



Universidad de Jaén

Escuela de Doctorado

**FACILITATORS OF AND BARRIERS TO
INCLUSIVE EDUCATION IN THE ARAB
COMMUNITY OF ISRAEL. PERSPECTIVE
OF PARENTS, MULTIDISCIPLINARY
STAFF, SCHOOL PRINCIPALS, AND
DAILY MEDIA COVERAGE**

Autor: Mohamad Mustafa Ghorban

Directores de la tesis:

Dr. Javier Cachón Zagalaz

Dr. Rubén Navarro Patón

Departamento:

Didáctica de la Expresión Musical, Plástica y Corporal

Fecha: Julio de 2024

ISBN:

Licencia CC



Universidad de Jaén

Escuela de Doctorado

DOCTORAL DISSERTATION

FACILITATORS OF AND BARRIERS TO INCLUSIVE EDUCATION IN
THE ARAB COMMUNITY OF ISRAEL. PERSPECTIVE OF PARENTS,
MULTIDISCIPLINARY STAFF, SCHOOL PRINCIPALS, AND DAILY
MEDIA COVERAGE

Autor

Mohamad Mustafa Ghorban

Directores de la tesis:

Dr. Javier Cachón Zagalaz

Dr. Rubén Navarro Patón

Departamento:

Didáctica de la Expresión Musical, Plástica y Corporal

2024



Universidad de Jaén
Escuela de Doctorado

Acknowledgements

I would like to extend my deepest gratitude to all those who have supported and contributed to this research.

First and foremost, I am profoundly grateful to my advisors, Javier Cachón Zagalaz and Rubén Navarro Patón, whose guidance, encouragement, and insightful feedback have been invaluable throughout this journey. Your expertise and unwavering support have been crucial in shaping this research.

I would like to thank the principals, multidisciplinary staff, and parents who participated in this study. Your willingness to share your experiences and insights has been instrumental in understanding the complexities of special education in the Arab sector in Israel. Without your cooperation, this research would not have been possible.

Special thanks to the Ministry of Education in Israel for providing access to necessary data and for supporting this study. Your collaboration has been essential in facilitating this research.

I also owe my gratitude to my colleagues and friends at Universidad de Jaén, whose continuous encouragement and constructive criticism have been a source of motivation and improvement.

To my family, thank you for your endless love, patience, and support. Your belief in me has been a constant source of strength and inspiration.

Thank you all for your contributions and support

INDEX

Acknowledgements	3
Figure list	8
Tables list.....	8
Abstract	9
Resumen	10
Summary in Spanish	12
Summary in Spanish.....	13
Relevant contribution	31
Relevant Contribution	32
CHAPTER 0. Introduction	33
0. Introduction	34
CHAPTER 1. Theoretical Foundation	48
1. Theoretical foundation	49
1.1. Historical Perspective of Special Education	49
1.2. Special Education in the United States of America	53
1.3. Historical background of the development of special education in Israel	60
<i>1.3.1. Special Education in Israel before the Legislation of the Law</i>	65
<i>1.3.2. Passing of the Special Education Law</i>	67
<i>1.3.3. Problems in Applying the Law</i>	67
1.4. Problematically of Special Education in the moral field	73
<i>1.4.1. Implementation of Special Education Law in the Arab sector</i>	76
1.5. Terminological conceptualization	79
1.5.1. Who Would Be Children with Special Needs?	79
1.5.2. Students with Special Educational Needs: a Double Path of Schooling	84
1.5.3. Changes in Special Education policy in Israel	95
1.5.4. Children with “Special Needs” in Israel, Central Data	98
1.5.5. What is Parental Involvement in Education.....	103

1.5.6. Teamwork – Definition and Characteristics.....	118
1.5.7. A Principal's Role in Israel	127
CHAPTER 2. Motivation, Purpose, Research Questions and Objectives...	139
2. Motivation, purpose and Research Objectives	140
2.1. Motivation towards research	140
2.2. Research Purpose.....	141
2.3. Central Research question	141
2.4. Research objectives	142
CHAPTER 3. Material and Methods	144
3.1. Research design.....	145
3.2. Research population and sample	150
3.2.1. Sample group A: Parents	151
3.2.2. Sample group B: Multi-professional Staff.....	152
3.2.3. Sample group C: Principals	153
3.3. Research Tool.....	154
3.3.1. A semi-structured open interview (A)	154
3.3.2. Media Analysis, newspaper content (B).....	158
3.4. Data analysis.....	158
3.4.1. Semi-structured open interview	158
3.4.2. Media analysis, newspaper content	161
3.5. Research proceeding	163
3.6. Research ethics	163
3.6.1. Data reliability	165
CHAPTER 4. Results and Findings.....	167
4. Results and findins.....	168
4.1 Parents' findings	169
4.1.1. Improving interaction between school and parents	172
4.1.2. Inclusion of parents in decision-making regarding their children directly.....	186
4.1.3. Teacher, pupil, and parent interaction	190
4.1.4. Parental empowerment.	198
4.1.5. Clear school policy.....	205
4.2. Multi-professional staff's findings	213

4.2.1. Goal-focused educational therapeutic cooperation.....	215
4.2.2. Professional identity.....	256
4.2.3. Inviting and accessible learning environment.....	263
4.2.4. Clear organizational policy.....	272
4.3. Principals' findings	277
4.3.1. Internal procedures.....	279
4.3.2. Managing efficient manpower	287
4.3.3. Learning environment	296
4.3.4. Inclusion and integration of parents	315
4.4 Journalism findings.....	323
4.4.1. Controlled and moderated parental involvement (category; correct decisions, clear instructions, and orders).....	325
4.4.2. Collaborative work category (Synergy).....	343
4.4.3. Financial support category (assistance).....	354
4.4.4. Safety category (educational climate).....	367
CHAPTER 5. Discussion.....	377
5. Discussion.....	378
5.1. Understanding parent-school dynamics	378
5.2. Multidisciplinary Staff.....	380
5.2.1. Opinion of Parents	380
5.2.2. Multidisciplinary Team	380
5.2.3. Principals and News from Newspapers.....	380
5.3. Principals.....	380
5.3.1. Internal Procedures.....	380
5.3.2. Efficient Personnel Management.....	381
5.3.3. Creating an Enabling Learning Environment.....	381
5.3.4. Parental Involvement.....	382
5.4. Journalism.....	382
5.4.1. Collaborative Decision-Making and Controlled Parental Participation.....	382
5.4.2. Synergy and Cooperation Among Stakeholders.....	382
5.4.3. Resource Allocation and School Climate	383
5.4.4. Implications for Educational Practice.....	383
CHAPTER 6. Research limitations.....	384
6. Research limitations	385

CHAPTER 7. Recommendations for Further Research.....	387
7.Recommendations for Further Research.....	388
CHAPTER 8. Conclusions	391
8.Conclusions	392
CHAPTER 9. References	395
9. References.....	396
Appendix.....	419
Appendix 1.....	420
Appendix 2.....	421
Appendix 3.....	426

Figure list

FIGURA 1. Categorization in the coding process	171
FIGURA 2. Selective coding	393

Tables list

TABLE 1. Subject of integration of pupils according to their	73
TABLE 2. Annual budget and budget for special education students between the years 2015-2020	99
TABLE 3. Semi-structured interview questions for parents.....	156
TABLE 4. Semi-structured interview questions for multi-professional staff.....	157
TABLE 5. Semi-structured interview questions for principals.....	158
TABLE 6. Parents' characteristics.....	171
TABLE 7. Multi-professional staff's characteristics	214
TABLE 8. Principals' characteristic	278
TABLE 9. Newspaper's characteristics	324

Abstract

Study Addressing the unique challenges and needs of students with special needs in the Arab sector of Israel is critical for developing inclusive educational policies and practices. This research aims to highlight these issues, propose evidence-based recommendations, and promote a culture of acceptance and solidarity within society. The goal is to understand the dynamics and challenges associated with providing optimal education for children with special needs in special education schools in the Arab community in Israel.

This qualitative study employs in-depth interviews with 20 school principals, 20 multidisciplinary staff members, and 20 parents of students with special needs. Additionally, content analysis of local newspapers in Hebrew and Arabic was conducted. This methodology was chosen to capture subjective experiences, beliefs, attitudes, and behaviors within their natural environments, acknowledging the unique perspectives, cultural backgrounds, and social contexts of the participants.

The findings on multi-professional staff, reveal four pivotal categories: achieving career goals through collaboration, professional identity, the role of the learning environment, and the importance of clear policies. Furthermore, interviews with principals in private education frameworks identified four key areas: internal procedures, efficient personnel management, creating a conducive learning environment, and parental participation. Analysis of interviews with parents highlighted critical aspects of parental involvement, such as the importance of positive interaction, empowerment, clear policies, and respectful relationships. Newspaper content analysis highlighted collaborative synergy, the role of teamwork, resource challenges, and the impact of the learning environment.

The conclusions emphasize the necessity of fostering positive interactions and regular communication between educational institutions and parents, the importance of effective collaboration within organizational structures, and the critical role of educational infrastructure. The study underscores the need for clear policies and adequate resources to enhance the quality of education for children with special needs in the Arab sector of Israel

Keywords: special education; children with disabilities; student; inclusive school; special educational needs

Resumen

En este estudio se abordan los desafíos y necesidades de los estudiantes con necesidades especiales en el sector árabe de Israel ya que esto es fundamental para desarrollar políticas y prácticas educativas inclusivas. Esta investigación tiene como objetivo resaltar estos problemas, proponer recomendaciones basadas en evidencia y promover una cultura de aceptación y solidaridad dentro de la sociedad. El objetivo es comprender la dinámica y los desafíos asociados con brindar una educación óptima a niños con necesidades especiales en escuelas de educación especial de la comunidad árabe en Israel.

Este estudio cualitativo emplea entrevistas en profundidad con 20 directores de escuelas, 20 miembros del personal multidisciplinar y 20 padres de estudiantes con necesidades especiales. Además, se realizó un análisis de contenido de periódicos locales en hebreo y árabe. Esta metodología fue elegida para capturar experiencias subjetivas, creencias, actitudes y comportamientos dentro de sus entornos naturales, reconociendo las perspectivas únicas, los antecedentes culturales y los contextos sociales de los participantes.

Los hallazgos en el personal multidisciplinar, revelan cuatro categorías fundamentales: lograr objetivos profesionales a través de la colaboración, la identidad profesional, el papel del entorno de aprendizaje y la importancia de políticas claras. Además, las entrevistas con directores en marcos de educación privada identificaron cuatro áreas clave: procedimientos internos, gestión eficiente del personal, creación de un ambiente propicio para el aprendizaje y participación de los padres. El análisis de las entrevistas con los padres destacó aspectos críticos de la participación de los padres, como la importancia de la interacción positiva, el empoderamiento, las políticas claras y las relaciones respetuosas. El análisis del contenido de los periódicos destacó la sinergia colaborativa, el papel del trabajo en equipo, los desafíos de los recursos y el impacto del entorno de aprendizaje.

Las conclusiones enfatizan la necesidad de fomentar interacciones positivas y una comunicación regular entre las instituciones educativas y los padres, la importancia de una colaboración efectiva dentro de las estructuras organizacionales y el papel crítico de la infraestructura educativa. El estudio subraya la necesidad de políticas

claras y recursos adecuados para mejorar la calidad de la educación de los niños con necesidades especiales en el sector árabe de Israel.

Palabras clave: educación especial; niños con discapacidades; alumno; escuela inclusiva; inclusión parental, necesidades educativas especiales

Summary in Spanish

Summary in Spanish

1. Introducción

La educación inclusiva es un componente fundamental de los sistemas educativos modernos cuyo objetivo es garantizar que todos los estudiantes, independientemente de sus desafíos físicos, intelectuales, sociales o emocionales, reciban una educación de calidad. Este enfoque no sólo fomenta un sentido de pertenencia e igualdad entre los estudiantes, sino que también promueve la diversidad y la cohesión social dentro de las escuelas (Rotenberg, 2001). Al abordar las diversas necesidades de los estudiantes, la educación inclusiva les ayuda a alcanzar su máximo potencial, contribuyendo a una sociedad más justa (Hedegaard-Soerensen et al., 2018).

Sin embargo, la implementación de la educación inclusiva enfrenta obstáculos importantes, particularmente dentro de la comunidad árabe en Israel. Los desafíos incluyen recursos limitados, infraestructura inadecuada y barreras socioculturales, que impiden la inclusión efectiva de niños con necesidades especiales. Además, a menudo, hay una falta de concienciación y apoyo por parte de los padres, profesores y administradores escolares (Spiegel, 2011). Las disparidades en las oportunidades y resultados educativos entre los niños con necesidades especiales en los sectores árabe y judío resaltan la necesidad urgente de intervenciones y políticas específicas (Abu Asba, 2007).

Esta Tesis Doctoral tiene como objetivo explorar los factores que facilitan y obstaculizan la educación inclusiva en la comunidad árabe de Israel. Al examinar las perspectivas de los padres, el personal multidisciplinar y los directores de escuelas, además de analizar la cobertura de los medios, este estudio busca identificar estrategias para mejorar las prácticas de educación inclusiva. La investigación emplea un diseño cualitativo, que incluye entrevistas semiestructuradas con 20 padres, 20 miembros del personal multi-profesional y 20 directores de escuelas, y un análisis de los medios de comunicación del contenido periodístico relevante. La investigación se centra en comprender el papel de la participación de los padres, la eficacia de los equipos multidisciplinarios y el

impacto del liderazgo escolar en los resultados educativos de los niños con necesidades especiales (Erlich & Heiman, 2015).

Este enfoque integral tiene como objetivo proporcionar una comprensión profunda del estado actual de la educación inclusiva en la comunidad árabe y ofrecer recomendaciones basadas en evidencia para mejorar las políticas y las prácticas. Se espera que los hallazgos contribuyan a un debate más amplio sobre la educación inclusiva e informen iniciativas futuras para lograr la equidad educativa para todos los estudiantes en Israel (Ari-Am & Gumpel, 2014).

2. Revisión de literatura

2.1. Perspectiva histórica de la educación especial a nivel mundial y en Israel

A lo largo de los siglos, la educación especial se ha desarrollado muy lentamente, desde la antigüedad, cuando las personas con discapacidad solían estar marginadas, hasta la actualidad, cuando la educación inclusiva es el enfoque predominante. De hecho, en la antigua Grecia y Roma las personas con discapacidad eran consideradas cargas o curiosidades. El Renacimiento, en términos de compasión hacia las personas con discapacidad, marcó el comienzo de acciones de las legislaciones para apoyarlas (Avishar y Almog, 2003).

La mitad del siglo XIX, en Estados Unidos, marcó el establecimiento de instituciones específicamente para la educación de personas con discapacidad, con el establecimiento de la escuela abierta a estudiantes ciegos por Samuel Gridley Howe (Simkin, 1997). El siglo XX, sin embargo, fue una época de transformaciones críticas. El presidente John F. Kennedy inició la reforma mientras defendía los derechos de las personas con problemas mentales e incluso estableció algunos programas para la desinstitucionalización (Parmenter, 2004).

En Israel, la educación especial se ha desarrollado siguiendo tendencias internas y externas. Estos primeros esfuerzos no fueron sistemáticos ni consistentes y generalmente fueron esporádicos como reacción a iniciativas privadas de finales del siglo XIX y durante la primera mitad del XX y ejecutados por personas, ya sean a título privado o por medio de entidades privadas (Spiegel, 2011). Los esfuerzos más trascendentales ocurrieron en 1948 debido a la fundación del estado y la Ley de Educación Obligatoria de 1949 que preveía igualdad de oportunidades para la

educación de todos los niños, incluidos aquellos con discapacidad (Ben-Arieh & Boyer, 2002). Posteriormente, se aprobó la Ley de Educación Especial de 1988, que reconocía el derecho de los niños con necesidades especiales a una educación gratuita y adecuada (Ari-Am & Gumpel, 2014).

2.2. Definiciones y conceptualizaciones de necesidades especiales

"Niños con necesidades especiales" es un término general para una variedad de condiciones. Aún así, en términos más generales, se refiere a discapacidades del desarrollo, físicas, intelectuales, mentales o emocionales que requieren servicios especiales adaptados a sus necesidades especiales (Asociación Estadounidense de Psiquiatría, 2022). Estos pueden deberse a discapacidades físicas, deficiencias intelectuales, afecciones de salud mental o trastornos del comportamiento. La singularidad de las circunstancias de cada niño requiere un tratamiento individual para apoyar y hacer efectiva la inclusión en el sistema educativo (Hedegaard-Soerensen et al., 2018).

En Israel, la educación especial se ha desarrollado a través de dos acciones separadas: la integración y la colocación en marcos de educación regular, por un lado, y la colocación en marcos educativos particulares, por el otro. *Mainstreaming* es la integración de servicios de apoyo en los marcos educativos que respondan a las necesidades del estudiante para afrontar su discapacidad y fomenten la integración social (Rotenberg, 2001). Los marcos especializados personalizan las experiencias educativas de los estudiantes; por lo tanto, desarrollan métodos de enseñanza personalizados y enfoques terapéuticos para permitir a los estudiantes superar los desafíos individuales en la educación especial.

2.3. Descripción general de la participación de los padres en la educación

La participación de los padres en la educación significa que los padres se involucran en el proceso de aprendizaje de sus hijos. Este término puede referirse a una amplia gama de actividades, que puede ser una reunión en la escuela con un maestro para ayudar a realizar una tarea o la representación de las necesidades de un niño dentro del establecimiento educativo. La participación de los padres garantiza que los niños reciban todo el apoyo y la motivación necesarios para lograr un mayor éxito en su vida educativa y personal (Harris y Goodall, 2007).

La participación de los padres en Israel se ha desarrollado históricamente, reflejando reformas generales y educativas en la sociedad israelí. Estos roles de los padres eran, al principio, limitados, pero se prestó mayor atención a la construcción de alianzas entre padres y escuelas para asegurar mejores resultados educativos con el tiempo. En la sociedad judía de Israel, la participación de los padres tiende a ser alta, y los padres participan activamente en las actividades escolares y en los procesos de toma de decisiones (Margalit, 1994). En comparación, la participación de los padres en la sociedad árabe es mucho más desafiante debido a factores culturales, sociales y económicos (Abu Asba, 2007).

2.4. Papel y desafíos de los equipos multidisciplinarios

En educación especial, el trabajo en equipo consiste en que, profesionales de diversos orígenes, trabajan juntos para ayudar al estudiante con necesidades especiales. El trabajo en equipo eficaz se produce con una comunicación clara, respeto mutuo, objetivos compartidos y compromiso con una respuesta holística para cada estudiante (Hedegaard-Soerensen et al., 2018).

El trabajo en equipo multi-profesional es una asociación de trabajo entre profesionales integrados por el personal docente, terapeutas, orientadores y personal médico. Reúne todas las áreas profesionales para lograr un enfoque integral y abordar las necesidades heterogéneas de los estudiantes con necesidades especiales (Benz, et al., 2000). Sin embargo, la colaboración eficaz a menudo se vuelve problemática debido a barreras de comunicación, prioridades conflictivas y limitaciones de recursos (Erlich & Heiman, 2015).

2.5. Impacto del liderazgo escolar en los resultados de la educación especial

Los directores de escuela desempeñan un papel fundamental a la hora de liderar y facilitar el trabajo de equipos multidisciplinarios. Su liderazgo es crucial para crear un ambiente de apoyo, fomentar la colaboración y garantizar que las necesidades de los estudiantes con necesidades especiales se satisfagan de manera efectiva. Los directores deben poseer sólidas habilidades de liderazgo y comprender los desafíos únicos que enfrentan los estudiantes con necesidades especiales para guiar a sus equipos con éxito (Hedegaard-Soerensen et al., 2018).

En el contexto de Israel, el papel de los directores de escuela es multifacético y abarca tareas administrativas, liderazgo educativo y fomento de una cultura escolar

inclusiva. Los directores de las escuelas árabes enfrentan desafíos únicos debido a factores culturales, sociales y económicos. Desempeñan un papel fundamental a la hora de abordar estos desafíos, abogar por recursos y fomentar un entorno inclusivo que respalde las necesidades educativas de todos los estudiantes, en particular aquellos con necesidades especiales (Abu Asba, 2007).

3. Preguntas de investigación

Este estudio tiene como objetivo explorar cómo se puede mejorar la educación inclusiva en la comunidad árabe de Israel examinando las perspectivas de las partes interesadas clave. La investigación se guía por una pregunta principal y varias subpreguntas que abordan aspectos específicos de la educación inclusiva.

3.1.Pregunta principal de investigación

¿Cómo se puede mejorar la educación inclusiva en la comunidad árabe de Israel?

Sub-preguntas

1. Involucramiento de los padres

- ¿Cómo se puede capacitar y empoderar mejor a los padres para apoyar a sus hijos con necesidades especiales?
- ¿Cuáles son los métodos más eficaces para facilitar el apoyo al aprendizaje en el hogar de niños con necesidades especiales?
- ¿Cómo se puede mejorar la comunicación entre padres y escuelas para apoyar la educación inclusiva?
- ¿De qué manera pueden los padres participar en el voluntariado y en los procesos de toma de decisiones dentro de las escuelas?

2. Equipos Multidisciplinarios

- ¿Cómo impactan la colaboración y la identidad profesional dentro de equipos multidisciplinarios en el apoyo brindado a los estudiantes con necesidades especiales?

- ¿Cuáles son los elementos clave de un entorno de aprendizaje eficaz para estudiantes con necesidades especiales?
- ¿Cómo se pueden desarrollar o mejorar políticas organizacionales para apoyar el trabajo de equipos multidisciplinarios en educación inclusiva?

3. Liderazgo escolar

- ¿Qué procedimientos internos pueden implementar los directores de escuelas para apoyar mejor la educación inclusiva?
- ¿Cómo pueden los directores de escuela gestionar eficazmente el personal para garantizar un apoyo adecuado a los estudiantes con necesidades especiales?
- ¿Qué estrategias pueden utilizar los directores de escuelas para crear un entorno de aprendizaje inclusivo?
- ¿Cómo pueden los directores de escuela involucrar a los padres en el proceso educativo e integrarlos al sistema escolar?

4. Análisis de medios

- ¿Cómo se cubre en los medios la participación de los padres en la educación especial?
- ¿Qué dicen los medios sobre la colaboración entre diferentes partes interesadas para apoyar la educación inclusiva?
- ¿Cómo se presenta en los medios de comunicación el apoyo financiero y de otro tipo a la educación inclusiva?

Estas preguntas de investigación tienen como objetivo proporcionar una comprensión integral de los factores que facilitan y obstaculizan la educación inclusiva en la comunidad árabe de Israel. Los hallazgos de este estudio ayudarán a desarrollar estrategias específicas para mejorar las prácticas y políticas de educación inclusiva.

4. Materiales y métodos

4.1. Diseño de la investigación

Este estudio emplea un diseño de investigación cualitativa para explorar las perspectivas de los padres, el personal multidisciplinar y los directores de escuelas sobre los facilitadores y las barreras a la educación inclusiva en la comunidad árabe de Israel. Se elige un enfoque cualitativo para obtener una comprensión profunda de las experiencias, conocimientos y percepciones de los participantes, lo que permite una exploración integral de fenómenos sociales complejos.

4.2. Participantes

La investigación incluye tres grupos distintos de participantes:

1. **Padres:** Se seleccionaron veinte padres de niños con necesidades especiales para brindar información sobre sus experiencias y su participación en la educación de sus hijos.
2. **Personal multidisciplinar:** Se entrevistó a veinte miembros de equipos multidisciplinarios, incluidos maestros, terapeutas y consejeros, para comprender sus esfuerzos de colaboración y sus desafíos para brindar una educación inclusiva.
3. **Directores de escuelas:** Participaron veinte directores de escuelas de educación especial para ofrecer perspectivas sobre el liderazgo, la implementación de políticas y su papel en el fomento de un entorno educativo inclusivo.

4.3. Métodos de recopilación de datos

Para recopilar datos completos, se emplearon dos métodos principales:

1. **Entrevistas semiestructuradas:** se realizaron entrevistas semiestructuradas con padres, personal multidisciplinario y directores de escuelas. Este método permite flexibilidad para profundizar en temas específicos y al mismo tiempo garantizar que se aborden las preguntas clave. Las entrevistas fueron diseñadas para obtener relatos detallados de las experiencias, percepciones y sugerencias de los participantes para mejorar la educación inclusiva.

- **Guía de entrevistas para padres:** preguntas centradas en su participación en la educación de sus hijos, la comunicación con las escuelas, los sistemas de apoyo y los desafíos que enfrentan.
 - **Guía de entrevista para personal multidisciplinar:** las preguntas exploraron la colaboración dentro de equipos, el desarrollo profesional, el entorno de aprendizaje y las políticas organizacionales.
 - **Guía de entrevista para directores de escuelas:** las preguntas abordaron estrategias de liderazgo, procedimientos internos, gestión de recursos y participación de los padres.
2. **Análisis de medios:** se realizó un análisis de contenido de artículos periodísticos relacionados con la educación especial en la comunidad árabe. Este método proporcionó contexto y perspectivas adicionales sobre cómo se presenta y debate la educación inclusiva en el dominio público. El análisis se centró en temas como la participación de los padres, la colaboración entre las partes interesadas y el apoyo financiero para la educación especial.

