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**MANAGEMENT OF TUTORING PROGRAMS FOR
INCLUDING PUPILS WITH EMOTIONAL AND BEHAVIORAL
DISORDERS IN ISRAELI REGULAR SCHOOL**

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**MANAGEMENTUL PROGRAMELOR DE TUTORAT
PENTRU INCLUZIUNEA ELEVILOR CU TULBURĂRI EMOȚIONALE
ȘI DE COMPORTAMENT ÎN ȘCOALA DE CULTURĂ GENERALĂ DIN
ISRAEL**

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ADNOTARE

Atami Kamli, Managementul programelor de tutorat pentru incluziunea elevilor cu tulburări emoționale și de comportament în școala de cultură generală din Israel, teză de doctor în științe pedagogice, Chișinău, 2019

Structura tezei: introducere, 3 capitole, concluzii, recomandări, bibliografie, 140 de pagini de text de bază, 12 anexe, 26 tabele, 6 figuri. Rezultatele sunt publicate în 8 lucrări științifice.

Cuvinte-cheie: programe de tutorat, management, elevi cu TEC, tranziție, incluziune, coordonator de program, manageri de program, tutori, anxietate, demers pedagogic.

Scopul cercetării constă în conceptualizarea și determinarea dimensiunilor educaționale ale tutoratului, elaborarea și validarea *Modelului pedagogic și demersului operațional de management al programelor de tutorat pentru incluziunea elevilor cu TEC în școala de cultură generală din Israel*.

Obiectivele cercetării: rezidă în determinarea specificului educației incluzive în Israel; examinarea trăsăturilor caracteristice elevilor cu TEC și a dificultăților întâmpinate de ei; analiza dimensiunilor educaționale, a particularităților de management a programelor de tutorat; validarea *Modelului pedagogic și demersului operațional de management al programelor de tutorat pentru incluziunea elevilor cu TEC în școala de cultură generală din Israel*.

Noutatea și originalitatea științifică a cercetării este asigurată de abordarea investigației la nivel intra-și interdisciplinar; conceptualizarea tutoratului în baza teoriei managementului educațional, fundamentarea conceptului teoretico-practic al *Modelului pedagogic și demersului operațional de management al programelor de tutorat pentru incluziunea elevilor cu TEC în școala de cultură generală din Israel*.

Problema științifică soluționată rezidă în fundamentarea conceptuală și praxiologică a *Modelului pedagogic și demersului operațional de management al programelor de tutorat pentru incluziunea elevilor cu TEC în școala de cultură generală*, ceea ce a condus la optimizarea acțiunilor managerului școlar, cadrelor didactice, tutorilor, și părinților în vederea facilitării incluziunii elevilor cu TEC în școala de cultură generală din Israel.

Semnificația teoretică a cercetării: este susținută de analiza, specificarea și delimitarea reperelor teoretice privind tutoratul, din perspectiva managerială și psihopedagogică, managementul programelor de tutorat, fundamentarea și validarea *Modelului pedagogic și demersului operațional de management al programelor de tutorat pentru incluziunea elevilor cu TEC în școala de cultură generală din Israel*.

Valoarea practică a cercetării reprezintă *Managementul programelor de tutorat, centrarea pedagogică pe elevii cu TEC, în obținerea rezultatelor pozitive de diminuare a emoțiilor și comportamentelor inadecvate ale elevilor cu TEC*, prin sporirea stimei de sine, reducerea anxietății, schimbarea pozitivă a atitudinii profesorilor și semenilor față de acești elevi și atingerea obiectivelor de realizare reușită a incluziunii elevilor cu TEC în școala generală.

Implementarea rezultatelor științifice ale cercetării constă în realizarea seminarelor practice pentru personalul didactic și managerial din școlile incluzive din nordul Israelului, sectorul arab. *Programele de tutorat și Modelul pedagogic de management al programelor de tutorat pentru incluziunea elevilor cu TEC propuse ai fost valorificate în activitatea școlilor incluzive*.

АННОТАЦИЯ

Атами Камли, Менеджмент тьюторских программ для инклюзии учащихся с эмоциональными и поведенческими нарушениями в общеобразовательную школу, диссертация на соискание ученой степени доктора педагогики, Кишинёв, 2019

Структура диссертации: введение, 3 главы, выводы, рекомендации, библиография из 204 названий, 140 страниц основного текста, 12 приложений, 26 таблиц, 6 фигур.

Полученные результаты опубликованы в 8 научных работах.

Ключевые слова: тьютор, тьюторские программы, менеджмент, учащиеся с эмоциональными и поведенческими нарушениями (ЭПН), управление.

Область исследования: педагогика.

Цель работы состоит в создании, обосновании и валидации концепции *Педагогической модели и операционно-процессуального менеджмента тьюторских программ, для инклюзии учащихся с ЭПН в общеобразовательную школу Израиля.*

Задачи исследования: теоретическое и практическое выявление значимости тьюторства, изучение особенностей детей с ЭПН, выявлении трудностей с которыми они сталкиваются при переходе от начальной к средней ступени обучения, валидация *Педагогической модели и операционно-процессуального менеджмента тьюторских программ, для инклюзии учащихся с ЭПН в общеобразовательную школу Израиля.*

Новизна и оригинальность исследования: заключается в разработке внедрения и применения тьюторских программ менеджмента, на базе современных образовательных теории менеджмента; в создании и апробировании теоретической и практической концепция *Педагогической модели и операционно-процессуального менеджмента тьюторских программ, для инклюзии учащихся с ЭПН в общеобразовательную школу.*

Значимая научная проблема, решённая в исследовании, заключается в обосновании и апробировании концепции *Педагогической модели и операционно-процессуального менеджмента тьюторских программ, для инклюзии учащихся с ЭПН в общеобразовательную школу,* что позволило оптимизировать действия менеджеров школ, педагогических кадров, тьюторов, родителей в фасилитации процесса инклюзии учащихся с ЭПН в общеобразовательную школу Израиля.

Прикладное значение исследования заключается в апробировании и внедрении *Педагогической модели и операционно-процессуального менеджмента тьюторских программ, для инклюзии учащихся с ЭПН в общеобразовательную школу,* с учётом индивидуальных характерных проблем с которыми сталкиваются учащиеся с ЭПН в процессе инклюзии, их специфических особенностей в соответствии с DSM – V и современными направлениями инклюзии. Данные действия реализованы в достижении положительных результатов в улучшении поведения, повышении самооценки, снижении уровня тревожности, позитивное изменение отношения педагогических кадров и сверстников по отношению к инклюзии учащимся с ЭПН в общеобразовательную школу.

Результаты внедрения: результаты исследования были использованы в проведении семинаров для персонала инклюзивных школ. Разработанные тьюторские программы, *Педагогическая модель и операционно-процессуального менеджмента тьюторских программ* для инклюзии учащихся с ЭПН в общеобразовательную школу Израиля, были представлены педагогическим кадром и внедрены ими в практику.

ADNOTATION

Atamni Kamli, Management of tutoring programs for including pupils with emotional and behavioral disorders in regular school, Doctoral thesis in Pedagogy, Chişinău, 2019

Thesis structure: introduction, 3 chapters, general conclusions and recommendations, bibliography of 204 titles, 140 pages of basic text, 12 appendixes, 26 tables, 6 figures.

Keywords: tutoring programs, management, EBD, inclusion, transition, regular secondary schools, school principal, program manager, tutors, anxiety, Pedagogical demarche etc.

Field of study: pedagogy

The purpose of the work is to conceptualize and determine the educational dimensions of tutoring, to elaborate and validate the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*.

The research objectives are to determine the specificity of inclusive education in Israel; to examine the traits characteristic of pupils with EBD and their difficulties encountered during the transition from primary to secondary school; to analyze the educational dimensions, the peculiarities of tutoring programs management; to validate the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*.

The novelty and scientific originality of research is ensured by the intra- and interdisciplinary approach of the investigation; the conceptualization of tutoring phenomenon basing on the theory of educational management, the theoretical and practical substantiation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*.

The solved scientific problem lies in the managerial application of pedagogical tutoring programs to facilitate the inclusion of pupils with EBD in the regular school, during transition from primary to secondary education.

The theoretical significance of the research is marked by the analysis, specification and delimitation of theoretical references on tutoring, from the managerial and psychopedagogical perspective, tutoring programs management, the substantiation and the validation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*; the delimitation of the interconnection between the school manager's involvement in the tutoring process and its outcomes reflected in the efficacy of inclusion and transition.

The practical value of the research is strengthened by the elaboration, validation and implementation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*, taking into account the specifics of children with EBD exposed in DSM-V, their related difficulties during the transition to the regular secondary school, as well as the contemporary pedagogical guidelines, aiming at the inclusion of pupils with EBD in the regular school. The management of tutoring programs enhanced the achievement of positive results by diminishing emotions and inadequate behaviors of EBD pupils, by increasing their self-esteem and reducing their anxiety, positively changing the attitudes of teachers and peers towards them, and by successfully including EBD pupils in the Israeli regular secondary school.

Implementation of scientific results: The didactic materials elaborated during the investigation were implemented in the frame of formative seminars for the didactic staff from inclusive schools, in the educational process carried out in Israeli schools, as well as by means of publications in educational journals and scientific communications.

EBD-tulburări emoționale și de comportament

ЭПН -эмоциональные и поведенческие нарушения

OECD - Organization for Economic Co-operation and Development

CATCH - Attitudes towards Children with Handicaps

CSN - children with special needs

SEN- special education needs

N.H.- New Horizon (in Hebrew: Ofek Hadash is an Israeli educational reform launched in 2008, that aimed to support all pupils in order to prevent at maximum the reference of pupils with special needs to special education).

NCLB - *No Child Left Behind* (NCLB, 2001) is a legislative federal education act holding school districts accountable for educating all children in the United States.

TIMSS - Trends in Math and Science Study

MRSC – Municipal Regenal Support Centre.

SE – Special Education.

SN – Special Needs.

TP – Tutoring Program

IEP – Individual Educational Plan

TEP – Tutoring Educational Plan

INTRODUCTION

Research relevance. The necessity to build a society open to diversity, where everyone could express oneself as an identity with equal rights, has become an imperative of our times. International statistics reveal that 18% of the worldwide population have psycho-emotional problems that can develop into mental illnesses, aggression, delinquency, rape, crime. 1:4 of the people suffer from depression, 70% of them have suicidal thoughts. The prevalence studies indicate between 5% and 15%, the male: female ratio ranging from 4:1 to 12:1. Causes of behavioral and emotional disorders in children are extremely numerous, varied and complex. They can be grouped into several major categories: - Inorganic diseases; - organic diseases; - mental illnesses of minors.

In accordance with CIM and DSM, behavioral and emotional disorders, of organic or inorganic etiology, are classified as mental illnesses. The vast majority of children with behavioral and emotional disorders often coexist with ADHD, learning and communication disorders. Often, they may have associated disorders: physical and sensory impairments, retention in physical development, mental disability, falling into the category of children with special educational needs (SEN) [74, p.235].

One of the normalization means of these categories of children is inclusion in the general school, a first step towards social integration. For this purpose, several international normative acts have been drafted recommending equal opportunities for all children, ratified by most states [20] (UN Convention on the Rights of Persons with Disabilities, the UN Convention on the Rights of the Child, the Declaration of Jomtien World Conference (1994), Salamanca Declaration (1994), World Education Forum of Dakar (2000) and national (The Children's Rights Act (1994), the National Strategy Education for All (2003), the National Strategy and National Plan for Reform of the Residential Child Care System for 2007-2012, the Strategy on Social Inclusion of People with Disabilities, 2010-2013 , The Program for the Development of Inclusive Education in the Republic of Moldova for the years 2011-2020, the Strategy for Child Protection for the years 2014-2020, the Education 2020 Strategy) [1, p. 27]. In Israel, besides international normative acts stipulating the inclusion of children with SEN, the basic document is the Special Education Act, adopted in 1988, according to which all pupils with special educational needs are entitled to benefit from individualized supplementary services) [43], [88].

In line with this, the efforts of policy makers, institutions and community are directed towards creating a stigma free environment, that could offer the opportunity to lead a normal life to all people. Even if much has been done until now for the inclusion of pupils with special

educational needs in regular secondary schools, inclusion is still a challenge for most of the inclusive schools. This can be explained by the difficulty to meet all pupils' individual needs. In these conditions, the provision of supplementary supportive services to pupils with special needs is more than necessary, as they will be concentrated on pupils' unique needs, thus enhancing and smoothing the inclusion process. A widely accepted supportive service is *tutoring*-the process of transferring skills or knowledge from peers who possess them to those who do not. The ability to learn from each other and language have determined the adaptability and the great success of the human species, unlike the others. There have been determined multiple forms of tutoring: peer tutoring, cross age tutoring, classroom tutoring, etc. Following the implementation of tutoring programs in Israel, the US and OECD countries, it has been found that tutoring has a positive impact on all aspects of education, especially on the education of pupils with special educational needs [35], [36], [40].

In Israel, children with social, emotional, behavioral and learning difficulties are supported and accompanied, individually or in small groups, by tutors in their schools, mostly a team member who is a qualified special education teacher [85], similar to cross-age tutoring.

Based on literature review [16], [17], [46], [106], [170], [189], the western European countries and Israel were shown to be the most developed countries in relation to special education services and legislation, and its implementation in inclusive schools, compared to Moldova and other Eastern European countries. Yet, there is a lot of work to do for more effective supportive services as a part of the implementation of the Special Education Act in every country in the world, including tutoring programs for supporting and including pupils with emotional and behavioral disorders, not only to place them physically in the regular secondary school with a special education supportive teacher, who assesses the general academic-scholastic aspect, but also to empower them in general and prevent their dropping out from school in the process of transition from the local elementary school to the inclusive regional school.

The Israeli Ministry of Education provides schools with different programs and resources, including re-evaluation and control tools to evaluate the results and achievements of each program intended to be achieved according to a well-structured managerial system [46]. Since most of the tutoring programs are performed after school day, there can be some obstacles for school principals in controlling the process all the time. This demands special and appropriate management skills and practices, that are essential for the efficient elaboration and implementation of educational programs. Special Education Law of Israel (1988) gave the right to all children with special needs to be included into regular educational settings (from kindergarten to high school). It is worth noting that the most of the children involved, are mildly to moderately disable [89] [150], [151].

Children diagnosed with more severe disabilities are still directed by the integration/inclusion committee to the placement committee for replacement and reassignment into special educational settings such as Special education or special education classes in regular secondary school. In this context, we noticed a paradox between the content of Laws and the reality of the referral process. This paradox has several implications that explain the *necessity* of studying the management of tutoring programs for including pupils with emotional and behavioral disorders in mainstream schools: (1) *the parents of referred children, especially of children with EBD do not deeply and comprehensively participate in the debate regarding their child institutionalization;* (2) *the inclusive schools that EBD children are referred to, are not always the least restrictive educational frames;* (3) *the referral committee members do not always have the necessary documents relevant to the EBD child, mostly medical and educational-therapeutic reports. This reality leads to some questions: To what extent is the Special Education Law implemented in Israel, especially in the Arabic sector? What should be done in order to improve the implementation of the Special Education Law for children with special needs? What are the attitudes of teachers and inclusive-school principals towards the current status and implementation of the Special Education Law in Israel and toward the inclusion of EBD pupils in the regular school?*

Description of the situation in the research field and identification of the research problem. The analysis of specialized literature has found that the problem of supporting people with special educational needs has always concerned human philosophers, scholars and pedagogues, and has intensified with the passage from one epoch to another, along with the development of theories on human education (J. Locke) and awareness of human values. Research over the last decades has focused on the theoretical foundation of the importance of including pupils with special educational needs in the regular school, demonstrating the impact of this phenomenon on the social and professional integration of this category of people.

Knowing the dynamics of children's development under various conditions opens up new solutions for creating the best means of inclusion, instruction, education, reflected in the international research undertaken by Binet, Simon Th., Băndilă A., Rusu C., Burt, S. A., Klump K. L., Kashy D. A., Gorman-Smith D., and Neiderhiser J. M., Chiva M., Rutschmann Y., Dool E. A., Dupre E., Gelder M., Gath D., Mayou R., Golu P., Gorgos C., Harold I. Kaplan, Benjamin J. Sadock, Ionescu S., Radu V., Kanner L., Kulsar T., Kupfer D.J., Preda V., Perron R., Radu Gh., Tredgold A. F., Verza E, Vgășmaș E., Zazo R., Выготский Л., Певзнер М. С., Лебединская К. С., Лебединский В. В., Рубинштейн С. И., Лурия А. Р., Дичьков А. И. Моргачёва Е.Н., etc.

In Moldova, the importance of determining the theoretical and methodological fundamentals of an efficient management of tutoring programs for including pupils with emotional and

behavioral disorders in regular secondary school is confirmed by intense investigations on: *the family-multidisciplinary team –community partnership in the context of inclusive education* (Racu A., Botnari V., Potîng A., Eşanu R.); *classification and school inclusion of children with intellectual disorders, juvenile deviance* (Bucun N., Zubenschi E., Savca L., Racu I., Vîrlan M.); *curricular adaptation and evaluation of school progress in the context of inclusive education* (Hadîrcă M., Cazacu, T.); *therapeutic recovery interventions for children with multiple disabilities* (Racu A., Popovici D.V. et al.); *inclusive school management* (Chicu V., Cojocaru V., Solovei R. etc.).

Therefore, the scientific and methodical support focuses on the theoretical approaches, which place in the center of their concerns the issue of inclusion and normative education of children with SEN: the concept of normativity: (M. Montessori, O. Decroly, A. Ferrière, E. Claparède etc), the concept of systemic approach (C. Bârzea, Ильина Т. А., Андреев В. И), *integralist pedagogical paradigm* (Callo T.), *socio-pedagogical paradigm* (Th. Kuhn, S. Cristea, Lipsky I. A.), *multiple intelligence theory* (H.Gardner), anthropological approach in pedagogy (Л.М. Лузина, Борытко Н. М.), *pedagogy of competencies* (G. Boutin, Байденко В. И.), synergetic approach (Băndilă A., Birch A.), *theoretical approaches referring to the etiology and manifestation of emotional and behavioral disorders, theories related to school inclusion and education of children with SEN* (Dobrescu Iu., Gherguţ A., Golu F., Kaplan G., Vărăşmaş E., Выгóтский Л., (1930), Лебединский М., Лебединская К., Сухарева Г., (1994) etc.)

The complex of manifestations specific to emotional and behavioral disorders appear and develop more frequently in the context of the mass school, and the specialized multidisciplinary intervention depends, in any context, on managerial competence, on the elaboration of certain educational-therapeutic managerial programs (for organizing and evaluating the activity of intra-school multidisciplinary pedagogical services), as well as on the working experience of teachers with this category of pupils, on the parents' competence in educating their children. It is obvious that emotional and behavioral disorders represent a specific category that requires special educational needs for improvement and overcoming. At the same time, the special pedagogical services for these children are insufficiently developed compared to the existing need. This affects their rights and mental health, further aggravating the deficiencies which can manifest by triple overlapping disorders: psychic, physical, somatogenic, which makes them more fragile and vulnerable in situations of school and social exclusion, dependent on family and on specialized social assistance services. Tutoring is an inchoative pedagogical service for Israel, but very well developed in the Western European countries and Russia, which plays an important role in assisting children with SEN in the process of inclusion in the general school. Tutoring programs

reflect how the process of school inclusion is to be enhanced. In this context, the opportunity of valuating the management of tutoring programs directed towards the inclusion of pupils with emotional and behavioral disorders ensues from the *contradictions* between:

- the peculiarities and needs of EBD in the process of inclusion in the general school and their ignorance by school authorities;
- financial resources allocated to general school to meet the needs of EBD pupils in the process of inclusion in the general school and their inadequate use by the school manager;
- difficulties and needs of communication and socialization of EBD pupils with peers in the general school and their rejection by them due to existing stereotypes.
- the difference between services provided to pupils with special educational needs in special education institutions and those provided to pupils with special educational needs in the general school.

Thus, **the research problem** is outlined by the insufficient valorization of the concept of tutoring and management of tutoring programs for the inclusion of children with emotional and behavioral disorders in the regular school during the process of transition from primary to secondary regular school. The problem of tutoring and management of tutoring programs aimed at EBD pupils represents an insufficiently explored.

The comparative study of theories reflected by the researchers mentioned above, as well as the legislations and taxonomies concerning the needs of children with EBD show on the necessity to update school management in connection to tutoring programs so as to be able to answer pupils' expectations and create optimal conditions for their development.

The research object is represented by the process of inclusion pupils with emotional and behavioral disorders, beneficiaries of pedagogical tutoring services and managerial tutoring programs for their inclusion in the regular school.

The purpose of the work is to conceptualize and determine the educational dimensions of tutoring, to elaborate and validate the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*.

The research objectives are to determine the specificity of inclusive education in Israel; to examine the traits characteristic of pupils with EBD and their difficulties encountered during the transition from primary to secondary school; to analyze the educational dimensions, the peculiarities of tutoring programs management; to validate the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*.

The novelty and scientific originality of research is ensured by the intra- and interdisciplinary approach of the investigation; the conceptualization of tutoring phenomenon basing on the theory of educational management, the theoretical and practical substantiation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*.

The important scientific problem solved in this research lies in the elaboration and validation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*, integrating the theoretical bases and the methodological peculiarities of managing tutoring, which led to the diversification of tutoring forms, optimization of the school manager, teachers, tutors, parents' actions during inclusion, anxiety reduction, self-esteem increase, improvement of communication and EBD pupils' school success.

The research methodology included several methods: *theoretical methods*: synthesis, generalization, classification, systematization, comparison, modeling, surveys; *empiric methods*: observation, testing, questionnaires, conversations, ascertaining, formative and control experiments; *statistical methods*: Cronbach's alpha, pupils' t test for independent samples, pupils' t test for a single sample, two-way analysis of variance, one-way analysis of variance etc.

The theoretical significance of the research is marked by the analysis, specification and delimitation of theoretical references on tutoring, from the managerial and psychopedagogical perspective, tutoring programs management, the substantiation and the validation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*; the delimitation of the interconnection between the school manager's involvement in the tutoring process and its outcomes reflected in the efficacy of inclusion and transition.

The practical value of the research is strengthened by the elaboration, validation and implementation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*, taking into account the specifics of children with EBD exposed in DSM-V, their related difficulties during the transition to the regular secondary school, as well as the contemporary pedagogical guidelines, aiming at the inclusion of pupils with EBD in the regular school. The management of tutoring programs enhanced the achievement of positive results by diminishing emotions and inadequate behaviors of EBD pupils, by increasing their self-esteem and reducing their anxiety, positively changing the attitudes of teachers and peers towards them, and by successfully including EBD pupils in the Israeli regular secondary school.

Statements offered for defense:

- Tutoring represents one of the basic supportive services that can be provided to pupils with emotional and behavioral disorders within the school frame for a better inclusion in the regular secondary school, considering its positive implications at psychological and academic levels.
- The elaboration of tutoring programs for pupils with emotional and behavioral disorders supposes a deep analysis of their individual needs as related to their self-esteem and anxiety, aspects indicating on the quality of their inclusion in the regular secondary school.
- The efficient implementation of tutoring programs designed for the inclusion of pupils with emotional and behavioral disorders in the regular secondary school depends on the managerial activities carried out by the school principal in collaboration with the members of the intra-school committee.
- The integration of the *Pedagogic demarche of tutoring programs management for the inclusion of pupils with emotional and behavioral disorders in regular secondary school*, elaborated at theoretical and practical levels, in correlation with management responsibilities, management criteria and principles, tutoring forms and strategies, create the premises for an effective management of inclusion.

The implementation of research results. The didactic materials elaborated during the investigation were implemented in the frame of formative seminars for the didactic staff from inclusive schools, in the educational process carried out in Israeli schools, as well as by means of publications in educational journals and scientific communications.

The approval and validation of scientific results is ensured by theoretical and experimental investigations and comparative analysis of experimental data. The scientific results of the research were presented at the sittings of the Chair of Pedagogy and General Psychology of TSU of Chisinau between 2012-2016 and were approved by publications at various national and international scientific symposia: *The rights and services of children with special needs in Israel*. In: *Educația din perspectiva valorilor, Materialele conferinței cu participare internațională, UPS “Ion Creangă”, 2013, p. 247-282; Pupils with learning disabilities in their transition from elementary schools to comprehensive high schools*. In: *Eficiențizarea învățământului –Vector al politicilor educaționale moderne, Materialele Conferinței științifice internațional din 11–12 decembrie 2014, IȘE, p. 500-507. The parental awareness about the difficulties of their ADHD children*. In: *Educația pentru dezvoltare durabilă: inovație, competitivitate, eficiență, Materialele Conferinței științifice internațional din 18-19 oct. 2013, IȘE, Chișinău, 265-270; Peculiarities of pupils with emotional and behavioral disorders and their inclusion in regular secondary schools*.

In: Актуальные научные исследования в современном мире, 7(27) Ucraina 2017, p.25-30, ISSN 2524-0986; and in scientific journals: *The Management of tutoring programs for integrating PSN in regular schools*. In: *Univers Pedagogic*, 2016, nr. 2 (50), p. 23-29; *Management of tutorial programs for integrating pupils with learning difficulties in public schools*. In: *Artă și educație artistică, Revista de cultură, știință și practică educațională*, 2015, nr.1, p. 59-66; *The management of tutorial programs for integrating pupils with learning disorders in regular Arabic schools*. In: *Acta et Commentationes, Științe ale educației*, 2015, nr 1 (6), p.4-11; *Aspects of special education in the world and in Israel: legislation, implementation and future possibilities*. In: *Artă și educație artistică, Revista de cultură, știință și practică educațională*, 2013, nr. 2(22) p. 15-21.

The dissertation structure. Introduction exposes the actuality and importance of the research theme, the research problem, goal and objectives. It reflects the theoretical aspects of the research, the scientific and practical values of the study that support theoretically and methodologically the scientific novelty and originality of the research.

CHAPTER 1, Theoretical approaches on the management of educational programs from the perspective of inclusive education, reflects the peculiarities of management as related to educational programs, especially when these are launched to facilitate the inclusion of pupils with special educational needs in regular school. It emphasizes the fact that all managing activities as regards educational programs should be directed in order to meet pupils' educational needs. In the same context, it is exposed a retrospective analysis on the development of special needs education, here included an analysis of documents and events that served as a background for inclusion. Along the subchapter it is proved the necessity of involving and interesting pupils with special educational needs in social life by taking an active part in it and, thus, lead a normal life.

Finally, it reflects the peculiarities of inclusive education management in Moldova and Israel. It is showed that in both countries inclusive education management is carried out at three levels: (1) Management of Education system, which runs at national and district /regional level; (2) Management of educational establishments; (3) Management at the level of teacher-pupil relationships.

CHAPTER 2, Educational and managerial implications of tutoring programs for including pupils with emotional and behavioral disorders in regular secondary school, points out the psycho pedagogic benchmarks of educational tutoring and tutoring programs for children with special educational needs. It elucidates the concept of tutoring and its types and analyzes the factors determining the success of tutoring programs implementation as related to pupils with emotional and behavioral disorders in their transition from junior high schools to comprehensive high schools. In this perspective, it is established the correlation between the success of tutoring

programs implementation and the involvement of school principal under the aspect of his management responsibilities. The chapter continues with the interpretation of the *Pedagogic demarche of managing tutoring programs for including pupils with emotional and behavioral disorders in regular secondary school* that has a bidimensional character including an overview of theoretical premises reflected above and proposing a praxiological concept that could ensure the efficacy of tutoring programs implementation throughout an adequate management.

CHAPTER 3, Management methodology of tutoring programs for including pupils with emotional and behavioral disorders in regular secondary school, contains the pedagogical experiment organized in three stages: ascertaining experiment, formative experiment and control experiment. During the ascertaining experiment there had been checked the level of both our research dependent and independent variables, over the experimental and control samples. The obtained results indicated on the measures to be carried out in order to ensure the success of tutoring programs implementation from the perspective of including pupils with emotional and behavioral disorders in regular secondary school. The formative experiment was concentrated on the valuation of the *Pedagogic demarche of managing tutoring programs for including pupils with emotional and behavioral disorders in regular secondary school*, implemented through an intervention program stipulating concrete activities for teachers, tutors and tutees, stemming from their responsibilities, and their cooperation in supporting the integration of children with special needs. The control experiment checked the efficacy of the formative program as related to the indicators of EBD inclusion in the regular secondary school. The obtained data showed a difference between the level of pupils' inclusion indicators before and after intervention, and with reference to the control group that hadn't participated in the intervention.

In **Conclusions**, we reflected the research summary, its limits, recommendations and suggestions for further research.

1. THEORETICAL APPROACHES ON THE MANAGEMENT OF EDUCATIONAL PROGRAMS FROM THE PERSPECTIVE OF INCLUSIVE EDUCATION

1.1. An overview of managing educational programs

Management is an integral part of any organization. The survival of any organization is dependent largely on the quality of management or administrative services available. Adesina (1990) defined management as “the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in the system. The two key words are ‘human’ and ‘material’ [184]”. Management therefore influences the results to be achieved, the direction to be pursued and the priorities to be recognized.

A. Țârcă mentions that “along with human society development, management acquired characteristics and orientations specific to modern society such as: global and integrating vision of solving problems; inter disciplinary; dynamism, determined by frequent changes in society; universality-transfer of concepts, principles, techniques and managerial tools from industry to different fields of activity; professionalization of manager’s function- the future managerial elite will come from famous schools of management, continuous training being an absolute necessity [23, p.27], [185]”. It is claimed that management displays itself in all economical and social fields, is directed towards the increase of intellectual and physical work productivity, develops the spirit of innovation, is grafted on the social, political and cultural traditions of any country, being the main animator of development. As a whole, management can be defined as a conscious process of leading and coordinating individual and group activities, as well as of mobilizing and allocating (human, material, space and time) to some organization in order to reach its objectives, according to its economic and social mission, goals and responsibilities [11, p.32], [13, p. 35]. „Management is the process where the manager operates with three fundamental elements: ideas, things and people.” [23, p.29].

Educational management has at its basis the theories and practice of general managements applied to the system and process of education, to school organization and to groups of pupils. According to A. Ghergut [8], „educational management represents a complex of activities launched and applied in order to ensure the optimal function of the educational system and of the educational process, through the optimal use of human, material, economical, didactic, informational, ergonomic and time resources.”

The researcher H. Fayol [186] established the following functions of management: projection, organization, coordination, motivation, control and evaluation. In line with this, "educational management represents the theory and practice, the science and art of projecting, coordinating, evaluating and regulating the elements of educational activity, as an activity of permanent, free, integral and harmonious development of the human individuality, so that he/she could affirm autonomously and creatively his/her personality, according to the ideal established at the level of educational policy." Considering the goals of the system of education, educational management has an obvious specific character, that the specialists in the field call the human component of the process and place it in the center of the educational company. As a result, educational management should be viewed more as an art than as a science, because, *being a service offered to people, it penetrates inside them, producing a change at the psycho-intellectual level of their personality* [13, p.47]. Thus, *educational management would represent a methodology of global, optimal and strategic approach of any educational activity*. The Romanian researcher S. Cristea [201] underlines that, "as a psychological activity, educational management bases on three characteristics: primary system management (global approach of all elements of education and of applications specific of management function at different levels); pilot type management (optimal valuation of pedagogic resources of the system of education, through managerial functions: planning; organization; methodological orientation; regulation and self regulation); strategic management (innovative evolution of the system at different levels of organization." I. Jinga [13, p.48] defines educational management as an "ensemble of principles and functions, norms and methods of management that ensure the achievement of educational system goals at high standards of quality."

Considering the fact that tutoring is an educational service provided to different categories of pupils, we'll begin by approaching the peculiarities of managing educational services. In the opinion of A. Gherguț [11, p. 69], "the management of educational services stipulates the approach of three directions: (1) management of institutional policies-identification of needs, analysis of options, selection of programs, criteria of allocating resources; (2) management of resources-establishment of support systems, budget achievement, financial and staff management; (3) management of programs- implementation of strategies or current operations of organizations along some functional lines or training cycles."

Program management stipulates the co-ordinate organization, direction and implementation of a portfolio of activities that together could achieve outcomes and benefits of strategic importance. Effective and efficient Program Management is the key success factor to any institutions to transform its vision and various inter-related strategic objectives. Programs deliver

benefits to organizations by developing new skills or enhancing current ones. Any program management framework consists of following key areas [188]:

1. Program governance and stakeholder management. This first area helps in managing risks, stakeholders' benefits, resources, and quality across the program life cycle. Program management identifies how the program will affect stakeholders (e.g., the organizations' culture, the local population, resistance or barriers to change, bureaucracy, etc.) and then creates a communication strategy to engage the affected stakeholders, manage their expectations and acceptance of the program objectives.

2. Program life cycle. A typical program life cycle consists of five phases (pre-program preparations, program initiation, program set-up, delivery of program benefits, and program closure). During the stages of the program life cycle, the program manager understands the benefits of the program, develops the plan to initiate the program, define the program objectives and their alignment with the organizations' goals, determines the benefits, feasibility and justification of the program, establishes the program governance mechanism, risk management protocols, and program schedule.

3. Program benefits management. Benefits achievement planning is part of program management which consists of interdependencies between benefits, alignment with the organization goals, measurement, responsibility for delivery of the final and intermediate benefits within the program, and benefit realization. At the end of the program, the benefits delivered should always be compared against those promised at the beginning to ensure that the program actually delivered the full benefits for which it was developed.

4. Program management process groups. Program management process groups represent a set of interconnected actions, and activities aimed at a pre-specified outcome. There are five processes (initiation, planning, executing, monitoring-controlling and closing) in program management. The main rule for implementing program management processes is to make sure that the program manager effectively delegates authority, autonomy and responsibility for day-to-day management of the projects to the designated project managers.

Three work directions have to be formed to execute the deployment of best-practice:

(1) *communication and communities* work direction is responsible for creating awareness about program management, communicating policies about the best-practice framework and establishing the program management community across the organization.

(2) *Training, tools and support* work direction is responsible for development and execution of a framework related to training, tools and techniques to increase the quality and efficiency of program management environments in the global organization.

(3) *Cross-functional collaboration* work direction is responsible for collaboration and coordination between above two work streams across organizational divisions and regions.

Any educational program is launched to meet some educational needs. A model of determining and analyzing educational needs, possible to operationalize within educational practice is the *Discrepancy Model*, initiated by J. Kauffman (1972) [109, p.95]. The author defines educational needs *as the result of some discrepancy between the desired situation and the current situation*. The Romanian researcher F. Voiculescu [24, p. 24-27] proposes an operational demarche of defining and analyzing educational needs by means of discrepancy model, composed of three stages:

1. *Analyzing and enouncing the desired situation*. The term of *desired situation* means the situation necessary to an educational trail, according to which there should be determined the objectives, contents, educational strategies and those of evaluating the educational program.

2. *Analyzing and enouncing the current situation*. This stage consists in establishing the initial level of pupils' skills, affective and emotional structures etc., as well as their expectancies as related to the purposes and educational process quality of the program to be implemented. It aims to determine the discrepancy between what it is and what should be and to establish the zone where the proposed program will act in order to achieve the standards of the desired situation.

3. *The comparison of the two situations*. This step has the character of a content analysis that points out the specific educational needs to be satisfied by means of the educational program.

As J.Kauffmann notes, "the discrepancy model can be tinted proceeding from the type of the educational need" [109, p.97]. Thus, the operational definition of an educational need consists of the following operations: explicit description of the final performance and behavior to be acquired by pupils throughout the proposed program; description of conditions (that can be material, connected to time or psychological) within which the desired behavior will produce; specification of the minimal acceptable level and criteria of evaluating performance; analysis of the discrepancy between the level of performance viewed and the level of performance mastered by pupils.

The elaboration of any educational program must follow the following steps:

1. *Situation*. Before planning an educational program, there should be assessed the needs for its elaboration and implementation.

2. *Target group*. Every educational program should be designed for a special audience, starting from its needs.

3. *Objectives and desired Outcomes*. Once the audience is identified, there must be established the objectives and desired outcomes of the program.

4. *Content*. The content of the program should meet the objectives of the program.
5. *Training Tools*. In order to reach the desired outcomes, there must be chosen the adequate tools: strategies and activities to teach some specific content, considering the various learning styles of the target audience.
6. *Budget*. Any program supposes certain expenses. Therefore, it should be estimated the cost of inputs, materials needed, activities involved. Here should be included staff, volunteers, time, money, materials, equipment, technology and partners.
7. *Marketing Plan*. Develop a plan to market the program to the targeted audiences. How will the target audience be made aware of and be encouraged to take part in this program?
8. *Implementation*. During implementation, it should be paid attention to **physical environment**: lighting, acoustics, temperature, distractions, writing space, seating arrangements, signage, parking, convenient access; **psychological environment**: help learners feel confident about themselves and their learning ability; **social environment**: help learners get acquainted with each other and with the educator, and provide opportunities for interaction throughout the learning experience; **cultural environment**: be respectful of and sensitive to the cultural/ethnic diversity of learners and the values and experiences they bring to the learning situation.
9. *Evaluation*. Were the desired outcomes met? How did the program make a difference for participants? Identify the objectives and desired outcomes. Analyze the data. Determine if your short-, medium- or long-term desired outcomes were met.
10. *Reporting*. Summarize outcomes and develop a summary to share with participants, partners and decision makers [186].

Table 1.1. Methods for Effective Program Delivery

Experiential	Integrative	Reinforcement	Other Methods
Method demonstration	Conference	Fact sheet	Mass media
Result demonstration	Seminar	Reference notebook	Photograph
On-farm test	Panel	Publication	Bulletin board
In-home test	Meeting	Poster	Show
Tour	Discussion group	Personal letter	Fair
Field day	Phone conversation	Newsletter	Exhibit
Workshop	Personal visit	Website	
Game Skit	Office visit		
Case study	Online Contacts		
Role play	E-mail		
Food tasting			

I. Maciuc, I. Vali and E. Frăsineanu propose an orientative structural model of educational program, open to methodological innovations, that involve the following components: “argumentation of the educational program; principles of initiation/origination; program mission;

target group; program objectives; resources ensuring program feasibility, program management team; program subjects; strategies and methodologies of implementing and monitoring the program; program evaluation (criteria, methods and tools) [188].”

Synthesizing the literature on educational programs management, the Romanian Researcher I. Maciuc [14] revealed the following characteristics of program management at school level:

- an ensemble of dynamic processes within which resources are used and organized in a controlled and structured manner in order to achieve the proposed objectives;
- the competent use of interpersonal qualifications, communication, analysis, logic, decision taking, planning, organizing, control of resource use, program implementation strategies, conditions valuation;
- a mixture of attitudes and techniques that can be applied to a series of concrete tasks and can lead to achievement of objectives;
- the successful administration, by the management team, of the change that the program will produce;
- a series of implementation and evaluation processes reported to several subfields: management of program purpose, management of curriculum, management of human resources, time management, risk management, quality management etc. [188]”

Considering the above information, *we can define the management of educational programs as a managerial strategy of implementing, coordinating, monitoring, continuous evaluation, and operative regulation of managerial products in order to achieve, at a higher level of performance, the strategic, tactic and operational objectives proposed.*

1.2. A retrospective analysis of the development of special needs education

From the scientific point of view, special education is a relatively new domain. Historically, people with disabilities were often placed in hospitals, asylums, or other institutions that provided little, if any, education. *Greek and Roman civilizations* considered people with disabilities as a “punishment of gods”, a bad or evil sign. *The Old Testament*, basing on the concept that, “God created man in his own image” considered disability an impurity, and forbade disabled persons approach sacred places. In *The New Testament* disability is less a fault or an evil sign. Jesus helped disabled persons (ex: blind miracle) and urged to help them in order to win God’s love “. *Middle Ages* were an era of ridicule. There was a rigid caste system. Those with disabilities were used as servants or fools. Some were still put to death, dwarfs were used as clowns, overall, ridiculed for deformities and behavior. During *Renaissance*, era of asylum, catholic church

accepted those with disabilities as wards of state. Disabled people were cared in isolation. The church preached for a humane treatment, their education being still a matter of ignorance. Along with the development of science and education, the approach to disabled people changes. The core concepts that lay at the basis of special education are those emphasizing people educability. In this context, John Locke and Etienne Condillac state that “*without education, there is no humanity. There’s no Human and half-Human equality between men. All knowledge comes through education [189].*”

The first experiences of special education were recorded in Spain where Pedro Ponce de Léon (1578) created the first documented experience about education of deaf children (from nobility). Later, in the 18th century, in France, Abbé Charles Michel de l’Epée (1760) created the “Institut pour sourds” (Institute for deaf), and in the 19th century, Louis Braille invented “Braille script” (1829) [ibidem].

Pioneers in Special Education should be considered Jean Marc Gaspard Itard, Edouard Seguin and Maria Montessori. *Jean Marc Gaspard Itard* (1774-1838), physician and educator, supported the idea that special teaching methods could be effective in educating disabled children. He suggested five primary principles of educating disabled children: “(1)To interest them in social life – try to make his life better than before; (2)To improve their awareness of environmental stimuli – but the context was controlled; (3)To extend the range of their ideas (e.g. introduce him to games, culture, etc. (4)To teach them to speak, to communicate by using symbol systems, such as pictures and written words; (5) To exercise the operations of their mind upon their physical wants, from simple and proximal to complex and far. *Edouard Seguin* (1812-1880) developed the *physiological method*. The main principles of his method were: (1) frequent changes in activities; (2) analysis of tasks into their components; (3) differentiation of senses from intellect; (4) physical education; (5) sensory stimulation; (6) employment as an outcome of education. *Maria Montessori* (1870-1952) considered that education is a flow experience; it builds on the continuing self-construction of the child—daily, weekly, yearly—for the duration of the program. The “*prepared environment*” is Maria Montessori’s concept. Environment can be designed to facilitate maximum independent learning and exploration.

All of the above mentioned pioneers of special needs education promoted *the idea of disabled children’s educability, emphasizing especially the necessity of involving and interesting them in social life*. Or, social life here doesn’t mean only the society of disabled people. We can resume that the need to help disabled people to get adapted to social life and take an active part in it was one of the urging fact that inspired later S. Riter to develop *the concept of normalization for disabled people [132, p.18]*.

By the Last Century (1900's), there could be distinguished three approaches to people with special educational needs: biological emphasis; medical model and institutional care. During 1900-1950's, when compulsory education began to gain field, there were created classes or schools for the mentally retarded, blind, deaf, etc. *After the 2nd world war, it was created the special education system, organized in parallel to the ordinary system.* Since then, till nowadays special education continuously developed, striving to answer the needs of all categories of disabled people, in accordance with modern philosophies and policies. Thus, *special education is a "specially" designed instruction aimed at meeting the unique needs and abilities of exceptional pupils [189].*

The development of the field of special education has involved a series of stages during which education systems have explored different ways of responding to children with disabilities, and to pupils who experience difficulties in learning. In some cases, special education has been provided as a supplement to general education delivery, in other cases it has been entirely separate.

Thus, the main periods of special needs education development are: **(1) Segregation; (2) Integration; (3) Inclusion.**

The basis of *segregation* was the delivery of special education services in specialized institutes for each of the disability category. It stipulated: special settings (segregation, class, resource room, school etc.); Special children (types, categorization etc.); special teachers (trained or not, experienced or not etc.); specialists (therapists); Special ratio (fewer pupils by class, more teachers); special methods/tools (Braille, signs language); special program and goals; and integration in social life, the latter being a kind of an utopia for children who got out into a world which seemed absolutely new for them, a reality completely foreign, where everything was different. *The main advantages of Special segregated settings* consisted in the fact that pupils with special needs learned physical and social skills in an environment that understood and accepted them. They benefitted of trained staff, equipment and specialized services and had the chance to meet individuals carrying the same disability. Yet, segregated settings had many *disadvantages*: pupils with special needs learned the skills, values, attitudes and behaviors of "the disabled"; parents, professionals and children had reduced expectations; pupils lost their links with community as they interacted mostly with adults and not with other children. Consequently, they had poor preparation for future life [191].

