

Date: November, 2018

CURRICULUM VITAE

1. **Personal Details**

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2. **Higher Education**

Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree
1993-1996	The Faculty of Education and The Faculty of Psychology, University of Haifa, Israel	B.A.
1998-2001	School of Social Work University of Haifa, Israel	M.A.
2009-2013	Special Education, The Faculty of Education, University of Haifa, Israel	PhD
2004-2006	Faculty of Welfare and Health Studies, University of Haifa, Israel	Certificate-Instructors in social work
2001-2004	The Magid Institute for Continuing Studies - The Hebrew University of Jerusalem, Israel	Certificate-Integrative psychotherapy

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

Years	Name of Institution and Department	Rank/Position
2004-2012	School of Social Work, University of Haifa, Israel	Supervision of practical training in social work
2010-2014	Shiluv Center, School of Psychotherapy, Kfar Tikva, in cooperation with the University of Haifa, Israel	Teaching Fellow
2011-2014	Department of Education, Tel-Hai College, Israel	Teaching Fellow
2013-2015	Department of Education, Yezreel Valley Academic College, Israel	Teaching Fellow
2013-	Department of Social Work & Department of Multidisciplinary- Studies Special Education and psychology, Zefat Academic College, Israel	Lecturer

4. Offices in Academic Administration

Years	Name of Institution and Department	Role
2016-2017	Zefat Academic College, Israel	Status Committee- Member
2017-2018	Zefat Academic College, Israel	Committee for practical training- Member
2017-	Zefat Academic College, Israel	Second Year Studies-Department of Social Work- students and curriculum Coordinator
2018-	Zefat Academic College, Israel	College Teaching Committee- Member
2018-	Zefat Academic College, Israel	Subcommittee for Promoting the quality of teaching- Member

5. Scholarly Positions and Activities outside the University

Membership in Professional Associations

Years	Membership
2017 -2019	IASSIDD – International Association for the Scientific Study of Intellectual Disabilities. Member
2017 -209	IASSIDD – Special Interest Group- Parenting With Intellectual Disabilities

Responsibilities in Editing Journals

Years	Membership
2018 -2019	Issues in Special Education and Inclusion (Hebrew) Editorial Board
2018 -2019	Issues in Special Education and Inclusion (Hebrew)- volume 30- Issues in inclusion- Guest editor

Activities outside the University

Years	Activities outside the University
1996-1997	Department of Social Services Tirat Hacarmel, A social club for children from low socioeconomic status, - Establishment and management.
1997-	Kfar Tikva - a rehabilitative community and home for people with disabilities, Israel- Member of the Executive Board
2017-	Kfar Tikva - The Center for Academic Research, Israel- Director

6. Active Participation in Scholarly Conferences

a. International Conferences -

Date	Name of Conference	Place	Subject of Lecture/Discussion	Role
July 2-5, 2013	Beit Issie Shapiro 6th International	Israel	People with special needs also want-	Oral presentation

	Conference on Disabilities		couplerelationships, intimacy and sexuality.	
July 6-7, 2015	BeitIssie Shapiro 6th International Conference on Disabilities Unity & Diversity in Action	Israel	The journey from Universality to Subjectivity- Inclusion and community living in the 21 century	Oral presentation
November 13 -16, 2017	IASSIDD 4th Asia-Pacific Regional Congress	Bangkok, Thailand	Establishing and Maintaining Couple-hood as Perceived by Couples with Intellectual and Developmental Disabilities: Implications for Provision of Supports.	Oral presentation
17-20, 2018	IASSIDD 5th European Regional Congress	Athens, Greece	The Cycle of Internalized Learning (CIL) model: asocial learning program for adults.	Poster
17-20, 2018	IASSIDD 5th European Regional Congress	Athens, Greece	Attitudes of direct support staff, regarding couples relationships of adults with intellectual and developmental disability: Implications for the provision of supports.	Oral presentation
17-20, 2018	IASSIDD 5th European Regional Congress	Athens, Greece	Perceptions and attitudes towards parents with intellectual disabilities.	Chair of session

b. Local Conferences

Date	Name of Conference	Place	Subject of Lecture/Discussion	Role
February 4-5, 2014	The 6th Israeli Interdisciplinary Conference on Qualitative Research - Qualitative Research in Action	Ben Gurion University, Israel	Characteristics, and implications of couple relationship from the perspective of people with intellectual disabilities living as couples	Oral presentation
November 12, 2014	Conference of the Ministry of Welfare	Beer Sheva University	Paradigm shifts and changes in the intervention programs for people with disabilities	Oral presentation
February 6, 2018	The 8th Israeli Interdisciplinary Conference on Qualitative Research - Between the personal and	Ben Gurion University, Israel	Accessibility to couple-hood- As an illustration of the right of people with IDD to live a full and meaningful lives	Oral presentation

	the political			
February 27, 2018	Macro Matters- The Second Conference on Macro Practice in Social Work	Zefat Academic College, Israel	Between the Social Paradigm and the Humanist Conception: The influence of micro and macro practice, on the quality of life of people with disabilities	Oral presentation
February 27, 2018	Macro Matters- The Second Conference on Macro Practice in Social Work	Zefat Academic College, Israel	The Cycle of Internalized Learning (CIL) in Adulthood: The implementation of a model typically used with young learners in the special education system, as a model of intervention with adults with disabilities.	Oral presentation