4.4. Técnicas de análisis de datos

Los datos recopilados se analizaron mediante análisis temático, un método que implica identificar, analizar e informar patrones (temas) dentro de los datos. El proceso incluyó los siguientes pasos:

1. **Familiarización:** leer y releer las transcripciones de las entrevistas y los artículos periodísticos para familiarizarse íntimamente con los datos.
2. **Codificación:** Generar códigos iniciales identificando frases u oraciones significativas que se relacionan con las preguntas de investigación.
3. **Búsqueda de temas:** recopilación de códigos en temas potenciales que representen patrones de significado más amplios.
4. **Revisión de temas:** refinar los temas para garantizar que reflejen con precisión los datos y sean coherentes y distintos.
5. **Definir y nombrar temas:** definir claramente lo que representa cada tema y nombrarlos en consecuencia.

6. **Redacción:** integrar los temas en una narrativa que aborde las preguntas de investigación y proporcione una comprensión integral de los hallazgos.

4.5. Consideraciones éticas

Dada la sensibilidad del tema y la participación de poblaciones vulnerables, el estudio se adhirió a las siguientes pautas éticas:

1. **Consentimiento informado:** Los participantes fueron completamente informados sobre el propósito del estudio, los procedimientos y sus derechos. Se obtuvo el consentimiento por escrito de todos los participantes.
2. **Confidencialidad:** para proteger la privacidad de los participantes, se utilizaron seudónimos y todos los datos se almacenaron de forma segura. Los identificadores personales fueron eliminados de los datos.
3. **Participación voluntaria:** La participación en el estudio fue totalmente voluntaria y los participantes podían retirarse en cualquier momento sin ninguna consecuencia.
4. **Confiabilidad de los datos:** Se emplearon métodos rigurosos de recopilación y análisis de datos para garantizar la confiabilidad y validez de los hallazgos.

5. Resultados

Los hallazgos de este estudio están organizados de acuerdo con las tres preguntas principales de investigación. Los datos se recopilaron a través de entrevistas semiestructuradas con padres, equipos multidisciplinarios y directores de escuelas, así como un análisis del contenido periodístico relevante.

5.1. Involucramiento de los padres

5.1.1. Comunicación e interacción efectivas

Los padres destacaron la necesidad de una comunicación sólida entre las escuelas y las familias. Se consideraron esenciales actualizaciones periódicas, reuniones y líneas abiertas de comunicación para generar confianza y garantizar que los padres estén bien informados sobre el progreso y los desafíos de sus hijos. Se citaron las

reuniones periódicas de padres y maestros y los informes de progreso detallados como herramientas eficaces para mantener a los padres interesados. Por ejemplo, un padre comentó: "Cuando la escuela me actualiza periódicamente sobre el progreso de mi hijo, me siento más involucrado y capaz de apoyar su aprendizaje en casa" (Entrevistado 1).

5.1.2. Participación en los procesos de toma de decisiones

Un tema recurrente fue la necesidad de una mayor participación de los padres en los procesos clave de toma de decisiones. Muchos padres expresaron frustración por no haber sido consultados o incluidos en reuniones importantes que afectan la educación de sus hijos. Un padre compartió: "Siento que mis opiniones y conocimientos sobre las necesidades de mi hijo a menudo se pasan por alto durante el proceso de toma de decisiones, lo cual es desalentador" (Entrevistado 6).

5.1.3. Apoyo y recursos para padres

Los padres enfatizaron la importancia de contar con apoyo y recursos adecuados para ayudarlos a navegar el sistema educativo y defender a sus hijos. Se mencionaron talleres, sesiones informativas y acceso a expertos en educación especial como recursos valiosos que capacitan a los padres para desempeñar un papel más activo en la educación de sus hijos. Los padres resaltaron la importancia de tener acceso a información clara sobre sus derechos y los servicios disponibles. Por ejemplo, un padre señaló: "Los talleres proporcionados por la escuela han sido de gran ayuda para comprender cómo puedo apoyar mejor la educación de mi hijo" (Entrevistado 12).

5.1.4. Desafíos en el acceso a los recursos

A pesar del reconocimiento de la importancia de los recursos, muchos padres informaron dificultades para acceder a estos recursos. Se mencionaron largas listas de espera para recibir servicios, obstáculos burocráticos y falta de apoyo disponible en su área local. Esto fue particularmente pronunciado en el sector árabe, donde los recursos suelen ser más limitados en comparación con el sector judío. Los padres expresaron su frustración por la disparidad en la asignación de recursos y enfatizaron la necesidad de una distribución más equitativa de los servicios. Un padre de familia comentó: "El tiempo de espera para acceder a los servicios de

educación especial es increíblemente largo y es aún peor en nuestra comunidad" (Entrevistado 15).

5.2. Equipos Multidisciplinarios

5.2.1. Colaboración e identidad profesional

El personal multi-profesional subrayó la importancia de la colaboración y el desarrollo de una identidad profesional sólida. Destacaron que el trabajo en equipo efectivo entre maestros, terapeutas, consejeros y otros especialistas es crucial para brindar apoyo integral a los estudiantes con necesidades especiales. Las reuniones periódicas y las sesiones de planificación colaborativa se consideraron esenciales para establecer objetivos educativos y terapéuticos claros, discutir el progreso de los estudiantes y realizar los ajustes necesarios. Un miembro del personal afirmó: "La colaboración entre diferentes profesionales garantiza que se consideren y apoyen todos los aspectos del desarrollo de un niño" (Personal entrevistado 5).

5.2.2. Entorno de aprendizaje y política organizacional

Los miembros del personal destacaron la importancia de crear un entorno de aprendizaje inclusivo y de apoyo. Esto implica no sólo garantizar la accesibilidad física sino también fomentar una atmósfera de aceptación y respeto. Destacaron la necesidad de políticas organizativas claras que proporcionen orientación sobre las mejores prácticas para la educación inclusiva, describan las funciones y responsabilidades del personal y garanticen la disponibilidad de los recursos necesarios. Un miembro del personal mencionó: "Políticas claras y un entorno de apoyo son fundamentales para el éxito de la educación inclusiva" (entrevistado del personal 9).

5.2.3. Desafíos en la implementación

A pesar del énfasis en la inclusión, los miembros del personal identificaron varios desafíos en la implementación de prácticas de educación inclusiva. Estos incluyeron una capacitación insuficiente para manejar diversas necesidades, la falta de recursos adecuados y la alta carga de trabajo resultante de la necesidad de adaptar la instrucción a cada estudiante. Algunos miembros del personal también señalaron la dificultad de cambiar actitudes y prácticas arraigadas que pueden no estar alineadas con los principios de la educación inclusiva. Un miembro del personal señaló: "La gran carga de trabajo y la falta de recursos dificultan brindar

el apoyo individualizado que requieren los estudiantes con necesidades especiales" (Personal entrevistado 13).

5.3. Directores de escuela

5.3.1. Procedimientos Internos y Gestión de Mano de Obra

Los directores de escuelas enfatizaron la necesidad de contar con procedimientos internos y una gestión de la mano de obra eficaces para apoyar la educación inclusiva. Discutieron la importancia de contar con sistemas claros para monitorear el progreso de los estudiantes, coordinar los esfuerzos del personal y garantizar que los recursos se asignen de manera eficiente. Los directores destacaron que las auditorías y evaluaciones periódicas ayudan a evaluar la eficacia de estos procedimientos e identificar áreas de mejora. Un director comentó: "Las evaluaciones periódicas y los procedimientos claros son esenciales para mantener la calidad de la educación inclusiva" (Director entrevistado 3).

5.3.2. Crear un entorno de aprendizaje inclusivo

Los directores identificaron la creación de una cultura escolar positiva e inclusiva como una responsabilidad clave. Esto implica promover valores de diversidad e inclusión, garantizar la accesibilidad física y fomentar un entorno donde todos los estudiantes se sientan seguros y apoyados. Los directores señalaron que fomentar una cultura inclusiva requiere esfuerzo y compromiso continuos. Hicieron hincapié en la necesidad de iniciativas en toda la escuela que promuevan la inclusión, como programas de concientización, actividades extracurriculares inclusivas y celebraciones de la diversidad. Un director compartió: "Crear una cultura inclusiva es un proceso continuo que requiere dedicación y esfuerzo constante" (Director entrevistado 8).

5.3.3. Inclusión parental

Los directores discutieron varias estrategias para involucrar a los padres en el proceso educativo e integrarlos a la comunidad escolar. Destacaron la importancia de la comunicación regular con los padres, la creación de oportunidades para la participación de los padres en las actividades escolares y la participación de los padres en los procesos de toma de decisiones. Los directores creen que las asociaciones sólidas con los padres son esenciales para crear un entorno educativo inclusivo y de apoyo para los estudiantes con necesidades especiales. Un director

afirmó: "Involucrar a los padres como socios en el proceso educativo es crucial para el éxito de la educación inclusiva" (Director entrevistado 14).

5.4. Análisis de medios

5.4.1. Cobertura de participación de los padres

El análisis de los medios reveló que la participación parental controlada y moderada a menudo se destaca como beneficiosa. La participación estructurada de los padres, a diferencia de la participación no regulada, puede prevenir conflictos y malentendidos y al mismo tiempo mejorar los resultados educativos. La cobertura de los medios a menudo enfatizó la importancia de crear marcos que permitan una participación productiva de los padres, asegurando que los padres estén informados y comprometidos sin traspasar los límites profesionales. Un artículo señaló: "La participación estructurada de los padres puede mejorar significativamente los resultados educativos al fomentar la colaboración y reducir los conflictos" (Fuente de medios 1).

5.4.2. Esfuerzos colaborativos en los medios

En los informes de los medios se habló con frecuencia de los esfuerzos de colaboración entre padres, educadores, terapeutas y formuladores de políticas. La importancia de la sinergia y la cooperación para crear un entorno educativo de apoyo fue un tema común. La cobertura de los medios a menudo destacó ejemplos exitosos de colaboración, mostrando cómo diferentes partes interesadas trabajando juntas pueden mejorar significativamente la experiencia educativa de los niños con necesidades especiales. Un artículo destacó: "La colaboración efectiva entre varias partes interesadas es clave para mejorar la experiencia educativa de los estudiantes con necesidades especiales" (Fuente de medios 3).

5.4.3. Apoyo financiero y seguridad

Los desafíos financieros y la necesidad de una mayor asistencia gubernamental ocuparon un lugar destacado en la cobertura de los medios. Los informes enfatizaron la necesidad de una financiación adecuada para los recursos y servicios esenciales para la educación especial. Garantizar un clima educativo seguro y de apoyo también fue una preocupación importante, centrándose en proteger a los niños con necesidades especiales del acoso y la discriminación. Los artículos a menudo pedían una mayor financiación gubernamental y apoyo comunitario para

abordar estos problemas, destacando las disparidades financieras entre las diferentes regiones y sectores. Un informe decía: "Un mayor financiamiento y apoyo son cruciales para garantizar oportunidades educativas equitativas para todos los estudiantes" (Fuente de medios 5).

6. Discusión

Esta sección interpreta los hallazgos presentados en la sección anterior, relacionándolos con la literatura existente y analizando sus implicaciones para mejorar la educación inclusiva en la comunidad árabe de Israel. La discusión se centra en temas clave como la participación de los padres, el trabajo en equipo multidisciplinario, el liderazgo escolar y la representación de los medios.

6.1. Interpretación de los hallazgos

6.1.1. Involucramiento de los padres

El estudio encontró que la comunicación efectiva entre los padres y las escuelas es crucial para fomentar la participación de los padres. Los padres que están bien informados sobre el progreso y los desafíos de sus hijos se sienten más capacitados para apoyar la educación de sus hijos en casa. Este hallazgo se alinea con el énfasis de Harris y Goodall (2007) en la importancia de la participación de los padres. Sin embargo, el estudio también destacó las barreras a la participación de los padres, como la falta de capacitación y recursos. Proporcionar a los padres talleres, sesiones informativas y acceso a expertos en educación especial puede abordar estas barreras y mejorar su capacidad para apoyar a sus hijos (Rotenberg, 2001).

Los hallazgos también revelaron que los padres desean una mayor participación en el voluntariado y en los procesos de toma de decisiones dentro de las escuelas. Esto concuerda con Margalit (1994), quien encontró que la participación activa de los padres puede conducir a mejores resultados educativos. Las escuelas deberían crear más oportunidades para que los padres participen en actividades escolares y foros de toma de decisiones, asegurando que sus ideas y experiencias se tengan en cuenta en la planificación y formulación de políticas educativas.

6.1.2. Equipos Multidisciplinarios

El estudio subrayó la importancia de la colaboración y el desarrollo de una identidad profesional sólida entre el personal multidisciplinario. El trabajo en

equipo eficaz, caracterizado por reuniones periódicas y planificación colaborativa, es esencial para establecer objetivos educativos y terapéuticos claros y brindar apoyo integral a los estudiantes con necesidades especiales (Hedegaard-Soerensen et al., 2018). Sin embargo, desafíos como las barreras de comunicación y las prioridades contradictorias pueden obstaculizar una colaboración eficaz. Abordar estos desafíos requiere políticas organizacionales claras, desarrollo profesional continuo y un ambiente de trabajo de apoyo (Erlich & Heiman, 2015).

Crear un entorno de aprendizaje inclusivo implica, no sólo accesibilidad física, sino también fomentar una atmósfera de aceptación y respeto. Esto incluye promover actitudes positivas hacia la diversidad y garantizar que todos los estudiantes, independientemente de sus capacidades, se sientan valorados y apoyados. Las prácticas inclusivas, como la instrucción diferenciada y el uso de tecnologías de asistencia, son esenciales para satisfacer las diversas necesidades de los estudiantes (Spiegel, 2011).

6.1.3. Liderazgo escolar

El papel de los directores de escuela en el apoyo a la educación inclusiva es multifacético. Los directores deben establecer procedimientos internos efectivos para monitorear el progreso de los estudiantes, coordinar los esfuerzos del personal y garantizar la asignación eficiente de recursos. Las auditorías y evaluaciones periódicas ayudan a evaluar la eficacia de estos procedimientos e identificar áreas de mejora (Ari-Am & Gumpel, 2014). Proporcionar al personal el apoyo y los recursos necesarios es crucial para su eficacia a la hora de apoyar a los estudiantes con necesidades especiales.

Crear una cultura escolar positiva e inclusiva es otra responsabilidad clave de los directores de escuela. Esto implica promover valores de diversidad e inclusión, garantizar la accesibilidad física y fomentar un entorno donde todos los estudiantes se sientan seguros y apoyados. Los directores deben predicar con el ejemplo, demostrando actitudes y comportamientos inclusivos en sus interacciones con los estudiantes y el personal (Erlich & Heiman, 2015). Además, involucrar a los padres en el proceso educativo e integrarlos a la comunidad escolar puede mejorar la red de apoyo para los estudiantes con necesidades especiales.

6.1.4. Análisis de medios

El análisis de los medios reveló que la participación parental controlada y moderada a menudo se destaca como beneficiosa. La participación estructurada de los padres, a diferencia de la participación no regulada, puede prevenir conflictos y malentendidos y al mismo tiempo mejorar los resultados educativos. La cobertura de los medios enfatizó la importancia de crear marcos que permitan una participación productiva de los padres, asegurando que los padres estén informados y comprometidos sin traspasar los límites profesionales (Spiegel, 2011).

En los informes de los medios se discutió con frecuencia los esfuerzos de colaboración entre padres, educadores, terapeutas y formuladores de políticas. La importancia de la sinergia y la cooperación para crear un entorno educativo de apoyo fue un tema común. Los ejemplos exitosos de colaboración, destacados en la cobertura de los medios, demuestran cómo diferentes partes interesadas trabajando juntas pueden mejorar significativamente la experiencia educativa de los niños con necesidades especiales (Abu Asba, 2007).

Los desafíos financieros y la necesidad de una mayor asistencia gubernamental ocuparon un lugar destacado en la cobertura de los medios. Los informes enfatizaron la necesidad de una financiación adecuada para los recursos y servicios esenciales para la educación especial. Garantizar un clima educativo seguro y de apoyo también fue una preocupación importante, centrándose en proteger a los niños con necesidades especiales del acoso y la discriminación. Los artículos a menudo pedían una mayor financiación gubernamental y apoyo comunitario para abordar estos problemas, destacando las disparidades financieras entre las diferentes regiones y sectores. Un informe afirmó: "Una mayor financiación y apoyo son cruciales para garantizar oportunidades educativas equitativas para todos los estudiantes" (Ari-Am & Gumpel, 2014).

7. Conclusión

Este estudio tuvo como objetivo explorar los facilitadores y las barreras a la educación inclusiva para niños con necesidades especiales en la comunidad árabe de Israel. A través de una investigación cualitativa integral que involucró a padres, personal multidisciplinario y directores de escuelas, así como un análisis del contenido relevante de los periódicos, surgieron varios hallazgos clave.

La participación de los padres es un componente crítico de una educación inclusiva exitosa. El estudio encontró que la comunicación efectiva entre padres y escuelas fomenta la participación de los padres, lo que a su vez respalda las experiencias educativas de los niños. Sin embargo, barreras como la falta de capacitación y recursos para los padres obstaculizan su capacidad para participar plenamente. Abordar estas barreras mediante talleres, sesiones informativas y acceso a expertos en educación especial puede mejorar significativamente el apoyo de los padres.

No se puede subestimar el papel de los equipos multidisciplinarios en la educación inclusiva. La colaboración entre maestros, terapeutas, consejeros y otros especialistas es esencial para abordar las diversas necesidades de los estudiantes con necesidades especiales. El estudio destacó la importancia de las reuniones periódicas y la planificación colaborativa para establecer objetivos educativos y terapéuticos claros. No obstante, desafíos como las barreras de comunicación y las prioridades contradictorias pueden impedir un trabajo en equipo eficaz. La implementación de políticas organizacionales claras y un desarrollo profesional continuo pueden ayudar a superar estos obstáculos.

El liderazgo escolar desempeña un papel fundamental en la creación de un entorno educativo inclusivo. Son cruciales los procedimientos internos eficaces para monitorear el progreso de los estudiantes, coordinar los esfuerzos del personal y garantizar la asignación eficiente de recursos. Los directores deben predicar con el ejemplo, promoviendo valores de diversidad e inclusión y fomentando una cultura escolar donde todos los estudiantes se sientan seguros y apoyados. El estudio subraya la importancia de las iniciativas a nivel escolar que promueven la inclusión, como programas de concientización y actividades extracurriculares inclusivas.

La representación de los medios también juega un papel importante en la configuración de la percepción pública y el apoyo a la educación inclusiva. La participación controlada y moderada de los padres, como se destaca en los informes de los medios, puede prevenir conflictos y malentendidos y al mismo tiempo mejorar los resultados educativos. Los ejemplos exitosos de colaboración entre partes interesadas mostrados en los medios de comunicación demuestran el impacto positivo de tales esfuerzos. Además, la cobertura de los medios enfatiza la necesidad de financiación adecuada y apoyo comunitario para abordar los

desafíos financieros y garantizar oportunidades educativas equitativas para todos los estudiantes.

Con base en estos hallazgos, se proponen varias recomendaciones para mejorar la educación inclusiva en la comunidad árabe de Israel. Mejorar la participación de los padres a través de capacitación y recursos, apoyar a equipos multidisciplinarios con políticas claras y desarrollo profesional, y fortalecer el liderazgo escolar son pasos esenciales. Además, es fundamental abogar por una mayor financiación gubernamental y apoyo comunitario, y promover enfoques culturalmente sensibles que respeten los valores y creencias de la comunidad.

Las investigaciones futuras deberían explorar el impacto a largo plazo de estas recomendaciones en los resultados de la educación inclusiva. Los estudios podrían investigar la eficacia de programas de formación específicos para padres y educadores, y el papel de la tecnología en el apoyo a la educación inclusiva. Una mayor investigación sobre los factores culturales y tradicionales que influyen en la educación inclusiva podría proporcionar conocimientos más profundos e informar intervenciones más personalizadas.

En conclusión, este estudio proporciona un marco integral para comprender y abordar los desafíos y los facilitadores de la educación inclusiva en la comunidad árabe de Israel. Al implementar las recomendaciones propuestas, se pueden lograr avances significativos hacia el logro de la equidad educativa para todos los estudiantes. Los hallazgos y recomendaciones ofrecen una valiosa orientación para los formuladores de políticas, educadores y líderes comunitarios en sus esfuerzos por promover la educación inclusiva.

Relevant contribution

Relevant Contribution

During the development of the Doctoral Thesis, the following relevant contribution has been generated according to article 26. Quality Control of doctoral theses of the Doctoral Studies Regulations of the University of Jaén (Appendix 1)

Jorban, M.; Cachón-Zagalaz, J.; Mecías-Calvo, M.; Navarro-Patón, R. Facilitators of and Barriers to Inclusive Education in the Arab Community of Israel: The Parents' Perspective. *Educ. Sci.* 2024, 14, 525.
<https://doi.org/10.3390/educsci14050525>



Area of knowledge: Social and Legal Sciences

Field of knowledge of the CNEAI: Field 7. Social, Political, Behavioral and Educational Sciences. Subfield 7.2. Educational Sciences.

CHAPTER 0. Introduction

0. Introduction

The educational domain stands out as a pivotal force in the advancement of civilization and the prosperity of societies, given its intricate connection to civilizational development. Undoubtedly, the progress of nations is intricately tied to the quality of education they offer. The human capital, constituting the fundamental wealth of nations, is fundamentally shaped and nurtured through educational endeavors.

Within the realm of education, a noteworthy facet is the specialized field of special education, designed to address the unique learning challenges or disorders faced by certain students. The private education sector specifically tailors its educational framework to accommodate the requirements of specific student demographics. This sector is dedicated to extending support and care to students grappling with physical disabilities, mental disorders, learning impediments, or behavioral challenges. The breadth of this sector is extensive, ensuring a comprehensive and effective approach to meeting the diverse needs of students.

By placing a strong emphasis on creating an optimal learning environment, the special education sector endeavors to empower students and cultivate their individual abilities. Its primary goal is to offer meaningful support that encompasses personalization and individualized guidance for each student. Consequently, this sector assumes a critical role in safeguarding the educational rights of students with special needs, ensuring their access to a high-quality education that aligns with their distinctive requirements.

The Diagnostic and Statistical Manual of Mental Disorders (DSM-5, 2022) characterizes special education as a sector dedicated to assisting children with special needs. These children, due to various physical, intellectual, mental, and emotional disabilities and challenges, encounter difficulties in benefiting from the standard education provided to children of their age group (Diagnostic and Statistical Manual of Mental Disorders, DSM-5).

According to Hayden, Carons, Wood, and colleagues (1988), special education is delineated as a field that plays a crucial role in detecting, diagnosing, guiding, and supporting both families and allied medical services. The absence of these essential tools may impede the developmental progress of a child with special needs, hindering their overall advancement.

Margalit (2000) defines special education as a form of instruction uniquely tailored to address the specific needs of children facing disabilities and persistent challenges. The concept was formulated with the objective of customizing the learning experience to accommodate the distinct needs of students, operating under the assumption that individuals encountering difficulties such as mental retardation, learning challenges, mental disabilities, sensory impairments, and other enduring obstacles may struggle in typical learning processes.

This conceptualization of special education is grounded in social values of equality and inclusion, emphasizing the acknowledgment of students' rights to equitable opportunities in education. Simultaneously, it strives for social integration, fostering an environment where students with special needs can coexist with their peers and eventually integrate into mainstream society. Special education students require a curriculum specifically tailored to their needs, adapted learning materials, unique conditions in the learning environment, and specialized teaching methods. All these components are essential to ensure the effectiveness of their learning journey. Identification and diagnosis of children as having special needs stem from the recognition that, without professionally adapted teaching methods, they may face challenges in acquiring the skills and content that their peers learn, hindering their ability to enjoy equal opportunities and achieve integration into society (Margalit, 2000).

In Israel, the definition of special education aligns with the Special Education Law of 1988. Special education encompasses the provision of teaching, instruction, and systematic treatment tailored for children with special needs. This comprehensive approach includes various therapeutic interventions such as physical therapy, speech therapy, occupational therapy, and potentially other therapies as determined by professionals. Additional services are also incorporated, all of which are adapted to meet the specific requirements of children with special needs, as outlined in the Special Education Law of 5748-1988.

It's noteworthy that the roots of the Special Education Act in Israel can be traced back to legislation in the United States, as indicated by Rotenberg in 2001. This underscores the international influence and collaboration in shaping policies and laws related to special education.

The special education system in Israel functions as an integral part of the broader multicultural educational framework, catering to diverse communities across the country. Within this inclusive educational system, services are extended to students with special needs in an integrated manner. The private education sector in Israel is designed to address a spectrum of needs, spanning physical disabilities, mental disorders, learning difficulties, and behavioral challenges.

In this context, some students with special needs have the option to participate in regular classes with additional support, allowing for an inclusive educational experience. Conversely, others may benefit from specialized classes that are specifically structured to better address their unique needs. This flexible approach ensures that the educational system in Israel endeavors to accommodate the diverse requirements of students with special needs, promoting an inclusive and supportive learning environment.

The support offered to students with special needs in Israel extends to the realm of language and communication, addressing challenges related to both speaking and comprehension difficulties. The private education sector in Israel embraces technology as a tool to enhance the learning processes and provide innovative teaching aids. Notably, this sector is distinguished by its commitment to tailoring individualized support for each student, considering their unique needs, and placing a specific emphasis on fostering both academic and social progress.

Furthermore, the private education sector in Israel actively promotes communication with parents. This communication serves the purpose of gaining insights into the individual needs of students, facilitating a comprehensive understanding of each child's requirements. By engaging with parents, the educational system aims to ensure a collaborative and integrated approach to support, thereby contributing to the overall development and well-being of students with special needs.

Special education in the Arab sector in Israel possesses distinct characteristics stemming from the considerable challenges it faces. Unlike its establishment in the Jewish education system around 1975, special education in the Arab education system emerged approximately two decades later. Over the years, its progress has been limited, with notable challenges persisting, as highlighted by (Abu Asba in 2007).