Considering the above-mentioned facts, new humanistic-educational philosophies developed and demanded the basic human rights for these children. These children have the right for **normalization** which defines: "the use of normal and culture-based means (valuable techniques, equipment and methods) in order to help individuals with special needs to have such

quality of life (income, health services and social integration) as efficient as their age equivalent normal individuals. In addition, the society should make any effort available to support their behavior, experiences, status and self-respect. Normalization was interpreted by S. Riter as “the right for living in a pluralistic democratic society, in which each individual can choose his\her own life style, despite his\her own disability [132].”

In the 1950s, it came to public attention that conditions in institutions that housed people with special needs were less than humane, and were often cruel. So in the late 1950s and through the 1960s, parents and relatives organized themselves to lobby for children with special needs to be integrated into public schools during such activities as lunch or physical education, and for special education settings and institutions to be remolded into places where conditions were kinder and some real education could take place [193]. By the 1970s, formal organizations working for the rights of persons with special needs had developed, such as the Association for Retarded Citizens, now known in some states as "The Arc." Throughout the 1970s and 1980s, a philosophy developed that all individuals, regardless of ability, should have the chance to participate fully in community life. Children and adults who experienced life along with their peers developed skills, social relationships, and a quality of life unlike their institutionalized peers. Parents of kids with special needs began to push for "**mainstreaming**" in public schools-**for their children integration** in classrooms with other children whenever appropriate [ibidem].

Integration was seen as an ethical issue involving personal rights and any society's will to recognize these rights in an effective way. However, integration was initiated in a climate of superstitions and stereotypes against disability [191]. Proponents of mainstreaming/integration generally assume that a pupil must "earn" his or her opportunity to be placed in regular classes by demonstrating an ability to keep up" with the work assigned by the regular classroom teacher. *Mainstreaming/Integration Advantages* consisted in the fact that it promoted diversity and acceptance, offering opportunities for all pupils to advance. Pupils with learning disabilities were motivated through competition to improve. At the same time, collaboration with separate special service developed. Despite its positive incentives, mainstreaming accepted segregation and stigmatization. Children continued to stay in the most segregated settings and general schools didn't change in their favor. This concept is closely linked to traditional forms of special education service delivery.

By the 1990s, an "**inclusion**" **philosophy** had developed, advocating the inclusion of children with special needs in all school and social activities, with separate programming only as a last resort. The issue of inclusion has to be framed within the context of the wider international discussions around the United Nations organizations' agenda of "Education for All" (EFA),

stimulated by *the 1990 Jomtien Declaration* [189], [190], the right to a more inclusive education being covered in several significant international declarations such as: *Universal Declaration of Human Rights (1948)*; *UN Convention on the Rights of the Child (1989)*; *World Declaration for Education for All, Jomtien (1990)*; *Standard Rules on the Equalization of Opportunities for Persons with Disability (1993)*; *UNESCO Salamanca Statement and Framework for Action (1994)* [177].

„The Salamanca Statement on Principles, Policy and Practice in Special Needs Education” (UNESCO 1994) provides a framework for thinking about how to move policy and practice forward. Indeed, this Statement, and the accompanying Framework for Action, is arguably the most significant international document that has ever appeared in special education. It argues that regular secondary schools with an inclusive orientation are “the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all [ibidem].”

The principles of Salamanca Statement emphasize the following facts:

- every child has a fundamental right to education;
- every child has unique characteristics, interests, abilities and learning needs;
- education systems should be designed and educational programs implemented to meet these diversities among children;
- pupils with special needs must have access to regular secondary schools with adapted education;
- regular secondary schools with an inclusive orientation are the most effective means of combating and preventing discriminative attitudes and building up an inclusive society [190], [193].

Arguably, integration failed to produce the required effect of offering children with and without special needs equal educational opportunities. Although now the terms integration and inclusion may still be used simultaneously and alternatively, they do not mean the same. While integration was the main issue on the agenda when the international community discussed about disabled people’s right to an appropriate education around the end of the eighties, *the concept of inclusion captured the field during the nineties*. “Inclusion” has replaced “integration” in the dictionary of those who are concerned with disabled people on the basis of human rights. The difference between *integration* and *inclusion* is that *integration refers to the process of educating children with special needs in mainstream classrooms*, while *inclusion involves a much deeper level of participation for pupils with disabilities in normal learning activities*, according to ICEVI-Europe.org. “Integration requires the disabled learner to fit into mainstream classes, while

inclusion seeks to adapt the mainstream class to accommodate the needs of the disabled learner [190].”

The Shift from Integration to Inclusion, as we know it today, has its origins in Special Education. The development of the field of special education has involved a series of stages during which education systems have explored different ways of responding to children with disabilities, and to pupils who experience difficulties in learning. In some cases, Special education has been provided as a supplement to general education delivery, in other cases it has been entirely separate. In recent years, the appropriateness of separate systems of education has been challenged, both from human rights perspective and from the point of view of effectiveness. *Special education practices were moved into the mainstream through an approach known as “integration”*. The main challenge with integration is that “mainstreaming” had not been accompanied by changes in the organization of the ordinary school, its curriculum and teaching and learning strategies. *This lack of organizational change has proved to be one of the major barriers to the implementation of inclusive education policies*. Revised thinking has thus led to a reconceptualization of “special needs”. This view implies that progress is more likely if we recognize that difficulties experienced by pupils result from the ways in which schools are currently organized and from rigid teaching methods. “It has been argued that schools need to be reformed and pedagogy needs to be improved in ways that will lead them to respond positively to pupil diversity – seeing individual differences not as problems to be fixed, but as opportunities for enriching learning.” [189].

Considering the above mentioned facts, **the concept of inclusion** refers to the placement of children with disabilities of any kind in regular education classrooms with appropriate services and supports provided mainly within the educational setting. Unlike mainstreaming model that refers to the extent of time that children with mild disabilities stay in regular classes according to their ability, inclusion supposes partnership and presence with colleagues (peer group) at all levels.

W. Sailor [139] defines **full inclusion** as possessing the following characteristics: “1. Special needs pupils attend the school that they would if they did not have a handicapping condition. 2. A naturally occurring proportion of special needs pupils are served at each school site. 3. No pupil will be excluded for any educational opportunity because of a handicapping condition. 4. Practices including cooperative learning and peer tutoring are utilized. 5. Special education support is provided in the general education classroom.”

J. Rogers [134] suggested not a specific physical placement of pupils with special needs, but more of a philosophy on inclusion. In his opinion “inclusion is the acceptance of pupils with special needs as full member of their home base schools where all educators have responsibility for all the pupils in the school.” Moreover, the term *inclusion* has lately taken a broader social and

political meaning, with the support for the principle of inclusion of all children in their neighborhood mainstream school. The implementation of this principle depends primarily upon a radical change of the mainstream school system. *Under this perspective, inclusion is connected to equality as a social value in all sectors of social disadvantage, oppression and discriminations.*

Barton [194] argues that the meaning of “inclusion captures issues of social justice, equality, human rights and abolishment of all forms of discrimination. It is a way to ensure an independent life for all members of society, a policy to increase the human potential in the sense of insuring the participation of all humans in the society. Successful models of inclusion believe that *ALL children are different, and ALL children can learn.* There is nothing about a child that needs to be “fixed” in order for that child to fit into a system. *The school system, as a whole, is enabled to change in order to meet the individual needs of all learners.* Celebrating diversity, helping everyone and having a support worker for the class are key elements to achieving the vision for an inclusive education system. These principles can guide and inform value-based and learner-centered decisions related to policies, practices and actions at every level of education system:

-Anticipate, value and support diversity and learner differences. Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.

-High expectations for all learners. Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.

-Understand learners’ strengths and needs. Meaningful data is gathered and shared at all levels of the system-by teachers, families, schools, school authorities and the Ministry-to understand and respond to the strengths and needs of individual learners.

-Reduce barriers within learning environments. All education partners work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction that are interfering with pupils' ability to be successful learners and to participate in the school community.

-Capacity building. School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.

-Shared responsibility. All education partners, including school and jurisdictional staff, families, community service providers, post-secondary institutions, teacher preparation programs

and government are committed to collaboration and are committed to the success of all learners [194].

Among the theoretical approaches that focus on the issue of inclusion and normalization of children with special needs education, we can quote:

1. **The Normative Concept** that "includes principles of imperative value that must be observed in the design and realization-ordering-regulation of education-training at all levels: conceptual, curricular (teleological-content-methodological), processual, evaluative, through pedagogical messages transmitted / built by the educator, received and internalized by the educated " [7, p.157].

2. **The Concept of Systemic Approach** allows the multiple understanding and elucidation of pedagogical processes in the context of inclusion, the understanding of the links and mechanisms, the interrelation among systems and subsystems in development, the exploitation of pedagogical possibilities in overcoming the difficulties of inclusion, in which the pupils are trained and educated, through planned activities, at the administrative and pedagogical management level, overcoming emerging risks and contradictions that appear unconditionally in the introduction of innovative processes. The systemic approach allows pedagogical process modeling, taking into account the integrity, structure, hierarchy, interdependence of system and environment (C. Bârzea, 1995, Беспалько В. П., Данилов М. А., Ильина Т. А., Андреев В. И);

3. **The integralist pedagogical paradigm** (Callo T.) developed and valorized at the level of curricular policies (conceptions, educational plan, standards, etc.), at the level of projective documents (such as managerial projects, integrated curriculum, individualized didactic project) and methodological ones (manuals, guides, educational software, etc.) [5].

4. **The socio-pedagogical paradigm** (Th. Kuhn, 1963, S. Cristea, 1997, Lipsky I. A, 2004), which recognizes the triple uniqueness of the social processes carried out in different social-pedagogical institutions responsible for the inclusion and formation of an active personality under the action of specially organized activities. These processes include: processes of inclusion of the person in the environment, processes of social development of the individual, processes of pedagogical transformation of the environment. For the pedagogy of inclusion, the socio-pedagogical paradigm of inclusion is valuable in terms of studying and explaining the means and mechanisms of building social-pedagogical spaces and the relationships in these spaces as a factor of educating and socializing children with special education needs, ensuring professional autonomy within independent life, depending on the peculiarities and abilities of these children. This approach allows the study of the problems of including children with special needs within educational environment, combining several directions: the social development of the individual,

pedagogy of the social environment, ensuring the interaction between the individual and the environment [29, p.10].

5. **The Multiple Intelligences Theory** developed by H.Gardner [10, p.59], demonstrated that „the human intellect is multiple and that each person is unique, and its uniqueness is manifested by the fact that a certain type of intelligence is more developed, which determines its efficiency of knowledge assimilation, explanation of built relationships, professional involvement”. Applying the theory of multiple intelligences advances the requirement of differentiating the training, the individualization of the curricular pathways, the connection of the inclusive education process to the different needs of the child's personality formation and development [22, p.12].

6. **The anthropological approach in pedagogy** attributes an ontological character to human knowledge, representing a philosophical-methodological principle, according to which the research is realized taking into account the achievements of modern interdisciplinary sciences about man, in order to obtain a complex systematic knowledge, under the conditions of human development and self- education (Andreev VI, 2003). JI.M. Luzina, Borgetko N. M.). The social therapeutic-rehabilitative effect of inclusive education begins with the "inclusion" of the child in the pedagogical activity of exploring social reality, of knowing the physical and social conditions of his life, of understanding the events and changes that occurred, so that the child could both adapt to the environment, and modify it. Pedagogical Anthropology is a dialogue according to its nature, it studies not only the consequences of events characteristic of a concrete child, but also the laws through which these events take place, the achievements and changes occurring in the personality of the child, which determine his judgments, actions and behaviors [29, p.7].

7. **The concept of competency approach or competence pedagogy** represents a new theoretical approach to the modernization of the pre-university curriculum, originally designed on the basis of pedagogical objectives. Achieving inclusive practice involves highlighting and describing the essential competences of the teaching staff in the context of personal and professional qualities, updated in an inclusive environment that enables them to successfully carry out the tasks of educating all children without exception, taking into account the specifics of their educational needs, social addiction and marginalization (G. Boutin, 2004, Ph. Perrenoud, 1998, Subetto A.I., Baidenko V.I., Huttorsko A.V., Starova N.M.). An insufficiently explored theme in the context of pedagogy of competences is the model of the graduate of an inclusive school (a person possessing a set of competences accumulated through education), which will allow not only the professional integration within the labor market, the improvement of his life quality but also the continuation of studies during his lifetime. The functional value of the competency approach

or competence pedagogy is centered on opening the education system to the needs of society [ibidem, p.11].

8. **The synergistic approach** makes it possible to explain the origin and development of the modern social system in the context of inclusive processes, to identify the parameters of self-exchange of educational practice, to highlight the risks of inconsistency with the structural changes of the modern education components (Băndilă A., Rusu C., (1999), Birch A., Hayard S., (1999), Crețu R., (2010).

9. **Theoretical approaches referring to the etiology and manifestation of behavioral and emotional disorders**, theories on school inclusion and education of children with special education needs: Dobrescu Iu., (2005), Gherguț A., (2006), Goleman D., (2008), Golu F., (2009), Kaplan G., (2003), Mitrofan L, (2004), Popovici D., (2007), Preda V., (2010), Străchinaru I., (1994), Verza E., (2010), Vrășmaș E., Vrășmaș T., (2011), Амасьянц Р., Амасьянц Э., (2009), Верхотурова Н., (2010), Выгóтский Л., (1930), Заваденко Н., (2005), Лебединский М., Лебединская К., (1983), Лубовский В., (1989), Сухарева Г., (1994) etc.

In conclusion, considering the above mentioned ideas, we emphasize that inclusion is an attitude and approach that embraces diversity and learner differences, promoting equal opportunities for all learners. All education systems should be built on a values-based approach to accepting responsibility for all pupils.

1.3. Current trends in the management of inclusive education in Moldova and Israel

The problem of revising the policies and practices related to inclusive education management represents a stringent necessity both for the Israeli, and the actual system of Education of the Republic of Moldova. Despite the fact that the research was conceived and developed within and for the Israeli System of Education, it can perfectly complete the range of studies aimed at inclusive education in Moldova, as it offers an economically valuable perspective of improving the services offered to pupils with EBD from Moldova, that requires only a different approach to the management of inclusive education. In this context, Israel has reached a much higher level, due to the great number of governmental educational programs launched to support inclusion, the problem here consisting in the inadequate administration of resources and responsibilities, that seriously affects the process as a whole. Below we expose an overview of the current situation of inclusive education management in Moldova, followed by a parallel of the situation in Israel.

The normative frame for implementing inclusive education in the *Republic of Moldova* is determined by several international and national documents [19, p. 10]: *UN Convention on the*

Rights of the Child (1989) to which Moldova adhered in 1990 (Parliament decision nr. 408-XII din 12.12.1990); Education Law of the Republic of Moldova n0.547-XIII, adopted on July 21, 1995; Government decision regarding the approval of the National Strategy “ Education for all”, for 2004-2015, no. 410 of 04.04.2003 [153]; UN Convention on the rights of people with disabilities, ratified by R. of Moldova by Law no. 169 – XVIII of 09.07.2010 [160]; Consolidated strategy for the development of education for 2011–2015, approved by Government Decision no.523 of July 11, 2011 and the Consolidated plan of actions for education (2011–2015), approved by the decision of the Ministry of education no. 849 of November 29, 2010; The program of Inclusive education development for 2011-2020, approved by Government decision no. 523 of 11.07.2011 [1], [12].

The document was further developed by the *Methodology for educational inclusion of children with SEN*, elaborated by Keystone Moldova, which suggested the following stages in the implementation of inclusive education: Identification of children with special educational needs; Formation of intra school multidisciplinary committees and evaluation of family educational climate, initial evaluation, complex evaluation and elaboration of IEP; Assistance of children and families in the inclusive process; Inclusive process development by training didactic staff, support teachers, multidisciplinary committee members and coordinators of educational centers, parents, classmates and community members awareness; Supervision and evaluation of inclusive education of children with SEN.

Currently, in the Republic of Moldova and Israel, inclusive education management is carried out at three levels: (1) Management of the Education system, which runs at national and district /regional level; (2) Management of educational establishments; (3) Management at the level of teacher-pupil relationships [19], [20], [88].

Nationally, according to legislation in force, inclusive education management is provided by the central authority, Ministry of Education, in particular by *developing policies in education, general and related to inclusive education in particular; promoting and monitoring the implementation of policies for education in general and inclusive education in particular; ensuring normative legal framework proper of inclusive education development [195].*

At central level, the inclusion process is ensured by the Republican Center of Psychopedagogic Assistance (RCPA) subordinated to the Ministry of Education, which coordinates methodologically the District Services of Psychopedagogic Assistance. The RCPA achieve a range of activities such as: developing a regulatory framework on inclusive education; achieving studies on exclusion and inclusion issues (types of existing inclusive policies, programs, projects and budgets allocated for this purpose within governmental institutions, civil society,

international agencies, donors, etc.); encouraging the involvement of parents and teachers associations, branch unions in implementing /promoting inclusive education at district, community, school, class levels etc.; integrating inclusive education goals in the current social policies; reconsidering the principles and methodology for assessing children and reforming the structures for assessing children development; creating a methodological framework for evaluating the work of general educational institutions from the perspective of inclusive education; setting up national networks of cooperation and support for the implementation of inclusive education; initiating and implementing public awareness campaigns on inclusive education, promoting best practices related to inclusive education.

At regional/district level, the management of inclusive education is ensured by general education departments/directorates through coordination, monitoring and evaluation of activities specific of inclusive education. Within directorates operates the *Psycho-pedagogical assistance service (PAS)* whose responsibilities are: to achieve the complex and multidisciplinary evaluation of children and to timely identify their specific needs; to provide psycho-pedagogical assistance to children with special needs; to organize and ensure methodological assistance in dealing with children with special needs.

At the level of educational institutions the efficient management of inclusive education stipulates the achievement of a series of activities: set up the coordination and information group in inclusive education; develop the institution plan in terms of inclusive education; reorganize the school functional structures and adapt them to children's needs; form school environment (school administration, children, staff, parents); inform and provide support to teachers in terms of inclusive education (principles, methods, techniques, practical work, etc.); use new ways of teaching activity and reconsider teacher-child relationships, curriculum and methodical adaptation, infrastructure adaptation etc.; participatory evaluation of inclusive education process (involving parents, children, experts, teachers, civil society etc.); public community awareness about the need to promote inclusive education.

Inclusive education enables and stimulates continued development of general educational institutions. It allows to value existing resources and experiences by creating different habilitation/rehabilitation and support services for excluded / marginalized children. Thus, within the institutions of general education there are several specialized divisions:

- **the multidisciplinary intraschool commission (MIC)** whose responsibility is to support the inclusion of children with SEN within school and prevent institutionalization. The MIC has the following responsibilities: make the initial evaluation of pupils with special education needs; identify the pupils with potential special education needs, the complex cases being referred to

district PAS. The MIC organizes, monitors and reviews the Individual Educational Plans in order to organize activities with these pupils. The members of MIC provide informational and psychopedagogical support to teachers, parents and community members regarding the Inclusion of pupils with special needs, being a reference point in the process of implementing inclusive education within school and community [204].

- **the resource center** for inclusive education, which provides educational support services, counseling and psycho-pedagogical assistance, therapies necessary to children with special education needs included in general education.

At the level of teacher-pupil relationships (teaching-learning-evaluation), teachers in the classroom are empowered to: -develop and implement an individualized educational plan, developed by the within-school multidisciplinary committee. The role of coordinating the implementation of the individualized education plan falls to the support teacher-if there is such a position; the elementary school teacher-at elementary school level; the class teacher-at the secondary school level-if there isn't the position of support teacher;- achieve curricular adaptations depending on the type and degree of pupil's difficulties/disability and special needs, by applying general curriculum with adapted teaching technology to the possibilities of pupils with SEN, in terms of adaptation process goals and academic and social integration; by including in the school curriculum individualized additional activities, designed to compensate and rehabilitate development and learning difficulties.

The management of special needs education in Israel. The foundation for answering questions and understanding Israeli special education is the Special Education Law of 1988 (SEL). The SEL marks a turning point in the provision of special education services to children and adolescents with special needs in Israel [195]. According to the law, special education in Israel has the following goals: *to advance and develop the skills and abilities of the special needs child, to correct and enhance his or her physical, mental, emotional, and behavioral functioning, to impart to him or her knowledge, skills and habits, and to help him learn acceptable social behavior with the goal to facilitate his or her integration into society and employment circles.* After a child experiences difficulty in school, he/she is tested by a licensed school psychologist, and deemed eligible for special education services, he or she is referred to a local Placement Committee, which formally decides eligibility and placement. The Committee is composed of the following people: a representative of the local education authority: -two Ministry of Education supervisors; -an educational psychologist; - a pediatrician; -a social worker; -a representative of the National Special Education Parents' Organization. The law does not guarantee parental or the child's teachers' participation in the Placement Committee. Today children with special needs receive

services in special education settings or in general education settings (see Figure 1.1). We can find pupils with special needs in full inclusion, supported partially by special education teachers or other available special education services or supports. Despite the fact that regular educators are not qualified for understanding these pupils' needs, nor for supporting them, the Ministry of Education and law call for including and supporting these pupils.

Successful inclusion is for those with mild or light disabilities such as learning disorder, light emotional/behavioral/attention/physical disorders, often with normal IQ. The table below exposes the forms of approaching the education of pupils with special educational needs in Israel.

Table 1.2 Forms of special needs education in Israel

Shapes of integration / Settings	Regular Education	Self-Contained Classrooms	Separate special education School/ gardens
		Segregation	Segregation
	Partial integration	Visitation/partial integration	Visitation/ partial social integration
	Full inclusion		

The structure of special education placement is changing as the Ministry of Education strives to limit the number of children in segregated settings, through two maneuvers: not formally identifying them as children with special needs (and hence not bringing them before the Placement Committee, thereby circumventing the restrictive budgetary aspects of the law); establishing a series of decentralized resource centers in each community in the country. "MATIA" (Local Support and Resource Centers or LSRCs) is the organizational and operational arm of the SHILUV program (Director General's Circular 59(c) [89], [149], [148], [152], [203]. These LSRCs currently serve only mild disability categories, function in a semi-autonomous manner, and are able to allocate resources according to specific local needs. Governmental distribution of resources (i.e. weekly hours teaching by various teachers and therapists; hours for assessment procedures; specialized materials or curricula; teacher training programs, etc.) to these support centers is determined by the number of pupils served by each center and by their needs in accordance with diagnostic assessment. The basic assumption underlying this decentralization was that decisions about the allocation of resources should be made at the local level, in order to enhance their effectiveness and to decrease bureaucratic processes.

Municipal-Regional Support Centers (MRSC) [89] provide additional support for regular secondary schools in order to empower their capacity to provide appropriate special education and intervention solutions to children with special needs who are included in regular classes or in special education classes within regular secondary schools. In addition, the MRSC provides with

additional educational and\ or therapeutic support for children with special needs within special education settings for improving their functioning and achievements according to their needs. Some of these pupils can be integrated partially in the regular educational settings, especially in social activities within the general community. Pupils with significant impairment such as visual impairment, communication disorder, physical disability, mental disorder, etc. can be integrated partially, accompanied by an educational assistant and by a therapist from the Para Medical field such as occupational therapy, psycho/ emotional therapy etc. and other kinds of support [148], [149]. Below is a general conceptual diagram of the Israeli SNE organizational structure, including the MRSC (Municipal-Regional Support Centers).

The MRSC also provides for regular and special education teams, within the whole educational setting in the region, with guidance, training on pupils' rights to be supported based on general guidelines and the Law of special education, in accordance with available resources. These centers are intended to serve as a support system for regular and special education frameworks in the process of implementing The Special Education Law, specifically in areas where preparation/organization on the municipal or regional level is required. The centers also provide the frameworks with tools for handling related requirements and challenges. *MATYAs* are responsible for supervising the following areas of the special education system: *Inclusive plans for the regular education system; Special education services (SHAHAM) plan within special education frameworks; Programming during school breaks within special education frameworks; Personalized curricula (TALA); Assigning support aides for children with special needs integrated into the regular education system; Equipment; Anything else required in accordance with The Special Education Law (All Rights Sites translated from Hebrew)* [203]. Historically, district level administrators have managed special education programming, staffing, training, and facilities. However, the burden of managing special education policies and practices has increasingly been made the responsibility of the principal [96], [121], [99, p.58].

Y. Friedman [83] noted that the school principal is considered as the main factor that determines and leads the inclusion in His\her School. The principal must direct and utilize all resources to support children with different needs in His\her School, as the success or failure of these inclusive policies is greatly dependant on him. As the popularity of inclusion programs continues to rise, so do the challenges for principals. P. Mendels [123] believes that administrator involvement becomes crucial because the attitudes of the school personnel and pupils often mirror that of the administrator. As instructional leaders of the school, administrators must have a working understanding of both special education law and educational programming.

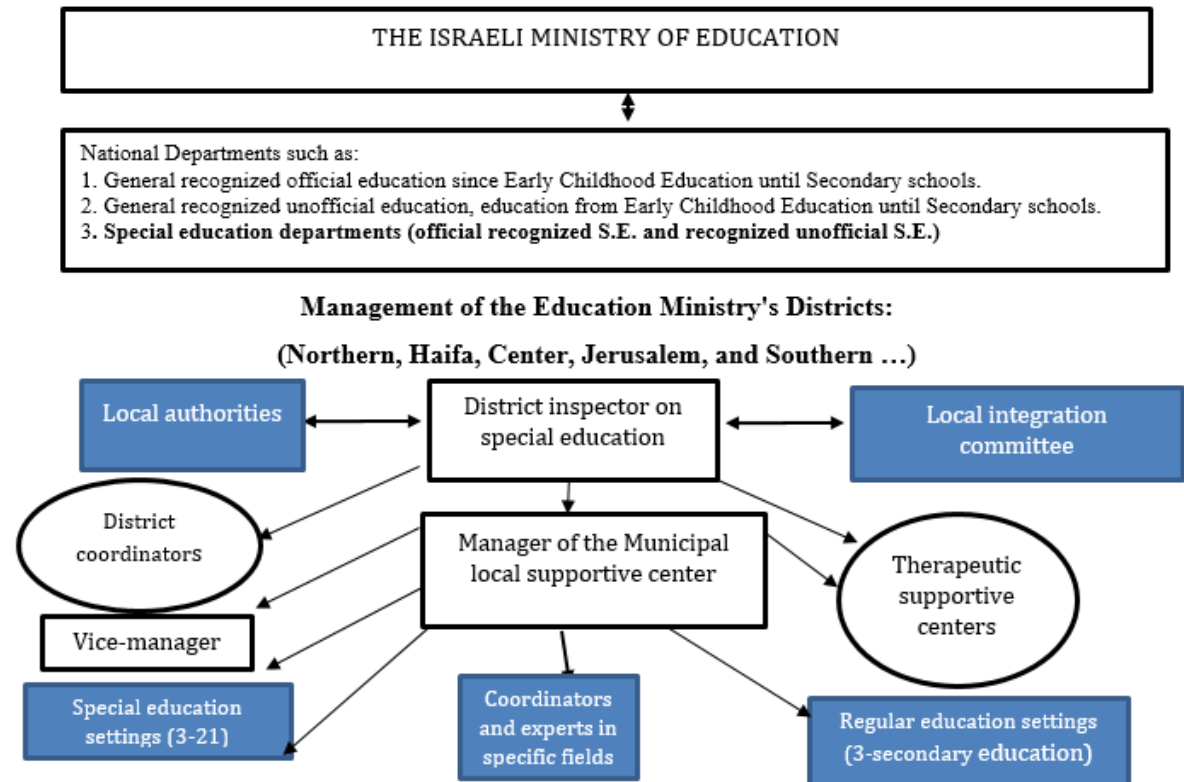


Figure 1.1. The Israeli SNE organizational structure

These include the knowledge and skills in effective instruction, assessment, and discipline to provide support and feedback to teachers as they develop environments for teaching heterogeneous groups of pupils. Principals must possess skills to establish and support instructional teams, provide time to meet with these teams. And offer support for their work. There must also be the willingness to support collaborative interactions and to operate comfortably and effectively in collaborative groups [125]. Lastly, principals in inclusive schools must establish a clear vision that results in a commitment from school and community [161], [162]. All of the above require principals who support and develop among all school personnel a firm belief in educating all pupils in the least restrictive environment. The school principal has the main responsibility for internalizing and implementing the law and the values of inclusion of pupils with special needs. It is not enough to have multiple supportive resources for these pupils, it is important to manage them well and effectively, taking into account the factors that are key to a successful management of inclusive education: *culture, policy and practice*.

Factors and conditions determining inclusive education management. The definition of factors influencing **inclusion** at school level provides the opportunity to understand the operation of the school with inclusive orientation and identify the levers of action needed to ensure inclusive school development and the possibility to ensure proper school management. *The management of inclusive schools* represents the values, practices, principles, work system adopted

in a school through which teachers, pupils, support teachers, administrative staff, parents, community resources of all kinds, curriculum, challenges and successes are managed so that the school, in everything it does, could meet most of the needs and expectations of its pupils. In recent years, theorists and practitioners have concluded that the **factors** that facilitate inclusion in schools focus on three aspects: ***culture, policy and practice*** [103, p.76] [105].

Culture is the extent to which the philosophy of inclusive education is being imparted by all school teachers and the way it is observed by all members of school community and visitors. This dimension refers both to the reality of schools, and the transmitted image thereof. The creation of inclusive school culture involves the formation a safe, open and welcoming community, where each is appreciated as being capable of valuable performances. Inclusive values are explicitly shared by teachers, pupils and parents/tutors. The principles and values of inclusive school culture guide the decisions on daily policies and practices at school and classroom level, so that school development becomes a continuous process. This dimension is assigned the following aspects: the school is open and friendly to everyone; the school actively seeks to develop relations with local community based on religious and universal values that advocate for respecting and supporting the others; the diversity of pupils is seen as a valuable resource; the teacher knows and values the pupils;- pupils and parents are equally valued; teachers are equally valued; pupils know what to do when they have a problem; pupils support each other; teachers are mutually supportive in solving problems; teachers participate in decision making; people communicate from the perspective of individual value; teachers collaborate with parents.

Policies represent the dimension focusing on placing the inclusive approach within the core of school development, so that it could be reflected in all strategies, without being regarded as a new, innovative, distinctive, strategy, additional to existing ones. The concept of inclusive education should be reflected in all school planning documents. Inclusive policies should be oriented in order to encourage the participation of all pupils and school staff (not just teachers); to include all local children and to minimize pressures of exclusion. All policies developed at school level involve clear strategies for change that base on activities ensuring the increase of institutional capacity to meet pupils' diversity. This dimension is assigned the following aspects: the school includes all pupils in the local community; there is an efficient integration program for all new pupils; pupils have the right to study any subject and participate in all activities; the school has a strategy for the efficient reduction of intimidation and abuse attempts on pupils and among them; the school takes action to ensure accessibility to all study blocks; strategy of curriculum development takes into account the diversity of pupils; policies of continuous training support teachers in their efforts to respond to pupils diversity; through the evaluation system are

adequately assessed the results of all pupils; the policies for children with special educational needs aim to stimulate participation in classroom activities; the policies aimed at resolving behavior difficulties are correlated with learning activity policies; distribution of resources in schools is transparent and fair; the school implements strategies to encourage parents to participate in their children learning; support services (provided by psychologists, logopedists, counselors, medical staff etc.) ensure children participation degree; all school staff are encouraged to participate in the process of school management [103].

Inclusive practices reflect both the culture and policies of inclusive schools. Practices represent the school offer, classes, extracurricular activities that respond to the diversity of pupils. These activities should encourage the participation of all pupils, their active involvement in all aspects of education, by valuing their knowledge and experience gained outside school. Staff identifies the necessary human and material resources, mobilizing pupils, parents and community to support learning and participation. This dimension is assigned the following aspects: lesson planning is performed depending on all pupils development and potential; lessons develop understanding and respect for differences; pupils are encouraged to assume responsibility for their own learning process; to work in groups during classes; to talk about the way they learn during class activities; teachers' explanations help pupils understand and assimilate the material in class; the teacher uses a variety of teaching-learning –evaluation styles and strategies; teachers adapt their lessons depending on pupils' reactions; school staff positively react to the difficulties encountered by pupils; pupils are successful in learning; pupils helps each other during lessons; teachers help pupils review their learning; learning difficulties are seen as opportunities for developing teaching practice; all school teachers are involved in planning activities; administration members participate in improving the work in the classroom [104]. The three dimensions are interdependent and create a whole. Yet, as Seidman [141] and Stanovich [144] noted, the creation of an inclusive culture is one of the factors determining the success of inclusion because: (1) changes in policies and practices can be sustained by teachers and pupils only if their school community shares the values of an inclusive culture; (2) so far, it was paid little attention to the enormous potential that school cultures (concepts, values, customs, attitudes) have in sustaining or undermining the development of inclusion process. Together, the above mentioned dimensions provide a reference framework for structuring the plan of institutional development and can become components thereof.

The evolution of school management directed towards the inclusion of children with special needs imposes radical transformations in understanding the changes that should be operated within school. The practice showed that, in the conditions of change, some teachers are

more conscious about the necessity of their professional development, exploring and identifying new strategies for improving the didactic process. Similarly, some schools are more receptive as regards the necessity of building an environment that could encourage professional development. Many studies and experiences pointed out several aspects associated to the importance of changing the management process in school. Here are some of the most important aspects [71], [83]: *Change means learning*, the assimilation of new ways of thinking and behaving; *Change is a process not an event*- going through some successive operations in the aim to adopt new modalities of organizing activities in the school and in the class, basing on the principle of normalizing school life for the children with special needs; *Change needs time*- any process of change at school level needs time and any pressure created by unrealistic deadlines produces stress, discomfort and negative reactions to new ideas and practices; *Change can be misleading and distressing through its effects*. Trying to correlate new ideas and modalities of acting with own experiences, interests and prejudices, school actors might distort the real meaning of ideas and theories sustaining change. Thus, the initial aim, even if presented logically, may come to mean something different, according to some people.

For a successful inclusion of children with special needs in mainstream schools, it's necessary to go through several distinct stages aiming to ensure the optimal conditions for a new form of organizing the school and the school curriculum applied in that very school. Researchers [81], [103, p.92], [107, p.38] in the field of inclusion identified several stages of this ample reforming approach to the current educational process: *raising awareness among the members of the school community*, aiming to prepare the school environment. Its main function is to improve the cognitive representations and stereotypes regarding the education of pupils with different deficiencies; *training*, aiming to acquaint the school staff, showing openness to the idea of integration, with the principles, methods and techniques adequate to children with special needs and to the ways of adapting them during classes to particular pupils with specific needs; *decision taking*-the cornerstone of school management as it involves the reorganization of school functional structures and the review of all school staff attitude towards the educational process in the new conditions imposed by the integration process; *transition*-the most difficult stage where management transformations within school require from didactic staff the adoption of new modalities of working at didactic level, giving up the stereotypes contravening to the new way of approaching education in the perspective of integration. Transition to the new way of working requires changes in the school organization at the level of class structures, the necessary equipment within school and classes, the development of a flexible curriculum, accessible to each pupil, the establishment of new modalities of collaborating with the parents of the pupils with special

educational needs; *process assessment, ensuring the success of inclusion* [44, p.43]. Assessment should be conducted periodically through the involvement of all parents, teachers, pupils and experts (university staff, researchers of the field etc.). Assessment helps always to adapt the integration activities performed within school to pupils' real needs, maintaining transparency and flexibility. Considering the above mentioned stages, we presume that to go through the last three stages, it is necessary the existence of a certain school autonomy in organizing and elaborating curricular activities in accordance with school realities, respecting some general directions established by policy makers in education and imposed by educational ideal and the type of education promoted by society at the given moment. The effective management of inclusive education stipulates a class management encouraging the implementation of modern and flexible forms of instruction; an individualized curriculum for pupils with special educational needs (individualized educational plans, adequate methods and didactic means, accessible contents, flexibility in didactic planning); adapting the contents stipulated by school program in accordance with pupils' individual needs; assessment forms that monitor pupils' individual progress and facilitate the optimal planning of school activities; positive attitudes of didactic staff towards the inclusion of pupils with special educational needs and understanding their specific needs.

1.4. Conclusions on chapter 1.

1. Education is at the basis of any civilized society. Its main goal is to breed a generation of independent and creative people, open to change and innovations. Considering the fact that we live in a diverse society, where exceptional people have their role to play, the mission of education, namely of school as a basic institution of education, becomes more complex, for it should fit all pupils' needs in order help them to get included and integrated into social life. Therefore, educational establishments go beyond their main responsibility to meet pupils' needs, and erase the discrepancy between reality and desired outcome. In line with this, the success of any educational program aimed to meet pupils' needs, depends on its management. Thus, the management of educational programs should be defined as a managerial strategy of implementing, coordinating, monitoring, continuous evaluation, and operative regulation of managerial products so as to achieve, at a higher level of performance, the strategic, tactic and operational objectives proposed [39, p.18].

2. Along the history of humankind, the education of people with SN was committed to several challenges, dictated by epoch and policy. Nowadays, the education of people with special needs reached the highest human approach due to the development of normalization concept by S. Riter. Pupils with SE needs have the right to normalization, that is: to use normal and culture-

based means in order to have a quality life and become efficient as their age equivalent normal fellows. This needs a supportive society taking into consideration with behavior, experiences, status and self-respect. The basic way to reach normalization is through integration and inclusion in regular secondary schools, this being a first step to get socially integrated.

3. The management of inclusive education is, generally, carried out at three levels: (1) Ministry of Education; (2) District education departments/ directorates; (3) educational institutions. Inclusive education management is supervised by the central authority, Ministry of Education, by developing education policies in general and related to inclusive education in particular; promoting and monitoring the implementation of policies for education in general and inclusive education in particular; ensuring normative legal framework specific of inclusive education development. Within educational establishments, the school principal has the main responsibility for internalizing and implement the law and the values of inclusion of pupils with special needs [36, p.25]. It is not enough to have multiple supportive resources for these pupils. It is important to manage them well and effectively, taking into account the factors that are key to a successful management of inclusive education: *culture, policy and practice* [38], [43].

In conclusion, we note that the results of research done in the theoretical studies demonstrate the importance of the managerial aspect of tutoring programs for including pupils with emotional and behavioral disorders in regular secondary school. The tutoring program management is a methodological strategy of implementation, coordination, monitor according to education principles the process of including pupils with EBD in secondary school. In this context, the *purpose* of the research is to determine the educational dimensions of tutoring, to elaborate and validate the Pedagogical demarche of tutoring programs management for including pupils with emotional and behavioral disorders in regular secondary school. This intention calls for the achievement of the objectives focused on: to highlight the characteristics of educational programs management; to reflect the development of special needs education; to analyze the management system for including pupils with special needs in regular secondary school in Israel; to determine the educational dimensions of tutoring programs and the peculiarities of their management; to point out the profile of pupils with emotional and behavioral disorders (EBD) and their difficulties in transition to the regular secondary school; to elaborate and validate a Pedagogical Model. These are, in fact, the main directions of action, which lead to the solution of the problem of including pupils with emotional and behavioral disorders in regular secondary school.

2. EDUCATIONAL AND MANAGERIAL IMPLICATIONS OF TUTORING PROGRAMS FOR INCLUDING PUPILS WITH EMOTIONAL AND BEHAVIORAL DISORDERS IN REGULAR SECONDARY SCHOOL

2.1. Educational dimensions of tutoring and tutoring programs

The concept of tutoring is not new. It is an age-old practice that consists in providing help and support in a specific domain needed by a pupil, while giving the tutor valuable review opportunities and the chance to develop and sharpen educational and communication skills [196]. If the idea of tutoring appeared in Antiquity with Socrates and Aristotle, we owe the notion of tutoring to Comenius, who considered the process of education as being part of social life. In his work "Didactica Magna", he underlines the importance for a pupil to teach other pupils. He proposed a model of education where the teacher is assisted in his work by the best of his pupils, who repeated his words and provided support to other children. This method helped to solve staffing problems, enhanced pupils' involvement by enriching their education and reduced the number of pupils with learning difficulties. Comenius considered that conventional education was inadequate and only application allowed the pupil to move from the pupils' status to that of a teacher. In 1798 the model of Comenius was developed and implemented by Pestalozzi within the school of *Stans*, a school for war orphans and disadvantaged children. The model was first launched in order to cope with the lack of equipment and personnel and promoted mutual help between pupils. The model is exposed in his work *Leonard and Gertrude* (published in three parts from 1781 to 1787) [ibidem].

According to S. Goodlad [93, p.26] tutoring is "***helping pupils improve their learning strategies in order to promote independence and empowerment***". The purpose of tutoring is to help pupils help themselves, assisting them to become independent learners and thus no longer needing a tuto. Tutoring should help pupils develop self-confidence and improve study skills. It is a process that aims beyond supervision and instruction.

Tutoring is not teaching. There are important differences between the role of the tutor and that of the classroom teacher [85], [72]. Approaches, relationships, and techniques are different. The tutor works in very close proximity with the pupil, usually one-to-one. The pupil may not be accustomed to the close contact and the interchange that occurs during a tutoring session. The tutor may have to consciously strive to develop a good rapport with the pupil within this environment.

The Cambridge dictionary [62] defines a *tutor* as a private instructor or the one that gives additional, special, or remedial instruction, or a teacher or teaching assistant in some universities

and colleges having a rank lower than that of an instructor. A tutor might be a graduate, usually a fellow, responsible for the supervision of an undergraduate, or a person who teaches another privately. Such attention allows the pupil to improve knowledge or skills far more rapidly than in a classroom setting. Many tutors work with remedial pupils that need special attention; many other tutors provide more advanced material for exceptionally capable and highly motivated pupils. Tutors can be qualified teachers or pre-service teachers under supervision. A vast content knowledge is essential for an individual in order to become an effective tutor. However, additional characteristics and qualities are equally important, such as: a positive outlook, the desire to help the others, empathy, patience, sensitivity, understanding, fairness, friendliness, an open mind, initiative, enthusiasm, reliability, good communication, listening as well as speaking skills, and a good sense of humor [58], [67], [37]. *Even though vast knowledge is vital for effective tutoring, inexperienced tutors such as pupils and pre-service teachers were found to be sufficiently effective* [50]. The general public and schooling professionals differ in their perception of tutoring. The general public's viewpoints commonly fall into three categories [61], [56]:

1. The most common viewpoint is that tutors are paid or volunteer homework helpers. Many parents see tutoring as a very short-term activity, such as getting homework done, preparing for a test, or helping to boost a grade in a subject. The tutor is a helper “who puts out the fire.”

2. Another common perception is that tutors are volunteers or paid helpers in elementary or high schools, college learning centers, community centers, or sometimes, a local church. They act as tutors, or in some cases, mentors, usually focusing on the short-term, immediate learning emergency.

3. Less widely known are paid professional tutors who offer extensive help centering on tutoring. Their focus is helping a pupil *learn how to learn* as well as building skills. These tutors tend to be used for a longer duration than the typical tutoring of a pupil which lasts between 3 to 6 months [ibidem].

There are different approaches and forms of tutoring such as individual / one-to-one tutoring [75], group tutoring [73], [57], tutoring within school day/ hours school or in after school settings [84], or at home [82], professional or nonprofessional or volunteers [108], [59], [61], peer tutoring [101] or cross-age tutoring [95], [101], [113]. The above forms of tutoring are used for tutoring pupils in general, including pupils with special educational needs and difficulties.

