

**Name:** Shunit Reiter

## **CURRICULUM VITAE**

### **1. Personal Details**

Name: Shunit Reiter

Country of Birth: Israel

Office Telephone Number: 972-49539754

Office Fax Number: 972-49539754

Electronic Address: shunitr@edu.haifa.ac.il

### **2. Higher Education**

<b>Period of Study</b>	<b>Name of Institution and Department</b>	<b>Degree</b>	<b>Date of Degree</b>
1965 - 1968	Hebrew University of Jerusalem (Education and Sociology).	<b>B.A.</b>	1968
1968 - 1969	University of London, Institute of Education.	<b>Academic Diploma in Education</b>	1969
1968 - 1970	University of London, Institute of Education (Psychology and Philosophy of Education).	<b>M.A.</b>	1970
– 1970 1975	The Victoria University of Manchester, U.K., The Hester Adrian Research Center for the Study of Learning Processes in the Mentally Handicapped.	<b>Ph.D.</b>	1975

### **3. Academic Ranks and Tenure in Institutes of Higher Education**

<b>Dates</b>	<b>Name of Institution and Department</b>	<b>Rank/Position</b>
1975-1976	The Hester Adrian Research Center, Manchester University	<b>Research Fellow</b>
1976-1982	School of Education, University of Haifa	<b>Lecturer</b>
1983-1984	Developmental Disabilities Center, Temple University,	<b>Visiting Researcher (Sabbatical)</b>

	Philadelphia, U.S.A	
1982-1996	School of Education, University of Haifa	<b>Senior Lecturer</b>
1996-2009	Faculty of Education, University of Haifa	<b>Associate Professor</b>
2009	Faculty of Education, University of Haifa	<b>Full Professor</b>
2013 April	Faculty of Education, University of Haifa	<b>Professor Emeritus</b>
October 2016 – 2017	Department of Special Education & Psychology The Academic College of Zefat	<b>Professor Emeritus Head of Department</b>

#### 4. Offices in University Academic Administration

<b>Dates</b>	<b>Rank/Position</b>
1978-1982	The Center for Rehabilitation and Human Development, School of Social Work, University of Haifa, <b>Coordinator of Projects</b> in Mental Retardation.
1982-1983	The Center for Rehabilitation and Human Development, University of Haifa, <b>Director</b> .
1989-1993	Department of Education, <b>Chairperson</b> .
1984-1996	The Kunin-Lunenfeld Chair of Special Education, <b>Coordinator</b> .
1996-2012	The Kunin-Lunenfeld Chair of Special Education, <b>Incumbent of Chair</b> .
1998-2004	Division of Counseling and Special Education, <b>Head</b> .
2004-2015	The Israeli University Center on Disability, Education Empowerment & Research, MISHAL, <b>Founder and head</b> .
2003-2006	Council of the Authority of Graduate Studies, University of Haifa, <b>Member</b> .
2007-2008	Head of Special project between a team of experts, the Faculty of Education and the city of Nahariya, University of Haifa, <b>Head of team and Member</b> .
2009 - 2012	<b>Head</b> of PhD committee, department of special education, University of Haifa.

#### 5. Scholarly Positions and Activities outside the University

##### Membership in Professional Associations

1982	The American Association on Mental Retardation, <b>Member</b> .
1986	The International Study Group on Special Educational Needs (limited referred participation), <b>Member</b> .
1992	The Council for Exceptional Children, <b>Member</b> .
1993	The International Association for the Scientific Study of Intellectual

	Disability, <b>Member.</b>
2000 - 2013	HAZAMA - The Association of Teachers, Counselors and Therapists who Work with Students with Special Needs. <b>Founder and Chairperson.</b>
2001	The National Association for Special Educational Needs, NASEN, England, Manchester, <b>Member.</b>
2007 - 2008	The Ministry of Education and Culture, Office of the Principal Investigator, <b>Academic Advisor and Member</b> , the committee on choosing the paradigm underlying students' needs – categorical versus functional.
2017 -	The Center for Academic Research, Kfar Tikva, <b>Academic Advisor</b>

### Responsibilities in Editing Journals

1985-2011	Issues in Special Education and Rehabilitation (Hebrew), <b>Founder and Editor in Chief.</b>
1987 – 2008	The International Journal on Rehabilitation Research, <b>Editorial Board Member and Representative for Israel.</b>
2006- 2010	Journal of Research in Special Educational Needs, <b>Editorial Board International Advisory Board.</b>

### Public Offices

1979-1980	The National Committee for the Investigation of the Sheltered Workshops for the Mentally Retarded in Israel, <b>Member.</b>
1984-1986	Keren Meshoulam for the Encouragement of the Treatment and Education of Persons with Mental Retardation, <b>Member.</b>
1995-1998	The Education Committee of the Municipality of Haifa, <b>Member.</b>
1996- 2007	The National Committee for the Preparation of National Guidelines and Curriculum for Special Education (ages:16-21), Departments of Special Education and Curriculum, <b>Head</b> of Committee.
2001-2004	The Shalem Special Education Exemplary School, Pethach Tikvah, <b>Academic Advisor.</b>
2003 - 2006	Advisor to Sakhnin Teachers' College on developing their special education program, <b>Part time position.</b>
2005-2008	The Rimon Special Education Exemplary School, Kibutz Mesilot, <b>Academic Advisor.</b>
2006-2011	The Ofer Special Education Exemplary School, Haifa, <b>Academic Advisor.</b>
2006-2011	AHVA – The Association of the Physically Disabled of Haifa and the North – <b>Chairperson.</b>
2006-2009	The Council for Higher Education, Jerusalem – the committees for the accreditation of the Elkasami Teachers' College and The Washington Hill Teachers' College to give a B.Ed degree in special education –

	<b>Chairperson</b> of the two committees.
2007 -2009	Committee for the implantation of the reform of Teachers' Education in Israeli Colleges and Universities, area of special education – <b>Expert Member</b> .
2006-2011	The Szold Special Education Exemplary School, in collaboration with The Yavnieli regular school, Haifa, <b>Academic Advisor</b> .

## 6. Participation in Scholarly Conferences

### a. Active Participation

	<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion/Comments</b>
1	1985	109 <sup>th</sup> Annual Meeting of the American Association on Mental Deficiency.	Philadelphia U.S.A	Vocational program and research, Kfar Tikva, Israel
3	1986	Bi-National Conference USA-Israel: Real Jobs for Real Pay.	Temple University Philadelphia U.S.A	Vocational Rehabilitation in Kfar Tikvah - Legal and psychological aspects.
4	1987	Symposium: A look ahead: Economics, Industry and Disability, Training and Research Institute.	Boston College, Boston U.S.A	Critical factors for understanding on-the job success
5	1988	112 <sup>th</sup> Annual Meeting of the American Association on Mental Retardation.	Washington, DC. U.S.A	Career education in "Even Hen", Israel
6	1988	The 8 <sup>th</sup> World Congress of the International Association for the Scientific Study of Mental Deficiency.	Dublin, Ireland	Parents of Down's Syndrome children - their needs for support.
7	1988	The International	Bergische	Integration, a decade of policy

		Study Group on Special Education Needs (ISG).	Universtat Wuppertal, Germany	and practice in Israel
8	1989	Young Adult Institute, 10 <sup>th</sup> Annual International Conference.	New York U.S.A	Ensuring quality of life from infancy through adulthood
9	1992	The 9 <sup>th</sup> World Congress of the International Association for the Scientific Study of Mental Deficiency.	Brisbane, Australia	Mainstreaming children with special needs in Israel: Description of services and analysis of issues.
10	1992	Stress and Stress Reduction in Schools, First Colloquium of Educational Researchers - University of Haifa and Heinrich-Heine University of 14Duesseldorf.	Duesseldorf, Germany	Stress and the mainstreaming of children with special needs, and Israeli perspective.
11	1993	International Study Group on Special Education Needs - 13 <sup>th</sup> research and Development seminar.	Druskininkai, Lithuania	What do graduates of special schools do six months after leaving school? A follow-up study .
12	1994	International Study Group on Special Education Needs, 14 <sup>th</sup> Research and Development Seminar.	Venice, Italy	Mainstreaming in Israel, description and analysis of issues.
13	1995	The Young Adult Institute, Annual Conference	New York, U.S.A	The self concept and quality of life of adults with severe learning disabilities
14	1995	119 <sup>th</sup> Annual Meeting American Association on Mental Retardation	San Francisco, California, U.S.A.	Transition from school to work: A view from Israel