Despite changes in special education laws, Arab private education has not undergone significant transformations. The prevalence of children with disabilities in Arab towns remains high, indicating a violation of the rights of Arab children with disabilities. This is attributed to discriminatory privatization policies that fail to align with the needs of the community, particularly in the allocation of professional resources and workforce. The implementation of the Special Education Law in Arab society progresses slowly and lags the increasing demands. Certain tasks are carried out using criteria that are irrelevant and unequal.

The integration of children with disabilities into formal Arab education faces obstacles, including issues with diagnosis and errors in placement. Additionally, the neglect of institutions and parents regarding the rights of their children contributes to challenges, as they may fail to follow appropriate paths for placement within suitable frameworks. This situation underscores the need for comprehensive reforms and a more responsive approach to address the specific needs of children with disabilities in the Arab sector in Israel.

There exists a significant scarcity of frameworks catering to individuals with special needs, coupled with a shortage of multidisciplinary professionals. The presence of these professionals is pivotal for the success of specialized frameworks due to their distinctive professional characteristics. The prevalent placement of children with special needs in Hebrew-language schools is identified as a widespread issue, posing a challenge to the child's right to receive adequate education and equal cultural rights, particularly for the minority community (Yisbelayi, 2018). This situation emphasizes the need for comprehensive measures to address the shortage of frameworks and professionals, ensuring that children with special needs have access to appropriate educational environments that respect their rights and cultural identity.

The term "children with special needs" refers to a group of children who face developmental or functional challenges or disorders, necessitating additional support or services customized to their specific requirements. This inclusive term encompasses a diverse array of circumstances and challenges, encompassing children with learning difficulties, mental disorders, motor disabilities, autism, or any other conditions that demand special attention and dedicated resource allocation to effectively address their needs (Niu N et al., 2000). The term

recognizes the unique needs of these children and underscores the importance of providing tailored assistance to ensure their holistic development and well-being.

Indeed, it is crucial that children with special needs are treated with understanding and respect. Creating a supportive environment is essential, one that enables their full participation in society while providing the necessary support for both their personal and educational progress. Recognizing the uniqueness of each child's circumstances is paramount, as the needs and required services for children with special needs can vary widely. Tailoring support and interventions to the individual needs of each child ensures a more inclusive and effective approach to their development and well-being. Emphasizing understanding, respect, and personalized assistance contributes to fostering an environment where these children can thrive and actively engage in all aspects of life.

Absolutely, parents, multidisciplinary professionals, and school principals play pivotal roles in influencing the educational process for children with special needs. Their active participation and collaboration are crucial for the success of the educational journey for this segment of students. Without the engagement and coordination of these key stakeholders, the educational process may face challenges and may not be as effective in addressing the unique needs of children with special needs.

Parents bring essential insights into the individual needs, strengths, and challenges of their children. Their collaboration with educators and professionals is vital to developing and implementing effective strategies for the child's education and overall well-being. Multidisciplinary professionals, including therapists, counselors, and specialists, contribute their expertise to create tailored interventions that support the child's development. School principals play a leadership role in fostering an inclusive and supportive school environment, ensuring that policies and practices are conducive to the success of children with special needs.

In essence, the active involvement and collaboration of parents, multidisciplinary professionals, and school principals are key ingredients for a successful and inclusive educational process for children with special needs.

The involvement of parents plays a crucial and integral role in the educational process. Despite the growing interest in understanding and promoting parental participation in their children's education, the study of the relationship between home and school, and the publication of numerous research papers on this subject, the term "parental involvement" remains ambiguous. There are various and multiple definitions, along with synonymous terms that may differ or overlap in certain aspects.

In the context of English literature, different labels such as engagement, involvement, participation, and partnership are used to describe the process of parents' active participation in their children's education. Each of these terms carries specific connotations, which may reflect the dynamics of power-sharing and collaboration between families and schools. The nuances within these terms highlight the diverse ways in which parents can contribute to and engage with their children's educational journey, emphasizing the importance of a collaborative and mutually beneficial relationship between home and school.

The term "intervention" is associated with various activities wherein parents actively support their children's education, both within and outside the school environment. These activities are typically conducted under the supervision and guidance of the school. Examples of interventions include assisting the child with homework or attending school open days.

On the other hand, the term "link" refers to activities related to learning that take place within the home environment. In this context, the child learns through interactions with parents and other family members. These activities may be directly or indirectly related to school learning but are not conducted under the direct guidance of the school. Examples include encouraging the child to read stories or engaging in useful hobbies.

"Participation" involves the contribution of parents to the decision-making process within the school. This can manifest through their involvement in parents' councils or other collaborative initiatives within the school community.

Finally, "partnership" implies a shared power dynamic and a close distribution of responsibilities and roles between the family and the school. It involves a collaborative approach wherein both parents and the schoolwork together closely,

as highlighted by scholars such as Harris and Goodall (2007) and McConchie (2004). This partnership model emphasizes the importance of shared decision-making and collective responsibility for the educational well-being of the child.

Multidisciplinary teams play a crucial role in providing comprehensive support, care, education, and rehabilitation for individuals with disabilities. These teams consist of professionals from various disciplines, and the composition may vary. Studies have indicated that these teams typically include members such as a special education specialist, doctor, teacher, psychiatrist, psychologist, social worker, occupational therapist, physical therapist, nurse, speech, and language therapist, among others.

The special education specialist often assumes the role of organizing the team's work and facilitating cooperation and communication among team members. This specialist serves as a central figure in ensuring that the diverse expertise of each team member is effectively utilized to meet the individual needs of the person with disabilities (V. Madhivi, 2022).

Internationally, multidisciplinary teamwork is widely acknowledged as essential for achieving positive educational outcomes in special education environments (Hedegaard-Soerensen, et al., 2018). The collaborative efforts of professionals from different disciplines enable a holistic and well-rounded approach to address the multifaceted needs of individuals with disabilities, promoting their overall well-being and development.

Teachers and other professionals within these institutions collaborate to establish a more predictable learning environment, sharing specific responsibilities for planning, teaching, and assessment. This collaborative experience relies on the mastery of knowledge pertinent to one's professional practice and the capacity to identify and respond to content provided by others within a locally distributed knowledge system.

Multidisciplinary staff play a crucial role in supporting learning and delivering their specialized services in special education settings. Their diverse expertise contributes to a comprehensive and tailored approach to addressing the unique needs of students with disabilities.

Moreover, there is an ongoing debate in many countries about whether these programs should be integrated into regular school support systems. This discussion revolves around the idea of incorporating targeted support within mainstream education to better serve students in need (Kyriacou et al., 2013). This integration could potentially enhance inclusivity and accessibility, ensuring that students with special needs receive the necessary support within the broader educational framework.

Research findings indicate that school principals who prioritize educational issues, exhibit administrative support for special education, and offer high-quality professional development for teachers can significantly enhance outcomes for students with disabilities and those at risk of school failure (Benz, Lindstrom, and Yovanoff, 2000).

By emphasizing educational concerns, these principals contribute to a school culture that values and prioritizes the academic success of all students. Administrative support for special education reflects a commitment to creating an inclusive and supportive environment where the unique needs of students with disabilities are recognized and addressed. Additionally, providing high-quality professional development for teachers ensures that educators are equipped with the necessary skills and knowledge to effectively support students with diverse learning needs.

Ultimately, these leadership practices have been linked to improved outcomes for students with disabilities and those facing challenges in the educational setting, underlining the crucial role that school principals play in shaping a positive and inclusive learning environment.

The justifications for the study are rooted in the researcher's firsthand experiences as a director of a private school, specifically in the context of participation in placement committees for children with special needs in the Arab sector across various towns in Israel. The researcher observed recurring patterns of concern and issues within these committees that prompted the need for a comprehensive investigation. Several key justifications for the study include:

1. **Disregard for Special Education Act Rules:** The researcher noted a consistent neglect of the rules outlined in the provisions of the Special Education

Act of 1988 during placement committee discussions. This disregard raises questions about the adherence to legal frameworks designed to protect the rights and interests of children with special needs.

2. **Lack of Parental Participation:** The study stems from the observation of a clear lack of parental participation in decisions related to their children's placement. Parents, whose involvement is crucial in decisions about their children's education, were seemingly excluded from the decision-making process.

3. **Limited Knowledge of Committee Members:** The study addresses the issue of committee members lacking familiarity with different frameworks and operational rules within these frameworks. Many members, not coming from the pedagogical field, may lack the essential background to make informed decisions about placements.

4. **Reliance on Medical Documents:** The study aims to explore the overreliance on medical documents, particularly from the Ministry of Social Affairs, in decision-making processes. This reliance, especially when composing reports on children, may not capture the full spectrum of a child's educational and developmental needs.

5. **Potential Incorrect Placements:** The culmination of these issues may lead to incorrect placements of children within educational frameworks. This, in turn, could result in administrative, systemic, and educational challenges for the schools to which these students have been transferred.

In essence, the study aims to shed light on the systemic challenges within placement committees for children with special needs in the Arab sector, with the hope of informing policy and practice improvements to better support the educational journey of these students.

The study's rationale is rooted in the researcher's observations and experiences, particularly in the context of placement committees for children with special needs in the Arab sector in Israel. The identified issues, such as the disregard for legal provisions, lack of parental participation, and reliance on medical documents, underscore the need for a comprehensive investigation to inform improvements in the special education system. By engaging with parents, multidisciplinary teams,

and school principals, the study aims to provide meaningful insights for enhancing the educational experiences of children with special needs in the Arab sector.

The importance of studies and research on students with special needs in the Arab sector in Israel is paramount. Such research plays a crucial role in addressing vital issues, bringing attention to the challenges faced by these students, and advocating for their needs within the Arab community. Several key aspects highlight the significance of these studies.

- **Awareness and Understanding:** Research contributes to increasing awareness and understanding of the unique challenges and needs of students with special needs in the Arab sector. It helps in recognizing the specific contexts and circumstances that influence their educational experiences.
- **Informed Decision-Making:** By providing practical and tangible results, studies guide educators, administrators, and policymakers in making informed decisions. The insights gained from research can inform the development of targeted interventions, programs, and support systems tailored to the needs of students with special needs.
- **Closing Gaps:** Research efforts can identify gaps in the current educational and support systems, leading to targeted efforts to address and close these gaps. This is crucial for ensuring equal opportunities and access to quality education for all students, regardless of their abilities or challenges.
- **Stimulating Action:** Studies have the power to stimulate action at various levels. They can motivate educational institutions, policymakers, and community leaders to take proactive measures in improving the educational outcomes and overall well-being of students with special needs.
- **Informing Regulation and Legislation:** Research findings can influence the development of new regulations and administrative legislation. This can lead to the creation of policies that better cater to the needs of students with special needs, ensuring a supportive and inclusive educational environment.
- **Facilitating Policy Improvement:** The research contributes to the formulation of new and effective policies that address the specific challenges faced by students with special needs in Arab society. Improved policies can have a lasting

impact on the overall conditions and support available for individuals with special needs.

In essence, the importance of studies on students with special needs in the Arab sector lies in their ability to drive positive change, advocate for the rights of these students, and contribute to the creation of inclusive and supportive educational environments within the Arab community in Israel.

The doctoral dissertation is organized into several chapters, each one addresses different aspects of the research. Each of them is briefly described below:

Chapter 0: Introduction

The introduction discusses the importance of education in societal development, particularly focusing on special education. It provides context for the research by highlighting the unique challenges in the Arab sector in Israel, such as the late development of special education compared to the Jewish sector. The chapter also outlines the research objectives and questions, emphasizing the need for improved special education practices and policies.

Chapter 1: Theoretical Foundation

This chapter provides a comprehensive review of the historical and theoretical background of special education:

- **Historical Perspective of Special Education:** Traces the evolution of special education from ancient times to the modern era, focusing on key developments and changing attitudes towards individuals with disabilities.
- **Special Education in the USA and Israel:** Examines the development and implementation of special education laws in both countries, providing a comparative perspective that highlights similarities and differences.
- **Historical Background in Israel:** Discusses the development of special education in Israel, including the establishment of institutions and the impact of the Special Education Law of 1988.
- **Implementation Challenges:** Explores the issues in applying the Special Education Law, such as inadequate resources, lack of parental involvement, and bureaucratic hurdles.

- **Terminological Conceptualization:** Defines key terms related to special education and discusses various models and policies, including the roles of parents, teamwork, and principals.

Chapter 2: Motivation, Purpose, Research Questions, and Objectives

This chapter outlines the motivations behind the study, including personal experiences and observed gaps in the current special education system in the Arab sector. It states the research purpose, central research question, and specific objectives, which aim to understand and improve the educational experiences of students with special needs.

Chapter 3: Material and Methods

This chapter details the research methodology:

- **Research Design:** Describes the qualitative approach using in-depth interviews and content analysis.
- **Population and Sample:** Details the selection criteria for participants, including parents, multidisciplinary staff, and principals, and explains the sampling methods.
- **Research Tools:** Describes the semi-structured interview format and the content analysis of newspapers.
- **Data Analysis:** Outlines the methods used for analyzing interview transcripts and media content, ensuring a systematic approach.
- **Research Ethics:** Discusses ethical considerations, such as informed consent, confidentiality, and ensuring data reliability.

Chapter 4: Results and Findings

This chapter presents detailed findings from the interviews and content analysis:

- **Parents' Findings:** Highlights themes such as improving interaction between schools and parents, involving parents in decision-making, and empowering parents.

- **Multi-professional Staff's Findings:** Discusses themes like goal-focused educational cooperation, professional identity, creating an inviting learning environment, and clear organizational policies.
- **Principals' Findings:** Covers internal procedures, efficient manpower management, learning environment, and inclusion and integration of parents.
- **Journalism Findings:** Analyzes media content to highlight controlled parental involvement, collaborative work, financial support, and educational climate.

Chapter 5: Discussion

The discussion chapter interprets the findings, connecting them to the theoretical framework and existing literature:

- **Parent-School Dynamics:** Discusses the importance of fostering positive relationships between parents and schools.
- **Multidisciplinary Teams:** Examines the effectiveness of collaborative efforts among educational professionals.
- **Principals' Practices:** Analyzes the impact of school leadership on special education.
- **Media Representations:** Considers the influence of media on public perceptions and policies regarding special education.

Chapter 6: Research Limitations

This chapter outlines the study's limitations, such as potential biases in participant selection and the generalizability of findings due to the qualitative approach.

Chapter 7: Recommendations for Further Research

Provides suggestions for future studies, emphasizing areas that require further exploration to build on the current research findings. Recommendations include longitudinal studies, broader sample sizes, and exploring additional factors influencing special education.

Chapter 8: Conclusions

Summarizes the key findings and their implications for policy and practice. The conclusions reiterate the importance of inclusive education and the need for ongoing efforts to address the challenges faced by students with special needs in the Arab sector.

Chapter 9: References

Lists all the academic sources cited throughout the dissertation, providing a comprehensive bibliography for further reading and verification of the research.

CHAPTER 1. Theoretical Foundation

1. Theoretical foundation

1.1. Historical Perspective of Special Education

Special education, as a field, is relatively young and has undergone a process of multiple changes in the second part of the 20th century. While the area itself is a new phenomenon, there is a long history of educating people with special needs unlike the approaches commonly employed (Anthony, 2011).

The first documented cases of caring for people with special needs arrived in ancient Greece and Rome. In 1552 B.C., a paper called “Thebes treatment papyrus” provides the first address of mental retardation (Hersen, 2013). Amongst the Greeks, and later on, amongst the Romans, every inferiority, such as ethnic origin, disability, or any other physical characteristic, was perceived as abnormal or deficient, which was unfitting to the dominant cultural terms of what it means to be an ideal human. Those people were called cretins. Due to such a classification, the lives of real, specific people, those with disabilities, were not described by historians in a specified manner (Worcester et al., 2008).

There was a new rational explanation for disabled people in the fourth century. People with seizures were perceived holily as “being touched” by God. This perspective rejects the classic positions regarding how those people are to be sat down and treated Parallels in Time (The Ancient Era 1500 B.C - 475 A.D.). Hippocrates (460-377 B.C.), the Greek Physician, explained that the disabled had had no divine origin. However, their existence was the result of the inexperience of men (Ronen, 2007).

On the other hand, Aristotle (384-322 B.C.) viewed disabled people and stated that they were part of the natural order that a policy of extermination should remedy. He saw people as being organized hierarchically out of a belief that women were a massive step beneath men, representing the first step on the way to distortion. After women were the disabled people, Aristotle recommended written legislation that “distorted” children would not be allowed to live. This categorized distorted children included blind, deaf, or people with mental retardation who were thrown into reverse or left to die in the forest with their feet bound together. Those children were mutilated to increase their value as beggars (Feldman, 2007).

In Rome, disabled people were treated as fools or as toys. However, with the spreading of Christianity throughout the empire, they began to be treated differently. This change has occurred in response to the words of confident Christian leaders, Jesus Christ. In (6 B.C.-30 A.D.), in the New Testament, he preached compassion toward the disabled. Similarly, St. Paul directed Christians to comfort weak prospects, help them, and stop the murder of children (Avishar G. & Almog A., 2003). Not only have religious leaders announced this change, but rather doctors also recommended a change. Leaving previous Greek perspectives regarding the disabled as a creation of men himself, Galen (130-200 A.D.), a Greek doctor, identified the brain as the central organ of the nerve system and, with that, identified disabilities as being natural (Gallou-Kabani & Junien, 2005).

Although the perspectives regarding the disabled are being changed for the better, this fact has not done much to change the lives of those people; the conditions remained cruel. Only a few received food and shelter from strangers, and even for those, these incidents were rare. Most had a low quality of life characterized by illnesses and death (Hastings, R. P., & Oakford, S., 2003). After the fall of the Roman Empire, the lives of disabled people in Western Europe became harder. Despite the Roman Christian perspective, which insisted that those people should be treated with compassion – they were considered “Les Enfants du Bon Dieu” “God's children” the conditions remained abysmal. Nevertheless, during this period, the Catholic churches provided refuge or shelter for disabled people (Zigmond et al., 1995).

Nevertheless, that period after the fall of the Roman Empire was not for this kind of people. They were called “fools” and treated as such, and occasionally they were employed in the king's court as jesters. After the crusades (1100-1300), when leprosy began disappearing, leaders converted the “damned cities” of lepers to places where orphans, nomads, criminals, and naturally, the disabled were imprisoned. During that period, society has imprisoned the idiots and the disabled in a cage to get them out of trouble; the actual purpose was rampant abuse, while those disabled in cells were displayed for entertainment (National Association of State Directors of Special Education, NADSE, 1994).

During the Renaissance, intellectual and cultural reform brought about progress in healthcare for disabled people. For example, Queen Elizabeth, the first from

England, passed a line of laws in 1563-1601 regarding disabled and poor people (Margalit, 1994). The 17th and 18th centuries witnessed a more mature and beneficial approach towards the disabled. At that time, efforts to create humane conditions for those people were motivated by the desire to understand human nature. Thomas Hobbs (1588-1799) and John Locke (1632-1704) promoted that all brain paralytics were a clean slate on which knowledge can be written. They believed that people with mental disabilities could be taught through reflection and the senses. Their theories regarding the abilities to learn of the disabled were expressed in the beliefs of others of the same generation (Minnesota Governor's Council on Developmental Disabilities, 2022).

In 1780, Valentin Haüy explained and proved that a blind man could be taught to read. Jean-Jacques Rousseau (1712-1778) stated that the natural character of Man (para-noble) – who can still be found in primitive cultures which have not yet been corrupted by civilization, is peace-seeking, calm and innocent, and free from selfishness, should nature of Man be indeed good in its base than we must again only find the social and educational formula that would keep him so for his entire life, should there be created a person who is not responsible for himself, the society is to be held accountable (Minnesota Governor's Council on Developmental Disabilities, 2022).

The ensuing French Revolution (1792-1802) adopted this ideal of an imprinted human value, promoting the belief that every human being was entitled to respect simply because he was human. These humane beliefs brought about an improvement in working methods in educating disabled people. Pinel (1745-1826), a French psychiatrist, claimed that the “mentally ill” was sick, not immoral; as a result, he removed all chains and other restraints from people who were housed in asylums and began developing a “moral managing” a gentle and tolerant approach to therapy (Boeree, 2006).

Jean-Marc Gaspard Itard (1774-1838), motivated by Rousseau's “noble savage” idea, brought to Paris a young boy abandoned in a forest near Avignon in his early adolescence. This young boy could not talk and was not part of a cultured world. In 1800 Itard believed that the child could be taught and even developed a thesis to develop his sensual perception. He had limited success in improving the child,

which revealed that mentally disabled children could improve to some degree (McDermott, 1994).

In the 19th century, the harsh conditions that working families were living in and the shortage at the iniquity of that time made it impossible for them to care for their disabled children and led to an increase in institutions. The housing conditions for disabled people were harsh, and most lived in much poverty. Quite often, these people were put into poorhouses or almshouses. Wealthy parents of disabled people, however, kept those children at home. Nevertheless, those affluent families were apparent exception; it is evident that the rich struggled and hired external means and tools for the care of their children (Algozzine & McGue, 1995).

Psychological theories called for integrating people with disabilities into institutions out of a romantic faith in their mainstreaming with a desire to treat have led to a rise in treatment institutions. A significant change in the 19th century regarding the term “mental deficiency” came from Jean Dominik Esquirol Attain (1782-1840), Pinel's student, a neuropathologist who treated mental illnesses and dementia divided the disabled into two categories: cretins and retards. In 1838 Esquirol determined that these idiots who could not manage focus attention, who could not concentrate on the situation around them, could hear; however, they did not comprehend and behave as if they see can see, but they couldn't. Therefore, they do not require signs or speech, and there is no need to enter them into formal education. Thus, particular institutions were created for them. Cretins, on the other hand, defined as without physical or sensory disability, are included in a definition of ordinary; however, their mental development is still limited (Turnbull, 1990).

In the first part of the 19th century, the socialist reformist Dorothea Dix preached for better services for all disabled people. She spent years visiting prisons, almshouses, poorhouses, and institutions for sick people throughout the United States, and in the process of doing so, she was amazed by the humiliations that sane people with epilepsy go through in those facilities; all these people were submitted to outraged violations of their human rights. As a woman, in 1848, she could not present the congress her findings. Therefore, she chose the known social reformist Samuel Greedly Hau to represent her case for better adjustments for disabled people. While both congress houses accepted her recommendation, President Pears vetoed this legislation (Ysseldyke et al., 1994).

1.2. Special Education in the United States of America

In the mid-19th century, there was more attention to the fact of recognizing the disability of the disabled following poems and writings of romantic poets such as Byron Shelly, Coleridge, Keats, and Wordsworth, who called for a return to nature, clean, fresh air, clean water, open grounds, and for a simple life (O'Callaghan, 2018). “This served as a justification for establishing institutions for the disabled in the countryside; this strong justification was establishing the first institutions was accompanied by pride, hope, and sense of euphoria that we can barely understand” (Wolfensberger, 1969, p. 94). Despite this specific delay, institutions for disabled people started to appear during that time (Minnesota Governor's Council on Developmental Disabilities, 2022).

Between 1842 and 1846, institutions for disabled people were established in Germany, Britain, and France. One such institution was established in Germany by Dr. Yohan Jacob Guggenbuhl (1816-1863). He devoted himself to “cretinism” by opening a school for that particular population. However, this school eventually failed due to his frequent absences, the crowded facilities of the institution, and understaffing that caused a culture of neglect (Trent, 1994).

The initiative and beliefs of Guggenbuhl were tried by others and brought about the opening of similar schools. Another influencing doctor and Itard's pupil adopted a psychological method for teaching those whose sensory training served to help them gain more control over their central nervous system, which he was given in Paris. For finding a solution to the “idiot education”, the methods and his findings were unusual, and it was proposed to promote similar efforts in Europe and the United States of America (Winzer, 1993).

Dr. Hau was that type of educator in the United States of America. He founded a school for the blind in 1832. After visiting similar schools in France and Germany, Hau, in the year 1848, found the need to establish a particular school for cretins and feeble-minded people in Massachusetts (Fait, 2004). A specific school for cretins and feeble-minded an experimental boarding school in south Boston for adolescents with intellectual deficiencies. Hau and his pupil Dr. Segin realized the importance of families for those children and their desire to prepare them for active participation in society (Simkin, 1997).

In that stage, several training schools and boarding schools have opened throughout the United States of America and offered hope for many families with disabled children. These institutions added intellectual training to the physical, believing that this cognitive support would improve the motivation of these children and sensory skills. This educational approach has proven its success, and parents of disabled children have begun submitting their children to be accepted to those schools. Those institutions for the disabled were the right solution at the right time. Parents of disabled children felt relieved to put their children in an environment that can support their disabilities to live happier lives. At the beginning of the 19th century, 15,000 disabled people were institutionalized; however, 96,000 were put in such facilities. This was a convenient improvement; however, it was more needed (Erlich & Heiman, 2015).

Not all disabled people were utterly institutionalized. All over the United States of America, professional schools have opened to train the disabled for employment. That training motivated by the desire not to limit the disabled and allow them to develop, changing them to fit the world better (United States of America Department of Labor, n.d). Unfortunately, during the financial riots of 1857, and due to the civil war of the United States of America, there were simply no employment opportunities for pupils. Competition over workplaces was already high, with immigrants willing to work for low wages. The historian James Wu Trent stated that “Indeed, Howe saw public indifference to a host of social problems as a great threat to the republic. Burdensome idiots, he stressed, were unproductive citizens.” (Trent, 1994, p. 24). Pupils returning to their communities looking for work usually end up in prisons or poorhouses (Welsh, 2003).

