

**BAR-ILAN UNIVERSITY**

**FACULTY OF SOCIAL SCIENCE**

**DEPARTMENT: SCHOOL OF EDUCATION**

**CURRICULUM VITAE**

**Name: Prof. Shlomo Romi**

**PERSONAL DATA**

**Address:** 7a Bialik Street, apt. 8, Kefar-Saba 4444808, Israel

**Tel:** +972-9-7671956

**E-mail:** [shlomo.romi@biu.ac.il](mailto:shlomo.romi@biu.ac.il)

**ID:** 5040851/7

**Place of Birth:** Tiberias, Israel

**Date of Birth:** 15 September 1951

**Marital Status:** Married + 3 children

**EDUCATION**

<b>Year</b>	<b>Degree</b>	<b>Institution</b>
1975	B.A.	Bar-Ilan University
1979	M.A.	Bar-Ilan University
1988	Ph.D.	The Ontario Institute for Studies in Education /Applied Psychology Department, University of Toronto, Canada

**ACADEMIC AFFILIATIONS/APPOINTMENTS**

<b>Year</b>	<b>Appointment/ School of Education, Bar-Ilan University</b>
1989- 1994	Instructor
1994-2002	Lecturer
2002-2008	Senior Lecturer
2008-Present	Associate Professor

**SUPERVISION OF GRADUATE STUDENTS**

**SUPERVISION OF GRADUATE STUDENTS**

<b>Finished</b>		<b>Writing</b>		<b>Total</b>		
Ph.D	M.A.	Ph.D	M.A.	Ph.D	M.A.	
<b>9</b>	<b>36</b>	<b>6</b>	<b>4</b>	<b>15</b>	<b>40</b>	<b>55</b>

***M.A. Students***

In the past:

1. Kohan E.: The effect of wilderness program on locus of control, self-esteem and self-efficacy on drop out youth in the units for advancement of youth in Israel (1996)
2. Daniel Irma: Mainstreaming of children with special needs in regular classes: Pre-service teachers' attitudes in Israeli colleges (1998)
3. Lev Michal: Israel youth journey to Poland: Cognitive and affective attitudinal outcomes towards the Holocaust (1998)
4. Shani Liora: Intervention program within the framework of the informal education system for improvement of academic achievements – Educational marathon by the Israel Association of Community Centers – Case Study (1999)

5. Margolin Tirtza: The way acculturation style and family cohesion and family adaptability effects the psychological and social adjustment of new immigrant students from the former Soviet Union (2000)
6. Benolol Nurit: Influence of therapeutic intervention with sport on dropout adolescents' personality factors (2001)
7. Ganel Ruth: The relationship between intelligence and learning disability characteristics and its reflection in psychological and didactic diagnosis (2001)
8. Bareli Dalia: Evaluation research of intervention program for youth leadership development (2001)
9. Gatheun Simcha: Self-identity, personal adaptation, social adaptation and functioning of the family of detached Ethiopian youth in contrast to Israeli born detached youth (2001)
10. Musler Ronit: The self-efficiency and attitudes of preserving teachers in formal and non-formal education academic training program, towards mainstreaming of children with special needs in regular frame or/and classroom (2002)
11. Nahor Galit: The relationship between resiliency and learning functioning among students with learning disabilities (2002).
12. Zoabi Houssien: The influence of computer-aided learning on attitudes change toward computers, self-esteem and self-efficacy among Arab dropout youth (2003)
13. Hadad-Katriel Merav: The influence of a developmentally delayed child upon a mother's career (2003)
14. Amar Ilan: Adolescent's attitudes toward substance abuse motivation factors and readiness to use them: Differences between ADHD and not normal children (with Isaac Weiss) (2004)
15. Itzak-Monsonego Einat: Volunteering in Perach: Motive or religious and secular Jewish students and of Arabs students (2006).
16. Redziner Tami: Achievement motivation, self-efficacy and attribution theory and its connection to learning achievement of students of the pre-academic institutes ("Mechinot") (2006)
17. Yakobi-Zilberberg Liraz: Knowledge, emotions and attitudes of at-risk youth towards the Holocaust: Changes following the journey to Poland (2007).
18. Yohshipov Ramit: Ego identity and the process of exploration: Differences between religious and non-religious adolescents (2007)
19. Manor Moldon Orit: Attitudes toward using the internet: Differences between normative and dropout adolescents (2008)
20. Badash-Catriel Dorit: Self-disclosure and interpersonal-behavior style of young religious single adults: Differences between singles acquainted through a virtual forum and those who met without virtual means (2008)
21. Hassid Merav: "Hafalopia" as a curriculum program in nonformal education: The relationship between work environment and self-efficacy on the mode of usage of this curriculum by informal education practitioners (2009)
22. Sombayev (Giller) Ela: Family functioning, self-identity and self-efficacy: A comparison between common-wealth of independent states born and Israeli born at-risk adolescents (2009)

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23. Shapira Eliana: Emotional and Perceptual aspects of persistent indecisiveness in the process of choosing a mate in relation to response patterns to dissatisfaction in romantic relationship (with Dr. Asif Tzemach), (2011)
24. Cohen Moran: Object relations in Late Singleness and marriage, (with Dr. Asif Tzemach) (2012)
25. Kedoshim Lital: The relationship between attachment-styles, self-concept, social adaptability and social skills among children of immigrants & foreign workers) in Israel (with Dr. Ronen Mati), (2012)
26. Baruchin Asnat: Self-esteem, self-social efficacy and Jewish identity: changes in youths following the `Masa Israeli` - `Israeli Journey` (2012)
27. Klein Meirav: The relationship between perceptions about sexual assault and exposure to explicit sexual contents on the internet among boys and girls in adolescence. (with Dr. Appel Zeev), (2013)
28. Brown Avi-Yashar Einat: The Relationship between Sensory Disability of Parents and the Ability for Empathy, Emotional Literacy and Independence their Non-Disabled Children (with Dr. Eden Sigal), (2013)
29. Cohen Amir: Socialization agents and motivation factors related to the choice of continuation studies among Yeshiva High Schools' (Yeshivot Tichoniot) students after graduation. (with Dr. Ronen Mati), (2013)
30. Revivo Natali: The relationship between personal differentiation and the level of equality, between the qualities of married in the transition to parenthood among couples. (with Dr. Appel Zeev), (2013)
31. Giar Michal: The Relationship between Parenting style and ADHD (Attention Deficit Hyperactivity Disorder) adolescents' Self-esteem, and the Coping Styles of the Teenagers', their Parents and their Teachers (2014)
32. Hellman Shira: Animal –assisted group therapy for children with ADHD (Attention Deficit Hyperactivity Disorder) and their parents: Changes in pet attachment, parenting style and family function. (2013)
33. Wiesenfeld, Eyal: Attitudes of religious adolescents toward religion and belief: Changes following the journey to Poland. (with Dr. Ronen Mati), (2014)
34. Levi Levin Ayelet: The usage of online support groups by teenagers, and its degree of connection to their relationship with their parents and friends, and to their feeling of social belonging and social support. (with Dr. Ronen Mati), (2015)
35. Shulamit Ben-Hur: Leisure activities amongst religious girls (with Dr. Ronen Mati), (2015).
36. Horovitz Chaviva: Volunteering with at-risk youth: The correlation between the volunteers' background, motives for volunteering and self-concept clarity, and the amount of empathy towards the at-risk youth, (2015)

