BAR-ILAN UNIVERSITY   **FACULTY OF SOCIAL SCIENCE**

DEPARTMENT: SCHOOL OF EDUCATION

CURRICULUM VITAE

Name: Prof. Shlomo Romi

PERSONAL DATA

Address: 7a Bialik Street,# 8, Kefar-Saba 4444808, Israel

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E-mail: shlomo.romi@biu.ac.il

I.D : 5040851/7

Place of Birth: Tiberias, Israel

Date of Birth: 15 September 1951

Marital Status: Married + 3 children

EDUCATION:

Year	Degree	Institution
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.

THESIS: Effects of participant and symbolic modeling on the self-efficacy of youth advancement counselors: A self-efficacy, training and coping analysis.

SUPERVISOR: Prof' Kent Henderson/Prof' Meir Teichman

Prof. SHLOMO ROMI

<u>ACADEMIC AFFILIATIONS/APPOINTMENTS</u>

Year	Appointment
1975-76	Research Assistant, School of Education, Bar- Ilan University.
1976-79	Coordinator of studies and student advisor, responsible for coordinating the course schedules and professional committees at the undergraduate and graduate levels in the School of Education, Bar-Ilan University.
1982-1994	Lecturer and researcher in Educational Psychology and Youth Advancement, School of Education, Bar-Ilan University.
1986- Present	Lecturer in the C.Y.C program, Beit-Berl College.
1996-2001	Head of Nonformal Education Division, Bar-Ilan University.
1997-2005	Deputy Director, School of Education, Bar-Ilan University.
2002-2008	Senior Lecturer, School of Education, Bar-Ilan University.
2007-Present	Substitute Director, Institute for Community Education & Research, Bar-Ilan University.
2008-Present	Appointed as Associate Professor, Bar-Ilan University.
2010-2014	Head, School of Education, Bar-Ilan University.

SUPERVISION OF GRADUATE STUDENTS

<u>M.A. Students:</u>

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 stile and family cohesion and family adaptability effects the psychological and social adjustment of new immigrant students from the former Soviet Union (2000).

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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. Yoshipov 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).

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, M.).(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, M.).(2015).

35. Shulamit Ben–Hur: Leisure Activities amongst Religious Girls (with Dr. Ronen, M.).(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).

Being supervised today:

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

Ph. D Students:

1. Lev Michal: Knowledge, ffeelings, and attitudes of third generation Israeli and Canadian Adolescents towards the Holocaust: Changes following the journey to Poland (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).

Being supervised today:
1. Zilberberg-Jaacobi Liraz
2. Harel Orit
3. Asher Naomi
4. Gronner Hadas
5. Ben Noach Tzvi
6. Haddad Sausan

AWARDS/GRANT/HONORS

2005   Ministry of Education and Culture. A workshop for the Development and Research on Discipline

2005   Ministry of Education, The Mofet Institute, to assess attitudes of pre-service teachers in colleges toward integration of students with special needs (with Prof. Yona Leyser).

2008   Ministry of Education and Culture. An evaluation of "MENIFA" program which purpose is to prevent at-risk adolescent's dropout from the educational system.

2010   Hamossad L'Bituach Leumi, Grant for Kali Anat's Doctoral Research under my and Dr. Deborah Court's supervision: " Between Connection and Alienation: At-risk adolescents in Haredi Society"

2012   The Ministry of Education and Culture, Grant by the Chief Scientist (in response to tender No. 10). The relationship between the activities of youth ages 12-18 in the framework of non-formal education in leisure

and school climate, violence, dropout and mental well-being. (With Prof. Erik Cohen).

2013   Halbert Foundation Grant to promote Israeli-Canadian cooperation. An expert's workshop from Canada and Israel about issues of At risk youth (with Prof. Zeira Anat and Dr. Grupper Emmanuel)

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.

PROFESSIONAL FUNCTIONS

YEAR

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.

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).

Additional Information

Journal Reviewer

- Australian Journal of Education

- International Journal of Child and Family Welfare

- International Journal of Disability, Development and Education

- Journal of research in Special Educational needs

- Prospects

- Society and Welfare Quarterly for Social Work (Hebrew)

- The Israel Journal of Psychiatry and Related Sciences

- The British journal of Social work

- Teaching and Teacher education

- Dapim (Hebrew)

- Mifgash (Hebrew)

- Society and Welfare (Hebrew)

Visiting Positions

- Visiting Scholar at University of Victoria, School of Child and Youth Care. 1.6.2006 – 31.9.2006.

- Appointed Adjunct Associate Professor at University of Victoria, School of Child and Youth Care 1.8.2006 -30.6.2009

- 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.

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LIST OF PUBLICATIONS

BOOKS (as editor) (referee):

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

2. Grupper, E., & Romi, S. (Eds.).Children and adolescents at risk in Israel: MOFET Institute Publishers, Tel –Aviv.(2 Vol , 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).