Over time, those training schools for treating disabled children turned into places where children were in custody only and were treated as “prisoners”. Instead of being prepared for work in the real world, those people were trained for working in those institutions. Those custody institutions increased in numbers, headed by school principals asking for governmental funding to support these means of giving children treatment and assistance to families with disabled children. Unfortunately, this brought about, as described, the beginning of the “dehumanization process”, as local communities ceased to encourage the establishment of those facilities close to their homes, which brought about their location in the countryside. These custody institutions were a supply of a cheap and well-trained workforce, and for

the general society, they presented an appearance of relieving a significant burden. When Hau and Seguin understood what was going on, it was too late (Zacks et al., 2015).

Upon this rise in institutionalization, the disabled began were labelled ill. On June 6th, 1876, six inspectors who as well were medical doctors: Seguin, Choilbure, Dorn, Wilbur, Nate, and Kerlin, established in Pennsylvania a union of medical officers of American institutions for people suffering from retardation and feeble-mindedness, currently known as American Association for Mental Retardation (AAMR) (History of the American Association for Mental Retardation. American Association for Mental Retardation, 2024, www.aamrhistory.org. Accessed 27 June 2024). Efforts to isolate the factors for different types of disabilities, grounded as they were with doctors of those people and their medical viewpoint, led to an identification of disabled people as ill and placing them in designated colonies for responding to the needs of patients with various disabilities (Seguin, 1876).

In addition to a colony for people with epilepsy. An agricultural settlement was developed as well and located in a countryside area to sustain the institute's population and required those “prisoners” hard manual labor to manufacture enough food for the residents. Another similar institution, State Custody Shelter for Unreachable Cretins, was established in New York in 1894 to provide primary treatment for men and women defined as “low scores” and as well “criminals”, where there were inhuman conditions existed there as well, e.g. crowdedness, prisoners often remained all day in one room, and even had to sleep on the floor (Farmer & Farmer, 1996).

At the end of the 19th century at the beginning of the 20th century, the isolation of retarded was expanded to the population considered by scientists, in some cases, mainly crippled. This signifies that period of the significant changes in the U.S.A. were initially due to many immigrants from Eastern Europe who were willing to work for meager wages and contributed to a shift in cultural perceptions, especially perceptions of the society of disabled people. In 1893, the AAMR president determined that institutional treatment was economical. However, it should not be generous. He claimed that collecting 100 dollars for each resident can enable these institutions to save one thousand disabled people in the next generation (Zacks et al., 2015).

More buildings were added to institutional facilities for children with disabilities. Americans of foreign origin were a group that constituted the highest number occupying these institutions, one out of every seven Americans (Minnesota Governor's Council on Developmental Disabilities, 2022). The rationale behind this over-representation of placing this group in these facilities was based on the IQ test of Dr. Bina and Siman in 1905; tests were given to distinguish between regular children and abnormal children, amongst them were immigrants arriving in America. Astonishing results were revealed in rates of children defined as deviant (Yasin, 2017).

Other scientific theories emphasized the high incidence of disabilities amongst groups of immigrants and required their institutionalization. For example, the idea of eugenics, which intended to divide the society into citizens with good normative heredity as opposed to defected heredity, claimed that feeble-mindedness in immigrants was hereditary, which led to the consolidation of popular and scientific ideas that disabled people connected to those groups – they blamed the immigrant population that it became a social burden and explained sterilization of disabled people by prevention the destruction of the human race. In social Darwinism, the belief was that social order is controlled by the “survival of the fitters” a position that served to justify enforced sterilizations, marriage limitations, and placing disabled people in institutions (Boeree, 2006).

Unfortunately, in this era, the institution fence that helped defend disabled children from the external world served to isolate them— considered a “threat”, they were placed at a distance to protect the welfare of society. Dissemination of misinformation caused disabled people considered dangerous and immoral. Scientists previously claiming to defend them presently claim that those people were a danger to their communities. New labels were given to the disabled, and some even saw potential cause for society's ills: they were called moral retards, lunatics, infantile, and paranoid (Carlson, 2001).

Through an adjusted version of the intelligence test, Dr. Goddard added a category of “retarded” to the list. This illegal science served to justify the brutal treatment of institutionalized disabled people. Due to “the moral threat”, more and more sterilization procedures and tubal ligations on institutionalized men and women classified as “low-class retards” were performed before being released from those

facilities. While the movement of Eugenics that paved the way for these practices has eventually lost its scientific backup, the violence was already performed (Quegley, 1993).

Members of these institutions were special education classes for children labeled as disabled. In 1923, teachers in public schools, responding to several pupils labeled as “feeble-minded” or “backward”, special education classes with special teachers were opened. In that year, almost 34,000 such pupils were registered. In searching for training methods for this population, schools turned into institutions. Some of these institutions proposed lessons for teachers in the schools regarding techniques for training disabled people, whereas other institutions expanded their facilities, establishing “special schools”. No wonder the idea of disabled people as a “threat” promoted programs of special education (Wolfensberger, 1969). “Almost book” (1920) is a popular book that revealed the perception of “feeble-minded” people with mental retardation as nearly human. And the message was to institutionalize the child or leave him out of view. Perhaps Dante expresses the spirit of the time when he writes, “all the hope you come” (Joyce, 2003).

In 1920, there were professional public displays of people with various disabilities. One index of this change was the signature of President Wilson in 1920 on the Smith-Fess Act, the beginning of general rehabilitation programs for people with disabilities. Funding was delivered for professional guidance, training, employment, cultural adjustment, and placement services. This act was the first in a series of actions named later the Professional Rehabilitation Act as group. This legal change was accompanied by differences in the perspectives of scientists treating disabled people. People who in the past talked about the threats began viewing education and community interaction as a means to achieving positive results for disabled people (Nielsen & Kim, 2012). Goddard declared in 1928 that the problem of stupidity was a problem of education and training. He claimed that feeble minds were not incurable and that patients should not be segregated in institutions. In this stage, the idea of intelligence tests was also a challenge (Sarah et al., 1987).

However, it was not a golden age. The previous subject of “defending the society from a pervert” became one of the accusations against disabled people as scapegoats for social deterioration. The general society was less concerned with

disabled people than before and instead began to suspect people were seen as different (Equality and Human Rights Commission, 2011).

The institutions continued to grow. Contrary to Godard's recommendations, practices of compassionate education were abandoned for a policy of separation. Despite these conditions, those institutions continued growing due to the lack of ability of families to respond to the financial needs of treating their disabled children. Rural families had additional problems: special education classes were offered mainly in large cities. Due to the lack of community services for such rural families, families sent their children to foreign institutions believing they would only receive proper training (Shofet , 2002).

This horrific treatment of disabled people in the United States of America, with thousands placed in institutions, continued during World War II. Many employees of public institutions were drafted and left behind a shortage of workers. Even though admission continued to increase, some colonies were closed, the residents were placed in more economical buildings, and beds were positioned in corridors. To compensate for the shortage of workers, conscientious objectors to the draft were hired to staff those buildings; these people began publishing about the horrific conditions in those institutions, raising public awareness of these disturbing places. Even though conditions for the disabled were poor in the United States of America, the treatment of those people at that time was much worse in Germany. Alde, six million Jews, Polaks, Romanians, and Gypsies were murdered in the Holocaust by the Nazis, and 100,000 children and adults with mental and physical disabilities were also exterminated. Others who managed to stay alive were subjected to inhuman medical experiments. Ten thousand people were killed, gassed, and cremated in one hospital. While they were dead, their graves were marked with numbers only or nothing (Florida Center for Instructional Technology, FCIT, 2005).

While efforts were made to publish those conditions during World War II, the horrific treatment of disabled people continued in the following period (Mitchell, 2010).

Even though American society was becoming gradually more accepting of disabled people, the Federal government at that time supported the idea of sterilization of the disabled and forbidding them to get married. Institutions

continued to appear and continued to be poorly funded. They instituted harsh security means, legislated strict laws, denied individual rights, forced them to wear uniform and institution identification tags, and lived in locked housing units with barred windows. These facilities had high walls surrounding them (Shimoyama, 2003).

The conditions in 1950 became more difficult. In this stage, at least 500,000 people were committed to institutions for the mentally ill in the United States of America. Furthermore, about 500,000 additional people with mental retardation were institutionalized, spanned between hospitals and corrective colonies. While those were imprisoned efficiently, most disabled people remained at home with their families with little governmental support. Many were unable to receive help for their children's basic needs – their mental health, education and essential social services (Grob,1995, Tarjan, et al, 1973).

Those methods were consistent with the idea that disabled people should be included in definitions of community, a position justified based on recognition and acceptance of differences in people (Barnes & Mercer, 1996).

One group that contributed to this viewpoint was the organization of parents of mentally disabled children, later called The National Association of Retarded Children (1970-71). This group, starting as public chapters across the country in 1930, expanded in the following to a large extent, until in 1951, there were more than 125 such groups with 130,000 active members (Lynn & Wikler, 1981).

Hatzir (1952) attributes the growth of this organization to the following:

1. Evidence that institutions operating under state funding are limited in what they can do for children.
2. Increasing awareness that the regular public study programs are not suitable for this kind of children.
3. Dissemination of more general knowledge of progress in technologies regarding mental retardation.
4. Rise of wonders and challenging the validity of the finality hidden in words: “there is nothing that can be done with your child”;

5. Will of parents to learn what else can be done for those children and continue the projects on their behalf.
6. Strengthening the belief that responsibility is social – the society is to supply physical structures and accept them fully in society.
7. Understanding that it is not enough spiritually to treat one's child only.

A foundation for change in the treatment of disabled people appeared upon the election of John Kennedy in 1960. In 1961, Kennedy appointed the board for mental retardation. A delegation, the delegation arrived with a report to the President's panel on mental rates, which supplied 95 recommendations serving as a national program for helping the countries mentally disabled get better assimilated into society. The recommendations were addressed at local, state, and federal levels (Parmentar, 2004).

In 1963, following recommendation, two laws were promoted: PL 88-156, Mother and Child Health and Correcting and Planning of Mental Retardation, and PL 88-164, Mental Retardation Facilities, and to operate services for mental health and construction center.

The results of those two laws were as follows (Shorter, 2001):

1. They increased the healthcare services for the child and mothers of a disabled child. These laws doubled federal funds available for fatherly care, and they created clinics and corrective services for children with mental disabilities.

Those laws also created funds for treating women giving birth and babies to offer essential medical treatment for pregnant women who otherwise could not receive such treatment. Additionally, there was funding for research projects focusing on the health of a mother and a child and giving services to disabled children. Those laws enabled grants offered to States to help them adjust their services to rehabilitate mental retardation.

1.3. Historical background of the development of special education in Israel

Many educational frames in Israel before the founding of the State and in the years after its founding has kept no documented information and did not have archives

(Dror, 1996). This is also correct regarding special education; very scarce material exists regarding the beginning of special education in Israel (Dror, 1996).

According to data collection performed by Shimona Sade (2003) from the Department of Special Education in the Ministry of Education, the first mention found in writing regarding special education is that in 1860 an institution for the blind was opened in Jerusalem Shneler German institute. In 1878, one year after the founding of Petach Tikva, the first public ordinance was found regarding children who failed; as early as the first year of the founding of the town arose, the need to address these children find them a suitable study frame. A regulation was regulated in the clause of Torah learning, indicating the children's unique needs and an attempt to find a solution. The ordinance stated that should the clerk see that a child does not manage to study Torah, he thus will be taught the Bible, Mishna, and the life of man and taught other crafts when he is 13 years of age. And as well while he learns chis rafts, he will have a regular time studying the Torah (Spiegel, 2011).

On June 16th, 1930, the association for special education mentally disabled added children was established in the district governor's offices in Tel-Aviv. The association's founders were Meir Dizengoff, Shoshana Fritz, and Israel Rokach. Their purpose was to develop a treatment for mentally disabled children. In 1932 Dr. Caster founded a school for deaf-mute chideaf Jerusalem with the support of Alliance Israelite Universal non-profit organization. On November 23rd, 1933, a group of parents was organized to open educational institutions with their funding but did not continue due to the load (Spiegel, 2011).

In 1938, under the private initiative, David Yellin's school was established, which took care of neglected children roaming in Jerusalem without a frame or solution. On April 27th, 1942, Netzach Israel school was opened in Tel Aviv, an educational club for marginal children under the tutoring of Moshe Perman (Shvartz, 1998).

In 1949, the Compulsory Education Law 1949 was legislated. The law considers all children aged 3-17 as obligated to study in school by the Law, among which the disabled and mentally disabled (Sitton, 1998). Compulsory Education Law 1949 determines that the State is responsible for supplying free compulsory education for every child in Israel in a recognized educational institution and that the parents of a child have to send him to such an institution, The term “recognized educational

institution” includes both official and recognized institutions that are not formal, including institutions having frames for special education pupils (Ben-Arieh & Boyer, 2002).

This law aims to give equal opportunity in receiving education and knowledge for all children of the State with no discrimination on economic, ethnicity, or sectorial background. Amongst the primary subjects regulated in the Law: are the right to receive free education at stated ages, the obligation of the State to sustain an official education system, and to enable every pupil to study in it, and an obligation of registration to register for the school of a child in compulsory education age (Ayalon et al., 2019).

Clause 5 to the Law determines that the Minister of Education can give an exemption from registration obligation for studying in a recognized institution in cases where a pupil studies in a private education institution that the Minister finds acceptable or that the Minister is convinced that the child is not capable of studying regularly in a recognized institution, or permission for home tutoring was given (Weinberg & Zard, 2019) as stated above, as well for pupils in institutions recognized as special cultural education institutions. The Minister is permitted to obligate by an order a Local Educational Authority, or several Local Education Authorities in common, to open and sustain official education institutions for Elementary education (Weissblay, 2015).

In June 1950, the Department of Special Education was opened in the Ministry of Education under the management of Heleni Bert; in its opening year, nine institutions for special education were registered in the Ministry (Yanai, 1992).

In 1953, State Education Law was legislated, which contained a category of special education pupils. This law was designed to cancel the system of streams in education and determined the responsibility of the State to establish state education (Davidson, 2002).

Following legislation of this law, two main types of education were created in the official education system in Israel: State and State-religious. In the 17th Knesset, an amendment was accepted, adding the integration of state education to these. In the 18th Knesset, an amendment was accepted regulating the composition of the council for integrating state education and its appointment mechanism.

Central subjects regulated in the Law (Weissblay, 2015): the purposes of state and state-religious education, determining study programs, complementary programs, additional study programs, and experimental programs; selecting orders and conditions for recognition of non-formal institutions; regulating inspection of state educational institutions and appointing their Inspectors, principals, and teachers; leading a basic program (the core program), adjusting instructions of the Law for compulsory free education of not Jewish pupils; determining orders of registration and transfer of pupils (Weissblay, 2015).

In 1958, The Nursing Service Law 1958 was legislated. This law sets instructions for aid and assistance for various people in need with different problems and distresses. The law defines the needing person as follows: a needing person is a person in need of welfare due to his age, state of health, mental or physical deficiency, or other reasons (Remedial Services Law, 1958).

In 1962, the Legal Fitness and Legal Guardianship Law were legislated. The Law dealt with the incompetence of a retarded or a person in an institution or someone who is not entirely responsible for his actions (Legal Qualifications and Guardianship Law, 1962).

In 1965, the Care Centers Inspection Law was legislated, guaranteeing a minimal proper level of institutions for mentally disabled inhabitants (Dormitory Supervision Law - Dormitory Supervision Law, 1965).

In 1968, the Welfare Law Treating the Retards was legislated. This law was meant to protect the mentally disabled, keep their rights as a person and citizens, find solutions for special needs, and award extensive authority of action to a social worker (Remedies for the Treatment of Persons with Mental-Developmental Disabilities, 1969).

Schools Inspection Law, 1969. This law determines a licensing obligation for schools that study more than ten pupils and in which a systematic education is supplied. The Law specifies instructions regarding the opening of schools and maintenance thereof, amongst other things, institutions dealing with people with handicaps and licensing of schools, inspecting areas of safety and health, employing personnel in schools, and conditions warranting issuance of an order for closure of a school (School Supervision Law, 1969).

In 1972, a committee was appointed to examine the state of special education and offer suggestions. The procedure was that a child with special needs is to be rehabilitated and that every child must be followed up in periods determined in advance (Yonay, 1992).

In 1988, following pressure from parents, the Special Education Law was legislated. The central subjects regulated in this law: responsibility for supplying free special education for a child with special needs; appointment of placement committees and appeal committees; determining the entitlement of a child with special needs for special education. In 1988 this Law was amended and was added by a chapter dealing with mainstreaming, enabling children with special needs to integrate into the regular education system designed for the general population. This amendment determines that a child with special needs that a mainstreaming cast able in a traditional education institution decided on his entitlement for mainstreaming is entitled to the addition of teaching and learning and unique services (Special Education Law, 1988).

In 2000, the Minister of Education at that time, a member of the Knesset, Yossi Sarid, appointed a public committee to examine the implementation of the Special Education Law in the education system (Margalit Committee, 2000). The committee recommended, amongst other things, a controlled examination of alternative models for placement committees to evaluate their contribution to the promotion of fairness and transparency of procedures, as the existing systems are occasionally accompanied by severe sensations of wrongdoing felt by parents and frustration and insult of professionals (Margalit Committee, 2000).

Dovrat Committee – the national task force for promoting education in Israel, has dealt with entitlement for special education. The Committee distinguishes between two groups of pupils with special needs: pupils with accompanying special needs, who study in the regular class and need a certain kind of support, and pupils with complex special needs who s, who need intensive and multi-dimensional educational help, including comprehensive special education services (Dovrat Committee, 2005). The committee recommended that pupils from the second group will be “entitled to adapted integrated education” (every pupil will be given a differential “personal basket” of special education services) and that in every regional education administration, a “committee for entitlement for adapted

integrated education” will operate in place of placement committee which is customary presently (Dovrat Committee, 2005).

According to recommendations of the Dovrat Committee, upon accepting entitlement for adapted integrated education, the regional education administration will appoint a “coordinating-mainstreaming teacher” with experience in working with pupils suffering from the type of disability the pupil has. The teacher will accompany the pupil and his parents and will assist them in determining the educational frame in which the pupil will study. Parents to a pupil entitled to adapted integrated special education and the pupil himself will be able to request for him to learn in a frame of regular instruction in their residential area or a rack of special education, only should there be in the frame they choose a possibility for realizing his advancement in terms of studying, educational and social aspect and should it fulfill his needs fully (Dovrat Committee, 2005).

The Special Education Law was passed in 1988. The law was designed to be a turning point in supplying special education services for pupils with special needs in Israel. The law was legislated and gained broad support in the Israeli parliament, hoping to create procedures anchored in law that did not exist before (Special Education Law, 1988).

1.3.1. Special Education in Israel before the Legislation of the Law

In Israeli society, most special education procedures were based before the legislation of Special Education Law 1988 upon personal and informal negotiation between a pupil's family, the school, and the Ministry of Education and Culture (Herr, 1992). This situation existed despite various regulations relating to the treatment suitable for multiple populations of children with special needs. The special education services were supplied based on Compulsory Education Law 1949 and State Education Law 1953.

Since the mid-80s, parent groups began criticizing these laws as lacking essential details regarding supplying appropriate education for pupils with special needs (Henning & Shannon, 2010). The parents maintained, for example, that no fine lines were determined for diagnosis and placement in special education, there was no demand for an individual study program, there was no focus on training pupils for transition to independent adult life, and that the law did not encourage education in the least restrictive environment (Taylor, 1988).

The demand for the least restrictive environment relies on the corrective market in Western countries headed by the United States of America. The country's services for its citizens will be given in the most normative order. The format was for frames as similar as possible to pupils who are not with special needs study in, or general structures integrating within them populations with special needs. Legal interpreters interpret this constitutional demand as addressing the legal obligation to educate pupils with special needs in as normative frames as possible (Rothstein, 1995). Parent groups considered the legislation in Israel as lacking sensitivity towards their children, which causes the removal of many pupils from the general education system. Two prominent legal cases, which disagree with the status quo, demonstrate parents' frustration with the special education system in those years (Wittenberg,2020).

In a lawsuit against the Minister of Education and Culture (1980), the parents claimed that the educational system in Israel discriminated against and treated their special children or children differently with special needs, as the State provides services for pupils who do not have special needs and did not take into account their children. The court accepted the parents' claim and even reprimanded the Minister of Education, Mr. Zvulun Hummer, and determined that priority should be given to delivering special education services for pupils with special needs, including training for independent life.

In another lawsuit, Ben Baruch vs. Ashkelon Municipality (1985), the parents asked the court to intervene and prevent the pupils' placement in a separate school for special education. The court determined that it has no authority to pass a ruling in such matters. It is eligible to intervene only in exceptional cases where the local placement committee exceeded its authority or should it have taken dishonest proceedings to reach a decision. The court emphasized the lack of it will even consider the placement of a pupil in any educational frame (Ben-Baruch v. Ashkelon Municipality, Supreme Court of Justice No. 716/85, 1985).

Both lawsuits demonstrate two different forms of address of the legal system of special education before 1988. As there was no constitutional or legal guarantee for supplying proper special education services, the educational system was given almost complete freedom of action in the educational placement of pupils with special needs. Parents objecting to this place had to have a personal negotiation

with the education authorities to achieve proper order. If it was impossible to reach an agreement acceptable to parents, they had the right to address the court. However, as in the case of Ben-Baruch, the court avoided laying far-going demands upon the educational system due to a lack of obligatory, clear, and distinct mandate and chose to treat administrative issues only. This matter caused parents to maintain their position. They even joined into struggle groups against the educational establishment and decisively leveled pressure on the Knesset towards the legislation of a special law in favor of their children (Ari-Am, H., & Gumpel, 2014)

1.3.2. Passing of the Special Education Law

The passing of the Special Education Law in 1988 was intended to achieve two purposes: the first purpose was to regulate the services and placements in special education in Israel. The second purpose was to enable the court's intervention in administrative procedures to guarantee their intactness. The original bill was proposed by a member of the Knesset, Amira Sartani, from the Unified Workers' Party (Mapam). She raised broad inter-party support for the bill. She brought about the support of the Ministry of Education and Culture, Ministry of Labor and Welfare, Ministry of Health, The National Parents' Association, and the support of other parents' associations (Eagle, 1997).

The law determines the State's obligations regarding fields that, as claimed by the groups that supported the law's legislation, did not receive enough attention in previous rules. It determines that the State must supply special education services free of charge; it defines placements, education, and budgeting. The law discusses providing special services for every pupil with special needs in Israel from ages three to 21. It includes five chapters: "interpretation," "special education," "diagnosis and placement," studies in extraordinary education institution," and "miscellaneous" (Ari-Am, H., & Gumpel, 2014).

1.3.3. Problems in Applying the Law

In the opening lines of the law, where its purposes are described as well, one can notice a phrasing problem. The law defines the opening paragraph as telling an "abnormal child" and "special education". An internal contradiction can be observed here, creating a problematic tautology: "abnormal child" is a child who requires "special education" services, and "special education" is a collection of

assistance given to an “abnormal child” (Special Education Law, 1988, p. 2,930). A circular definition creates many difficulties conceptually and practically.

One of the central characteristics of the law is an attempt to clarify and classify all aspects of placing a pupil with special needs in special education. When a pupil comes across severe difficulties that seem unsolvable with conditions at the disposal of a school, he is referred to regional psychological counseling services. Their files will be transferred to a placement committee after psychological tests (projection and intelligence tests). This committee is composed of seven members: a representative of the Local Authority, who is also the committee chairman, two inspectors of the Ministry of Education, Culture and Sports or their representatives, a certified educational psychologist, a pediatrician, a social worker and a representative of the national parents’ association for special education (State Comptroller, Annual Report 52, 2002).

Clause 3 in chapter b of the law (Special Education Law, 1988) determines that “an abnormal child is entitled to free special education in a special education institution in his area of residence” (p. 2930). This sentence is opposed to clause c7(b) of the law, which indicates that upon decision regarding the placement of a pupil with special needs, “the committee must give preference to the order of the pupil in a regular education institution” (p. 2,931). These clauses are problematic as they do not adequately clarify the legislator’s intent. The researcher, however, the law should be interpreted according to clause c7 (b), which as well corresponds to the words of a member of the Knesset, Sartani, who proposed the law (motion for agenda, 14.3.1988), the explanations to the law (bill: Special Education Law 1988) and the opinion of the legal councilor of “Bizchut” association (the center for human rights of disabled people) (Tocker-Mimon, personal communication, 26.12.1996). All these opinions reveal that the legislator intended that special education services be given in various frames, including structures belonging to special education.

“After deciding a pupil’s placement, parents can appeal within 21 days. The appeal committee has a composition similar to the first placement committee” (Special Law, 1988, p. 2931). It can reinforce, correct or correct overturn the placement committee’s decision. The decision of the appeal committee is final. It is called for essential aspects of the placement and appeal committee structure. As indicated by

the law, the parents of the pupil candidate for entry to special education and his teachers have no legal right to partake in deciding a placement committee (clause c9. b). The law only enables parents to be heard by the committee. Therefore, their participation in the discussion making that will determine the pupil's placement is quite limited. One can see that this ability of the bureaucratic system to accept far-reaching decisions without the total participation of the parents is a symptom of a lack of comprehensive social perception in the educational activities in general and the special education act in particular (Circular of the CEO of Net / 6 (b), 1999).

