

CURRICULUM VITAE

Merav Salkovsky, Ph.D.

Personal Data

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Date of Birth: 10 June 1978

Marital Status: Married + 3 children

Education

Year	Degree	Institution	Mean grade	
2006	B.A.	Bar-Ilan University	96	Special and Non formal Education
2012	M.A.	Bar-Ilan University	95	Special Education
2014	Ph.D.	Bar-Ilan University.	95	Special Education <i>Rector excellence award</i>

Dissertation: 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

Supervisor: Prof. Shlomo Romi

Academic Affiliations/Appointments

Year	Appointment
2006-2009	Research Assistant and Coordinator of studies about persons with Mental Disability. Project managers: Prof. Hefziba Lifshiz-Vahab and Prof. Eli Vakil.
2011-2014	Research and Administration coordinator of Institute for Community Education & Research, Bar-Ilan University.
2011-2014	Editorial Coordinator of book "Children and Adolescents at risk in Israel" (2 volumes). Editors: Dr. Emmanuel Grupper and Prof. Shlomo Romi.
2012-2014	Research coordinator of Ministry of Education and Culture research about "The effect of non-formal leisure activities in adolescents on school climate, violence, dropping out and well-being". Project managers: Prof. Eric Kohen and Prof. Shlomo Romi
2011-Present	Lecturer, Kibbutzim and Talpiot colleges of education, Special education department.

Awards/Grants/Honors

Year	Organization / Foundation	Subject	Sum
2006	Bar Ilan University	Excellence scholarship	NIS 11,000
2009	Bar Ilan University	BIU President scholarship	NIS 120,000
2013	Bar Ilan University	Publication support grant	NIS 10,000

Main Research Interests

1. Children and adolescents at risk: psychological, social and behavioral characteristics of dropout and delinquent youth, gender differences.
2. Psychological and social interactions in educational and educational-therapeutic frameworks: classroom management, significant child-educator interactions, empowerment of students and teachers.

PUBLICATIONS

CHAPTERS IN BOOKS

- Amir, D., & Salkovsky, M. (2012). Social work in Health System. In M. Hovav, A. Lontal, Y. Katan (Eds.), *Social work in Israel* (pp.560-592). Tel Aviv: Hakibbutz hameuhad. (Hebrew).
- Salkovsky, M., Sumbaeib-Giller, E., & Romi, S. (2014). Perception of family functioning, self-identity and personal efficacy: Comparison between Israeli-born adolescents at risk and immigrants from the former Soviet Union. In E. Grupper & S. Romi (Eds.), *Children and adolescents at risk in Israel. Volume I: Overview of the field and core issues* (pp.213-246). Tel Aviv: Mofet. (Hebrew).
- Gruper, E., Salkovsky, M., & Romi, S. (2014). Children and adolescents at risk: Definitions, developments and methods of intervention. In E. Grupper & S. Romi (Eds.), *Children and adolescents at risk in Israel. Volume I: Overview of the field and core issues* (pp.19-52). Tel Aviv: Mofet. (Hebrew).
- Salkovsky, M. (2015). Professional identity of child- and youth-care workers. In E. Grupper & S. Romi (Eds.), *Children and adolescents at risk in Israel. Volume II: Adolescents' voice and the world of staff in the field of child and youth care* (pp. XXX). Tel Aviv: Mofet. (Hebrew).
- Nathan, S. & Salkovsky, M. (2015). Therapeutic interventions in the non-formal arena. In E. Grupper & S. Romi (Eds.), *Children and adolescents at risk in Israel. Volume II: Adolescents' voice and the world of staff in the field of child and youth care* (pp. XXX). Tel Aviv: Mofet. (Hebrew).

ARTICLES IN REFEREED JOURNALS/PERIODICALS

- Romi, S., Lewis, R., & Salkovsky, M. (2014). Exclusion from class as a way of promoting student responsibility; Does the kind of misbehaviour matter? *The Journal of Educational Research*, DOI:10.1080/00220671.2014.886177.
- Salkovsky, M., Romi, S., & Lewis, R. (2015). Teachers' coping styles and factors inhibiting effective classroom management practice. *Teaching and Teacher Education*, 48, 56-65.

Romi, S., Salkovsky, M., & Lewis, R. (In press). Reasons for aggressive classroom management and directions for change through teachers' professional development programs. XXX.