CHAPTERS IN BOOKS*

1. Hamenahem, A. & Romi, S. (1997). Non-formal education - A value in an Israeli lexicon for teaching and education. In Kashti, Y., Arieli, M., & Shlasky, S. (Eds.), *Ramot University Authority of Research*, Tel-Aviv University, 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 Science Ltd.: Oxford, U.K., Chapter 21, 357-379.

3. Romi, S., & Levi, N. (2003). Children's Custody Assessment. *Encyclopedia of Psychological Assessment, 1*(A-L), 178-182, SAGE Publications.

4. Yazdy-Ugav, O., & Romi, S. (2003). Psychomotor Development Assessment. *Encyclopedia of Psychological Assessment, 1*(A-L), 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 Inc. (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. Hellinckk & 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).

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).

    *Chapters 9, 10, 11, 12, 13, are included in the edited book S. Romi & M. Schmida (Eds.), *Nonformal Education in a Changing Reality*. The Hebrew University Magnes Press, Jerusalem.

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).

17. 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).

18. 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).

19. 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.

20. 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).

21. ***** 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.

22. ***** 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. 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.

23. ***** 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.

24. ***** 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.

* Chapters 5, 6, 7, 8, were part of the edited book E. Grupper & S. Romi, (Ed.) (in press) *Children and adolescents at risk in Israel:* (Hebrew).MOFET Institute Publishers, Tel –Aviv**.**

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.

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.

39. 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.

40. 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.

41. Romi, S., Lewis, R., & Katz, Y. (2009). Student responsibility and classroom discipline in Australia, China and Israel. *Compare.39,* (4),439-452.

42. Romi, S., & Schmida, M. (2009). Nonformal education: A major educational force in the postmodern era. *Cambridge Journal of Education, 39*, (2), 257-273.

43. 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).

44. 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.

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ARTICLES IN FINAL STAGE OF PREPARATION

1. Romi, S., & Ben-Tov, S. An interactive model of parents' involvement and their children's attitudes toward school.

2. Romi, S., & Ben David, Y. Youth under exposure to ongoing security threats: Relationship between wellbeing and attachment style, family support, and values.

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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.

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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.

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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.

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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*. 16the Biennial EARLI conference for research for Learning and Instruction, 25-29 August 2015, Limassol, Cyprus.

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ACADEMIC PROFILE

My work encompasses a number of academic fields in which I combine my expertise as an educational psychologist with extensive professional experience in non-formal education.

Non-formal education (NFE), my first interest, and consequently my research have contributed to the analytical re-examination of the field. My work led to a study of the description of the lexical field of education and teaching, and evolved into an examination of the characteristics of psychological counseling in non-formal settings, the significance of distance learning in NFE, and research into affective education.

Non-formal Education in a Changing Reality published in 2007 by the Hebrew University Magnes Press, Jerusalem, represents the culmination of these efforts. This volume, which the late Prof. Mirjam Schmida and I initiated and edited, provides a comprehensive view of non-formal education in Israel. It describes the period beginning with the British Mandate (1919-1948) and continues through early statehood to today, describing and analyzing the development of non-formal educational settings as part of the establishment of state and local institutions. The chapters were written by experts in their areas of theoretical and practical specialization, and combined with the historical presentation, created an academic framework for an educational field that has received little scientific attention. The book delineates the varied realms of non-formal education, describing its main organizational settings and activities in out-of-school and in-school settings. Out-of-school settings include youth movements and communal and residential educational facilities; in-school work includes social education, extra-curricular activities, and projects and activities initiated by the Ministry of Education (e.g., journeys to Poland for high-school students).

Since my last promotion I published an analytical summary of the main ideas of the book (Romi & Schmida, 2009) with new insights about non-formal education as an independent educational approach to the postmodern era. Aimed at all ages and literacy levels, NFE challenges traditional concepts of education. It affects society as a whole and the life and conduct of individuals, and has influenced formal education, which has adopted many of its theoretical assumptions and pedagogical practices. Another publication (Romi & Hassid, 2010) examined the *Hafalopedia* program as a unique NFE curriculum.

The importance of the NFE area received official recognition in 2013, when Prof. Erik Cohen and I won a grant from the Chief Scientist of the Ministry of Education and Culture, (in response to tender No. 10). *'The relationship between the activities of youth ages 12-18 in the*

framework of non-formal education in leisure and school climate, violence, dropout and mental well-being. The findings revealed a map of leisure patterns of the youth in Israel. A great similarity was found between the various groups studied, such as the religious the secular and the Arabic-speaking sector.

My second field of research is at-risk youth. The education of these adolescents, who are enrolled in non-formal educational settings within and outside the community, is largely contingent upon the quality of their environment and of the team working with them. Thus my work examined the qualification of workers in the non-formal field, and the issue of residential schools.