15	1996	The 10 <sup>th</sup> World Congress of the International Association for the Scientific Study of Mental Deficiency.	Helsinki, Finland	The educational and treatment concept of Israeli service providers and consumers
16	1999	International Study Group on Special Education, 19 <sup>th</sup> Seminar.	Prague, Charles University, Czech Republic	The model of AHVA - a self help organization of persons with physical disabilities.
17	2000	CEC Annual Convention and World Congress	Vancouver, Canada	The school principal and inclusion: The role played by the principal with regards to establishing in schools inclusive policies and inclusive behaviors (with Gilada Avisar).
18	2000	International Special Education Congress - ISEC 2000: Including the Excluded	Manchester, England	Quality of life - a central theme of the new high school curriculum guidelines for teachers of adolescents with developmental disabilities - a national project.
19	16-19 December, 2003	CSNSIE Inaugural International Conference Inclusive Education: A Framework for Reform.	Hong Kong	Life skills versus the skill of living: The circle of internalization method for the enhancement of the skill of living.
20	14-19 June, 2004	The 12 <sup>th</sup> World Congress of the International Association for the Scientific Study of Intellectual Disability.	France, Montpellier	Populations & services roundtable: US assistance to developing countries I was an <b>invited guest speaker</b> as the head of the first Israeli University Center on Disability and based on my professional assistance to Vietnam in developing their special education services.
21	1 <sup>st</sup> – 4 <sup>th</sup> August, 2005	ISEC 2005 – Inclusive and Supportive Education Congress, Inclusion: Celebrating Diversity?	The University of Strathclyde in Glasgow, Glasgow, Scotland	With Ifat Shachar, Ending the Silence: Adolescents with developmental disabilities as victims of crimes.
22	9 <sup>th</sup> – 10 <sup>th</sup>	The Second	Hong Kong,	The effect of an intervention

	December, 2005	International Conference on Inclusive Education	The Hong Kong Institute of Education Hong Kong	program on the burnout level, attitudes towards children with disabilities and quality of tutoring of regular school students towards classmates with autism. <b>(Invited participant).</b>
23	October 2 - November 1, 2006	Forging New Partnerships for New Challenges Through Research, Education, and Service, AUCD – Association for University Centers on Disabilities, Research.	Education, Service Annual Meeting & Conference, Washington DC, U.S.A	Adolescents with intellectual disabilities as victims of abuse. With Diane Nelson Bryen and Ifat Shachar. <b>(Invited to participate as a new international member of the AUCD network).</b>
24	5 <sup>th</sup> – 10 <sup>th</sup> August, 2007	World Gifted Conference	Warwick University, England	Gifted students satisfaction with school (Hava Vidergor & Shunit Reiter
25	November 10 – 14, 2007	The 2007 Annual Meeting of the American University Centers on Disabilities	Washington DC, USA	With Itay Hess, The inclusion of students with visual impairments in Israel: quality of life, school climate and attitudes of staff towards inclusion – a study conducted along the lines of a humanistic educational model. <i>Poster and slides</i>
26	Jan.30 – Feb. 2, 2008	ATIA 2008 Conference	Orlando, Florida, U.S.A.	Including students with visual impairments in Israel: quality of life. Poster: Dr. Itay Hess & Prof. Shunit Reiter
27	Aug. 12 – Aug. 14, 2008	7 <sup>th</sup> FICOMUNDYT Conference Pontificia Universidad Catolica Del Peru	Lima, Peru	Empowering students with visual impairments : Autonomy & Self Advocacy With Dr. Itay Hess
28	June 24 - 27, 2009	2 <sup>nd</sup> Asia- The Pacific Conference of the International Association for the Scientific Study of Intellectual Disability IASSID	Singapore	Presenter of paper on: Students with Intellectual Disabilities in the University: A course in citizenship education With Nirit Karni-Vizer, Dr. Itay Hess

29	April 15 – 18, 2010	International Conference on Special Education ICOSE 2010	Cyprus	Israeli Arab Teachers' Attitudes on Inclusion of Students with Disabilities With Nirit Karni-Vizer
30	August 1 - 5, 2011	Beginning A New Chapter – Center of AAC University of Pretoria	Johannesburg South Africa	Presenter of poster on: Attitudes towards school inclusion: Israeli Arabs and American Teachers With Nirit Karni-Vizer, D. Bryen
31	May 10 - 12, 2012	International Conference on Special Education ICOSE 2012	Cyprus	The Impact of Teachers' Management Strategies on Classroom Climate: A Focus on Antisocial and Violent Behaviors With Nirit Karni-Vizer

	<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion/Comments</b>
1	1985	International Symposium on Youth and Disability.	Jerusalem, Israel	Barriers to vocational adjustments: U.S.A. - Israel perspective (with E. Newman & D, Bryen).
2	1987	International Symposium on Disability Education.	Jerusalem, Israel	Family attitudes towards employment of the disabled.
3	1989	Fourth International Down's Syndrome' Convention	Jerusalem, Israel	Chair and presenter, parents of Down's syndrome children.
4	1989	The 4 <sup>th</sup> International Conference on the Heritage of Janusz Korszack.	Ramat Gan, Israel	The implementation of Korczack's philosophy in special education.
5	1995	U.S.-Israel Bi-National conference: Coordination and integration of policies and practices in times of health care reform.	Tel Aviv, Israel	Policy and legislation - the Israeli perspective



6	1997	The Jerusalem International Conference on Integration and Adaptation, Dimensions in the Rehabilitation of Children and Adolescents with Motor Dysfunction.	Jerusalem, Israel	Life skills - means and ends, and "Me and the community" - a program for the enhancement of autonomy of persons with physical disabilities run by "AHVA", the association of the handicapped of Haifa and the north (with Tibi Goldman). <b>Keynote plenary lecture.</b>
7	1998	28 <sup>th</sup> ICSW international Conference on Social Welfare, Promoting Human Well-Being: Addressing the Forces Shaping Society.	Jerusalem, Israel	'Me and the Community' - A program for the enhancement of autonomy of persons with physical disabilities.
8	1998	2 <sup>nd</sup> International Conference on Developmental Disabilities in the Community, Beit Issie Shapiro.	Jerusalem, Israel	OKIT - Occupational Knowledge and Interest Test, a reading free vocational interest test.
9	1999	International Conference - "The Joy of Living" - on Down Syndrome.	Jerusalem, Israel	Quality of Life - the new curriculum for special education high schools in Israel. <b>Keynote plenary lecture.</b>
10	July 2-4, 2002	Beit Issie Shapiro's 3 <sup>rd</sup> International Conference "Challenges and Opportunities: Policy, Practice and Research".	Tel Aviv, Israel	Life skills versus the skill of living - the social education of students with developmental disabilities. <b>Keynote plenary lecture.</b>
11	February 23, 2004	Beit Berl College one day conference:	Beit Berl, Israel	The limits of neutrality in research in special education. <b>Keynote plenary lecture.</b>

		From Research to Practice in Special Education.		
12	29 <sup>th</sup> May – 2 <sup>nd</sup> June, 2005	International Conference on Science Law Ethics – The international Center for Health, Law & Ethics UNESCO Chair on Bioethics, Faculty of Law & the Research Authority, University of Haifa.	Haifa, Israel	AKTION T-4: The role of the medical profession in the extermination of persons with disabilities, is the Hippocratic oath a matter of social ideology or is it a moral imperative.
13	November, 19, 2007	Multiple dimensions of populations with special needs: Research and practical implications.	Ramat Gan, Bar Ilan University, Israel	<b>Chair person</b> of symposium: The inclusion of students with special needs in education.
14	December, 3, 2007	The right to be different, the power of diversity, Ministry of Justice, Commissioner on disabilities, Jerusalem, Israel	Jerusalem, Israel	<b>Chair person</b> of session: The Quality of life of included students
15	December, 5, 2007	On Blindness: Mishal – The Israeli University center on disability, University of Haifa, Israel.	Haifa University, Haifa, Israel	<b>Chair person</b> of the conference
16	December 10 – 11, 2007	International conference celebrating 20	Tel Aviv, Israel	<b>Chair person</b> of session: the social environment.

		years of 'Tsad Kadima, Throughout life with cerebral palsy – partnership, environment and participation		
17	December 3rd, 2007	The Right to be Different, The Power of Diversity Ministry of Justice, Commissioner on the Rights' for Equality for Persons with Disabilities	Bar Ilan University, Ramat Gan, Israel	<b>Chair person</b> of session: Empowerment or keeping the present regarding the inclusion of students with special needs.
18	October 22nd, 2008	The Third Conference on Curriculum Planning Current State of the Art: Research and Application University of Haifa, Israel	Haifa , Israel	Enhancing critical thinking, creativity and meta cognitive abilities in students with cognitive impairments: comparisons between "the Cycle of Internalized Learning" CIL and frontal teaching. With Pnina Shavit
19	May 11 - 12, 2009	The Conference of the Israeli Forum for the Study of Emotions, The center for interdisciplinary Research of Emotions, University of Haifa, Israel	Haifa , Israel	Chairperson and organizer of symposium on Emotions and Disability. Presenter of paper on: The inter-relationship between disability and loneliness: a shift from traditional models to a Humanistic-Educational model
20	April 3, 2011	The Israeli Academy on Science, A one day Conference on early education family- school	Maale Hachmisha, Israel	family- school relationships between families of children with special needs and the education system

		relationships		
21	July 3, 2011	The life cycle of families of children with Autism	Center of conferences, the Reut school, Haifa Israel	The ecological model for understanding family school relationships.
22	July 2- 4, 2013	"I Believe" – Processes of change in education, therapy and society following sex education for adolescents with special needs.	The 6 <sup>th</sup> International Conference on Teacher Education – Changing reality through education. The David Yellin Academic College of Education. Jerusalem, Israel.	Session Chair
23	February, 19, 2014	Research in Education – Is it Neutral?!	The Levinsky Academic College – Conference on : Research in Education Tel Aviv, Israel	Opening plenary lecture
24	March, 8-11, 2015	Living a meaningful life when having a disability.	The first International Congress of Viktor Frankel's Logotherapy in Haifa, Israel	Chairperson of Panel
25	June, 11-15, 2015	Developmental Disabilities.	Adapted Physical Activity: Integration and Diversification, Wingate Academic College, Israel	Member of Scientific Committee and Chairperson of Session.