7. Invited Lectures (Other than in Scholarly Conferences)

a. In Israel

Year	Name of Forum	Place of Lecture	Subject of Lecture	Role
2011	Department of Education	Tel-Hai College, Israel	Couple Relationships of people with Disabilities	Invited Speaker
2015	Department of Education	BeitBerl College, Israel	Couple-hood from the perspective of people with intellectual and developmental disabilities.	Invited Speaker
2016	Heads of special education departments- Forum, Ministry of Education	KfarTikva, Israel	The implications of challenges in the lives of adults with disabilities On educational goals in childhood and adolescence	Invited Speaker
2016	Department of Occupational Therapy	University of Haifa, Israel	Approaches throughout history as a basis for working with people with disabilities	Invited Speaker
2018	Office of social services, Tiberius	KfarTikva-research center	Where do we go from here? Attitudes towards adults with disabilities- past, present and future	Invited Speaker
2018	Ministry of Welfare- Department of Rehabilitation.	KfarTikva-research center	Assistance and supports by service providers of adults with IDD.	Invited Speaker
2018	KfarTikve- service support staff	KfarTikva-research center	Micro and Macro practice-intervention strategies for assisting adults with Disabilities.	Seminar

2018	Parents and siblings of adults with IDD	KfarTikva-research center	From theory to practice- Changes in attitudes and supports strategies towards adult with Disabilities.	Invited Speaker
2018	Ministry of Welfare - The National Forum of Social Workers in residential services for people with disabilities.	Center Stage-Ganei-Tikva	Support and guidance of adults with disabilities.	Invited Speaker

8. Research Grants

a. Grants Awarded

Role in Research	Other Researchers	Title	Funded by	Amount	Years
CO-PI	Prof. Shunit Reiter (CO)	Couple Relationships from the perspective of people with intellectual disability living as couples. A comparison of quality of life and self-esteem in couple's relationships versus relationships between friends.	KerenShalem-Foundation for Development of Services for People with intellectual and developmental disabilities in the Local Councils in Israel.	68,000 N. S	2010
CO-PI	Dr. Nirit Karni (CO)	The contribution of intervention program based on the "the Cycle of Internalized Learning" for coping with verbal violence and improve the quality of life of people with IDD leaving in different home settings.	Shalem- Foundation for Development of Services for People with intellectual and developmental disabilities in the Local Councils in Israel.	100,000 N. S	2017
CO-PI	Prof. Shunit Reiter (CO) Dr. Nirit Karni (CO-PI)	The connection between the principle of normalization and the humanistic concept as expressed in the work of service providers, and the quality of life, the sense of self-efficacy and the future orientation of adults with IDD as service recipients.	Shalem- Foundation for Development of Services for People with intellectual and developmental disabilities in the Local Councils in Israel.	100,000 N. S	2017

b. Internal Grants Awarded

Role in Research	Other Researchers	Title	Funded by	Amount	Years
PI		Establishing and maintaining couple-hood as perceived by couples with intellectual and developmental disabilities: implications for provision of supports.	Zefat academic college	2,500 N. S	2016
PI		Attitudes of service providers, regarding couple relationships of people with intellectual and developmental disability.	Zefat academic college	21,300 N. S	2017
PI		Attitudes of parents, regarding couple-hood of their offspring with intellectual and developmental disability: Implications for the provision of support.	Zefat academic college	22,300 N. S	2017
PI		Transitions in the lives of adults with disabilities- a model based on the humanistic approach for providing guidance and support	Zefat academic college	17,800 N. S	2018

c. Grants for academic courses

2016-2017- Initiator and Lecturer- A one year advanced academic course on the supports provided to persons with intellectual developmental disabilities. Funded by Shalem- Foundation for Development of Services for People with intellectual and developmental disabilities in the Local Councils in Israel.(28,000 N.S)

2017- 2018- Initiator and Lecturer- A one year advanced academic course on the supports provided to persons with intellectual developmental disabilities. Funded by Shalem- Foundation for Development of Services for People with intellectual and developmental disabilities in the Local Councils in Israel.(28,000 N.S)

2018- 2019- Initiator and Lecturer- A one year advanced academic course on the supports provided to persons with intellectual developmental disabilities. Funded by Shalem- Foundation for Development of Services for People

with intellectual and developmental disabilities in the Local Councils in Israel. (22,400 N.S)

9. **Scholarships, Awards and Prizes**

2016- The Academic College of Zefat, the President's award for Excellence in Teaching.(10,000 N.S)

2002 – The Deans' award for Academic Excellence, MA, University of Haifa.