Currently supervised:

1. Matityahu Naama
2. Ben Moshe Sara (with Dr. Asif Tzemach)
3. Shinenson (Merinbach) Bracha (with Dr. Weiss Yitzchak)
4. Klein Rachel (with Dr. Ronen Mati)

***PhD Students***

In the past:

1. Lev Michal: Knowledge, feelings, and attitudes of third-generation Israeli and Canadian Adolescents towards the Holocaust: Changes following the journey to Poland (with Prof. Katz Yaacov), (2009)
2. Etzion Dafna: Typology of Israeli youth in distress (2010)
3. Getahun Simcha: The relationship between ethnic-cultural identity, role perception, coping style, working environment and burnout among child and youth workers in Israel (2010)
4. Kaim Zeev: Patterns of help-seeking among normative and at-risk youth: Characteristics of the help receiver help provider, and perceptions of the problem (2010)
5. Kali Anat: Between connection and alienation: At-risk adolescents in Haredi Society (with Dr. Court Debora), (2010)
6. Ben-David Yifat: The relationship between well-being and attachment style, family support and values among adolescents with various levels of exposure to ongoing security threats (2012)
7. Ben-Tov Shoshana: Parents' identification and alertness, their involvement and the relationship between them their children's attitudes toward school, social adjustment, self-efficacy and academic achievements (2013)
8. Salkovsky Merav: Decisions taking about risky behaviors - the self-regulation perspective: The relationship between cognitive, social, personality-related and meta-cognitive factors among normative and at risk adolescents (2014)
9. Armon Yedidya Haim: Teachers and students' attitudes toward attention-deficit hyperactivity disorder (ADHD): Educational, social, emotional and behavioral aspects (with Prof. Katz Yaacov), (2015)

Currently supervised:

1. Yakobi-Zilberberg Liraz
2. Harel Orit
3. Asher Naomi
4. Gronner Hadas
5. Ben Noach Tzvi
6. Haddad Sausan

**AWARDS/HONORS**

***Students under my supervision***

- Etzion Dafna: Ministry of Education and Culture Grant by the Chief Scientist for excellent doctoral students
- Etzion Dafna: Bar-Ilan University for Continual Education Program Grant for excellent women doctoral students to spend abroad (Post-Doctoral program at Gent University, Belgium).

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- Etzion Dafna, Harel Orit, Ben-David Yifat, and Salkovsky Merav: Bar Ilan University Presidents' Grant for excellent students; Bar-Ilan University Rector Award.

***Personal***

- Personal award: 2010 - Bar-Ilan University Presidents' Grant for completion of the four doctoral dissertations supervised by me (NIS 10,000 award)

**RESEARCH GRANTS**

2005	<b>Ministry of Education and Culture:</b> A workshop for development and research on classroom management
2005	<b>Ministry of Education, The Mofet Institute:</b> Assessment of attitudes of pre-service teachers in colleges toward integration of students with special needs (with Prof. Leyser Yona).
2008	<b>Ministry of Education and Culture:</b> An evaluation of MENIFA program for preventing at-risk adolescent's dropout from the educational system
2010	<b>National Insurance Institute of Israel) Hamossad L'Bituach Leumi:</b> Grant for Kali Anat's doctoral research (supervised by Dr. Deborah Court and me): Between connection and alienation: At-risk adolescents in Haredi Society
2012	<b>Ministry of Education and Culture, Chief Scientist's Grant</b> (in response to tender No. 10): The relationship between the activities of youth ages 12-18 in the framework of non-formal education on leisure and school climate, violence, dropout, and mental well-being (with Prof. Cohen Erik)

2013	<b>Halbert Foundation Grant to promote Israeli-Canadian cooperation.</b> An expert's workshop from Canada and Israel about issues of at-risk youth (with Prof. Zeira Anat and Dr. Grupper Emmanuel)
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### **COURSES TAUGHT/TEACHING EXPERIENCE**

#### *Undergraduate (B.A.)*

- Non-formal Education (2 semesters)

#### *Graduate (M.A.)*

- Conduct Disorder: Assessment and Interventions (1 semester)
- Tools for School Counselors (1 semester)
- Coping with Adolescents At-risk (2 semesters)
- Research issues on classroom management and their relation to school
- Counseling (2 semesters)

### **MAIN RESEARCH INTERESTS**

1. Non-formal education, qualification of workers and residential schools
2. Youth at risk, training workers and therapeutic interventions
3. Classroom Management
4. Educational psychology, psychological assessment, custody cases and Psychological Characteristics of dropout and delinquent adolescents

### **Additional Information**

#### *Positions at Bar-Ilan University*

- Head, School of Education (2011-2014)
- Deputy Head, School of Education (1997-2005) and Chair of the Internal Committee on Master's degrees (2002-2005)
- Head, Division of Non-Formal Education (1998-2001)
- Acting Head of the Institute for Education and Community Research (February 2007-
- Head, the Institute for Education and Community Research (since 2010)
- Member of the Hadad Center Executive Committee for the study of dyslexia and reading disabilities (since March 2000)