26	March, 29, 2016	Developmental Disabilities.	Self representation and self advocacy – "nothing about me without me", Beit Berl Academic College, Israel	Self advocacy in light of two models: the social model of disability and the humanistic philosophy – similarities and differences.
27	September, 2017	21 <sup>st</sup> annual conference of the Israeli Society for Occupational Therapists,	Tel Aviv, Israel.	A Career Education and Vocational Transition Program: SUPER - SUccessful Pathways to Employment for youth at Risk.  Ivsory Y., Schreuer, N., Sachs D., and Reiter S.

### **b. Organization of Conferences or Sessions**

1986-1987	International Conference on Rehabilitation Research, Jerusalem (31/7-26/7), <b>Member of Academic Advisory Committee.</b>
1993-1994	Bi-National Conference U.S.-Israel: Coordination & Integration of Services for Children, With Special Needs, Policies and Practices in Times of Health Care Reform , Tel Aviv, (1995), <b>Member of Academic Advisory Committee.</b>
2002-	<b>Beit Issie Shapiro's 3 rd International Conference "Challenges and Opportunities: Policy, Practice and Research."</b> Tel Aviv, July 2-4, 2002. <b>Chairperson of Academic Advisory Committee.</b>
2004 -	<b>AYALA</b> , The Israeli Association of Educational Research, University of Beer Sheva, October, 12th- <b>Chairperson of the section on Special Education.</b>
2005 -	<b>The Inaugural conference of MISHAL</b> – the Israeli University Center on Disabilities, Education, Empowerment & Research, University of Haifa, Haifa 24.1.2005. Law and Disability – International Perspective. <b>Chairperson of conference.</b>
2007 -	<b>KADIMA</b> , The Israeli Association for the education and <b>TSAD</b> rehabilitation of children and adults with motor impairments, International conference, 10-11 <sup>th</sup> December, 2007, <b>Member of the academic committee and Chairperson of session on social skills.</b>

## **7. Colloquium Talks and other Invited Addresses**

<b>Date</b>	<b>Place of Lecture</b>	<b>Name of Forum</b>	<b>Presentation /Comments</b>
<b>1992</b>	Israel	Special Education and Mental Retardation	<b>The Open University Radio Lectures</b>
<b>1994</b>	School of Education, Northern Illinois, DeKalb, U.S.A.	Conceptual and practical issues in special education and rehabilitation services in Israel	<b>Faculty Colloquium</b>
<b>1994</b>	International Education Office, the University of Iowa, Iowa City, U.S.A.	Social and vocational inclusion of persons with disabilities	<b>Faculty Colloquium</b>
<b>2002</b>	The University of Education of Hanoi, Vietnam,	A 2 -Weeks introduction seminar on the theory and practice in special education. (40 participants from all over Vietnam).	<b>Special expert sent to represent Israel. Ministry of Foreign Affairs, Jerusalem Israel and the Israel Embassy at Hanoi</b>
<b>2003</b>	The University of Education of Hanoi, Vietnam,	An advanced 2-weeks course on the theory and practice in special education. (60 participants from all over Vietnam).	<b>Special expert sent to represent Israel. Ministry of Foreign Affairs, Jerusalem Israel and the Israel Embassy at Hanoi</b>
<b>2006</b>	The Institute of Cerebral Palsy, Calcutta, India,	A two weeks seminar presentation of the three models of attitudes towards persons with disabilities: Medical, Welfare, Humanistic and the implementation of the humanistic approach in the educational method of the Circle of Internalized Learning (30 participants).	<b>Invited speaker</b>

## 8. Research Grants

### a. Grants Awarded

## Awards

Distinguished researcher - bridging the gap between the academia and the community  
The Municipality of Haifa, International women's day, March 8<sup>th</sup>, 2003, Haifa Israel

Keren Shalem – special award for personal excellence in public contribution for the year 2011.

## Research

**1981-1984** A 3-years grant by the US Department of Labor, under contract to Temple University, No. J-9-E-3-0172 on Barriers to employability of persons with handicaps (~70,000). **Israeli principal investigator** in collaboration with Prof. Ed Newman and Prof. Diane Bryen of the Institute on Disabilities, Temple University, Philadelphia, USA.

**2002-2004** National Insurance Institute (The action research of a special project on inclusion of students with physical disabilities ~ \$15,000) **Principal investigator**

**2006-2007** Ministry of Education – special grant for a one year research on: The school principals style of leadership, school climate and students' achievements in the Arab sector (together with Dr. Anit Somech). (~\$20,000)

**2005-2007** Keren Shalem – The Central Fund for the Development of Services for the Retarded in the Local Councils: research grant on the effect of a special program on preparation of adults with special needs for work as waiters in restaurants and café soups run at the University of Haifa. (~\$20,000). **Principal investigator**

**2006-2007** Keren Shalem – The Central Fund for the Development of Services for the Retarded in the Local Councils: research grant on the effect of a special program on citizenship education and computer skills for students with mental retardation run at the University of Haifa. (~\$20,000). **Principal investigator**

**2007-2008** Keren Shalem – The Central Fund for the Development of Services for the Retarded in the Local Councils: research grant on the effect of a special program on the preparation of adults with special needs for work as assistants to care staff in old peoples' homes, hospitals etc. (~\$20,000). **Principal investigator**

**2008-2010 Israel Science Foundation – ISF,**

Students with visual impairments and the Humanistic paradigm: personality variables, self determination and self advocacy – a comprehensive model of quality of life (~\$60,000).

**Principal investigator**

**2009-2010** Keren Shalem – The Central Fund for the Development of Services for the Retarded in the Local Councils: research grant for research on the effect of a second chance in learning to read - a special university program for adults with intellectual disabilities. (~\$20,000). **Principal investigator**

**2010-2011** Keren Shalem – The Central Fund for the Development of Services for the Retarded in the Local Councils: research grant for research on intimacy and friendship among couples of adults with intellectual disabilities. (~\$20,000). **Principal investigator**

**2014-2015** Keren Shalem – The Central Fund for the Development of Services for the Retarded in the Local Councils: research grant for research on exposure to verbal violence of adults with intellectual developmental disabilities based on their personal reports, comparisons between those living at home, those in group homes in the community and those living in special villages. (~\$25,000). **Principal investigator**

**2014-2016**, Milgrum Family Fund and the University of Chicago, Chicago IL, U.S.A. Schreuer, Naomi (CO-PI); Reiter, Shunit (**CO-PI**); Sachs, Dalia (CO-PI) & Ivzori, Yonat. A Career Education and Vocational Transition Program: "SUPER - Successful Pathways to Employment for youth at Risk in Israel" a 3-years research project. (~\$150,000).

### **Projects**

**1984-1985** Ministry of Labor and Welfare (social learning curricula ~\$10,000).

**1995-1999** Ministry of Education (sponsors the journal Issues in Special Education and Rehabilitation ~ \$50,000).

**2003** Friends of the University of Haifa, a special grant ~\$30,000 (for the creation of a laboratory for the education and training of students with developmental disabilities towards inclusion in the community)

**2004** The research authority of the University of Haifa (collaboration with U.S.A. colleagues towards an interdisciplinary project on disability and the criminal justice system ~ \$5,000).

**2004** A special donation of \$50,000 was given as seed money to start up the Israeli University Center on Disabilities. The center is affiliated with the Institute on Disabilities, Pennsylvania's University Center for Excellence at Temple University and member of the Association of University Centers on Disabilities - AUCD.

**2005-2006** Keren Sheloshim Ahuz – the fund of the Israeli organization of private institutions for persons with mental retardation – a special course run at the university for adults with intellectual disability living in group homes in the community. (~\$10,000)

**2009** – ASHALIM – JCC (Joint Israel and New York) – translation of the 'Index for Inclusion, developing learning and participation in schools', Tony Booth and Mel Ainscow, with a special agreement between The Centre for Studies on Inclusive Education CSIE© Copyright @ 2002 CSIE and Prof. Shunit Reiter for the Hebrew translation of the Index, produced by AHVA publishing, Haifa (~\$3500).

