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## BIOGRAPHICAL SKETCH

NAME	POSITION TITLE
Hefziba Lifshitz	Associate Professor, Special Education department , Head of Intellectual Disability MA Program, School of Education, Bar-Ilan University.

EDUCATION (*Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.*)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Bar-Ilan University, Israel	B.A.	1977	Special education
Bar-Ilan University, Israel	M.A	1983	Special education
Bar-Ilan University, Israel	Ph.D.	1995	Special education

## ACADEMIC AFFILIATION

<u>Year</u>	<u>Appointment</u>
1985	Assistant, School of Education, Bar-Ilan University
1990	Assistant, School of Education, Bar-Ilan University
1994	Instructor, School of Education, Bar-Ilan University
1995 October	Instructor (Ph.D.), School of Education, Bar-Ilan University
1999 October	Lecturer, School of Education, Bar-Ilan University
2003 (Feb.-Sept.) at	Sabbatical in Department of Human Development, University of Illinois Chicago, conducting research with Professor Tamar Heller, Head of Dept.
2004 – till now	Senior lecturer, School of Education, Bar-Ilan University
2010 –till now	Head of ID Majoring Program, MA degree, School of Education, Bar-Ilan University.

2012 Associate professor

### ADDITIONAL EXPERIENCE

1974 - 1977 "Shikma" Institution, Ra'anana, The Welfare Ministry - Educational counselor in an institution

1977 - 1980 Ruhama" Institution for individuals with intellectual disability, The Welfare Ministry Kfar-Sava, Principal of a school for severely mentally retarded children.

1980 - 1983 The Training Institute for Social Workers, The Welfare Ministry – Administrator of a course for paraprofessionals of individuals with intellectual disability.

1991 - 1994 Talpioth College of Education – lecturer  
1983 - 1996 Levinsky College of Education - lecturer.  
1997 - 2002 David Yalin College of Education -lecturer.  
1997 - 2004 Touro College - lecturer.

### PROFESSIONAL FUNCTIONS

1997-2002 Membership in the committee of the Relationship between academic scholars and the Department of Special Education at the Israeli Ministry of Education.

1997-2004 Membership in the Education Committee of *Agudat Tza'ad Kadima* for Treatment of Children with Cerebral Palsy.

2009-2016 Head of the New Educational Curriculum Program for Students with Sever and Profound Retardation, The Department of Special Education, Ministry of Education, Israel.

### GRANTS

1991	Ministry of Science	NIS
10,000		
1992	“Efshar” Foundation	NIS 3,000
1992	Joint Israel	NIS
10,000		
1997	Israel Organization of Gerontology	NIS
5,000		
1997	Internal Grant	NIS
14,000.-		
1997	Lewinsky Teacher’s College	NIS
15,000.-		
1998	“Elka” Joint Israel	NIS
6,000.-		
1999	The Josef Burg Chair in Education for Human Values Tolerance and Peace, BIU (with R. Glaubman)	NIS
7,000.-		
2000	Institute for the Study and Advancement of Religious	

	Education, BIU (with R. Glaubman)	NIS
5,000.-		
2002	Ministry of Education (with R. Glaubman)	NIS
80,000.-		
2002	“Machado” Chair (with M. Alfassi)	NIS
5,000.-		
2004	“Machado” Chair (with P. Klein)	NIS
5,000.-		
2005	“Keren Shalem”	NIS
60,000.-		
2006	“Keren Shalem” (with Prof. David Tzuriel, Prof. Eli Vakil & Dr. I. Weiss)	NIS
60,000.-2006	The National Insurance Institute of Israel (with The Josef Burg Chair in Education for Human Values, Tolerance and Peace)	NIS
130,000.-		
<u>Competitive Grant</u>		
1999	“NIRP” Foundation (with R. Glaubman)	US\$
25,000.-		
2004	The National Insurance (with I. Weiss and R. Schiff)	NIS
150,000.-		
2007	Jerome Lejeune Foundation, Grants in Intelligence	EUO
34,000.-		
2008	Disability population (with Prof. E. Vakil and Dr. I. Weiss)	
150,000	The National Insurance	NIS
2008	ISF score: very good, with Prof. E. Vakil.	
2009	ISF score: very good, with Prof. E. Vakil	

## **MAIN RESEARCH INTERESTS**

1. Life-long learning of individuals with various types of disabilities (intellectual disabilities, physical handicaps, sensory impairments, autism spectrum).
2. Cognition and ID: Memory in a population with ID; trajectories of intelligence throughout the life span; cognitive, psychological “capital” resources for successful inclusion of students with intellectual disability in the academic world.
3. Emotional intelligence and social cognition: leadership in a population with ID, singlehood in a population with ID.
4. Attitudes towards disability in various sectors of the Israeli society.
5. Aging in a population with developmental disability (intellectual disabilities, autism spectrum).