Considering the fact that our research is concentrated on peer tutoring, we'll continue by approaching further this concept.

The word “peer tutoring” as explained “peer” means somebody who is equal to another person or to other people in some respect such as age, class, level. Peer tutoring is generally

considered the most powerful form of instruction for underachievers. According to R. Lisi [117], peer tutoring is “an educational practice in which a pupil interacts with another pupil to attain educational goal”. M. Tiwari [156] defines *peer tutoring* as an instructional method that uses pairings of high-performing pupils to tutor lower-performing pupils in a class-wide setting or in a common venue outside school under the supervision of a teacher. As V. Franca, M. Kerr et al. [82] state, peer tutoring in its simplest form involves a pupil helping another pupil learn a skill or task. In the opinion of W. Damon and E. Phelps [72] peer tutoring is an approach in which one child instructs another child in material on which the first is an expert and the second is a novice. There are numerous successful projects where peer tutors demonstrably are not expert in the subject matter yet produce positive outcomes for tutors and tutees [184]. The process of transferring skills or knowledge from peers who possess such to those who do not must date from the earliest days of humankind. Aristotle is said to have used pupil leaders, known as “archons” to help him. Romans used peer tutors to teach and test younger pupils. In the 1500’s Strun and Trotzendorf used peer tutors. Trotzendorf wrote that he taught the older pupils who then taught to younger ones because it was too expensive to employ more teachers [158].

Descriptions of educational practice in early Judaism have features we might recognize as peer tutoring [165]. Monitors were also used in Elizabethan classrooms. The earliest systematic use of a system whereby peers were used in formal teaching was by A. Bell, a school superintendent, who saw the potential power of children teaching children. He attached an assistant teacher to every class. A. Bell found that tutoring is not only beneficial to the tutees but provided the tutors with various benefits. Thus we have in Bell's system both peer and cross-age tutoring. Bell was a truly remarkable educator who recognized the many advantages of peer tutoring, not only in terms of educational **progress but in the improved self-esteem** of all involved and the accruing improved discipline in classroom and school as a whole. Over two hundred years ago, he realized that, far from being held back in his studies, *'the tutor far more efficiently learns his lesson than if he had not to teach it to another. By teaching he is well taught'* [164].

Following the path of A. Bell’s experiment, J. Lancaster utilized peer tutoring to provide education to the economically poor children in London. J. Lancaster used his tutors, called monitors, to teach reading, writing and elementary arithmetic. He adopted and developed Bell's system, establishing classes each of which had a tutor/monitor, an able pupil with superior knowledge of the subject matter [196]. Large classes also had assistant tutors. J. Lancaster saw the tutor role as not being to teach so much as to ensure the pupils taught each other. Thus a tutor/monitor would not correct a mistake but would ensure another pupil offered a correction [93]. Lancaster grouped pupils by ability in individual subjects, and further subdivided them into

smaller groups, each with a tutor/monitor. Lancaster also reported improvements in behavior among tutors, concluding that 'the best way to form them is to make tutors of them'. From these beginnings the tutorial system flourished throughout the nineteenth century, but with the increasing professionalism of teaching and increased state aid to education, it waned in the early twentieth century.

Studying peer tutoring, K. Topping [157] realized that peer tutoring projects continued on a small scale but have made a great resurgence since the 1960s through concerns about underachievement and the perceived benefits of individualized instruction. *The use of peers or older pupils as tutors represented an economical means of achieving more individualization of teaching.* Successful peers tutoring demands clear and understood goals for both, for the tutees and for the tutors, with collaboration, support, comfortable communication and conditions, well structured intervention controlled by the school principal and the relevant professional school team. Tutors are expected to be able to explain the concepts of the subject being reviewed and have the ability to pique the interest of the tutee about the subject matter. If possible, *tutors should be matched with tutees who are similar in gender, ethnicity, socioeconomic status (SES) or similarity in achievement level.* W. Hartup [101] found “the best match occurs when both share similar social characteristics and academic achievements. These similarities allow the best means of collaboration because tutors and tutees more readily view one another as equals. Matching according to similarity provides more effective and comfortable communication.”

L. Mesler [124] found that “if pupils worked with a peer tutor their confidence increases.” S. Parsons et.al. [127] agree that “having peer tutors will increase pupils’ achievements.” J. Delquadri [73] indicated *peer tutoring as a small-scale society where pupils learn to work together, the benefits going beyond individual pupils or schools, positively impacting society as a whole.* B. Elbaum [75] reported that “one-to-one teaching also allowed tutees to proceed at their own pace and permitted better understanding of material. Besides, peer tutoring doesn’t cost money. Peer tutoring can strengthen and develop donating and volunteering by the pupil for their peers and for their society in general [67].”

Peer tutoring has been used across academic subjects, and has been found to result in improvement in academic achievement for a diversity of learners within a wide range of content areas [73]. Common components of peer tutoring facilitate both *cognitive and social gains* in both higher-performing tutors and low-performing tutees in an individualized and positive way: *pupils receive more time for individualized learning; direct interaction between pupils promotes active learning; peer teachers reinforce their own learning by instructing others; pupils feel more comfortable and open when interacting with a peer; peers and pupils share a similar discourse,*

allowing for greater understanding; peer teaching is a financially efficient alternative to hiring more staff members; teachers receive more time to focus on the next lesson.

The researchers P. Barbetta, T. Heron et al. (1994) summarized the most widely used format of peer tutoring:

1) *Class wide Peer Tutoring*. This model was developed by **Delquadri et al.** [73] in 1986 at the Juniper Gardens Project in Kansas City. In this format, entire class participates simultaneously in tutoring dyads. During each training session pupils can participate as both peer tutor and tutee, or they can participate as only the tutor and the tutee.

2) *Peer Assisted learning strategies (PALS)*. This is a version of Class Wide Peer Tutoring (CWPT), where teacher identify children who require help on specific skills and the most appropriate pupil to help them on those skills. Pairs are changed regularly and over time as the pupils work on a variety of skills. All pupils have opportunity to be “coaches” and “players”. In elementary grades, children’s reading competence can improve when they work collaboratively on structured learning activities. Pupil collaboration enhances success because the interaction can strengthen academic and social achievement [57].

3) *Reciprocal Peer Tutoring (RPT)*. Reciprocal Peer Tutoring is an instructional strategy in which pupils alternate between the role of tutor and tutee. Reciprocal Peer Tutoring has a structured format where “pupils prompt, teach and monitor, evaluate and encourage each other” [101].

4) *Same Age Peer tutoring*. Peer tutoring is an instructional strategy that consists of pupil partnerships or arrangements of same age pupils into interacting pairs. Same Age Peer Tutoring involves tutors and tutees from the same class, they will be of same age.

5) *Cross age peer tutoring*. In Cross Age Peer Tutoring the older pupils are matched with younger pupils to deliver instructions. Cross age Peer Tutoring is a teaching learning process in which older pupils are provided opportunities to use and extend their own knowledge and help younger pupils who are facing/experiencing learning problems. The older pupils serves as an expert in the selected content/skill area and knowledge acquisition through a structured tutoring program that provides a locus of control in the tutoring dyads [101, p.13]. The older pupil serves as supervised instructors for the younger children. Cross-Age Tutoring has been successfully applied to pupils with varying disabilities. It was considered effective in teaching various tasks. R. Cloward [67, p.32] demonstrated that tutoring provided by tenth and eleventh grade pupils was effective in increasing the reading performance of fourth and fifth graders.

Through their investigations, the researchers E. Riesner [131], E. Vasques [163] etc. proved *that cross age tutoring can enhance self esteem among all the pupils who provide individualized*

instruction to tutees and results in a more cooperative classroom and improved school atmosphere. The study of J.Galbraith and M. Winterbottom [85] shows how cross age peer tutoring can support tutors' learning. The sample comprised ten 16–17-year-old biology tutors, working with twenty-one 14–15-year-old pupils from a science class over eight weeks. Tutors' perceptions of their role motivated them to learn the material, and their learning was supported by discussion and explanation, revisiting fundamentals, making links between conceptual areas, testing and clarifying their understanding, and reorganizing and building ideas, rehearsing them, and working through them repeatedly, to secure their understanding. When tutors employed long answer questions, there was evidence of reflection on their learning and links made between conceptual areas. When preparing to tutor, tutors could focus on key points and engage with basic ideas from alternative perspectives. Mental rehearsal of peer-tutoring episodes helped them appreciate weaknesses in their own subject knowledge.

In G. Ritter et al. study [133] the finding shows positive effect of *volunteer tutoring* on reading and mathematics achievement, besides, they emphasize that highly structured tutoring programs had a significantly greater effect on global reading outcomes than programs with low structure. Later, G. Ritter et al. investigated and assessed in a meta-analysis not only the effectiveness of volunteer tutoring programs for improving the academic skills of pupils enrolled in public schools in the United States, but also investigated for whom and under what conditions tutoring can be effective. The authors found that *volunteer tutoring* has a positive effect on pupil achievements. With respect to particular sub skills, pupils who work with volunteer tutors are likely to earn higher scores on assessments related to letters and words, oral fluency and writing as compared to their peers who are not tutored.

E. Jung et al. [108] investigated whether implementation of tutoring by volunteers for 30 primary school pupils which were poor readers can improve their reading skills. The results indicated that pupils show improvement in reading skills even if they practice reading activities only once a week, 30-40 minutes each session for a completely academic semester.

The researcher Ph. la Fleur [113, p.74] examined the use of *peer tutors* and its effect on pupils' achievement, their understanding in mathematics and confidence. He looked at how his instruction was modified and shifted from instructor to facilitator. The findings illustrate that there is potential in peer tutoring. While higher achieving pupil is explaining, rewarding and then re-explaining, they both are benefitting from peer tutoring. Not only they are practicing the problems, but they are gaining a deeper understanding of what they already know and are gaining confidence in mathematics. Recently, a new form of tutoring was implemented using synchronous *on-line tutoring* [163, p.34]. There were examined the effects of on-line reading instruction for 4th grade,

at-risk children in Philadelphia. These children were asked to participate in a 4-sessions per week, 50-minutes each, in which they trained their reading rates and proficiency using synchronous computer sessions. The results showed that all children improved their reading rates and proficiency. Recent advances in technology and computer software reviewed the idea of computer-assisted instruction (CAI) at schools, and especially with children having learning difficulties or at risk. More specifically, the best way to integrate computers into the language curriculum – for example - is to focus on the pupil and the curriculum and not on the computer.

The study of G. Vogel and B. Fresko [164] indicated that borderline pupils who received school-based tutoring performed higher on standardized test scores in the areas of mathematics and language arts than borderline pupils who didn't participate in tutoring. In this study, tutors demonstrated a strong belief in each pupil's capabilities, which potentially increased the pupil's confidence and motivation.

Research from the University of Western Sydney suggests that *tutoring can achieve positive changes including new friendships, empathy for others' feelings, acceptance of others and a safe place for pupils to explore and address concerns or difficult issues such as bullying* [186].

Summarizing the above exposed facts, we emphasize that peer-tutoring has lots of **academic and social benefits:**

- *Accommodates diverse pupils within a classroom* [38]. Inclusive learning, which is the practice of teaching disabled pupils alongside non-disabled peers in regular classroom settings, can be facilitated through an emphasis on differentiated learning, where pupils of varying academic levels receive instruction appropriate for their individual learning styles and speeds [35]. Differentiated learning, which emphasizes providing pupils with varied opportunities to acquire knowledge and master skills, can be difficult to implement in a traditional classroom setting. Peer tutoring can be an effective strategy for educators to facilitate differentiated learning without stigmatizing and alienating pupils. When peer tutoring is implemented in a class-wide setting, pupils are able to approach the curriculum at their individual learning level, using strategies tailored to individual mentees [37].

- *Promotes higher-order thinking* [37]. By explaining concepts in detail, high-level questioning, and the use of supportive communication skills, peer tutors can help low-performing pupils master material previously introduced in a traditional classroom setting and build on their knowledge using higher-ordering thinking skills.

- *Results in positive effects on social, self-concept, and behavioral outcomes* [48], [49] Social, self-concept, and behavioral outcomes were affected positively with the use of peer assisted

learning strategies, including peer tutoring. Additionally, researchers found a significant positive relationship between social and self-concept outcomes and academic achievement. Decreases in disruptive behavior and improvement in social interactions among culturally and developmentally diverse peers are also noted outcomes of peer tutoring programs [63]. *Increases pupils' sense of control and responsibility for their academic achievement.*

Peer tutoring increases pupils' sense of internal responsibility for their achievement [90]. Peer tutoring programs have also been shown to improve pupil's ability to accept constructive feedback from adults [100]. Training pupils in peer tutoring strategies can help pupils take responsibility for their learning, and their ability to recognize and accept responsibility for academic failures.

Tutoring has been extended in types and forms, in curriculum areas and in contexts of application beyond school. In the USA, the role of the tutor and tutoring was given new prominence by the *No Child Left Behind* (NCLB) Act of 2001 [56]. The proposed use of "supplemental services" has increased the interest level in tutoring and mentoring on the part of both schools and parents [ibidem]. The American public purchases between 8-10 billion Dollars of tutoring services annually. Currently this need seems to be driven by the following factors: *first*, the continuing national and international reports that find high percentages of U.S. pupils and adults with educationally deficient literacy. Second, up to fifty percent of the urban youth fail to graduate from high school. This status needs reevaluation and restructuring of tutoring programs that should be more effective for the tutees.

One of the mentoring organizations that continue to grow is – *Big Brothers Big Sisters*. This program was initiated in 1904 in the USA and now became international in scope with affiliates in countries such as Germany, South Africa and Israel. The traditional tutoring of this organization in America was based on mutual meetings throughout the community, but in 2000, it initiated tutoring programs lead by volunteers inside public school in the USA [90].

Usually, professionals in comprehensive high schools understand and are aware of the crucial aspects of normal adolescent development, but they only have a superficial knowledge of pupils with emotional and behavioral disorders. In addition, although the class-educators meet their pupils every week, they are not the ones that actually work with pupils with emotional and behavioral disorders to promote them academically or socially [118]. In Israel the school counselor is frequently asked by the school principal to identify pupils with emotional and behavioral disorders, and to deal with them along with other establishments, such as the Regional Community Support Center (MAT'IA) and the Ministry of Education. According to L. Bowman-Perrott [57] pupils with emotional and behavioral disorders are often at high risk of failing in school. They

have challenges learning in a traditional classroom setting as common teaching techniques can be ineffective for them. The most successful method for helping pupils with special needs is to create conditions for learning and excelling in the least restrictive environment, that being a mission of school districts and special education programs. Throughout the education system there is a struggle to provide extra, efficient resources to help pupils with special needs learn and succeed. A guiding objective has been to identify the methods that work and successfully apply them in the practical general education setting [43].

The cross-age peer tutoring programs within schools are many in the last decade and have many low cost benefits. The article of Ching and Chang-Chen (2011) presented a plan for a peer tutoring program that was successfully implemented by university pupils at National Formosa University in Taiwan during the academic years 2007 - 2009. There were 12 tutors providing peer tutoring services, through a Teaching Excellence Project, at the dormitory *learning resources center* (LRC). For three years, the project has proven to be a true success; tutors now not only work closely with tutees, but they also assist the LRC instructor during training and activities integrated within instruction sessions. Peer tutoring with skilled and experienced instructors is one way to promote extracurricular education services for university pupils. It is also a method to improve educational effectiveness whereby tutors work together to implement strategies through a systematic process. The results clearly demonstrate that the reciprocal peer tutoring program has been successful in regard to tutors and tutees' achievements, motivation and attitudes (Ching and Chang-Chen, 2011)

In Israel, in 1972, a group of scientists and pupils from Weisman Institute established the Tutoring Project (Pe" rach- in Hebrew) [195] in order to support and enhance children at risk. Since then, this national tutoring project has developed and became the largest tutoring project in the world. Today, the Perach project delivers tutoring services to thousands of children and almost 15% of the Israeli university pupils participate in its activities and in return, these young tutors receive a full or partial scholarship. The tutors of Perach project meet their tutees in their schools after school hours or on vacations. In Israel, tutoring is implemented by qualified special education teachers which aim to empower the pupils at risk or with special needs, in various learning skills and to enhance their social and emotional abilities. Tutors can be either teachers qualified in special education and employed by the Ministry of education, or pupils daily supervised by regional Matia centers [38]. Children with social, emotional and learning difficulties are supported and accompanied, individually or in small groups, by adult tutors in their schools, mostly a team member who is a qualified special education teacher [ibidem] that is similar to cross-age tutoring. Pre-professional teachers in their fourth academic year, as a part of their college training

requirements, can also support pupils with difficulties. Additionally, those children could be assisted by general teachers at their schools as part of their obligatory individual tutoring hours which aim to improve pupils' academic achievements according to New Horizon.

The "New Horizon" is a new reform of the Israeli Ministry of Education [89], initiated back in 2008. The 12th purpose of the "Ofek Hadash" is the Inclusion and promoting of pupils with difficulties and disabilities in the regular education framework, aiming to strengthen the trend towards including them in mainstream schools. Thus, inclusion of all pupils must aim to decrease the number of pupils referred to school integration committees. Yet, according to the data connected to the pupils referred to school integrating committees and to placement committees, that their number is not significantly decreasing every year. Due to "Ofek Hadash" targets [ibidem], regular secondary schools in Israel have several supportive resources aimed at "including" pupils with difficulties and disabilities in general. Among these supportive services we should mention tutoring services, provided by means of tutoring programs. Successful tutoring programs contribute to the successful inclusion of children with special needs in regular secondary schools and in their communities.

We 'll examine further several issues regarding these programs and their implementation: the way these programs and interventions are planned, managed and implemented; their effectiveness; evaluation; supervision; adaptation to the needs of pupils with emotional and behavioral disorders in the transition stage from elementary to secondary schools, as well as pupils and parents' involvement in the process.

Factors determining the success of tutoring programs implementation. *Systematic planning* is a critical component of successful peer or cross-age tutoring programs. Programs that consider such components as *readiness, preparation, selection, implementation, supervision, and evaluation* have been found to be more readily accepted by administrators, teachers, pupils and families. Well-planned programs are more effectively integrated into schools than programs which are not well-articulated from the outset. The school principal and the coordinator have to supply necessary information, knowledge and guidance to tutors. The tutors need to be supported and strengthened by professionals and school principal. Mentoring expert guide should give them tools for developing more effective tutoring skills, and activities relevant to the tutoring goals.

According to the literature of the field [93], [100], [107], there are several factors that determine the success of tutoring programs in including pupils with special needs in regular secondary schools, especially during their transition from the elementary school to the inclusive regional secondary school: *selection of tutors and responsible participants with defining roles and responsibilities, tutoring programs objectives and contents, resources (costs, contents, resources*

of the contents such as: media, literature, professionals, materials for activities etc.), implementation, supervision.

Tutors selection. In cross-age tutoring programs, older tutors are selected to be matched with younger partners. When selecting tutors, consideration may be given to pupils with a variety of characteristics, including *those who are academically accomplished and able to instruct, those who are positive models and influential with their peers, and others who are at greater risk of school failure and may benefit academically and emotionally from their role as a tutor.*

Each type of tutor offers a degree of assurance that the program will be accepted. The academically accomplished tutor will bring mastery of the subject matter to the tutoring session, the influential peer will popularize the program within the peer culture, and the "at risk" tutor will provide evidence that the program is of benefit to those who tutor. When considering which pupils to include as pupil learners, educators might take into account the degree of learning difficulties, motivation and behavioral adjustment the learner presents. Learners with severe problems may not be good candidates for the initial implementation of the program [38]. These pupils may be introduced to the peer tutoring program in subsequent years, when introductory concerns are resolved and the program is established. Once matched, it is advisable that tutor-learner interactions are observed and assessed for compatibility. Supervising teachers or coordinating counselors intervene in difficult relationships and reassign unworkable matches.

Another factor that positively affects the effectiveness of tutoring programs, and therefore their contribution to the integration of pupils with special educational needs in regular secondary schools, can be the continuous collaboration between the tutors and between the master teacher in the after school tutoring and the pupil's classroom teachers [94].

Preparation. Sufficient preparation of participating individuals increases the likelihood that the peer/cross-age tutoring program will be successfully established and accepted in both the school and community. Pupils may be prepared for peer tutoring through written and oral information about the program. Because peer/cross-age tutoring is a non-traditional means of instruction, presenting the program and its participants in a positive light is important.

Teachers' preparation. Teachers play a central role in determining the content to be tutored, how learning is approached by tutors, monitoring pupil progress and facilitating pupil interaction. To increase teachers' acceptance of and commitment to the program, training and preparation of teachers can encompass several components, including: (a) understanding the purpose and features of the peer tutoring program; (b) planning lessons and material preparation for pupil use; and (c) developing competence in teaching interactional and problem-solving skills to pupils. This training is accomplished through consultation, exposure to written material on peer

tutoring and in-service training. Teacher training includes instruction on tutoring methods, simulation exercises to familiarize teachers with pupil and teacher roles, modeling strategies for social and conflict resolution skills, and discussion of anticipated problems that may interfere with implementation. Our experience suggests that a training program developed for this purpose could accomplish these objectives in a minimum of three to five forty-minute training sessions with ongoing in-service, consultation and coordination for maintenance purposes included [168].

Pupils' preparation. The degree to which pupils are prepared to tutor is another critical element of an effective cross-age peer tutoring program. Children who have a fuller understanding of a task and its rationale are better prepared to perform the task themselves and better equipped to teach it to others. Pupils planning to tutor are better prepared when trained in various aspects of tutoring, including: (a) developing and presenting instructional material; (b) recognizing and reinforcing correct learner responses appropriately; (c) providing corrective feedback effectively; (d) redirecting off-task behavior; (e) communicating with learners; and (f) working closely with teachers. Tutor preparation includes a mix of didactic instruction, practice in specific skills, group discussion of possible problems, and ongoing individual and group supervision by the teacher. We have observed that the initial tutor training involves a minimum of three to five forty-minute sessions. Tutors also benefit from ongoing training to strengthen their skills and reinforce the purpose of the program. Ongoing training can be accomplished through brief refresher training sessions offered periodically during the peer/cross-age tutoring program.

Parents' preparation. Advanced preparation of parents is essential to the program's acceptance. If not properly informed, parents may perceive their child's participation in the peer/cross-age tutoring program negatively. If their child is being tutored, they may believe that their child is receiving instruction from a less-than-qualified instructor and that their child's participation in the program is at the cost of valuable instruction in the regular curriculum. Parents of tutors may worry that their child is losing the benefit of teacher instruction, and worse, is being exploited by school personnel by providing instruction to others without payment. Advanced preparation of participating parents in the form of written information, group discussions and personal contact may convert potentially doubting parents to agents of support. Because peer tutoring activities involves individual pupils selected from the entire class, parental consent is needed. As part of parental consent, parents should be provided with a clear explanation of the program, reasons for their child's involvement, and safeguards against possible negative effects. Parent preparation may be accomplished through letters to the parents, meetings between parents and school personnel implementing the program, and presentations at meetings such as the PTA and the PTSO [197].

Program Implementation. Often educational interventions such as peer or cross-age tutoring emerge from the need to remediate pupils who are failing or at risk to fail. The impetus to develop new programs often reflects a sense of urgency, because parties interested in implementing peer/cross-age tutoring generally desire to implement the program as soon as possible. Initially, however, a modest peer/cross-age tutoring program is most viable. J. Birmingham [53, p.39] cautions against immediately overtaxing available resources during the initial implementation stage of such a program and recommends beginning small with later expansion after the program is well established. Below we expose the steps to be followed while implementing a tutoring program aimed at pupils with behavioral and emotional disorders inclusion in regular secondary schools:

Table 2.1. Steps to be followed while implementing a tutoring program

Before the program	Program presentation	During the program	End of the program
<ul style="list-style-type: none"> ■ Select pairs – consider individuals’ academic and social needs, match between pupils ■ Assess tutors and tutees – establish current skill levels, for example, informal reading prose, 10 minute writing sample, spelling test ■ Inform all parents/caregivers of pupils’ involvement in program ■ Prepare resources – tutoring kits, for example, reading texts, tutoring guidelines, record sheets ■ Train the tutors (2–3 sessions out of class): <ul style="list-style-type: none"> – introduce concept, explain reasons for selection – provide guidelines, for example, steps for each session, how to prompt tutee, how to praise – Model procedures to tutors – Practise skills in pairs within tutoring group, provide feedback 	Meet with tutors and tutees: <ul style="list-style-type: none"> – match pairs – explain procedures – model tutoring process again – get pairs to do shared introductory task, for example: decorate tutoring folders etc. 	<ul style="list-style-type: none"> ■ Monitor tutors’ ‘teaching’ : <ul style="list-style-type: none"> – observe individuals and give feedback; – review tutors’ checklists; – meet with tutors regularly for group debriefing; ■ Monitor tutees’ progress: <ul style="list-style-type: none"> – observe individuals and give feedback – assess briefly on regular basis, for example, brief running records 	<ul style="list-style-type: none"> ■ Reassess all tutors and tutees, for example, repeat running record, 10 minute writing samples, acknowledge progress ■ Seek feedback regarding participation in program ■ Publicly recognize tutors’ assistance, for example, certificate, award in assembly ■ Notify parents of conclusion of program, provide feedback

Once the program has been designed and the pupils have been selected, assessed, readied and trained, the program begins. A date to implement peer/cross-age tutoring is set and communicated to all affected parties. In spite of how thoroughly the program has been planned, the counselor can anticipate unforeseen problems. After initial start-up, critiquing and reviewing

the overall functioning of the program is anticipated; slight adjustments can be expected. Teachers may expect to allocate time for developing materials, assessing and supervising program participants, and ongoing training (in-service and discussion groups) related to the program.

Tutoring sessions. Ideally, a tutoring schedule is developed by the tutoring program coordinator, scheduling several (20-30) minutes sessions each week. Tutoring schedules must be followed consistently. Failure to hold tutoring sessions at their scheduled times conveys the message that the program is unimportant, relative to other activities. Tutoring sessions typically are held in a designated area within the classroom, isolated somewhat from the other pupil activities.

The isolated seating arrangement is sensitive to the tutor-learner attention needs. Remaining in the classroom allows the teacher to directly monitor the tutoring session [67].

Materials. Tutoring materials are generated by the teacher or adapted from published sources. The supervising teacher reviews the material with the tutor before each session to assure the tutor has a clear understanding of the content and goals. With supervision, experienced tutors learn to develop materials for the learner, resulting in increased understanding of the materials by the tutor.

Pupils' incentives. Pupils' motivation to participate in a peer or cross-age tutoring program will not be sustained without some form of incentive. Incentives for participating in the program can be provided for both tutors and their partners on a regular basis. Schools may provide a variety of incentives. Although some pupils are motivated through praise and verbal approval, activities such as social events, learning games, and announcements can be used to recognize pupil involvement. Time set aside for personal reflection and discussion of pupils' experiences in the program are especially useful. Tutors can also receive elective credit for their participation in the program. Some programs recognize tutors and their partners by awarding them certificates of completion and recognition. School newsletters and plaques hung in the administrative office are other ways to recognize pupils for their involvement. Strategies for motivating pupils are numerous and varied. Creativity on the part of school personnel will enhance the possible incentives available to pupils for their involvement.

Teachers' supervision. Teachers need to meet with tutors before each session to review instructional materials. Prior to the session the teacher ascertains that the tutor has a clear grasp of the content of the instructional material and objectives for the learner. These meetings become more brief as the tutor demonstrates competence in the tutorial role. Initially, after each session, the tutor meets with the teacher to discuss how the session went, the partner's progress, and any

difficulties encountered with the teacher reinforcing and instructing the tutor at this time. Post-session supervision is reduced as the tutor establishes competence.

The motivational aspects of these meetings, however, must be kept in mind; reinforcement of tutors is an ongoing activity, and is extremely important. As part of their supervisory role, teachers directly observe the tutoring session about one in every three or four sessions to monitor the tutoring process [113].

Collaborating with other schools. This dimension needs to be recognized as a specific role for school leaders. It can bring benefits to school systems as a whole rather than just to the pupils of a single school. But school leaders need to develop their skills to become involved in matters beyond their school borders [133]. The master teachers (the professionals) cost a lot of money so we can find that the most of the tutors are volunteers or pre-professionals like pupils or peer tutoring or cross-aging peer tutoring.

Program Development. To institute a successful tutoring program both development issues and implementation concerns must be addressed. Program development includes considerations of cost, school readiness and teacher, pupil and parent preparation.

Cost effectiveness. Cost effectiveness is an important consideration to administrators in the implementation of academic interventions. B. Wasik, and R. Slavin [167] studied the cost-effectiveness of four educational intervention strategies designed to raise pupil achievements in reading and mathematics. The four specific interventions studied were: (a) computer aided instruction; (b) cross-age/peer tutoring; (c) reduced class size; and, (d) a longer school day. When pupil gains and program costs were compared, peer tutoring produced math and reading gain scores more than twice those resulting from computer-aided instruction; three times those achieved through reducing class size from 35 to 30 pupils; and almost four times more than pupils participating in a school day lengthened by one hour. Information regarding the relative utility of peer or cross-age tutoring interventions is vital to administrators in a time of reduced resources, increased demands and increased accountability.

Readiness. In addition to cost, much of the success of peer tutoring depends on the readiness of the school to accept the program. Readiness is a function of both attitudinal factors and the availability of resources to support the program. As administrator of the school, the principal is instrumental in allowing for program adjustments such as release time, scheduling modifications, allocation of space and encouraging the use of peer tutoring. Teachers support peer tutoring programs by participating in peer selection, curriculum development, ongoing evaluation and program development activities. Teachers' readiness requires thorough training in peer tutoring methods, both in the form of in-service training and through ongoing consultation and

supervision. Specialized training and instruction in peer/ cross-age tutoring methods for teachers are often available from school psychologists and counselors.

Counselors may encourage teachers to acquaint themselves with tutoring methods and materials through published resources.

Evaluation. Program evaluation is important to a tutor program for several reasons. Ongoing evaluation of pupil progress can be used to motivate both the pupil receiving tutoring and the tutor. Also, feedback from pupil performance can be used to determine aspects of the program that are effective and those that could benefit from modification. Evaluation results can be used to demonstrate the value of the program to interested parties, such as administrators faced with decisions about funding special programs or parents who express doubts about the quality of alternative educational approaches. Evaluation activities should be linked to the goals and objectives of the program. Tutoring programs are often designed to improve the academic achievement of the tutor and the pupil learner in the specific area tutored. Another common goal of tutoring programs is enhancing both pupils' academic self-concept. The effectiveness of a tutoring program may be gauged by whether the tutor and tutee have achieved gains in academic performance in the subject being tutored and in academic self-concept.

The use of global measures of academic achievement or self-concept for evaluating the effectiveness of the program may result in ambiguous feedback on pupil progress. Overall academic achievement is a composite of several academic areas (e.g., mathematics, reading, spelling, etc.). It is unrealistic to expect change in overall academic achievement through tutoring in only one academic area. Self-concept is also made up of several domains (e.g., family, physical, social, academic, etc.). It is equally unrealistic to anticipate change in global self-concept as a result of improved performance in a specific academic area. Efforts to evaluate program effectiveness using global indices will underestimate the actual benefits of the program. An effective way to measure the effect of the tutoring program is to evaluate academic and self-concept change specifically related to the subject tutored [168, p.36]. Pupils participating in the tutoring program are assessed before, during, and after participating in the program. Academic achievement can be assessed through teacher-developed curriculum-based measures. Curriculum-based measures are easy to develop, inexpensive, directly related to the academic subject matter and sensitive to improvement in academic performance.

According to K. Ipurange [196], *successful tutoring programs have the following features*: skill gap between tutor and tutee not too great, for example, 2 year skill difference; tutoring sessions occur at least 3 times a week; tutoring programs of 6–8 week blocks; tutors trained by teacher in task procedures, positive feedback, and corrective feedback strategies;

tutoring program emphasizes repetition/ practice of skills; tutoring gives tutee frequent opportunities to respond; teacher checks and reinforces tutees' progress regularly; teacher reviews tutoring process with tutors regularly. The **outcomes of tutoring programs** can be expressed through benefits for all participants:

■ **benefits for tutees:** gains in behavioral patterns; gains in social/relationship skills, for example, communicating, accepting help; improvement in attitude towards learning; improvement in self-esteem;

■ **benefits for teachers:** increased opportunity to interact effectively with range of individual pupils; more effective use of time; greater coverage of individual needs; opportunities to observe pupils at work, assess skills:

■ **benefit for tutors:** practice/reinforcement of skills at earlier level; gains in learning; development of social/relationship skills, for example: listening, encouraging; development of responsibility; development of self-esteem etc.

Peer tutoring programs have an extremely positive impact on pupils with emotional and behavioral disorders, as they focus on the development of social skills, offering the opportunity to connect pupils with emotional and behavioral disorders with peers who, by participating in a tutoring program, express a kind of acceptance, support and respect. This is very important because peers are regarded as important figures in the life of preadolescent tutees, especially at the stage of transition from a familiar safe place, the elementary school, to the secondary regional school.

2.2. Scientific highlights on the peculiarities of pupils with emotional and behavioral disorders and their inclusion in regular secondary school

Emotional and Behavioral Disorder is a complex term under which several distinct diagnoses (such as Anxiety Disorder, Manic-Depressive Disorder, Oppositional-Defiant Disorder, and more) fall. These disorders are also termed "emotional disturbance" and "emotionally challenged" [197]. According to the Individuals with Disabilities Education Act (IDEA), children with emotional and behavioral disorders exhibit one or more of these five characteristics:

(1) An inability to learn that cannot be explained by intellectual, sensory, or health factors;
(2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(3) Inappropriate types of behavior or feelings under normal circumstances;

(4) A general pervasive mood of unhappiness or depression.

(5) A tendency to develop physical symptoms or fears associated with personal or school problems[198].

IDEA guarantees pupils access to a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) possible. As such, pupils diagnosed with emotional disorders (ED) are often included in general education classrooms. However, severe cases often require pupils to be taught in special education "cluster units," self-contained programs, or even separate schools.

In the late 1980s and early 1990s efforts were made to propose an alternative definition and terminology to the then existing definition and terminology of serious emotional disturbance. The proposed terminology *emotional or behavioral disorders* (E/BD) was nearly adopted as an amendment to the individuals with Disabilities Education Act (IDEA) in the USA [79]. A pupil with an emotional/behavioral disability has persistent (is not sufficiently responsive to implemented evidence based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity [114]. *Emotional and behavioral disorders* are classified into two types: **internalizing** and **externalizing**. Internalizing behaviors are what the child feels inside such as worry, fear, self-consciousness, sadness, and happiness. Externalizing behaviors are what the child displays to others such as disobedience, aggressiveness, and hyperactivity.

There are several different types of emotional/behavioral disorders that fall in one or both of these two categories. It is not uncommon for a child to be diagnosed with more than one disorder at a time. Within The ICD-10 Classification of Mental and Behavioral Disorders [74] behavioral and emotional disorders are found under codes F90-F98 called **Behavioral and emotional disorders with onset usually occurring in childhood and adolescence**. They include the next disorders:

1. *F90 Hyperkinetic disorders*: F90.0 Disturbance of activity and attention; F90.1 Hyperkinetic conduct disorder; F90.8 Other hyperkinetic disorders; F90.9 Hyperkinetic disorder, unspecified;
2. *F91 Conduct disorders*: F91.0 Conduct disorder confined to the family context; F91.1 Unsocialized conduct disorder; F91.2 Socialized conduct disorder; F91.3 Oppositional defiant disorder; F91.8 Other conduct disorders; F91.9 Conduct disorder, unspecified;
3. *F92 Mixed disorders of conduct and emotions*: F92.0 Depressive conduct disorder; F92.8 Other mixed disorders of conduct and emotions F92.9 Mixed disorder of conduct and emotions, unspecified;
4. *F93 Emotional disorders with onset specific to childhood*: F93.0 Separation anxiety disorder of childhood; F93.1 Phobic anxiety disorder of childhood; F93.2 Social anxiety disorder of

childhood; F93.3 Sibling rivalry disorder; F93.8 Other childhood emotional disorders; F93.9 Childhood emotional disorder, unspecified;

5. *F94 Disorders of social functioning with onset specific to childhood and adolescence:* F94.0 Elective mutism; F94.1 Reactive attachment disorder of childhood; F94.2 Disinhibited attachment disorder of childhood; F94.8 Other childhood disorders of social functioning; F94.9 Childhood disorder of social functioning, unspecified;
6. *F95 Tic disorders:* F95.0 Transient tic disorder; F95.1 Chronic motor or vocal tic disorder; F95.2 Combined vocal and multiple motor tic disorder [de la Tourette's; syndrome]; F95.8 Other tic disorders; F95.9 Tic disorder, unspecified;
7. *F98 Other behavioral and emotional disorders with onset usually occurring in childhood and adolescence:* F98.0 Nonorganic enuresis; F98.1 Nonorganic encopresis; F98.2 Feeding disorder of infancy and childhood; F98.3 Pica of infancy and childhood; F98.4 Stereotyped movement disorders; F98.5 Stuttering [stammering; F98.6 Cluttering]; F98.8 Other specified behavioral and emotional disorders with onset usually occurring in childhood and adolescence; F98.9 Unspecified behavioral and emotional disorders with onset usually occurring in childhood and adolescence [117], [118].

Children and adolescents with emotional disturbance (ED) exhibit chronic and diverse academic, emotional, behavioral, and/or medical difficulties that pose significant challenges for their education and treatment in schools. Historically, children with ED have received fragmented inadequate interventions and services that often yielded unfavorable school and community outcomes. The education of pupils with emotional and behavioral disorders (EBD) continues to be a great challenge, due in large part to the complex nature of the disorder [171]. Characteristics which identify an individual as having a behavior disorders are demonstrated in a variety of settings, with little consideration or understanding of social or cultural rules.

Connecting the academic aspect, the EBD pupil disrupts classroom activities, is impulsive, preoccupied, does not appear to care about classroom rules, has a poor concentration and resistance to change and transitions in routines, often speaks out with irrelevant information or without regard to turn taking rules; demonstrates aggressive behavior; intimidates and bullies other pupils; is regularly absent from school; consistently blames others for their dishonesty; has a low self-esteem; cannot work in groups; demonstrates self-injurious behavior; cannot follow social rules related to other personal space and belongings; is often manipulative. If a pupil demonstrates the behaviors listed above, he may be considered to have a behavioral disorder [180]. A psychologist or behavior specialist is most likely to be able to provide an appropriate diagnosis for a child, based on observations, checklists and behavior documentation and then recommend and contribute in

the educational intervention of behavioral modification plan aimed at discouraging the unwanted behavior and rewarding/encouraging the desired behavior.

According to the behavioral modification plan, the educators\ parents have to:

1. identify the behavior, which needs to be changed;

2. create a baseline of the observed behavior;

3. closely examine the information in the baseline and evaluate what has been observed and documented;

4. develop short and long-term goals for the pupil and create a reward system with the pupil. For example: by giving the pupil, a check mark for every 15 minutes' behavior is appropriate. When the pupil receives 8 checks they may have 10 minutes of doing something that he likes.

A child with EBD is a child who exhibits one or more of the above emotionally based characteristics of sufficient duration, frequency and intensity that interferes significantly with educational performance to the degree that provision of special educational service is necessary. *A child may be considered for placement in a program for children with EBD based upon an eligibility report that shall include the following:* (1) Documentation of comprehensive prior extension of services available in the regular program to include counseling, modifications of the regular program or alternative placement available to all children, and data based progress monitoring the results of interventions; (2) Psychological and educational evaluations; (3) Report of behavioral observations over a significant period of time; (4) Appropriate social history to include information regarding the history of the child's current problem(s), the professional services and interventions that have been considered or provided from outside school; and (5) Adequate documentation and written analysis of the duration, frequency and intensity of one or more of the characteristics of emotional and behavioral disorders [173].

A child must not be determined to be a child with an Emotional and Behavioral Disorder if the primary factor for that determination is: (1) Lack of appropriate instruction in reading, including the essential components of reading instruction; (2) Lack of appropriate instruction in math; (3) Lack of appropriate instruction in writing; (4) Limited English proficiency; (5) Visual, hearing or motor disability; (6) Intellectual disabilities; (7) Cultural factors; (8) Environmental or economic disadvantage; or (9) Atypical education history (multiple school attendance, lack of attendance, etc.) [200]. The term does not include children with social maladjustment unless it is determined that they are also children with EBD. A child whose values and/or behavior are in conflict with the school, home or community or who has been adjudicated through the courts or other involvement with correctional agencies is neither automatically eligible for nor excluded

from EBD placement. Classroom behavior problems and social problems, e.g., delinquency and drug abuse, or a diagnosis of conduct disorder do not automatically fulfill the requirements for eligibility for placement [39].

Emotional and behavioral disorders (EBD) is also called **emotional disturbance** because of the disability classification that is used in the educational setting. Pupils of this category have the right to be provided with special education and related services according to the special education law. The (EBD) pupils have poor social or academic adjustment that cannot be explained by biological abnormalities or a developmental disability. The classification is often given to pupils that need individualized supports and appropriate class management, which means that the teachers in the regular classes can succeed in the process of ensuring the lessons run smoothly despite the disruptive behaviors of the EBD pupils.

There is not a single cause of EBD. There is an attempt, according to a number of theories and conceptual models, to explain the problems of EBD children. It can be based on biological causes such as brain disorders, genetics, and temperament. Although not many children with EBD are suffering from a brain disorder or injury [114], [91]. Environmental factors can influence the likelihood of developing EBD which include "(1) an adverse early rearing environment; (2) an aggressive pattern of behavior displayed when entering school; and (3) *social rejection by peers*" [ibidem, 294]. In general, the EBD children spend the biggest amount of their time in the classroom at the general school. This factor can influence negatively on the EBD pupils. There should be specific and suitable schooling practices that can contribute positively to EBD pupils. Negative factors may include "ineffective instruction, unclear rules and expectations for appropriate behavior, inconsistent and punitive discipline practices, infrequent teacher praise and approval for academic and social behavior, and failure to individualize instruction to accommodate diverse learners". In addition, the lack of support, understanding, acceptance and negative attitudes of peers and others towards the EBD can be additional possible environmental causes.

The concept of the EBD is complex and ill-defined. Children who are labeled as EBD frequently experience feelings of rejection and hostility from parents and teachers who may also be equally distressed by the situation. Children tended to come from the socially and economically disadvantaged families where parents feel disempowered and sensitive because of having problems with teachers and others which can be a result of the EBD pupil's interaction as a part of the parents' problems [82], [110].

Literature analysis connecting the inclusion of SEN in Moldova [6], [21], [18] shows that most of the parents of normal children and parents of children with SEN believe that any child should go to school, regardless of their health issues. However, according to their survey, both

typical parents and parents having children with SEN would rather accept the inclusion of children with physical disabilities or intellectual disabilities than the inclusion of those with troubled behavior. The low acceptance of such groups of children is due to their unsuitable behavior during classes, their need of permanent surveillance and their generating inadequate behavior among typical children [59]. Depending on their residence environment, parents of typical children in the rural area showed much more tolerance and acceptance regarding the inclusion of children with intellectual disabilities than parents in the urban area [28].

Forness et al. [79] pointed that nearly all youth experience circumstances and contexts where they do not seem to fit, have difficulty controlling their emotions and impulses, and struggle to regulate their behavior with others. They also pointed that according to the epidemiological studies, more than 30% of youth experience a certain [21] difficulty during childhood or adolescence.