## **9. Teaching**



a. **Courses Taught in Recent Years**

<b>Year</b>	<b>Name of Course</b>	<b>Type of Course Lecture/Seminar/Workshop</b>	<b>Degree B.A./M.A./M.Sc/Ph.D.</b>
1990 -	The vocational and social education of young adults with developmental disabilities	Research seminar	Graduate
1990 -	The family and the education of young children with developmental disabilities	Research seminar	Graduate
1991-	Theory and practice in special education	Mandatory course	Teachers' Dep
1995 -	Intellectual disabilities	Elective course	Undergraduate
2000 -	Mainstreaming students with special needs	Elective course	Teachers' Dep
1998-2004	Autism /PDD	Elective course	Undergraduate

b. **Supervision of Graduate Students**

	<b>Name of Student</b>	<b>Title of Thesis</b>	<b>Degree</b>	<b>Date of Completion / in Progress</b>	<b>Details of Publication</b>
1	Michal Schenin	Attitudes of elementary school children towards the child with developmental disabilities	Ph.D.	1992	D11,20,27
2	Arik Palnitzki	Transition from school to work of young Adults with mental retardation	Ph.D.	1994	D23,25
3	Gilada Avisar	The headmaster as an agent of change in the process of	Ph.D.	2000 (supervision	D 34, 35 I#11

		mainstreaming		with Prof. Yona Leyser, Northern Ill. Univ. U.S.A)	6. #17
4	Gila Vogel	The Bar-Mitzva ceremony with students with developmental disabilities	Ph.D.	2002	D36, 37
5	Yael Almusni	A quality of life based program of physical education with students with developmental disabilities	Ph.D.	2002	D39
6	Rachel Talmor	Burnout among teachers and mainstreaming students with special needs	Ph.D.	2003	D 38
7	Carmela Igel	Analysis of the process of placement in special education	Ph.D.	2005	
8	Adva Zilberstein	Teachers of students with severe and multiple disabilities, their interactions with students	Ph.D.	2007	
9	Pnina Shavit	The enhancement of self-determination of students with intellectual disabilities involved in a group process based on the 'cycle of internalization'	Ph.D.	2008	
10	Dalia Tal	Individual and group instruction in special education	Ph.D.	2009	
11	Anat Hacham	The social competencies of students with physical disabilities involved in sports activities with non disabled students	Ph.D.	2009	
12	Carmit Shpigelman	Socio-emotional evolvement of Adolescents with special needs through "Virtual Mentoring"	Ph.D.	2009 Joint supervision with Prof. Tamar Veiss	D46 D48 D49 E9
13	Michal Shreber	Parental involvement in special education schools	PhD	2011 Joint supervision with Dr. Iris Manor	
14	Rachel Gilshtrum	The impact of animal therapy with students with learning disabilities and their attachment style on their sense of competence and self concept	Ph.D.	2012 Joint supervision with Prof. Marius Micoulinski	
15	Itay Hess	The empowerment of blind and low vision School students – a research study comparing	<b>Post Doctorate</b>	2007/2008 2008/2009 2009/2010	D50 D51D52 6#25 6#26

		their Quality of life and self determination Before and after an intervention program			6#27
16	Yonat Yavzori	Vocational transition from special school to a life of work – The effects of a specially designed program on the enhancement of self advocacy, autonomy, competencies.	Ph.D.	2012 Joint supervision with Dr. Dalia Zaches	
17	Maha Arsalem	Future orientation of young adults with intellectual disabilities and their parents in the Arab sector.	Ph.D.	2012 Joint supervision with Dr. Ilana Duvdevani	
18	Nirit Kani-Vizer	Violence against special education students in regular schools	Ph.D.	2013	
19	Ran Neuman	Intimacy and friendship among adults with Intellectual disabilities	Ph.D.	2013	
20	Aviva Lavan	Educational involvement in school of parents to special needs children in inclusive education as compared with the educational involvement in school of parents to non-special needs children, feelings of stress and parental coping style	Ph.D.	2014 Joint supervision with Dr. Tali Heiman	
21	Orly Crispel	To be a mother and a teacher – the personal and professional development of teachers in regular classrooms who are also mothers of children with learning disabilities.	Ph.D.	2014 Joint supervision with Prof. Frima Elbaz	
22	Lamis Odeh	Personal growth among Arab mothers of children with and without intellectual disabilities	Ph.D.	2014 Joint supervision with Dr. Liora Findler	
23	Anat Vinevar	A Family Portrait: Family Climate and Self-Esteem of Hearing Impaired Children: the relationship between family climate, self-esteem of the hearing impaired child in	Ph.D.	2016 Joint supervision with Dr. Dafna Regev	

		comparison to families with a hearing child.			
--	--	--	--	--	--

### MA Thesis

	Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Details of Publication
1	Liora Meiblum	The study of attitudes towards inclusion Among regular teachers.	M.A.	1995	
2	Hadas Rabinovitz	Educational and therapeutic attitudes of Special education teachers & their correlates With degree of burnout	M.A.	1995	
3	Rachel Gilshtroum	The effect of pet treatment with autistic Children on their emotional response to The pets.	M.A.	1995	
4	Devorah David	The education and treatment conceptual Approach of special education teachers, Parents and service providers	M.A.	1995	D22
5	Tali Hadari	Models of treatment in learning disabilities	M.A.	1995	
6	Yona Heinberg	Comparisons of the academic achievement of students with special needs in special and regular classes.	M.A.	1995	
7	Michal Shaish	The social status of integrated children with Severe learning disabilities in regular calss .	M.A.	1995	
8	Mirba Hirsh	Gestalt theory and the treatment of children With autism	M.A.	1996	
9	Advah Zilbershtein – Hacham	Improving the functioning of students with Severe and multiple intellectual disabilities. Applying individual treatment	M.A.	1996	I#7

		programs			
10	Dvorah Ben-Dov	Comparisons between the self concept and quality of life of two groups of learning disabled adults living at home and in group homes.	M.A.	1996	D24
11	Fabien Bitan	Service priorities in the treatment of children With learning disabilities- Recipients of the Pnina Baranovski Award for Research in Early Education.	M.A.	1997	
12	Arna Tzimerman	Comparison of leisure time activities of adolescents With Intellectual Disabilities living at home and in Institutions .	M.A.	1997	
13	Anat Chacham	Children with physical disabilities – the correlation between physical activities and sense of competence, quality of life and physical fitness.	M.A.	1998	
14	Gila Yedidia	Parental coping styles of parents of adolescents With learning disabilities	M.A.	1999	I#13
15	Abir Salamah Matar	Vocational knowledge and interests among Arab young adults with intellectual disabilities.	M.A.	2001	
16	Sari Ravitz	Violent behavior by students with learning Disabilities, comparison between teachers' And students' perception of 'crime' and 'punishment'.	M.A.	2001	
17	Yfat Routenberg	Changes in attitudes of students in 2 teachers Colleges regarding school student with disabilities After an introduction course in special education	M.A.	2001	E3
18	Anat Vinever	The pace of development of drawing among young Children who are deaf or heard of hearing	M.A.	2001	

19	Hava Vidergour	Gifted students comparison between satisfaction Form schools between students in self contained Classrooms vs. regular classrooms.	M.A.	2001	6#24 D47
20	Mina Goldstein	The impact of an intervention program in Occupational therapy on the sense of Competence of kinder garden children at risk to develop learning disabilities.	M.A.	2002	
21	Zivit Fishman	Educational orientation of special education teachers: Progressive versus traditional views.	M.A.	2004	
22	Miriam Samocha	Brrnout level among teachers of students with autism.	M.A.	2004	
23	Tally Vitany	The effect of an intervention program on the burnout level of regular school students tutoring children with Autism	M.A.	2004	6#33 D 42
24	Pninit Greenberg	Parental attitudes towards disabled children and towards their inclusion in regular education setting: A comparison between attitudes of Israeli born parents and attitudes of parents from the former Soviet Union	M.A.	2004	
25	Michal Libman	Teachers' perceptions of the contribution of the activity with animals for children with special needs.	M.A.	2004	
26	Daphna Ram	The development of personal vocational identity among students with mental retardation by means of a vocational training program as part of an ongoing educational Process.	M.A.	2004	
27	Miri Ougur-	Attitudes of regular and	M.A.	2004	

	Raimi	special education preschool teachers towards including children with special needs in the regular kindergarten.			
28	Orly Sarig	Loneliness among blind students: comparison between students attending a special enrichment program for blind students and those who do not attend such a program.	M.A.	2004	
29	Ifat Shachar	Adolescents with developmental disability <b>with distinction</b> and mild intellectual disabilities and their experiences of abuse in comparison to adolescents without disabilities.	M.A.	2005	D44 6#21
30	Noam Lapidot	Harassment and bullying among students with intellectual Disabilities in special education schools: The difference between bullies and victims in terms of social adjustment and social skills.	M.A.	2005	D 40
31	Noga Bassechess	The effects of the mutli-function day-care on the decrease of stress increase of well-being and the improvement of family function within families in high distress.	M.A.	2006	
32	Udah Lamis	Division of parental roles among Arab families with children with developmental disabilities	M.A.	2006	
33	Livia David	Academic studies for young adults with Intellectual disabilities	M.A.	2007	
34	Karnit Wein	University students' taking of drugs and Test anxiety: comparisons between students With and without learning disabilities	M.A.	2007	
35	Yael Vinberger	The quality of interpersonal relationships	M.A.	2008	

		among couples with intellectual disabilities			
36	Nirit Vizer-Karni	The impact of an intervention program on verbal abuse among students attending a special school for intellectual disabilities.	M.A.	2008	6#28
37	Orli Krispal	The impact of an inservice course on learning Disabilities on the attitudes of teachers towards students with special needs: comparisons between teachers who are themselves mothers of such children and teachers who are not.	M.A.	2008	
38	Galit Mastro	The eating habits of adolescents with intellectual Disabilities	M.A.	2009	
39	Michael Karbit	Test anxiety: comparisons between students with low vision and blindness, students with learning disabilities and students without disabilities	M.A.	2009	
40	Avivit Sheingross	Reading for adults with intellectual disabilities	M.A.	2012	
41	Noa Tevet	Academic studies and future orientation of adults with Intellectual Disabilities	M.A.	2012	
42	Noa Tamari	Nurturing meta-Cognitive skills among students with Intellectual Disabilities through the Circle of Internalized model by harnessing computer based technology	M.A.	2012	
43	Vered Sharon-Yairi	Attitudes of Kindergarten teachers' aids in special education: differences between aides who were trained for "Snoezlen" and	M.A.	2012	



		those who were not.			
--	--	---------------------	--	--	--

--	--	--	--	--	--

44	Shirley Wilson	Self determination among young adults with Asperger Syndrome and High Functioning Autism: exploratory study	M.A.	2012	
----	----------------	---	------	------	--

45	Einat Zamir	The influence of planned intervention of integration of children with Autism in regular class on the attitudes on non-autistic children	M.A.	2012	
----	-------------	---	------	------	--

46	Jacob Friedman	Participation in students school councils and self determination on students with intellectual disabilities	M.A.	2012	
----	----------------	---	------	------	--

## **PUBLICATIONS**

**Note: For joint publications, the order of the listed authors appears according to their relative contribution.**

### **A. Ph.D. Dissertation**

Title: **Vocational counseling of mentally handicapped adults**

Language: English

Pages: 330

Date: 1975

Supervisor: Edward Whelan, Ph.D.