## **A. Personal Statement**

My research area focus on **Life-long learning of individuals with intellectual disability (ID) and more specifically on Intelligence, Cognition and Memory in a population with ID** throughout the life span. Based on my research with individuals with ID throughout the life span, (Lifshitz & Rand, 1999; Lifshitz & Tzuriel, 2004; Lifshitz, Weiss, Tzuriel, & Tzemach, 2010; Lifshitz, Klein & Fridel, 2011 and others), I have developed a new theory entitled "*The Compensation Age Theory*" in a population of ID (Lifshitz- Vahav, 2015). My argument is that environmental intervention can even improve and cause significant change in cognitive functioning of adults with ID. Especially in later life, it is possible to alter the level of cognitive functioning of people with ID because their greater maturity and cumulative life experience helps them to benefit more, relatively, from interventions. My studies contribute to the field of ID by emphasizing the role of chronological age in the cognitive ability of individuals with ID beyond their mental age. I was the first in Israel to open a Post secondary education program - *Empwerment project- three stages of inclusion in the academic world of students with intellectual disability* according to which adults with ID with/without Down syndrome study for the BA degree at the school of education, Bar Ilan University. I was also the first in Israel to address Aging phenomena in a population of ID. I developed a series of intervention programs: *ACB- Affect, Cognition and Behavior from Infancy to Old Age: Life-long Learning in the Population with ID* including intervention program to develop the above three components of persons with ID with Alzheimer disease.

## **B. Positions and Honors**

### **Positions**

**2011-present: Head of ID Major**, MA Program, School of Education, Bar-Ilan University.

**Chire holder:** *Lois Alberto Machado Research Chair on Cognitive Modifiability and Human Development*,

**Head:** *Baker Development and Research Center for Children with developmental delay*

### **Honors**

**2014** – Ruderman foundation internationalized prize for the *Empowerment project- three stages of inclusion in the academic world of individuals with ID*.

## **Selected Publication**

1. Lifshitz, H. (1983). The aging mentally retarded in institutions. (Survey conducted for the Israel Ministry of Welfare, Department of Care for the Mentally Retarded), 47 p. (Hebrew).
2. Lifshitz, H. (1997). Producing cognitive change in adult and elderly people with mental retardation. In Feuerstein, R., Feuerstein, R. & Kozulin, A. *Applied Aspects of Mediated Learning Experience and Instrumental Enrichment*, Jerusalem, Hadassah WIZO Center, Research Institute, 225-239.
3. Lifshitz, H. (1998). Instrumental enrichment a tool for enhancement of cognitive ability in adult and elderly with Mental Retardation. *Education and Training in Mental Retardation and Developmental Disabilities*, 33(1), 34-42. Also published in 1997 in M. Hovav & A. Rimerman (Eds.), *Developmental Disabilities and Mental Retardation*, Jerusalem, Magnes Press, 198-222 (Hebrew).
4. Lifshitz, H. & Rand, Y. (1999). Cognitive modifiability in adult and older people with mental retardation. *Mental Retardation*, 37(2), 125-138. Also published in *Megamot*, 39(3), 270-285 (Hebrew).
5. Lifshitz, H. (1999). Comparison of two methods of teaching word processing skills to persons with mental retardation. *Education and Training in Mental Retardation and Developmental Disabilities*, 34(1), 90-98.
6. Lifshitz, H. (2000). Conceptualization of age and aging by adolescents, adult and elderly people with mental retardation. *Education and Training in Mental Retardation and Developmental Disabilities*, 35(4), 374-383.
7. Lifshitz, H. (2001). Aging phenomena among people with mental retardation in community residence in Israel. *Education and Training in Mental Retardation and Developmental Disabilities*, 36(1), 30-41.
8. Lifshitz, H. (2002). Later Life Planning Program – A pre-test assessment in Israel. *Journal of Gerontology Social Work*, 37(3-4), 87-103.
9. Lifshitz, H. (2002). Attitudes toward aging in adult and elderly people with intellectual disability. *Educational Gerontology*, 28, 745-759.
10. Lifshitz, H. & Merrick, Y. (2003). Ageing and intellectual disability in Israel: A study to compare community residence with living at home. *Health and Social Care in the Community*, 11(4), 364-371.
11. Lifshitz, H. & Merrick, Y. (2004). Aging among persons with intellectual disability in Israel in relation to type of residence, age, and etiology. *Research in Developmental Disabilities*, 25(2), 193-205.
12. Lifshitz, H. & Tzuriel, D. (2004). Durability of effects of instrumental enrichment in adults with intellectual disabilities. *Journal of Cognitive Education and Psychology*, 3(3), 297-322. (B+)
13. Lifshitz, H., Tzuriel, D., & Weiss, I. (2005). Effects of training in conceptual versus perceptual analogies among adolescents and adults with intellectual disability. *Journal of Cognitive Education and Psychology*, 5(2), 144-170.
14. Lifshitz, H. & Hen, I., Weiss, I. (2007). Self-concept, Adjustment to Blindness and Quality of Friendship among Adolescents with Visual Impairments. *Journal of Visual Impairment and Blindness*, 101, 2, 96-107.
15. Lifshitz, H. & Glaubman, R. (2007). Behavioral, cognitive, and emotional components of religious concepts among students defined as borderline or possessing intellectual disability. *Megamot*, 42, 2, 330-369 (Hebrew).
16. Lifshitz, H. & Klein, P., S. (2007). Comparison of mediation between paraprofessionals and individuals with intellectual disability: Vocational rehabilitation centers versus special education schools. *European Journal of Special Needs Education*, 22, 4, 443-458.
17. Lifshitz, H., Merrick, J., & Morad, M. (2008). Health Status and ADL functioning of older persons with intellectual disability: Community residence versus residential care centers. *Research in Developmental Disabilities*, 29, 301-315.
18. Lifshitz, H. & Nissim, S., Cohen, S. (2008). Attitudes of teachers and paraprofessionals towards the New Definition of ID and their willingness to cope with Special Education Law changes. *Education and Training in Mental Retardation and Developmental Disabilities*, 43, 4, 514-529.
19. Lifshitz, H., Weiss, I., Fridel, S. & Glaubman, R. (2009). Why individuals with intellectual disability turn to religion: behavioral and psychological motives of adolescents and adults. *Education and Training in Mental Retardation and Developmental Disabilities*, 44, 2, 196-207.
20. Lifshitz, H., & Katz, Y.,J. (2009). Religious concepts among individuals with intellectual disability: A comparison between adolescents and adults. *European Journal of Special Needs Education*, 24, 2, 183-201.
21. Alfassi, M., Weiss, I.I., & Lifshitz, H. (2009). Reciprocal teaching in fostering the reading literacy of