Many children with emotional and behavioral disorders score in the slow learner or mildly retarded range on IQ tests than do children without disabilities [119]. R. Loeber [118] et al. reported a mean IQ of 86 for pupils with emotional and behavioral disorders, with about half of their sample scoring between 71 and 90. The pupils in a study by R. Thompson [154] had an average IQ score of 92.6. On the basis of his review of research related to the intelligence of children with emotional and behavioral disorders, J. Kauffman [109, p.43] concluded that “although the majority fall only slightly below average in IQ, a disproportionate number, compared to the normal distribution, score in the dull normal and mildly retarded range, and relatively few fall in the upper ranges”.

Whether children with emotional and behavioral disorders actually have any less real intelligence than do children without disabilities is difficult to say. An IQ test measures how well a child performs certain tasks at the time and place the test is administered. It is almost certain that the disturbed child’s inappropriate behavior has interfered with past opportunities to learn many of the tasks included on the test. R. Clay [66] estimate that the average pupil actively attends to the teacher and to assigned work approximately 85% of the time, but that pupils with behavior disorders are on task only about 60% or less of the time. This difference in on-task behavior can have a dramatic impact on academic learning. The strong correlation between low academic achievement and behavioral problems is not a one-way relationship. The disruptive and defiant behavior of pupils with emotional and behavioral disorders “almost always leads to academic failure. This failure, in turn, predisposes them to further antisocial conduct” [ibidem].

Pupils with emotional and behavioral disorders (EBD) often have both behavioral and academic trouble at school [180]. P. Coombs et al. [69, p.67] examined the effectiveness of the Self-Regulated Strategy Development (SRSD) model of writing instruction with a self-

determination training component for middle school-age pupils with emotional and behavioral disorders. They randomly assigned pupils to experimental or comparison treatments during which special education teachers provided the intervention. Pupils in the experimental groups received instruction on how to plan and write persuasive essays, were trained on self-determination skills, and were taught how to use persuasive writing to self-advocate. Pupils in the control group received writing instruction with the established school writing curriculum. Instruction for both groups lasted 33 days, four days a week during 30-minute sessions. Experimental pupils significantly outperformed control pupils at posttest in all the persuasive essay-writing components assessed, in their ability to recall the parts of a persuasive essay, in the self-efficacy measure, and on self-determination knowledge. Experimental pupils were able to maintain gains in almost all writing measures and were able to generalize content areas, as for control pupils, their results slightly increased only in the number of memorized words. Pupil and teacher interviews revealed an overall satisfaction with SRSD procedures and results. This investigation therefore had the intention of drawing insights from previous studies on SRSD and self-determination with pupils with EBD and to replicate and extend that previous work in four important ways by (a) incorporating self-determination skills training as a component within the SRSD framework, (b) conducting a group experimental design, (c) training pupils' special education teachers to provide the intervention to middle school pupils with EBD, and (d) assessing the effects of SRSD training in persuasive writing with self-determination training. Studies conducted to date [116], [143] have not attempted to use persuasive writing as a tool for encouraging pupils to self-advocate for their needs. Persuasive writing and self-advocacy are two concepts that are interrelated. Persuasive writing requires the ability to develop critical thinking skills (i.e., forming a judgment based on evidence and reasoning, making decisions, and having the ability to discern what to believe or what to do in a reflective way). This study was conducted in a large county located on the East Coast of the United States.

The setting was a public day middle school only for pupils with severe EBD and was the most restrictive and supportive setting in the county. Pupils received instruction in class sizes ranging from 3 to 10 pupils per teacher and an assistant. The schedule consisted of four core academic classes (English, math, science, and social studies), physical education, plus two elective classes offered every day. During two quarters of the school year, pupils participated in remediation courses in either math or writing, and the other two quarters, pupils participated in seminars. Seminars focused on personal growth by using visual arts and theater, personal well-being, service learning, journal writing, and self-advocacy. The school also had in place an intensive behavioral support program in which teachers, counselors, and other support staff

collaborated to support pupils' behavioral needs. Pupils' behaviors were monitored by using daily point sheets (vouchers) by which pupils could earn 0, 5, or 10 points in every class period. Pupils could get points for promoting a safe environment, respecting others and property, willingness to learn, asking and accepting help, and participating in class activities. Teachers awarded points to each pupil in their individual vouchers at the end of each class period and discussed with them their awarded points. On Fridays, pupils totaled the number of points earned for the week and exchanged their points to buy or rent things from the school or to participate in special activities. Time-out procedures were used when pupils were unable to control their behavior. These procedures were used when pupils either requested a voluntary time-out or when teachers or other staff felt pupils needed to be removed from the classroom. Time-out lasted approximately five minutes in a quiet place under the supervision of teachers or support staff. If pupils' behaviors were extremely volatile, they were sent to the Crisis Response Center (CRC). At the CRC, counselors consulted with the pupils; behavior specialists supervised the pupils constantly and determined if in-school detention or suspension was warranted. Once the pupils were calmer, staff at the CRC sent the pupil to an alternative instructional area (AIA). This was the last setting pupils went to prior to being re-integrated into their classrooms [143].

Social Skills and Interpersonal Relationships. The ability to develop and maintain interpersonal relationships during childhood and adolescence is an important predictor of present and future adjustment. As might be expected, many pupils with emotional and behavioral disorders experience great difficulty in making and keeping friends. The results of a study by V. Franca [82] comparing the social relationships of secondary pupils with behavioral disorders with those of same-age peers without disabilities is typical of much of the published literature on social skills of pupils with emotional and behavioral disorders. The pupils with behavioral disorders reported lower levels of empathy toward others, participation in fewer curricular activities, less frequent contacts with friends, and lower-quality relationships than were reported by their peers without disabilities.

S. Kravetz et al [110,p. 45] describe noncompliance as the “king-pin behavior” around which other behavioral excesses revolve. “Noncompliance is simply defined as not following a direction within a reasonable amount of time. Most of the arguing, tantrums, fighting, or rule breaking is secondary to avoiding requests or required tasks”. Clearly, an ongoing pattern of such behavior presents a major challenge for teachers of antisocial children. “They can make our teaching lives miserable and single-handedly disrupt a classroom [ibidem].

All children sometimes cry, hit others, and refuse to comply with requests of parents and teachers; but children with emotional and behavioral disorders do so frequently. Also, the

antisocial behavior of children with emotional and behavioral disorders often occurs with little or no provocation. Aggression takes many forms—verbal abuse toward adults and other children, destructiveness and vandalism, and physical attacks on others. These children seem to be in continuous conflict with those around them. Their own aggressive outbursts often cause others to strike back. It is no wonder that children with emotional and behavioral disorders are seldom liked by others and find it difficult to establish friendships [118].

F. Gresham [92, p. 56-70] pointed that inclusive education places much value on implementing the conditions that foster good relationships between pupils. They also pointed that pupils with special needs can have difficulty in building relationships with peers without special needs. Their study describes the social position of pupils with special needs in regular education. It applies different indexes for social position, compares these with each other, and with other judgments of the social position of pupils with special needs. The analyses show that pupils with special needs are less popular, have fewer friendships and participate less often as members of a subgroup. Compared with their peers, pupils with special needs are over-represented in these at-risk categories by a factor of two to three. Teachers have a more positive view on the relationships in the group and the number of friendships pupils with special needs have. In addition, pupils' own subjective experiences are more positive. The results of F. Gresham [92] stress that *physical inclusion only is a very basic condition*, that becoming part of the group is not an automatism and that especially pupils with special needs may need extra support in participating in the group. *Most of the studies [95], [87] underline the importance of being accepted by peers, having friends and being a member of a peer group especially for teenagers. The degree of not being accepted by peers could forecast long-term problems in social adaptation, since having friends is important in developing social skills and self-esteem, while holding a central position in a network yields leadership experiences.* However, these three dimensions of social position also have much in common. Pupils' possibilities for forming friendships are limited by low peer acceptance; *friendships are a platform for learning social skills and handling close relationships, which in turn are important in acquiring a position in a peer group.* The study has shown that pupils with special needs are less popular, have fewer friendships and participate less often as members of a subgroup.

Research has shown [135], [146] that particular groups of pupils with special needs do experience difficulties in communicating with their peers and understanding them. Especially children with autism, behavior problems or intellectual impairments have been identified as being at risk of feeling isolated in the peer. Higher percentages of pupils experiencing problems in relating to their peers could therefore be expected. The exact percentage depends on the criterion

used. The sociometric indexes applied in this study suggest that at least 15–25% are socially excluded in their peer group. The highest percentages can be found amongst the **seventh graders**, most likely because of a growing intellectual and emotional distance to their peers. Applying a stricter criterion results in up to 50% of pupils with special needs being excluded, while with this same criterion some 20% of the reference group have a rather isolated position. There are noticeable differences here between the different categories of pupils with special needs. In particular, **the pupils with behavioral problems** and the pupils **with communication problems** are isolated (both over 50%), whereas the pupils with sensorial and/or motor impairments score only slightly higher (28%) compared with the reference group. The figures for pupils with severe learning problems and pupils with mild learning problems show about 40% being isolated. Teachers' opinions about the social inclusion of pupils with special needs are not that pessimistic. They have a more positive view on the relationships in the group and the number of friendships pupils with special needs have. Also pupils own subjective experiences are more positive. Based on these data, between 7 and 10% of the pupils with special needs describe themselves as being socially excluded. The question here is which assessment yields the best description of the social inclusion of pupils with special needs? Compared with the teachers' judgments, the sociometric indexes are based on a much larger group of assessors who have no professional commitment to the social inclusion of pupils with special needs. The data clearly show that, compared with their typical peers, pupils with special needs are more vulnerable to being socially excluded. Based on J. Wehby and F. Symons [171] pupils having a long-term isolated position in the peer group lose a sense of belonging to school, have limited access to social experiences and face loss of motivation and declining school performances. Pupils with special needs have significant difficulty in being accepted by their peers, making friends and participating in subgroups and it is assumed that this does not change easily. Some may well need support in acquiring a better social position in class. Since their teachers overestimate their social position, they may not take action to foster social relationships by facilitating peer interaction and friendships in the classroom. *The researches of J. Wehby and F. Symons [171] once more stress that physical integration is only a very basic condition, that becoming part of the group is not an automatism and that pupils with special needs in particular may need extra support in group participation.* Support could focus on peers, teachers, pupils with special needs or school. The results above show the importance of implementing interventions for improving social relationships between pupils with special needs and their peers for preventing them of being rejected and excluded.

Collaboration between peers (Vygotsky refers to more intelligent peers) was a main component in the scaffolded learning that was required to increase a child's absolute achievement

level [70]. Pupils gain more academic knowledge when working with a group of peers, as ideas, skills, and social normalcy is internalized by those involved [180]. L. Vygotsky [166] stated: „*it has not occurred to the mind of the most profound of scholars that what is indicative of the child’s intellectual development is not only what he can do himself, but probably more so what he can do with the help of others.*” Cesar and Santos stated that Vygotsky’s view of collaboration is to be used as a method of establishing more successful inclusion classrooms. Vygotsky believed that “the collaboration of peers could reverse a mental disability by producing a different method for social development, and in turn increase their zone of proximal development ensuring academic success.” [ibidem].

S. Ludwig [120] warned that the youth with EBD are more likely to have lower rates of high school completion, post-secondary education, and independent living, and higher rates of unemployment, arrest, and parole and probation than youth in the general population. Therefore, there is a need of intensive intervention, and because of poor academic, social, and transition related outcomes experienced by many pupils with EBD, it is obvious that there is an urgent need for concerted efforts to support these pupils.

S. Sabbah et al [138] mentioned several recent models that provide guidance on the selection, adoption, and implementation of a wide range of empirically supported and data-driven intervention such as positive behavior intervention and supports, school mental health, and school based social emotional learning curriculum. These models of intervention have undoubtedly provided important conceptual and empirical extensions on how to address the needs of pupils with challenging behavior in school settings. They added that despite the accomplishments of each of these approaches, it is still necessary to develop effective intervention models and extensions to address the individual needs of pupils with EBD. Three core issues should be taken into account in planning intervention. *The first core issue is that intensive interventions must be individualized for the needs of each pupil.* This requires professionals and researchers to acknowledge that different pupils will require different interventions. As noted throughout the special issue, the selection of appropriate interventions requires consideration of available data, reliance on empirically supported theoretical models, and nuanced appreciation of both developmental and ecological factors affecting the pupil. *The second core issue is that intensive interventions require the development and implementation of interdisciplinary interventions.* Research [118] has consistently indicated that pupils with EBD experience a range of academic, social, and behavioral problems which place pupils at greater risk for subsequent school and post-school failure. Successful interventions for these pupils require coordination across multiple service agencies working with the pupil and acknowledgment that interventions can be used in concert to address

pupil needs. *The third core issue is that there should be an increased appreciation for the potential interaction across interventions being delivered across various settings.*

As such, pupils with EBD would benefit from improved training and communication across professionals working in different intervention sectors to ensure that treatment in one setting is augmenting, rather than undermining treatment in another area [138].

The success of any intervention should have a positive affect for a long term on the integration of the SEP in the general life. The intervention planning should be based on several reports and observations by those who are involved with the EBD pupils in their daily life such as teachers, parents and other specialists in different situations. The observation of a child should be done in a number of settings and be structured with a specified technique. It is more likely to be done by a behavioral support teacher or by an educational psychologist. Collaborative interviews and discussion could be between teachers, parents, educational psychologists and other specialists. For example, counseling the parents in an attempt to reassure them or some exchange of information which can lead to better understanding of the causes of the problem, for example if a child changed class or a relative has died [82]. It is important to use relevant tools for assessing. Assessment and interpretation may depend on the professionals own theoretical beliefs and training about emotional and behavioral difficulties. The more assessment methods used, the more certain we can be about the accuracy of the assessment.

Literature [72] indicates a number of *intervention strategies that can be effective such as behavior management systems, social skills instruction, modification of instruction and instructional materials, peer support and acceptance, social relationships and activities, meditations, empowerment, tutoring, professional collaboration for increasing the chance of improving the academic achievements of the EBD pupil, self-advocacy, decreasing anxiety and improving the EBD pupil's self-esteem. The EBD can severely affect the daily processes of a teenager and can affect seriously for a long-term. **Teachers and other factors who are in the EBD pupil's life at school and at home, including peers, should have enough knowledge connecting the disorder and should be tutored for supporting those pupils instead of hurting them or exclude them.***

Although the Israeli special education guidelines [98] clarify and define the responsibilities of the general school's principal for educating and integrating pupils with special needs including the EBD, many, and possibly the majority, of educational institutions do not follow the guidelines for legally suggested intervention methods.

The behavior management system is the most known strategy which can be effective in a class that includes an EBD pupil [31]. There should be set in the EBD pupil's IEP specific

behavioral (and social) goals. Effective behavior management principles are linked to academic and behavioral gains. Behavior management is similar to behavior modification.

It is a less intensive version of behavior therapy. In behavior modification the focus is on changing behavior, while in behavior management the focus is on maintaining order. Behavior management skills are of particular importance to teachers in the educational system. It includes all the actions and conscious inactions to enhance the probability people, individually and in groups, choose productive, and socially acceptable behaviors [180]. The teachers in the general educational systems need to get professional guidelines in this subject.

A behavioral management system should be provided consistently:

1. It should include a list of four or five rules which are stated positively. The rules should be stated in terms of observable behavior and posted at a place that allow all class members to see them comfortably. Rules need to be established at the beginning of the school year, and must be written in such a way as to be simple and understandable. The wording of rules should be positive: "Respect yourself and others" is a better rule than "Don't hurt anyone." Keep it simple: 6 rules or less. There are many researches [154], [171] related to "behavior change" and "behavior management" that based on J. Rogers' [134] theories who had given two distinctly different approaches for addressing behavior. Skinner's approach says that anyone can manipulate behavior by first identifying what the individual finds rewarding. Once the rewards of an individual are known, then those rewards can be selected that the manager is willing to give in exchange for good behavior. Skinner [142] calls this "Positive Reinforcement Psychology". Rogers proposes that in order to effectively address behavior problems, individual must be persuaded to want to behave appropriately. This is done by teaching the individual the difference between right and wrong including why he or she should do what is right. Rogers [134] believes that the individual must have an internal awareness of right and wrong. Contemporary behavior modification approaches involve pupils more actively in planning and shaping their own behavior through participation in the negotiation of contracts with their teachers and through exposure to training designed to help them to monitor and evaluate their behavior more actively, to learn techniques of self-control and problem solving, and to set goals and reinforce themselves for meeting these meetings.

2. There should be a hierarchal reprimand/consequence system. This system can be integrated into the statement of rules, but to do so makes it more difficult to state the rules positively. Consequences for breaking rules should also be established at the beginning of the school year, and applied consistently and firmly whenever the rules are broken. The consequences must be consistent and predictable. When administering consequences, feedback should be provided to the pupil in a calm, clear manner. That way, the pupil understands why the

consequence is necessary. Teachers must avoid becoming emotionally reactive when rules are broken.

Emotional reactivity gives the pupil negative attention, which many children find very rewarding. It's a difficult balance to achieve, but crucially important for positive results. Even if not posted with the rules, it is helpful to post the levels of consequence for inappropriate behaviors for easy reference and reminder. An example hierarchy is: nonverbal warning, verbal warning, loss of recess/center time, referral, call home, and parent conference. Routines are very important for classroom management. Pupils with emotional and behavioral disorders tend to struggle with transitions and unexpected change. Going over a visual schedule of the day's activities is an effective way to start the day, and helps the pupils feel grounded.

3. A points system can be implemented. This positively reinforces pupils for natural appropriate interactions of instruction, such as task completion. Tokens can be any items, such as tickets, plastic chips, or play money. The items can be exchanged for tangible items such as food, markers, play jewelry, or books. It is also helpful to record in point form any tokens awarded and exchanged, as well as informing pupils that the teacher knows how many tokens each pupil should have (to discourage negative behaviors, such as stealing). Class wide reinforcement systems similar to the token system may be used in conjunction with the token system, such as marble jars or desk charts, where a class or group accumulation results in an award. The teacher may choose the award, or allow pupils to vote the award. Here are a few ideas to guide and support growth towards more positive, adaptive behavior:

- *Token Economy*. Pupils earn points, or tokens, for every instance of positive behavior. These tokens can then be used to purchase rewards at the token store. In order for a token economy to be effective, positive behavior must be rewarded consistently, and items in the token store must be genuinely motivating for the pupil. This takes a fair amount of preparation and organization, but has proven to be quite effective.

- *Classroom Behavior Chart*. A chart which visually plots the level of behavior of every pupil in the classroom. Pupils who are behaving positively progress upwards on the chart; those who are behaving negatively fall downwards. This makes every pupil accountable.

This won't work if difficult pupils perpetually stay on the bottom of the chart. Focus on the positive to the fullest degree possible, and keep them motivated.

- *Lottery System* - Similar to the token economy, pupils who behave in positive ways are given a ticket with their name on it. These tickets are placed in a jar, and once or twice a week you draw one out. The winner of the lottery is rewarded with a prize.

- *Positive Peer Review* - Pupils are asked to watch their peers, and identify positive behavior. Both the pupil who is behaving positively and the pupil who does the identifying are rewarded. This is the exact opposite of "tattle-telling," and fosters a sense of teamwork and social support in the classroom [197].

Teaching children with emotional and behavioral disorders can be extremely challenging. Fostering and rewarding positive behavior has proven to be vastly more effective than attempting to eliminate negative behavior. Punishment and negative consequences tend to lead to power struggles, which only make the problem behaviors worse. It is not easy to remain positive in the face of such emotionally trying behaviors, but don't give up. Your influence could mean a world of difference to these pupils who are struggling with an incredibly difficult condition.

2.3. The psycho-pedagogic profile of Israeli Arab pupils with emotional and behavioral disorders in their transition from elementary to secondary school

Transitions can be difficult for everyone, but for young people one of the most difficult transitions is that from elementary to middle school. Middle school pupils are generally expected to be more independent and responsible for their own assignments as well as other commitments. An inability to "fit it" can have behavioral manifestations that cause significant difficulty for both children themselves and those around them. When a child's behavior violates the accepted norms at home, at school, or in the community, negative repercussions can result, such as suspensions or expulsions from school [154].

Transition from elementary to middle school is even more difficult for a child with a disability. Many children with disabilities encounter additional hurdles that complicate this difficult time of childhood. As they approach adolescence, when being like their peers is a high priority, many disabilities set children apart in the ways they look, learn, or interact with others, presenting additional challenges to positive social adjustment. Some kinds of disabilities-particularly emotional and behavioral disturbances, attention deficit or attention deficit/hyperactivity disorder, and autism-are especially associated with social adjustment difficulties [51], [41].

The behavior of children at school is a crucial element in their overall social adjustment [26], [33]. The school is not only the context in which many pupils spend most of their day, it also is where they engage in important learning activities, acquiring and practicing various generalized skills, such as solving problems, being on time, and following directions; and developing formative relationships with peers and adults. Moreover, the consequences of their behavior at school can be powerful. As noted, pupils' inappropriate behavior at school can distract both the

pupils themselves and those around them from their learning tasks. In addition, research has shown that teachers' evaluation of pupils' academic performance is influenced by the pupils' behavior in the classroom. Effective transition planning, however, takes into consideration the many facets of the life of a pupil with special needs, including education, community participation, skills for independent living, social awareness, and employment, with a long-range vision [155], [159], [41].

In Israel, transition from elementary school to comprehensive secondary school usually occurs when the child is 12 or 13 years old. Most high regional schools in Israel include pupils from the 7th grade till the 12th grade, which means that the pupils are from 13 years old to 18 years old. In the transition period, the pupils are already in the pre adolescence stage of their life. Pre adolescence is a stage in humans' life that occurs between the ages of 10 and 14 years old. Its definition varies among cultures and theories [136] (early-adolescence, teenage) and has a certain unique quality in the individual's life.

Considering the fact that pre-adolescence is a stage of adolescence, we'll use further the term adolescence. Adolescence constitutes a bridge between childhood and adulthood and a time of radical changes accompanied by puberty, the ability of the mind to search one's own intentions and the intentions of others, and the sharpened awareness of the roles of society [76, p.32]. Adolescence is characterized by various changes that affect the behavior and feelings, and these changes might be demonstrated in various fields: sexual, physiological, cognitive, social (mainly strengthening the sense of belonging to the peer group), and emotional (mood swings, development of independence and personal identity's formation). Adolescence is also a stage when most young people feel that they have to pay a price for the privilege of growing up. The young individual aspires for freedom, to fulfill his or her faculties, and to enjoy life. However, at that stage the adolescent might feel restraints that keep him or her from full realization and self-understanding [18].

A significant relationship was found between adolescence and dropout rate. This period is full of risks factor such as feelings of insecurity, helplessness, anxiety and loneliness and failure in self-discovery and identity building. These factors were found to be linked to dropout likelihood of dropping out. Identity creation process requires consistent effort. They also face difficulties in building their own future [135]. This situation raises the teenager feelings of insecurity, helplessness, anxiety and loneliness. Four main developmental tasks domains can occur in adolescence [136]: *Physical/physiological domain; cognitive domain; emotional domain and social domain*, which can be very significant and can affect other domains in the teenagers' lives. They start to develop open relationships with friends, open relationship with the opposite sex and the ability to integrate into the social system. Peer group becomes a priority and very important at

this age. The growing importance of the peer group is related to the phenomenon of separation of parents, peers are a sort of substitute.

Peer group has several functions: (1) *It can be regarded as a source of power and belonging.* It is a group of friends of the same age and the same experiences;(2) *the peers' group is functioning as a mutual mirror.* They give each other a constant feedback to each other to start and establish their own identity; (3) *Peer group provides the peer with role model and support, understanding and acceptance.*

All adolescents feel that new experiences are confusing and threatening. Peer group offers emotional and physical support [47], [52]. Adolescents share similar feelings and feel that they are not alone in all processes they are going through. Going shopping and going out with friends or with parents are essential experiences to build positive self-image and preventing loneliness. At this stage, children feel the need to develop a sense of the self and a personal identity, and at the same time, they use their energy and skills at school for meeting the rising school's demands. ***Generally, success leads to a sense of competence, while failure results with a feeling of inferiority.*** Therefore, pupils with special needs can feel inferior because of academic and social difficulties. Peers prefer the company of successful and acceptable pupils. Therefore, in this period, adolescents experience the importance of the peer group and their egocentricity decreases.

Social status and social acceptance are very important at that stage, and to achieve it the adolescent tries to work in cooperation with others.

The adolescent begins to realize that the others have different opinions of their own and has a better understanding of the others' intentions, and his or her cognitive abilities are expanding. However, sometimes when these goals are not achieved, we can find among adolescents aggressive behaviors. Furthermore, to achieve these goals adolescents often feel that they have to act in a certain way, such as good behavior towards their peer group; willingness to help others; and appearances, especially among girls [130].

One of the characteristics of transition from primary to secondary school is the separation from the familiar environment and sometimes old friends. This fact might cause difficulties and pupils might experience a sense of loss and even bereavement. As a result, their behavior might change, and they might become withdrawn or display extroverted behavior, and sometimes show regression academically and communicatively. Hence, it is important to know and understand the characteristics of this period, to help pupils to go through transition smoothly, with minimum side effects and a higher level of self esteem and self concept. In addition to the transition that they are going through at that stage, adolescent pupils feel stressed and anxious for several reasons. During this period, adolescents experience various changes physically, mentally, emotionally and socially,

and these changes might be related to their academic achievements and social integration in the new school. Moreover, pupils with various special needs might experience high pressure and they are often more stressed than their peers are [86].

Some researchers described adolescence as a period of stormy, crisis-related physiological changes. In contrast, a few scholars argued that there is no need to describe this period as a time of stress and storm. For example, H. Plume and E. Melekh [130] presented the Coleman's Focus on Social Theory, and argued that the adolescent is able to cope with the difficulties of that stage in life without experiencing a storm, but he needs an adequate support. Following the *Development Theory of Erikson* [97], adolescents are in the 5th stage of their lives. At that stage, they are concerned with how they appear to others and they are in the position of self-questioning, such as: who am I; how do I fit in; where am I going to in life. One of the main aspects of that theory emphasizes the development of the ego identity as a main aspect, which can be developed through social interaction.

The ego identity is constantly changing due to new experiences and information that we acquire in our daily interactions with others. Each stage in Erikson's theory is related to the individual's competence in an area of life. If the stage is managed well, the individual will feel a sense of mastery, which is sometimes referred to as ego strength or ego quality, but if it is managed poorly, the individual will experience a sense of inadequacy. E. Erikson argued that once an adolescent has balanced both perspectives of "what have I got?" and "what am I going to do with it?", he or she has established their identity [ibidem].

L. L. Vygotsky [166] argued that "social interaction plays a fundamental role in the cognitive development process and that social learning precedes development. Each function in the child's cultural development appears twice or in two planes (levels). First, in the social plane, and later in the individual psychological plane. First, it appears between people as an inter-psychological category, and then as an intra-psychological category" [ibidem, p. 163]." L. S. Vygotsky believed that "the original disability is not so much a problem, but a way the disability alters the conditions of how a child can participate in the socio cultural activities. Lack of participation in these activities can block the development of higher mental functions, such as self-regulation." Therefore, it is most important for children with learning and behavior problems to improve their social interactions with adults and peers. Accordingly, the basic damage is not within a primary biomedical disability of a child, but in a non adequate reaction of adults. This is why by the means of interiorization a second *social disability* is being created, which on the other hand is more dangerous than a primary biomedical disability, because of the various limitations for a socialization. L. S. Vygotsky's [ibidem] psycho-pedagogical view towards the disability of a child

is very attractive, because he is not insisting on the proper conditions of teaching, but creating such an educational and sociocultural environment, that would be targeted towards the emancipation of socialization of a child, sometimes making it even culturally weaker. When child is in a contact with an adult, one can follow the abilities of cognition development at particular circumstances, i. e. learning with competitive mediator. This idea of L. S. Vygotsky includes a key which has been influencing the stage of early childhood development. *The Zone of Proximal Development is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers [ibidem].*

G. Sukhareva [199] had her own view on the problem of children's psychiatric deviations. She wrote that the anomalous development of the nervous system was only a biological foundation, a tendency to a certain type of reaction, and that for personality disorders to appear, a social factor was required: problems of the surrounding milieu, incorrect nurture in the family or group, lack of correcting nurturing influences and many others. She also believed that bringing up children in a situation of heightened, grown-up responsibility (and also in an atmosphere of hostile relations with others) led to the formation of acquired personality disorders.

However, on the other hand, J. Piaget [129] argued that the child's development is necessary and precedes learning. Moreover, in adolescence there is a change in the child's perception of his or her human environment, and that the new perception is more socio-metric than egocentric. It is generally assumed that social support protects the individual from the experiences of psychological stress and increases Mental Health.

Findings [84], [87] indicate that there is a negative correlation between peer relationships, experience in friendship and between the sense and feeling of loneliness. Loneliness has been described by various researchers as an unpleasant emotional experience. L. Steinberg [145] defined the sense of loneliness as a gap between existing and desirable with regard to the human perception regarding social relations. It was found that *the sense of loneliness is associated with a state of negative mood in adolescents with and without emotional and behavioral disorders [ibidem].* Studies that examined the differences in feelings of loneliness among pupils with *emotional and behavioral disorders* and peers without *emotional and behavioral disorders*, suggests that pupils with *emotional and behavioral disorders* experience a stronger sense of loneliness than their peers who are without *emotional and behavioral disorders* at different developmental stages.

Adolescence is also a period of change and self-image and self-esteem shaping. “*When the positive self-concept is strong and stable, it is considered to be a base for positive experience and development [69].*”

In addition, studies found that adolescents ‘level of self-concept is lower and they experience higher levels of anxiety, depression, as well as higher rates of suicide.

Self-concept is the way an individual evaluates himself. It includes aspects such as academic performance [47], [86] and embodies the answer to the question: "who am I?". Self-concept provides a mediating influence on behavior and it is a crucial factor in the learning process [ibidem]. Studies have found that the self-concept and academic achievements are strong predictors of each other, and that a higher level of self-concept corresponds with higher academic scores. Self-concept differs from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. It also differs from self-esteem since self-concept is a cognitive or descriptive component of one's self (e.g. "I am a fast runner"), while self-esteem is evaluative and opinionated (e.g. "I feel good about being a fast runner”).

Self-esteem is the evaluative aspect of the self-concept that corresponds to an overall view of the self as worthy or unworthy [65, p.27]. It is the evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of the worthiness that is expressed in the attitudes the individual holds towards himself. Self-esteem is a term that reflects the overall emotional evaluation of an individual of his or hers own worth and it is a judgment of oneself as well as an attitude toward the self, encompassing the individual’s beliefs about himself [ibidem].

Other scholars [80, p.28], [86] argued that self-esteem is the evaluative dimension of the self that includes feelings of worthiness and prides, and it is closely related to self-consciousness.

It is important for any person to think and feel that he has a positive view of himself. Persons who have high self-esteem are presumed to be psychologically happy and healthy [122], [112] those who enjoy having a positive self-esteem are able to cope effectively with challenges and negative feedback, and live in a social world in which they believe that people value and respect them. Although there are negative consequences associated with having extremely high self-esteem [ibidem], whereas those with low self-esteem are believed to be psychologically distressed and perhaps even depressed. Self-esteem has a significant influence on the human’s behavior and on his mental health. There are four factors that can positively affect self-concept [147]: *to get acceptance and respect by significant figures in his life; the success of the individual*

in solving his problems; individual's ability to respond to a lack of appreciation of significant figures; set of values and expectations that the individual regards as a standard for evaluating his experiences. P. Coombs [69] stressed that there is a correlation between self-concept and success of the individual in society. Therefore, activities which aim to improve positive thinking can help the pupils with difficulties and disabilities improve self esteem and reduce anxiety.

According to M. Leary and L. Shreindorfer [114], pupils often fail and drop out because of low self-esteem. L. Mesler [124] **reported greater benefits, for pupils both with and without emotional and behavior disorders, of using peer tutors versus traditional teacher-only education. So, improving self-esteem can decrease failures.** Therefore, developing and improving positive self-esteem is vital and important for affecting the persons' functioning in various fields of life. Educators have to try to instill pupils with high self-esteem, especially those who are known generally at risk they have to be empowered for preventing several societal and educational problems in the present and in the future and to help them to continue in being integrated with their peers in the general educational system.

Usually, professionals in comprehensive high schools understand and are aware of the crucial aspects of normal adolescent development, but they only have a superficial knowledge of pupils with *emotional and behavioral disorders*. In addition, although the class-educators meet their pupils every week, they are not the ones that actually work with pupils with *emotional and behavioral disorders* to promote them academically or socially. In fact, we often see that the school counselor is asked by the school principal to identify pupils with *emotional and behavioral disorders*, and to deal with them along with other establishments, such as the Regional Community Support Center (MAT'IA) and the Ministry of Education [128].

Positive feeling and coping with loneliness by preparing friends and companions for the pupils in their transition from the elementary school to the secondary school can give them the feeling of being accepted and protected, besides, this can reduce their stress and anxiety. This group of pupils can be one of those who are regarded as "at risk" for dropping out the school in their transition to the secondary school. The pupils with *emotional and behavioral disorders* suffer because of school environment change and misunderstanding of their needs and rights, especially in the Arabic sector in Israel, despite the Israeli special education law that clarifies their rights [159]. Moreover, pupils with *emotional and behavioral disorders* might experience high pressure and they are often more stressed than their peers. Although the integration of pupils with *emotional and behavioral disorders* in regular secondary schools is important and challenging for these pupils, difficulties might emerge and the process should be handled carefully and professionally. School teams struggle and work hard in the attempt to meet their unique needs, trying to match

them with the culture of "achievements and scores" that exists in regular secondary schools. However, the programs that are usually designated for pupils with *emotional and behavioral disorders* in their transition are rather general, and these pupils are treated by the school counselor.

Data [152] reveal that most pupils with special needs that are integrated into regular secondary schools in Israel are pupils with *emotional and behavioral disorders* or vision impairment, and very few have physical disabilities, autism or other disabilities. Comprehensive high schools include pupils from several elementary schools in the region and a varied population of pupils from several villages.

In the Arab sector in Israel, most pupils in the elementary schools are from the same village and sometimes even from the same neighborhood, and sometimes the school principal himself is from the same village. Hence, elementary schools often constitute a familiar environment.

According to the Israeli Special Education Law general guidelines [151], children with EBD must be diagnosed by an educational psychologist/developmental psychologist/clinical psychologist/or specialist in psychiatry for children and youth. The documents should be approved by these professionals and presented to the school inclusion committee by the pupil's parents with other additional relevant documents which prove that their son is defined as an EBD. Besides, the committee checks if the pupil has problems that cause difficulties and problems in the classroom, and then decides on providing support for him at school in accordance with available resources such as partial support by a special education teacher within the regular class, art therapy and other additional supportive services such as tutoring.

The school inclusion committee headed by the school principal has to prepare an IEP which indicates the pupil's needs, types of needed support and resources, time, frequency of supportive services and support providers. In addition, the IEP outlines specific academic accommodations that all the participants agree to undertake and to commit to work towards achieving the goals and objectives of the IEP. Therefore, the IEP should be planned in collaboration with parents, teacher, tutor and the EBD pupil himself who participates in choosing or selecting targets for working according to the treatment program. When the EBD pupil has awareness for his needs and difficulties, he can commit for the success of his IEP.

In this study, the goals of the educational tutoring program (E.T.P) are considered as an integral part of the educational individual plan. In the last twenty years, most studies that dealt with *emotional and behavioral disorders* [197], [198], discussed various difficulties: emotional, social and behavioral, as well as difficulties in academic functioning, high level of anxiety, low self esteem etc. In addition, these pupils had a lesser ability of inter-personal comprehension and its various aspects, difficulties of inter-personal verbal and non-verbal communication, as well as

difficulties of interpreting social indications [119]. Moreover, literature [109], [154], [180], review reveals consistent findings in regard to a lesser adequate functioning among pupils with *emotional and behavioral disorders* in social adjustment and school adaptation, as well as in behavioral measurement in general [171] and particularly in class. Throughout the years, many of these children experience social withdrawal and become anxious or depressed and attribute to themselves feelings of loneliness in comparison to their peers [201].

The main conclusion based on literature review and the findings of the current study is that understanding the factors that are related to transition stage among pupils with *emotional and behavioral disorders* and taking into consideration their various needs might help their inclusion and enhance their academic and social success. Hence, special educational programs should be planned and exercised to achieve that purpose for preventing these pupils of dropping out from secondary school before starting it. So, the "peer tutoring" group can be considered as an important inclusive tool, due to the fact that tutors help tutees overpass difficulties and crises during transition stage, acting like an alternative for their parents in the new environment. This can reduce tutees' anxiety about transition, promote their self-esteem and, thus, facilitate transition.

2.4. The pedagogic demarche of tutoring programs management for including pupils with emotional and behavioral disorders in regular secondary school

Pupils with *emotional and behavioral disorders* often have negative school experiences related to their disorder. School principals can help to create more positive school experiences for these pupils by recruiting professionals such as school counselors, tutoring program coordinators, class educators, tutors etc., and by examining the attitudes and behaviors of school staff and pupils, as well as the systemic factors related to school to work on the development of positive attitudes and empathy towards pupils with *emotional and behavioral disorders*. Positive attitudes, empathy and positive accepted behaviors can product acceptance of pupils with *emotional and behavioral disorders* by the school staff and by the pupils, and therefore positively contribute to their self-esteem improvement, and to the decrease of their anxiety.

Taking into account the professional literature related to the peculiarities of the process of including pupils with special educational needs in regular secondary schools, the basic characteristics related to the management of educational programs, as well as the specificity of tutoring programs, we elaborated a theoretical model of tutoring programs management for including pupils with emotional and behavioral disorders (PEBD)in regular secondary school that integrates elements of all above mentioned aspects, whose consideration can ensure an efficient operational management.

The model proposed includes several components. The component *Management responsibilities* reflects those aspects of management that must be addressed in the process of implementing tutoring programs: *planning, organizing, staffing, leading and regulating*. **Planning** is a definite stage in the management process. As connected to tutoring programs, it stipulates the *Internalization of integration values* on whose basis are set the educational objectives to be reached within the tutoring process. **Organizing** deals with *curriculum management* and *mobilizing resources*. For establishing an effective program that could meet the needs of the children whom the school wants to serve, the school principal with his professional team need to determine what they want their program to accomplish. Knowing what the program wants to accomplish is critical to help the principal's decision making, find resources, seek funding, and build partnerships and even plan where the afterschool program will take place.

The component **Staffing** relates to the process of *building a professional school committee, defining, dividing and assuming responsibilities for the committee members* within the tutoring program. Since most of the tutoring programs are performed after school day, there can be some obstacles for the school principals in controlling the process all the time. That demands of the school principals special and appropriate management skills and practices. Principals have the power to guide the afterschool program and ensure that it enhances and complements the regular secondary school day methods of instruction and learning. Although principals have important roles in to others about the prospect of starting the program. This group can help provide support, expand the scope of the principal's potential resources, and generally make for a better program with more input on its development as a team. The next component of management responsibilities is **leading**. It supposes collaboration between the members of the committee, collaboration with other school principals, parents and local authorities. J. Birmingham et al. [53, p.11] found that successful afterschool programs have close working relationships with their host schools. *ust assess and control the process of tutoring*. J. Birmingham et al. [ibidem] and D. Meador [121] found that it is important for managers and coordinators to communicate with the direct line staff in the program. Evaluations are divided into two categories: process evaluations and outcome evaluations. Process evaluations focus on whether or not a program was implemented as planned, whereas outcome evaluations focus on the expected changes and whether or not and to what extent they occurred [131, p.87].

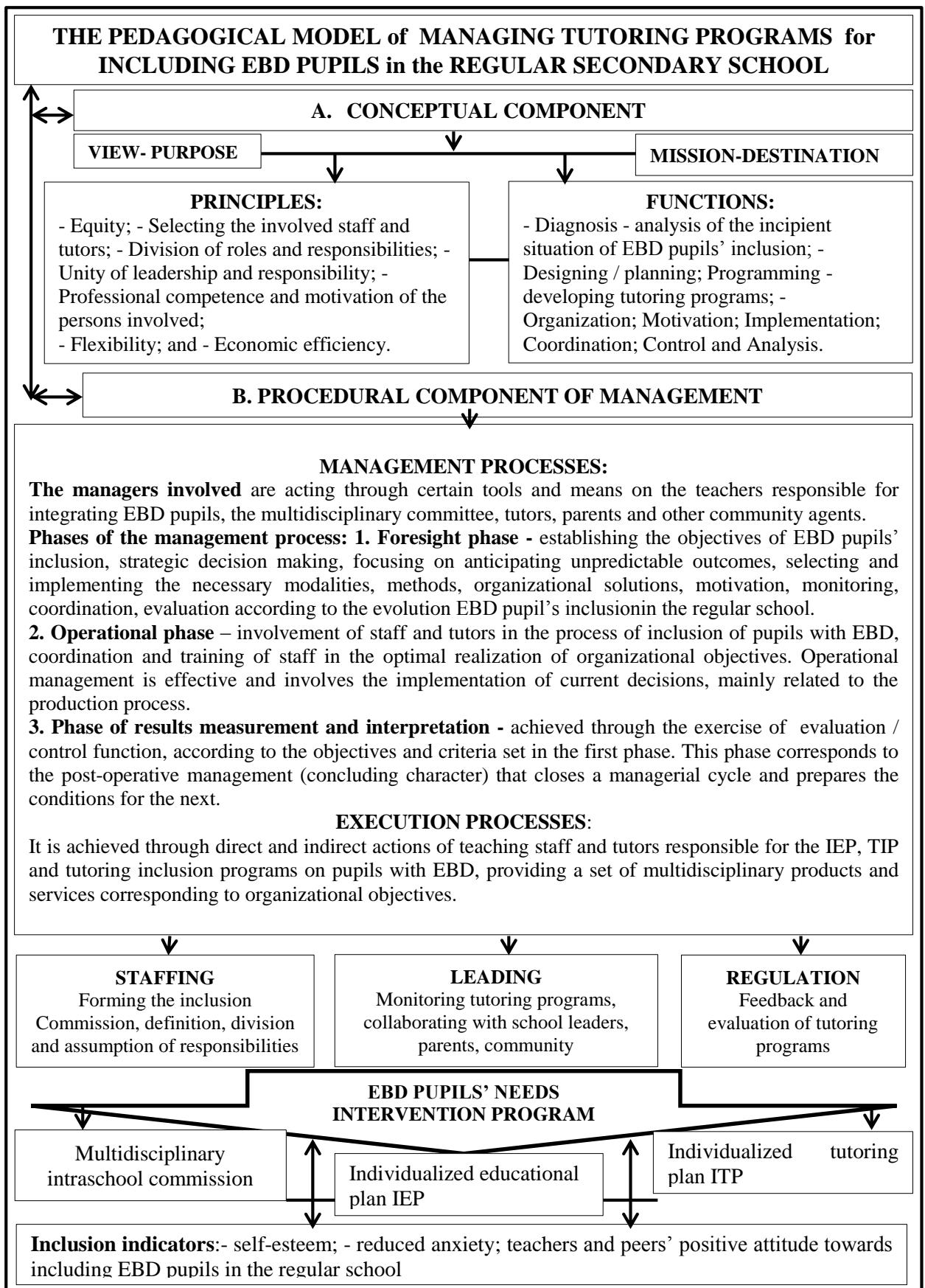


Fig. 2.1. Pedagogical model of managing tutoring programs for including pupils with EBD in the regular school

Start-up programs may find it helpful to utilize process evaluation to determine the effectiveness of the program implementation. A program evaluation can show the effectiveness of tutoring program to the tutees, to the tutors, to the school team and to the funders. An important question to consider when planning an evaluation is who is going to do the evaluation. The decision to utilize an internal or external evaluator is one that administrators struggle with on a regular basis. **IEP** and **TEP** are the next important components of the model, due to their role in the inclusion process. The roles and responsibilities of various team members in the development, implementation, and monitoring of IEP are outlined below.