10. **Teaching**

a. **Courses Taught in Recent Years**

Years	Name of Course	Type of Course	Level
2010-2014	Developmental psychology	Lecture	B.A.
2010-2015	Introduction to psychology	Lecture	B.A.
2010-2014	Intellectual disability as a unique challenge for intervention	Lecture	B.A.
2012-2014	Introduction to special education	Lecture	B.A.
2013-2015	The families of children and adults with disabilities	Seminar	B.A.
2013-2018	Behavior analysis and modification in special education	Lecture	B.A.
2013-2018	Acquiring life skills in special education	Lecture	B.A.
2015-	Intervention Seminar – providing the necessary supports for persons with intellectual developmental disabilities	Seminar	B.A.
2015-	Methods of intervention in social work	Lecture	B.A.
2015-	Practical training in social work	supervision	B.A.
2016-	Introduction to special education- from Mainstreaming to Inclusion	Lecture	B.A.
2016-	Introduction to intellectual and developmental disability	Lecture	B.A.
2017-	Introduction to autism spectrum disorder	Lecture	B.A.

Miscellaneous

KfarTikva - a rehabilitative community and home for people with disabilities, Israel	
Years	Project
2000-	Establishment and management of a Department (programs, team, and support systems) for KfarTikvas' community living framework.
2014	Establishment of a Department (programs, team, and support systems) for an innovative residential project for people with autism.
2011-	System analysis and software development for the management of support systems and administration, available for the village residents.
2010-	Development of programs for the use of the village's support staff. For example: a module dedicated to preparing for community living, and a module for evaluation and promotion of the quality of life of the village residents.
2017-	Foundation of an Academic Center dedicated to conducting research and field studies related to adults with disabilities. The Center is devoted to developing intervention programs and support systems in a variety of fields, with the goal of enabling adults with disabilities to live an autonomous and meaningful life, each according to his/her own personal "life-journey".

Eran Mebel - architecture office Israel	
Years	project
2015-2016	Professional consultant for an architecture Office in charge of planning a new village in the Lower Galilee- with the purpose of establishing an inclusive community for people with and without disabilities.

11. PUBLICATIONS

a. Ph.D. Dissertation

Title: The Characteristics, Meanings and Implications of Couples Relationships from the Perspective of People with Intellectual Disability Living as Couples.

Date of submission: May 2013

Name of supervisor: Prof. Shunit Reiter

University: University of Haifa, Israel

b. Articles in Refereed Journals

Published:

Gilbar, O. & Neuman, R. (2002). Which cancer patient completes a psychosocial intervention program? *Psycho-oncology*, 11, 461-471. Impact Factor: 3.095

Neuman, R. & Reiter, S. (2015). The experience of couple relationships as reflected in the stories of people with intellectual and developmental disability. *Journal of Israel Studies in Language and Society. A special issue on: Voices of people with disabilities in the Israeli society.* 7(1-2) 200-217. (Hebrew).

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. (IF = 0.55., R 31/39 in special education. R 63/70 in rehabilitation. (Q4)).

c. Articles or Chapters in Scientific Books (Refereed)

Published

Neuman, R. & Reiter S. (2013). The characteristics, meanings and implications of Couples Relationships from the perspective of people with intellectual disability living as couples. A comparison of quality of life and self-esteem in couple's relationships versus relationships between friends. *Research report for Keren Shalem- Foundation for Development of Services for People with intellectual and developmental disabilities in the Local Councils in Israel.* . (Hebrew).

Neuman, R. & Reiter, S. (2017). The characteristics, meanings and implications of couple relationships from the perspective of people with intellectual disability living as couples. In S. Reiter, I. Kupferberg, & I. Gilat. (Eds.), *Current Issues in Inclusion of Students and Adults with Special Needs in Israel: A Collection of Studies.* Tel Aviv: The Mofet Institute. (Hebrew).

d. Other Scientific Publications

Neuman, A., Neuman, R., Neuman, R., Gordony, I., Shazberg, I. & Barkan, S. (2014). A research for evaluating the quality of life of people with intellectual and developmental disability living in extensions of a residential care facility in the community. *Research report for the Ministry of Social Affairs and Social Services.* (Hebrew).

e. Sent for publication

Neuman R. (2018). Establishing and maintaining couple-hood as perceived by couples with intellectual and developmental disabilities- implications for the provision of support.