## ***Prof. SHLOMO ROMI***

- Learning Coordinator, School of Education, 1976-1979

### ***Scientific conferences organization***

- The Contribution of the Educational Journeys to Poland to Shoah Remembrance in Israel: An Examination. Conference in cooperation with the Ministry of Education Pedagogical Secretariat and Youth and Society Administration (December 2002)
- On-line Mental Counselling and Support. Conference in cooperation with ELEM and the Internet Association (December 2009)

### ***Additional professional experience***

- Member, ELEM (Association for Youth At-risk) Professional Committee (since 1988)
- Member, “Decade Committee” for planning and developing residential-school education for the next decade. Ministry of Education, Rural-settlement Education Administration (throughout 2007)
- Member, Shaarie Mishpat College Association (since 2013)
- Chair, Experts’ Team on Non-formal Education for the Initiative on Applied Research in Education, Israel Academy of Sciences and Humanity (February-December 2015)
- Member, Division A Think Tank Forum – Educating Children and Youth At-risk, Ministry of Education Pedagogical Administration (since March 2015)

### ***Sabbaticals at universities abroad***

- Visiting Scholar at University of Victoria, School of Child and Youth Care. 1 June, 2006 – 31 September, 2006
- Appointed Adjunct Associate Professor at University of Victoria, School of Child and Youth Care, 1 August, 2006 -30 June, 2009
- Honorary Visiting Research Fellow at La-Trobe University, Australia, Faculty of Education, August 2008 – October 2008
- Appointed Adjunct Associate Professor at University of Victoria, School of Child and Youth Care, March 2009
- Appointed Adjunct Associate Professor at University of Victoria, School of Child and Youth Care, July-August 2010

### ***Positions on International Committees***

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| 1988-present | Member of professional committee of ELEM – an association for youth in distress.  |
| 2001-present | Member of EUSARF Board – the European Scientific Association on Residential and Foster Care for Children and Adolescents. |



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- 2003-present    Member of the Editorial Board of the International Journal of Child & Family Welfare, an official publication of the European Scientific Association on Residential and Foster Care for Children and Adolescents (EUSARF).
- 1982-present    Member of the Israel Psychological Association (Educational Division).

**LIST OF PUBLICATIONS**

**I. UNTIL LAST PROMOTION (REFEREED PUBLICATIONS)**

**BOOKS (as editor)**

Romi, S., & Schmida, M. (Eds.). (2007). *Nonformal Education in a Changing Reality*. Jerusalem: The Hebrew University Magnes Press, 591 pages (in Hebrew).

**CHAPTERS IN BOOKS \***

1. Hamenahem, A., & Romi, S. (1997). Non-formal education - A value in an Israeli lexicon for teaching and education. In Y. Kashti, M. Arieli, M., & S. Shlasky, (Eds.), *Ramot University Authority of Research*, Tel Aviv University (pp. 192-193; Hebrew).
2. Romi, S., & Levi, N. (2000). A multi-disciplinary professional team to clarify the dilemmas in children's custody. In N. N. Singh, J. P. Leung and A. N. Singh (Eds.), *International Research and Practice in Child and Adolescent Mental Health*. Elsevier, Chapter 21 (pp. 357-379).
3. Romi, S., & Levi, N. (2003). Children's custody assessment. *Encyclopedia of Psychological Assessment, 1(A-L)*, (pp. 178-182), Sage Publications.
4. Yazdy-Ugav, O., & Romi, S. (2003). Psychomotor development assessment. *Encyclopedia of Psychological Assessment, 1(A-L)*, (pp. 317-323), Sage Publications.
5. Katz, Y. J., Kontoyianni, A., Lang, P., Menezes, S. N., Romi, S., Vasileiou, L., & Vriens, L. (2003). North and south contrasted: Cultural similarities and differences in affective education. In A. C. Torres & A. Antikarmen (Eds.), *The International Handbook on the Sociology of Education*. Rowman & Littlefield Publishers (pp. 360-380).
6. Katz, Y. J., Romi, S., & Qui, X. (2005). Affective education: The nature and characteristics of teachers' and students' attitudes toward schools in China and Israel. In S. Neill, S. Karpinnen, & Y. Katz (Eds.), *Theory and Practice in Essays in Honor of Arja Puurula*, University of Helsinki (pp. 179-197).
7. Romi, S. (2005). Therapeutic intervention programs for dropout adolescents in Israel: A case study of affective education implementation. In I. Menezes, J. L. Coimbra, & B. P. Campos (Eds.), *The Affective Dimension of Education: European Perspectives*, Institute of Psychological Intervention Education and Development, University of Porto, Portugal (pp. 151-158).
8. Romi, S., & Gilat, I. Z. (2005). In the best interest of the child: Jewish and civic perspectives. In H. Grietens, W. Lahye, W. Hellinck & L. Sandemenlebroecke (Eds.), *In the Best Interests of Children and Youth. International Perspectives*, Leuven University Press (pp. 231-249).
9. \*Romi, S. (2007). Child and youth care: Development and central issues. In S. Romi & M. Schmida (Eds.), *Nonformal Education in a Changing Reality*. The Hebrew University Magnes Press, Jerusalem (pp. 231-249; Hebrew).

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\* Items marked with an asterisk indicate a chapter authored or co-authored by me in: S. Romi & M. Schmida (Eds.), *Nonformal Education in a Changing Reality*.