Thus, *the principal's roles are [126]*: to assign to one teacher the primary responsibilities for the pupil's IEP; to facilitate collaborative planning, evaluating, and updating; to ensure that IEP are completed within (30) school days after pupil's placement in the program; to ensure that IEPs are implemented, evaluated, and updated at least once per reporting period; to ensure that all school personnel who work with the pupil understand their responsibilities regarding the implementation of the IEP; to ensure that the recommendations of the IPRC (with respect to a special education program and services such as support personnel, resources , and equipment) are taken into account in developing the IEP; to ensure that parents and pupils, if aged 16 or older, are consulted in the development of the IEP; to ensure that a copy of the IEP is provided to parents and to pupils if aged 16 and older; to ensure that the updated IEP is stored in the OSR, unless a parent of the pupil objects in writing.

To create an effective **IEP** [4], [15], parents, teachers, other school staff and often the pupils must come together to look closely at the pupil's unique need. These individuals pool knowledge, experience and commitment to design an educational program that will help the pupil to be involved in, and progress in the general curriculum. The **IEP** creates an opportunity for teachers, parents, school principals to work together for improving and promoting pupils' functioning in order to help them being included as well as they can in the regular secondary school. *The IEP should be a written program [ibidem]. It is a working document that describes the strength and needs of an individual pupil with special needs. This special education program and services, established to meet the pupil's needs, should be developed, implemented and monitored in a collaborative manner.* The IEP is the cornerstone of a pupil's educational program. It specifies the services to be provided, describes the pupil's present levels of performance and how the pupil's disabilities affect academic performance, specifying accommodations and modifications to be provided for the pupil. The school principal should assign to a teacher the primary responsibility for coordinating the development, implementation and monitoring the

pupil's IEP, involving the following five phases: 1. Gather information 2. Set the direction 3. Develop the IEP 4. Implement the IEP 5. Review and update the IEP.

Based on the full educational evaluation results, the team collaborates in writing the **TEP** for the individual tutee, directing it towards strengthening, empowering and promoting the tutee's academic and social achievements for including him/her in the regular class. The team should additionally involve: a social worker and a psycho-educational consultant. The parents and the tutees have the right to participate actively in planning the IEP and the *TEP-regarded as a supplemental supportive plan, which shall mobilize and utilize the available resources in the school and in the community for tutees' benefit.*

The *tutoring educational plan (TEP)*, should be an integral part of the individual educational program (IEP). IEP should be designed for every pupil who is defined as a pupil with special needs according to the Special Education Act. Individual educational program is built by the inter - professional educational school team, based on the status of the pupil's performance. The program should be integrative, considering the pupil's abilities. It is recommended also to include existing services in the educational setting and in the community [196].

The efficacy of tutoring programs management is determined by several **factors**, related to *cost, school and teacher's readiness, tutors' age, pupils and parents' preparation.* In our research they are exposed in chapter 2.2. In order to build a performing formative model, aimed at integrating PSN in the regular secondary school, all these factors should be adequately addressed in terms of efficiency and availability.

For greater efficiency, it is recommendable to consider **the principles of tutoring:** *formulate clear objectives, stimulate the participation of all organizational factors, reasonable use of resources; increase and maintain tutors and tutees' motivation; monitor tutors and tutees; modeling positive behavior.* Taking into account that the tutoring educational program is part of the individual educational program, there should be formulated *clear tutoring objectives*, directed towards the individual needs of the pupil with EBD. For better results, there should be involved all organizational and community factors, as well as the necessary specialists, who must make *reasonable use of resources* in order to reach the overall aim of the tutoring program. In order to *increase and maintain motivation*, tutors should create an open and positive atmosphere, help pupils feel valued, and give frequent and positive feedback and praise. Tutors must *monitor* pupils by circulating around the room looking for verbal and non-verbal cues for attention. When helping pupils who need attention, ask open-ended questions and give pupils time to think before answering questions. *Modeling positive behavior* is also important for pupil success. Tutors must be positive when assisting pupils, show them how to obtain the information they need by

connecting with teachers and librarians and by using the Internet. There are certain skills that pupils need in order to complete their homework that may not be taught in the school curriculum such as: time management, note taking, and test preparation. Here are some tips: Help pupils establish goals and timelines that break their assignments and project down into smaller parts; Help pupils study nonfiction text by having them write down emphasized words (boldface, italicized, etc.) on a separate sheet of paper that can serve as a study guide; Help pupils determine what information they will need to study for quizzes or tests and practice answering anticipated questions with them; Provide resources (for example, books and Web sites) on study skills for pupils, and review these resources to help identify any additional skills the pupils may need.

The quality of tutoring programs management for integrating pupils with emotional and behavioral disorders can be expressed through the next criteria [8, p.185]: *functionality, certainty and efficiency*. The first two is process directed and the third is result directed. **Functionality** views the quality of tutoring programs management: orientation to goal, organization, insurance with the necessary materials. **Certainty** involves the temporal parameters of achievement, execution of activities, coordination of participants' activities. **Efficiency** expresses the result of the tutoring process, the quality of final goal achievement.

In order to show how the system functions in practice, we projected an Operational *demarche of tutoring programs management for including pupils with ebd in regular secondary school* whose objectives were: 1.to correlate theoretical and practical aspects of educational management from the perspective of including PEBD in regular secondary school; 2.to direct tutoring programs implementation towards the consideration of management responsibilities and their adequate fulfillment; 3.to inform pupils with *EBD* about their rights, available services, including tutoring programs characteristics; 4.to acquaint the professional committee and parents with the aspects of inclusion, tutees' needs in the process of transition and tutoring program objectives.

Successful implementation of tutoring programs aimed at the inclusion of EBD pupils in transition from elementary to secondary school depends on the support of both the elementary and the secondary school principals. The principal has to create a team which represents the community, the school, parents, local organizations and corporations.

This team helps the school principal establish the collaboration with other people and organizations, gives him suggestions related to participants' needs and partnership. The school principal, in his turn, should provide opportunity for staff development, encourage collaboration, recognize the value of the program and support program vision. Within *the tutoring program framework, the school principal has the following responsibilities: to inform* about available

tutoring programs, *share information*, explain its benefits, *delegate a tutoring program coordinator*, *provide resources* considering the real needs of tutoring programs, *serve as a liaison* between school and after school programs by organizing staff orientation meetings, sharing information about pupils' progress, encouraging professional development. According to A. Gherguț [11, p.82], the school principal should *empower the tutoring program coordinator* to make decisions and support him in all aspects. All these create an effective relationship with the tutoring program coordinator and move the program toward its goals.

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The Inclusion Committee [11], [15] must include at least one of the child's regular education teachers (his class educator), a special education teacher, someone who can interpret the educational implications of the child's evaluation, such as a school psychologist, any related service personnel deemed appropriate or necessary, and the school principal in the role of the head of the team or inclusion committee, representative who has adequate knowledge of the availability of services in the district and the authority to commit those services on behalf of the child. Thus, when a child qualifies for services, the inter-professional inclusion committee is convened to design an individual tutoring educational program. Although, the principal assigns to one teacher the primary responsibility for coordinating the development of the TEP, all team members have important roles and responsibilities. The primary roles of the SIC members should *be to plan the IEP* (which will include the TEP) and *to provide general and particular information about tutees*, to support the classroom teacher and the tutors through coaching, co-tutoring, co-planning and consultation.

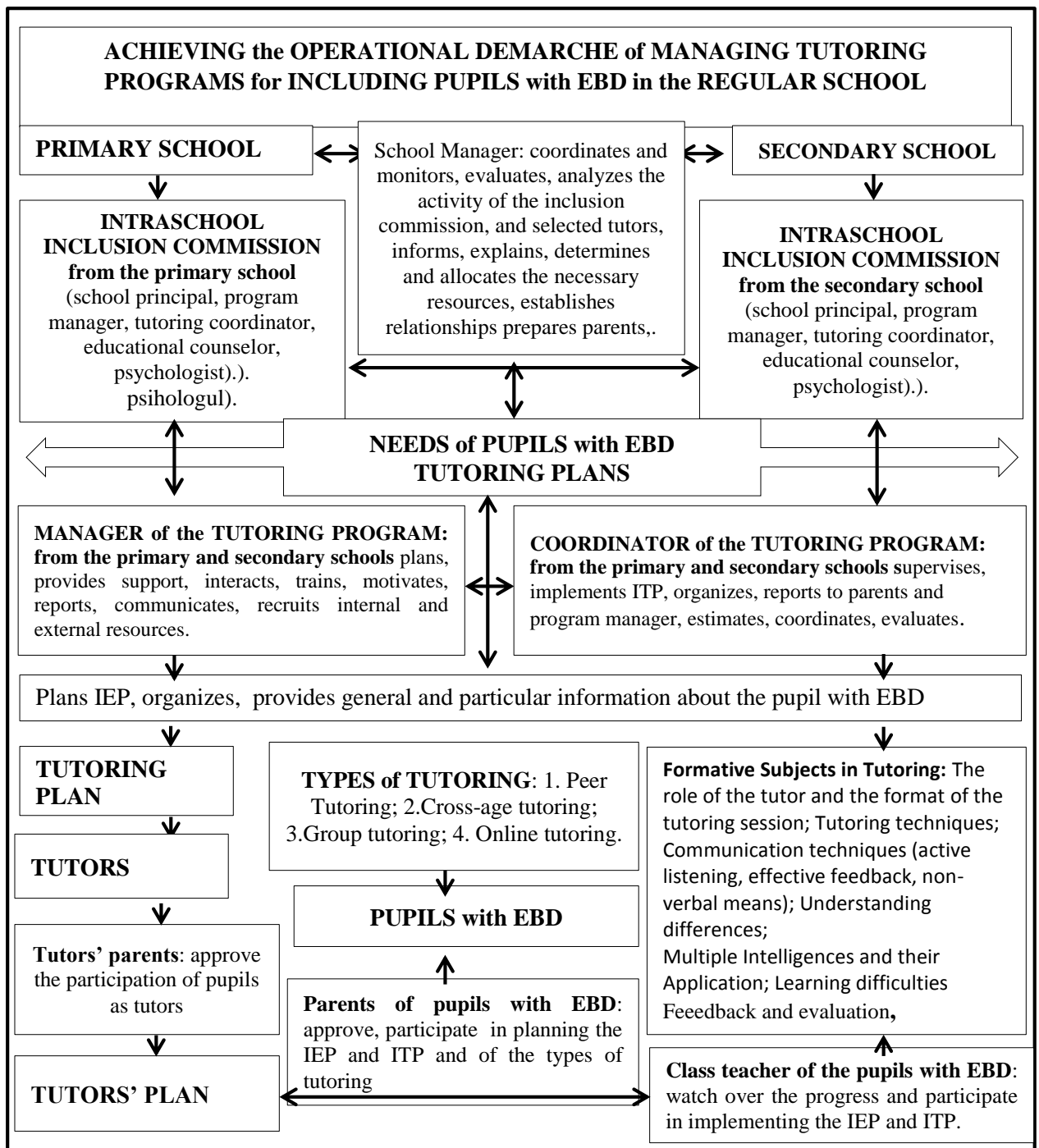


Fig. 2.2. The operational demarche of managing tutoring programs for including pupils with EBD in the regular school

Individual team members may have specific assignments for their work, but they should function as a team with a shared vision, a focus on collaboration, peer support, joint problem-solving and strategies/practices that result in teacher and pupil success. Whoever makes the final decision, the staff must feel that they were consulted as a group as well as individuals, and that their opinions have influenced the final decision.

In line with this, when launching a tutoring program for pupils with EBD, the elementary school principal must work through the following stages with his staff [14]: *diagnose EBD pupils' individual needs; plan for the change of each EBD pupil; implement change and review developments*. More specifically, research illustrates the importance of principals' active involvement in program development and management and of their commitment to afterschool programs. The school principals should provide opportunity for staff development, encourage collaboration, recognize the academic value of programs, and support program vision. In order to impose an effective tutoring program there are certain strategies that the principal can use:

1. Training for teachers and tutors which includes structured core procedures;
2. Training for pupils includes explanation of tutoring procedures, modeling and practice by pupils with peers while teacher circulates;
3. Children who require help with specific skills are identified and paired with children who are further along the spectrum in developing those skills;
4. Children of roughly equal abilities or skills are identified and paired, with each having a chance to act as tutor and tutee;
5. Pupils with and without disabilities are paired, as appropriate to their skill levels;
6. The ideal frequency of the tutoring program is 2-4 times per week for 25-45 minutes.

Peer tutoring strategies are used regularly for at least 4 months and up to one year in the same classroom or with the same pupils [167]. Additionally, the school principal has to appoint the main coordinator of the tutoring program, provide and instruct the tutors with enough information about tutees' needs during the tutoring program. Considering the fact that the tutees involved in the tutoring program are in transition from the primary to the secondary regional school, there will be involved both the elementary school principal and that of the secondary school. The responsibilities exposed above refer to the elementary school principal. Yet, the secondary school principal will also be actively involved, given the fact that tutoring must facilitate tutees' inclusion in the secondary school. In line with this, the secondary school principal will actively participate in the process of elaborating the tutoring program, will participate in the selection of tutors, appoint the tutoring program coordinator whose task will be to work with the tutors, to communicate with their parents, to report about their success etc.

Considering the ideas exposed above and the fact that the school principal plays a key role in managing tutoring programs, we determined the following directing activities of tutoring programs management:

1. Establish the program path;
2. Set the mood of the team;

3. Negotiate with team members to reach the proposed objectives;
4. Organize activities, resources, people, contracts etc.
5. Plan and manage the budget.

Taking into account that inclusive practices, as well as program management are still new fields for most of the teachers, we think that there must be trained a tutoring program manager who could assist the educational staff in the process of elaborating and implementing specific tutoring programs. Therefore, the competencies of a tutoring program manager should be:

1. Building the tutoring program team;
2. Leading and managing the team;
3. Identifying and solving the problems that could affect the tutoring program implementation;
4. Influencing the team members to achieve the program goals;
5. Permanently communicating with team members through sittings, reports, assessment etc.
6. Planning and estimating the tutoring program expenses;

Principals cannot devote the time and energy to manage daily operations and decisions in afterschool programs. Another important member of the tutoring program management team is the afterschool coordinator. It is important for the principal to hire a knowledgeable coordinator who knows the school community and resources, and can manage all of the after school activities and staff. The school principal regards the coordinator as an after school principal or director of after school day programs. The coordinator is the appropriate staff member to fulfill such responsibilities; he or she is the “principal of afterschool,” with the school principal as his or her key support. Principals can empower the coordinators by allowing them space to take on responsibilities and assume leadership. The role of coordinator must be central to any discussion concerning afterschool programming or leadership. Coordinators are responsible for everything from managing daily program operations to evaluating pupil progress, training tutors, and fundraising [44]. The principal-coordinator relationship building is an essential component of successful afterschool programs. Principals and coordinators who shared common visions and expectations, who communicated regularly within a structure that worked for both of them, and who collaborated to link the afterschool program with the classroom expressed satisfaction with their working relationships [40].

Because an effective program depends on an effective coordinator, coordinators must take initiative in ensuring that they have the resources, access, and information necessary to do their job. Coordinators can help their principals to be effective communicators by requesting regular meetings and institutionalizing a structure to ensure such meetings take place. They can increase the likelihood of their principals’ being effective Resource Providers by keeping principals abreast

of program needs and of the potential consequences for pupils if these needs are not met. They can help their principals to be effective visionaries by discussing their own visions for the program with their principals and finding common ground. They can encourage their principals to be effective Supporters and Liaisons by seeing that principals get copies of program memos, inviting them to all program events, and inviting themselves to regular day staff meetings and professional development opportunities. In sum, coordinators must devote time and energy to developing effective working relationships with their principals and do everything in their power to ensure that their principals have confidence in the coordinators' abilities and qualifications [149].

After clarifying and defining goals and objectives for tutors, the school principal, the tutoring program manager and the tutoring program coordinator must clearly set roles connected to the tutoring program in order to supplement the promotion and achievement of the main IEP goals for the tutees.

Tutees' parents [180] can provide an invaluable perspective on their child's personality, development and learning. Open communication and cooperation between home and school can also ensure the approach and expectation of both. Parents understand the individual needs of their children better than anyone. They are a great resource to help the staff learn about and appropriately manage each participant [181]. Maintaining individual child profiles-created by the staff and parents-is essential to making the pupils feel as comfortable and, thus, be as engaged as possible. Keeping parents involved not only allows for constant feedback on the improvement of a child in the program, but also can facilitate a continuation of discussion or activities beyond the afterschool program.

A. Horowitz and J. Bronte-Tinkew, cited by Atamni K., [36] discussing the significance of family involvement in afterschool programs, emphasized that family involvement can help children's relationships and academic performance, can help reduce teens' risky behaviors, can lead to better programs and can help parents do a better job of parenting. *Parents have fundamental rights and the school principal has to invite them as active participants in planning the IEP and the TEP.*

Tutors' parents also play an important role in the process of tutoring. They must approve their children participation in the program, encourage their active involvement in the program and track their success. There might be cases when tutors' parents disapprove their children participation in the program for several reasons. Hence, it's important to explain them the benefits of the program as related to their child.

As far as possible, all the pupils for whom the program is developed should be involved in the TEP process. The *tutees* should be encouraged to share their perceptions of their learning

strengths, needs, talents and interests. This information may be gathered through interviews, discussion and interest inventories [57]. The tutoring approach proposed is based on the same rules and guidelines of the IEP for planning the TEP. Planning TEP can be based on Maslow. Why Maslow? Because Maslow's Hierarchy of Needs fairly points out that certain things preoccupy the human's mind and take his attention. For example: a starving hungry tutee is less likely to be thinking about what his teacher or tutor tells him. In this study, the tutors support tutees in the 6th grade in their transition from the elementary school to the middle school. The tutees reported to their tutors (who are learning in the middle school in the same village, regarded as an integrated part of the secondary school (a comprehensive high school has pupils from the 7th grade till the 12th grade) that they have a strong anxiety and feel afraid to move next year in the Middle school. When asked what their anxiety level from 1 to 10 is, most of them answered: "more than 10". Because: "we know no one there, we are afraid of the new teachers, we will fail because of our difficulties. They will not feel empathetic with us. Everything will be new for us; they don't know anything about us". It is important to mention here, that the tutor studied last year in the same primary school in the village and knew the tutees. So, *it is expected that cross age tutoring will impact for the benefit of the tutees for including them in the middle school next year.*

As the tutoring program is part of the individual educational program, *the tutee's class educator* should also be involved. Thus, he/she will collaborate in the process of planning the IEP, TEP; contribute during information-gathering stage (background information, assessment information, work samples, observations, etc); demonstrate awareness of the parent's expectations for their child's program; plan and carry out instructional programs for the pupil; modify or differentiate the expectations for the pupil's as learning required by the IEP; implement accommodations required by the pupil to achieve learning expectations; develop strategies for assessing and communicating the pupil's progress; maintain ongoing communication with the pupil's parents, other teachers, and other professionals involved [168].

As J. Caplan [63] state that after school tutoring programs for pupils with special needs should use tutors in a variety of ways to enhance program activities. We adopted some general key points, elaborated by P. Shaw [143], R. Barkley [51], R. Clay [66] etc. to serve as guidelines for *tutors*, involved in tutoring programs aimed at the inclusion in regular secondary schools of EBD pupils in transition from elementary to the secondary school and recommend tutors to consider them in the tutoring process:

(1) *Rules and instruction* should be provided clearly. Relying on the pupil's recollection of the rules as well as upon purely verbal reminders is often ineffective.

(2) *Immediate and swift feedback.* The timing and strategic application of consequences with pupils with EBD must be more systematic and is far more crucial to their management than in normal pupils. Swift, not harsh, justice is the essence of effective punishment.

(3) *Frequent repeated feedbacks.* Ongoing adherence to rules after they have been stated appears to be problematic for children with EBD. Frequent feedback or consequences for rule adherence seem helpful in maintaining appropriate degrees of tracking to rules over time [66].

(4) *More powerful or higher magnitude feedbacks.* When dealing with pupils with EBD, *the type of consequences used must often be of a higher magnitude, or more powerful, than that needed to manage the behavior of normal pupils.*

(5) *Anticipation is the key with children with EBD.* It is useful for tutors to take a moment to prompt a child to recall the rules of conduct in the upcoming situation, repeat them orally, and recall what the rewards and punishments will be in the impending situation before entering that activity or situation. *Think aloud, think ahead* is the important message to educators here [186].

(6) *Behavioral interventions,* while successful, work only while they are being implemented and, even then, require continued monitoring and modification over time for maximal effectiveness. One common scenario is that a pupil responds initially to a well-tailored program, but then over time, the response deteriorates; in other cases, a behavioral program may fail to modify the behavior at all. This does not mean behavioral programs do not work. Instead, such difficulties signal that the program needs to be modified. It is likely that one of a number of common problems (e.g., rewards lost their value, program not implemented consistently, program not based on a functional analysis of the factors related to the problem behavior) occurred [51].

The adequate implementation of the model is mirrored in the indicators of pupils inclusion in the regular secondary school: tutees' self esteem, self concept and anxiety, tutees' academic achievements; tutors and teachers' attitudes towards integration, principal's practices. The optimal level of the above mentioned indicators speaks about the success of inclusion of EBD pupils in transition from elementary school to secondary schools, and about the efficiency of tutoring program management.

2.5. Conclusions on chapter 2

1. Tutoring is an age-old practice that provides the practice and drill in a specific aspect needed by a pupil, while giving the tutor valuable review opportunities and the chance to develop and sharpen educational and communication skills. Successful tutoring programs have the following features: small skill gap between tutor and tutee (2 year skill difference); tutoring sessions occurring at least 3 times a week; tutoring programs of 6–8 week blocks; tutors trained

by a teacher in task procedures, positive feedback, and corrective feedback strategies; regular evaluation and reinforcement of tutees' progress etc [36].

2. Pupils with emotional and behavioral disorders face various difficulties in the process of inclusion, especially during their transition from primary to secondary schools. This can be explained by the changes occurring at both their psychological and physical levels. In order to help them, tutoring programs must be developed according to their needs, which in their case are: to improve their self-esteem, reduce anxiety about transition to the regular secondary school and thus, direct all interventions towards their inclusion [26], [41].

3. Tutoring programs can contribute to the successful inclusion of pupils with emotional and behavioral disorders in regular secondary schools and in their communities, especially during transition from primary to junior high school. Effective tutoring programs need established goals and objectives and an adequate management. There are several factors that determine the success of tutoring programs management in including pupils with emotional and behavioral disorders in the regular secondary school, especially during their transition from the elementary school to the inclusive regional secondary school: cooperation between responsible participants with defining roles, objectives and contents, resources, implementation, supervision and evaluation.

4. The *Operational demarche of tutoring programs management for including pupils with emotional and behavioral disorders in regular secondary school* viewed the correlation of theoretical and operational aspects of educational management from the perspective of including pupils with special educational needs in regular secondary schools; the redirection of tutoring programs implementation towards the consideration of management responsibilities and their adequate fulfillment; the information of pupils with *emotional and behavioral disorders* about their rights, available services, including tutoring programs characteristics and the preparation of the professional committee and parents regarding the aspects of transition and inclusion, tutees' needs and tutoring program objectives.

3. MANAGEMENT METHODOLOGY OF TUTORING PROGRAMS FOR INCLUDING PUPILS WITH EMOTIONAL AND BEHAVIORAL DISORDERS IN REGULAR SECONDARY SCHOOL

3.1. Research methodology and the profile of research population

According to the **Discrepancy Model** developed by J. Kauffman [109], all educational programs are launched from the necessity to meet some educational needs. As mentioned in the literature [82], the pupils with EBD have lots of educational needs ensuing from their low self-esteem, difficulties in coping with change and transition; peers' rejection and negative attitudes towards them, their problematic behaviors and disturbances during lessons and games. Their rejection by their peers and teachers generates stress, depression, and anxiety, thus increasing the possibilities for their dropping out of school, especially in situations of change, such as transition from elementary to secondary schools. *In line with this, the elaboration of tutoring programs for EBD pupils rises from the need to help them to improve their self-esteem, reduce their anxiety and get included in regular secondary school. This must be accompanied by an adequate management that will enhance the outcomes of tutoring programs.*

The research program of the advanced problem stipulates a holistic approach and is based on the general **hypothesis** *that the inclusion of pupils with emotional and behavioral disorders in regular secondary school depends on the management of supportive services-tutoring programs-* provided to them, that has a high impact on the needs of pupils with emotional and behavioral disorders (PEBD) associated to self-esteem, anxiety and to teachers and peers' attitudes toward their inclusion in regular secondary school.

The *actuality* of the present research ensues from the fact that emotional and behavioral problems often generate a series of other problems associated to low self-esteem, anxiety, rejection by peers, fact that renders difficult the process of EBD pupils' transition from primary to secondary school and their inclusion in regular secondary school. Compared to people with high self-esteem, people with low self-esteem tend to be more anxious, depressed, lonely, jealous, shy and generally unhappy. They are also less assertive, less likely to enjoy close friendship, and more likely to drop out of school [134].

As we mentioned above, one of the factors that can positively affect self-esteem is to get acceptance and respect by significant figures in pupils' life. At preadolescence stage, peers are viewed as the most important figures in one's life, hence the importance of peers' attitude towards the inclusion of pupils with EBD in regular secondary school. It is very important not only to recommend on improving the pupils' self-esteem but also to make and invest all the efforts for

enhancing explicit self-esteem focus on altering self-critical thoughts, fact that will subsequently reduce *anxiety*, improve teachers and peers' attitudes towards pupils with emotional and behavioral disorders. *Studies show that the sense of self-esteem of the "exceptional" person can be enhanced when he is included within the regular secondary school system, because in this situation he is less defined as exceptional and will not be seen with negative stigmata by friends* [122].

We should also state that there is a causal link between self-esteem and the widespread failure of pupils to learn. Low self-esteem interferes with learning-while positive self-esteem promotes learning-then educational failure should be lessened to the extent that we promote those conditions known to enhance self-esteem. The assumption that self-esteem influences behavior has long been a guiding theme in the social sciences, as has the proposition that *increasing a person's feelings of self-worth will promote more constructive, socially valued behaviors*. The significance of self as a scientific construct is apparent not only in sociological and educational circles but also in the field of psychotherapy, where a changed self-image and increased self-understanding are often emphasized as major criteria for judging the effectiveness of therapy. Moreover, the presumed importance of perceptions of self and of positive self-change is widely accepted by the lay public [112].

Taking into account the theoretical arguments exposed above, we chose the following variables: dependent variables -self-esteem and anxiety of tutees with EBD in their transition from elementary to a secondary inclusive secondary school, teachers and peers' attitudes towards the inclusion of pupils with EBD in regular secondary school; **independent variable:** the school principal's practices of involvement in the tutoring process from the point of view of school team members and tutors.

Table 3.1. Research variables

Dependent variables	Independent variables
1. Self-esteem of tutees with EBD.	4. School principal's practices of involvement in the tutoring process
2. Anxiety of tutees with EBD.	
3. Tutors and teachers' attitudes towards the inclusion of pupils with EBD in regular secondary school.	

The experiment was organized in three steps: ascertaining experiment, formative experiment and control experiment.

The basic research period: The research had been carried out from 2012 to 2015 and included 4 periods:

1. The first period-orientation (2011-2012): literature study related to all the subjects related to the management of tutoring programs aimed at including pupils with emotional and behavioural disorders in regular secondary school.

2. The second period (2012) -design: projecting the management methodology of tutoring programs for including pupils with emotional and behavioural disorders in regular secondary school.

3. The third period (2013-2015)-experimental: check school principal's level of involvement in the process of managing tutoring programs for including pupils with EBD in regular secondary school, check peers and teachers' attitudes towards the inclusion of pupils with emotional and behavioural disorders in regular secondary school and the level of indicators of the inclusion of pupils with emotional and behavioural disorders in regular secondary school: self-esteem and anxiety.

4. The fourth period (2015-2016) -summarizing: working out the research findings, i.e. analysis, generalization, systematization, summarizing, and description of the experimental research results; studying connections between the theoretical and empirical conclusions, elaborating perspective directions for further scientific researches in this domain.

Research Methodology. The research methodology included several methods: *theoretical methods*: synthesis, generalization, classification, systematization, comparison, modeling, surveys; *empiric methods*: observation, testing, questionnaires, conversations, ascertaining, formative and control experiments; *statistical methods*: Cronbach's alpha, pupils' t test for independent samples, pupils' t test for a single sample, two-way analysis of variance, one-way analysis of variance etc.

In order to examine the school principals' managing practices of involvement related to tutoring program effectiveness, teamwork and various factors participation in the team members' point of view, we developed a *questionnaire* approved by five experts in the field. Thus the **first instrument was a questionnaire** containing 19 different items (Appendix 2), aimed to assess principals' involvement in tutoring programs.

All items were scaled from 1 (never) to 5 (almost always) Likert scale. This questionnaire that included survey questions regarding the principal's practices with respect to inclusion, program effectiveness, and quality of team work was distributed among participants in two elementary schools: staff members and tutors (experimental group and control group).

Table 3.2. Concentrated data on the research tools

<i>Research tools</i>	<i>Resource</i>	<i>No. of people who filled the questionnaire</i>	<i>Experimental group</i>	<i>Control Group</i>	<i>Other</i>
1.Questionnaire connecting "school principal's behavior in managing tutoring programs	Built by the author of this research, Atamni Kamli	259	23 school team members, including 10 tutors	24 school team members including 10 tutors	212 From 22 schools including: team members and tutors
2.Self-esteem of pupil with EBD and Attention Disorder	Rosenberg, 1965		15 Tutees in 6th grade	15 Tutees in 6th grade	
3.Anxiety of pupil with EBD and Attention Disorder	Birmaher, B., Brent, D. A., Chiappetta, L., Bridge, J., Monga, S., & Baugher, M. (1999). Psychometric properties of the Screen for Child Anxiety Related Emotional Disorders (SCARED): a replication study. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 38.1230-1236.				
4.Teachers' opinions relative to mainstreaming Scale ORM, in Hebrew). Its purpose is to identify teachers' attitudes toward inclusion of pupils with special needs in regular secondary school.	Scale ORM (in Hebrew). The questionnaire was originally developed by Larrive & Cook (1979) that reported a reliability of 0.92. The questionnaire was translated into Hebrew and was used in several studies in Israel.	27	13 school team members	14 school team members	
5.Peers/ tutors attitudes towards children with special needs	The "Chedoke-McMaster Attitudes towards Children with Handicaps (CATCH) Scale. Rosenbaum et al. (1988) developed this scale.		15 tutors from the regional secondary school	15 tutors from the regional secondary school	
6.Attitudes of children/ peers	The "Chedoke-McMaster Attitudes towards Children with Handicaps (CATCH) Scale. Rosenbaum et al. (1988) developed this scale.		60 pupils from the same classes of the tutors	48 pupils from the same classes of the tutors	

The second instrument (Appendix 4), was a self-esteem measurement based on Rosenberg's (1965) known self-esteem scale [136]. This self-report scale consists of 10 items,

scored on a 4-point Likert scale ranging from 1 (strongly agree) to 4 (strongly disagree). Internal Consistency ranged from .77 to .88 and Test-Retest reliability from .82 to .85 (Rosenberg, 1965). This survey instrument was assigned to tutees only.

The third instrument was used to examine tutees' anxieties and fears of moving from elementary to the regional inclusive secondary school.

This was entitled: "Screen for Child Anxiety Related Disorders (SCARED)" (Appendix 5). The SCARED is assigned to tutees. This questionnaire was developed by Birmaheret et al (1995). The instrument consists of 41 statements which describe how people feel and was later divided into five sub-scales: 1. Somatic symptoms; 2. Generalized anxiety disorder; Separated anxiety disorder; 4. Social anxiety disorder; and 5. School avoidance; These sub scales were complemented by an overall scale of anxiety.

The fourth instrument is Teachers' opinions relative to mainstreaming Scale (ORM, in Hebrew). Its purpose is to identify teachers' attitudes toward inclusion and integration of pupils with special educational needs in regular secondary school. The questionnaire was originally developed by Larrivee & Cook (1979) that reported a reliability of 0.92. The questionnaire was translated into Hebrew and was used in several studies in Israel. It includes 30 items that are measured on a Likert scale ranging from 1- 'definitely agree' to 5 – 'definitely disagree'. The 30-items load on five factors (Larrivee,1982) and provides an index of a teacher's general attitude towards mainstreaming. The five aspects that the items refer to are:

- General philosophy of mainstreaming (e.g. "Handicapped children should be given every opportunity to function in the normal classroom setting where possible");
- Classroom behavior of special needs children (e.g. "The behavior of handicapped pupils sets a bad example for the other pupils");
- Perceived ability to teach special needs children (e.g. "Normal classroom teachers possess a great deal of the expertise needed to work with a handicapped child");
- Classroom management of special needs children (e.g. "Integration of handicapped children requires significant changes in normal classroom procedures");
- Academic and social growth of special needs children (e.g. "The challenge of being in a normal classroom will promote the academic growth of the handicapped child").

The ORM questionnaire was used by Hiagne (2010) in her Master's Thesis in Hebrew version, for which her approval was received to use it in this study. Although the participants in my study belong to the Arab community in Israel, I used the questionnaire in Hebrew since Arab teachers in Israel speak the language fluently. (The results of the present study expose general

data without referring to changes that occurred in the attitudes of teachers specifically in each factor. Data and findings showed the differences in teachers' attitudes in general compared between before and after intervention).

The fifth and the sixth instrument (Appendix 3), the “Chedoke-McMaster Attitudes Towards Children with EBD (CATCH) Scale”, aimed to examine tutors’ attitudes towards CSN in general. This scale was developed by P. Rosenbaum et al. (1988) [135]. The CATCH is a self-administered questionnaire, scored on a 5-point Likert scale, ranging from 0 (strongly disagree) to 4 (strongly agree), and consisting of 12 items which cover affects, behavioral measurements and cognition.

The Hebrew version of “Chedoke-McMaster Attitudes Towards Children with EBD (CATCH) Scale” was used in this study as an instrument to measure the effect of management practices expected to affect tutors' attitudes towards the inclusion of pupils with special educational needs in regular classes. This instrument was divided into three sub-scales: 1. tutor’s closeness to inclusion; 2. detachment to inclusion; and 3. closeness to inclusion. This survey instrument was assigned to tutors and peers.

Research population. The pedagogic experiment involved professional people in main roles such as: the school principal, the program manager, the tutoring coordinator, the 6th grade tutees’ educators etc., in collaboration with other professional people, as well as the 6th grade tutees and the 7th grade tutors

Table 3.3. Data about empirical research population

Stage No	Stage name	Number of participants				
		Total	Tutees	Staff and tutors	Teachers	Peers
1.	Ascertaining experiment		30	17 / 30	212	108
2.	Formative experiment		15	10/15		
3.	Control experiment		30	17 /30		108

The empirical data were collected mainly from two schools (taken as experimental) and 20 other schools surveyed for the purpose of validating survey instruments. The sample included two groups, the experimental group (10 staff, 15 tutors, and 15 tutees) and the control group (7 staff, 15 tutors, and 15 tutees), and 212 teachers and educators from other 20 schools.

The tutees were selected according to the next *criteria*: age (12-13-year-old pupils), diagnosis (pupils with a normal intellect with EBD problems), associated problems and school achievements (high to low achievements). The selection of pupils from this age and form can be

justified by the fact that the 6th form is the final year of elementary school in Israel. Along with their disorders and age specific psycho physiological changes, EBD pupils are also concerned about transition and inclusion in the secondary school. These challenges aggravate their problems and could lead even to school rejection. The main goal of our intervention is to help them to overpass their problems by means of cross-age tutoring programs and, thus, to get included in the regular secondary school as smoothly as possible.

3.2. Assessment of indicators related to the efficacy of tutoring programs management

As stated above, *the success of any educational program depends on its management [14]*. Basing on this idea, there were advanced the following work hypotheses: *The adequate management of tutoring programs:*

- *will generate significant changes within tutees with EBD, by reducing their anxiety, connected to school transition;*
- *will increase self-esteem, due to their interaction with their cross age peers;*
- *will smooth transition to the secondary school and, thus facilitate their inclusion in the regular secondary school.*

To generate the picture associated to the efficiency of tutoring programs management, we advanced the next ascertaining objectives:

O1: to examine differences in the school team members' points of view regarding the school principal's performance in managing tutoring programs;

O2: to point out differences in tutors and teachers' attitudes towards including pupils with special educational needs in the regular secondary school;

O3: to check the level of tutees' self-esteem and anxiety.

The first challenge was to validate the questionnaire items and the major contextual themes as proposed by theory and applied in practice. Methodologically speaking, this means a confirmatory factor analysis model or a measurement model (see for example, Brown 2015) [60]. Validation methodology includes two parts. The first part is an exploratory factor analysis in which all survey items are explored to identify the number of dimensions that best represent all the intended contextual aspects of the survey. Exploratory factor analysis (EFA) is used to discover the underlying structure of a relatively large set of variables. This technique is commonly used by researchers when developing a set of latent factors underlying a group of measured variables or survey items [77]. This means that no prior theoretical hypotheses were underlined.

Table 3.4. Confirmatory Factor Analysis Results – Item Loadings on Major Factors

Survey Item and Factor Label	Unstand.	Stand.
Factor 1: School principal's practices of involvement in the tutoring program		
1. The school principal is an active participant in all the settings of the inter – professional school committee regarding the tutoring program.	1.30***	.91***
4. The school principal invites the tutees and their parents to take part in the discussions and gives them the opportunity to be heard.	1.21***	.86***
5. Pupils are encouraged by the school principal to talk about their difficulties and aspirations and participate in planning their individual educational plan.	1.34***	.89***
7. The principal ensures that the tutoring program is carried out according to plans and objectives.	1.25***	.87***
9. The school principal invites the tutees to take part in the assessment process.	1.15***	.85***
17. The school principal opens the sittings of the inter-professional discussions regarding the tutoring plan and he is responsible for conducting the discussions.	1.36***	.93***
15 .The involved staff and tutors were selected by a special committee headed by the school principal according to criteria and standards.	.87***	.61***
Factor 2: Effectiveness and achievements of the tutoring program		
11. The tutoring programs contribute to improve the academic achievements in the supported aspects.	1.18***	.86***
2. The tutoring activities and the tutors' practices, time and energy focus on the intended objectives.	1.24***	.89***
16. The tutoring programs contribute to integrate the pupils with special educational needs socially.	1.04***	.76***
3. The objectives of the tutoring programs are achieved.	1.22***	.84***
6. The tutoring program contributes in developing the professional collaboration in the tutoring process for integrating pupils with special educational needs.	1.24***	.84***
19. The tutoring program increases the achievement of the pupils with special need and therefore integrating them in the regular class.	1.05***	.79***
Factor 3: Teamwork and participation of various factors in the tutoring process		
10. I am an active participant in a structured tutoring program throughout the process.	1.23***	.81***
12. I share responsibility for accomplishing the tutoring program's objectives.	.56***	.37***
8. I am a partner in planning the tutoring programs for integrating pupils with special educational needs.	1.14***	.73***
14. The tutoring objectives are well known for the tutees.	1.17***	.84***
18. I know the tutoring program objectives in the school .	1.10***	.72***
13. When I face a problem or have some difficulties in my work with the pupils I can share with the school principal and get his/her support.	.97***	.66***

Model Fit: CFI=.953, TLI=.943, RMSEA=.065, SRMR=.049, $X^2=268.72$, $df=141$, $p<.001$;

* $p<.05$. ** $p<.01$. *** $p<.001$.

The second part, which complements the first part, is the confirmatory factor analysis. In contrast to the exploratory part, preliminary hypotheses are driving the confirmatory part. In the confirmatory analysis, we specify the number of factors and the pattern of indicator-factor loadings

in advance, as well as other parameters such as those bearing on the independence or covariance of the factors and indicator unique variances [77], [60]. At first, the survey was divided into two subsets, but this exploratory analysis indicated that prior designed survey instruments matched the empirical exploratory analysis. Hence, there was no need for the exploratory process.

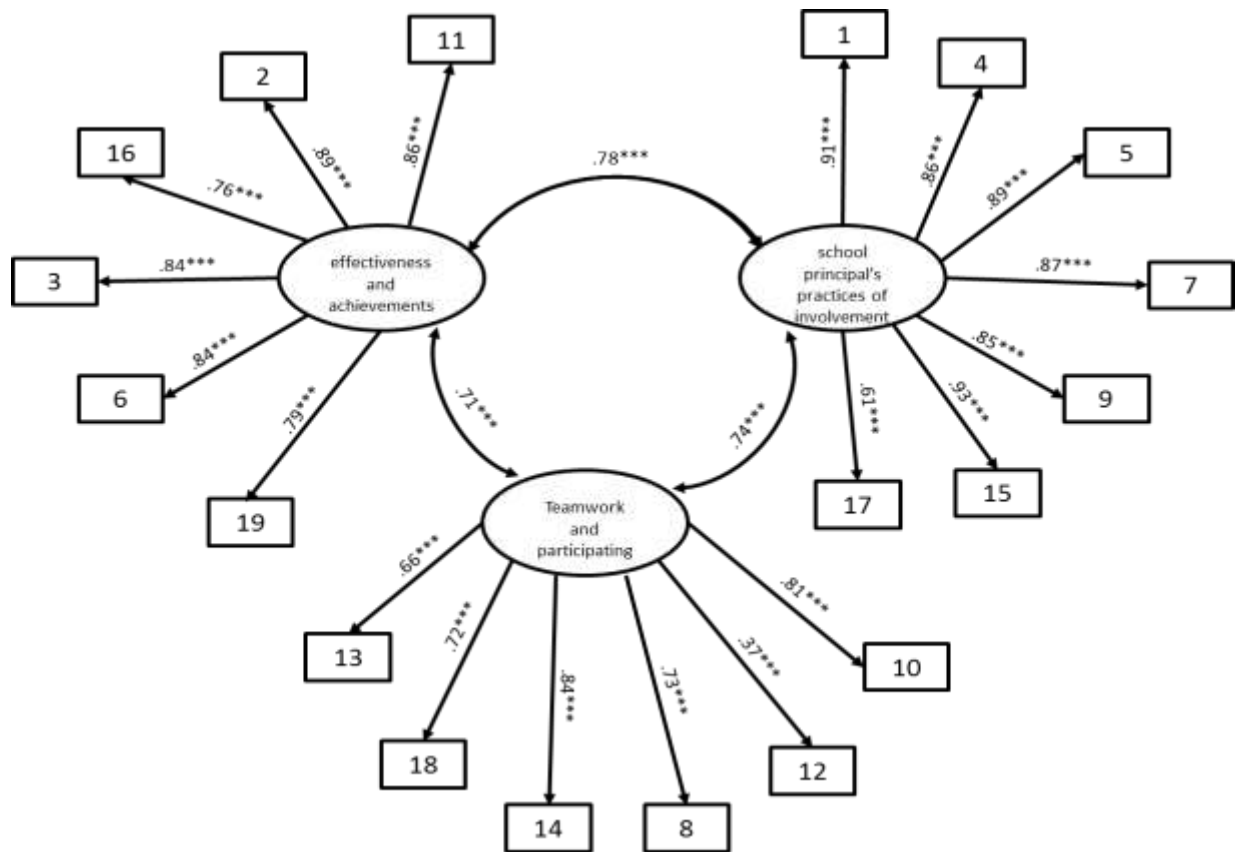


Figure 3.1. Empirical Factor Loadings in the Measurement Model and Correlations between Latent Factors

Note: Squares stand for observed items, circles for latent factors, arrows for effects, and arches for correlations.

