

# MIFGASH

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JOURNAL OF  
SOCIAL-EDUCATIONAL WORK

**Vol. 24, no. 44 • December 2016**

Published by:



EFSHAR – The Association for the Development  
of Social & Educational Services

In cooperation with:



Ministry of Social Affairs  
Division of Correctional Services

**EFSHAR** – The Association for the Development of  
Social & Educational Services

The Israeli Branch of AIEJI – International Association of  
Social Educators

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ISSN 0792-6820  
Jerusalem 2016

Annual subscription fee: 80 NIS  
Price for a single copy: 40 NIS

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# ABSTRACTS

## What determines school success in science and technology education?

### Learning from successes in the periphery

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Science education plays an important role in community issues, sustainability, and social and environmental justice. Understanding scientific ideas contributes to decision making in everyday life and supports the ability to participate in public science discussions and to take an active social role. The importance of science education is also salient in light of the recognition of the value of scientific or technological applications in society. Several researchers have found a positive and significant correlation between the achievements of students in science and the economic growth index. The research method was based on three research approaches: the mixed-method, learning from successes, and the logic model as an evaluation framework. Our goal was to investigate the common factors that explain school success in science and technology education in peripheral regions in Israel. Data from 16 peripheral post-primary schools was analyzed and 53 educational staff and science students were interviewed. Five major themes that explain school success were identified: quality of management, characteristics of the teaching staff, learners' characteristics, pedagogical resources, and explicit orientation towards excellence in science. Based on the qualitative analysis, model for school success in science and technology education was constructed.

**Key words:** science and technology education, learning from successes, evaluation in education, periphery

## Gender differences in bystanders' reactions to aggressive incidents in schools

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The current study investigated gender differences in bystanders' intervention styles, in relation to the age of respondents and type of school. The sample comprised 1,518 students from junior high and high schools. The participants were sampled from 15 different schools throughout Israel and were sampled from religious as well as secular Jewish populations that learn in mainstream schools. Of the 1,518 students, 41.8% were enrolled in junior high and 58.2% studied in high schools. The results indicate a gender effect, whereby boys assist and reinforce the aggressor more than girls. An interaction between gender and age was not found in the present study. However, the results show an age effect, whereby younger students (grades 7-8) defend the victims more than older students (grades 10-12). An interaction between gender and type of school was revealed. Boys who attend religious schools help and reinforce the aggressor but also defend the victim more frequently than religious girls and students who learn in non-religious schools. Hence, the results of the current study intensify the controversy that exists in relation to gender differences in bystanders' interventions and we conclude that girls do not adopt specific bystander roles, as expected of them.

**Key words:** bystander roles, gender differences, age level, type of school

## Class climate environment and class WhatsApp group environment as perceived by students

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The current study examined the students' feelings regarding Classroom Environment and Class WhatsApp Group Environment, which includes the homeroom teacher. Such communication via instant messages is very common in Israel. Participants included 550 students (152 boys, 398 girls), in fourth to twelfth

grade, who completed an online survey. The findings reveal that the higher the FtF (face to face) class climate, the more positive the WhatsApp group climate. Moreover students experience the FtF class climate to be more positive than the class WhatsApp group in which the homeroom teacher is present. In addition, the better the climate perceived in both the classroom and in the WhatsApp group the stronger the sense of nonviolence among the participants. These findings shed light on the unique phenomenon of homeroom teachers who participate with the students in informal instant messaging groups. In light of these findings we present the implications for educators and consulting professionals.

**Key words:** adolescence, instant messaging groups, class climate, teacher-student relationship

## The implementation of the educational-therapeutic program at Miftanim: Achievements and challenges

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**Paula Kahan-Strawczynski, M.A.**, Senior researcher at the Center for Children and Youth, Myers-JDC-Brookdale Institute

This paper presents findings of a study on the Miftanim therapeutic-rehabilitative-educational frameworks for high-risk youth, which combine academic education, job skills training and therapy. The frameworks follow the principles of the “Therapeutic Milieu,” which include a holistic approach, a multi-disciplinary staff, inclusion of the adolescents in designing their own personalized plans, and outcome-oriented work.

The complex needs of the adolescents require effective methods to achieve progress and it is therefore essential to examine the application of these principles. The study, which was conducted in 2012, included quantitative and qualitative methods. The findings indicate the efforts to implement the principles of the “Therapeutic Milieu,” but also present the difficulty in adhering to them and in particular in working with personalized plans. The study indicated the need to provide staff training on effective ways to work with the adolescents and to set realistic and measurable goals. As a result of the findings, the senior staff at Miftanim decided to develop a working model for the construction of personalized plans, including establishing standards for diagnosis and tailored programs. Support for improved implementation on the part of the senior staff at Miftanim increases the likelihood that the Therapeutic Milieu principles and practices will be assimilated.

**Key words:** youth at-risk, alternative education settings, work according to personalized plans, implementing best practices, Israel

## Quiet please, filming a movie! Video and cinema therapy in adolescent intervention

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In this article, we present a case study of the use of video and cinema therapy, for intervention with a young resistant adolescent coping with a traumatic “secret”. We begin with the description of the intervention – from failed attempts in creating a working relationship, through introducing and employing video and cinema therapy, to the turning point of the adolescent revealing the secret of being a victim of continuous sexual abuse. By means of this case study we hope to deepen the understanding of the uniqueness and special possibilities embedded in the use of these creative means, and to encourage therapists to employ them, especially in complicated situations.

**Key words:** video therapy, cinema therapy, sexual abuse, resistance, adolescence

## POLICY

### Consensus statement of the international work group on therapeutic residential care (Whittaker et al., 2016)<sup>1</sup>

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Hebrew version adapted and commented by:

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This document highlights recent positive developments that Therapeutic Residential Care (TRC) programs have received in many countries. The consensus statement responds to generalized criticism that has been heard from time to time, stigmatizing any kind of out-of-home group care programs.

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1 The original consensus statement:

Whittaker, K. et al. (2016). Therapeutic residential care for children and youth: A consensus statement of the international work group on therapeutic residential care. *Residential Treatment for Children & Youth*, 33(2), 89–106.

The international work group members emphasize the large and growing body of knowledge in favor of TRC. This evidence-based knowledge, relying on well-founded research, shows the importance of such residential programs for children and families in need of specialized services. This recent and up-to-date knowledge demonstrates the necessity to include therapeutic residential care programs in all types of overall services which aim to support vulnerable children, youth and their families, to successfully cope with their complex developmental challenges. The consensus statement is provided in this issue for the benefit of the Israeli professional community. Grupper and Zeira added an elaborated introduction to provide the general context that led to the summit meeting in the UK, where this consensus statement was conceived. We would like to express our gratitude to the editor of Mifgash for accepting the challenge and for publishing this Hebrew version.

**Key words:** therapeutic residential care, group care, children and youth, Israel