Another aspect of the problematically in implementing the law relates to frames supplying special education services. Chapter d to the Law deals with characteristics of those educational frames. This chapter discusses issues such as the duration of a school year, number of hours of the school day, training of teachers, and number of pupils in a class. two important clauses are clauses d19 (a-d) and d20. Those two clauses outline the proper procedures for developing individual study programs and their delivery. The law specifically indicates that "at the beginning of every school year, and not past the time that will be indicated in the Minister's regulations, an individual study program will be determined for each pupil in the educational institution" (clause d19(a), p. 2,932). It is essential to indicate that until March 1988, the specific period has not been defined.

This fact enabled the Ministry of Education, Culture, and Sports to avoid setting an obligatory timetable that could be criticized. CEO's Circular (March 1998) determined that an individual study program should be selected for each pupil until the middle of November of the school year (Clause 4.1). Additionally, the Law specifies that "[for] determining an individual study program an abnormal pupil's parents or anyone the Minister has appointed in the regulations for that purpose, will be invited" (p. 2,932). An individual study program is defined as a program describing an abnormal pupil's ability level and the academic goals for him (chapter d20) indicates explicitly that at each conclusion of a school year, parents of a pupil with special needs will be given a written evaluation of about the individual study program.

Once again, one comes across a situation in which the role of parents in making significant decisions regarding their children is very much limited. Additionally, the Law obligates only informing parents regarding their child's progress as part

of the individual program. In this situation, the participation of parents in writing a unique study program is considered by each teacher and principal (Greensfeld et al., 2014). This vagueness does not enable a proper procedure in case of disagreement regarding the content of a program (in the field of diagnosis, definitions, and aspects of the study program).

Another aspect of the Special Education Law (1988), which is harshly criticized, is an aspect of the initial definition of disability conditions as given in chapter A of the Law. A pupil with special needs is defined as “an individual of age three to 21, who despite a deficient development of his physical, intellectual, mental or behavioral skills, his capability of adaptive behavior is limited, and he requires special education” (p. 2,930). This phrasing of the Special Education Law clearly emphasizes the categorical perception of special education in Israel. In the annual State Comptroller’s report (State Comptroller’s report, 1993), criticism was leveled at the fact that a pupil can be diagnosed as requiring special education services based on behavior only, even though this criterion is not clearly defined. According to the report, it is probable that this problematically will bring about an over-referral of pupils to the special education system based on behavioral problems only (State Comptroller's report, 1993), as occurred in practice (Zealer, 1994).

The court explicitly recognized this problematically in the case of *The State of Israel vs. Dorni and Dorni* (1991). In this case, an 11 year old pupil demonstrated severe behavioral problems in his general class. His behavior caused his teachers and other pupils’ parents to demand that the pupil be removed from the school and referred to a special education frame. The parents of the pupil refused to obey the decision of the placement committee to transfer their child to a school for pupils with severe behavioral problems. In this background, the parents were accused of breaking the Compulsory Education Law of 1949. Following this accusation, the parents demanded, through an indirect claim (a legal claim stating that the government indictment is invalid because it leans upon illegal regulations), that the State withdraws its accusations as the placement of their child in a specular education frame was erroneous. The judge acquitted the parents of criminal allegations and ordered the pupil’s return to general education.

Dornan’s case clarifies the status of special education since 1988. The judge expressly declared that all pupils have the right to receive instruction in the general

educational environment. A pupil whose only behavioral problems will not be considered disabled or a pupil who should be placed in segregated surroundings. The judge questioned the validity of the primary decision of the placement committee regarding labeling the pupil as disabled and reprimanded the pupil's school and placement committee stating that "removing a child who disturbs and bothers his teachers and principal, makes their work difficult... and makes it stressful, puts the profession and his educational obligation to ridicule" (State of Israel vs. Dorni and Dorni, 1991, p. 6).

Besides these significant determinations, the judge ruled that the function of a placement committee must be by "natural justice laws" and that it must act according to administrative standards and moral laws. Following this, the judge determined that it is not acceptable that members of a placement committee will also be included in an appeal committee. That placement of a pupil in special education is a privilege rather than an obligation. In this case, it is not under the authority of the Ministry to enforce placement in special education, and parents have a right to choose whether to accept the offered service or reject it. In this ruling, the court tried to seal a loophole in Special Education Law in the field of placement. It determined that only pupils who meet a criterion of disability both in academic and behavioral aspects will be placed in special education. Thus, bias is avoided placement which purpose is facilitating the school staff or responding to other parents' wills (State of Israel vs. Dorni & Dorni, 1991, p. 6).

Since this ruling, developments have occurred, and the trend has narrowed the number of pupils in segregated frames and mainstreamed them in the general education system. In Israel, about 192,842 pupils' study in special education frames, which comprise about 5.3% of the population of school pupils (Center of research and information, 2015).

Ministry of Education, Culture, and Sports divides special education pupils into thirteen categories (The Ministry of Education, Culture and Sports, 1994). The budgeting for integration is assigned based on a pupil's belonging to a variety of disabilities (such as light mental retardation, medium mental retardation, learning deficiency or cerebral palsy, autism, mental disorders, behavioral problems, profound mental retardation, marginal retardation, deaf, blind, language disability, developmental disability) (Ministry of Education, Culture and Sport, 2015).

According to the interpretation of the Ministry of Education, Culture, and Sports, Special Education Law (1988) obligates the State to deliver free of charge special education services only for pupils with special needs who were placed in segregated frames of special education based on interpretations of the legal advisor of Ministry of Education (Penn, 1998). Additionally, according to a master plan for implementation of Special Education Law (Ministry of Education, Culture and Sports, 1994), part of pupils with special needs do not receive a budget for mainstreaming (“integration basket”); thus, it can be concluded, that they are not perceived as capable of mainstreaming, that is, as opposed to the North European perception, according to which the belonging of a pupil to the unique system is not permanent. Therefore, pupils with special needs are mainstreamed in the general education system and receive exceptional services according to their needs. This structure also enables defining a vast number of pupils as having special needs, as receiving special education services in a particular stage does not obligate belonging to it permanently (Gaylord-Ross, 1987; Meijer et al., 1994).

It is worth mentioning that even though in professional literature, there is a complete address of the subject of integration of pupils from all categories, which will be shown below in: table number 1- “subject of integration of pupils according to their category”, in the frame of general education, it seems that in Israel, determining the entitlement for integration basket is based more upon considerations of systemic efficiency and more minor upon the professional experience existing in the world.

Table 1. Subject of integration of pupils according to their category

Deficiency category	Integration in general frame
Language disability	Yes
Developmental disability	No
Blind, sight disability	Yes
Deaf, deafness	Yes
Cerebral palsy, physical disabilities	Yes
Study disability	Yes
Psychotics mentally ill	No

Autism / pervasive developmental disorder	
Behavioral/emotional problems (disturbances)	No
Severe retardation	Yes
Medium retardation	No
Light retardation	No
Marginal IQ	Yes

To implement mainstreaming policy, Special Education Law (1988) was amended and instructed to establish a rapport system, which purpose is to assist the education system in integrating pupils with special needs in frames that are not segregated. This system, Community or Regional Support Center, MATIA is a Hebrew acronym, was founded as a bureaucratic system to make the supplying of services for these pupils efficient.

The MATIA program was activated in 1996 in a few residential communities in Israel. The program is designed to make three significant changes in supplying the services for pupils with special needs (Eagle, 1997):

1. To facilitate the integration of pupils that can be integrated into general education frames.
2. To reduce the number of pupils in segregated frames.
3. To include populations with more severe vulnerability in segregated frames, whose integration in the general structures is more problematic. According to a pilot study by Eagle (1997), the MATIA influence is not clear enough. Data collected from the field indicate an increase in several segregated placements in the MATIA residential communities (Penn, Personal Communication, 5.1.98).

1.4.Problematically of Special Education in the moral field

Supplying education services for pupils with special needs is influenced by the perception of a person requiring these services in society and the perception of

education as a social tool. The terms abnormality and variance primarily reflect label providers' opinions (Christensen, 1996; Ritter, 2006).

An example of this is the distinction between handicaps to disabilities. The first term relates to the objective limitation of an individual (physically, mentally, or cognitively). The second term relates to an inability of an individual to perform a specific task as a result of his handicap and the barriers society poses before him, which prevent him from fulfilling his goals (Christensen, 1996 In Ritter, 2006). While discussing the special education policy and the bureaucratic structure for supplying the services, it is essential to remember that the subject is cultural rather than fundamental structures. From this background, it is possible to determine that the extent to which a handicap will lead to disability is culture dependent. As society is capable and interested in defining handicaps and disabilities and treating them, it is capable. However, it might not be interested in it (Christensen, 1996 In Ritter, 2006).

To closely examine the structure of the special education system in Israel and how it deals with this question, one must read the philosophic structures lying at the basis of the policy; this way, one can estimate the system's effectiveness compared to the social goals society defines as central. A comprehensive discussion of valorant subjects is rare in Israel. Its absence has a far going impact on the structure of the mechanism that supplies the services (Laser, 2000).

One's basic understanding of special education has a tight connection with one's knowledge of the basic principle of social justice (Rizvi & Christensen, 1996); however, while examining this complex term, one will find that there is no broad agreement regarding its essence (Christensen, 1996; Christensen & Dorn, 1997; Nozick, 1974; Rawls, 1971; Young, 1990). Two different intellectual orphic schools deal with social justice.

The liberal approach of Rawls (1971) describes social justice as based upon a principle of fairness, according to which the focus is on an equal division of resources (Rizvi & Lingard, 1996). This equal division is justified as long as the weakest sector of society enjoys it. This approach considers inequality as legitimate, should its purpose be securing the availability of resources to all parts of the population. In other words, Rawls (1971) structures a model of equal entitlement. The State is permitted to create an unequal division of resources to

guarantee the realization of this right. Rawls' approach reveals that the education system should supply education services for all population sectors, including pupils with special needs. Therefore, when the system observes specific difficulties in some consumers, it must provide differential services to guarantee their advance. In such a case, the assistance of striving to make sure each consumer can enjoy the available social resources.

Oppositely, Nozick (1974) describes a model in which individuals are entitled to enjoy the fruits of their work and achievements. He maintains that social justice will increase as long as the State prevents intervention in achieving the products of an individual's work, so every individual will get to enjoy his outputs (Christensen & Dorn, 1977). Nozick (1974) presents a different approach than Rawls (1971). According to his practice, the education system should help every citizen produce in their maximal capability. In such a case, the system will supply top to guarantee maximal proximity between an individual's ability and achievements. According to Nozick (1974), these achievements are measured by capability for financial independence.

It should be indicated that despite the fundamental difference between these two approaches, they both are based on similar perceptions of educational activities. In the center of this perception lies the meritocratic principle, which measures an individual according to his achievements. This means these approaches see the central product of the education system in academic achievements. As will be seen in the following, this approach is not the only approach in existence, and other educational approaches emphasize other fields, such as collective social achievements (Meijer et al., 1994). However, the researcher believes that it is essential to realize that Special Education Law in Israel was phrased and legislated based on a meritocratic approach. One should be aware of the aspiration brought about by this approach, for personal excellence in the education system, especially of the impact of this aspiration on the special education system. They are focusing on striving to affect both the way services are supplied in every education and the budgeting method of the entire system.

To better understand Special Education Law in Israel, it is fitting to examine the cultural context in which this kind of law is created. Certain functions of the constitution are filled by the declaration of independence 19, the Basic Laws of

Israel, and other laws. The autonomy order is considered a basic arbitrator considering legal matters, even though the document itself has no explicit legal validity. Even though the declaration of independence does not declare explicitly that specific fundamental rights (such as the right to confidentiality or due proceeding) are guaranteed for all, it says that “the State of Israel... will execute complete social and political equality of rights for all its citizens with no difference of religion, race, and sex. Will guarantee freedom of religion, conscience, language, education, and culture...” (Gor Ziv, 1997, p. 205). However, even though Israeli law calls for “freedom of education”, it does not obligate education for all citizens. Furthermore, the High Court of Justice determines that “it is not possible to find an anchor to the right of education as a constitutional right in the principle of the ‘freedom of education in the Scroll of Independence. (High Court 3752/10, p.19).

In the special education system, the situation is more complex. To currently enjoy the professional services of the design, each pupil must undergo a discussion in a placement committee or in an integration committee (operating in MATIA areas), which role is to examine the entitlement of a pupil to those services (Eagle, 1997). This situation puts a special-needs pupil's fundamental right to education under a question mark. Pupils who do not have special education needs are entitled to education services simply because they live in a residential community (Gilat Advocates Association v. Minister of Education, Culture and Sports, Supreme Court of Justice Nos. 1554/95, 7715/95, 1995). For a special pupil, being a community resident is not a satisfying condition for receiving all the services he requires. He must also pass an admission test (meaning placement committee or integration committee) before realizing his fundamental right to receive an education (Circular of the CEO 5768/4, 2007).

1.4.1. Implementation of Special Education Law in the Arab sector

In most countries, there is a particular relation to a minority group that requires treatment and rehabilitation due to physical, cognitive, or mental disability (Zehavit, 2018). The level of attention is affected by morals and norms accepted in each country and the extent of importance related to human rights and democratic morals in general (Brands & Issachar, 2013).

According to the Law, 1988, special education includes systematic teaching and treatments supplied to an abnormal child, including para-medical therapies, all to the needs of a strange child. Therefore, the Law emphasizes the responsibility of the State through the Ministry of Education and with the participation of the Local Authority to supply special education to whoever needs it (Margalit, L. 2017, August 29). Even though defines a general policy regarding special education, it does not specify the specific commitments of the Ministry of Education and the authority to supply proper responses to the needs of all abnormal pupils (Naon, D et al., 2011). Therefore, it is legally challenging to obligate the Authority to supply treatment and special education services to all pupils with special needs (Brookdale Institute, 2013). One of the immediate results of the Law's limitation is that the offering of special education services in the Arab sector is significantly lower than in the Jewish sector. When between the two sectors, the industries were interpreted in a detailed and unambiguous manner by the state comptroller in a report from 1992 and by Naon et al. (2000).

This fact explains the scarcity of human resources and budgets at the disposal of a school while the school's purpose is to train pupils and instill them with knowledge in various work fields that would help them integrate into the free labor market. Free labor in the future (Veizel et al., 2000) conducted a comprehensive study in the Arab sector in the Northern district to map the special needs of children with special needs and to determine directions of intervention as reflected in positions and evaluations of employees of the outstanding education system and representatives of recipients of the educational services, meaning, the parents.

Findings of the study testify to an explicit agreement between the research population which included principals, teachers, therapists, and parents, who agreed that there is (Wiesel, A et al., 2000):

1. Scarcity of classrooms, equipment, programs, teaching materials, learning aids, computers, and didactic games.
2. Scarcity of trained teachers suitable for special education and para-medical therapists. These two subjects are dependent to a large extent upon resources from the Government and the Authority.

3. Scarcity of associations for children with special needs, there is a great difficulty to establish associations and organizations and get support. These two subjects are relevant as associations and organizations have vast importance for developing services and care for the rights of children in special education who suffer from dire straits.

From studies of the Brookdale Institute (1996-1998) in the State Comptroller's report on the Ministry of Education, the rate of children with special needs in Arab residential communities is more significant than that of Jewish ones.

The rate of those children in Arab residential communities is estimated at 8.3-9.7%, and Jewish ones at 7.6%. Moreover, it was found that in the Jewish sector, the school report on special children begins when they are in Elementary school. In contrast, in the Arab sector, it is mainly with their entry to Junior High and High school. Thus, the acts of isolation and diagnosis in this sector are usually done in the later stages of child development (Zuchman, A, 2009).

The public committee of 1997 for the examination of comprehensive legislation on the human rights of people with disabilities highlights the gravity of the situation in the minority sector (More, 2012). From the evidence presented before the committee, it appears that most children with disabilities in the Arab sector do not study in a frame suitable for their needs and that the few schools in special education do not respond to the level of minimal conditions required for an educational edge, children of different age groups and various disabilities study in same classes. There is a severe lack of professional personnel for treating children with special needs, speech therapists, occupational therapists, physiotherapists, and more(Ministry of Health,2017).

From a study conducted by the interim committee for special education in Arab society, it appears that tens of thousands of pupils who should have studied in special education frames do not receive it; many do not study at all and remain in their homes for months (State Comptroller's Annual report 52b, 2002). In the state comptroller's report on the Ministry of Education, tens of thousands of pupils who require studying in special education do not receive it. Many do not look and remain in their homes (Vitenberg, 2020).

Margalit's Committee, in its summaries from July 2000, revealed that a prominent and significant cross-section of inequality exists between Arab and Jewish education (Spiegel, 2000). Although special education schools operate presently in Arab education are budgeted from a budget intended to implement the Law. However, one of the main factors harming equalitarian application of the Law is the absence of groups and resources for the development of the infrastructure of physical structures that respond to the needs. The Arab educational system is characterized by a continuous severe lack of skilled professional personnel, mainly in the Bedouin sector, and valid and reliable diagnostically tools suitable to the cultural and linguistic background (Worcester et al., 2008).

1.5. Terminological conceptualization

1.5.1. Who Would Be Children with Special Needs?

According to the "International Classification of Functioning, Disability, and Health" of the World Health Organization (2001, 2007), those with special needs are not defined as such based on their medical, physical or mental condition in itself, but rather according to the effects of this condition upon various functions of an individual. Therefore, a child with a disability is limited in performance or unable to perform any age-matched activities due to physical or mental conditions (World Health Organization, 2007). Based upon this definition, a child might be considered as having special needs if (1) he needs another person's assistance for personal care and daily activities (eating, bathing, etc.) or (2) receives special education services or caretaking services or other interventions (Xiang et al., 2007).

Special needs is a flexible, broad term that may include various disabilities under different frames of reference, including education systems (Milstein & Rivkin, 2013). In the Israeli education system, 'special needs' refers to disabled pupils whose study program is officially different from the rest. Amongst other things, this definition includes those pupils who require adjusted kindergartens and schools (Wittenberg, 2020). "Special Education Division" in the Ministry of Education is responsible for the implementation of the Special Education Law (1988) and, therefore, amongst other things, for registration to special educational institutions. The following definitions are included in the Special Education Law (1988): "a child with special needs" – "a person three to twenty-one years of age,

with a significant deficiency due to which their adaptive behavior ability is limited, and they require special education” (Special Education Law, 1988, p. 114).

Additionally, in the special education system, there are also cases in which children with special needs are mainstreamed in education institutions that are not special when their limitation enables that (Weissblay, 2013). Therefore, the law defines as well: “mainstreamed pupil” – as a child with special needs who are entitled to free education according to clause 6 (a) to the Compulsory Education Law, 1949 (2) that the mainstreaming committee, as stated in clause 20 d, decided on their entitlement for the addition of teaching and learning and special services in a regular education institution. “Special services”: assisting aids, assistance services, psychological services, para-medical services, and any other service the Minister has determined in a decree, in consultation with the Minister of Health or with the Minister of Welfare according to the matter (Special Education Law, 1988).

The Ministry of Education (2018) has many regulations related to the following disabilities and deficiencies as those that might characterize a child with special needs and provide them with entitlement services according to instructions in the Special Education Law (1998). These disabilities are the developmental, intellectual disability defined as:

a significant disability in intellectual functioning and adaptive behavior, as expressed in perceptual, social, and practical skills. And this includes suspicion of mild developmental, intellectual disability, medium developmental, intellectual disability, fear of severe/profound developmental, intellectual disability, and severe/deep developmental, intellectual, disability (Special Education Law 1988, interpretation, 2006, p.114).

Also, Study deficiencies are:

- A specific neurodevelopmental disorder characterized by difficulties in learning and using academic skills, reading, writing, or mathematics – one of those, part of those, or all. The functional level in those skills is significantly and measurably below what is expected of their age, education level, and IQ and greatly disrupts their functioning in school (Special Education Law 1988, interpretation, 2006, p.114).

- Behavioral disorders and Autism: Pervasive Developmental Disorder (PDD) were also defined respectively as “a broad range of antisocial, aggressive, and rebellious repetitive behavioral patterns, which violate the fundamental rights of others or age-suitable social norms and laws”, and “a sequence of syndromes on the autism spectrum. The main symptoms of these disorders are communication disorders, social disorders, behavioral disorders, motion disorders, and sensory regulation” (Special Education Law 1988, interpretation, 2006, p.114).
- Language Impairment was also mentioned as one of the disabilities and it “is expressed in quality deviation from normal development. A child does not develop according to the expected developmental stages but rather demonstrates verbal behaviors which do not characterize normal development” (Special Education Law 1988, interpretation, 2006, p.114).

Mental disorders, it is defined as:

a behavioral, emotional, and thinking pattern that causes significant damage to functioning and great anguish expressed in thoughts, stress, and emotional overflow. Pupils who cope with a mental disorder are part of a heterogeneous complex group with various characteristics and varying levels of severity (Special Education Law 1988, interpretation, 2006, p.114).

Physical disabilities that are related to “a group of disabilities characterized by motor difficulty, affecting mobility and participation in various activities” (Rosenbaum and Rosenblum, 2013 p.273), are also other types of deficiencies towards which the Ministry of Education has set rules. These physical disabilities differ in their characteristics, factors, and the way they are expressed in functioning and they include, the hearing disability “(partial or complete deafness) is damage to the proper functioning of the auditory system (Ministry of Education,2023, paragraph 1) .

and visual impairment that is a sensory disability resulting from damage to the optical system to an eye and its parts or the optic nerve, or to the brain centres, which cannot be corrected or improved by regular spectacles or

contact lenses to a condition of normal eyesight. (Ministry of Education, 2023, paragraph 1).

Finally, sick children are also considered an important category that the educational law cares about, thus, these children are entitled to free education as defined in Compulsory Education Law, 1949, or children with special needs as defined in Special Education Law, 1988, in the following conditions: hospitalized, staying at their home for a period exceeding 21 consecutive days according to a doctor's order, sick with a persistent disease defined as a disease that requires treatment in a hospital and staying at home according to a doctor's demand for a period longer than four weeks. The number of hospitalization or home-staying periods stemming from the same illness or same health deficiency is considered a single period, even when there is a cut between the periods. Each amount lasts not longer than four weeks (Ministry of Education, 2018; Weissblay, 2015, p 33).

The Characterization and Eligibility Committee is a committee by virtue of the amendment to the Special Education Law, 1988 (Amendment 11, July 2018) These children are integrated into various frameworks (Weininger & Zard, 2019, p.9)

The policy of the Ministry of Education that is derived from Special Education Law 1988 regarding the treatment of pupils with special needs is to award as much preference as possible to the placement of a pupil in a regular educational frame while responding to their needs in a standard frame (CEO Circular 2014-2015/5(a), 2014).

Only after realizing to the fullest every intervention possibility in a regular frame, referring a pupil for discussion in a placement committee should be considered, if needed (Placement Committee until 2018-19), by its new name Characterization and Eligibility Committee, according to amendment no. 11 to Special Education Law 1988, amended in 7/2018), (reform in special education, implementation of amendment no. 11, the Knesset).

Characterization and Eligibility Committee, starting in 2019, is a professional body under the responsibility of the Ministry of Education, which composition is determined by law (11th amendment to the Law, 2018). It has the authority and responsibility to make decisions regarding the eligibility and right of pupils with special needs regarding their placement in an educational frame that satisfies their

needs (Authorities and Costs Portal, Ministry of Education, 2022). For a parent, the Characterization and Eligibility Committee is a professional factor to which doubts, reservations, and desires can be presented. Members of the Committee can be addressed with questions regarding the eligibility of a child for special education and the educational frame that is suitable for them. The committee exists in the Local Authority. The pupil is registered according to the ID of their parents (amendment 11 to Special Education Law, 2018 – website of Special Education Department in Ministry of Education).

Committee's function

1. To determine the level of functioning and needs of pupils with a disability who apply to the Committee according to the evaluation of their functioning in cognitive, study, linguistic, emotional, and social fields, and in communication, functional independence, and organization.
2. To discuss a pupil's eligibility to receive special education services in the educational institution due to one or more disabilities that affect their functioning.
3. To determine the composition of the services basket of a pupil studying in regular education who was found to be eligible for special education services according to one's needs (CEO Circular, 2019).

Members of Characterization and Eligibility Committee

1. The Chairman of the Committee will be a Ministry of Education employee who has the expertise, experience, and training in special education.
2. Representative of the local education authority who is the education department manager as defined in Local Authority Law or someone on their behalf who has experience or training in special education.
3. Two general Ministry of Education Inspectors; one being an available Inspector of special education and the other being an available Inspector for regular education or representatives thereof. Educational psychologist according to Psychologists Law, on behalf of the Local Authority.
4. The minister appoints a parent to a pupil with special needs from lists submitted to the Minister by parents' associations for pupils with special needs in the education system.

5. The Committee can be addressed by the parents of a child regarding whom a placement decision is being requested, an educator related to the child's education, Local Authority, usually education or welfare departments, public organization, a committee of multi-disciplinary staff (Special Education Department Website, 2022).

6. Multi-disciplinary staff committee is a school mainstreaming committee operating by force of amendment no. 7 to Special Education Law (2002) (called "Mainstreaming Law"). Mainstreaming Law (2002) determines that a child with special needs who was found eligible for mainstreaming by school mainstreaming committee, is entitled to the addition of teaching and learning and as well as special services. According to Mainstreaming Law 2000, the Minister of Education, with agreement by the Minister of Treasury, determines for each year the number of eligibilities for mainstreaming, the school mainstreaming committee determines whether a pupil will be included in a mainstreaming program in a regular educational frame or recommends referring them to Characterization and Eligibility Committee according to the new 11th amendment (11/7/2018), not later than March 31st of each year. Referring a pupil who studies in an educational frame to the Characterization and Eligibility Committee necessitates approval by the Inspector of the academic structure the child attends. The actual referral is to an education department in the Local/Regional Authority. The child is registered according to the ID of the child's parents (Ministry of Education, 2022).