The Hester Adrian Research Center for the study of learning processes in the mentally retarded, The University of Manchester, England

### **Publications of Ph.D. thesis**

Reiter, S., Whelan, E. (1975). Vocational counseling of mentally retarded young adults. *British Journal of Guidance and Counseling*, 3, 93-106.

Reiter, S., Whelan, E. (1980). Under or over protection: The self concept of moderately and mildly retarded adults. *Journal of Practical Approaches to Developmental Handicap*, 4, 14-16.

## **B. Scientific Books (Refereed)**

### **Authored Books - Published**

1. Reiter, S. (1997). *"Haver Harig": The disabled person in the welfare, health and education systems*. Haifa: Gestelit. (Hebrew) (p. 202).
2. Reiter, S. (1999). *Society and disability: An international perspective on social policy*. Haifa: AHVA publishers. (p. 270). (English version of 1)
3. Reiter, S. (2004). *Circles of Friends: breaking the linkage between loneliness and disability*. Haifa: AHVA publishers. (Hebrew) (p. 250).
4. Reiter, S. (2008). *Disability from a humanistic perspective: Towards a better quality of life*. New York: Nova Science Publishers Book Series: Health and Human Development (p. 237).
5. Shavit, P., & Reiter, S. (2016) . "I am a partner!" – Humanistic education for self-determination and self-advocacy . (Hebrew). Tel-Aviv: MOFET publications.

### **Edited Books - Published**

6. Rimmerman, A., Reiter, S., Hovav, M., (Eds.) (1986). *Developmental disability and mental retardation*, Tel Aviv: Cherikover. (Hebrew) (p.120).
7. Retish, P., Reiter, S. (1999). *Adults with disabilities: International perspectives in the community*. New Jersey: Lawrence Erlbaum Associates, publishers. (p. 353).
8. Reiter, S., Leyser, Y., Avisar, G. (Eds.) (2007). *Shilowim: The Inclusion of Students with Special Needs in Schools*. Haifa: AHVA Publishers. (Hebrew) (p.530).

9. Leyser, Y., Avisar , G., Reiter, S., (Eds.) (2011). *Shilouvim: The Inclusion of Students in Education and the Community*. Haifa: AHVA Publishers. (Hebrew) (p.380).
10. Avisar , G., Reiter, S., (Eds.) (2013). *Shilouvim: From theory to practice*. Haifa: AHVA Publishers. (Hebrew) (p.384).
11. Reiter, S, Kupferfeld, I, Gilat, I. (Eds.). (2017). *Contemporary Issues in the Inclusion of Children and Adults with Special Needs in Israel: a collection of papers*. Tel-Aviv: MOFET publications.

### **C. Monographs**

#### **Published**

1. Reiter, S. (1990). *Special Education: Theory and Practice*, Tel Aviv: Open University. (Monograph in Hebrew). (p. 64).
2. Reiter, S. (2016). *Meaningful Learning for Students with and without Disabilities Based on the Cycle of Internalized Learning (CIL)*, Germany: LAMBERT Academic Publishing. (p. 92).

### **D. Articles in Refereed Journals**

#### **Published**

1. Reiter, S. & Levi, A.M. (1980). Social activities and the self concept of mentally retarded adults. *Psychology and Counseling in Education, 13*, 43-47. (Hebrew).
2. Reiter, S., Palnitzki, A. & Levi, A.M. (1981). Social and vocational integration of mentally retarded adults in the community and in two institutions. *The British Journal of Mental Deficiency, 2*, 3-7.
3. Reiter, S., & Levi, A.M. (1981) Leisure activities of mentally retarded , adults. *American Journal of Mental Deficiency, 16*, 201-203.
4. Reiter, S., & Levi, A.M. (1982). Noninstitutionalized retarded adults: Factors affecting social integration. *American Journal of Mental Deficiency, 85*, 20-25.
5. Reiter S., Friedman, L., & Levi, A.M. (1982). Mentally handicapped children in special schools in Israel: A focus on social behavior. *International Journal of Rehabilitation Research, 5*, 477-485.

6. Ben-Ari, A., & Reiter, S. (1982). The emotional dynamics in the family as perceived by the retarded adult. *Journal of Practical Approaches to Developmental Handicap*, 6, 3-5.
7. Isett, R., Roszokowski, M., Scott, S., & Reiter, S. (1983). Tolerance for deviance: A subjective evaluation of the social validity of the focus of treatment in mental retardation. *American Journal of Mental Deficiency*, 87, 458-460.
8. Reiter, S., Friedman, L., & Molcho, M. (1985). Motivation, vocational interests and job satisfaction of mentally retarded adults. *International Journal of Rehabilitation Research*, 8, 19-28.
9. Ben-Ari, A., Conroy, J., Molcho, M., Newman, E. & Reiter, S. (1985). Attitudes of superintendents of institutions for the mentally retarded towards deinstitutionalization: A cross-cultural perspective. *International Journal of Rehabilitation Research*, 8, 303-312.
10. Reiter, S., Rosen, M., & Rinkles, C. (1986). The relationships among vocational training experience, vocational interests and work knowledge of mentally retarded adults. *The British Journal of Mental Subnormality*, 36, 103-107.
11. Reiter, S., Mar'i S., & Rosenberg, Y. (1986). Parental attitudes towards the developmentally disabled among Arab communities in Israel. *International Journal of Rehabilitation Research*, 9, 355-362.
12. Reiter, S., Tirosh, E., Bar-Tikvah, H., & Adam, D. (1987). A survey of needs of parents of developmentally disabled children for medical, psychological and educational services. *The International Journal of Rehabilitation Research*, 10, 241.
13. Reiter, S., & Asgad, B. (1987). The design and development of Israeli standards for services for the mentally retarded: Preliminary research into local philosophies and practices. *The International Journal of Rehabilitation Research*, 10, 461-462.
14. Reiter, S., Asgad, B., & Bar-Tikvah, H. (1989). Developing readiness in the mentally retarded for a life of quality through group relations – the example of “Even Hen”, Israel. *The British Journal of Mental Subnormality*, 35, 29-39.
15. Reiter, S., & Asgad, B. (1990). The implementation of a philosophy in education: Janusz Korszak educational principles applied in special education. *The British Journal of Mental Subnormality*, 36, 4-16.
16. Reiter, S. (1990). Patterns of vocational interests and work motivation of mentally retarded adults attending vocational rehabilitation centers. *International Journal of Rehabilitation Research*, 13, 37-46.
17. Reiter S. (1990). Institutional reform – prerequisites for providing a life of quality for mentally regarded residents. *Research in Developmental Disabilities*, 12, 25-40.
18. Reiter, S. (1990). Mainstreaming disabled people in regular work in Israel – A view to the next decade, theoretical basis for new policies. *Society and Welfare*, 11, 407-417 (Hebrew).

19. Reiter, S., Tirosh, E., Bar-Tikvah, H., & Adam, D. (1992). Are there unique attitudes and needs of parents of children with Down's Syndrome? A comparative study. *International Journal of Rehabilitation Research*, 15, 321-326.
20. Shechtman, Z., Reiter, S., & Schanin, M. (1993). Intrinsic motivation of teachers and the challenge of mainstreaming: An empirical investigation. *Special Services in the School*, 7, 107-124.
21. Reiter, S., Friedman, L., Goldman, T. (1995). The self employment option for people with disabilities: A case study of "AHVA" desk top publisher company. *International Journal of Rehabilitation Research*, 18, 258-262.
22. Reiter, S., David, D. (1996). The educational and treatment concept of Israeli service providers – special education teachers, professionals, direct care staff and consumers – parents. *The British Journal of Developmental Disabilities*, 82, 32-44.
23. Reiter, S., Palnizky, A. (1996). Transition from school to work of students with developmental disabilities and mental retardation, an Israeli perspective. *International Journal of Rehabilitation Research*, 19, 27-39.
24. Reiter, S., Bendov, D. (1996). The self concept and quality of life of adults with learning disabilities living at home and in the community. *The British Journal of Developmental Disabilities*, 83, 97-111.
25. Reiter, S. Palnizky, A. (1996). Career education, expectations of teachers and students with developmental disabilities and mental retardation. *International Journal of Special Education*, 19, 27-39.
26. Almosni, Y., Reiter, S. (1996). Creative motor activity as a means of improving the quality of life for individuals with mild and moderate mental retardation. *Movement*, 3, 485-502. (Hebrew)
27. Tirosh, E., Schanin, M., Reiter, S. (1997). Children's attitudes towards peers with disabilities: The Israeli perspective. *Developmental Medicine & Child Neurology*, 39, 811-814.
28. Reiter, S., Schanin, M., Tirosh, E. (1998). Israeli elementary school students' and teachers' attitudes towards mainstreaming children with disabilities. *Special Services in the Schools*, 13, 33-46.
29. Reiter, S., Goldman, T. (1999). A programme for the enhancement of autonomy in young adults with physical disabilities: The development of a realistic self concept, individual perception of quality of life and the development of independent living skills. *International Journal of Rehabilitation Research*, 22, 71-74.
30. Reiter, S. (2000). Quality of life: A central theme of the new high-school curriculum guidelines for teachers of adolescents with developmental disabilities. A national project, Israel. *International Journal of Adolescent Medicine and Health*, 12, 19-32.
31. Reiter, S. (2000). Society and disability: A model of support in special education and rehabilitation. *Focus on Exceptional Children*, 32, 1-16.