My systematic examination of the characteristics and treatment of at-risk/dropout youth in Israel, using both qualitative and quantitative research models, expanded the knowledge about this population. The outcome of these new insights was a series of recommendations for better, more effective educational and intervention programs. For example one study (Romi, Sharoni, Ben-Zion, & Fishbein, 2002) examined differences in diagnosing learning disabilities in dropout delinquent and school-going adolescents. Another paper (Romi & Zoabi, 2003) examined the influence of computer technology learning program on attitudes toward computers and self-esteem among Arab dropout youth. Ego identity and perceived family functioning among at-risk Ethiopian-born adolescents in Israel and their native-born counterparts was addressed in a third research (Romi & Getahun, 2009). While results showed similar ego-identity ratings, yet, in contrast to the native-born population, distress and detachment among the Ethiopian-born are unrelated to poor family functioning. The importance of family-as-support among the Ethiopian born may discourage removing children from home for rehabilitation, and encourage the development of programs to strengthen bonds between at-risk adolescents and their families in this and other immigrant communities.

Further to my research, I had the privilege of mentoring five doctoral candidates, all of whom contributed to the field of at risk youth and received their degrees. Dafna Ezion (2010) developed an innovative typology for youth in distress; Simcha Getahun (2010) studied the relationship between the ethnic-cultural identity of youth care workers coping style, work environment, and burnout; Zeev Kaim (2010) studied patterns of help seeking among normative and at-risk adolescents; Anat Kali (2010) aimed her research at at-risk adolescents in Haredi (ultra-orthodox) society; and Merav Salkovsky (2014) the decisions making about risky behaviors among adolescents.

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In addition to studying the adolescents – the consumers of NFE – my research focuses on the suppliers – the professionalization and qualification of educators-therapists for youth in distress. I developed a unique model for training workers, which has proven significantly more efficient than others. My work with Prof. M. Teichman (Romi, & Teichman (1998, 2001), examined the method of cognitive-behavioral training of non-professional workers. The manner of combining updated psychological methods with training background was a unique innovation in the field of youth care.

Wilderness programs for detached adolescents are a special area of NFE. In my studies I examined the effects of wilderness programs on detached youth (Romi & Kohan, 2004), the attitudes of normative youth towards detached youth (Romi, 1999). As working with this special population is very demanding, and being interested in consumer and supplier , I studied burnout among youth care-workers working with detached youth and those working with normative youth (Romi, 1999), as well as characteristics of burnout among various groups of youth care workers (Romi, Savicki, Grupper, & Caspi, 2007). Another paper, (Kaim & Romi, 2014) dealt with help-seeking in accordance to the 'Threat to Self-esteem Model' among at-risk and normative adolescents. Another paper in press, is, typology for youth in risk (Etzion& Romi, 2015).

A two-volume collection of studies, *Children and adolescents at risk in Israel* (Grupper & Romi, Eds.), was published (2014/2015) by MOFET Institute Publishers. The editors conceived and developed the idea of this book, the first of its kind in Hebrew, aiming to encompass the most updated knowledge and information regarding the promotion of children and adolescents at risk. Besides the editorial developmental work with the authors, I co-authored four chapters.

My third field of research combines academic knowledge of psychology and NFE has focused on an examination of educational projects of a special character. Such projects include a study, together with Dr. Michal Lev of the journeys of Israeli youth to Poland as part of their experimental learning of Jewish history, and a study of a unique exchange program of Israeli and German college students (Romi, Levi, & Betzer, 2010). To analyze this program we examined its academic, inter-cultural, educational, and social aspects, all viewed through the dual perspective of normal student exchange projects and the difficult historical facts that burden and overshadow relations between Israel and Germany. The German-Israeli aspect is highly relevant to the aforementioned journeys to Poland and its effect on the participants' perceptions of various aspects relevant to the Holocaust.

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My fourth field of research involves a multi-faceted examination of the educational-psychological aspects of teachers and students. Although an area onto itself, it combines the previously listed fields of interest and research. Among these studies are a comparison of teachers' and students' attitudes toward disruptive behavior in religious and secular high schools, discipline studies with Prof. R. Lewis, to which we recently added special examinations of excluded students (Lewis, Romi, & Roache, 2012: Romi, Lewis, & Salkovsky, 2015). Our research addressed to the entire event (encounters prior to the exclusion, the exclusion itself, and encounters following the exclusion). The results indicate that students who do not accept responsibility for being excluded think that their teachers' are to blame. Students more readily accept responsibility if the teacher explains the reason for the exclusion, give the student fair warning prior to it, and have a follow-up conversation after the event. Excluded students exhibiting less severe misbehaviour are more amenable to the logic of teacher explanations whereas students whose misbehaviour is more severe appear to respond better to recognition of appropriate behaviour before exclusion and follow up discussions.

Another aspect of classroom-related research was the study, together with Prof. Y. Leyser, of the inclusion of pre-service teachers (Leyser & Romi, 2009). The results pointed out that all groups supported the principle of inclusion but were also supportive of the option of segregated special education placements. Several significant group differences were found on the total score and the factor scores. The most supportive group of inclusion (i.e., least concern about behavior problems and strongest rejection of segregation) was the Jewish secular group followed by the Jewish religious group. The least support for inclusion was found by the ultra-orthodox Jewish group and the Arab groups. Implications for the preparation of educators in institutions of higher education were discussed.