10. \*Schmida, M., & Romi, S. (2007). Nonformal education: Definitions and theoretical approaches. In S. Romi & M. Schmida (Eds.), *Nonformal Education in a Changing Reality*. The Hebrew University Magnes Press, Jerusalem (pp. 11-28; Hebrew).
11. \*Romi, S., & Schmida, M. (2007). Nonformal educational research in Israel. In S. Romi & M. Schmida (Eds.), *Nonformal Education in a Changing Reality*. The Hebrew University Magnes Press, Jerusalem (pp. 185-191; Hebrew).
12. \*Romi, S., & Bareli-Orel, D. (2007). Youth leadership. In S. Romi & M. Schmida (Eds.), *Nonformal Education in a Changing Reality*. The Hebrew University Magnes Press, Jerusalem (pp. 365-375; Hebrew).
13. \*Romi, S., & Kohan, E. (2007). Wilderness programs as an educational-therapeutic tool in the treatment of youth at-risk. In S. Romi & M. Schmida (Eds.), *Nonformal Education in a Changing Reality*. The Hebrew University Magnes Press, Jerusalem (pp. 469-487; Hebrew).
14. Romi, S., Magnuson, D., & Ferguson, R. (2007). Child and youth care in higher education: A Canadian-Israeli comparison. In Hans Grietens, Erik J. Knorth, Paul Durning & Jean E. Dumas (Eds.), *Promoting Competence in Children and Families Scientific Perspectives on Resilience and Vulnerability*. Leuven University (pp. 375-400).
15. Gilat, I. Z., & Romi, S. (2008). Establishing child custody in rabbinical courts: Transition from religious obligations to cultural duty. In Y. Ronen, C.W. Greenbaum & S. Erlich (Eds.), *The Case for the Child - Towards the Construction of a New Agenda*, Intersentia Publishers (239-266).
16. Romi, S. (2009). Psychological aspects of youth workers' training programs. In: E, Grupper, J, Koch, F, Peters, (Eds.). *Challenges of the Child and Youth Care System: A German - Israeli Dialogue*, Frankfurt am Main, Germany. (pp. 202-216).

#### **ARTICLES IN REFEREED JOURNALS/PERIODICALS**

1. Hamanchem, A., Kfir, D., Ohad, D., & Romi, S. (1989). Profession of workers in youth advancement in Israel, reaction to article of Sherer. *Society and Welfare Quarterly for Social Work*, 10(1), 76-80 (Hebrew).
2. Romi, S., & Itskovitz, R. (1990). The relationship between locus of control and type of aggression in middle class and culturally deprived children. *Personality and Individual Differences*, 2(4), 327-333.
3. Avissar, G., Levi, N., & Romi, S. (1994). A model of pre-service programs for education of children with special needs. *International Journal of Special Education*, 9(9), 241-248.
4. Romi, S., & Teichman, M. (1994). Effects of participant and symbolic modeling training programs: Changes in self-efficacy of youth counselors. *British Journal of Guidance and Counseling*, 23(1) 83-94.
5. Romi, S. (1996). Psychological aspects in religious residential schools in Israel. *Residential Treatment for Children and Youth*, 15(1), 27-46.
6. Romi, S., & Teichman, M. (1996). Participant and symbolic modeling and the self-efficacy of Israeli "Street-Corner" youth counselors. *Journal of Offender Rehabilitation*, 24(1/2), 155-159.

7. Romi, S., & Levi, N. (1998). What is the "preferred home" when the home doesn't exist anymore: Dilemmas and criteria. *Society and Welfare Quarterly for Social Work*, 18(3), 384-406 (Hebrew).
8. Levi, N. & Romi, S. (1998). Multi-disciplinary team for optimal placement of children in custody disputes: Critical necessity or luxury? *Sihot-Dialogue - Israel Journal of Psychotherapy*, 185-193 (Hebrew).
9. Romi, S., & Teichman, M. (1998). Participation modeling training programme: Tutoring the paraprofessional. *British Journal of Guidance and Counseling*, 26(2), 297-301.
10. Romi, S. & Kohan, E. (1999). Wilderness programs as a therapeutic intervention tool: Its principles, background and description research on detached youth implication to the school counselor. *Educational Counseling*, 8, 69-98 (Hebrew).
11. Romi, S. (1999). Normative youth's attitudes towards integrating detached youth within normative youth settings: Gender and field of studies differences. *Child and Youth Care Forum*, 28(4), 261-273.
12. Romi, S. (1999). Youth care workers Burnout: Comparison with normative youth workers and the implication of coping with it. *International Journal of Child and Family Welfare*, 4(2), 101-111.
13. Romi, S., & Freund, M. (1999). Teachers', students' and parents' attitudes towards disruptive behavior problems in high school: A case study. *Educational Psychology: An International Journal of Experimental Psychology*, 19(1), 53-70.
14. Romi, S. (2000). Educational interventions in the family school partnerships: Implications for the curriculum. *Curriculum and Teaching*, 15(2), 61-79.
15. Romi, S., Schneider, K. H., & Levi, N. (2000). Emergence of a unique academic program: Student exchange program - German and Israeli attributes and dilemmas. *Higher Education in Europe*, 15(4), 529-537.
16. Romi, S. (2000). Distance learning and non-formal education: Existing trends and new possibilities of distance learning experiences. *Educational Media International*, 37(1), 34-44.
17. Romi, S. (2001). Child and youth care in Israel: Trends and dilemmas in training and in therapeutic intervention programs. *Journal of Child and Youth Care Work*, 15-16, 171-184.
18. Romi, S., & Bar-Lev, T. L. (2001). Religious and personal identification in Ethiopian detached and normative youth. *Society and Welfare Quarterly for Social Work*, 21(1), 51-68 (Hebrew).
19. Puurula, A., Neill, S., Katz, Y. J., Lang, P., Menezes, I., Romi, S., Vasileiou, L., & Vriens, L. (2001). Teacher and student attitudes to affective education: A European collaborative research project. *Compare*, 31(2), 165-186.
20. Romi, S. (2001). Informal counseling services in Israel: A challenge for the school counselor. *Pastoral Care in Education*, 19(3), 14-22.
21. Romi, S. & Teichman, M. (2001). Training programs: A methodological note. *Performance Improvement Quarterly*, 14(4), 97-105.
22. Romi, S., Hansenson, G., & Hansenson, A. (2002). E-learning: A comparison between expected and observed attitudes of normative and dropout adolescents. *Educational Media International*, 39(1), 47-54.