32. Reiter, S. (2001). Autonomy and social skills: A group-based program with adolescents with mental retardation for the enhancement of personal autonomy and social skills. *Journal of Research in Special Educational Needs*. [www.nasen.uk.com/ejournal/000044](http://www.nasen.uk.com/ejournal/000044). 1-14.
33. Reiter, S. (2001). Social skills' perception of quality of life and self-concept of adolescents with mental retardation: Outcomes of a follow along research of the program: "Me and the community". *Studies in Education*, 5, 257 -276. (Hebrew)
34. Avisar, G., Reiter, S., Leyser, Y. (2003) Principals' views and practices regarding inclusion: The case of Israeli elementary school principals. *European Journal of Special Needs Education*, 18, 355-369.
35. Avisar, G., Reiter, S., Leyser, Y. (2003) . The inclusion of students with special needs in regular education: The school principal as and agent of change. *Studies in Educational Administration & Organization*, 27, 63-93. (Hebrew).
36. Vogel, G., Reiter, S. (2003). Spiritual dimensions of Bar/Bat Mitzvah ceremonies for Jewish children with developmental disabilities. *Education and Training in Developmental Disabilities*, 38, 314-332.
37. Vogel, G., Reiter, S. (2004). Significance of bar/bat mitzvah ceremony for parents of Jewish children with developmental disabilities. *Mental Retardation*, 42, 294-303.
38. Talmor, R., Reiter, S., Feigin, N. (2005). Factors relating to regular education teachers' burnout in inclusive education. *European Journal of Special Needs Education*, 20, 215-229.
39. Almousni, J., Reiter, S., BenSira, D. (2005). The impact of different physical education styles on the quality of life of young persons with mental retardation. *Movement*, 7, 139-178. (Hebrew).
40. Reiter, S., Lapidot, N. (2007) Bullying among special education students with intellectual disabilities: Differences in social adjustment and social skills. *Journal of Intellectual and Developmental Disabilities*. 45, 174-181.
41. Hutzler, Y., Fliess-Douer, O., Avraham, A., Reiter, S., Talmore, R. (2007). Effects of short-term awareness intervention on children's attitudes toward peers with a disability, a brief research report. *International Journal of Rehabilitation Research*, 30, 159-161.
42. Reiter, S., Vitany, T. (2007). Inclusion of pupils with autism. *Autism*, 11, 321-333.
43. Schanin, M., Reiter, S. (2007). The Tirat Carmel Center for Learning Disabilities as a lever for beneficial integration of children with special needs. *Childhood Education, Inclusive Educational Practices Around the World*, 83, 347-350.
44. Reiter, S. Bryen, D. Shachar, Y. (2007). Adolescents with intellectual disabilities as victims of crimes. *Journal of Intellectual Disability Research*, 11, 1 – 17.

45. Reiter, S., Schalock, R. L. (2008). Applying the concept of quality of life to Israeli Special Education programs: A national curriculum for enhanced autonomy in students with special needs. *International Journal of Rehabilitation Research*, 31, 13 – 21.
46. Shpigelman, C., Reiter S., Weiss, T. (2008). E-Mentoring for youth with special needs: preliminary results. *CyberPsychology and Behavior*, 11, 196-200. Impact Factor 1.295
47. Vidergor, H., & Reiter, S. (2008). Satisfaction with school among gifted Israeli students studying in various frameworks. *Gifted and Talented International*, 23, 39-50.
48. Shpigelman, C.N., Reiter, S. & Weiss, T. (2009). A conceptual framework for electronic socio-emotional support for people with special needs. *International Journal of Rehabilitation Research*, 32, 1-8. Impact Factor 0.5
49. Shpigelman, C.N., & Reiter, S., & Patrice L. Weiss, P.L.( T)., (2009). E-mentoring for all. *Computers in Human Behavior*, 11, 196-200. Impact Factor 1.767
50. Hess, I., Reiter, S. (2009). Methodological issues in the assessment of quality of life based on the Humanistic paradigm: The case of students with visual impairments. *Elementary Education Online, EEO*, 1-10.
51. Hess, I., Reiter, S. (2010). Assessing the quality of life of students with visual impairments: self reports by students versus homeroom teachers' evaluations, school climate and staff attitudes towards inclusion. *The British Journal of Visual Impairments and Blindness*, 28, 1-15.
52. Shpigelman, C.N., Weiss, P.L., & Reiter, S. (2011). Electronic mentoring in the classroom: Where mentors and students are persons with disabilities. In D. Scigliano (Ed.), *Telementoring in the K-12 Classroom: Online Communication Technologies for Learning* (pp. 116-134). Hershey, PA: Information Science Reference, IGI Global.
53. Karni, N., Reiter, S. and Bryen, N.D. (2011). Israeli Arab teachers' attitudes on inclusion of students with disabilities. *The British Journal of Developmental Disabilities*, 113, 121-130.
54. Hacham G., A., Hutzler, S., Reiter, S. (2013). Psychosocial effects of reverse-integrated basketball activity compared to separate and no physical activity in young people with physical disability. *Research in Developmental Disabilities*, 34, 579-587.
55. Neuman, R., Reiter, S. (2015). People with Intellectual and Developmental Disabilities talking about couple relationship. *Israel Studies in Language and Society, Interdisciplinary Electronic Journal of the Israeli Association for the Study of Language and Society*, 7 (1-2), 200-217.
56. Reiter, S. (2015). Meaningful learning in Special Education, teaching and learning based on the Cycle of Internalized Learning: A review. *Open Journal of Social Sciences*, 3, 103-111. <http://dxdoi.org/10.4236/jss/2015/39016>
57. Neuman R, Reiter S. (2017). Couple Relationships as Perceived by People with Intellectual Disability -Implications for Quality of Life and Self-Concept. *International Journal of Developmental Disabilities*. 63(3), 138-147. Impact Factor 0.55

58. Hess, I., & Reiter, S. (2017). Students with visual impairments' self-awareness: Comparisons between their and their evaluations and their teachers' evaluations, before and after participation in the Cycle of Internalized Learning program. *Journal of Blindness Innovation & Research*, 7(2). Retrieved from <https://nfb.org/images/nfb/publications/jbir/jbir17/jbir070201.html>. doi: <http://dx.doi.org/10.5241/7-118>

### **Sent for Publication**

Neuman R, Reiter S. (2017). Establishing and maintaining couple-hood as perceived by couples with intellectual and developmental disabilities: Implications for the provision of support. (Sent for publication to the journal- Disability & Society)

### **Articles in "Issues in Special Education and Rehabilitation", of which I was the Editor**

1. Reiter, S. (1987). Vocational rehabilitation in Kfar Tikvah, Israel: Legal and psychological aspects. *Special Education and Rehabilitation*, 2-3, 217-228. (Hebrew).
2. Reiter, S., & Asgad, B. (1998). Career education, developing the work personality of children and young adults with mental retardation, the example of "Even-Hen", Israel. *Issues in Special Education and Rehabilitation*, 5, 101-114. (Hebrew).
3. Reiter, S. (1989). Integrating disabled children into regular schools: A challenge for the 90's. . *Issues in Special Education and Rehabilitation*, 17, 17-37. (Hebrew).
4. Reiter, S., & Asgad, B. (1992). Theoretical analysis and comparison of current attitudes in special education and rehabilitation: An outline of three models. *Issues in Special Education and Rehabilitation*, 7, 115-128. (Hebrew).
5. Reiter, S. (1995). Policy and legislation, the Israeli perspective, *Issues in Special Education and Rehabilitation*, 10, 65-71. (Hebrew).
6. Reiter, S., Goldman, T. Lieblich, N. (1997). "Me and the Community", a program for preparation of youth with physical disabilities for autonomy, run by AHVA, the association of the physically handicapped of Haifa and the north. *Issues in Special Education and Rehabilitation*, 12, 5-20. (Hebrew).
7. Zilberstein-Hacham, A., Reiter, S. (1997). The impact of individual teaching on students with severe intellectual disabilities. . *Issues in Special Education and Rehabilitation*, 45-55. (Hebrew).
8. Reiter, S., Goldman, T. (1998). A proposal of a model of vocational self initiative based on the concept of quality of life. *Issues in Special Education and Rehabilitation*, 13, 50-63. (Hebrew).
9. Reiter, S. (1999). Beyond "normalization", quality of life as a basic concept in the understanding of the child with special needs. *Issues in Special Education and Rehabilitation*, 14, 61-71. (Hebrew).



