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Address of Editorial Board:

EFSHAR Association
P.O. Box 53296, Jerusalem 91531, Israel
Tel: +972-2-6728905; Fax: +972-2-6728904
E-mail: mgilat@efshar.org.il
www.efshar.org.il

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ABSTRACTS

Educational achievements of alumni of educational residential facilities

Rami Benbenishty, Ph.D., Professor, Louis and Gabi Weisfeld School of Social Work, Bar Ilan University, Israel

Anat Zeira, Ph.D., Professor, School of Social Work and Social Welfare, The Hebrew University, Jerusalem; Head of Research and Evaluation, Haruv Institute, Israel

Sofi Arzav, Central Bureau of Statistics, Educational Department, Jerusalem, Israel

Abstract

This study examines educational achievements of alumni of educational residential facilities, in comparison to the achievement of those of the rest of their cohort. The population includes the cohort of Jewish individuals that were born in 1981 and were 26 years old at the time of the study. It is based on secondary analyses of several administrative data bases that were integrated by the Israeli Central Bureau of Statistics (CBS). We used Propensity Score Matching (PSM) for control of background variables and to match young people who were educated in residential facilities with a similar group who remained at home. Our findings reveal that after controlling background variables, there are significant differences between the groups where the educational achievements of the young people who grew up in residential settings are lower. The strongest predictors for continuing with higher education were having a matriculation diploma and having taken a psychometric test. The findings highlight the challenges of the educational residential system as well as their essential role in improving the social status of different risk populations.

Keywords: higher education, residential facilities

Mentoring care leavers: The case of "Lamerhav" program

Shelly Mana-Shacham, M.S.W, Social Worker

Anat Zeira, Ph.D., Professor, School of Social Work and Social Welfare, The Hebrew University, Jerusalem; Head of Research and Evaluation, Haruv Institute, Israel

Mentoring is a common form of support for young people aging out of public care. Based on the perspective of resilience, the presence of a mature, supportive and steady figure promotes successful transition to independent living of young people who have aged out of care. The "Lamerhav" program offers such support and this article describes the long-term mentoring experiences ten alumni of the program received. The research used a qualitative-constructivist approach which yielded four main themes: conceptualization of the mentor's role; the mentor's functions; the quality of the relationship between the mentor and the young people; and assessment of the mentoring as promoting resilience. The findings emphasize the importance of mentoring on young people's identity formation and self-perception. Additionally, the study offers a model for conceptualizing the role of the mentor as a distinct role that requires flexibility between various interventions. Therefore, it is imperative to develop mentoring as an area of expertise which will provide a unique response to care leavers.

Keywords: youths leaving out-of-home care, transition to independent living, mentoring, resilience, "Lamerhav" program

Leisure activities of youth with disabilities in Israel - Online survey

Orit Gilor, Ph.D., Special Education Program, Beit Berl College, Israel

Hagit Klibanski, Ph.D., Informal Education Program, Beit Berl College, Israel

Dror Kfir, Ph.D., Professor, Faculty of Education, Beit Berl College, Israel

Leisure activities contribute to the quality of life. In this paper, we present an initial picture of the current situation in Israel regarding leisure opportunities available for youth with special needs, as reflected in the Internet. An online survey examined the activities available for children and youth with different types of disabilities and the characteristics of the proposed activities. The survey also assessed the availability of information about the leisure activities.

The findings indicate that third sector organizations, not the public sector, are the main suppliers of leisure activities for youth with disabilities.

The sources of funding are varied and not always known. The activity definitions are not always clear. These along with other factors make the access to information on existing activities difficult.

The conclusion is that there is a need to formulate a policy that fosters leisure activities for people with disabilities. This policy will be an additional step toward the implementation of the human rights law and to ensure a progressive society.

Keywords: leisure activities, youth with special needs, disability, survey, policy

Locus of control, meta-cognitive knowledge of math and math achievements among pupils with learning disabilities

Saied Bishara, Ph.D, Beit Berl College; Alqasemi College; Open University, Israel

Shani Kaplan, Didactic Diagnostic and Expert on Learning Disabilities and Remedial, Israel

Learning disability is an extensive term relating to a variety of neurologically based disorders evidenced by difficulties in acquiring basic academic skills such as reading, writing and math. One of the disciplines where LD pupils repeatedly experience failure is math because it requires the application of multiple skills acquired during their years of study.

One of the areas that has been profoundly investigated is the correlation between meta-cognitive skills and success in math. Relevant research indicates that meta-cognitive abilities are a central component in solving math problems and a lack thereof will predict a learning disability in the discipline.

The purpose of the research was to examine the correlation between locus of control and meta-cognitive knowledge in math and math achievements among students with learning disabilities. The research also examined the pattern of the structural correlations among these three variables using a model in which meta-cognitive knowledge is the mediating agent between locus of control and the level of math achievements. We examined 30, eighth grade LD pupils who were part of a heterogeneous class at a standard school in the central part of the country, and 30 pupils who receive standard education. The research participants were examined using a questionnaire designed to study the locus of control, a questionnaire designed to investigate meta-cognitive knowledge and a third questionnaire to measure math achievements.

The research findings indicate that the higher the level of internal locus of control, the more the use of meta-cognitive knowledge. Furthermore, a higher level of internal locus of control and more use of meta-cognitive knowledge resulted in an increase in math achievements. An examination of the pattern of structural correlations between the three variables revealed that meta-cognitive knowledge acts as a significant mediating agent between internal locus of control and math achievement levels. From the pedagogical perspective, the main conclusion of this research is the need to develop an intervention program adjusted to the LD pupil population that will focus on the acquisition of meta-cognitive knowledge and thus contribute to the improvement of math achievements.

Key Words: locus of control, meta-cognition, math, learning disability

Comorbidity of eating disorders and Attention Deficit Hyperactivity Disorder: Emotional aspects

Noa Israel, M.A., Psychologist, Psycho-Educational Services of Raanana, Israel

Eitan Gur, MD, Director of the Eating Disorder Dept. Sheba Medical Center, Tel Hashomer, Israel

Malka Margalit, Ph.D., Professor and Dean, School of Behavioral Sciences, Peres Academic Center, and Prof. Emeritus Tel Aviv University, Israel

The current study examined the emotional aspects of eating disorders and Attention Deficit Hyperactivity Disorder (ADHD), with focus on: Sense of Coherence (SOC), loneliness and rumination. The sample consisted of 60 women, who were hospitalized in the Department of Eating Disorders at the Tel Hashomer Medical Center. The questionnaires assessed the following emotional aspects: SOC, loneliness and rumination. The ADHD questionnaire was used to identify individuals with a comorbidity of ADHD and eating disorders. The results demonstrated that women with a comorbidity of eating disorders and ADHD reported lower levels of SOC, higher levels of loneliness and rumination compared to a group of women with only eating disorders. In addition, the SOC mediated the relations between ADHD levels and loneliness, and between ADHD levels and rumination. The group of women with eating disorders and ADHD, who reported lower levels of SOC, was lonelier and demonstrated more rumination. Thus, the importance of the SOC as a personal resource and protective factor was demonstrated.

Keywords: ADHD, eating disorders, Sense of Coherence, loneliness, rumination