23. Romi, S., & Lev, M. (2003). Youth and the Holocaust: Changes in knowledge, feelings, and attitudes following the journey to Poland. *Megamot*, 42(2), 219-239 (Hebrew).
24. Romi, S., Sharoni, V., Ben-Zion, S., & Fishbein, M. (2002). Learning disabilities: Differentiating between characteristics of dropout delinquent and school-going adolescents. *International Journal of Child and Family Welfare*, 4, 159-169.
25. Romi, S., & Zoabi, H. (2003). The influence of computer technology learning program on attitudes toward computers and self-esteem among Arab dropout youth. *Educational Media International*, 40, 259-268.
26. Romi, S., & Katz, Y. (2003). Affective education: The nature and characteristics of teachers' and students' attitudes toward school in Israel. *Educational Practice and Theory*, 25(1), 35-47.
27. Romi, S., & Kohan, E. (2004). Wilderness programs: Principles, possibilities and opportunities for intervention with dropout adolescents. *Child & Youth Care Forum*, 33(2), 115-136.
28. Romi, S. (2004). Disruptive behavior in religious and secular high schools: Teachers' and students' attitudes. *Research in Education*, 71, 81-91.
29. Lewis, R., Romi, S., Qui, X., & Katz, Y. (2005). Teachers' classroom discipline and student misbehavior in Australia, China and Israel. *Teaching and Teacher Education*, 21, 729-741.
30. Romi, S., & Marom, D. (2005). Dropout Delinquent Adolescents: Psycho-diagnostic aspects of using the Bender-Gestalt Test and WISC-R. *International Journal of Child and Family Welfare*, 4, 164-176.
31. Romi, S., & Kedar, S. (2005). Online Support-Group Facilitators and Adolescent Users: The Unknown Leading the Unknowing. *Information Technology, Education and Society*, 89-96.
32. Romi, S., & Leyser, Y. (2006). Exploring inclusion preservice training needs: A study of variables associated with attitudes and self-efficacy beliefs. *European Journal of Special Needs Education*, 21(1), 85-105.
33. Romi, S., Levy, N., & Shneider, K. H. (2006). The impact of cultural context on the structure and the curriculum of an academic exchange program. *World Studies in Education*, 7, 59-80.
34. Romi, S., & Lev, M. (2007). Experiential Learning of History through youth journeys to Poland: Israeli Jewish youth and the Holocaust. *Research in Education*, 78, 88-102.
35. Romi, S., & Marom, D. (2007). Differences in intelligence (WISC-R Scores) between non-delinquent adolescents and dropout delinquent adolescents. *Adolescence*, 42, 166, 325-336.
36. Romi, S., Savicki, V., Grupper, E., & Caspi, R. (2007). Occupational Burnout among Child Welfare Workers: A Work-setting Comparison. *International Journal of Child and Family Welfare*, 10, (3-4), 93-109.
37. Lewis, R., Romi, S., Qui, X., & Katz, Y. (2008). Students' Reaction to Classroom Discipline in Australia, Israel and China. *Teaching and Teacher Education*, 24, 715-724.

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38. Leyser, Y., & Romi, S. (2008). Religion and Attitudes of college preservice teachers toward students with disabilities: Implications for Higher Education. *Higher Education*. 55, 703-717.

**SINCE LAST PROMOTION**

BOOKS (as editor) (referee)

1. Grupper, E., & Romi, S. (Eds.). *Children and adolescents at risk in Israel*: MOFET Institute Publishers, Tel Aviv (2 Vols., Hebrew)
  - A. *Vol 1: (2014) Overview of the Field and Core Issues* (541 pages, Hebrew).
  - B. *Vol 2: (2015) The voice of young people and issues faced by child and youth care workers* (497 pages, Hebrew).

*The co-editors shared in the development and processing the idea for this two-volume book, the first of its kind in Hebrew. It examines the many aspects of children and youth at risk in Israel. The co-editors also collaborated on the Call for Papers and worked with each author. Each chapter in the book was independently and anonymously reviewed.*

**CHAPTERS IN BOOKS**\*

1. Romi, S. (2009). Psychological aspects of youth workers' training programs. In: E. Grupper, J. Koch, & F. Peters (Eds.), *Challenges of the Child and Youth Care System: A German - Israeli Dialogue*, Frankfurt am Main, Germany (pp. 202-216).
2. Gilat, I. Z., & Romi, S. (2009). *Questions éthiques à propos des procédures de placement des enfants hors du domicile familial*. In: B. Tillard, & A. Rurka (Eds.), *Du Placement A La Suppléance Familiale*. (pp.116-133). L'Harmattan Publisher, Paris (French).
3. Lev, M., & Romi, S. (2013). Third-Generation adolescents' journeys to Poland: Differential effects on emotions, attitudes and values toward the Holocaust of Israeli and Canadian Adolescent. In Y. Rich, Y. Katz, Z. Mevarech, & S. Ohayon (Eds.), *Promoting Jewish Literacy in Educational Settings*. (277-298). Published in English by the University Press of Maryland in a series edited by Prof. Bernard Cooperman.
4. Grupper, E., & Romi, S. (2011). "Training of youth care workers for the social education field". In: H. Aharoni (Ed.), *Social Education in Israel* (312-340), Rehovot: Advance – Publishing House (Hebrew).
5. \* Grupper, E., Salkovsky, M., & Romi, S. (2014). Children and adolescents at risk: Definitions, Development and methods of interventions. In E. Grupper, & S. Romi (Eds.), (2014) *Children and adolescents at risk in Israel: Vol 1: Overview of the Field and Core Issues* (pp.19-52; Hebrew). MOFET Institute Publishers, Tel Aviv.
6. \* Salkovsky, M., Romi, S., & Sumbayev-Giler, E. (2014). Perception of family functioning, self-identity and personal self-efficacy: Comparison between Israeli-born adolescents at risk and immigrants from the Former Soviet Union. In E. Grupper, & S.

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\* Items marked with an asterisk are part of a forthcoming book E. Grupper & S. Romi, (Ed.) *Children and adolescents at risk in Israel*: (Hebrew). MOFET Institute Publishers, Tel Aviv.

- Romi (Eds.), (2014) *Children and adolescents at risk in Israel: Vol 1: Overview of the Field and Core Issues* (pp.213-246; Hebrew). MOFET Institute Publishers, Tel Aviv.
7. \* Goldenberg, J., Ornan, E., & Romi, S. (2014). School as environment for change among at-risk adolescents. In E. Grupper, & S. Romi (Eds.), (2014) *Children and adolescents at risk in Israel: Vol 1: Overview of the Field and Core Issues*. (pp 508-539; Hebrew). MOFET Institute Publishers, Tel Aviv.
  8. \* Grupper, E., & Romi, S. (2015). The complexity of training professional child- and youth-care workers. In E. Grupper & S. Romi (Eds.), (2015) *Children and adolescents at risk in Israel: Vol 2: The voice of young people and issues faced by child and youth care workers*. (pp 329-350; Hebrew). MOFET Institute Publishers, Tel Aviv.