10. Reiter, S. (2000). Group processes and outcomes of an educational program for the enhancement of personal autonomy and social competencies among adolescents with mental retardation. *Issues in Special Education and Rehabilitation, 15*, 19-39. (Hebrew).
11. Avisar, G., Reiter, S., Leyzer, Y. (2001). The school principal as a crucial factor in introducing inclusion. *Issues in Special Education and Rehabilitation, 16*, 5-17. of students with special needs. (Hebrew).
12. Reiter, S. (2002). "Life skills versus "the skill of living": A national curriculum guidelines for enhancing empowerment among middle and high school students with disabilities. *Issues in Special Education and Rehabilitation, 17*, 17-37. (Hebrew).
13. Ydidia, G., Reiter, S. (2002). Coping responses of parents with a teenager child with learning disabilities. *Issues in Special Education and Rehabilitation, 17*, 75- 88. (Hebrew).
14. Reiter, S. (2003). The learning environment as a challenge enhancing development. *Issues in Special Education and Rehabilitation, 18*, 87-93. (Hebrew)
15. Reiter, S. (2004). The limits of neutrality in research in special education. *Issues in Special Education and Rehabilitation, 19*, 83-91. (Hebrew)
16. Reiter, S. (2006). AKTION 4-T and the role of the medical doctors and the medical profession in the annihilation of people with disabilities in the third Reich: Is the Hippocratic oath an expression of a social ideology or is it a basic human right. *Issues in Special Education and Rehabilitation, 21*, 102-108. (Hebrew)
17. Reiter, S. (2007). Creativity and art of persons with intellectual disabilities. *Issues in Special Education and Rehabilitation, 22*, 41-50. (Hebrew)

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

### **Published**

1. Reiter, S., & Bryen, D. (1986). The institution as a rehabilitative setting. In M.S. Crissey & M. Rosen (Eds.), *Institutions for the Mentally Retarded – A Changing Role in Changing Times*, (pp. 97-113). Austin, Texas: Pro-Ed Publications.
2. Reiter, S., & Bryen, D., Newman, E., Talar, Y. (1986). Vocational rehabilitation systems and structures: A bi-national look. In R. Brown (Ed.), *Management and administration in rehabilitation: Impact on programs and Personnel*. (pp. 157-181). London, England: Croom Helm Ltd.
3. Reiter, S., & Bryen, D. (1991). Promoting social competence: Implications of work with mentally retarded children and adults in residential setting. In J. Beker, Z. Eisikovits (Eds.), *Knowledge utilization in residential child and youth care practice* (pp. 99-123). Washington D.C.: Child Welfare League of America.

4. Reiter, S. (1996). Mainstreaming children with special need in Israel: A major source of stress in schools. In C.E. Schwarzer, & M. Zeidner (Eds.), *Stress in academic settings*, University of Dusseldorf Press. (pp. 173-192)
5. Reiter, S. (1998). A theoretical model for a comprehensive education plan, from childhood to young adulthood, for persons with developmental disabilities and mental retardation. In M. Hovav, & A. Rimmerman (Eds.), *Readings in Mental Retardation*. Jerusalem: Magness Press. (Hebrew)
6. Reiter, S., Mano, T. (2006). From segregation to inclusion, coping with disability in the community. In: Meir Hoav, Pesach Gitelman, (Eds.). *Beit Issie Shapiro – 25 years of excellence*. Raanana: Beit Issie Shapiro.(pp. 281-297). (Hebrew).
7. Reiter S (2007). Accessibility: Conceptual Overview. In: Dina Feldman, Yael Daniela Lahav, and Shmuel Haymovitz (Eds.) *The Accessibility of the Israeli Society for Persons with Disability, on the Threshold of the 21st century*. (pages: 81-108) Jerusalem: a publication by the Governmental Advertising Agency, the State of Israel. (Hebrew)
8. Book Review for the *International Sociology Review of Books*: Reiter, S. (2007). Review of 'In or Out of the Mainstream: lessons from research on disability and development corporation', By Bill Albert. *International Sociology Review Books*, 23, 305-308.
9. Shpigelman, C., Weiss, T., Reiter, S. (2010). Electronic mentoring in the classroom: Where mentors and students are persons with disabilities. In: Deborah A. Scigliano (Ed.) *Telementoring in the K-12 classroom: Online communication technologies for learning*. Publishers: IGI Global. (20 pages).
10. Odeh, L., Reiter, S. (2011). Role division and family support in the Arab society, as a factor related to coping styles and anxiety level among mothers and fathers of children with mental disability. In: Meir Hovav and Benfamin Hozmi (Eds.) *From Inclusion towards Full Participation* (pages: 271 – 297). (Hebrew).
11. Rotem, Y., Reiter, S. (2011). 'Special education as a basic human right': An interview with the honorable Supreme Court Judge (Rtd.) Dalia Dorner. In: Gilada Avisar, Yona Leyser' Shunit Reiter (Eds.) *Inclusiveness: Education and Society* (pages: 25-32). Haifa: "AHVA" publishers. (Hebrew).
11. Reiter, S., Manor-Binyamini, I., Friedrich-Shilon, S., Sharon, L., Israeli, M. (2011). Creating a Mediating Literacy Environment for Children with Autism - Ecological Model. In: Tim Williams (Ed.) *Autism Spectrum Disorders - From Genes to Environment* . Publisher: InTech.[www.intechopen.com](http://www.intechopen.com)
12. Karni-Vizer, N., Reiter, S. (2012). Attitudes towards Autism among Israeli Arab teachers college students. In: Michael Fitzgerald (Ed.) *Autism Spectrum Disorders - From Genes to Environment* /2. Publisher: InTech. [www.intechopen.com](http://www.intechopen.com).
13. Reiter, S., Ram, D., Gelbard, P. (2013). "Together and apart": A collaborative model between a special school and a regular school from an organizational perspective. In:

Gilada Avissar & Shunit Reiter (Eds.) Inclusion: From theory to practice. Haifa: "AHVA" publishers.

14. Bryen, N. D., Reiter, S., Bormman, J. (2014). Using lessons learned to inform the future. In: Diane Nelson, Bryen & Juan Borman, (Eds.). Stop violence against people with disabilities. Pretoria: Pretoria University Law Press, PULP. (179-193).

15. Book review for *Society and Welfare*. Reiter, S. (2016). Review of: *From Exclusion to Inclusion, life in the community for people with disabilities in Israel*. (Eds.) Meir Hovav, Ilana Duvdevany, Clara Feldman. Jerusalem: Carmel Publishers. 35, 605-612. (in Hebrew).

16. Book review for *Social Security*. Reiter, S. (accepted for publication). Review of: Greenstein, A. (2016). *Radical Inclusive Education, Disability, teaching and struggles for liberation*. UK: Routledge

17. Neuman, R., Reiter, S. (2017). The characteristics, meaning and implications of couple relationship from the point of view of persons with Developmental Intellectual Disability. In: Shunit Reiter, Irit Kupferberg, Itzik Gilat (Eds.) *Current Issues in the Inclusion of Students and Adults with Special Needs in Israel: a multi professional research based perspective*. Tel-Aviv: MOFET publications

## **F. Articles in Conference Proceedings**

### **Published**

1. Reiter, S., & Levi, A.M. (1979) Factors affecting the integration of the retarded in society. In P. Mitler (Eds.), *Frontiers of knowledge in mental retardation, 1*, (pp. 247-257). Baltimore, U.S.A: University Park Press. Proceedings of the Fifth Congress of the International Association for the Scientific Study of Mental Deficiency.

2. Reiter, S., Safir, M., & Friedman, L. (1982). Promoting competencies for interpersonal relations in mentally retarded children. In J.M. Berg, (Ed.), *Perspectives and Progress in Mental Retardation, 1*, (pp. 73-85). Baltimore, U.S.A: University Park Press. Proceedings of the Sixth Congress of the International Association for the Scientific Study of Mental Deficiency.

3. Rutenberg, Y., Reiter, S. (2002). Changing attitudes of students at a teachers' college regarding children with disabilities and their inclusion in regular education. In the *Proceedings of the 4th International conference on Teachers' Preparation*, Achva teachers' college, June 2002. <http://www.achva.ac.i./site1/default.asp?url=employees/default-kenus.asp> (Hebrew).

4. Reiter, S. (2004). Life skills versus the skill of living: the circle of internalization method for the enhancement of the skill of living. In: Vivian Heung & Mel Ainscow (Eds.) *Inclusive Education: A framework for reform* (pp. 241-255). Hong Kong: Centre for Special Needs and Studies in Inclusive Education.

5. Reiter, S., Bryen, N. D., Shachar, I., Lapidot, N. (2005). Ending the Silence: Adolescents with developmental disabilities as victims of crime. Proceedings of ISEC 2005

– *Inclusive and Supportive Education Congress*. UK: Published and distributed by Inclusive Technology Ltd. [www.inclusive.co.uk](http://www.inclusive.co.uk).

## **G. Entries in Encyclopedias**

Reiter S., Nelson Bryen D. (2010). Attitudinal Barriers to Rehabilitation. In: JH Stone, M Blouin, editors. *International Encyclopedia of Rehabilitation*. Available online: <http://cirrie.buffalo.edu/encyclopedia/article.php?id=297&language=en>

## **H. Other Scientific Publications**

**Guest Editor** : Israel Studies in Language and Society – Interdisciplinary Electronic Journal of the Israeli association for the study of Language and Society.  
A special issue on: Voices of people with disabilities in the Israeli society.