The empirical factor loadings are presented in table 3.4. and figure 3.1. When the confirmatory stage does not achieve satisfied goodness of fit (e.g. CFI, TLI>.90), some adjustments to the model are necessary, that is, the confirmatory model may represent both theoretical hypotheses and empirical adjustments. The outcome of this stage is a set of research scales or indices for different contextual themes in the study.

In order to achieve O1: to examine differences in the school team members' points of view regarding the school principal's performance in managing tutoring programs, we first used the responses of 212 teachers and educators from 20 schools to confirm the survey instrument in a confirmatory factor analysis. For internal reliability measurements we used the Cronbach's alpha and the composite reliability to ensure that factors are internally correlated with respect to the

factor items. Both Cronbach's Alpha and the Composite Reliability indices were calculated to support the final factors. While the Cronbach's alpha index is based on item to item correlations, the composite reliability is based on variance explained by observed items and unobserved factor loadings [60].

Table 3.5. Cronbach's Alpha and Composite Reliability to Support Internal Consistency of Factors, N=212

Factors	Alpha Cronbach	Composite Reliability	Mean	SD
1. School principal's practices of involvement in the tutoring program	.95	.95***	2.45	1.21
2. Effectiveness and achievements of the tutoring program	.94	.93***	3.01	1.23
3. Teamwork and participation of various factors in the tutoring process	.90	.85***	2.83	1.21
Total score	.96	-	2.76	1.09

* $p < .05$. ** $p < .01$. *** $p < .001$.

Then, we checked the three factors across the program participants. Table 3.6. provides means and standard deviations for the three factors across the program participants. These means are just to introduce the observed values of these factors across the experimental group. Overall, it suggests that these means are similar to the means received for the control group.

Table 3.6. Reliability Indices, Means and Standard Deviations

Factors	Alpha Cronbach	Mean	SD
1. School principal's practices of involvement in the tutoring program	.97	2.76	1.71
2. The effectiveness and achievements of the tutoring program	.97	3.05	1.60
3. Teamwork and participation of various factors in the tutoring process	.95	3.67	1.47
Total score	.98	3.13	1.48

After having performed the exploratory and confirmatory factor analyses, we checked the value of the chosen factors among all participants in the experiment, taken as a group. The results indicate a low involvement of the principal in the management of tutoring programs. As a result, the other factors appear in the same light, since they are in correlation with the principal's managerial practices. Analyzing the data exposed in Table 3.7., we notice the relatively low values of the studied factors in both groups. The educational subjects do not fully understand their role in relation to the pupils with EBD, namely under the aspect of tutoring.

Table 3.7. Statistic differences related to survey factors

		Inter (n=10)	Control (n=7)	All (n=17)
Total score	M	1.38	2.50	1.99
	SD	.21	.89	.87

1.School principal's practices of involvement in the tutoring program	M	1.07	2.24	1.70
	SD	.10	.99	.94
2.The effectiveness and achievements of the tutoring program	M	1.32	2.70	2.06
	SD	.39	1.11	1.10
3.Teamwork and participation of various factors in the tutoring process	M	1.82	2.61	2.24
	SD	.34	.84	.76

Among all 3 main factors, the factor related to the principal's practices of involvement in the tutoring program has the lowest value. That might be connected to the fact that the principal needs support in addressing this category of pupils, namely under the aspect of tutoring programs.

The table below reflects the values of the factors observed from the point of view of staff and tutors. Alike the previous measurement, among all 3 main factors, the factor related to the attitudes towards the principal's practices of involvement in the tutoring program demonstrates the lowest value.

Table 3.8. Statistic differences related to survey factors, various divisions

		Staff	Tutors	All
Total score	M	1.38	2.33	1.79
	SD	.21	.68	.67
1.School's principal's practices of involvement in the tutoring program	M	1.08	1.29	1.17
	SD	.09	.73	.48
2.The effectiveness and achievements of the tutoring program	M	1.31	1.90	1.56
	SD	.38	.57	.55
3.Teamwork and participation of various factors in the tutoring process	M	1.79	3.97	2.74
	SD	.34	1.50	1.48

Judging by the latent factors associated to principal's practices of involvement in the tutoring program, we can suppose that the principal doesn't allocate much time to this problem and, consequently, the educational subjects surveyed are entitled to make such an assessment of his activity. *To achieve O2: point out differences in tutors' attitudes towards including pupils with EBD in the regular secondary school*, we used the CATCH scale. The next table shows tutors' attitudes towards inclusion. The data speaks about a certain impassibility on tutors' part, due to the lack of familiarity with the problems related to this category of pupils. Thus, this offers a clue for the design of the formative program which will be supposed to model tutors' opinions towards pupils with special needs and their inclusion in the regular secondary school.

Table 3.9. Statistic differences related to tutors' attitudes towards inclusion (CATCH scale)

		IG (n=15)	CG (n=15)	All (n=30)
Tutors' closeness to integration	M	1.11	1.18	1.15
	SD	.49	.65	.56
Detachment to integration	M	2.86	2.80	2.83
	SD	.51	.68	.59
Closeness to integration	M	1.08	1.17	1.12
	SD	.48	.65	.56

To test teachers' attitudes towards inclusion, it was used a T-Test comparison that examined three aspects: social, psychological and academic. Table 3.10. shows means and the standard deviations for each subset of teachers.

Table 3.10. Descriptive Statistics for Teachers' attitudes towards inclusion

Teachers' attitudes towards inclusion		Ascertaining experiment		
		Intervention (n=10)	Control (n=7)	All (n=17)
	M	3.09	2.79	2.93
SD	0.39	0.56	0.50	

The obtained data show that there are no significant differences (3.09 to 2.79) in teachers' attitudes toward inclusion.

Finally, to achieve O3: check the level of tutees' self-esteem and anxiety, we measured the differences across anxiety indices and self-esteem. In these analyses we moved to the tutees' survey which tracked their fears from high school and self-esteem.

Table 3.11. Statistic differences related to tutees' anxiety indices and self-esteem

	Alpha Cronbach	Mean	SD	Number of items	Range
Anxiety	.78	33.96	8.86	41	0-82
Somatic Symptoms	.70	0.71	0.71	13	0-2
Generalized Anxiety disorder	.36	0.91	0.27	9	0-2
Separation Anxiety disorder	.40	0.92	0.35	8	0-2
Social Anxiety disorder	.46	0.97	0.36	7	0-2
School Avoidance	.49	0.60	0.44	4	0-2
Self- Esteem	.90	2.54	0.61	10	1-4

The analysis of the table above shows a very high level of anxiety across all components, and a rather low level of self-esteem among tutees. The results exposed above indicate on the necessity of developing and implementing a formative program concentrated on the adequate management of tutoring programs, whose content should be directed towards reducing EBD pupils' anxiety and improving their self esteem, so that finally they could smoothly pass to and get included into the secondary regular secondary school.

3.3. Implementing the Operational demarche of managing tutoring programs for including pupils with emotional and behavioral disorders in regular secondary school

Our pedagogical intervention based on important theories related to special needs education, management of inclusive education, management of educational programs, peculiarities of EBD pupils, school transition, educational tutoring etc.:

- *Normalization* (S. Riter). Disabled people need to get adapted to social life and take an active part in it [132].

- *Full inclusion* (Sailor, 1991). According to Sailor, full inclusion means partnership and presence with colleagues (peer group) at all levels [139].

- *Pupils with emotional and behavioral disorders suffer frequently from anxiety, low self-esteem, depression, social rejection* [114].

- *Educational management* [11], [13]. Educational management is the basic mechanism ensuring the achievement of educational system goals at high standards of quality.

- *The Discrepancy Model Theory* (J. Kauffman), all educational programs are launched from the necessity to meet some educational needs [109].

- *Socialization* (L. S. Vygotsky, G. Sukhareva). Both scholars believed that the original disability is not so much a problem, but a way the disability alters the conditions of how a child can participate in the socio cultural activities. Lack of participation in these activities can block the development of higher mental functions, such as self-regulation. Therefore, it is most important for children with learning and behavior problems to improve their social interactions with adults and peers [166], [199].

- *Compensating mechanisms* (V. V. Lebedinsky [31]). Talking about the means of reducing the effects of desonthogenesis, V. V. Lebedinsky emphasized the importance of compensating mechanisms connected to the biological nature of psychic, conditions of life and investment in the pupil's social experience.

- *Human body in harmony with the soul* (Pythagoras). According to Pythagoras the main purpose of education is to develop the human body in harmony with the soul, thus ensuring man's inner peace in all circumstances. Considering the fact that our research deals with exceptional pupils, our main goal is to help them to develop into balanced, self-contained people.

- *Educability* (Jean Marc Gaspard Itard, Edouard Seguin and Maria Montessori). These famous scholars promoted the idea of disabled children's educability, emphasizing especially the necessity of involving and interesting them in social life. Or, social life here doesn't mean only the society of disabled people.

According to the literature connected to tutoring programs, involvement and commitment of all professionals holding managerial functions, as well as the relevant participants in a structured and well managed program, increase the chances for effective tutoring. Moreover, the tutors' challenge is at least as important in terms of maturation and responsibility taking.

More specifically, the empirical analysis was designed to answer four questions:

1. Does the program generate the expected transformation in the way teachers perceive the principal's practices with respect to special tutoring programs for pupils with EBD?

2. Do these principal's practices affect the attitudes of the high school tutors towards the inclusion of pupils with special educational needs?

3. Do these practices reduce fear and anxiety among tutees with EBD which are included in the regular educational system?

4. Do these practices increase and improve self-esteem among tutees with EBD?

In this context, the intervention aimed:

- to implement the *The operational demarche of managing tutoring programs for including pupils with EBD in the regular school*;

- to prevent school dropout among pupils with EBD in their transition from elementary school to secondary school;

- to develop tutors' positive attitudes towards including pupils with EBD in the regular secondary school: (1) to reduce the anxiety of tutees with EBD in their transition to the secondary school. Tutees' awareness about the fact that they are not alone in their transition from the elementary school to the secondary school reduces their anxiety; (2) to develop positive tutees' self-esteem. Knowing that the tutors will be next year in the secondary school as supportive friends and colleagues will help them to be more confident, with positive self-esteem and lower level of anxiety. This will help them to get included, with more awareness about their difficulties, needs and rights according to law.

The *principles* of the formative experiment were:

- to stimulate tight collaboration between the school principal and participating staff;
- to coordinate and supervise tutors' activities;
- to adapt tutoring programs to tutees' needs;
- to regularly inform tutees' parents about their children's success;
- to evaluate tutees' progress.

The *Formative experiment* was focused on two main directions:

- (1) leading, motivating and instructing the participants in the tutoring program;
- (2) organizing, monitoring and assessing tutoring activities.

In this context, in order to develop an efficient set of competencies for effective tutoring program management, there were organized a series of seminars for the participants in the formative program. The seminars included four modules, between two and three hours each: **Module1**- Tutor's Role, Tutoring Format and Techniques; **Module 2**-Communication: Active Listening, Effective Feedback and Non-verbal Cues; **Module 3**- Understanding Differences: Multiple Intelligences and Their Applications; Learning Disabilities; **Module 4**- Feedback and Assessment.

Table 3.12. Formative issues explored during the intervention program

No	Topic	Target subjects	Objectives	Strategies and methods	Responsible person
1.	Tutors' role, tutoring format and tutoring techniques	Tutors	-to clarify tutor's role; - to assimilate tutoring techniques; -to empower tutees.	discussion, simulating activities	Program manager, coordinator
2.	Communication: active listening, effective feedback and non-verbal cues.	Tutors Tutees	-to develop communication competence; -to practice communication techniques.	Seminar, simulating activities	School manager, program manager, coordinator
3.	Understanding differences: multiple intelligences and their application; Exposing Special Education Law.	School staff, tutors, parents, tutees	-to raise awareness about CSN and Special Education Law; - to develop positive attitude and acceptance; -to improve self-esteem.	Seminar, Meeting, Dissemination of translated relevant information; Media reference	School manager, professionals
4.	Feedback and assessment	Tutees, tutors, coordinator, staff.	- to provide assessment tools; -to raise awareness for the importance of the assessment process.	Methodological seminar; Simulating assessment activities	Program manager, School manager

Considering the fact that such an approach to tutoring programs was new for the participants, at the beginning it was difficult to convince them to attend the seminars. Yet, due to the school manager implication, who explained the benefits for all participants in the program, they agreed to take an attitude towards the intervention. The seminars always ended with discussion and questions that urged the staff, tutors, tutees and their parents become more interested in the available tutoring programs.

The tutors participating in the formative program had the opportunity to meet and to know pupils with special educational needs in different ways: they received information about the

definition of "pupils with special educational needs according to "Israeli Special Education Law" and their rights; they practiced simulation activities connected to the way people with special needs feel or behave or think in different situations in the daily life; there were organized structured meetings between the tutors and the tutees.

The coordinator of the tutoring program prepared and organized different activities with the tutors before their meeting with the tutees. It was important to give the tutors the opportunity to understand the difficulties of the pupils with EBD, their needs and the reasons their achievements are low. What are their needs? How can they support them to stay integrated in the regular class, instead of sending them to special classes or to special schools? Before every meeting, the educational school counselor conducted activities with the tutors in the secondary school in order to show them how they have to organize every activity with the tutee in the primary school. That helped the tutors to go prepared and to be more self-confident.

During the meetings, the tutors who came from the secondary school, were asked to tell the coordinator and the counselor about their experience, to give feedback on every meeting, to tell about successes, difficulties or problems while practicing the tutoring program in the elementary school.

The structured activities were basically social activities, sport, expressive and creative arts work. Besides, there were conversations and talk between the tutors and the tutees to show that the tutors also have difficulties in their daily life as teen-agers.

As mentioned before, the tutees are in the 6th grade in the stage of transition from elementary school to the secondary school. The tutors are in the 8th and in the 9th grade from the secondary school which the tutees will visit in the next year (after 5 months). That gave the tutees the opportunity to hear the tutors telling them about their feelings, thoughts and anxieties in their transition stage.

Table 3.13. Detailed actions stipulated by *The operational demarche of managing tutoring programs for including pupils with EBD in the regular school*

Target groups	Elementary school			Secondary school		
	School principal, program manager and staff	Subjects involved			Subjects involved	
		Tutees	Program coordinator	Parents	Tutors	Program coordinator
ACTIVITIES	Tutoring program presentation (school principal)					
	<ul style="list-style-type: none"> Building a school inclusion committee and appointing a tutoring program coordinator; Supervising and observing the tutoring sessions after school; Generating or adapting tutoring materials from published resources; Defining roles of subjects involved in the tutoring program including tutors and tutees; Tutoring program development: objectives, expected results, target population, assessment and controlling; Implementing effective tutoring format; Understanding differences related to multiple intelligences, learning disabilities and social group diversity; Empowering the tutors and the tutees to develop leadership skills; Connecting with the parents of CSN; Involving all participants in planning and assessing the program; Building appropriate activities or choosing them from media; Selecting relevant information such as: General Guidelines of The Ministry of Education on Special education; the rights of pupils with special needs according to the Special Education Law. Encouraging partnerships with tutors, tutees and parents and other schools. Empowering and rewarding participants. 	<ol style="list-style-type: none"> Talking & exposing their needs & expectations to the principal, class educators, tutors, (expressing expected achievements to tutors); Signing a contract; Filling questionnaires (assessment tool pre & post); Getting informed about their rights according to the Israeli Special Education Law; Involve in tutoring activities; Participating in feedback meetings. 	<ol style="list-style-type: none"> Supervising and observing tutoring sessions after school; Take care of the tutees' and tutors' needs; Reporting to the school principal on the tutoring sessions conduct; Cooperate with the secondary school coordinator. Participating in relevant professional trainings. 	<ol style="list-style-type: none"> Approving their children participation in the program; Written approval to reveal confidential information about their children; Participate in meetings with school principals and school integration committee; Getting a copy of the TEP as a part of the IEP and of the translated information; Participating in the program implementation (IEP) and feedback. 	<ol style="list-style-type: none"> Participating in building the TEP; Experience mentoring activities prior to implementation; Exploring and practicing effective tutoring techniques; Identify the tutee's needs; Summarizing the program; Understanding differences related to multiple intelligences, learning disabilities and social group diversity; Implementing the activities and relevant information as related to expected results with the tutees. 	<ol style="list-style-type: none"> Presenting the tutoring program to the tutor; Generating or adapting tutoring materials from published resources; Connecting the two schools (elementary and secondary school); Reporting to the school principal about program ongoing after school; Simulating and organizing tutoring activities with the tutors before implementation.
DETAILED						

That can show the tutees it is normal that others also feel worry and anxious, the same as they are feeling in their transition. The content of activities explored during the meetings between the tutors and the tutees aimed in general to help the tutees to be well included in the secondary school after transition, by managing the tutoring program more effectively, with active involvement of school principals in the tutoring programs organized within the elementary school.

The second direction viewed the tutoring process itself. The tutors worked mainly according to two tutoring programs, adapted to EBD pupils' needs (see Appendix 10).

Bellow, we expose some examples of relevant activities aimed at improving self-esteem, decreasing anxiety of CSN in addition to developing tutors and teachers' positive attitudes towards them, that we used during our formative program.

Feelings Matching. The idea is to match each facial expression card with a situation that might evoke the emotion. For the game to work, we need to create a second set of cards, each depicting an emotion-evoking situation. The images can come from a number of sources. We can draw our own. Alternatively, we can stage and photograph "live" scenarios. Using our pupils as models can be a very effective way of engaging them in the game, or use free photos or clip art we can find on the web. Whichever approach we take; we should make sure the action in the picture is easy to interpret. Here are some ideas for scenarios: A person receiving a gift; Someone running from a threat; A foot being stepped on; An ice cream cone that has fallen on the ground (rendering it inedible); A tower created from toy blocks being kicked over; A child sharing; A person receiving a high-five; A person being snubbed or ignored by others; Some situation cards may evoke multiple emotions.

Pupils take turns picking a scenario card, and then choosing the feelings card with the "matching" emotion, or they pick a feelings card and then choose a scenario card that represents the emotion shown. Either way, we must encourage them to share with the group why they made the match, walk our pupils through the steps of the game first and model the first round.

Materials Needed: Feelings Flashcards (photographs of people making different facial expressions). Ideally, we should try to use multiple models for each emotion. Our collection should include expressions of: happy, sad, scared, angry, disgusted, and surprised, as well as other emotions we know our pupils may be dealing with.

Time required: 15-30 minutes or the amount of time we have.

Skills explored: cooperation, participation, communication, validation - support, sportsmanship, keeping cool.

Hints for Modifying: Limit the field of scenario choices depending on the needs of each pupil.

Cooperative Ball Games activity. Ball passing games help kids successfully interact with each other in the name of a common goal. Without interruption or dropping a ball, kids hit, kick or toss a ball back and forth. To keep the ball moving back and forth, kids anticipate their partner's actions, and make accommodations based on those actions. How long can two (or more) kids keep a ball "in play?" There are many variants of this game. You can kick the ball, toss the ball, or hit the ball back and forth (as in volleyball). But the basic idea is the same: Players move the ball back and forth without dropping it or interrupting the rally. Success depends on anticipating and accommodating each other's actions. Encourage team spirit, supporting each other and achieving common goals, by being very clear about the goal of working together.

Materials Needed: Ball(s)

Time required: 10-15 minutes

Skills explored: cooperation, participation, communication, validation - support, sportsmanship, keeping cool.

Hints for Modifying: Create the extra role of a "cheerleader," who cheers and supports the other players to do well. Then, have the players rotate through each role (Activities Site,2011).

Problem Solving Wheel. Visual Supports can be helpful reminders when kids are already escalated. In those moments, verbal communication can be overwhelming and difficult to process for some children. This visual support is a useful tool to remind children of their options when they come across a problem. Personalize this tool by starting with a blank wheel and filling in the potential appropriate actions together as a group. Foster accountability and build community by encouraging pupils to compliment and congratulate each other when they see a friend making an appropriate choice when faced with a problem.

Materials Needed: paper, images of potential solutions, markers, a large copy of this or similar image

Time required: 15-20 minutes' initial introduction, then ongoing use.

Skills explored: cooperation, participation, communication, validation - support, sportsmanship etc.

Hints for Modifying: Modify images and solutions to be age appropriate. Carry a small version with you and post large versions where conflicts are most likely to occur.

Social Stories. A social story describes a situation, skill or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format. Social stories were initially developed for use with children with an Autistic Spectrum Disorder, but can be helpful for teaching social skills to all children.

The purpose of a social story is to give clear, concise information for appropriate behavior in a specific social situation. Social stories can also be made into social videos. These can be very useful for pupils because they can be viewed over and over again. This helps to reinforce the skills being taught and can ease anxiety for pupils. The videos can have text and voiceover so pupils can listen to the instructions while watching the videos. Some pupils could be included in the making of the video and even star in their own video. Social videos are especially good for supporting pupils in new situations, such as a first day at a new school or program.

These stories are read to the pupils multiple times preventatively to help them prepare for the chosen situation before they encounter it.

Materials Needed: stories which talk about a pupil's and persons' difficulties and anxiety in their transition period from place to a new place.

Famous people with disabilities. Prepare about 20 cards on each being written the name of a famous person. On the back of the card, write the job of this character. Every tutee can choose a card (a character). Next meeting, every tutee presents information about the character that he had chosen. Tell the group information about the famous name that he chosen and what information does he like to tell the groups' members. In the last 10 minutes of the meeting, every tutee says a sentence that express his thoughts & feeling in this moment.

Famous people with special needs:

1. Salma Hayek, one of Hollywood's most dazzling leading actresses, was born on September 2, 1966, in Mexico. Hayek has freely admitted that she has embraced her disability – dyslexia – from a very young age. She went to the United States then she didn't speak English, she didn't have a green card and she couldn't drive but Hayek did not let any of that stop her.

2. Howie Mandel, who had attention deficit hyperactivity disorder (ADD/ADHD) and obsessive compulsive disorder (OCD), publicly revealed his diagnoses to the world on an impulse. An admission he regretted immediately afterward (sound familiar?) – until he realized just how many other people suffered from a combination of ADD/ADHD, OCD, and other comorbid conditions. Today, Mandel is not only a well-known entertainer, he's also a well-respected advocate for mental health awareness, and one of many famous people with ADHD talking about it to the public.

3. Albert Einstein. Einstein's parents once thought that he was mentally retarded due to his odd habits and difficulties in school. If he were born today, Einstein would probably be diagnosed with Asperger's Syndrome, a mild form of autism.

Feelings and emotions. The tutor tries in the first meeting and at the beginning of every meeting to know and understand how the tutee feels. He can ask him simply: "how you are today".

The tutor asks the tutee to choose the card that fits his feeling, using the emotions wheel or the feelings colored cards for example: Happy is colored in green; scared in yellow; angry in red; sad in blue; excited in bright orange; proud in pink... The tutor asks the tutee after choosing his "emotion/feeling" card:" Can you share an example of a time that you felt angry/sad/happy...? Try to complete the sentence: I feel angry when I feel happy when.... The tutor should show for the tutee that he is listening and feel empathy with him. In addition, he writes notes in every meeting about the tutee's feeling in general and connecting the activities.

Using **expressive pictures** (as a reflective therapeutic intervention too) that describe hobbies, children activities and interaction for example: playing football and there is a rejected child standing aside, an angry teacher or a mother's feelings [196].

Table 3.14. Tutoring interactive activities

No. Activity name	Objectives	Performed by	Target population	Strategy /Needed resources	Main behaviors
1. Feelings Matching	-Developing tutors' empathy; -Developing mutual trust, discovering similar feelings, thoughts and difficulties -Decreasing tutees' anxiety; -Improving empathy of tutors; -Improving tutees' self-esteem;	Tutors, coordinator educators-tutees; class educator - pupils	Tutees Tutors	-Feelings Flashcards (photographs of people making different facial expressions) -Feelings/Thoughts on Flashcards connected to transition situation -Guided imagery	Talking Expressing feelings Talking Expressing feelings
2. Cooperative ball games	-Developing Interaction with each other -Encouraging team spirit; -Supporting each other in achieving common goals.	Tutors, educators, class educators	Tutees Tutors	Ball(s)	Talking, running, expressing feelings
3. Social Stories	-Developing an appropriate behavior in a specific social situation; -Reinforcing the skills being taught; - Easing pupils' anxiety.	Tutors, educators, class educators	Tutees Tutors	Stories talking about people's difficulties	Talking, expressing feelings
4. Problem Solving Wheel	- Emphasizing the ability to deal with problems; - Foster accountability and community building	Tutors, educators, class educators	Tutees Tutors	Paper, Images of potential solutions, markers, or a large copy of this or similar image	Complimenting and congratulating each other

Control experiment. In order to check the efficacy of our intervention, we proceeded to a comparison between the values obtained before and after intervention. Table 3.15 shows mainly a major factor score increase in the intervention group from the ascertaining experiment value to the control experiment values, while the control group shows a drop on the same scales. For example, teamwork score increases from 1.82 to 4.42 in the intervention group, while it decreases from 2.61 to 1.49 in the control group.

Table 3.15. Descriptive statistics for survey factors - a comparison between control and intervention groups

		AE		VE		AE	VE	IG	CG
		IG (n=10)	CG (n=7)	IG (n=10)	CG (n=7)	All (n=17)	All (n=17)	All (n=10)	All (n=7)
Total score	M	1.38	2.50	4.55	1.53	1.99	2.86	2.90	2.02
	SD	.21	.89	.22	.44	.87	1.57	1.63	.85
School principal's practices of involvement in the tutoring program	M	1.07	2.24	4.81	1.56	1.70	2.99	2.86	1.90
	SD	.10	.99	.21	.59	.94	1.70	1.91	.88
The effectiveness and achievements of the tutoring program	M	1.32	2.70	4.38	1.55	2.06	2.80	2.78	2.13
	SD	.39	1.11	.41	.60	1.10	1.52	1.61	1.05
Teamwork and participation of various factors in the tutoring process	M	1.82	2.61	4.42	1.49	2.24	2.78	3.07	2.05
	SD	.34	.84	.67	.30	.76	1.56	1.43	.84

These scores were then analyzed in a two-way ANOVA model that captures the group and time effects and their interaction. These results support the expectation that control group will show no change, while the intervention group will show a significant change. These interactions are shown in the following figures (figure 2a to figure 2d). We find an overall main effect of intervention ($F=38.57$, $p<.001$, partial $\eta=.45$), main effect of time ($F=51.51$, $p<.001$, partial $\eta=.52$), and interaction effect ($F=182.62$, $p<.001$, partial $\eta=.80$) for the overall score, and similar significant effects across the other three factors, see table 3.16.

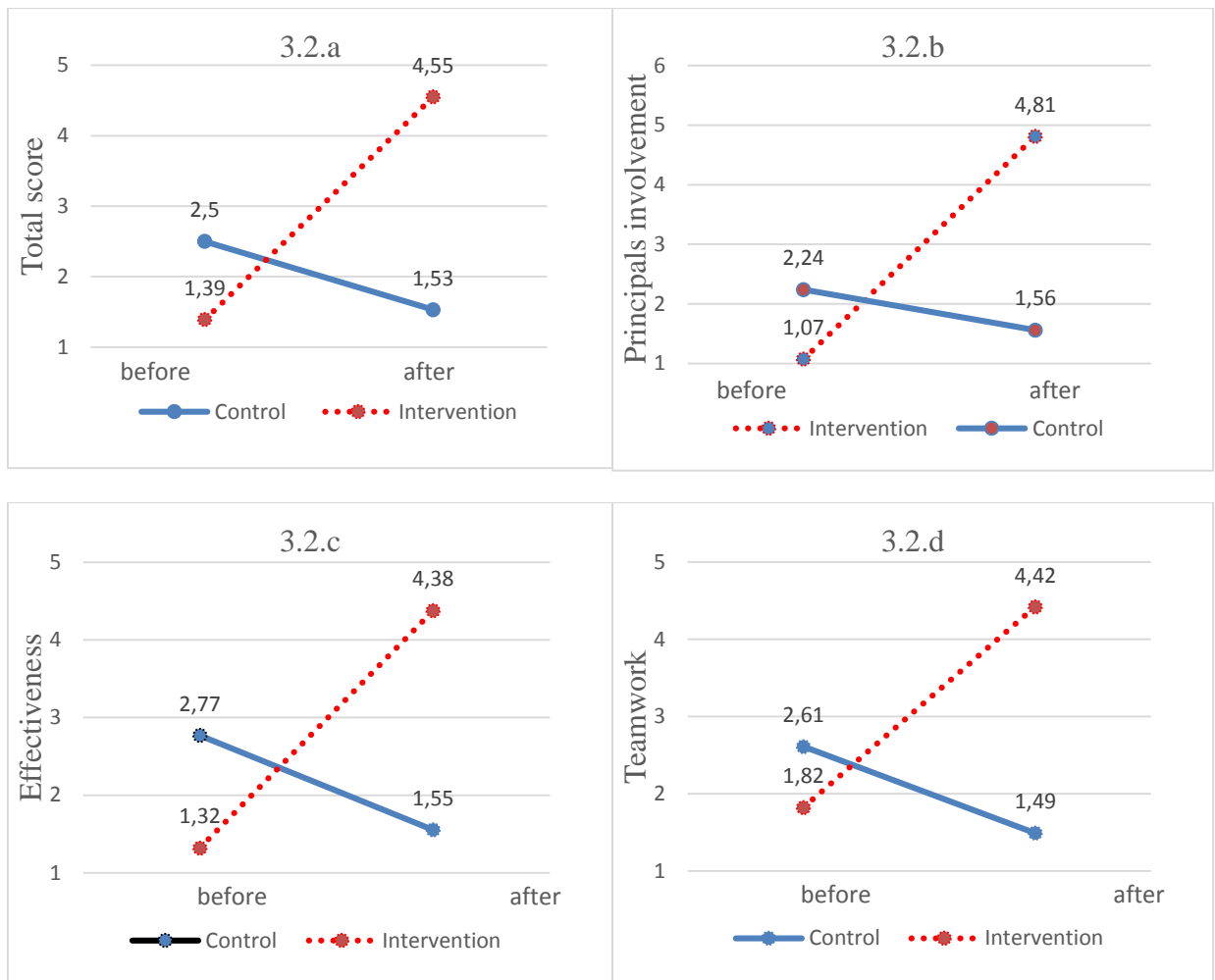


Figure 3.2. Effectiveness and achievements of the tutoring program by time and role

The interaction analysis, as presented in the figures, indicates the changes responsible for that effect. Consistently, as discussed above, the intervention group shows a significant increase across all four factors, while the control group shows a small decrease in those scores. Next, we analyze these same factors within the intervention group where we look at differences between tutors and staff members.

Table 3.16. Two-way ANOVA Results for Time and Group Interaction

	Time		Group		Time x Group	
	F _{1,51}	η_p^2	F _{1,51}	η_p^2	F _{1,51}	η_p^2
Total score	51.51***	.52	38.57***	.45	182.62** *	.52
School principal's practices of involvement in the tutoring program	76.49***	.62	35.25*	.43	160.44** *	.77
The effectiveness and achievements of the tutoring program	22.34***	.32	12.92**	.22	109.38** *	.70

	Time		Group		Time x Group	
	F _{1,51}	η_p^2	F _{1,51}	η_p^2	F _{1,51}	η_p^2
Teamwork and participation of various factors in the tutoring process	20.18***	.30	42.19***	.47	126.75**	.73

*p<.05. **p<.01. ***p<.001; Time: ascertaining and validation; Group: intervention and control.

Table 3.17. provides a strong indication for the increase in all factors in response to the intervention program. The table shows how in both staff and tutors the observed values increase. For example, on the first factor, the principal's practice to integrate tutoring, staff reported before the intervention an average value of 1.08 which increased in the second period to 4.81. Tutors also reported an increase when they moved from 1.29 to 4.04. These numbers call for further ANOVA analysis to compare between the two time periods and the two types of respondents.

Table 3.17. Descriptive statistics for survey factors, various divisions

		AE		VE		AE	VE	Staff	Tutors
		Staff	Tutors	Staff	Tutors	All	All	All	All
Total score	M	1.38	2.33	4.55	4.54	1.79	4.55	2.83	3.49
	SD	.21	.68	.22	.13	.67	.18	1.63	1.22
School's principal's practices of involvement in the tutoring program	M	1.08	1.29	4.81	4.04	1.17	4.42	2.79	2.73
	SD	.09	.73	.21	.37	.48	.49	1.90	1.51
The effectiveness and achievements of the tutoring program	M	1.31	1.90	4.38	4.82	1.56	4.60	2.72	3.43
	SD	.38	.57	.41	.05	.55	.36	1.61	1.54
Teamwork and participation of various factors in the tutoring process	M	1.79	3.97	4.42	4.85	2.74	4.64	3.00	4.43
	SD	.34	1.50	.67	.35	1.48	.56	1.43	1.13

The ANOVA results show that except for the scale, the effectiveness and achievements of the tutoring program, a significant difference was observed between the two time points, between teachers and tutors, and the interaction between the two, across all survey final scales, see table below.

Table 3.18. Statistic differences related to tutoring factors, ANOVA Results

	Time		Role		Time x role	
	F _{1,41}	η_p^2	F _{1,41}	η_p^2	F _{1,41}	η_p^2
Total score	617.84** *	.94	18.83***	.32	19.82***	.33
School principal's practices of involvement in the tutoring program	717.36** *	.95	5.31*	.12	16.23***	.28

	Time		Role		Time x role	
The effectiveness and achievements of the tutoring program	644.14** *	.94	18.97***	.32	.40	.01
Teamwork and participation of various factors in the tutoring process	51.47***	.56	28.14***	.41	12.75**	.24

* $p < .05$. ** $p < .01$. *** $p < .001$; Time: ascertaining and validation; Role: Teachers versus Tutors.

We can see that time effect and role effect indicate significant difference, that is, there is a significant change between the value measured during the ascertaining experiment (before intervention) and during the validation experiment (after intervention), and there is a significant difference between staff and tutors, as seen earlier. The effect of time*role means that the observed over time change is greater in teachers in comparison to tutors, but that interaction effect was found significant for the total score, principal's practices, and teamwork ($F=19.82$, $p < .001$; $F=16.23$, $p < .001$; $F=12.75$, $p < .01$; respectively). The sources of these interactions are in figure 3.3. (a-d).

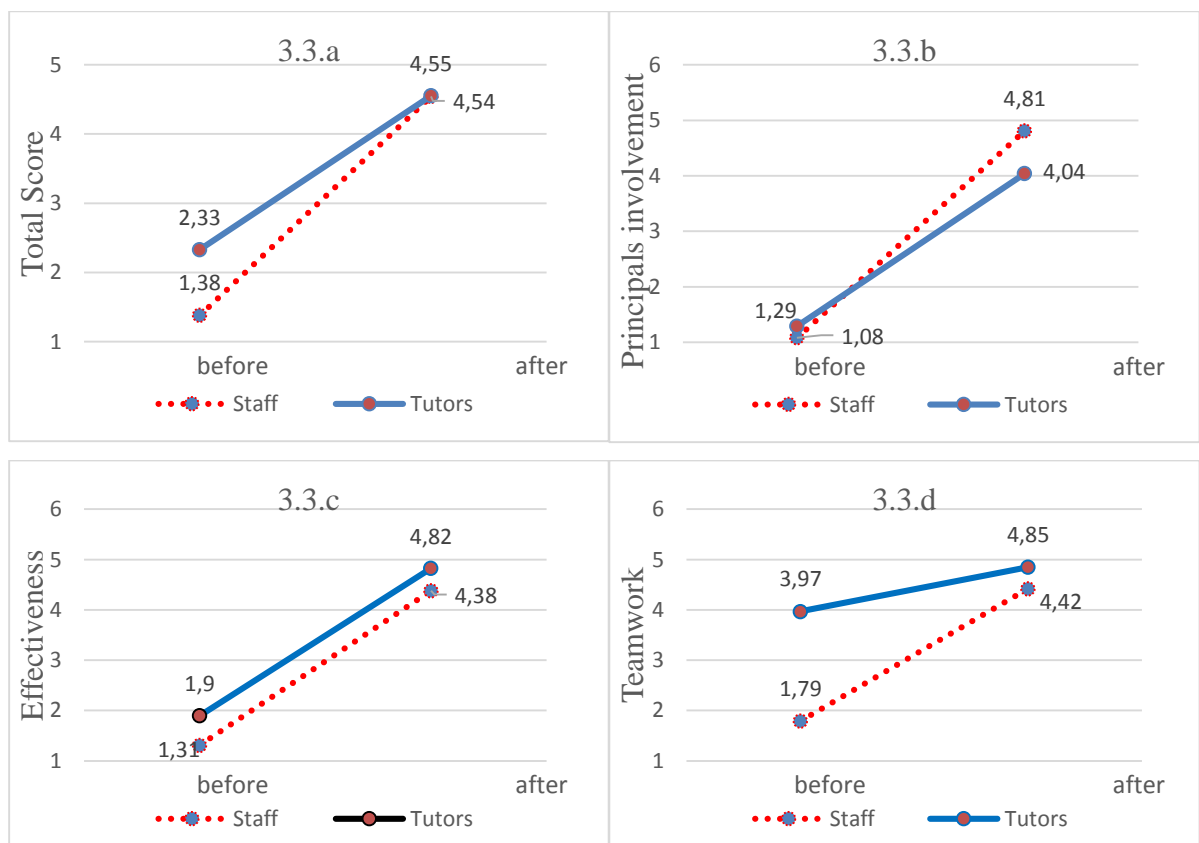


Figure 3.3. Effectiveness and achievements of the tutoring program by time and role.

Further, there were compared the results of intervention group versus the control group across all other research indices. The obtained data are shown in figures 3.3.a-3.3.c and tables 3.19-3.21. Table 3.19. shows the statistic differences between the values of attitudes towards inclusion before and after intervention.

The means over time show a total increase across 2 components of *Attitudes towards Inclusion* and a decrease as related to detachment, in the intervention group. At the same time a change is observed in the control group as related to inclusion.

Table 3.19. Compared average values related to tutors' attitudes towards Inclusion (CATCH) scale

		AE		VE		AE	VE	IG	CG
		IG (n=15)	CG (n=15)	IG (n=15)	CGI (n=15)	All (n=30)	All (n=30)	All (n=15)	All (n=15)
Tutors' closeness to inclusion	M	1.11	1.18	2.86	1.07	1.15	1.97	1.99	1.13
	SD	.49	.65	.21	.32	.56	.96	.97	.50
Detachment to inclusion	M	2.86	2.80	1.16	2.94	2.83	2.10	2.01	2.87
	SD	.51	.68	.25	.38	.59	.96	.96	.54
Closeness to inclusion	M	1.08	1.17	2.89	1.07	1.12	1.98	1.98	1.12
	SD	.48	.65	.22	.33	.56	.97	.10	.50

To support descriptive observation, we ran a two-way ANOVA models for each scale, see table 3.20. Analyzing it we see that the main effects and interactions across the three scales are significant, figure 4.4. (a, b, c) showing the sources of these interactions.

Table 3.20. Two-way ANOVA Results for integration perception among tutors by time and group

	Time		Group		Time x Group	
	F _{1,41}	η_p^2	F _{1,41}	η_p^2	F _{1,41}	η_p^2
Tutors' closeness to inclusion	33.31***	.48	36.65***	.50	43.61***	.55
Detachment to inclusion	26.04***	.42	31.26***	.47	36.01***	.50
Closeness to inclusion	36.42***	.50	37.05***	.51	45.44***	.56

*p<.05. **p<.01. ***p<.001; Time: ascertaining and validation; Intervention: control and intervention.

Total tutor's closeness to inclusion grew overtime in the intervention group and detachment to inclusion reduces over time for that group, while no significant change is observed in the control group. In contrast, closeness to inclusion increases in the control group but not in the intervention group.

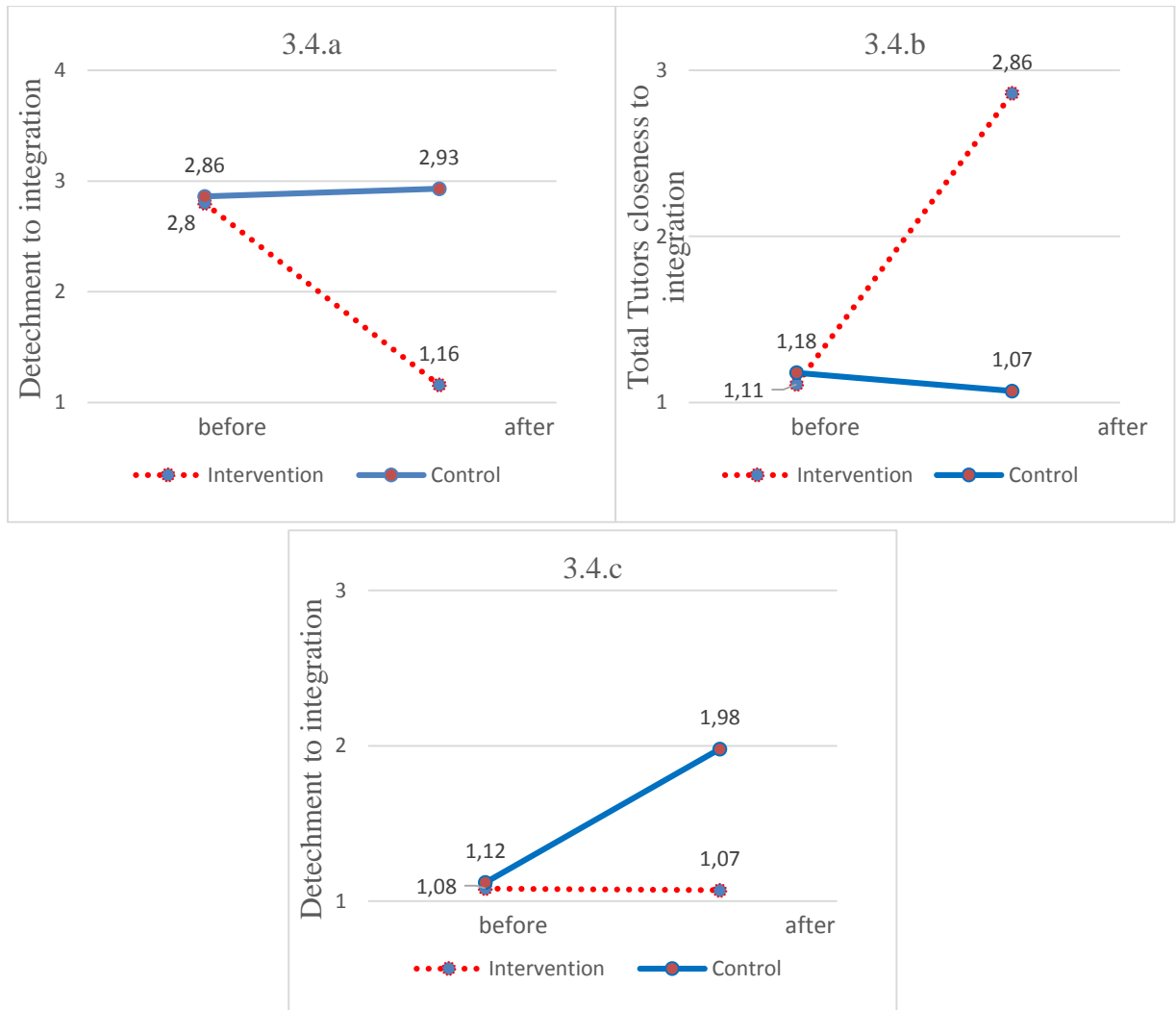


Figure 3.4. Tutors' perception of Inclusion by time and group.