- students with intellectual disabilities. *European Journal of Special Needs Education*, 24 (3), 291-305.
22. Lifshitz, H., Klein, P., S. & Fridel S. (2010). Effects of MISC intervention on cognition, autonomy, and behavioral functioning of adult consumers with severe Intellectual Disability. *Research in Developmental Disabilities*, 31, 4, 881-894.
  23. Lifshitz, H., Tzuriel, D., & Weiss, I., Tzemach, M. (2010). New model of mapping difficulties in solving analogical problems among adolescents and adults with Intellectual Disability *Research in Developmental Disabilities*, 32,1, 326-344..
  24. Vakil, E., Lifshitz H. Tzuriel, D., Weiss, I., & Arzuonan, Y. (2011) Analogies solving by individuals with and without intellectual disability: different cognitive patterns as indicated by eye movements. *Research in Developmental Disabilities*, 32, 2, 326-344.
  25. Lifshitz, H. & Klein, P., S. (2011). Mediation between staff–elderly persons with intellectual disability with Alzheimer disease as a means of enhancing their daily functioning – a case study. *Education and Training in Mental Retardation and Developmental Disabilities*, 46, 1,106 -116.
  26. Lifshitz, H. Stein, S. Weiss, I. Vakil, E. (2011). Meta-analysis of explicit memory studies in populations with Intellectual Disability. *European Journal of Special Needs Education*, 26, 1, 93-112.
  27. Lifshitz, H. Stein, S. Weiss, I. Svirsky, N. (2011). Explicit Memory among individuals with mild and moderate Intellectual Disability: Educational Implications. *European Journal of Special Needs Education*, 26, 1, 113-124.
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28. Lifshitz - Vahav, H & Vakil, E. (2014). Taxonomy of moderators that governed explicit memory in individuals with Intellectual Disability: Integrative research review, *Journal of Applied Research in Memory and Cognition*.
  29. Lifshitz - Vahav, H. (2015). Compensation Age Theory (CAT): A monograph on the effect of chronological age in a population of intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 2015, 50(2), 142–154
  30. Lifshitz - Vahav, H., Shnitzer, S. & Mashal, N. (2015). Participation in recreation and cognitive activities as a predictor of cognitive performance of adults with/without Down syndrome. *Aging and Mental Health*, <http://dx.doi.org/10.1080/13607863.2015.1047322>
  31. Lifshitz, - Vahav, H & Haguél, H. (2015). Singelhood in a population with ID. *Acta Psychopathologica*, 1:22, 1-10.
  32. Lifshitz-Vahav, H., Shrira, A., & Bodner E. (2016). The Reciprocal Relationship between Participation in Leisure Activities and Cognitive Functioning: The Moderating Effect of Literacy. *Aging and Mental Health*, 8, 1-8.
  33. Shnitzer, S., Lifshitz - Vahav, H., & Mashal, N. (2017). Comprehension of visual and verbal metaphors among individuals with intellectual disability with and without Down syndrome. *Education and Training in Autism and Developmental Disabilities*.
  34. Lifshitz, H., Kilberg, E. & Vakil, E. (2016 ). Working Memory Studies among Individuals with Intellectual Disability: An Integrative Research Review. *Research in Developmental Disabilities*, 23;59:147-165. doi: 10.1016/j.ridd.2016.08.001
  35. Lifshitz, H., Nissim, S., Shnitzer-Meirovich, S. (2016). The Contribution of Post-secondary Academic Courses on Crystallized and Fluid Tests of Adults with Intellectual Disability with/without Down Syndrome. *ACTA PSYCHOPATHOLOGIA*, 2, 4:34