### **ARTICLES IN REFEREED JOURNALS/PERIODICALS**

1. Leyser, Y., & Romi, S. (2009). Self-efficacy beliefs of preservice teachers from six religious affiliations: Educational implications. *Educational Practice and Theory*, 31, 1, 73-90.  
*The authors have equal parts in the research and writing of this article.*
2. Romi, S., & Getahun, S. (2009). Ego identity and perceived family functioning: Comparing at-risk native born and immigrant Ethiopian adolescents in Israel. *Adolescence*, 44 (176), 869-890.
3. Romi, S., Lewis, R., & Katz, Y. (2009). Student responsibility and classroom discipline in Australia, China and Israel. *Compare*, 39 (4), 439-452.
4. Romi, S., & Schmida, M. (2009). Nonformal education: A major educational force in the postmodern era. *Cambridge Journal of Education*, 39, (2), 257-273.
5. Romi, S., & Hassid, M. (2010). The Hafalopedia as a curriculum program in nonformal education: The extended usage by workers in the community and residential institutions, their self-efficacy and its relationship to this program. *Theory into Practice in Curriculum Planning* 21, 169-214. Ministry of Education; The Israeli Curriculum Center. (Hebrew).
6. Cohen, E.H., & Romi, S. (2010). Classroom management and discipline: A multi-method analysis of the way teachers, students and pre-service teachers view disturbing behavior. *Educational Practice and Theory*, 32, 42-69.
7. Romi, S., Levi, N., & Betzer, M. (2010). Israeli and German students' expectations of an academic exchange program: Personal, professional development and national identity. *Learning and Teaching*. 3, 51-74.
8. Romi, S., Lewis, R., Roache, J., & Riley, P. (2011). The impact of teachers' aggressive management techniques on students' attitudes toward school work and teachers in Australia, China, and Israel, *The Journal of Educational Research*.104(4),231-240.

9. Leyser, Y., Zieger, T., & Romi, S. (2011). Changes in self-efficacy of prospective special and general education teachers: Implication for inclusive education. *International Journal of Disability, Development and Education*.58, 241-255.
10. Lewis, R., Roache, J., & Romi, S. (2011) Coping styles as mediators of teachers' classroom management techniques. *Research in Education*.85, 53-68.
11. Lewis, R., Romi, S., & Roache, J. (2012). Excluding students from classroom: Teacher techniques that promote student responsibility. *Teaching and Teacher Education*, 28 ,870-878.
12. Romi, S., Lewis, R., & Roache, J. (2013). Classroom management strategies and teachers' coping: Inside classrooms in Australia, China, and Israel. *Prospects*, 43, (2), 215-231.
13. Kaim, Z., & Romi, S. (2014). Help seeking for personal problems: The resource choices of adolescents at risk and normative adolescents. *Society and Welfare Quarterly for Social Work*, 34(3), 385-409. (Hebrew).  
*Written with a supervised doctoral student.*
14. Romi, S., Lewis, R., & Salkovsky, M. (2015). Exclusion as a way of promoting student responsibility: Does the kind of misbehavior matter? *The Journal of Educational Research*.108, 4, 306-317.
15. Kaim, Z., & Romi, S. (2015). Adolescents at risk and their willingness to seek help from youth care workers. *Children and Youth Services Review*.53, 17-23.
16. Salkovsky, M., Romi, S., & Lewis, R. (2015). Teachers' coping styles and factors inhibiting good classroom management practice. *Teaching and Teacher Education*, 48, 56-65.
17. Etzion, D., & Romi, S. (2015). Typology of youth at risk. *Children and Youth Services Review*, 59, 184-195.
18. Romi, S., Salkovsky, M., & Lewis, R. (2016) Reasons for aggressive classroom management and directions for change through teachers' professional development programmes *Journal of Education for Teaching: International research and pedagogy Vol 42, 2*, pp 173-187.
19. Asif, Z., Shapira E., & Romi, S. (2016). Conceptual and emotional aspects of indecisiveness throughout the process of decision making for mate selection *Megamot*,50 (3),148-179. (Hebrew).



**ACCEPTED FOR PUBLICATION**

1. Kaim, Z., & Romi, S. (accepted). Help seeking in accordance to the 'Threat to Self-esteem Model' among at-risk and normative adolescents. *Megamot* (Hebrew).
2. Ben David, Y. & Romi, S., Youth under exposure to ongoing security threats: Relationship between wellbeing and attachment style, family support, and values. *Israel Affaires*

**Research Report**

- Cohen, E. H. and Romi, S. (2015). *Leisure among youth in Israel: Non-formal education, school climate, violence, risk of dropping out and well-being*. In cooperation with Einat Bar-On Cohen, Merav Salkovsky and Shira Iluz. Was submitted to the Chief Scientist of the Ministry of Education, Jerusalem.
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**PROFESSIONALS NON-REFEREED PUBLICATIONS**

1. Romi, S., & Teichman, M. (1989). Model to train youth care workers: Theory and practice. Chapter in *Correctional Services in Social Work - Papyrus*, 70-91 (Hebrew).
2. Romi, S. (1998). Psychological counseling in non-formal frameworks: A new glance at the existing systems. In R. Lazovsky, & S. Feldman (Eds.), *Space and Territory in Educational Counseling*. Reches Publishing Co., 357-379 (Hebrew).
3. Romi, S., & Teichman, M. (1988). Dimensions in educational workers training - description and evaluation. *Beeri*, Beit Berl College, 237-244 (Hebrew).
4. Romi, S. (1990). Psychological aspects in residential counselors training. *Niv Hamidrasha*, Vol. 22-23, 300-307 (Hebrew).
5. Romi, S., & Daniel, I., (2001). Mainstreaming of children with special needs in regular classes: Pre-service teacher's attitudes in Israeli colleges. In R. Zozovsky, T. Ariav & E. Keinass (Eds.), *Teacher training and their professional development: Ideas exchange*, 259-285. *Ministry of Education Division of Teachers Preparation*, Mofet Institute: Tel-Aviv (Hebrew).
6. Benolol, N., & Romi, S. (2002). Therapeutic intervention through sport: Influence on personality factors of adolescent drop-outs. *MIFGASH - Journal of Social-Educational Work*, 16, 49-65 (Hebrew).
7. Romi, S., Levy, N., & Gilat, I. Z. (2005). And the child what does he say? The conservative models of the best interests of the child in the civil and rabbinical court procedures and the need to empower the voice of the child. Translating of matters that have no measure. *Tzomet Alon-Shvout* (pp. 337-362) (Hebrew).
8. Leyser, Y., & Romi, S. (2005). The impact of religion, nationality, and other demographic variables of persevere teachers on attitudes toward inclusion:

- Implications for teacher training. *Issues in Special Education and Rehabilitation*, 20(2), 39-54 (Hebrew).
9. Manor-Muldoon, O., & Romi, S. (2009). The Internet as resource for working with youth at risk: Attitudes of normative and dropout adolescents towards using the Internet. *MIFGASH - Journal of Social-Educational Work*, 29, 143-170. (Hebrew).
  10. Romi, S., Musler, R., & Leyser, Y. (2009). Attitudes toward inclusion of special needs students and self-efficacy beliefs of trainees in formal and informal education in colleges and universities. *Issues in Special Education and Rehabilitation*, 24(1), 15-34 (Hebrew).
  11. Yakobi-Zilberberg, L., & Romi, S. (2009). Knowledge, emotions and attitudes of at-risk youth towards the Holocaust: Changes following the journey to Poland, *MIFGASH - Journal of Social-Educational Work*, 30, 83-108 (Hebrew).
  12. Romi, S. (2009). The non-formal education: Between establishment and built temporary, *MOFET magazine*, 37, 18-21.
  13. Romi, S. (2013). Preface. In G. Avissar & S. Reiter, (Eds.). *Inclusiveness: From theory to practice*, "AHVA" publishers. Haifa.
  14. Romi, S. (Accepted). Three entries (Non-formal education, Education of youth at risk, Classroom management); *Encyclopedia Hebraica*—Yeda LTD.

## **II. PAPERS PRESENTED AT SCIENTIFIC CONFERENCES**

1. The Treatment of Street-Corner Groups in Israel. *Proceedings of an International Conference about Youth*, Vancouver, Canada, June 1985.
2. Educational and Therapeutic Implications in Multi-Dimensional Evaluations of Youth. *Miftanim Conference*. Fall 1992, at Beit Berl College, Israel.
3. Presentation of *A Model of Pre-Service Programs with Community Orientation*. Third Biennial Conference 1993 Vienna University. *Global Perspectives and Local Solutions in Special Education-A vision for the Future* (with G. Avissar), July 1993.
4. Presentation of *Dilemma's in Placing Children and Youth in Case of Custody Disputes and Other Crisis Situations in their Original Families*. 4th EUSARF Congress - European Scientific Association for Residential and Foster Care for Children and Adolescents. *There is no Place Like Home, Supporting Children in Need and their Families* (with N. Levi), Leuven, Belgium, September 1995.
5. Romi, S. & Levi, N. Present lecture at the 25th Science Conference of the Psychologist Association in Israel. The topic: *Inter-professional and Multi-dimensional Diagnostic Process of Children and Youth at Risk: Diagnostic, Therapeutic and Educational Aspects*. Held at Ben-Gurion University, Beer-Sheba, October, 1995.
6. Presentation of *A Model for Training and Education of Youth Care Workers: Critical Necessity or Luxury?* 14 World Congress of AIEJI, *The Socio-Educational Functions in a Multicultural World* (with D. Marom), Brescia, Italy, June 1997.

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7. Presentation of *a Multi-Disciplinary Professional Team to Clarify the Dilemmas of Children's Custody*. The First International Conference on Child and Adolescent Mental Health, Hong Kong, June 1998.
8. Presentation of *Burnout of Youth Workers: The Difference between Youth Care Workers and Youth Workers Working with Normative Youth - Aspects for Supervising and Training of Workers*. Held at the 6th EUSARF Congress, *Residential and Foster Care: New Approaches, New Practices*, Paris X - Nanterre University, September 1998.
9. Presentation of *Educational Interventions in the Family School Partnership*, Affective Education Network Conference, Tinos, Greece, July 1999.
10. Presentation of *Israeli Delinquents Juvenile Characteristics as Measured by Psychological Tests* (with D. Marom & N. Levi), 5<sup>th</sup> European Conference on Psychological Assessment, University of Patras, Greece, August 1999.
11. Presentation of *Self Identity, Personal and Social Adaptation and Family Functioning Among Ethiopian Born Dropout Adolescents in Comparison to Israeli Born Dropout Adolescents*. FICE 2000 Conference, Maastricht, The Netherlands, May 2000.
12. Presentation of *Child and Youth Care in Israel: Trends and Dilemmas in Training and Therapeutic Intervention Programs*. Together 2000, The International Child and Youth Care Conference, Cleveland, Ohio, USA, June 2000.
13. Presentation of *Child and Youth Care in Israel*. Noise and Words Projects for Adolescents in Metropolitan Contexts, International Symposium, Naples, Italy, February 2001.
14. Presentation of *Intelligence Differences, as Measured by WISC-R, between Dropout Delinquent and Non-Delinquent Adolescents*. European Association of Psychological Assessment - New Challenges in Assessment, 6<sup>th</sup> Conference, Aachen, Germany, September 2-5, 2001.
15. Presentation of *E-learning: A Comparison between Expected and Observed Attitudes of Normative and Dropout Adolescents*. ICEM – International Council for Educational Media E-learning and Educational Innovation, Taipei, Taiwan, October 2001.
16. Presentation of *Educational and Therapeutic Significance of Psychological Test-Findings in Residential Institutions* (with D. Marom & N. Levi). In the 7<sup>th</sup> European Congress of the European Scientific Association for Residential and Foster Care for Children and Adolescents (EUSARF), Trondheim, Norway, September 11-14, 2002.
17. Presentation of *the Relationship between Demographic and Cultural Variables and Attitudes toward Integration of Special Needs Students, and Perceptions of Self Efficacy of College Students in Regular, Special and Informal Education* (with Y. Leyser). In Ayala Conference, Bar-Ilan University, Israel, October 2002.