Neuman R. (2018). Attitudes of direct support staff, regarding couples relationships of adults with IDD- implications for the provision of supports.

f. Other Publications

Neuman, R. (2018). Accessibility to couplehood among adults with IDD. Homesh: Rehabilitation Journal for Social Workers in Israel. 29, 48-53. (Hebrew)

g. In preparation

Neuman, R. Attitudes of parents, regarding couple-hood of their offspring with intellectual and developmental disability- implications for the provision of support.

Neuman, R. Transitions in the life journey of adults with intellectual and developmental disability- implications for the provision of support.

12. Summary of my Activities and Future Plans

I have devoted my professional life to identifying and providing necessary supports in order to better the quality of life of people with disabilities. I assume that at least in part the challenges and difficulties I encountered as a child with a mild disability have led me to choose my professional mission. It also affected my conception of disability as based on a humanistic and social paradigm rather than a medical one.

In accordance, it is my belief that the main challenge in providing the necessary supports to people with disabilities is to try and help them identify their desires and wishes, choose their unique way, and find the means to make their voices heard in order to achieve their goals.

In line with that, for more than 20 years I have been involved in practice in helping people with disabilities to improve their quality of life. As a staff member, at Kfar Tikva, a rural residential community for adults with disabilities, I initiated and directed several innovative programs. One such program was to assist residents to leave the sheltered environment of the 'village' and live in satellite apartments in the nearby town. A decade

ago, this was a totally new concept. Residents were not seen as persons who are capable of independent living. I designed their plan of supports such as help in managing their time table, shopping, keeping their personal rooms, as well as taking the time to have personal conversations and group discussions with them. As the program expanded from a couple of residents to about 50, I was involved not only in managing the operation, but also in teaching the expanding number of staff members and training them in their new jobs.

Concurrently, I started my Master studies in clinical social work, thus combining actual work with up to date professional knowledge and research. I furthermore took part in the establishment of a new academic center in Kfar'Tikva in cooperation with the Hebrew University of Jerusalem (the 'Magid' institute). The idea was to develop knowledge and field training programs for the benefit of people with disabilities, and all in a place where their lives take place. This position enabled me, among other things; to conceptualize and teach would be therapists the humanistic paradigm and its implications to everyday supports for adults with developmental disabilities.

Next, I studied in a unique psychotherapy program and focused my special interest on finding ways of using psychotherapy in order to assist people with developmental disabilities. This was the first time in Israel that a program in psychotherapy offered courses in the area of developmental disabilities.

Concurrently, I took a course at the University of Haifa to become a field instructor, and started supervising social work students in their field studies in the area of developmental disabilities. A couple of years later as a lecturer in Zefat Academic College I introduced such studies in the area of developmental disabilities to be an integral part of the curriculum. In this way I contributed to the upgrade of social work studies to include the area of developmental disabilities as an important area for theory development, research and professional knowledge.

In order to help improve the support offered by service providers in Kfar'Tikva, another program I initiated, and still assist in running, is the development of computerized modules for tracking, collecting information, assessing, and building intervention programs for the village residents.

This enables a comprehensive and continued knowledge of each and every resident whereabouts, wellbeing, professional supports provided etc. This enables staff at Kfar'Tikva to provide ongoing evaluation and enrichment programs for each and every resident with the aim of enhancing their quality of life.

A third innovative program I initiated and helped building up was to offer adults with Autism to join the KfarTikva community. This again was an innovative program, and raised oppositions from governmental officials, that found it hard to accept the idea that persons with autism can live in a place where people with other disabilities reside, and that they can lead a rural way of life with an open gate and community social life. Parental involvement backed the opening of the new program and nowadays it is officially accepted.

When I embarked on my Ph.D. studies I had the opportunity to apply my humanistic approach to research. I combined theory and practice and focused my study on adults with disabilities who experience couple relationships. My methodology was based on personal interviews with adults, listening to their own stories about their personal experiences. It is my professional opinion that focusing research on the voices of people with disabilities, and the way they interpret and understand their own lives, is critical in order to create a more accessible world for them.

Indeed, in my professional work I combine theory, research, teaching and learning with the actual hands-on knowledge and insights I gain from personal involvement with adults with developmental disabilities.

In the same spirit, in collaboration with Prof. Shunit Reiter, I have recently founded an academic center dedicated to conducting research and field studies with the goal of improving the quality of life of adults with disabilities, by helping them live a more autonomous and meaningful life.

Currently I run a research study on the attitudes of service providers and families towards: couple-hood, sexuality and parenthood of people with intellectual and developmental disability.

In the coming years, I plan to focus on transitions and cross roads' in the lives of adults with disabilities. By applying a humanistic approach I plan to suggest programs that will provide them with better guidance and support.

By binding academic activity and field work, I try to strengthen the links between theory and practice, and thereby improve interventions and support systems available to people with disabilities.