1.5.2. Students with Special Educational Needs: a Double Path of Schooling

The professional body through which Special Education Law 1988 is implemented is called MATIA – Hebrew acronyms for city or regional support center, in which, among other things, information, guidance, and assistance are supplied for educational staff and as well special education services for pupils with special needs (Commission for Equality for People with Disabilities, 1998). MATIA as well serves as an operational branch of special education Inspection in the following fields: mainstreaming program in regular education frames, Shaham program (Hebrew acronyms for special education services) in special education frames, additional subjects obligated from the implementation of Special Education Law – according to need (Kolzehut, n.d.).

1.5.2.1. Mainstreaming in the Regular Education System-Schools and Preschools

According to Compulsory Education Law, a child mainstreamed in the regular education system is one with special needs entitled to free education, on whose entitlement for the addition of teaching and learning was decided by a school mainstreaming committee and expansion of particular services in a regular education institute (Parent Portal for Children with Disabilities, 2022).

The composition of the institutional integration committee of the school: chairman of the committee is the regular school principal, a class teacher of the pupil, a teaching employee from the field of special education – MATIA director or a representative in coordination with the Inspector of special education, a psychologist of the educational institution on behalf of the psychological-educational service in the community or an academic counselor, an additional professional that chairman of the committee Will determines according to need.

Composition of the mainstreaming committee in kindergartens is as follows:

The composition of the mainstreaming committee in kindergartens is as follows. the Inspector of all kindergartens in the community, kindergarten principal or a kindergarten teacher, a teaching employee from the field of special education – MATIA director, preschool-age coordinator or preschool age field specialist in MATIA in coordination with the special education Inspector, a psychologist on behalf of the psychological-educational service in the community, representative of the Local Authority from the preschool unit, additional professional to be determined by the chairman according to need only (Division A. Pre-primary education, 2022).

The procedure of the institutional integration committee in schools and kindergartens is as follows:

The requests for discussion in the mainstreaming committees will be submitted no later than the end of February each year. Conversations in the institutional mainstreaming committees on the matter of a pupil towards the next school year will begin in March and end on May 15 latest. The decision will be implemented

in the following school year. The mainstreaming committee will decide on the matter of a child according to the following options:

1. The child is entitled to be included in the mainstreaming program.
2. The child is not entitled to be included in the mainstreaming program.
3. Their referral to the placement committee when a child has comprehensive and significant complex problems in various functioning fields and whose problems require multi-professional treatment in most of the study hours.

The committee chairman must send a copy of the elaborated decision to the child's parents no longer than ten days from the day the decision was made. A parent or a pupil is entitled to submit an appeal request in writing regarding the institutional mainstreaming committee's decision, however, not regarding the extent of support from the mainstreaming program.

Mainstreaming pupils in regular education will be implemented in two manners:

A. Mainstreaming pupils in a regular education class: according to a decision by the institutional mainstreaming committee, the principle leading mainstreaming is optimal participation of a pupil in the study program and the overall class activity of his age group while reducing gaps in functioning and level of achievement of the pupil as compared to their classmates and responding to their unique needs. The characteristics of mainstreaming, the teaching-learning program contents will be according to the regular study programs for the age groups in various subjects, while adjusting and changes according to pupils' characteristics. Preparing an individual program for every pupil with needs, the program is consolidated by the class teacher and the mainstreaming teacher while consulting with the multi-professional staff and conversing with the pupil's parents and the pupil himself. The program includes targets and goals to advance the pupil in different areas of functioning. An addition of teaching and learning and special services (Circular of the CEO 5764/8 (a), 26 Adar II, 2 April 2000). lessons support, and treatments given by the mainstreaming teacher and by teaching employees from the health professions integrated into the curriculum to an extent not more than one-third of the weekly hours in a group or individual manner, while reducing potential harm to the regular proceeding of the school day (Worgan, 2007).

B. A special education class in a regular education school, as discussed in the (Special Education Law, 1988), indicates that pupils referred to study in the course according to a decision by the placement or appeal committee, according to Special Education Law 1988, are pupils with various disabilities. The principle leading the activity in special education classes in a regular education school is optimal mainstreaming of the particular education class pupils in the study and social movements of the age group. The class members study according to the regular study programs of the same age group, with adaptations and changes, and study subjects from fields of preparation for life according to their functional characteristics and needs. The special education class operates as an organic part of the school, and the class pupils take part in all the activities happening in the age group and the frame. In particular, the multi-professional staff is part of the school staff of teachers. They structure an individual program for each pupil according to the (Special Education Law, 1988) and (Circular of CEO, 1998) that focuses on unique targets for the pupil and the means of achieving them. Additionally, the program includes a specification of all supports and adaptations required for functioning in the educational-social environment. An individual program for each child is structured by the class teacher, with the participation of all class staff, including teaching employees from the health professions operating in the class, the pupil -when possible-, and parents thereof. Advancing the targets in the individual program is part of the class study program, outlining the entirety of the activity in a class.

Pupils of a special education class are being mainstreamed in an adjusted manner in regular education classes, as part of an individual program, to the extent that it does not exceed one-third of the study hours of the course (Circular of CEO, 1998) Pupils in special education classes who need treatments from health professionals will receive these during the school day as part of the personal study program, individually or in a group, according to the type of disability and functioning characteristics Ministry of Education, (Special Education Division, 2022). According to Special Education Law (1988), the school year is extended beyond the regular school year, and studying in the classes continues during periods of typical study vacation. Dates of extension of study year change according to pupils' characteristics.

1.5.2.2. Studying in the Special Education System

Pupils studying in the special education system are from age 3 to 21. Pupils in those frames usually have severe, complex disabilities, interrupting their mainstreaming in the traditional method (pupils with rare syndromes, developmental disorders, medium and severe intellectual disability, mental problems, emotional problems, learning disabilities with hyperactivity). These children are entitled to unique services; they are referred to these schools according to the determination of the Characterization and Eligibility Committee. The type and scope of services depend upon the type of frame of a pupil, type of class (type of central disability of pupils it is intended for, stage of education (Elementary school or Middle or High school, or multi-level school), and level of functioning of a pupil. Among designated services for special education, pupils in unique frames are: small classes – the number of pupils in a category is adjusted to the type of class: between 5 and 12 pupils. A more considerable number of standard hours and an extended school day – number of regular hours in special education kindergartens is between 27 and 45 weekly hours; in Elementary school, Middle school, and high school, weekly standard hours depend upon the stage of education and type of class, and it is between 30 and 57 weekly hours. Accordingly, the length of the school day is determined (Weissblay, 2015).

They receive various para-medical treatments, including physiotherapy, speech therapy, occupational therapy, emotional therapy, etc. The number of hours of para-medical therapy every pupil is entitled to spans between 0.9 and 3.4 weekly hours, according to the type of frame and type of class. As a general rule, the number of para-medical treatment hours decreases as a child grows. The school year is being prolonged until July 30th or August 15th and studying during holidays throughout the year according to the type of glass and frame. Special education classes in special frames may be entitled to 42 to 56 weekly hours of class assistance. Assistants are employed for all school days in the educational institution during the school year and all the educational institution's working days during summer vacation and holiday vacations (Weissblay, 2015).

The leading principles in special education schools are planning studies with a multi-year vision, according to a range of ages in a school, and according to functioning characteristics of pupils, based on the study program of regular

education in all functioning levels, while adjusting, changes and alterations according to aspects of the pupils and their needs. They promote the pupils' participation and integration into society and community, cultivating social skills and tightening the connection and social involvement between pupils and the community (Weissblay, 2015).

Special education schools exist in all sectors (Jewish and Arab). The school staff is a multi-disciplinary staff that includes teachers, assistants, teaching employees from health professions, and other roles such as counsellors, psychologists, social workers, and medical doctors. The combination of multi-disciplinary staff and its placement in the different classes in a school is determined according to the characteristics of pupils and the needs thereof. An individual program is structured for every pupil in a school (Individual Learning Plan – ILP), according to (Circular of CEO 58 (7), 1998) which focuses on unique targets for a pupil and the means of achieving them. Additionally, the plan includes elaborating support and adjustments required for functioning in the educational-social environment. The individual program is structured by a homeroom teacher, with the collaboration of all the class staff, including teaching employees from health professions operating in the class, the pupil (as much as possible), and the pupil's parents. Promoting targets in the individual program is done as part of the class study program, outlining the entirety of the class activity (Weissblay, 2015).

Pupils in special education frames are referred to schools according to a placement or appeal committee (an appeal committee is authorized to discuss parents' appeals regarding the decision of a placement committee (Circular of the CEO of Tishad / 5 (a), 2014). The special education frame is designed for children with special needs between ages 6 to 21 only. It is similar to a school in regular education. The number of pupils in classes is determined according to children's disability, and it is significantly lower than the number of children in traditional education (Circular of the CEO of Tishad / 5 (a), 2014).

The leading principles in a special education school are planning of studying in the multi-year view according to age range in the school, by functioning characteristics of pupils and basing upon the study program of regular education in all functioning levels while making adjustments, changes, and alternatives according to aspects of pupils and their needs (Circular Director-General Sach / 3 (d), 2007). They are

advancing pupils' participation and mainstreaming thereof in society and community to cultivate social skills and tighten the connection and social involvement between pupils and the community (Circular of the CEO of Tishad / 5 (a), 2014). In part of a special education school, study pupils aged 6 to 21 (multi-stage schools). Some are designated for a specific age group: Elementary, junior high, or high school (Circular of the CEO of Tishad / 5 (a), 2014).

Special education schools are mainly characterized to the significant disability of most pupils. Some pupils have more than one disability. There are special education schools in all sectors. The school staff is multi-professional and includes teachers, assistants, teaching employees from health professions, and other positions such as counselors, psychologists, social workers, and medical doctors. The combination of multi-professional staff and its placing in various school classes is determined according to accurately to pupils' characteristics and needs (Weissblay, 2019). According to Special Education Law (1988), the school year is extended beyond a regular school year, and studying in the school continues during periods of typical study vacation. The periods of school year extension change according to pupils' characteristics. The study day in a school might extend beyond the study day in a regular education school. The extension is determined according to pupils' characteristics.

The students referred to study in special education are students with significant disabilities in the physical, intellectual, mental, and behavioral spheres. Their curriculum is based on the curriculum in regular education with adjustments to their ability. These adjustments, changes, and alterations in study contents and teaching methods are according to the age of pupils and their characteristics while connecting to their world. Teaching the core fields of special education, while constituting a base program for all (Parent Portal for Children with Disabilities, 2022).

The overarching goals in special education emphasize realizing the student's right to full participation in the curriculum and academic subjects. Special education subjects and subjects related to the student's independent and autonomous functioning are taught in special education as part of the core areas required in special education. This promotes the pupil's optimal integration into society and the community, self-realization, and the development of skills and interests to

enable a life of quality in the present and the future (Division of Special Education, 2016).

1.5.2.2.1. The main topics that special education students learn

Essential education topics were developed by the recommendations of the Pedagogical Department and the Special Education Section of the Ministry of Education (2018).

A. Preparing for life

Life preparation topics are part of the core areas of special education, and their teaching is required according to the needs of students at all age levels and levels of functioning in special education settings - in schools and kindergartens for special education, special education classes in regular schools, and for students with special needs. The topics are partly based on programs in traditional education, such as the “Life Skills” as follows:

1. Self-care / personal independence: Eating, clothing, appearance, personal cleanliness, taking care of individual needs, hygiene.
2. Home and family: Household management - daily functioning inside the house: house cleaning, laundry, property maintenance, meal preparation, planning and shopping, behavior at home and neighborly relations, home safety, and daily schedule
3. Interpersonal social connection: Social interactions, social norms, and values, appropriate communication, personal expression
4. Use of community resources: Community involvement, mobility in the community (access to transport, trains, buses, etc.), facilities in the community (parks, schools, libraries, religious centers, streets, sidewalks, theater), Access to emergency services (Magen David police, etc.) Access to private services (services Cables, public services: telephone, water, etc.), access to authorities, etc.
5. Health and safety: Proper nutrition, disease detection - treatment and prevention, fulfillment of basic needs, fundamental security, physical health, mental health, operating devices, seeking help, safe use of the Internet, hazardous substances.

6. Knowledge and education: Acquisition of academic and practical skills (functionality) in independent living and education concepts. (See also detail in the core document of the Special Enlightenment Division), accessibility to learning environments.
7. The world of work: Intrapersonal and interpersonal skills and competencies related to the world of work. For example, appropriate behavior and work habits, employee relations, employer characteristics of an employee, salary/reward, job interview, search for a bargain, and perseverance at work.
8. Self-determination and self-advocacy: Selection, setting and executing goals, adhering to rights, learning and managing a schedule, awareness of personal motives, seeking help when needed, dealing with familiar and new situations, assertiveness and self-defense, belonging and participating in support and advocacy organizations, legal services.
9. Leisure: TV viewing culture, places of entertainment, entertainment centers, community centers, relationships with friends, personal preferences and expressions in classes, reading culture (home activities, outdoor activities, neighborhoods /community activities, participation in events)
10. Education for healthy sexuality: Healthy sexuality education is an ongoing process throughout life. The field refers to acquiring knowledge and forming attitudes, beliefs, and values regarding identity, social ties, and intimacy. The area includes understanding the stages of development, physiological changes, relationships, emotions, intimacy, self-image, and gender. The educational staff teaches the subject in various aspects, and parents play a significant role as partners who support the process. The ability to dialogue on these issues within the school and home setting strengthen the child and aids in his natural development. The counselling-educational staff is available to the parents for individual guidance on the subject and, in some frameworks, also within the framework of a parent group. This guidance is significant for parents and parents of children with disabilities. There are books on the subject for staff, parents, and students, and it is recommended to use them.

B. Towards Adulthood, 21

Towards – adulthood, the teaching life preparation topics incorporate relevant principles from towards maturity – 21 (curriculum for adolescents and adults 16-21 in special education).

C. Personal “Transition” Plan

Transition is a state of life where developmental, social, economic, and other changes occur among individuals and families. This life condition requires strengths, skills, and abilities for optimal adaptation. The transition to community life after graduation in the education system is a stage that requires preparation and preparation, and its main focus is on:

1. Education for working life as part of a transition program. - This area includes instruction for work-life - theoretical teaching and experience in the workplace. Theoretical learning allows for expanding knowledge in 10 areas of preparation for life adapted to the learner's function, age, and stage of life, emphasizing familiarity with services and institutions in the community, and examining the student's preferences.
2. The trend for the future" - professional technological education for students with disabilities. The program is implemented as part of a joint pilot led by the Special Education Division of the Pedagogical Administration and the Post-Secondary Education Division of the Science and Technology Administration and in partnership with the Welfare and Rehabilitation Division - Ministry of Welfare and Social Services and the National `1Insurance Funds Fund, Employment of people with disabilities - JDC Israel.
3. Preparation for meaningful service and follow-up frameworks. The period of adolescence is crucial in preparing adolescents for dealing with the challenges they will face in their independent lives as adults.

D. Self-care / Personal Independence

Learning skills for independent, autonomous daily conduct depends on the function and developmental level. Skills in normal development are acquired spontaneously, while among students with special needs, it is necessary to impart in a systematic and gradual proactive manner.

E. Home and Family - Living Environment and Interaction

According to the principle of normalization, in Western culture, young people live in their parents' house, and in adulthood, they leave their homes and move to live in the community independently.

F. Interpersonal Social Connection

In human relationships, communication is the basis of interpersonal relationships, which is essential for the optimal integration of the individual in the community.

Interpersonal communication refers to interaction, which includes the full range of behaviors and discourse between people.

G. Use of Community Resources

Quality of life education is based on a comprehensive and ecological perception of the learner, which indicates the need to address the learner and the social and physical environment in which learning takes place.

H. Health and Safety

The importance of education for a healthy lifestyle includes increasing awareness of exercise and proper nutrition as part of a healthy lifestyle. After all, daily physical activity and proper nutrition are good guarantee of physical and mental health.

I. Self-representation

Self-representation is a trait derived from self-determination. Self-determination includes selection, decision-making, problem-solving, goal setting and outcomes, self-advocacy, self-efficacy, self-knowledge and understanding, self-monitoring and control, self-esteem and self-encouragement, risk-taking, self-guidance, and internal control focus (Wehmeyer, 1998).

J. Leisure

According to his understanding and inclinations, leisure is a part of a person's time in which he is free to act out of choice. In leisure time planning, decision-making takes from various options, negotiating, choosing, problem-solving, enjoyment, organizing priorities, and setting a schedule.

K. Healthy sexuality education

A person's quality of life depends on his ability to harmoniously integrate all parts of his personality, needs, and environment. A person's sexuality is a significant part of his essential personality components.

1.5.3. Changes in Special Education policy in Israel

In 1988, the Free Special Education Law was legislated. The meaning is that the State budgets for all educational and mental treatments without parents' participation. The purpose of the Law is to promote and develop the skills and ability of a child with special needs, correct and improve their physical, intellectual, mental, and behavioral functioning, instill them with knowledge, skills, and habits, and adapt to them an acceptable behavior in society, with the purpose to facilitate their integration in society and the workforce (Special Education Law, 1988).

In 2000, acting Minister of Education, Yossi Sarid, appointed a committee to examine special education status. The committee criticized the state of special education in Israel at that time, claiming the Special Education Law was not correctly realized and proposed a significant number of changes, among them many changes in the activity of the placement committee (which is a committee authorized to make decisions regarding eligibility to special education of pupils with special needs who have a significant disability and discussing the matter of these pupils to examine their placement in special education frames adequate for their needs) (Margalit Committee report, 2000). Margalit Committee recommended that every child with special needs will be able to receive special education resources, independently of the frame one studies in (special or regular education). Schools will receive additional resources according to the needs of the located children. Additionally, other reinforcement methods will be operated, such as establishing school learning centers. The current situation, in which schools have the freedom to decide on ways of utilizing the resources at their disposal, brought about the possibility that children who are not in special education receive those budgets; however special education children do not enjoy it. According to Margalit Committee recommendations, over-identifying populations with difficulties that do not belong to special education and giving special education resources to pupils who do not need them should be avoided (Balas & Leor, 2002).

Following Margalit Committee, the Ministry of Education established Ministerial committees to implement its recommendations. These committees submitted their recommendations in February 2001. Amongst the offer, the following was emphasized: the need to reinforce a regular education system with mainstreaming hours and skilled personnel from the special education field; developing a school culture that considers the social, physical, and study needs of the abnormal; and rewarding teachers who mainstream in their class pupils with severe abnormality and placing those pupils in a smaller class. It was decided that priority should be given to the subject of mainstreaming and to allocate resources for High school pupils and pre-Elementary education pupils, who until that time were not included in the mainstreaming program. A high priority should be given to increasing allocated resources for educational frames in the Arab, Druse, Bedouin, and Orthodox Jewish sectors.

An examination held by the State Comptroller's office revealed that until January 2002, most of the Committee's recommendations were not implemented. In its response to the State Comptroller's office, the Ministry of Education indicated that implementation of the advice is conditional on legislation changes and an additional budget (State Comptroller Report, 2002). On September 21st, 2003, a public committee was appointed by the Israeli Government (in Israel, a public committee is a committee appointed by the Government or by various authorities in the country. At times with the cooperation of other public entities, for thorough and unbiased clarification of a matter on public agenda), named Dovrat Committee, "to conduct a comprehensive examination of Israeli educational system and recommend an overall change program – pedagogic, structural and organizational – and additionally to outline a path of implementation thereof. The committee submitted to the government its final recommendations on January 5th, 2005. On January 16th of the same year, a governmental decision no. 3060(2) (Dovrat Committee, n.d.) was made according to which the Government considers a national priority and a central goal in the implementation of a comprehensive overall reform in education, which will be balanced budget-wise according to the Committee's calculations, and which adopts the principles of "National Education Program," as recommended by the Committee. However, the Committee's recommendations have not occurred. This was, in fact, a milestone for Dorner Committee.

In September 2007, a public committee was established to examine special education, headed by Judge Daliya Durner to examine the distribution of resources in special education. In 2009, Minister of Education, Gideon Saar, decided to accept the committee's decisions. This committee determines the number of basic principles already being applied in various educational institutions in the country: the parents are permitted to choose the type of academic frame the child will study in. Budgeting a pupil who was found entitled according to functioning and disability level. The budget "follows" a child. The funding goes with a child to the educational frame they study in. Parents of a pupil who is dangerous to himself or his environment will not be entitled to choose the type of education frame. The operation will be with no additional budget (State Comptroller's report, 2012).

In 2018, the Knesset approved the 11th amendment to Special Education Law. Implementation of the Law occurs as part of a systemic process promoting inclusion and mainstreaming of pupils with various needs in educational institutions. This process is a significant challenge in Israeli society. The strategy aims to provide an adapted response for every pupil, according to characteristics of their functioning, their special needs, and the support they require, to enable them to participate in the learning process, realize to the fullest of their abilities, and promote study social and emotional fields. The purposes of Special Education Services, as they appear in amendment 11 to Special Education Law (1988), are as follows:

- A. To promote and develop the learning, skills, and abilities of pupils with special needs and their physical, intellectual, mental, social, and behavioral functioning, and instill them with knowledge, skills, life skills, and social skills.
- B. To anchor the right of pupils with special needs to equal active participation in society, in all areas of life, and additionally to provide a proper response to their special needs in a way that will enable them to live their life with maximal independence, privacy, and dignity, while realizing their abilities to the fullest.
- C. To promote mainstreaming of pupils with special needs in regular educational institutions. The amendment to the Law outlines additionally a change of terms that expresses a change of perceptions. Hence, for example, the term 'special education' becomes 'special education services, a term aiming at special education is a service rather than a place, special education services given to pupils

in any educational frame they would study in, rather than just in comprehensive institutions for special education. Additionally, the term ‘deficiency’ becomes ‘disability,’ as the perception of disability is influenced by terms of environment and study conditions, and pupils previously defined as having deficiencies are defined as pupils with disabilities. Other principles in the implementation of the amendment to Special Education Law relate to a change in committees by force of law, to increase partnership with parents, and the option given to them to choose the type of frame their child would study in, an option of realization of personal services basket in a regular education class, to a combination of an individual, flexible services basket according to needs of pupils and the support they require.

1.5.4. Children with “Special Needs” in Israel, Central Data

In the unique education system, in 2019-2020, approximately 275,471 students will study, according to the Entry (Knesset Research and Information Center, 2020). Students with special needs are 11.6% of the students in the education system, and 45% of special education students are integrated into the regular education system. The rest of the student's study in unique educational settings - special education schools and special education classes in traditional schools. The scope of the outstanding education system is constantly increasing since 2010, the number of special education students has increased by 48%, the number of special education schools has increased by 28%, the number of kindergartens and special education classes has increased by 2.1 times in 2015 the education budget was 8.5 billion NIS - 7.12% of the Ministry of Education's budget. The specific education budget and its share in the Ministry of Education's budget have increased considerably between 2014 and 2015, it increased by about 20%, which is close to 1 billion NIS. In 2016, the budget increased by an additional 5.3%. The reorganization of the budget items of the Ministry of Education, done in the 2015 budget, makes it difficult to compare the various budget regulations for 2014 with the budget regulations for 2015 and 2016.

Table 2. Annual budget and budget for special education students between the years 2015-2020

	2019/20	2018/19	2017/18	2016/17	2015/16	2014/15
Budget in the billions NIS	11.4	10.7	10	9.3	8.4	7.5

Number of students	275,500	259,600	255,000	237,200	217,400	206,800
Average budget per student	41,379	41,217	39,216	39,207	38,638	36,267

The Ministry of Education allocates substantial budgets to fund special education services for students in the unique education system. According to data from the Ministry of Education, in the 2009-2010 school year, NIS 7.10 billion was allocated to special education. In the 2014/2019 school year, the budget was NIS 4.11 billion (excluding construction budgets). Classes, since 2015, the budget of the unique education system has increased by about 35%, and the average annual funding per student has risen by about 15%.

There are fundamental differences between special education students in the budget allocated to them due to the type of framework they study, the kind of class, and their level of functioning. According to data from the Ministry of Education (2018), the average annual cost of a student in special education is 5.4 times greater than a student in regular education. The high price of special education students is related to the characteristics of the frameworks: a small number of students in the class, a large number of staff per student, a more extended school day, and a longer school year than in regular education alongside the dedicated services for special education students in these frameworks such as paramedical treatments (Weissblay, 2020).

Organizations that deal with the rights of pupils with special needs raise claims regarding differences between services for pupils with various disabilities, especially in extending the study day and studying during vacations in the education system (Avishar & Cohen-Bonana, 2018).

Special education pupils mainstreamed in the regular education system are entitled to teaching and study hours and special services, assisting aids, aid services, psychological services, and para-medical services, budgeting for pupils in a mainstreaming program is done in two levels: statistic budget of 85.1 weekly hours on average for a pupil, given to educational frames for 4.5% of pupils in the institution, to mainstream pupils with disabilities that are considered relatively frequent in the population; differential budgeting, given to educational frames in

addition to statistic budgeting, for pupils suffering from more severe disabilities. Those pupils are entitled to a personal allocation of mainstreaming resources – additional 7.2 weekly hours (Weissblay, 2019).

Statistic budget is not given to pupils of age less than five and high school pupils. About 90% of pupils mainstreamed in the regular education system are entitled to budgeting of statistic allocation, and about 10% are entitled to budgeting of differential allocation meaning, without any uniform differences (Worgan, 2012). There was harsh criticism levelled at the budgeting of pupils with statistic allocation, among the rest by the State Comptroller in a report published in 2013. According to the State Comptroller, lack of budgeting and the reduced number of allocated hours for pupils of statistic allocation might serve as an incentive for putting children suffering from frequent disabilities in special education frames (State Comptroller, 2013).

