings.

Another significant domain of my research is psychophysiological studies in educational contexts, where I examine the intricate relationship between emotional states and learning outcomes using neurophysiological metrics. Building on my clinical experience, I lead innovative research employing advanced biofeedback methodologies in our laboratory. This includes measuring Galvanic Skin Response (GSR) for autonomic nervous system activation, Heart Rate Variability (HRV) patterns, and pulse measurements to assess physiological stress responses.

My role as Head of the International Office has further broadened my research perspective to include cross-cultural aspects of education and special education. This international lens enriches my understanding of diverse educational approaches and enables me to explore how cultural contexts influence learning outcomes and emotional well-being in educational settings.

Looking forward, I plan to leverage my multidisciplinary background to expand our biofeedback research and special education investigations. My expertise as an Occupational Therapist will inform the development of practical interventions that address both functional and academic needs. Additionally, my CBT background will continue to guide research on anxiety management and emotional regulation in educational settings.

In the domain of special education, I aim to deepen our understanding of effective inclusive practices by investigating innovative approaches to support students with diverse learning needs. This includes studying the impact of teaching methodologies on student outcomes, exploring how mentoring programs can better prepare educators for inclusive classrooms, and developing new assessment tools for special education settings. My international experience will facilitate cross-cultural studies and the creation of culturally sensitive interventions.

Furthermore, I plan to examine the relationship between statistical anxiety and learning disabilities, building on current research that explores how different student populations process and respond to mathematical challenges. This comprehensive research program seeks to bridge neuroscience, psychology, and educational practice, integrating insights from occupational therapy, CBT, and international education.

Through these efforts, I aim to contribute to both theoretical understanding and practical applications in special education and educational neuroscience. My work focuses on developing evidence-based interventions to create inclusive environments that support the academic and emotional well-being of all students.