Lastly, we checked tutors' attitudes towards the inclusion of disabled pupils. Table 3.21 shows that these indices were found to be highly consistent in terms of correlations between the items of which they were built (Cronbach's alpha >.7).

Table 3.21. Indices of Tutors' Attitudes towards inclusion (CATCH) scale, Means and Standard Deviations

	Alpha Cronbach	Mean	SD	Number of items	Range
Total tutors' closeness to inclusion	.97	1.99	0.97	33	0-4
Detachment to inclusion	.92	2.01	0.96	16	0-4
Closeness to inclusion	.95	1.98	1.00	17	0-4

Table 3.22. and figure 3.5. show that positive attitudes towards inclusion increased in response to the intervention program as it was reported by the tutors in total and in closeness to inclusion ($t=-10.44, p>.001$; $t=-0.88, p<.001$; respectively), while the negative attitude to inclusion decreased ($t=-10.88, p<.001$).

Table 3.22. Attitudes towards inclusion (CATCH) scale, T-Test comparison

	Before (N=15)		After (n=15)		df	t
	Mean	SD	Mean	SD		
Tutors' closeness to inclusion	1.11	0.49	2.86	0.21	18	-10.44***
Detachment to inclusion	2.86	0.52	1.16	0.25	18	9.25***
Closeness to inclusion	1.08	0.48	2.89	0.22	18	-0.88***

N=21; * p<.05. **p<.01. ***p<.001

These results indicate the formative value of the intervention program over the intervention group.

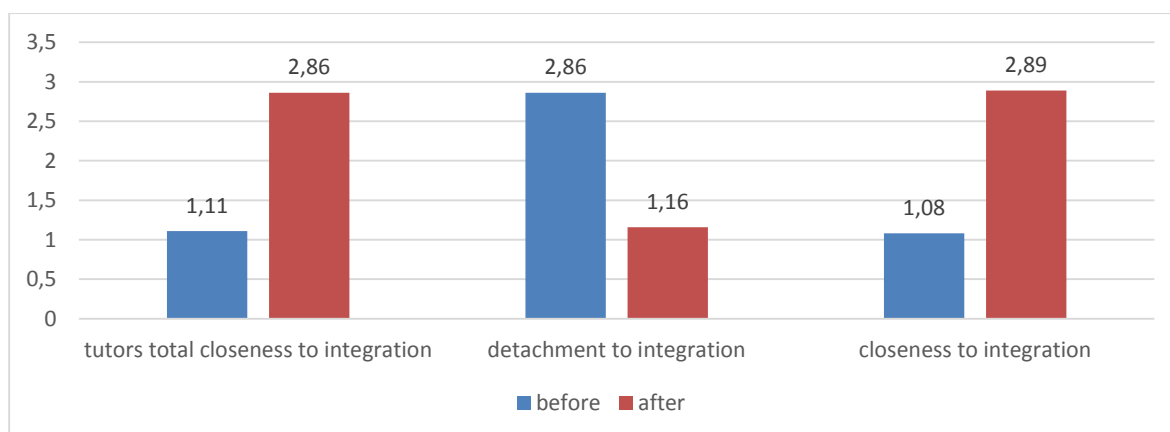


Figure 3.5. Attitudes towards Inclusion (CATCH) Scale, Before and After

We also analyzed the anxiety and self-esteem scales in a comparative way between intervention and control groups. Table 3.23. shows that anxiety slightly decreases overtime, and self-esteem increases, especially in the intervention group.

Table 3.23. Statistic differences related to Anxiety and Self-Esteem Indices

Indices		AE		VE		AE	VE	IG	CG
		IG (n=15)	CG (n=15)	IG (n=15)	CG (n=15)	All (n=30)	All (n=30)	All (n=15)	All (n=15)
Anxiety	M	27.43	37.68	31.80	39.90	37.55	35.84	34.74	38.79
	SD	7.60	9.06	10.45	7.73	8.12	9.86	9.30	8.28
Somatic Symptoms	M	.71	.82	.70	.85	.76	.77	.70	.83
	SD	.25	.26	.38	.32	.25	.35	.31	.28
Generalized Anxiety disorder	M	.92	.86	.86	.86	.89	.86	.89	.86
	SD	.22	.27	.23	.22	.24	.22	.22	.23
Social Anxiety disorder	M	1.06	.99	.78	1.10	1.02	.94	.92	1.04
	SD	.26	.46	.39	.34	.36	.39	.35	.40
School Avoidance	M	.52	.57	.68	.63	.55	.65	.59	.60
	SD	.49	.49	.49	.45	.44	.45	.44	.45
Self Esteem	M	2.13	1.97	2.94	2.22	2.05	2.58	2.54	2.10
	SD	.63	.27	2.54	.21	.48	.41	.60	.27

The ANOVA model results show which effects are significant, see table 3.24.

Table 3.24. Two-way ANOVA Results for anxiety and self-esteem among tutors by time and group

	Time		Group		Time x Group	
	F _{1,41}	η_p^2	F _{1,41}	η_p^2	F _{1,41}	η_p^2
Anxiety	0.39	.01	0.14	.06	2.05	.05
Somatic Symptoms	0.01	.00	0.18	.05	0.08	.00
Generalized Anxiety Disorder	0.18	.01	0.67	.01	0.18	.01
Separation Anxiety Disorder	0.54	.01	0.27	.03	2.94~	.07
Social Anxiety Disorder	1.02	.03	0.07	.09	3.44~	.09
School Avoidance	0.50	.01	0.99	.00	0.13	.00
Self Esteem	21.24***	.37	14.67*	.29	5.92*	.14

*p<.05. **p<.01. ***p<.001 ~ p<.10; Time: before and after Intervention: control and intervention.

While anxiety, across all its components, shows only a slight insignificant change, self-esteem shows an increase over time for the intervention group but not for the control group, as shown in figure 3.6.

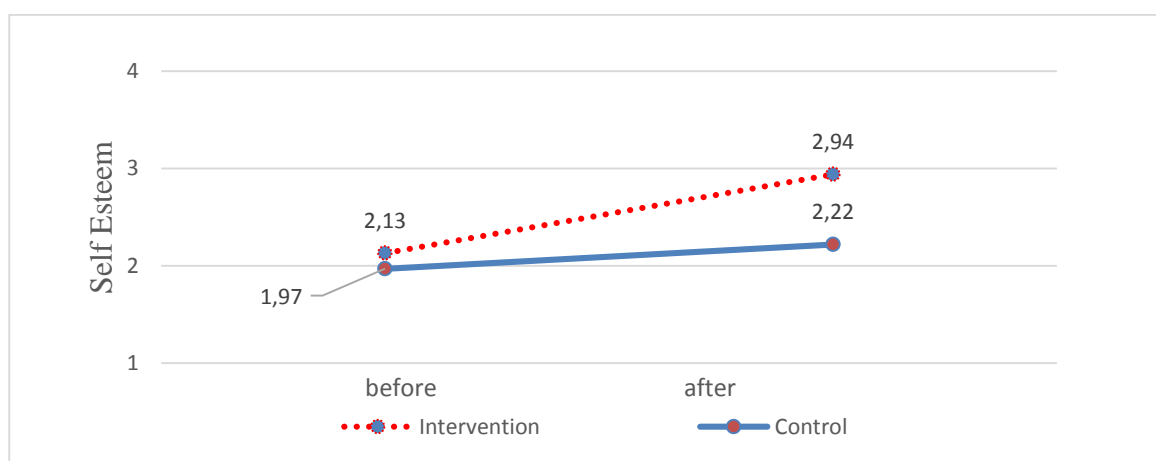


Figure 3.6. Self-esteem interaction analysis by time and group

Finally, there were checked the differences across anxiety indices and inclusion perceptions. In these analyses, we moved to the tutees' survey which tracked their fears from high school and their attitude towards children with disabilities. Results show that the internal reliability of these indices is not consistently high as before. Reasonable alpha values ($\alpha > .7$) were found for anxiety, somatic symptoms, and self-esteem, see table 3.26., while the other indices showed lower levels of internal reliability.

Table 3.26. Descriptive statistics related to tutees' anxiety indices and self-esteem

	Alpha Cronbach	Mean	SD	Number of items	Range
Anxiety	.78	33.96	8.86	41	0-82
Somatic Symptoms	.70	0.71	0.71	13	0-2
Generalized Anxiety disorder	.36	0.91	0.27	9	0-2
Separation Anxiety disorder	.40	0.92	0.35	8	0-2
Social Anxiety disorder	.46	0.97	0.36	7	0-2
School Avoidance	.49	0.60	0.44	4	0-2

	Alpha Cronbach	Mean	SD	Number of items	Range
Self Esteem	.90	2.54	0.61	10	1-4

N=2

However, in terms of anxiety and fears, table 3.26. shows that there is a significant increase in self-esteem after intervention ($t=-3.99$, $p<.001$), and decrease in separation and social anxieties ($t=1.96$, $p<.05$; $t=1.98$, $p<.05$; respectively).

For other sources of anxieties and fears, no difference between the values before and after the intervention was found significant, see table 3.27.

Table 3.27. Compared average values related to tutees' anxiety indices and self-esteem

	AE (N=15)		VE (n=15)		df	T
	Mean	SD	Mean	SD		
Anxiety	35.85	6.73	31.89	10.72	19	1.02
Somatic Symptoms	0.71	0.25	0.70	0.38	19	0.06
Generalized Anxiety disorder	0.92	0.22	0.90	0.33	19	0.16
Separation Anxiety disorder	1.06	0.26	0.78	0.39	19	1.96*
Social Anxiety disorder	1.11	0.39	0.82	0.26	19	1.98*
School Avoidance	0.52	0.41	0.68	0.49	19	-0.78
Self Esteem	2.13	0.63	2.94	0.13	9.83	-3.99***

N=21; * $p<.05$

As for teachers' attitude towards inclusion, it was used the same instrument as before intervention. Table 3.28. shows means and the standard deviations for each subset of teachers.

Table 3.28. Statistic differences related to teachers' attitudes towards inclusion

		Before (AE)		After (CE)		Before (AE)	After (CE)	IG	CG
		IG (n=15)	CC (n=15)	IG (n=15)	CG (n=15)	All (n=30)	All (n=30)	All (n=15)	All (n=15)
Teachers' attitudes towards inclusion	M	3.09	2.79	3.42	2.61	2.93	3.00	3.25	2.70
	SD	0.39	0.56	0.28	0.48	0.50	0.57	0.37	0.52

Teachers' attitudes were analyzed in a two-way ANOVA as shown in table 3.29. The group effect was found significant ($F=21.14$, $P<.001$), and more importantly, the interaction between group and time was significant ($F=4.49$, $P<.05$).

Table 3.29. Two-way ANOVA results for teachers' attitudes towards inclusion by time and group

	Time		Group		Time x Group	
	$F_{1,50}$	η_p^2	$F_{1,50}$	η_p^2	$F_{1,50}$	η_p^2
Teachers' attitudes towards inclusion	0.39	.008	21.14***	.30	4.49*	.08

Alpha=.91

Mainly, the differences in attitudes between the two groups of teachers were due to small increase (3.09 to 3.42) versus small decrease (2.79 to 2.61) from prior intervention to post

intervention in the intervention group and the control group, respectively. It means that the difference in attitudes between groups was due to post intervention difference (3.42 versus 2.61, $p < .001$, Bonferroni test).

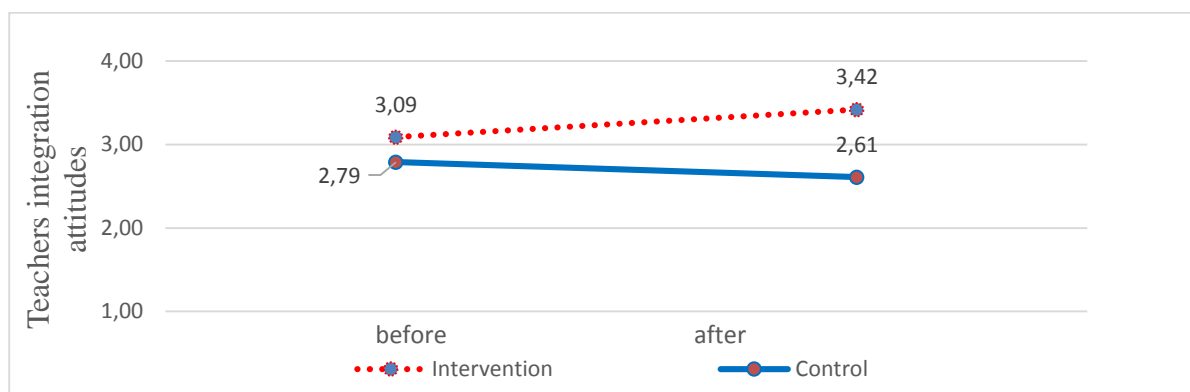


Figure 3.7. Interaction effect of time and group on teachers' attitude

In order to see if the tutoring program affected somehow the academic achievements of pupils with EBD, we checked the differences between control and experimental groups in first and second semesters.

Table 3.30. T-Test results for the differences between control and experimental groups in first and second semesters

Semester	Group	Freq.	Means	S.D	D.F	T-Value	P-Value
First	Control	15	52.53	3.05	28	0.956	0.347
	Experimental	15	53.69	3.58			
Second	Control	15	52.98	3.04	28	7.187	0.0001*
	Experimental	15	60.51	2.69			

Table 3.30. shows that there is no significant difference between control and experimental groups in the first semester. Despite the fact that the tutoring program wasn't directed towards the academic aspect, although we can notice a slight difference between the results of the two groups in the second semester. This can be explained by the fact that we didn't track pupils' school achievements on a long period of time. They can improve in time as a result of pupils' increased self-esteem, low anxiety, teachers and peers' positive attitudes towards them and the process of inclusion. Discussion. The results of the current study indicate that the practices of involvement in managing the tutoring program exercised by the school principal have a significant effect on the effectiveness and achievements of the tutoring program. As a result, after the intervention an improvement was noticed in the three domains compared to the results obtained before intervention. However, regarding the managerial practices of the school principals, it was found that teachers and other professionals at school reported more changes than the tutors. Regarding the second domain that refers to the effectiveness and the achievements of the tutoring program,

the results were almost similar in all the groups who filled in the questionnaire, and showed that there was a positive correlation between the school principal's practices and the requested achievements of the tutoring program. As to the team work and professional cooperation, we found more changes among professionals at school than among tutors. In addition, an explicit improvement was found within the tutees' self-esteem after intervention in comparison to the pre-implementation stage. Regarding anxiety reduction, although the sample was small, a support for post anxiety reduction under two aspects was found among tutees: lower fear from possible separation; and reduction in social anxiety. Hence, after intervention, the tutees reported that they were not afraid of transition since they were more aware of their rights, and knew who to turn to at the new school when any kind of support was needed. In addition, they expressed how happy they were for having made new friends who could understand and respect them.

The findings revealed that tutoring achieved positive changes including attaining new friendships, empathy for others and acceptance of others, that are so significant for a safe future for the tutees and the tutors. Furthermore, *positive attitudes constitute a significant element for including pupils with EBD because negative attitudes may be just as obstructive as physical barriers, limiting those with disabilities from participating fully in schools and communities* [190]. In addition, the *tutors' attitudes towards the inclusion of EBD pupils in regular secondary schools became more positive after intervention*, and that finding might also be of significance. *Using pupils who volunteer in peer cross-aging tutoring programs to facilitate the transition of EBD pupils in regular high-schools is not very expensive*. It is beneficial and helpful in achieving better results when managed and controlled well by the school principal along with relevant professionals that positively contributed to the tutoring process. Young volunteer tutors in the current study reported that the professional guidance, support and encouragement offered by the principals from the two schools and the tutoring program coordinator were important during the program and helped them to accomplish what was expected of them. Based on the findings, we emphasize that *there is a positive correlation between the success of the tutoring programs and the school principal's active involvements and management practices such as planning, defining responsibilities of the participants, setting objectives and defining requested results for the participants with appropriate assessments tools*. The school principals as well as the tutors reported that explanation, knowledge of disabilities and meetings during the program showed positive effect on their attitudes.

Moreover, the study proved that for a more effective, successful tutoring program designated for including EBD pupils and preventing their dropping out of school, collaboration is needed not only between the school principal and its professional staff, but also with the other

school principal, as well as its professionals. Hence, it is the principal's responsibility to ensure that an efficient collaboration takes place. The school principal that participated in the current study acknowledged that collaboration was worthwhile, and despite some obstacles, it might work. Collaborating with other principals is a new leadership dimension. Thus, the two principals realized that their role as leaders was crucial for the success of the mutual tutoring program as presented in the current study.

The collaboration between the principals and their professional staff bring about benefits to the school system as a whole rather than just the pupils of a certain school. However, school leaders need to develop their skills to become involved in matters beyond their school borders (OECD, 2008). The collaborative process should begin with reviewing data and getting input from teachers, curriculum staff and consultants to outline or modify the schools' action plan. Moreover, as mentioned before, *the school principal plays an important role in strengthening the ties between school personnel and the community that surrounds it* [83]. Furthermore, the school principal and the professional staff that participated in the program understood the expected products and worked together for achieving them, and hence contributed to its effectiveness. Most of the participants who filled in the questionnaires regarding the principals' involvement and their managing practices of the tutoring program, wrote notes before intervention. From the tutors' notes, it emerged that they did not receive encouragement or any kind of reward, which made the tutoring worthless and reduced their motivation to continue. We should remember that the tutors in the current study are young pupils that need more encouragement than older volunteers, thus during the intervention in the current study we took some actions for that purpose and they were encouraged by several elements, e.g., *the school principal prepared a contract that clarified the procedures and the rules of the tutoring work, the expected products, and the compensation and reward for their contribution to the tutoring program*. By signing the contract, the young tutors felt mature and responsible as well as a crucial part in the program and understood their role thoroughly. The school principal noted that knowing the expected products by him and his partners might stimulate cooperation for the attainment of these products and help the administrative staff in choosing relevant assessment tools in order to measure success. The staff members at school and the tutors reported that generally, before intervention, the principals did not assess the tutoring programs process and products, and did not evaluate or control the tutoring programs. Moreover, the tutors reported that before intervention the school, in general, did not take the program seriously, for example it was reflected in the fact that the principal did not take care of their needs in terms of supplies, equipment or materials they needed for their activities during the tutoring program.

The two principals who took part in the current study summarized that the multiplicity of tutoring programs and projects at schools means multiplicity of funders and visitors. Therefore, the school principal faces difficulties in following and controlling tutoring programs and the outcomes and effectiveness of each program. In addition, the effectiveness of any program related to its objectives and goals was not measured and evaluated before by using appropriate tools. According to their statements: "Using tools for evaluating the program's achievements can serve as a catalyst to work more seriously in order to achieve the desired results of the program". However, only few staff members agree to be dedicated to these programs without material reinforcements or compensation. Therefore, the principal has to delegate additional authority to those who have other responsibilities at school and want to take more responsibilities in order to assist him in managing the tutoring programs as additional tiresome tasks. This can impair the effectiveness and quality of the program management. Hence, professional staff members who work with the principal, as well as the tutors should be controlled and rewarded.

Additionally, the work environment of the tutors was not comfortable and they experience a lack of basic equipment and professional mentoring. Hence, during the intervention we supplied most of the basic needs especially for the school principal and the tutors. The school principal added: "This study intervention strengthened me to continue next year in a structured tutoring program taking into account obstructing, delaying or promoting factors for the success and the effectiveness of tutoring programs related to the management aspects, practices and behaviors". It seems that the intervention program has many implications and effectiveness on managing special needs program. At first, principals felt fear, high anxiety as the intervention program may threaten their roles in managing special needs program. During the program, principals got more engaged and they showed more curiosity to understand what was going on, they started to shape a deep knowledge and awareness of pupils with special educational needs. Principals started to empower and delegated some of their authorities to consult teachers and tutors in order to enable them to solve several problems. Thus, the managing system of special needs program converted to organized work depended on novel practices as team work, instead of oneman show, communicating with consultant, teachers, tutors and parents which missed before.

Anyhow, the intervention program *created a new administrative climate. It strengthened the relationships between different partners; it formed a flexible organizational climate so that principals shared their authorities with consultants, teachers and tutors. The roles of principals improved in evaluating, reinforcing and following up the issues of the program for pupils with special educational needs. Principals enlarged their roles in terms of psychological and cognitive preparation.*

3.4. Conclusions on chapter 3

1. The data obtained during ascertaining experiment pointed out the difficulties of EBD pupils during transition from primary to junior high school, explained by their low level of self esteem and self concept and a high level of anxiety. These difficulties are intensified by the lack of involvement on the part of the school principal at the level of tutoring programs management.

2. The formative experiment directed all activities towards the rehabilitation of self esteem, and anxiety of EBD pupils by strengthening the involvement of the school principal as related to tutoring programs implementation and supervision.

3. It helped school principals become aware and conscious of rights, duties and resources of special needs programs, improve in planning for special needs programs. In addition, the formative program clarified all participants' roles in the program.

4. Principals were not the only beneficiaries from the intervention program. Tutors are those who gained most advantages and skills. As they were volunteers, a framework of diagnosing EBD pupils was developed during the activities performed by the researcher. Tutors' positive attitudes raised and they behaved as mature people in dealing with principals, tutees and other related partners.

5. School consultants informed that intervention taught them to plan for future and to design a program. It enhanced the relations and communication level with principals, tutors and tutees. Teachers became more involved, they knew that tutees had an additional program after school day and they understood the nature of EBD pupils. They became familiar with measures of special needs. Parents also benefited from the intervention program. They got familiar with the laws related to special needs and have strong communication with school principals.

6. The results of repeated measures proved the efficiency of *The operational demarche of managing tutoring programs for including pupils with EBD in the regular school* through the important improvement of study variables, due to the effective management of tutoring programs performed by school principals.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical and practical results obtained through the effected research contributed to the solution of the **scientific problem that** consists in the elaboration and validation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*, integrating the theoretical bases and the methodological peculiarities of managing tutoring, which led to the diversification of tutoring forms, optimization of the school manager, teachers, tutors, parents' actions during inclusion, EBD pupils' anxiety reduction, self-esteem increase, and improvement of their communication skills and school success. The synthesis of the research revealed the following significant aspects:

1. The theoretical framework of the research determined that the success of implementing tutoring programs depends on management. It has been established that the management of tutoring programs instigates vision, mission, planning, coordination, control, taking into account available resources, in order to carry out tutoring activities, thus contributing to the effectiveness of meeting the expected (strategic, tactical and operational) objectives, producing the expected effect. In this context, it was proposed the dynamization of the managerial staff activity within the program through the distribution of managerial responsibilities, through involvement and through personal, and reciprocal permanent feedback, in order to remove possible impediments with negative effects on the results of the program and tutees respectively [36, p.62].
2. The inclusion of pupils with SEN in the regular school represents a humanistic approach and a trend of contemporary pedagogy, through which the process of social normalization is carried out. It was found that the appropriate management by the school manager of material resources for children with SEN in the process of inclusion in the regular school by providing appropriate additional educational services is one of the factors that ensure inclusion in the regular school [36], [38].
3. The results obtained proved to be relevant, due to the fact that there were taken into account the specifics of EBD pupils, the problems they face (anxiety, self-esteem, attitude of peers and teachers) during transition from the primary to the secondary school, and the multiple educational needs required for effective inclusion: pedagogical support, tutoring, educational services [37]. This was supported by the progressive changes obtained in the investigation group versus the control group, fact confirming the hypotheses of the research.
4. Research has confirmed that tutoring with its forms (peer tutoring, cross-age tutoring, group tutoring, on-line tutoring) is an inexpensive and efficient supplementary service to support pupils with EBD in their inclusion in the regular school. The study confirmed the need to know

the individual particularities of pupils with EBD in the achievement of an individualized tutoring program. It has been demonstrated the need for the effective involvement of the school manager, the training and accountability of teachers and tutors, the involvement of parents in the process of inclusion of pupils with EBD in the regular school. The research confirmed the positive impact of tutoring on the inclusion of EBD pupils in the regular school, the prevention of school dropout in the transition from primary to secondary school [36], [39].

5. It has been demonstrated that the school manager is the person responsible for managing the process of inclusion of pupils with SEN, including those with EBD, and it is important that they have the necessary resources and effective management. Therefore, the successful achievement of tutoring programs largely depends on the ability of the manager to engage in the process of inclusion, to understand the prerogatives of inclusion, to efficiently manage the resources available for the inclusion process, to assess the dynamics of the individual inclusion of pupils with the EBD, to intervene with promising solutions to the issues raised, to evaluate the staff responsible for inclusion, to monitor the effectiveness of tutoring programs [36, p. 26]. It has been established that parents and other adults can cause the negative behaviors of EBD pupils to escalate due to the lack of knowledge of the specific peculiarities of these pupils. Therefore, prior to the implementation of the tutoring program, it is necessary that a trained specialist provided sensitive information to parents and adults on the individual specificity of children with EBD.
6. The results of the pedagogical experiment demonstrate the validity and functionality of the *Pedagogical model and Operational demarche of tutorial programs management for including pupils with EBD in the regular school* by highlighting the role of the school manager in the efficient management of tutoring programs, by empowering teachers, tutors and parents, and by changing the attitudes of peers and teachers towards the inclusion of pupils with EBD in the regular school.
7. The research confirmed the hypothesis of the research: the management of tutoring programs, based on *Pedagogical model and Operational demarche of tutorial programs management for including pupils with EBD in the regular school* contributed to reducing anxiety, increasing self-esteem, diminishing emotions and negative behaviors, facilitating the successful inclusion of EBD pupils in the Israeli regular school. Therefore, the success of tutoring programs depends on their management.

Recommendations:

-for the Israeli educational system: to support the continuous training of teachers on the extent of inclusion of pupils with SEN in the regular school; - to develop programs for supporting pupils with EBD for their inclusion in the regular school and their further professional integration; - to motivate the didactic activity of teachers in heterogeneous classes; - to transform the school into a positive learning environment.

-for inclusive school managers in Israel: to organize thematic seminars on the peculiarities of pupils with EBD; to provide information on the availability of supplementary services offered to pupils with the EBD; to anticipate preparatory activities for the transition from primary to secondary, especially for pupils with EBD; involve children with EBD and their parents in activities that could diminish negative behaviors; organize workshops to support and guide parents of pupils with TEC, using video modeling, group work, etc.

-for the educational system of the Republic of Moldova: from the analysis of research literature [4], [13], [14], regarding the inclusion of pupils with SEN in the Republic of Moldova, we can offer some suggestions: - to identify as early as possible the categories of pupils with SEN for an efficient inclusion, in accordance with their capacities, possibilities and needs; - to develop special educational services for pupils with SEN; - implement the practice of tutoring on a voluntary basis; - organize support and guidance activities for parents of pupils with EBD; - to ensure their easier transition from primary education to secondary education.

Limitations and Implications

The major limitation of the current study is the small size of the sample ($N_{\text{tutors}}=15$, $N_{\text{tutees}}=15$, $N_{\text{staff}}=24$). However, the early partial test of survey instruments ($N=212$) provides validation for the survey both for the tutors and the tutees. Confirmatory factor analysis requires large samples, but the preliminary survey of this test was performed and provided stable results. Moreover, the information that was received from various professionals involved in the tutoring process, such as teachers, educators and principals, kept the analysis multi-dimensional, yet results should be interpreted cautiously.

A major implication of the current study is that future similar studies should include several schools and several intervention groups. In the current study, we should rely on the fact that after intervention, measurements showed significant improvements in comparison to earlier measurement. The implication of this fact is that collaboration and broad, intensive preparation

may yield additional benefits to tutees. Prior preparations reduce the stress among all the participants in the program and clarify its objectives, and thus contribute to a higher motivation of all parties. Moreover, the intensive communication during the program implementation maintains the commitment among tutors and tutees as well as the coordinators'. Thus, following that conclusion, a program should start at the principal's office to gain the basic support and to continue with all relevant participants based on a structured plan. Another component that should be considered thoroughly is the effect of the school principal's involvement not only on the tutoring program expected products, but also on the participants' development and personal growth.

Finally, it's important to evaluate the success of tutees' inclusion in the new school. A good evaluation based on tools that were found valid and reliable might lead to a successful inclusion and prevent dropping out of school. This needs additional resources and the approval of the Chief Scientist in the Ministry of Education, and it requires researchers to examine assessment tools and programs' results. Understanding the significance of the involvement of the principals in both schools and the practices they exercise, as well as feelings and opinions among the tutees and the professional staff at both schools, might lead to efficient programs and successful inclusion.

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APPENDICES

Appendix 1.

Criteria for selecting pupils

No	Age	Code	Diagnosis/disorders	Form	School achievements			Emotional and behavioral Problems meet at the pupils
Emotional-behavioral-conduct disorders								
					math	language	science	
P-1.	12	F90.0	Disturbance of activity and attention	VI	6	5	6	Unable to follow the indicated tasks, to analyse tasks, break rules.
P-2.	12	F90.1	Hyperknetik conduct disorder	VI	5	6	7	Disorganised, unable to follow the given tasks, inattention, hyperactivity
P-3.	12	F91.1	Unsocialised conduct disorder	VI	6	5	7	Antisocial behavior, aggressivity, distruction of property.
P-6.	12	F91.3	Oppositional defiant disorder	VI	4	6	5	Low learning motivation, blaming others, arguing, bullying other children.
P-7.	12	F93.1	Phobic anxiety disorder of childhood	VI	7	6	6	Fear, irrational fear, anxiety, panic, uneasiness.
P-8.	12	F93.2	Social anxiety disorder	VI	5	7	7	Nervous, to feel uncomfortable, shyness.
P-11.	12	F94.8	Other childhood disorders of social functioning	VI	7	5	7	Sensitiveness, shyness, sadness, language defects, low-self concept.
P-12.	12	F94.1	Reactive attachment disorder	VI	5	7	7	Impulsiveness, aggression, loneliness.

Normal IQ

Appendix 2.

School principals' practices and behaviors regarding the management of tutoring programs for pupils with special needs in regular secondary schools

In the next columns there are various statements regarding the management of tutoring programs for pupils with special needs in regular secondary schools. Please select the most appropriate number for your response where "1" denotes strongly disagree/never and "5" denotes strongly agree/always.

استبيان لمعلمي ومرشدي الطلاب بما يتعلق بالسلوكيات الإدارية والإشراف على برامج الدعم والإرشاد للطلاب ذوي الاحتياجات

No.	Statement	never	rarely	Once in a while		Almost always
1	I am a partner in planning the tutoring programs for integrating pupils with special needs.	1	2	3	4	5
2	I know the tutoring program objectives in the school.	1	2	3	4	5
3	I am an active participant in a structured tutoring program throughout the process.	1	2	3	4	5
4	The tutoring objectives are well known for the tutees.	1	2	3	4	5
5	I share responsibility for accomplishing the tutoring program's objectives.	1	2	3	4	5
6	When I face a problem or have some difficulties in my work with the tutees I can share it with the school principal and get his support.	1	2	3	4	5
7	The tutoring program increases the achievement of the pupils with special need and therefore integrating them in the regular class.	1	2	3	4	5
8	The involved staff and tutors were selected by a special committee headed by the school principal	1	2	3	4	5
9	The tutees are encouraged by the school principal to talk about their difficulties and aspirations and participate in planning their individual educational plan.	1	2	3	4	5
10	The school principal invites the tutees and their parents to take part in the discussions and gives them the opportunity to be heard.	1	2	3	4	5
11	The principal ensures that the tutoring program is carried out according to plans and objectives.	1	2	3	4	5
12	The school principal is an active participant in all the settings of the inter – professional school committee regarding the tutoring program.	1	2	3	4	5
13	The school principal Opens the sittings of the inter-professional discussions regarding the tutoring plan and he is responsible for conducting the discussions.	1	2	3	4	5
14	The school principal invites the tutees to take part in the assessment process.	1	2	3	4	5
15	The tutoring programs contribute to improve the academic achievement in the supported aspects.	1	2	3	4	5
16	The tutoring programs contribute to integrate the pupils with special needs socially.	1	2	3	4	5
17	The tutoring program contributes in developing the professional collaboration in the tutoring process for integrating pupils with special needs.	1	2	3	4	5
18	The objectives of the tutoring programs are achieved.	1	2	3	4	5
19	The tutoring activities and the tutors' practices, time and energy focus on the intended objectives.	1	2	3	4	5

الخاصة من أجل دمجه في المدرسة الابتدائية.

Translation of the questionnaire "School principals' practices and behaviors regarding the management of tutoring programs for pupils with special needs in regular secondary school"

مقدمة

يستخدم الاستبيان التالي كأداة لجمع البيانات لإكمال أطروحة دكتوراه في جامعة تيرا سيول بمولدوفا حول "أساليب الإدارة بما يتعلق بإدارة برامج التدريب التربوي (tutoring) من أجل دمج الطلاب ذوي الاحتياجات الخاصة في المدارس العادية".

أوجه لحضرتك بهذا لتعبئة الاستبيان التالي:

من فضلك ضع دائرة حول الجواب الأنسب في رأيك، لكل بيان/بند، حيث ان "1" يدل على عدم الموافقة بتاتاً/أبداً و "5" يدل على الموافقة التامة/دائماً. الاستبيان باسم مجهول والمشاركة فيه طوعية تماماً. سيتم الحفاظ على السرية التامة لجميع المعلومات التي تم جمعها وسوف تستخدم لأغراض البحث فقط.

جزيل الشكر لتعاونك

1-معلومات عامة:

الجنس: ذكر / أنثى

الدور الرئيسي في المدرسة: _____

عدد سنوات الخبرة في التدريس/التعليم: _____

الدرجة الأكاديمية: _____

2-استبيان لدراسة: "ممارسات وسلوكيات مدراء المدارس فيما يتعلق بالإدارة والإشراف على برامج "التدريب التربوي" (Tutoring) لنوي الاحتياجات الخاصة في المدارس العادية".

البيان	لا أوافق أبداً	نادراً	مرة واحدة كل فترة	في بعض الأوقات	أوافق كلياً دائماً
1 أنا شريك في تخطيط برامج "التدريب التربوي-tutoring" لدمج التلاميذ ذوي الاحتياجات الخاصة في المدرسة.	1	2	3	4	5
2 أنا أعرف أهداف برنامج التدريب التربوي في المدرسة.	1	2	3	4	5
3 أنا مشارك فعال في بناء وتنفيذ خطة التدريب التربوي من البداية إلى النهاية.	1	2	3	4	5
4 أهداف برنامج دروس التدريب التربوي معروفة للطلاب المتدربين.	1	2	3	4	5
5 أشارك في المسؤولية لإنجاز أهداف برنامج "التدريب التربوي"	1	2	3	4	5
6 عندما أواجه مشكلة أو بعض الصعوبات في العمل مع التلاميذ، أستطيع التوجه إلى مدير المدرسة والحصول على دعمه وإرشاده.	1	2	3	4	5
7 ساعات التدريب التربوي تساهم في رفع التحصيل التربوي للتلاميذ ذوي الاحتياجات الخاصة وبالتالي دمجهم في الصف العادي	1	2	3	4	5
8 يتم اختيار المرشدين التربويين بواسطة لجنة مهنية خاصة يرأسها مدير المدرسة وفقاً لمعايير ومقاييس معينة	1	2	3	4	5
9 المدير يحفز الطلاب على التحديث عن صعوباتهم، تطلعاتهم، وعلى المشاركة في تخطيط خطة تعليمهم الفردية.	1	2	3	4	5
10 يدعو مدير المدرسة الطلاب المدعومين في البرنامج وأولياء أمورهم للمشاركة في مناقشات اللجنة المدرسية المهنية ويعطيهم حق الكلام.	1	2	3	4	5

5	4	3	2	1	المدير يتابع ويعمل على تنفيذ خطة التدريب التربوي وفقاً للتخطيط والأهداف.	11
5	4	3	2	1	مدير المدرسة يشارك بشكل فعال في كافة الجلسات ضمن الطاقم المهني للمدرسة بما يتعلق ببرنامج التدريب التربوي	12
5	4	3	2	1	مدير المدرسة يفتتح جلسة الدمج فيما يتعلق بخطة الدمج للطلاب في برنامج التدريب التربوي" وهو مسؤول عن سيرورة البحث.	13
5	4	3	2	1	يشترك مدير المدرسة الطلاب المدعومين ببرنامج التدريب التربوي في عملية التقييم.	14
5	4	3	2	1	يسهم برنامج التدريب التربوي في تحسين التحصيل الدراسي في المواضيع المحددة ضمن خطة العمل الخاصة بكل طالب.	15
5	4	3	2	1	يسهم برنامج التدريب التربوي في دمج الطلاب ذوي الاحتياجات الخاصة اجتماعياً.	16
5	4	3	2	1	برنامج التدريب التربوي يساهم في تطوير العمل المهني الجماعي بتعاون من اجل دمج الطلاب ذوي الاحتياجات الخاصة	17
5	4	3	2	1	يتم تحقيق أهداف برنامج خطة التدريب التربوي من اجل دمج الطلاب ذوي الاحتياجات الخاصة	18
5	4	3	2	1	فعاليات وحصص التدريب التربوي, الوقت والطاقة المبذولة تركز على الأهداف المقصودة من البرنامج اجل دمج الطلاب ذوي الاحتياجات الخاصة في الصفوف العادية .	19

في القائمة التالية كتبت بنوداً مختلفة متعلقة بالإدارة والإشراف على برامج "التدريب التربوي" للطلاب ذوي الاحتياجات الخاصة في المدارس العادية. الرجاء تحديد الرقم الأنسب لإجاباتكم حيث أن الرقم "1" يدل على لا أوافق بتاتاً/ أبداً والرقم "5" يدل على أوافق كلياً/دائماً.

		strongly disagree	disagree	Cannot decide	Agree	strongly agree
1	I wouldn't mind if a handicapped child sits next to me	0	1	2	3	4
2	I wouldn't introduce a handicapped child to my friend	0	1	2	3	4
3	Handicapped children can do lots of things for Themselves	0	1	2	3	4
4	I wouldn't know what to say to a handicapped child	0	1	2	3	4
5	Handicapped children like to play	0	1	2	3	4
6	I feel sorry for handicapped children	0	1	2	3	4
7	I would stick up for a handicapped child who was being teased	0	1	2	3	4
8	Handicapped children want lots of attention from Adults	0	1	2	3	4
9	I would invite a handicapped child to my birthday Party	0	1	2	3	4
10	I would be afraid of a handicapped child	0	1	2	3	4
11	I would talk to a handicapped child I didn't know	0	1	2	3	4
12	Handicapped children don't like to make friends	0	1	2	3	4
13	I would like a handicapped child to live next-door to me	0	1	2	3	4
14	Handicapped children feel sorry for themselves	0	1	2	3	4
15	I would be happy to have a handicapped child for a special friend	0	1	2	3	4
16	I would try to stay away from a handicapped child	0	1	2	3	4
17	Handicapped children are as happy as I am	0	1	2	3	4
18	I wouldn't like a handicapped friend as much as my other friends	0	1	2	3	4
19	Handicapped children know how to behave properly	0	1	2	3	4
20	In class I wouldn't sit next to a handicapped child	0	1	2	3	4
21	I would be pleased if a handicapped child invited to me to his house.	0	1	2	3	4
22	I try not to look at someone who is handicapped	0	1	2	3	4
23	I would feel good doing a school project with a handicapped child	0	1	2	3	4
24	Handicapped children don't have much fun	0	1	2	3	4
25	I would invite a handicapped child to sleep over at my House	0	1	2	3	4
26	Being near someone who is handicapped scares me	0	1	2	3	4
27	Handicapped children are interested in lots of things.	0	1	2	3	4
28	I would be embarrassed if a handicapped child invited me to his birthday	0	1	2	3	4
29	I would tell my secret to a handicapped child	0	1	2	3	4
30	Handicapped children are often sad	0	1	2	3	4
31	I would enjoy being with a handicapped child	0	1	2	3	4
32	I would not go to a handicapped child's house to play	0	1	2	3	4
33	Handicapped children can make new friends	0	1	2	3	4
34	I feel upset when I see a handicapped child	0	1	2	3	4
35	I would miss recess to keep a handicapped child Company	0	1	2	3	4
36	Handicapped children need lots of help to do things	0	1	2	3	4

Appendix 3.

		לא מסכים כלל	לא מסכים	אין לי עמדה	מסכים	מסכים מאוד
1	לא מפריע לי אם ילד מוגבל ישב לידי	0	1	2	3	4
2	לא הייתי מציג ילד מוגבל בפני חבר שלי	0	1	2	3	4
3	ביכולתם של ילדים מוגבלים לעשות הרבה דברים למען עצמם.	0	1	2	3	4
4	אני לא אדע מה לומר לילד מוגבל	0	1	2	3	4
5	ילדים מוגבלים אוהבים לשחק	0	1	2	3	4
6	אני מרחם על ילדים בעלי מוגבלות	0	1	2	3	4
7	אני אהיה מוכן להגן על ילד בעל מוגבלות אם מישהו ינסה להציק לא	0	1	2	3	4
8	ילדים בעלי מוגבלות דורשים הרבה תשומת לב ממבוגרים.	0	1	2	3	4
9	אני מוכן להזמין ילד בעל מוגבלות/חריג למסיבת יום הולדת שלי	0	1	2	3	4
10	אני הייתי מפחד מילד בעל מוגבלות	0	1	2	3	4
11	אני מוכן לדבר עם ילד בעל מוגבלות שאינני מכיר.	0	1	2	3	4
12	ילדים בעלי מוגבלות אינם אוהבים שיהיו להם חברים	0	1	2	3	4
13	הייתי שמח שילד בעל מוגבלות יהיה שכן שלי.	0	1	2	3	4
14	ילדים בעלי מוגבלות נוטים לרחם על עצמם	0	1	2	3	4
15	אשמח שילד בעל מוגבלות יהיה החבר המיוחד שלי.	0	1	2	3	4
16	אני אעדיף לנסות לשמור מרחק מילד בעל מוגבלות.	0	1	2	3	4
17	ילדים בעלי מוגבלות הם מאושרים בדיוק כמוני.	0	1	2	3	4
18	לא אוכל לאהוב חבר בעל מוגבלות באותה מידה שאני אוהב את החברים האחרים שלי.	0	1	2	3	4
19	ילדים בעלי מוגבלות יודעים להתנהג בהתאם (בצורה נכונה).	0	1	2	3	4
20	אני לא מוכן לשבת ליד ילד בעל מוגבלות בכתה	0	1	2	3	4
21	הייתי שמח אם ילד בעל מוגבלות היה מזמין אותי לביתו.	0	1	2	3	4
22	אני אנסה שלא להביט במישהו בעל מוגבלות	0	1	2	3	4
23	אני ארגיש טוב לעבוד על פרויקט עם תלמיד בעל מוגבלות.	0	1	2	3	4
24	לילדים בעלי מוגבלות אין הרבה הנאה.	0	1	2	3	4
25	אני מוכן להזמין ילד בעל מוגבלות לישון בביתי.	0	1	2	3	4
26	מפחיד אותי להיות בקרבת ילד בעל מוגבלות	0	1	2	3	4
27	ילדים בעלי מוגבלות מתעניינים בהרבה דברים.	0	1	2	3	4
28	אהיה במבוכה, אם ילד בעל מוגבלות יזמין אותי למסיבת יום הולדת שלו.	0	1	2	3	4
29	אני מוכן לגלות את הסוד שלי לילד בעל מוגבלות	0	1	2	3	4
30	ילדים בעלי מוגבלות הם עצובים בדרך כלל.	0	1	2	3	4
31	אני אהנה להיות בחברתו של ילד בעל מוגבלות.	0	1	2	3	4
32	אינני מוכן ללכת לשחק בביתו של ילד בעל מוגבלות.	0	1	2	3	4
33	ביכולתם של ילדים בעלי מוגבלות לרכוש חברים חדשים.	0	1	2	3	4
34	אני מרגיש עצוב כאשר אני רואה ילד בעל מוגבלות.	0	1	2	3	4

35	אני מוכן לוותר על הפסקה בבה"ס בכדי לארח חברה לילד בעל מוגבלות.	0	1	2	3	4
36	ילדים בעלי מוגבלות זקוקים להרבה עזרה בכדי לעשות דברים	0	1	2	3	4

The "Chedoke-McMaster Attitudes towards Children whith EBD (CATCH Scale developed by Rosenbaum et al. (1988)

Translation of "The "Chedoke-McMaster Attitudes towards Children with EBD (CATCH) Scale. Rosenbaum et al. (1988) developed this scale."