1.5.4.1. People with Special Needs in the Arab society, Data

In 2020, 236,9941 students studied in the education system, 1,818,745 were Jews who constituted (76.7%) of the students, and 551,223 Arab students constituted 23.3% of the total students. Of these, 208,671 are Jewish students who constitute (78.7% of special education students), and 56,339 are Arab students who constitute (21.3%) of all special education students in Arab education. Students with special needs integrated into the framework of regular education constituted 2016 half of the special education students (58% of all special education students). In 2020 there are 163048 integrated special education students, of whom 126,302 are Jews (77.6% and 36,746 constitute 22.4%).

The findings of previous studies (last conducted in 2016) indicated gaps in Arab education compared with Jewish education, which might mean inequality in allocation of resources, for example, for kindergartens and accessibility, and critical misdiagnosis, especially in the field of autism (Haddad, 2021).

The total of frames and total of pupils in Arab special education is lower than their rate in the population. This datum is highly prominent in special education kindergartens. In contrast, the gap between the rate of children in the population (25%) and the rate of kindergarten frames (17%), and the rate of pupils in those kindergartens (18%) is extremely high. The gap between the rate of kindergartens

and the rate of pupils in those kindergartens in Arab education about the speed of pupils in the population is about 8 and 7% in accordance. Even when out of all preschool pupils (nursery schools, pre-nursery schools, and pre-pre-nursery schools), the rate of pupils in Arab education is 21.5%, there is still a gap of 4% in the rate of Arab pupils in special education kindergartens (Monikdam-Givon, 2017). Many pupils may arrive at the education system with no diagnosis and without treatment in entry to the first grade (Meirav et al., 2006).

The number of special education schools and several pupils in those is a little lower than their rate in the population (21 and 22% in accordance). Oppositely, the number of pupils studying in special education classes in regular schools in Arab education (24%) and the number of types (23%) are similar to the rate of pupils in Arab education (25%). Data from the Ministry of Education for 2011-2016 reveals that in recent six years, there has been a substantial decrease in the number of special education pupils mainstreamed in regular Jewish education and Arab education (7%) in both, about natural growth in pupils' population. The data of the Ministry of Education reveals that there are inter-sectorial gaps in the incidence of various disabilities amongst special education pupils not including mainstreamed pupils (Weissblay, 2022).

In Arab society, there is a low incidence of disabilities such as autism, mental disorders, behavioral or emotional disorders, and a very high incidence of borderline I.Q (Monikdam-Givon, 2017). The Central Bureau of Statistics data reveals that the rate of Arab pupils with severe emotional or behavioral disorders entitled to Matriculation Certificate is about 5.9% compared to 25.3% in Jewish education. Opposite that, in disabilities of problematic borderline IQ. and suspicion of problematic mild retardation, the rate of those entitled to Matriculation Certificate in Arab education is 8.7%-40% which is higher than the rate thereof in Jewish education 0%-3.52% in accordance. These data may indicate misdiagnosis in Arab education (Monikdam-Givon, 2021).

Data from the Ministry of Education for 2012-2016 reveals that in Arab education, there are very few therapy positions in subjects of art (5%), on average during the years, out of all therapists, and on the other hand, a relatively high rate of positions in the field of physiotherapy and speech therapists. The Ministry of Education reports in the year 2018 that this situation stems, amongst other things, from a lack

of therapists and lack of demand due to cultural barriers regarding professions of art therapy (Hazhut, 2018).

1.5.4.2 Central problems of pupils with special needs in Arab society in Israel

The significant issues and the real people with disabilities in the Arab community coping with are:

A. Non-mainstreaming educational system: according to Special Education Law 1988, every child between ages 3-21 has the right to the mainstream in an adjusted academic frame, including receiving primary health care. Additionally, according to amendment 7 to the Law from 2002, there is a priority for mainstreaming disabled children in the general education system. Since the Special Education Law came into force, there have been significant improvements in this field in the Jewish society, however, unfortunately, it is not the same in the Arab community, in which many children were not diagnosed, and as well many disabled children in the Arab community stay at home without any educational frame. Moreover, in most cases, observed and diagnosed children study structures that are not adjusted to their needs. For example, it is possible to find autistic children learning with deaf children and children with mild retardation in the same frame as children with severe retardation (State Comptroller, Annual Report 52B, 2002, p. 224).

Therefore, disabled people in the Arab society have much lower education than the disabled in the Jewish community. For example, 19% of them did not finish Elementary school (some did not study) compared to only 5% amongst Jews. Moreover, 53% did not finish High school compared to 18% of Jews (Monkdom, 2017). It should be indicated that the education system in the Arab society does not mainstream disabled people, especially deaf and partially deaf, in regular education correctly and according to amendment 7 to Special Education Law. Additionally, there is a shortage of programs for the disabled to complete schooling: graduation and matriculation certificates for the disabled who had not studied when they were young (Abas, 2011; Balas & Shavit, 2017).

B. Social exclusion to social fringes: the disabled people in the Arab society suffer from continuous discrimination from their Arab community, which excludes them from social boundaries and still preserves a firmly established system of

stereotype stigmas. Therefore, the social ties of disabled Arabs are centered mainly around family and less around friends (Ronen et al., 2008). Additionally, Arab parents tend to overprotect their disabled children and encourage their Independence less. It is possible to indicate central characteristics of attitude in Arab society towards the disabled people within it: an approach of misery and pity that limits the capability of a disabled individual for proper development and social integration, paternal strategy, considering them a burden to society, that is forced to take care of their needs (Abas & Abas, 2011).

1.5.5. What is Parental Involvement in Education

Involvement or partnership is a central subject in studies dealing with education (Shechtman & Boucharin, 2015). Despite the importance of parental involvement in education, there still isn't any single agreed-upon definition (Treger, 1999). Parental involvement has two poles. One has a base in school, and the other is based at home. Its purpose is to establish the resources for developing learning abilities in their children's lives (Grolnick & Slowiaczek, 1994). Parental involvement in school is defined as parents' actions to influence the school frame that is not at a structural level (Grolnick et al., 2009). Parental involvement at home includes actions parents do at home with the pupil, with no regard to whether the purpose of involvement is in their advancement emotionally, socially, or in terms of study (Hiatt-Michael, 2001). Parental involvement is a term that includes a broad range of actions regarding form parents' organizing in school and the nature of their contact with its staff (Freedman & Fischer, 2002).

Seginer (2006), Pomerantz et al. (2007), and Green et al. (2007) revealed that parental involvement in school is involved in practices requiring parents to create a real connection with the schools that includes attendance in general assemblies, having conversations with teachers, participation in school events (such as an "open house", science fairs) or volunteering in it and practices of involvement at home (helping children to study, talk to them about the importance of learning, etc.). Another division relating to parental involvement is that of Grolnick and Slowiaczek (1994) where they distinguish between behavioral participation from help with homework and parents' activity in school, cognitive, intellectual involvement (the extent of exposure of children by parents to intelligent and

intriguing activities), and personal involvement (transferring the attitudes and expectations of parents regarding school and education and pleasure of studying to the children).

Epstein and Sanders (2002) detailed various types of involvement: a) Parental (influence of parents on the general development of a child and giving an essential foundation for support in studies). b) Communication between parents and a school. c) Volunteering in educational activities in school. d) Studying at home (helping with homework and consolidation of the study program). e) Making decisions (participation in PTA and other bodies that influence the school with their decisions. and f) Community cooperation (improving education at home and in school through community resources).

Noy (1995) distinguishes between five patterns of parental involvement in school: a) Parents as viewers – parents watch on the side and do not participate in what happens in school. b) Parents as providers of services – parents provide services to the school according to requests of educational staff. c) Parents as partners in the educational process. d) Parents as partners in the set policy. e) Parents undergo personal training through organized seminars on parenting, emphasizing effective parenting. Fischer and Freedman (2003) and Fischer and Freedman (2009) divided parental involvement into active involvement and passive involvement. Active involvement is an actual involvement of the participation of parents in school activities and in making decisions. Passive involvement is when a parent only receives information regarding what happens without real action.

1.5.5.1. How are parents involved in education in Israel? A historical perspective

Until the founding of the State of Israel, the education system was a stream system, meaning a division of education into ideological party streams; each central political movement developed an educational system (Lam-Zavi,1983). These were: the general stream, the laborer's stream (the Avoda movement and the Histadrut Labor Federation), the Mizrahi movement (Ha'poel HaMizrahi - Mandal), and Agudat Israel. Each parent chose a school according to the direction they belonged (Dror, 2010).

With the founding of the State between 1948-1950, the streams were canceled when the Knesset passed legislation of the first significant law in the field of education, "Compulsory Education Law, 1949" which determined that education would be State education, which is an education provided by the State according to study programs without any linkage to a political party, ethnic or other organizational entity outside the government, and under supervision of the Minister or anyone authorized thereby (Bashi, 1989). The law determined that studies from age 5 to 14 are compulsory and free of charge as written. The system's structure follows the rule: was selected for one year in kindergarten, eight years in Elementary school, and four years in High school. This law had two significant social implications: 1. Reducing the high percentage of school dropouts started as early as Elementary school. 2. Adaptation of immigrants to education norms customary in the country (Kashti, 1998). There was a significant and deliberate blockage in the connection between school and parents; the school door was shut in the face of the community (Gabaton & Zilberstein, 1989).

At the beginning of the 1970s, a clear tendency of many parents to participate in their children's education and monitor it strictly came to prominence (Bashi, 1985). Parental involvement in schools was soon revealed as problematic. This difficulty stems from relationships in school between a principal and teachers, between a principal and parents, and between teachers and pupils, due to a failure in the implementation of a reform accepted in a Knesset resolution in 1969, which purpose was to achieve improvement of all pupils' population and to reduce of gaps between pupils distinguished in their social and financial background. However, the reform created the called-for encounter between various cultures, not out of a multi-cultural view of a desire for mutual acquaintance. The reform leaders put a hierarchy between cultures and thought low-class members would consider high-culture role models (Gabaton & Zilberstein, 1989).

In the 1980s, mainly due to massive cuts in the state budget and a shortage of study hours, many parents began acting to complement the "shortage" in education services. They created the "grey education," an education given to children of solid layers, who established non-profit associations and hired teachers at their expense to complement what schools were prevented from providing (Cohen, 1996). Parents have determined the organizational side of the "grey education" and influenced the contents of education and learning, as those with the gold make the

rules. Parents even forced the system and pressured approval to open private schools for the rich. Following that, the intervention has substantially grown, and parents started to intervene even in appointing and dismissing teachers and tried to influence the study program in the schools (Gabaton & Zilberstein, 1989; Hoss, 2009).

In the 1990s, parents positioned themselves as part of schools' daily routine and backed up their children at all costs (parents-children alliance). Parents transitioned to taking a central role in the educational process from a random and marginal involvement. Parents felt that they understood and knew at least the teachers, and they as well maintained that education takes place mostly at home rather than in school (Shechtman & Busharian, 2015). Notwithstanding, schools have still not opened their gates, and many a parent distanced themselves from educational institutions due to a feeling that they were included only in unimportant things. From the end of the 1990s, with the reinforcement of Local Authority, the term "inclusion of parents and community" became more common (Tal & Bar, 2010). The term reflected the broad connection of applying the text to the entire community that parents are part of, believing that this may improve educational work being done in a school (Sechtman & Busharian, 2015). The increasing intervention of parents led to confrontations in the 2000s; it is possible to observe in those years confusion and vagueness in defining the fields of responsibility of school and parents, and a sense of lack of support on the part of the Ministry of Education in their conduct in front of parents (Sechtman & Busharian, 2015).

In 2008 the reform "Ofek Hadash" (New Horizon) was introduced to improve the quality of education and teachers' terms of employment and status. However, the State ignored the place of parents in the educational system. Making a reform with no relation to the rest and a significant influencing factor in children's lives and school life means that a real and profound change cannot occur (Noy, 2014). The Ministry of Education, in CEO Circular form December 4th, 2001, set the position which considers parents are having responsibility for the education of their children and having the right and obligation to be partners in the educational process which occurs in school and which affects their children's life outside it as well (Vidislavsky & Shemesh, 2009).

1.5.5.2 Parental involvement development in Israeli education

Ministry of Education published data according to which most teachers in Elementary schools, Middle schools, and High schools sense an increasing intervention on the part of pupils' parents (Ministry of Education, 2018). Data from questionnaires regarding school climate (which are a survey of pedagogic climate and environment, an assessment model by the name of situation report), filled by 8,792 teachers in Elementary schools, Middle schools, and High schools, reveals that teachers face an increasingly rising intervention on the part of pupils' parents. It demonstrates a moderate rise in all indexes indicating parental involvement between 2015 and 2017. The data was collected and processed by the National Authority for Measurement and Evaluation in Education, Ministry of Education.

Ninety-four percent of teachers in Elementary schools reported that "the school constantly informs parents regarding what is being done in it." In Middle school, 84 percent of teachers think that "parents have an attentive ear in school regarding any raised question, problem or complaint." However, according to 77 percent of teachers, in high school, "pupils' parents are in permanent contact via phone, email, text messages, etc., with homeroom teacher to be updated regarding their child's condition".

Studies held by Sheinin (2006), Shahar (1994), and Benyamini & Tetter (1992) indicate a change in the relation between the Israeli education system and parents, expressed both in the level of activity of parents and the extent of their identification with the system. In the past, parents have been a passive factor in supporting school goals and are required at the most to assist the proper course of school conduct (Sechtman & Busharian, 2015). However, over time, the connection has changed, and with these changes, the terminology describing it has changed as well (Oplatka, 2010). According to research lite staff, the education staff in the Israeli education system do not receive the required tools to cope with a complex situation of parental involvement. They do not receive the necessary support and training to strengthen the connection (Adler, 1996; Gover, 1997).

There is no clear policy of the Ministry of Education regarding boundaries, responsibility, and authority for academic staff in legislation and secondary legislation in Israel. There is a lack of instructions regarding when to encourage parental involvement and set clear boundaries regarding rights, obligations, and

authorities of parents and education staff (Sechtman & Busharian, 2015; Worgan, 2009). Organization for Economic Co-operation and Development i.e., OECD studies (2016) indicate that parental involvement in Israel is low relative to the world. They demonstrate that most countries around the globe enable parents a wide variety of possibilities of participation in schools and the setting of policy. Studies show that compared with what is acceptable in the Western world, legislation and secondary legislation in Israel regarding relations with parents are scarce.

A more recent study published in 2018 presents an index created by Programme for International Student Assessment i.e., PISA out of four questions regarding involvement, placing Israel at the bottom of the ranking: in 63rd place out of 67. On the OECD average, more than 9 out of 10 pupils are in schools where a principal reports a positive atmosphere for involvement and effective communication methods with parents. However, fewer principals report on inclusion in decision-making.

In Israel, the basic perception of the Ministry of Education (2001) maintains that upon entry of a child into the education system, a process begins of shared responsibility regarding their success between parents and the educational system. The standard hypothesis is that an optimal environment for a child is composed of parental involvement in what is being done with the child. It significantly affects their achievements and study motivation (Grinbaum & Freed, 2011). It can be seen that this perception is represented in CEO circular 2001-2002/4, December 1st, 2001:

parental involvement in school is an increasing social phenomenon, and many a school has difficulty in coping with the phenomenon. Parents have responsibility for their children's education. They have the right and obligation to be included in the education process occurring in a school and affecting their children's lives outside school. It is desirable that teachers and parents cooperate based on mutual trust and are involved in response to the needs and wants of the parties. Mutual work between school and parents is an inseparable part of creating a positive school climate, contributing to increased motivation for learning and improvement of

learning, education, social, moral and community achievements (Charles et al, 2001. p 89).

Perceptual change occurs in Israel in the role of a parent, which can be observed mainly in a gap between partnership and involvement, reflecting the importance of parents' inclusion in what is being done with the child in the educational frame. It is possible to see the transition to parental involvement in decision-making within the academic frame, such as study contents, vision, and goals (Sechtman & Busharian, 2015). Parental involvement in Israel can be divided into three different patterns: a. parent-directed intervention; b. informing and updating; c. enlisting parents to promote school goals. In light of the change in perception of parents' involvement in the Ministry of Education, in 2013, an inter-departmental committee was established to institutionalize connections between parents and educational institutions on various levels. Such a committee indicates the will of the Ministry to deepen learning in the field and an understanding of the significance of the subject (Sechtman & Busharian, 2015).

Two other spaces in which a reference can be found regarding the issue of parental involvement in education in a systemic aspect are CEO Circulars and various programs that the Ministry operates on the subject. CEO Circulars, central line for delivering instructions and ways of working from the Ministry to the entire education system and the obligatory system. Among the programs can be found those aimed at creating a communication platform between parents and the education staff (Hoffman & Baron, 2020), programs in which parents are included in what is being done in school, such as Parent Teacher Association i.e., PTA, and programs addressing unique parent audiences, such as parents to children in special education, or those in a low socio-economic condition (Retibo et al., 2018).

The Ministry of Education defines and creates ways of parental involvement. As a result, most of the relationship between school and teachers is founded on informing regarding events and subjects obligating report or creating actions in which parents are mainly in a passive position facing the school and various images in it such as homeroom teacher and counselor. These are actions such as counselling, guidance, and direction (Greenbaum & Freed, 2011; Sechtman & Busharian, 2015).

In her book, Noy (2014) proposes a theoretical review of relations between schools and teachers and pupils' parents. She explains that in Israel, relations between schools and parents have been murky; however, over time, due to an understanding that there is a need for good relations of trust and solidarity between teachers and parents, the Ministry of Education took action to improve the nature of links, and guidelines for relations of inclusion between school and parents were published. Noy (2014) maintains that ties between parents and teachers are primarily superficial, even though schools retain it to be different. She details the possibility for the existence of significant relations to in several principles: a principal's leadership, ability to contribute and be contributed, significance, reciprocity, sharing responsibility, maintaining a teacher's autonomy, maintaining family's autonomy, maintaining a child's independence and eventually, implementation of all principles in actual reality (Noy, 2014).

1.5.5.3. Parental involvement in Jewish society

An increase in a democratic state of mind in Jewish society encouraged parents to be partners in determining the nature of the education they want for their children (Hoss, 2007). Studies indicate that parental involvement is expressed in passive involvement, such as responding to invitations for PTA meetings (Treger, 1999). Alongside this, parents also express a desire to become partners in their children's education and consider it a significant and essential thing for the success of the educational process and therefore take an active part in that as well (Korem, 2004). Very few studies were interested in examining factors inhibiting the involvement of Jewish parents in an Israeli school. The only research interested in it is one by Treger (1999), which revealed that the main inhibiting factors reported by parents related to lack of clarity of the term parental involvement and lack of time. Parents did not consider cultural differences or a sense of alienation and detachment from school as factors inhibiting their involvement on the other side (Sharvit & Kapranov, 2020).

A study conducted amongst community schools and non-community schools in the Jewish sector found a positive correlation between involvement motivations and the extent of inspiration and that the cause of the desire to contribute and the basis of the best of the community was more intense in effect upon time of parental involvement in community schools as compared with non-community schools

(Kamir, 2004). The motivation of the best child was found second in importance in the two types of schools (Hen, 1997). Shapira and Goldberg (1990) did not see any difference in parents' motivations to become involved in individual schools.

1.5.5.4. Parental involvement in Arab society

Arab citizens of the State of Israel constitute a national group distinguished from a Jewish majority in language, religion, culture, historical narrative, places of residence, and a separate education system (Zidani, 2005). The Jewish society mainly expresses modern individualistic Western norms, while the Arab culture emphasizes collective family values. However, Arab society is a transition society, a dynamic society undergoing continuous changes, influenced by modern Western values and accelerated changes being expressed alongside the change process in the Arab society, there are still trends of collectivistic traditional social conservativeness and an emphasis on keeping the hierarchy relations in society and family and preserving family ties and collectivistic behavior (Haddad & Asaf, 2017).

It is vital to do what is best for society, even if it is an individual's account (Abu-Asba, 2007). The research literature indicates that parental involvement in the education system in Arab society is shallow, alongside the existence of one-way communication, tension, and conflicts in relations between teachers and parents (Friedman, 2010, Shechtman & Bishrian, 2015; Agag, 2016).

Additionally, in cases of parental involvement in school, their involvement is mainly expressed in aiding the establishment of physical infrastructures and advancing their children as individuals and less the entirety of schools as a system (Abu-Asba & Avishay, 2009). Furthermore, education staff in Arab schools are not interested in parental involvement and ignore parents' expectations and requests for participation in the educational process (Abud et al., 2018). Teachers do not consider this parental authority to be directly involved in the educational process of their children. Still, they mainly use the parents' committee to get resources from the Local Authority (Abu-Asba & Avishay, 2009).

This position can be related to the traditional perception of Arab society, considering that authority should be in the hands of the older teachers and leaders (Magdala, 2005), or associated with the fear of the system leaders from losing the

hierarchical structure in case of parental involvement in the education system (Abu-Asba, 2007; Zahalka, 2007). According to Magdala (2007), promoting parental involvement in school in Arab society is worthwhile. The school should be instilled with norms of democratic behavior towards parents, to take their desires and needs into consideration, and demonstrate openness, listening, and respect towards them.

1.5.5.5. Involvement of parents to children with special needs

Special needs were defined as those causing limitations in adaptive behavior and are an outcome of physical, intellectual, mental, emotional-behavioral, sensory, cognitive, or lingual disabilities or comprehensive developmental disabilities (Margalit, 2000). A child with special needs is a person from birth to age 21 whose ability to live everyday life without special conditions to assist them is limited (Ministry of Welfare, 2018).

A situation report conducted by Sara Ingbar and Ester Dromi (2011) for the Israeli Academy of Sciences and Humanities on parental involvement revealed that the family is at the hub of intervention programs for children with special educational needs. Understanding the place of family in the life of a child with special needs is based upon philosophic ideas which have been examined and gained support from empiric studies, in addition to social and political processes in many Western countries, which strengthen the trend of change in status of parents (Ingbar & Dromi, 2011).

In Israel, the “Special Education Department”, which is responsible for pupils ages 3-21 who were found to be entitled to services of special education, as well emphasizes the importance of including parents in educating their children and their involvement in decisions related to educational processes that are being determined in the frame (Schalok, 1996).

Blue-Banning et al. (2004) emphasized the need for cooperation between schools and families with children with special needs. They found six characteristics of ideal collaboration between parents and school in special education: positive communication, commitment to the children and the family, decency, capability, trust, and respect. This typology might assist a school in using a variety of strategies to involve parents while attempting to create a vision of parental

involvement, structuring effective communication, identifying parents' needs, initiating connections, and providing accessibility to schools through a coordinating factor to create successful cooperation (Blue-Banning et al., 2004).

Nowell and Salem (2007) also emphasized the essentiality of cultivating the inclusion sensation of parents. In a qualitative study examining an attempt of seven couples of parents to children with special needs profoundly, it was revealed that positive and active cooperation between parents and school is an essential and fundamental element in the success of study programs for special education, which leads to improved learning and social outcomes for children and families. The involvement of parents to children with special needs in school was in four types of activities, similar to “regular” education: a. participation in general meetings in school, b. participation in teacher-parent meetings, c. involvement in school or class events (sports competitions, science events, watching performances of a child), d. volunteering of a parent in the school reported a relatively low incidence of other activities (Nowell & Salem, 2007).

A unique activity for parents of children with special needs is participation in individual meetings for determining the Personal Education Program (IEP) for a child with special needs (Circular of the CEO of Noah / 7, March 1, 1998). According to the following breakdown, parental involvement in school was also related to the type of disability: families with children with a speech disability or orthopedic disability participated in high incidence in school or class events (Alluf, 2021; Leban & Hayman, 2011).

Families with children with emotional or mental problems experienced a few school or class events (Newman, 2005). The development in the involvement of parents to children and adolescents with special needs indicates that higher parental involvement was found in special education than in regular education, both in the frame of home and school. Newman (2005) also shows a correlation between pupils' age and parental involvement; parents of more mature pupils are less involved (both at home and in school).

Regarding the type of school, it was found that the involvement of parents in children studying in a neighborhood school is higher than that of parents in children learning in a school distant from their place of residence (Ratibo et al., 2018). Single-parent families were found to be less involved than “normal” families.

Families with more financial resources and higher education were also more complicated. Additionally, it was found that the negative behavior of pupils adversely affected (negative correlation) parental involvement at home and in school (Newman, 2005).

1.5.5.6. Involvement of parents to children with special needs mainstreamed in regular schools in Israel

In Western countries, for several decades, a general trend has existed to mainstream children with various disabilities in regular education systems instead of taking them out to separate special education systems, as it has been in the past (Greensfeld et al., 2014). This tendency to mainstreaming was anchored in Israeli legislation initially through Special Education Law 1988 and in an amendment to Special Education Law (2002). Since the implementation of Mainstreaming Law (“mainstreaming a child with special needs in regular education and later on by correcting it”), which anchored in law the right of children mainstreamed in the regular education system for additional exceptional teaching and special services, there has been an increase in several children mainstreamed in traditional education, particularly those with complex disabilities.

There are three main models of mainstreaming children with special needs in Israel according to the Pedagogical Division of the Ministry of Education (2015) which are: A) Individual mainstreaming by the individual placement of children with special needs in regular classes or regular kindergartens. B) Special classes within regular schools, especially for children with mild retardation, deafness, blindness, mild brain damage, and autism. C) Mainstreaming classes in which study a reduced number of children with disabilities (up to 8 pupils usually) with regular children (Pedagogical Division of the Ministry of Education, 2015).