18. Presentation of *the Influence of Computer-Aided Learning on Attitudes toward Computers, Self-Esteem, and Self-Efficacy among Arab Dropout Youth* (with Z. Hussein). ICEM International Conference, Granada, Spain, October 2002.
19. Presentation of the *In the Best Interest of the Child: Jewish and Civic Perspectives* (with I. Z. Gilat). International Congress AIFREF-EUSARF, in the Best Interests of the Child: Cross Cultural Perspectives, Leuven, Belgium, April 2003.
20. Presentation of the *Advancing Effectiveness of Therapeutic Work in CYC: Essential Components, "Promise into Practice"* 7<sup>th</sup> International Child and Youth Care Conference, Victoria, Canada, August 20-23, 2003.
21. Presentation of the *Non-formal Education as an Educational Therapeutic Frame to Youth in Distress as Panel Member of Symposium about Non-formal Education out of School as Alternative Educational Framework*. In Ayala Conference, Ben-Gurion University, Israel, October 2004.
22. Presentation of the *Behind the Scenes of the Website: Characteristics of Users and Forum Administrators - Initial Aspects of the Issue and their Significance for Adolescents Identity and Attitudes*. ICEM International Conference, Austria, October 2004.
23. Presentation of the *Ethical Aspects of the Legal and Therapeutic Procedures of Removing Children from their Home* (with I. Gilat). Troubled Children in a Troubled World. Ninth International EUSARF Congress. Paris, September 21-24, 2005.
24. Presentation of the *Occupational Burnout among Child Welfare Workers: A Work-setting Comparison*. Troubled Children in a Troubled World: Ninth International EUSARF Congress. Paris X, September 21-24, 2005.
25. Presentation of the *Teachers' Classroom Discipline and Student Misbehavior in Israel*. Learning beyond Cognition, Danish University of Education. Copenhagen, Denmark, June 2005.
26. Presentation of the *Ego Identity and the Exploration Process: Translation of the EIPQ and Research Findings regarding Differences between Religious and Secular Adolescents*. 9<sup>th</sup> European Conference on Psychological Assessment. EAPA European Association of Psychological Assessment, Thessaloniki, Greece, 3-6 May 2007.
27. Presentation of the *Internet as resource for working with youth at risk: Attitudes of normative and dropout adolescents towards using the Internet*. EUSARF 2008 International Conference, Assessing the "Evidence-base" of Intervention for Vulnerable Children and Their Families, Padua (Italy) 26-29, March, 2008.
28. Presentation of *Essential issues in the development of the Child and Youth Care (CYC) profession: Lessons from the Israeli experience*. The 3<sup>rd</sup> Croatian Congress of social Pedagogues, Zagreb, Croatia, April 2010.
29. Presentation of *A multicultural reflection of role perception (conflict and ambiguity) among youth-care workers in Israel*. EUSARF 2010 International Conference, *Inside/out*, Groningen (the Netherlands), 22-25, September, 2010.
30. Presentation of *Promoting the Social Emotional Aspects of Education: The Case of Educational-Therapeutic Approach of Dropout Youth and the Development of the*

- Child and Youth Care Profession*. The 11th European Affective Education Network Conference, University of Ljubljana, Faculty of Education, Ljubljana, Slovenia, 26-30 June 2011.
31. Chairman of a symposium about *How to integrate the outdoor learning environment*. In a conference 'Education in Israel: between two contrasting pedagogical approaches', School of education Tel-Aviv University, 24 of June, 2012
  32. Presentation of *Typology of Youth in Distress*, (with Etzion D.) EUSARF 2012 International Conference, All our Children, Glasgow (Scotland) 4-7, September, 2012.
  33. Presentation of *Non-formal Education in a Changing reality*, A Keynote speaker in a conference of ELEM and the school of Psychology in (IDC) The Interdisciplinary Center in Herzeliya Ma Hakesher? (What is the connection?) Therapeutic and care elements in the non-formal environment. 6 Dec' 2012.
  34. Symposium about *Non-Formal education in an altering reality* (with R. Sela-Shayovitz, G. Yair and E. Grupper). The 6<sup>th</sup> International Conference on Teacher Education, Changing Reality through Education. Jerusalem, Israel, 2-4 July 2013.
  35. Presentation of *Haredi Culture and the phenomenon of Dropping out in Haredei Society*. (with A. Kali). The 6<sup>th</sup> International Conference on Teacher Education: Changing Reality through Education, Jerusalem, Israel, 2-4 July 2013.
  36. Presentation of *the Relationship between Well-being and Attachment Style and Family Support among Adolescents with Various Levels of Exposure to Ongoing Security Threats*, (with Ben-David Y.).(ECPA) European Conference on Psychological Assessment San-Sebastian, Spain, July 17-20, 2013.
  37. Presentation of *Patterns of help-seeking among at-risk and normative adolescents, based on the threat to self-esteem model* (with Kaim, Z.) EUSARF 2014 International Conference, Making a Difference, Copenhagen (Denmark) 2-5, September, 2014.
  38. Presentation of *predicting risk conditions and dropout among youth* (with Etzion, D.) XXth ISPCAN International Congress, 2014, All our Children, Nagoya (Japan), 14-17, September, 2014.
  39. Presentation of *Social re-evaluation in a collective, multi-cultural religious society: A multiple-case study of detached youth*. 16th Biennial EARLI conference for research for Learning and Instruction, 25-29 August 2015, Limassol, Cyprus.
  40. Presentation of *Teachers and Students' Attitudes Toward Attention-Deficit Hyperactivity Disorder (ADHD): Educational, Social, Emotional and Behavioural Aspects* 18<sup>th</sup> Annual International Conference on Education, (ATHENS INSTITUTE FOR EDUCATION AND RESEARCH/ATINER), 16-19 May 2016, Athens, Greece (with Prof. Yaakov Katz and Dr. Haim Yedidya).