Appendix 4.

Rosenberg Self-Esteem Scale

Reference: Rosenberg, M. Society and the adolescent self-image. Princeton, NJ: Princeton University Press [195]

Below is a list of statements dealing with your general feelings about yourself.

Please indicate how strongly you agree or disagree with each statement.

Scale:

Instructions	Strongly Agree	Agree	Disagree	Strongly Disagree
Below is a list of statements dealing with your general feelings about yourself. Please	Strongly Agree	Agree	Disagree	Strongly Disagree
Indicate how strongly you agree or disagree with each statement.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. On the whole, I am satisfied with myself.	Strongly Agree	Agree	Disagree	Strongly Disagree
2. At times I think I am no good at all.	Strongly Agree	Agree	Disagree	Strongly Disagree
3. I feel that I have a number of good qualities.	Strongly Agree	Agree	Disagree	Strongly Disagree
4. I am able to do things as well as most other people.	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I feel I do not have much to be proud of.	Strongly Agree	Agree	Disagree	Strongly Disagree
6. I certainly feel useless at times.	Strongly Agree	Agree	Disagree	Strongly Disagree
7. I feel that I'm a person of worth, at least on an equal plane with others.	Strongly Agree	Agree	Disagree	Strongly Disagree
8. I wish I could have more respect for myself.	Strongly Agree	Agree	Disagree	Strongly Disagree
9. All in all, I am inclined to feel that I am a failure.	Strongly Agree	Agree	Disagree	Strongly Disagree
10. I take a positive attitude toward myself.	Strongly Agree	Agree	Disagree	Strongly Disagree

Rosenberg's self-esteem scale (1995). Translated in Arabic

تعليمات:

أمامك قائمة من التصريحات (جُمِل) تتعلّق بشعورك العام تجاه نفسك.

من فضلك أشر إلى الجواب أو التصريح الموافق لشعورك نحو نفسك.

1. بشكل عام، أنا راضٍ عن نفسي			
1. أوافق بشدة	2. أوافق	3. أعارض	4. أعارض بشدة
2. أحيانا أفكر بأنني لست جيّدا بالمرّة			
1. أوافق بشدة	2. أوافق	3. أعارض	4. أعارض بشدة
3. أنا أشعر بأنه لديّ صفات\مميّزات جيّدة			

1. أوافق بشدة	2. أوافق	3. أعارض	4. أعارض بشدة
4. أنا قادر على القيام بأعمال أشياء أسوأ بباقي الناس			
1. أوافق بشدة	2. أوافق	3. أعارض	4. أعارض بشدة
5. أنا أشعر بأنه لا يوجد لدي الكثير مما يُفتخر به أو لا يوجد لدي ما يجعلني أفتخر			
1. أوافق بشدة	2. أوافق	3. أعارض	4. أعارض بشدة
6. بالتأكيد، أشعر بأنني عديم الفائدة في بعض الأوقات			
1. أوافق بشدة	2. أوافق	3. أعارض	4. أعارض بشدة
7. أنا أشعر بأنني شخصا ذو أهمية وذو قيمة على الأقل عندما أكون مع آخرين بنفس المستوى			
1. أوافق بشدة	2. أوافق	3. أعارض	4. أعارض بشدة
8. أتمنى لو استطعت أن يكون لدي احترام أكثر لذاتي (لنفسي)			
1. أوافق بشدة	2. أوافق	3. أعارض	4. أعارض بشدة
9. أنا أشعر بأنني فاشلة في كل شيء			
1. أوافق بشدة	2. أوافق	3. أعارض	4. أعارض بشدة
10. أنا إيجابي بموقفي اتجاه نفسي			
1. أوافق بشدة	2. أوافق	3. أعارض	4. أعارض بشدة

Screen for Child Anxiety Related Disorders (SCARED)

Child Version—Pg. 1 of 2 (To be filled out by the CHILD)

Name: _____

Date: _____

Directions:

Below is a list of sentences that describe how people feel. Read each phrase and decide if it is “Not True or Hardly Ever True” or “Somewhat True or Sometimes True” or “Very True or Often True” for you. Then for each sentence, fill in one circle that corresponds to the response that seems to describe you for the last 3 months.

Statement	0 Not True or Hardly Ever True	1 Somewhat True or Sometimes True	2 Very True or Often True
1. When I feel frightened, it is hard to breathe.	0	1	2
2. I get headaches when I am at school.	0	1	2
3. I don't like to be with people I don't know well.	0	1	2
4. I get scared if I sleep away from home.	0	1	2
5. I worry about other people liking me.	0	1	2
6. When I get frightened, I feel like passing out.	0	1	2
7. I am nervous.	0	1	2
8. I follow my mother or father wherever they go.	0	1	2
9. People tell me that I look nervous.	0	1	2
10. I feel nervous with people I don't know well.	0	1	2
11. I get stomachaches at school.	0	1	2
12. When I get frightened, I feel like I am going crazy.	0	1	2
13. I worry about sleeping alone.	0	1	2
14. I worry about being as good as other kids.	0	1	2
15. When I get frightened, I feel like things are not real.	0	1	2
16. I have nightmares about something bad happening to my parents.	0	1	2
17. I worry about going to school.	0	1	2
18. When I get frightened, my heart beats fast.	0	1	2
19. I get shaky.	0	1	2
20. I have nightmares about something bad happening to me.	0	1	2
21. I worry about things working out for me.	0	1	2
22. When I get frightened, I sweat a lot.	0	1	2
23. I am a worrier.	0	1	2
24. I get really frightened for no reason at all.	0	1	2
25. I am afraid to be alone in the house.	0	1	2
26. It is hard for me to talk with people I don't know well.	0	1	2
27. When I get frightened, I feel like I am choking.	0	1	2
28. People tell me that I worry too much.	0	1	2
29. I don't like to be away from my family.	0	1	2
30. I am afraid of having anxiety (or panic) attacks.	0	1	2
31. I worry that something bad might happen to my parents.	0	1	2
32. I feel shy with people I don't know well.	0	1	2
33. I worry about what is going to happen in the future.	0	1	2
34. When I get frightened, I feel like throwing up.	0	1	2
35. I worry about how well I do things.	0	1	2
36. I am scared to go to school.	0	1	2

37. I worry about things that have already happened.	0	1	2
38. When I get frightened, I feel dizzy.	0	1	2
39. I feel nervous when I am with other children or adults and I have to do something while they watch me (for example: read aloud, speak, play a game, play a sport. have to do something while they watch me (for example: read aloud, speak, play a game, play a sport.)	0	1	2
40. I feel nervous when I am going to parties, dances, or any place where there will be people that I don't know well.	0	1	2
41. I am shy.	0	1	2

Screen for Child Anxiety Related Disorders (SCARED) translated in Arabic.

عزيزي الطالب،

فيما يلي قائمة بالجمل التي تصف كيف يشعر الناس عادة في مواقف الضغط. اقرأ كل عبارة وصف إذا كانت:

" غير صحية أو غير صحيحة إطلاقاً"، أو " صحيحة إلى حد ما أو أحيانا صحيح"، أو "صحيح جدا أو غالبا صحيح" بالنسبة

إليك. املأ أو لون الدائرة الملائمة في كل سطر لوصف رد فعلك خلال الأشهر الثلاثة الأخيرة:

2 صحيح جدا أو غالبا صحيح	1 صحيحا الى حد ما أو أحيانا صحيحا	0 غير صحيحة أو غير صحيحة إطلاقاً	
2	1	0	عندما أخاف، يصعب عليّ التنفس
2	1	0	أعاني من الصداع عندما أكون بالمدرسة
2	1	0	لا أرتب بأن أكون مع أناس لا أعرفهم جيّدا
2	1	0	أخاف إذا نمت بعيدا عن البيت
2	1	0	أقلق من أجل الأشخاص الذين يحبونني
2	1	0	عندما أشعر بالخوف، أشعر كأنني تزلقت خارجا
2	1	0	أنا عصبيّ
2	1	0	أحرق بوالدي أو بوالدي أينما ذهبوا
2	1	0	يقولون لي الناس بأنني أبدو عصبيًا
2	1	0	أشعر بالعصبية مع أناس لا أعرفهم جيّدا
2	1	0	أعاني من أوجاع بالمعدة في المدرسة
2	1	0	عندما أخاف، أشعر وكأنني سأصبح مجنوناً أو أنني سأفقد عقلي
2	1	0	أنا قلق بشأن النوم وحدي
2	1	0	أقلق بشأن كوني جيّدا كباقي الأطفال
2	1	0	عندما أخاف، أشعر كأنّ الأشياء غير حقيقية
2	1	0	لديّ كوابيس عن حدوث مكروه أو سوء لوالديّ
2	1	0	أقلق بشأن ذهابي للمدرسة
2	1	0	عندما أخاف يبدق قلبي بسرعة
2	1	0	لا أشعر بالقوّة، أشعر بأنني هشّ وضعيف
2	1	0	لديّ كوابيس بأنّ مكروه ما سيحدث لي
2	1	0	أقلق حول الأشياء التي تعمل من أجلي
2	1	0	عندما أخاف، أعرق كثيرا
2	1	0	أنا شخص قلق
2	1	0	في الحقيقة، أصبح قلقا بدون أيّ سبب كان
2	1	0	أخاف من أن أكون وحدي في البيت
2	1	0	من الصعب عليّ أن أتحدّث مع أناس لا أعرفهم جيّدا
2	1	0	عندما أخاف، أشعر وكأنني أختنق
2	1	0	يقولون لي الناس بأنني قلق جدًا
2	1	0	لا أرتب بالتواجد بعيدا عن عائلتي
2	1	0	أخشى من أن تحدث لي نوبات من القلق أو الدّعر
2	1	0	أنا قلق من إمكانية حدوث مكروه أو سوء ما لوالديّ
2	1	0	أشعر بالخجل مع أناس لا أعرفهم
2	1	0	أنا قلق بشأن ما سيحدث في المستقبل
2	1	0	عندما أشعر بالدّعر والقلق، أشعر وكأنني رميت خارجا

2	1	0	أنا قلق بما يتعلّق بكيف سأقوم بعمل وتنفيذ الأشياء
2	1	0	أنا خائف من الذهاب للمدرسة
2	1	0	أنا قلق بشأن الأشياء التي حصلت
2	1	0	عندما أخاف، أشعر بالدوار (دوخه)
2	1	0	أشعر بعصبية عندما أكون مع أطفال آخرين أو مع كبار وعلّي إن أفعل شيئاً ما عندما ينظرون إليّ (مثل قراءه بصوت عالي، التكلّم، اللعب أو أيّ شيء)
2	1	0	أشعر بالعصبية عند ذهابي إلى حفلات، رقص أو أيّ مكان يكون فيه أناس لا أعرفهم جيّداً
2	1	0	أنا خجول

Appendix 6.

I. T.P (General Director's Instructions,2005)

في المجال: تعليمي ، الاتصالي ، الاجتماعي، السلوكي، الحسي ، الحركي، العاطفي، مهارات حياتية.

Supported Aspect: educational, cognitive, communicative, social, behavioral - emotional,
sensory, motor, life skills.

اسم الطالب مستعار: _____ الصف: _____ المرشد _____

. pupil's name-----class----- school----- the educator-----

- the tutor-----

تقييم ملخص summative assessment	تقييم تكويني Formative assessment	ملاحظات وامرات مطلوبة لتحقيق الهدف Adjustments and measures necessary to achieve the goals	معايير للتقييم Evaluation criteria	الفترة اللازمة لتحقيق الهدف Schedule	مستوى الأداء الوظيفي في المجال Functional level		اهداف Objectives	مجال الدعم supported Aspect
					نقاط للتعيين أو التغيير	نقاط القوة عند الطالب		

توقيع المربي : _____ توقيع الأهل : _____ توقيع المرشد: _____ توقيع المدير : _____

Educator's signature -----tutor's signature----- parents' signature-----

-----principal's signature-----

.partners 'signatures

Appendix 7.

Tutor's Daily Planning (The Tutor's Diary): הכנה לעבודת החונך בשעות החונכות טופס

(The tutee) שם החניך _____ (The tutor: שם המורה החונך _____
 school בבית ספר _____ :Date-תאריך Day: יום: _____
 _____ name

Feedback משוב והערות And notes	Resources אמצעי עזר and Tools	Goals מטרות/יעדים and Objectives	Time שעה
			1
			2
			3
			4
			5

General Summary :-----

Appendix 8.

Teachers' Attitudes towards the integration of pupils with SEN in regular classes.

In the next columns there are 30 statements regarding the "Attitudes and Responses towards the integration of pupils with special needs in the regular classes". 5 point Likert scale are to estimate teachers responses. Please select the most appropriate number for your response where 5 is strongly agree, 4 means agree, 3 neutral, 2 don't agree and 1 is strongly disagree.

No.	Statement	1	2	3	4	5
1.Social	Integration of pupils with special needs is a good idea.	strongly disagree	don't agree	neutral	agree	strongly agree
2. Academic	The study skills of pupils with special needs are inadequate for success in the regular education classroom					
3. Psychological	Pupils with special needs benefit from integration in the regular education classroom					
4. social	Integration decreases the gap between pupils with special needs and regular pupils					
5. Academic	Integration provides new academic skills to pupils with special needs					
6. Psychological	Pupils with special needs require more attention and assistance than the regular education teacher can provide.					
7. Academic	Integration requires specific training and specialized teachers.					
8.social	Teachers should demonstrate collaboration with all pupils with special needs in the regular education classroom					
9. Academic	Teachers gain more knowledge of pupils of special needs.					
10. Psychological	Pupils with special needs adjust well when placed in regular education classrooms.					
11. social	Integration requires more collaboration between teachers.					
12. Psychological	Peers are not accepting of pupils with special needs in the regular classroom					
13. social	Teachers gain more social understanding for pupils with special needs.					
14. Academic	Integration requires teachers to learn new materials about pupils with special needs					
15. Psychological	Teachers modify the attitudes of pupils with special needs towards life.					
16. social	Pupils with special needs improve their social skills when placed in a regular class					
17. Psychological	Teachers improves self confidence among pupils with special needs					

18. Academic	Teachers needs technical support in inclusive classes.					
19. social	Pupils with special needs demonstrate more behavior problems than regular education pupils					
20. Academic	Teachers provide educational support for all pupils					
21. Psychological	Teachers have the commitment for the education of pupils with special needs in their classroom					
22. Psychological	Pupils with special needs have a basic right to receive their education in the regular classroom					
23. social	Teachers create advanced relations with parents of pupils with special needs.					
24. Academic	Teachers have the instructional skills and educational background to teach pupils with special needs					
25. Psychological	Inclusive classes make teachers humane and appreciative. Psychological					
26. social	Integration decreases social differences between all pupils					
27. Academic	Special needs pupils do better academically in inclusive classrooms.					
28. Psychological	Teachers are comfortable co-teaching content areas with special education teachers.					
29. social	Integration provides new social skills to pupils with special needs					
30. Academic	The Integration of pupils with special needs negatively affects the performance of regular pupils.					

Teachers' attitudes scale in Arabic

اتجاهات المعلمين حول دمج الطلبة المعاقين في الصفوف الثلاثة الأولى. استبانة تبين اتجاهات معلمين الصفوف الثلاثة الأولى نحو دمج الطلبة المعاقين في الصفوف مع الطلبة العاديين

محتوى الفقرة	أوافق بشدة	أوافق	لا أوافق
1			
يزيد برنامج دمج المعاقين فرص التفاعل الاجتماعي مع الطلبة العاديين			
2			
يعمل برنامج الدمج على مقابلة الفروق الفردية الاجتماعية بين الطلاب			
3			
يؤدي برنامج دمج المعاقين على اكتسابهم مهارات جديدة			
4			
٤ يعدل برنامج دمج المعاقين اتجاهات المعلمين نحوهم			
5			
يعمل برنامج دمج المعاقين على زيادة فعاليتهم في الحياة اليومية			
6			
يساعد وضع المعاقين في الصفوف العادية على رضاهم عن أنفسهم			
7			
يشجع برنامج دمج المعاقين رغباتهم وميولهم			
8			
يزيد برنامج دمج المعاقين من شعورهم بأنهم قادرون على العطاء			
9			
يساعد برنامج دمج المعاقين على مواجهتهم الاحباطات التي تواجههم			
10			
المعاقين يتكيفون بشكل أفضل عندما يتم دمجه بالصفوف العادية			
11			
يزيد برنامج دمج المعاقين مع الطلبة العاديين من ثقتهم بأنفسهم			

			ينبغي تعليم الطلبة المعاقين في المدارس العادية	12
			يفضل أن ينتظم الطلبة المعاقين في التعليم العام مع بداية المرحلة الأساسية أو وفق بشدة أو وفق لا أو وفق	13
			لمعاقين لهم حق أساسي في تلقي التعليم في صفوف عادية د. علي الصمادي	14
			يؤدي دمج الطلبة المعاقين إلى إعطائهم نفس الفرصة المتاحة للطلبة العاديين	15
			يقدم برنامج دمج الطلبة المعاقين أفضل الحلول لمواجهة المشكلات التربوية	16
			المعاقين يطورون مهاراتهم الأكاديمية بشكل أفضل عند دمجهم	17
			ينبغي دمج الطلبة المعاقين في جزء من اليوم الدراسي	18
			ينبغي دمج المعاقين الذين يعانون من إعاقة بسيطة ومتوسطة فقط	19
			يتوقف دمج الطالب المعاق على صعوبة الإعاقة	20
			يفضل بقاء الطلبة المعاقين في المؤسسات الخاصة	21
			يؤدي تعليم المعاقين في المدارس العادية إلى عزلتهم عن المجتمع المحلي	22
			لا يستطيع الطلبة المعاقين إقامة علاقات اجتماعية مع الطلبة العاديين	23
			يزيد برنامج عزل المعاقين في المؤسسات الخاصة شعورهم بالأمن والاستقرار	24
			يشعر المعاقين بالخجل الشديد من إعاقته داخل الصف العادي	25
			يزيد برنامج دمج المعاقين من الهوة بين المعاقين والطلبة العاديين أو	26
			يزيد برنامج دمج المعاقين من شعورهم بالحساسية نحو الآخرين	27
			يشعر الطلبة المعاقين عند دمجهم بالنقص والضعف	28
			يشعر الطلبة المعاقين بالإحباط لعدم قدرتهم على مجاراة زملائهم	29
			يؤثر وضع الطلبة المعاقين في الصفوف العادية على برنامج الصف ككل	30

Tutoring activities

1. Feelings and emotions: the tutor tries in the first meeting and at the beginning of every meeting to know and understand how the tutee feels. He can ask him simply: " how you are today.

The tutor ask the tutee to choose the card that fit his feeling now, using the emotions wheel or the feelings colored cards for example: Happy is colored in green; scared in yellow; angry in red; sad in blue; excited in bright orange; proud in pink...

The tutor asks the tutee after choosing his "emotion/feeling" card:" Can you share an example of a time that you felt angry/sad/happy...? Try to complete the sentence: I feel angry when I feel happy when....

The tutor should show for the tutee that he is listening and feel empathy with him. In addition, he writes notes in every meeting about the tutee's feeling in general and connecting the activities.

For example: when tutor ask: how are you

The tutee answered: I am fine thank you

The tutor: how are you feeling today?

The tutee: good but anxious and sad

The tutor: can you please share me more? Is something happened these days that you would like to share me?

The tutee: yes, I am sad, anxious, and scared because next year I am leaving the elementary school and pass to the regional secondary school.

The tutor: can you tell me please what can cause you to feel scared

The tutee: in the elementary school, the teachers have already recognized my difficulties and the pupils in the classroom are from our neighborhood. I am afraid that teachers and pupils at the secondary school will laugh at me.

The tutor: why do you thing they will laugh

Tutee: teachers say that I am a problematic and disturbing one.

Tutor: can you please mention or describe which behaviors of you bother the teachers?

Tutee: I cannot sit all time of the lesson. It is boring me

Tutor: Let us stop here, I see you are tiered. What do you think about going to the playground and play football with other tutees and tutors?

Tutee: that will be fantastic, grate.

Tutor: let us go. (Note: the after-school coordinator is Watching and concerned about the safety of the participants and their needs in the game.

This activity of emotions help the professional team to know how and when or what cause the tutee's specific feeling and there for try to help him improving his feeling.

2. **My emotion wheel.** Using "my emotion wheel" for expressing feeling by painting relevant things or behavior that make the tutee feel: happy, angry, excited, proud, sad or scared.



The table includes examples of feelings from every category written on colored cards. The tutee can choose the card that fits his feeling.

Scared	Angry	Sad	Tender	Excited	Happy
Tense	Furious	Down	Loving	Nervous	Fullfilled
Nervous	Mad	Grieved	Warm hearted	Energetic	Pleased
Anxious	Miffed	Depressed	Touched	Aroused	Glad
Terrified	Upset	Heart broken	Kind	Bouncy	Complete

3. **Using expressive pictures** (as a reflective therapeutic intervention) that describe hobbies, children activities and interaction for example: playing football and there is a rejected child

standing aside, an angry teacher or a mother.....feelings.



The tutor asks the tutee to choose one or two pictures and describe what is happening in it. This tool can give an indirect opportunity for the tutee to be in a process of identification with one of the characters which appear in the picture, that may touch him or finds that it is connected with his own feelings or experiences. The picture can help also the catharsis to occur. When the tutor meets the coordinator and the educational counselor, he gives a report to them and together try to understand the tutee's difficulties and needs.

4. Behaviors and difficulties. Activity that help the tutee to describe his difficulties by a simple ADHD diagnostic list in a simple language. The tutor gives the tutee a sheet, which contains a list of statements that describe pupils' behaviors and difficulties. The tutor asks the tutee to color with a marker the statements that may describe some of his/her behaviors that may bother others. (Here is the list based on the Diagnostic and Statistical Manual of Mental Disorder).

1. Having a trouble and difficulty in paying attention
2. **making careless mistakes**
3. Easily distracted with trouble to listen
4. difficulty in following instructions and finishing tasks
5. **have trouble planning and organizing work or activities**

6. **Avoids certain tasks or does them grudgingly, doesn't like to perform and accomplish tasks that require sustained mental effort.**
7. lose things necessary for tasks or activities, such as toys, homework, pencils, books, and soon
8. become easily distracted
9. forget things
10. fidget in chair
11. get up, runs around, or climbs during class or in other situations where one should stay seated
12. often "on the go" or acts as if "driven by a motor"
13. talk too much and blurts out answers before questions have been completed
14. can't wait his turn
15. interrupt or intrude on others' conversations or games

Sample of tutoring program aimed at different disorders associated to EBD pupils

Sample No 1

Pupils Served: Grades 6

Associated Disabilities: aggression, impulsiveness

Pupils’ needs: Pupils needs range from aggression to withdrawal. Pupils range in intelligence from low average to superior.

Program Description: The Tutoring Program (TP) is a special education program for pupils with emotional/behavioral disorders (EBD) and associated behavioral needs, which can be met in their local school district. The TP is staffed with cross-age tutors and one educational assistant for every two to three pupils. One-to-one tutoring is provided as required by a pupil's Individual Education Plan (IEP). Staff receive ongoing training in non-verbal crisis prevention and intervention, verbal problem-solving, social skills training, therapeutic and developmental strategies. The educational planning process involves a team of school staff, cross age tutors, parents, agency professionals. Referrals are made through the director of the pupil's school.

TP purpose: develop interpersonal and self-management skills that may allow them to get included within the regular school during transition from primary to general school. Behavioral and educational interventions emphasize proactive, positive approaches. Development of internal pupil control is a key element of the interventions.

Specialized Services

-Tutoring individual programs are developed and implemented by a multidisciplinary team and cross age tutors.

Time table: 2 sessions (30 minutes each) a week (On Tuesday and Thursday, after classes).

Focus Area	Desired behavior	Categories of observable emotional and behavioral disorders	Tutoring strategies
Following directions	Child follows directions and rules, both at home and at school.	Child refuses to follow directions given by adults	Use simple directions Be consistent Empower pupils in positive ways Use positive reinforcement
Honesty	Pupils will be honest with themselves and others.	Pupils lie at home, at school, and in the community to family, peers, staff, and community members.	Clearly establish rules Recognize honest behavior Role-play honesty Read stories about being honest

Maintaining Boundaries	Pupils keep appropriate distance from others and use touch in “okay” ways.	Pupils touch others inappropriately.	<ul style="list-style-type: none"> Teach boundaries Respect cultural differences Encourage alternatives to intrusive touching Teach alternative strategies for positive attention Clearly define space boundaries Use carpet squares Monitor room or seating arrangements Collaborate with parents and professionals Develop a safety plan Maintain appropriate confidentiality
Recovering from Upsetting Events	Pupils can recover from upsetting events.	Pupils enter the school/classroom exhibiting behaviors that suggest anger, frustration, and inability to cope with the demands of the current environment.	<ul style="list-style-type: none"> Use assistive techniques Be patient with the recovery process Develop timeline of events Determine if need for professional assistance Draw conclusions Discuss recommendations with pupil Provide skill enhancement Address cognitive distortions Proceed with caution Take care
Respecting Property	Child respects the property of others, as well as the child’s own.	Child destroys property.	<ul style="list-style-type: none"> Clearly define the problem Encourage self-monitoring Give verbal or nonverbal cues Promote communication and understanding Help pupils who are out of control Encourage restitution Coach them through apologies Model respect and pride in ownership
Safety	Child will be safe with others.	Child harms others with physical contact, such as hitting, biting, or kicking.	<ul style="list-style-type: none"> Clearly define the problem Clearly establish rules Develop individual contracts Use positive reinforcement Use role modeling

Sample of tutoring program aimed at different disorders associated to EBD pupils

Sample No 2

Pupils Served: Grades 6

Associated Disabilities: fear, sadness, stress, low learning motivation, language defects etc.

Pupils’ needs: Pupils needs range from sensitiveness to fear and depression. Pupils range in intelligence from low average to superior.

Program Description: The Tutoring Program (TP) is a special education program for pupils with emotional/behavioral disorders (EBD) and associated behavioral needs, which can be met in their local school district. The TP is staffed with cross-age tutors and one educational assistant for every two to three pupils. One-to-one tutoring is provided as required by a pupil's Individual Education Plan (IEP). Staff receive ongoing training in non-verbal crisis prevention and intervention, verbal

problem-solving, social skills training, therapeutic and developmental strategies. The educational planning process involves a team of school staff, cross age tutors, parents, agency professionals. Referrals are made through the director of the pupil's school.

TP purpose: to develop a positive self-esteem, reduce anxiety and develop interpersonal and self-management skills that may allow them to get included within the regular school during transition from primary to general school.

Specialized Services

-Tutoring individual programs are developed and implemented by a multidisciplinary team and cross age tutors.

Time table: 2 sessions (30 minutes each) a week (On Tuesday and Thursday, after classes).

Focus area	Desired behavior	Categories of observable emotional and behavioral disorders	Tutoring strategies
Recovering from Upsetting Events (sadness, fear, stress, depression)	Pupils can recover from upsetting events.	Pupils enter the school/classroom exhibiting behaviors that suggest anger, fear, stress, frustration, and inability to cope with the demands of the current environment.	Use assistive techniques Be patient with the recovery process Develop timeline of events Determine if need for professional assistance Draw conclusions Discuss recommendations with pupil Provide skill enhancement Address cognitive distortions Proceed with caution Take care
Self expression	Pupils express their ideas, thoughts, and emotions using non offensive language, sequence ideas coherently	Pupils use inappropriate language (e.g., swearing); show inability to coherently express themselves, sequence ideas, thoughts.	Clearly define offensive language Post lists of offensive and non-offensive words Establish link between self-esteem and language Speak about emotions Practice alternate ways to express anger Share feelings with others Role-play strong emotions Provide feedback Use journaling for self-expression Redirect attention Create incentives
Low learning motivation	Pupils show interest for learning, completing homework, sharing ideas with peers about school, school subjects.	Pupils are defined as dyslexia and acalculia, don't do the homework, don't understand the use of learning etc.	Provide help specific to the subject area (e.g. assignment calendar), textbook reading, note taking (finding main idea / detail, mapping, outlining), skimming, summarizing).
Frequent self-putdowns, poor personal care and posture, negative comments about self and others, low self-esteem	Pupils care about themselves, show positive attitudes towards themselves and peers, appreciate their success and that of colleagues.	Pupils are critical about themselves and others, display negative attitudes towards others and themselves, are under depression.	Structure for success. Train pupil for self-monitoring, reinforce improvements, teach self-questioning strategies (What am I doing? How is that going to affect others?) Allow opportunities for the pupil to show his strength. Give positive recognition.

**Suggested Classroom Accommodations for Specific Behaviors
suggested by the site of Child Development institute, LLC [US] (1999).**

When you see this behavior	Try this accommodation
<p>1. Difficulty following a plan (has high aspirations but lacks follow-through); sets out to “get straight A’s, ends up with F’s” (sets unrealistic goals) Assist pupil in setting long-range goals: break the goal into realistic parts.</p>	<p>Use a questioning strategy with the pupil; ask, what do you need to be able to do this? Keep asking that question until the pupil has reached anobtainable goal. Have pupil set clear timelines of what he needs to do toaccomplish each step (monitor pupil progress frequently).</p>
<p>2. Difficulty sequencing and completing steps to accomplish specific tasks (e.g. writing a book report, term paper, organized paragraphs, division problem, etc.)</p>	<p>Break up task into workable and obtainable steps. Provide examples and specific steps to accomplish task.</p>
<p>3. Shifting from one uncompleted activity to another without closure.</p>	<p>Define the requirements of a completed activity (e.g. your math is finished when all six problems are complete and corrected; do not begin on the next task until it is finished).</p>
<p>4. Difficulty following through on instructions from others.</p>	<p>Gain pupil’s attention before giving directions. Use alerting cues. Accompany oral directions with written directions. Give one direction at a time. Quietly repeat directions to the pupil after they have been given to the rest of the class. Check for understanding by having the pupil repeat the directions.</p>
<p>5. Difficulty prioritizing from most to least important.</p>	<p>Prioritize assignment and activities. Provide a model to help pupils. Post the model and refer to it often.</p>
<p>6. Difficulty sustaining effort and accuracy over time.</p>	<p>Reduce assignment length and strive for quality (rather than quantity). Increase the frequency of positive reinforcements (catch the pupil doing it right and let him know it).</p>
<p>7. Difficulty completing assignments.</p>	<p>List and/or post (and say) all steps necessary to complete each assignment. Reduce the assignment into manageable sections with specific due dates. Make frequent checks for work/assignment completion. Arrange for the pupil to have a “study buddy” with phone number in each subject area.</p>

<p>8. Difficulty with any task that requires memory.</p>	<p>Combine seeing, saying, writing and doing; pupil may need to subvocalize to remember. Teach memory techniques as a study strategy (e.g. mnemonics, visualization, oral rehearsal, numerous repetitions).</p>
<p>9. Difficulty with test taking.</p>	<p>Allow extra time for testing; teach test-taking skills and strategies; and allow pupil to be tested orally. Use clear, readable and uncluttered test forms. Use test format that the pupil is most comfortable with. Allow ample space for pupil response. Consider having lined answer spaces for essay or short answer tests.</p>
<p>10. Confusion from non-verbal cues (misreads body language, etc.)</p>	<p>Directly teach (tell the pupil) what non-verbal cues mean. Model and have pupil practice reading cues in a safe setting.</p>
<p>11. Confusion from written material (difficulty finding main idea from a paragraph; attributes greater importance to minor details)</p>	<p>Provide pupil with copy of reading material with main ideas underlined or highlighted. Provide an outline of important points from reading material. Teach outlining, main-idea/details concepts. Provide tape of text/chapter.</p>
<p>12. Confusion from written material (difficulty finding main idea from a paragraph; attributes greater importance to minor details)</p>	<p>Provide pupil with a copy of presentation notes. Allow peers to share carbon-copy notes from presentation (have pupil compare own notes with a copy of peer's notes). Provide framed outlines of presentations (introducing visual and auditory cues to important information). Encourage use of tape recorder. Teach and emphasize key words (the following..., the most important point...,etc.).</p>
<p>13. Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli)</p>	<p>Reward attention. Break up activities into small units. Reward for timely accomplishment. Use physical proximity and touch. Use earphones and/or study carrels, quiet place, or preferential seating.</p>
<p>14. Frequent messiness or sloppiness.</p>	<p>Teach organizational skills. Be sure pupil has daily, weekly and/or monthly assignment sheets; list of materials needed daily; and consistent format for papers. Have a consistent way for pupils to turn in and receive back papers; reduce distractions. Give reward points for notebook checks and proper paper format. Provide clear copies of worksheets and handouts and consistent format for worksheets. Establish a daily routine, provide models for what you want the pupil to do.</p>

	<p>Arrange for a peer who will help him with organization. Assist pupil to keep materials in a specific place (e.g. pencils and pens in pouch). Be willing to repeat expectations.</p>
<p>15. Poor handwriting (often mixing cursive with manuscript and capitals with low-case letters)</p>	<p>Allow for a scribe and grade for content, not handwriting. Allow for use of computer. Consider alternative methods for pupil response (e.g. voice recorder, oral reports, etc.). Don't penalize pupil for mixing cursive and manuscript (accept any method of production). Use pencil with rubber grip.</p>
<p>16. Difficulty with fluency in handwriting e.g. good letter/word production but very slow and laborious.</p>	<p>Allow for shorter assignments (quality vs. quantity). Allow alternate method of production (computer, scribe, oral presentation, etc.). Use pencil with rubber grip.</p>
<p>17. Poorly developed study skills</p>	<p>Teach study skills specific to the subject area – organization (e.g. assignment calendar), textbook reading, note taking (finding main idea / detail, mapping, outlining), skimming, summarizing).</p>
<p>18. Poor self-monitoring (careless errors in spelling, arithmetic, reading)</p>	<p>Teach specific methods of self-monitoring (e.g. stop-look-listen). Have pupil proof-read finished work when it is cold.</p>
<p>19. Low fluency or production of written material (takes hours on a 10 minute assignment)</p>	<p>Allow for alternative method for completing assignment (oral presentation, taped report, visual presentation, graphs, maps, pictures, etc. with reduced written requirements). Allow for alternative method of writing (e.g. computer, cursive or printing, or a scribe).</p>
<p>20. Apparent Inattention (underachievement, daydreaming, not there)</p>	<p>Get pupil's attention before giving directions (tell pupil how to pay attention, look at me while I talk, watch my eyes while I speak). Ask pupil to repeat directions. Attempt to actively involve pupil in lesson (e.g. cooperative learning).</p>
<p>21. Difficulty participating in class without being interruptive; difficulty working quietly</p>	<p>Seat pupil in close proximity to the teacher. Reward appropriate behavior (catch pupil being good). Use study carrel if appropriate.</p>
<p>22. Inappropriate seeking of attention (clowns around, exhibits loud excessive or exaggerated movement as attention-seeking behavior, interrupts, butts</p>	<p>Show pupil (model) how to gain other's attention appropriately. Catch the pupil when appropriate and reinforce.</p>

into other children's activities, needles others)	
23. Frequent excessive talking	Teach pupil hand signals and use to tell pupil when and when not to talk. Make sure pupil is called when it is appropriate and reinforce listening.
24. Difficulty making transitions (from activity to activity or class to class); takes an excessive amount of time to find pencil, gives up, refuses to leave previous task; appears agitated during change.	Program child for transitions. Give advance warning of when a transition is going to take place (now we are completing the worksheet, next we will ...) and the expectation for the transition (and you will need...) Specifically say and display lists of materials needed until a routine is possible. List steps necessary to complete each assignment. Have specific locations for all materials (pencil pouches, tabs in notebooks, etc.). Arrange for an organized helper (peer).
25. Difficulty remaining seated or in a particular position when required to for a specific activity.	Give pupil frequent opportunities to get up and move around. Allow space for movement.
26. Frequent fidgeting with hands, feet or objects, squirming in seat.	Break tasks down to small increments and give frequent positive reinforcement for accomplishments (this type of behavior is often due to frustration). Allow alternative movement when possible.
27. Inappropriate responses in class often blurted out; answers given to questions before they have been completed.	Seat pupil in close proximity to teacher so that visual and physical monitoring of pupil behavior can be done by the teacher. State behavior that you do want (tell the pupil how you expect him to behave).
28. Agitation under pressure and competition (athletic or academic)	Stress effort and enjoyment for self, rather than competition with others. Minimize timed activities; structure class for team effort and cooperation.
29. Inappropriate behaviors in a team or large group sport or athletic activity (difficulty waiting turn in games or group situations)	Give the pupil a responsible job (e.g. team captain, care and distribution of the balls, score keeping, etc.); consider leadership role. Have pupil in close proximity of teacher.
30. Frequent involvement in physically dangerous activities without considering possible consequences	Anticipate dangerous situations and plan for in advance. Stress Stop-Look-Listen. Pair with responsible peer (rotate responsible pupils so that they don't wear out!).

<p>31. Poor adult interactions. Defies authority. Sucks up. Hangs on.</p>	<p>Provide positive attention. Talk with pupil individually about the inappropriate behavior (what you are doing is..., a better way of getting what you need or want is...).</p>
<p>32. Frequent self-putdowns, poor personal care and posture, negative comments about self and others, low self-esteem</p>	<p>Structure for success. Train pupil for self-monitoring, reinforce improvements, teach self-questioning strategies (What am I doing? How is that going to affect others?) Allow opportunities for the pupil to show his strength. Give positive recognition.</p>
<p>33. Difficulty using unstructured time – recess, hallways, lunchroom, locker room, library, assembly</p>	<p>Provide pupil with a definite purpose during unstructured activities (The purpose of going to the library is to check out.the purpose of...is...).</p> <p>Encourage group games and participation (organized school clubs and activities).</p>
<p>34. Losing things necessary for task or activities at school or at home (e.g. pencils, books, assignments before, during and after completion of a given task)</p>	<p>Help pupils organize. Frequently monitor notebook and dividers, pencil pouch, locker, book bag, desks. A place for everything and everything in its place. Provide positive reinforcement for good organization. Provide pupil with a list of needed materials and locations.</p>
<p>35. Poor use of time (sitting, starting off into space, doodling, not working on task at hand)</p>	<p>Teach reminder cues (a gentle touch on the shoulder, hand signal, etc.). Tell the pupil your expectations of what paying attention looks like. (You look like you are paying attention when...) Give the pupil a time limit for a small unit of work with positive reinforcement for accurate completion. Use a contract, timer, etc. for self-monitoring.</p>

. Necessary general information for parents, general school team and tutors aiming to increase awareness about children with emotional and behavioral disorders.

1. *** You Tube no.1 for parents and general school team:
<https://www.youtube.com/watch?v=R9okjMyIlc0>
2. ***** You Tube no.2 for parents and for the general school's team (in Arabic):
<https://www.youtube.com/watch?v=VyMWY6ugKNw>
3. *** You Tube no.3 for parents and for the general school's team (in Arabic):
4. <https://www.youtube.com/watch?v=5j6EpkLXoMQ>
5. **You Tube no.4 instructions for parents and teachers:
<https://www.youtube.com/watch?v=wlgWZupDGI>*****

What is a teacher? I'll tell you: it isn't someone who teaches something, but someone who inspires the pupil to give of her best in order to discover what she already knows.”
“Teaching is only demonstrating that it is possible. Learning is making it possible for yourself.”

(Paulo Coelho)

AUTHOR'S STATEMENT

I, the undersigned, declare on my own responsibility that the materials presented in the present doctoral thesis are the result of my own researches and scientific achievements. I confirm this fact; otherwise, I will bear the consequences in accordance with the law in force.

Sincerely,

Atamni Kamli

Signature

30.06.2018

CURRICULUM VITAE

Personal information

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Current Employment Status: regional center manager (Mti"a- in Hebrew)

Work experience

1981-1983- tutor for Secondary School Pupils in English Language

1983 to 1988 - classroom assistant, for special education teacher in Arraba village.

1989 to 1994 - teacher for special education & Arts in the Magar Comprehensive Secondary School.

1994-1997- school principal of a school for special education in the village of Boina- Nujidat.

1997 -2005- regional center manager (Mti"a- in Hebrew) in the region around Cana village. In the year 2005 to 2006 - Elementary School manger in Reineh.

2007-present Regional Center (Matia) Manager.

Education and training:

2012-2016-PhD studies, UST, Chisinau, Moldova.

2011: A certificate of Educational training. Oranim College in Israel.

2006: A certificate of Training facilitators\ leaders for Co - Existence Jewish-Arab. At Oranim College in Israel.

2001: M.A. Master's Degree in ***Educational counseling***. University of Haifa. Israel.

1997: Certificate of school principals training. *Oranim* College in Israel.

1990: *Teaching- training Certificate for teachers*. In *Haifa University*.

1989: (B.A.) in *Special Education* and in *History of Arts-* Haifa University.

1978: A high school diploma in *Biology and Chemistry*, Sakhnin Comprehensive Secondary School

1966- 1974: junior school's studies in *Arraba village*.

Languages: *Arabic (mother tongue)*, Hebrew and English languages

Personal skills and competences: usage skills in computer.

I am the mother of two sets of twins. A son and a daughter aged 22 and two daughters aged 16.

I was born in the Galilee, in Arraba village, in the north of Israel. I grew up with a large and a warm family that adore and respects universal values, education and academic studies.

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1981-1983 - tutore de limba engleză

1983 - 1988 – învățător- asistent în clasele de educație specială, satul Arraba.

1989 - 1994 - învățător de educație specială și arte, Școala generală, s. Magar.

1994-1997 - director al școlii de educație specială, s. Boina- Nujidat.

1997 -2005 - manager al centrului regional Matia (Mti "a- în ebraică"), Cana.

2005 - 2006 - director al Școlii Primare din s. Reineh.

2007-prezent manager al Centrului Regional *Matia, Cana*

Educatie și formare continuă

2012-2016- studii de doctorat, UST Chișinău, Moldova.

2006: cursuri pentru facilitatori în instruire \ lideri pentru coexistența evreiască-arabă. Colegiul Oranim din Israel.

2000-2001: Master în consiliere educațională. Universitatea din Haifa. Israel.

1997: Certificat de formare a directorilor școlari. Colegiul Oranim din Israel.

1985-1989: B.A. în învățământul special și istoria artelor, Universitatea Haifa.

1974-1978: studii liceale (biologie și chimie), s. Sakhnin

1966-1974: studii gimnaziale în satul Arraba.

Limbi: arabă (limba maternă), ebraică și engleză

Competențe și aptitudini personale: Competență de utilizare a computer -ului

Sunt mama a două perechi de gemeni: 1 fiu și o fiică de 22 de ani și două fiice în vârstă de 16 ani. M-am născut în Galileea, în satul Arraba din nordul Israelului. Am crescut într-o familie mare, care adoră și respectă valorile universale și educația.