Reiter, S., Kupferberg, I. (2015). Introduction: The voices of people with disabilities in Israeli society (Hebrew and English), *Israeli Studies in Language and Society*, 7 (1-2) 8-31.

### **Published**

#### **Research Reports**

Bryen, D., Newman, E., Reiter, S., & Hakim, S. (1987). *Barriers to employability of persons with handicaps: A bi-national study in the United States and Israel*. (pp. 1-420). Philadelphia: Temple University Developmental Disabilities Center.

Reiter, S., Talmor, R. & Hutzler, S., Abraham, A., Duer, A., Eliphant, L. (2004). *Joint sports activities of students with moderate and severe physical disabilities and regular education students*. Report of an action research conducted as part of a project run at Spivak Special Sports Club for persons with physical disabilities. Jerusalem: The National Insurance Institute. (pp. 1-37). (Hebrew).

## **I. Other Publications**

### **Technical Reports**

1. Avisar, G., Pintsy, S., Kaplan, A., & Reiter, S. (1979). *Services for the disabled: A cross-cultural prospective of services in the United States and Israel*. Report of an Israeli exchange delegation of experts to the U.S.A. (pp. 1-35). The Center for Rehabilitation and Human Development, University of Haifa.
2. Baram, B., Zalmanov, Y., Kreizler, A., Reiter, S., & Spiro, S. (Chairman). (1980). Report of The national committee for the investigation of the vocational rehabilitation centers for the mentally retarded in Israel. (pp. 1-21). School of Social Work, University of Tel Aviv. (Hebrew) (see: Public Offices).
3. Schanin, M., Avisar, G., & Reiter, S. (1980). *Social learning programs: Family and sex education*. The Center for Rehabilitation and Human Development, University of Haifa.
4. Maman, R., & Reiter, S. (1981, 1986). *Social learning programs: How do I look – A program for personal hygiene*. The Center for Rehabilitation and Human Development, University of Haifa.
5. Bar-Tikvah, H., Reiter, S. & Friedman, L. (1984). *Social learning programs: A program for developing interpersonal relations competencies in the mentally retarded*. The Center for Rehabilitation and Human Development, University of Haifa.
6. Shlomi, D., & Reiter, S. (1985). *Social learning programs: We have a good time – A program for leisure time activities*. The Center for Rehabilitation and Human Development, University of Haifa.
7. Reiter, S., Shlomi, D., Zeder, S. (1997). *Social competency. National Guidelines for Special Education*. Unit A: Social Education. Jerusalem: Ministry of Education Department of Curriculum Planning.
8. Reiter, S., Shlomi, D., Zeder, S. (1999). *Transition from school to the community, National Guidelines for Special Education. Unit B. Vocational Education*. Jerusalem: Ministry of Education Department of Curriculum Planning.
9. Reiter, S., Shlomi, D., Zeder, S. (2002). *Transition from school to the community, National Guidelines for Special Education. Unit C. Towards Autonomy, preparing youth to leave home and live independently in the community*. Jerusalem: Ministry of Education Department of Curriculum Planning.
10. Reiter, S. Rotem, R. (2002). Implementing a quality of life model for intellectually disabled children. Report to MASHAV - Center for International Cooperation, Ministry of Foreign Affairs, Jerusalem. (pp. 1-9).
11. Reiter, S., Shlomi, D., Zeder, S. (2011). *Citizenship education, National Guidelines for Special Education. Unit D. Participatory Citizenship*. Jerusalem: Ministry of Education Department of Curriculum Planning.

### **Assessment Instruments**

1. Whelan, E., & Reiter, S. (1981). *The Illustrated Vocational Inventory*. Manchester, England: Copewell Publications.
2. Reiter, S., & Asgad, B. (1987). "*Sulam Even-Hen*" – *Assessment scales for the evaluation of academic achievements, social competencies and pre-vocational skills for the mentally retarded*. Even-Hen, Netanya.(Hebrew).
3. Schalock, R.L., Bartnik, E., Wu, F., Koning, A., Lee, C., & Reiter, S. (1990). *An international perspective on quality of life measurement and use*. Presented at the 104th Annual Convention of the Association on Mental Retardation, Atlanta , Georgia.
4. Reiter, S. (1997). *The Occupational Knowledge and Interest Test*. Haifa: 'AHVA' desk top publishers. (Hebrew)

## **J. Summary of my Activities and Future Plans**

In my academic work I have tried to strengthen the links between theory and practice. This is expressed in my diverse professional activities. The following are some of the highlights of my academic work.

For more than 30 years I have been involved in developing a theoretical framework for understanding people with disabilities first and foremost as human beings who are not different than other people except for the need to overcome difficulties arising out of their disabilities. Additionally, I believe that it is the responsibility of researchers in my field to show how philosophical, cultural and theoretical models have direct implications for practice, whether in education, vocational training, or support services for disabled people. I have always felt that any research or project concerning the lives of people with disabilities should insure that the models and theories we suggest do not remain mere abstractions but are transformed into new approaches and services that contribute to a better quality of life for the disabled. Already in my PhD. Dissertation, I asked young adults with intellectual disabilities (in England) about their interests, dreams, wishes, inclinations, and fears. Since then in my own research and in that of my numerous master's and doctoral students, we listen to the disabled and seek ways to improve the support we give them.

My special contribution can be found in the exposition of the Humanistic paradigm of special education and human services to the disabled and in exploring the implications of this paradigm for the ways we treat, educate, assist, support, and include disabled people in society. In my first book, *Disability and Society*, I offered a coherent approach to the treatment of disabled members of society by comparing the underlying principles of three models, the welfare, medical and humanistic approaches and by suggesting a theoretical framework that can be depicted as a pyramid, with the welfare model as its basis, the medical model complementing it, and the humanistic model encompassing the other two. Based on this Humanistic approach, I later developed a theoretical model for educational and treatment programs called "The Cycle of Internalized Learning (CIL)." The CIL model is the basis of the national core curriculum guidelines for special education students in Israel. It provides clear stages in teaching and educating students with disabilities

towards autonomy. I presented the model in several international conferences and taught it in two special courses as a contribution of the Israeli Foreign Office to the state of Vietnam, and as a guest lecturer in India. In both countries it received warm appreciation. My book, *Disability from a Humanistic Perspective: Towards a better Quality of Life*, summarizes my special contribution in theory and in practice to the field of special education.

My research has also focused on comparative international studies, especially as concerned with educational and rehabilitation services. For example, I was the head of the Israeli team in a comparative study between the U.S. and Israel on vocational rehabilitation services. The study, which lasted four years, was funded by the US Department of Labor, under a contract with Temple University and the University of Haifa. In another study, I took part in an international research effort to develop an assessment instrument on "quality of life" for persons with developmental disabilities free from cultural bias. The research was done in collaboration with Dr. Robert Schalock, of Hastings, Nebraska. Other countries involved included Germany, Australia, Switzerland, and Taiwan. Similarly, with Prof. Diane Bryen, Head of the Institute on Disabilities at Temple University, I conducted a bi-national study on people with disabilities as victims of abuse. The research was the focus of a jointly supervised thesis that won the second highest price at our university for the best Master's thesis of the year.

My research has also addressed the evaluation of educational, social and vocational services for children and adults with developmental disabilities. For example, I was the principle investigator in a the follow-up study of special education schools graduates, and participated in action research conducted under the aegis of the Spivak Center for Physical Activities of Persons with Physical Disabilities, on the effects of the inclusion of non-disabled students in programs run for the physically handicapped at the center.

In collaboration with Diane Bryen, I also founded "MISHAL" the Israeli University Center on Disabilities in the University of Haifa, Faculty of Education. MISHAL is an affiliate member of the American University Centers on Disabilities (AUCD). The center runs research programs, demonstration projects, organizes conferences and disseminates information. Its vision is the enhancement of quality of life for persons with disabilities. In the last couple of years we started a ground breaking program providing academic studies to students with intellectual disabilities.

Through the Kounin-Lunenfeld Chair of Special Education, I initiated, and serve as editor-in-chief, of the only academic journal in special education in Israel – *Issues in Special Education and Rehabilitation* (SACHISH).

Currently I am involved in a nationwide program to enhance positive inclusion in Israeli schools of students with special needs in Israeli schools. There are two partners to this program: ASHALIM, The Association for Planning & Development of Services for Children and Youth at risk & Families, established by JDC Israel and the Ministry of Education. With funding from ASHALIM, the British Index for Inclusion (Tony Booth and Mel Ainscow, 2002) was contacted and a contract was signed to translate the Index into Hebrew. The translation is now done and two brochures (each of approximately 100 pages containing theoretical introduction, suggestions for practice and evaluation forms)

for primary and secondary schools is ready to be tried out in Israeli schools. This will be followed by research of which I am the principal investigator. My plans for the next couple of years is to focus on the design and development of an Israeli adaptation of the Index for Inclusion, based on field research.

Concurrently I plan to continue with my writings of a book, with Dr. Pnina Shavit, my ex-doctoral student, to expand on the Humanistic philosophy, theory and practice and its application in education and regarding the quality of life of persons with disabilities. I will also continue with the writing of numerous articles and chapters in books, the ones I am committed to as well as new ones.