Studies in Israel and around the world indicated that mainstreaming classes require the involvement of the mainstreamed children's parents and the participation of the mainstreaming children's parents (Edri et al., 2016). For example, a study conducted in New Zealand in 2007 revealed that parental involvement in school improved mainstreamed children's study achievements and behavior. Teachers in that study reported that the participation of mainstreamed children's parents contributed to "morale and school climate," and parents themselves said that their

involvement in the study process of their children contributed to their satisfaction and self-confidence as parents (Hornby & Witte, 2010).

In 2007, the public committee for examination of special education in Israel headed by Judge (retired) Dalya Dorner was established by the Minister of Education, Yuli Tamir. The committee recommended:

A. Parents should be allowed to choose the optimal educational frame for their children. The committee concluded that it is proper to adopt an action model in the placement process that, as a general rule, places in the hands of parents the choice, out of a possible sequence of educational frames, of a specific academic structure their child will study in, whether it is a different special education frame or a mainstreamed, to some extent, in a regular education frame.

B. Inclusion in the transfer of the information regarding a child – parents must assist a school to receive up-to-date, profound, and comprehensive information regarding children with special needs.

C. Parents of the children must be fully informed regarding the mainstreaming process of their child to support it fully.

D. It is recommended to open before the parents a wide variety of communication channels with school staff, including leading an "open door" policy (free arrival to school without any need to schedule appointments), direct contact with a teacher through telephone, e-mail, and individual meetings. Home calls are an extremely effective tool for parental involvement and familiarity with the family and a child's natural environment.

E. Parents of children with special needs occasionally require support in various ways and from different factors. Teachers must know how to support parents of mainstream children or refer them to authorized professionals to receive such support.

F. Mutual support of parents to mainstreamed children – it is worthwhile to develop and encourage channels for inclusion and support from other parents, including support groups, an online forum and willingness to create personal contact, encouragement of connections with other parents, encouragement of active participation of parents in social activities of families of school pupils, including introductory evenings, trips, meals, and mutual parties, etc.

G. It is crucial that parents of mainstream children will be members of school leadership (PTA) and will be able to be heard and influence school policy (Dorner's Committee, 2009).

According to the perception of a mainstreaming school, "regular" children have special needs stemming from the personalities and circumstances of their lives (Ministry of Education's Primary Education Division, 2019). Therefore, all the above-specified recommendations are relevant for all parents: everyone needs, at one stage or another, to be informed, be supported, be involved in school life, have connections with other parents, have an open door, and influence policy. Amongst parents of children who are not officially defined as having special needs, objections or fear might arise regarding mainstreaming children with special needs in one class with their children. They might fear that their children will imitate non-normative behaviors or that the teacher will be occupied with the mainstreamed children at the expense of available teaching time (Barlev et al., 2021).

A survey held amongst school principals in Israel indicated the extent of the willingness of parents to mainstream children changes according to the type of disability of a mainstreamed child: parents mostly expressed objection to mainstreaming of children with attention deficit disorders or behavioral problems and to a bit of extent towards mainstreaming of children with retardation or other syndromes (Naon et al., 2011).

1.5.5.7. Involvement of parents to children with special needs in the Arab sector

Findings of studies by Aboud, & Mieri (2018), Blass (2020), arar & Harzallah (2016), Freedman (1989), Noy (1990), and Pantalka (1984) reveal that in the Arab sector, parents were much less involved in studying their children as compared with the Jewish sector. This might be related to the cultural differences related to the way parents accept a child with special needs. These studies also indicate that parental involvement can exist and be established in a system characterized by great openness for both management and teachers' staff. It is possible that in the Arab sector, in which the low level of transparency marks schools as compared to the Jewish sector, active parental involvement was therefore blocked to some degree. Other studies reveal that parental involvement is related to the perception of a teacher's social status (Smilanski et al., 1987; Weizel et al., 2000).

It is possible that in Arab society, where a teacher's status is considered to be higher, parents fear showing active involvement in their children's lives in school. As they perceive, a teacher knows better, and they cannot help or interfere in what is being done in school (Gabara, 1993; Haj, 1996; Tzartzur, 1999). Grantzki (2004) maintains that approaches of Arab families to acceptance of a disabled child are different from that of Jewish families. Sandler-Lef and Shahak (2006) report in their study on the difficulty that people with cognitive deficiencies and special needs experience in Arab societies in Israel in daily coping and regarding the problem in their integration into the community. The reason may be about Arab society in social-cultural aspect towards disability and abnormality and different coping patterns, so that in all matters connected to applying for help, Arab parents are extensively assisted by informal support, such as the extended family (Abudabbeh, 1996; Gabaton & Sinai, 2000).

Florian and Shukra (1983) compared Arab parents' positions of Jewish parents towards their abnormal child. Arab parents reported that their child requires more time than usual to perform daily tasks than Jewish parents. Jewish parents say that their abnormal child is relatively independent in making decisions, while Arab parents reported that their child's decisions are made within the family. Arab parents tend to trust the extended family as informal support. In contrast, Jewish parents tend to lean on more personal resources and contacts with foreign sources, mainly professional rehabilitation services. Arab parents also suffer from feelings of shame and fear, and sensitivity regarding reactions of others diverted their positions toward people with special needs in a negative direction. Arab family is still considered a ready assistance source to an individual (Meleis, 1981).

The approach of Arab families to accept the abnormal child/adult depends upon several factors. The religious aspect is an important one. In the three religions in Arab society (Muslims, Christians, and Druse), the disability or deficiency is bestowed by God, and they must accept it and the person who bears it (Marai et al., 1986; Shakara, 2010). An additional factor is the level of education and intensity of an individual's modernization processes (Odeh', 2014). Despite the changes Arab society undergoes, there are still feelings of shame and embarrassment when an abnormal child is born. The birth of a disabled child raises feelings of failure and guilt (Florian,v & Katz,s 1991).

Shame prevents families from applying for and receiving public and professional services (Mazawi-Margia, 2001). Parents' sense of shame accompanies the fear of other people's reactions to the disability of their child. Giving birth to a child with special needs creates a crisis in family life, and raising them is a challenge and requires continuous coping, accompanied by pressure and stress situations connected to the physical and mental burden of raising an abnormal child (Kornblatt & Henrich, 1985; Levi et al., 1997). Parents and especially mothers reported a heavy sensation of guilt, harm to a sense of personal welfare and longevity. In addition to the stressful situations those families are in, they have fewer strengths to cope with them. It should be remembered that continuous stress situations have long-term and occasionally devastating influences (Carr, 1988).

In summary, parental involvement in the education system in Arab society is not mature enough due to alienation, shame and lack of openness towards the traditional culture. People with special needs and their parents are exposed to different levels of exclusion, prejudice, and stigmas, which does not encourage parents to be told and become active in their child's educational system. Additionally, many Arab parents tend to overprotect their children with special needs. Therefore, the less they encourage them for becoming independent they tend not to take care of their development.

1.5.6. Teamwork – Definition and Characteristics

A team means a group of two people or more who are required to perform a task for a common purpose and mutual dependence (Dyer, 1987; Fleming & Monda-Amaya, 2001; Henkin & Egley, 2005; Parker, 1990; Park et al., 2008; Raily & Jones, 1989).

Steve (2004) explains that mutual independence is expressed when all team members trust to achieve individual and group goals. Gross-Brener (2002) found that a team is a system that needs diagnosis and continuous maintenance in various fields: task, social and individual areas. Teamwork requires uniting of forces so that its total influence will exceed the full results of each of its members separately. Collaboration products are collective products because “the whole is bigger than the sum of its parts” (Naveh, 2003, p. 182). Teamwork cannot exist without mutual respect, trust, and cooperation. Those will not live without adhering to behavior rules agreed upon by all team members (Ediges, 2010).

Blanchard (2008) adds that teamwork is characterized by learning from difficulties and obstacles when the team members turn the challenges and failures into opportunities for self-learning and peer learning. The second is cooperation between team members, sharing trust-based experiences, difficulties, successes, and ideas. Third, mutual respect between various team members, different opinions, and statements. They were fourth, relating to the team as one whole rather than a collection of people. Chissick (2011) indicated that well-organized and planned teamwork for achieving purposes and targets helps educators overcome obstacles they run into in school and achieve multiple satisfaction from these achievements. Moreover, she adds that collaboration does not exist in many schools, and occasionally it is an imitation of what it might be.

Studies demonstrate that teamwork and cooperation are central to advancing reforms and effective processes in schools and other organizations (Avidan & Saum, 2020). There are two types of collaboration in schools that can be discerned: teamwork in a regular school and multi-professional teamwork in a school for special education (Avishar et al., 2014). Teamwork relates to professionals from the same field of specialization that join together to achieve a common purpose. Multi-professional collaboration refers to people from different disciplines joining forces to succeed in common sense (Benyamini, 2009; Friend, 2000; Wright & Kersner, 2013). In the current study, multi-professional teamwork in special education schools will be addressed.

1.5.6.1. Multi-professional teamwork

Multi-profession teamwork is a working model based on “client-centered care” (Flaherty, Fulmer & Hyer, 2004; Polmanteer, 1999). In “client-centered care”, multiple field professional specialists work together to achieve functional targets based on a client’s needs (Mostrom, 1996). This working model provides unique insights into various aspects of the development and advancement of children in general and children with special needs.

The Special Education Law enacted in 1988 applies to students studying in special educational settings. Amendment No. 7 to the Special Education Law known as the “Integration Law” 2002, which came to regulate working with children with special needs studying in traditional educational institutions, made working in

multidisciplinary teams a unique working model that meets all the child's requirements (Weissblay, 2015).

Multi-professional teamwork is an essential component of work in special education schools (Benyamini, 2009; Reid et al., 1996) maintain that the experience with multi-professional teams' cooperation is an "umbrella term" which encompasses and covers various work situations where the specialization of each one joins and relates to working with a factor from another field. Mutual work enables people to have multiple experiences and arrive at creative solutions. Several researchers indicated that the perception of work of a multi-professional team should be structured on a foundation of central mutual purposes accepted by all members in it, who believe that the power of this process to maximize specialization of each professional member while creating a uniform professional language (Binyamin, 2004; Friend, 2000; Shahar & Shmalowitz, 1996; Wright & Kershner, 1998). Collaboration between multidisciplinary team members is necessary to transfer information about the child they are caring for to build customized solutions for him (Lacey & Lomas, 2013; Sileo & Parter, 1988). The multi-professional team achieves the common goal set for the child's benefit if they work as one piece without regard to class differences (Albeck, 1983; Adges, 2010).

Benyamini (2004) indicated in her study that three aspects express cooperation in a successful multi-professional team: A) Structural aspect, which relates to the frame in which team meetings take place and includes the setting, the room in which meetings take place, and surrounding physical details such as furniture, decoration, a form of sitting and hosting. B) Organizational aspect relating to formal structure presented in the meetings, meeting structure: meeting opening conversation and discussion and closing of the meeting, summary, and follow-up on decisions: documenting what was said in the meetings, decisions, and summaries, professional terminology, explanation of professional terms. C) Social aspects, including personal and interpersonal aspects, contribute to successful interaction in a meeting. Benyamini (2004) added that cooperation between the multi-professional team in special education schools is related to several layers: work purposes of the multi-professional section, mapping strength points and weak points for improvement of a pupil in the study, emotional, social, and behavioral fields, assembling all the information concerning a pupil, decisions regarding

priority in treatments and program making and the following, execution of follow-up and evaluation of program implementation and progress of a pupil.

Benyamini (2007) presented the advantages of multi-profession teamwork with pupils with special needs. According to her, fulfilling diverse special needs obligates a holistic view of them with all their functions: developmental, study, social, behavioral, and familial (Benyamini, 2007). This view is made possible by multi-profession teamwork, in which cooperation exists between various professionals with a variety of professional skills (Avishar, 2015).

Collaboration in a multi-profession team that handles special-needs pupils enables one to inform and share information regarding a pupil. Each team member focuses on their area of expertise, presents their work program to a pupil, treats them, and targets their progress (Magazine of Actual Integration, Ministry of Education, 2015). Consultation – the focus here is on indecisions. Team members share indecisions regarding methods of work with a pupil. They focus on the difficulties of their work and wish to consult with the rest of the team members. In consultation, interpretation is offered for a pupil's condition and thinking together regarding working with them. Sharing-team members cooperate after trying all the methods and still do not know how to help a pupil. They raise questions regarding the case of a pupil and try to formulate a mutual way to work with them. Sharing includes a desire to share multi-profession knowledge and be assisted by team members. Discussion on this level enables the emotional and professional support of team members (Avishar & Antin, 2019).

Benyamini (2009) maintains that special-needs pupils benefit from assistance and enjoy an extremely high quality of education with cooperation between various team members. The work of a multi-professional team enables saving time and efforts required from professionals involved in the process and guarantees continuous and quality work (Ministry of Education, 2015). Various studies like those of Gregory (2010) and Harper (2006) examined the efficiency of multi-professional teamwork of teachers in regular education who have mainstreamed pupils with analysis and behavioral difficulties in their classes. The multi-profession teams included traditional education, teachers from special education, psychologists, educational counselors, therapists, para-medical therapists, and more.

Teamwork in these cases focused on the solution to the problems of pupils. The teams assessed pupils' difficulties and formulated intervention programs adapted to their needs. Studies reported that most teachers benefited from teamwork, considered it an opportunity for professional development, and indicated they acquired intervention skills and new techniques and became better teachers. Researchers who examined multi-professional teamwork in frames of special education, amongst them, (Benyamini, 2004; Malone & Gallagher, 2009), indicated that this work method is an inseparable part of the daily lives of educational frames professionals from different fields of expertise work.

Multi-professional teamwork embodies within it dialogue in a mutual space. The conference is not only around a pupil; the forum also revolves around difficulties professionals experience in working with a pupil. Team members must cope with challenging pupils and complex tasks in special education frames. Working in multi-professional teams enables team members to share feelings and difficulties and develop multi-team skills such as listening, asking questions, undermining acceptable conventions, thinking of work methods, and more (Freund & Derech Zehavi, 2005; Margolin, 2005).

1.5.6.2. Difficulties of teamwork in the educational frame

Despite the advantages of teamwork on an individual and an organization level, difficulties might arise in the educational frame in which work is in teams. One of the sources of disappointment is the lack of suitable models of teamwork specific to the education system (Greenbank, 2017). Most attempts to apply teamwork in schools lean upon models developed for business organizations and do not consider the unique characteristics of the school system and the teaching profession (Ayalon et al., 2019).

Somech and Derech-Zehavi (2006) maintained that one of the difficulties in implementing teamwork in school is the perception of the teaching profession. An individualistic approach characterizes this perception: professional training, development, and promotion processes focused on the specialization subject. A teacher is trained and develops professionally independently of their friends in the team.

Similarly, in managing a teacher's work, it is possible to emphasize the development of personal responsibility and empowerment of a teacher in their class (Luke et al., 2015). In such a structure, teachers learn to work alone, trust their unique capabilities and skills, cope with problems arising in a course, and develop their professionalism independently (Somech & Zehavi, 2006). This process of individual and autonomic work leads to professional segregation. Most of the professional satisfaction of a teacher is derived from the teacher's interaction with their pupils rather than an overall school context. These characteristics might serve as a hindrance to a teacher's willingness to teamwork (Ziva, 2005). For Blanchard (2008), one of the reasons for difficulty in collaboration in school is the structure of a teaching position. This, on the most part, comprises teaching hours behind a glass door and does not leave much time for teamwork. For example, special education teachers indicated a lack of time for team meetings and an unequal division as essential difficulties in implementing multi-professional collaboration (Blanchard, 2008).

Bronstein (2003) added that support by the organization is required for teamwork to exist and to succeed. Structural characteristics such as resources of place and time for team meetings must be structured to plan organizational work. Additionally, equal division of roles and centers of influence are required, in a way that there is no situation in which one staff member is a member in several teams, for example, in the management team, mathematics teachers' team, age group coordinators team, and therapy team and another staff member is outside the circle of systemic influence. Sub-systems in multi-professional groups might cause difficulties and malfunction of a team (Freund & Zehavi, 2005).

Benyamini (2009) presented examples of sub-systems created due to a leader or a dominant team member. As opposed to joint work in a team, discussion and decision-making might be led by one. This might cause grievance among the rest of the team members. Additional examples causing difficulties in section functioning are conflict amongst team members on a personal background that might infiltrate and sabotage teamwork or an isolated team member who feels uncomfortable in the group and stops working. Sub-systems can also exist in a multi-professional team. For example, team members from different fields and sub-systems from health, therapy, welfare, and education. Each lot of knowledge

has its purposes and working methods, and it is difficult to find a model that will enable one and all to work together as a team (Freund & Zehavi, 2005).

Shaked (2006) indicated that multiple professional identities in various education frames might lead to an inter-role conflict. Occasionally, a team member is required to resolve a dispute in their field of expertise and, at the same time, to determine a competition created with a team member from another area of expertise. Different professionals bring different perceptions, beliefs, understandings, and values to mutual work. When people in a team feel misunderstood or do not manage to “relate” to the values and beliefs of other team members, it is hard to reach excellence in teamwork. A study by Brownell et al. (2006) revealed that teachers who experienced collaboration a dissonance in beliefs, opinions, and values did not benefit isn’t an easy multi-professional team. It did not change their working method with pupils (Brownell et al., 2006).

Teamwork enables the synergy of specialists from different disciplines and thus improves the quality of teaching, education, and therapy (Perkins, 2001). Collaboration improves feelings of belonging and satisfaction among teachers and the entirety of team members. It enables adjusting to changes and introduction innovations, alongside a comprehensive response to pupils in general and pupils with special needs in particular (Gled, 2011). Multi-professional teamwork enables mutual professional knowledge and wealth in diverse observation points, effectively achieving purposes. This work allows for profit for all parties: the team, the pupils, and the organization. However, in many cases, teamwork is not applied correctly in educational frames, and difficulties exceed vantages (Greenbank, 2017).

A decisive factor of work quality in a multi-professional team includes knowledge of cooperation skills such as openness, honesty, mutual respect, and receiving feedback and opinions from opposite points of view (Benyamini, 2009). Instilling these abilities should be performed as early as in the training of the different professionals in education and therapy. In the infield of schooling, the emphasis on teamwork skills is highly essential, as such training of teaching personnel is directed to the individual rather than collaborative work (Bashan & Holzbart, 2013). It should be indicated that presently, in some colleges for the training of teaching personnel, there are courses for teaching trainees on teamwork in the

educational frame (Shimoni & Avidar, 2013). However, most of these courses are designed for learning trainees in a special education class and delivered separately from experienced academic structures (Ephraim et al., 2014). It is essential to integrate systems on the subject of teamwork as part of the study program to train teaching personnel in all colleges and enable teaching trainees to apprentice in them (Avidan & Sabov, 2020). Teachers in regular education who do not receive training in teamwork will find it difficult to consult and get support from team members in their coping with pupils with difficulties a situation that might lead to incredible frustration levelled at pupils (Greenbank et al., 2017).

1.5.6.3. School principals as leaders in multidisciplinary teams

The school principal has an essential role in determining a policy that advocates teamwork (Weil & Carmon, 2012). The school principal should take care of setting up teams and allow teachers to experience them, both as team members and as team leaders. In this way, teachers will be able to show empathy and a willingness to cooperate by understanding the complexity of the various situations. The manager's role is also essential in establishing a structured framework in the organizational system of regular and frequent staff meetings. These meetings constitute an array of experience and support for the teams' collaborative work (Edjucs, 2010; Somech & Drach-Zahavy, 2007; Vidislavski et al., 2011; Will & Carmon, 2012).

Increasing cooperation between teams that operate together in a school and implementing a collaborative work culture with another position holder in the school array, an educational counselor, is significant in leading teamwork (Shahar, 2007). The academic counselor has a vital role in managing teams working in a school. They coordinate between team members and professional specialists and coordinate teamwork. An educational counselor can increase cooperation between management and teachers' groups or between special education and regular education teams. Therefore, it is essential that academic counselor as well receives in the course of their training knowledge in skills and qualifications that might serve them in teamwork, such as consulting abilities, coping with objections, assisting communication skills, and more (Almog & Leiser, 2011; Elhard, 2014).

1.5.6.4. Conflicts in the work of a multi-professional team

Working in multi-professional teams involves different team members. As a result, conflicts often pop up between team members around expertise and professional knowledge, seniority, philosophy, perspective, and other ideas. Those conflicts are mostly hidden and exist below the surface. Effective teamwork is obtained through making hidden rows overt. For that, it is required from different team members to examine the boundaries of their roles in a team and the relative advantage of each field of occupation. In this type of examination, conflicts can be spoken out and open (Shaked, 2006).

Examining the expectations, feelings, and needs of team members before they enter the process of mutual work and exploring the expectations and feelings of team members is essential for effective multi-professional teamwork (Gregory, 2010). Mapping the needs of team members can be received through an informal personal acquaintance. Interpersonal conversations and observation while working can be of great value in understanding the characteristics and needs of various team members. This understanding will help compose teams as adjusted to members in them and, thus, more effective work. However, training, preparation, and experience in teamwork are not sufficient. Even after establishing a team, it takes time to learn the pattern of team members and develop effective work relations. To implement and turn multi-professional teamwork effective in educational frames, there is a need for assistance and accompanying the team members (Brownell et al., 2006).

As indicated, high-performance teams are a product of multiple factors, such as clear purpose and values, achievable purposes, mutual responsibility, trust amongst team members, and time resources (Shoshani & Gilts, 2021). These must be developed and cultivated systematically and consistently. In educational frames, there must be team members from fields of consulting, guiding, or therapy whose role will be to accompany the teams in their work, make follow-up discussions, and intervene in case of need (More- Lurie, 2014). Not only should team members feel that they are “seen” and listened to and influence the activity in the educational frame, but there will also be realized the fullest potential inherent in teamwork. Team members would want to continue working in teams, and contribution will be

significant for all those involved – pupils, the educational frame in general, and the staff in particular (Benyamini, 2008).

1.5.7. A Principal's Role in Israel

Appointing a principal in educational institutions in Israel will be in the hands of a tender committee composed of representatives of the Ministry of Education, the representative's organizations of teachers, and representatives of the Local Authority (Procedure for appointing principals and deputy principals in official educational institutions, 2022). The committee will be headed by a district manager of the Ministry of Education, whose area is the institution or representative. This committee will examine the extent of suitability of each candidate according to standards determined by the Minister of Education (Ministry of Education, 2017). The report of the professional committee to formulate recommendations for the policy of the Ministry of Education to manage a school in Israel states: “a school principal in Israel is an educational leader constituting the leading professional authority leading a school to realize its educational goals” (Avney Rosha, 2008, p. 21).

Additionally, it is written that “the central role of a principal is to focus school activity on teaching and to learn to advance pupils’ achievements, study, social and moral fields” (Avney

Rosha, 2008, p. 8). These words fit what is stated in clause 2 in State Education Law 1953, dealing with educational purposes. It is important to emphasize that the focus of principal educational activity, teaching, and learning, is not exclusive and does not make other duties unnecessary. Still, instead, there is a linkage between their duties; they serve one another and support their central commitment – pedagogic leadership (Horovitz, 2008).

Studies prepared by Emanuel et al. (2018), Oplata et al. (2016) and Chaugy & Andrman (2015) indicate that the role of school principals is very complex, highly responsible, and very demanding, and the responsibilities imposed on them have intensified over time, and the workload has increased. Behind the multiple activities and energies characterizing their work are valued, their vision is structured and gives meaning to their daily activities (Southworth, 2009). The role of a principal has crucial importance for the success of a school. Multiple factors influence their plan: overload, vagueness in the job description, and inter-

functioning conflict. They must cope daily with complex and diverse issues such as interpersonal relations, managing a team, leading teaching processes, developing school culture, and academic, financial, and economic management (Newton & Witherspoon, 2007; Shelton, 2016). Therefore, a school principal operates in a dynamic reality and is obligated to multiple diverse tasks (Sharon, 2010).

The status and importance of their role have undergone multiple changes. They start with the perception of a principal as a super teacher and educator and follow their perception as an administrative manager, social manager, professional organizer, system operator, leader of teaching-learning processes, and ending with a perception evolving presently of broad educational and professional leadership (Inbar, 2009). Additionally, changes characterizing post-modern society have entered schools, brought about technological development and enrichment of knowledge, and turned the role of a principal into highly complex and demanding, which includes a diverse array of fields starting with structuring a vision and proceeding as change agents, as creating and leading a study culture which leads to improvement of achievements, as experts in study and evaluation programs and as resource principles in school (Darling-Hammond et al., 2007; Merrill & Pounder, 2001).

School principals cannot focus only on organizing, planning, and managing school activity; they must also lead teaching-learning processes to improve staff and pupils' achievements plan (Avney rosha, 2008). They must create cooperation and unification around study purposes and the commitment to achieve them. The responsibility imposed upon them changed, and on many occasions, they must juggle the multiple tasks they are facing, which contradict one another (Chen & Lifshitz, 2020). For example, on the one hand, an increasing demand regarding improving achievements, pressuring schools to focus on cognitive aspects, and on the other hand, a request to emphasize emotional needs. From all those, it is clear that principals need to operate with a balance to fulfill the multiple demands as effectively as possible (Stonge & Catano, 2007).

The complexity of the role depends on the age of the pupils (Merrill & Pounder, 2001), and it was revealed that managing High School is an even more complex and challenging role. Principals are expected to lead a vision in a school and lead

improvement in teaching and learning processes. They must be responsible for comprehensive teaching support, meaning providing a safe and positive environment, cultivating good teaching and learning, promoting good relations in school, developing a solid team, and monitoring pupils' advancement. This, in addition to other duties, turns the role more complex, less organized, and unexpected (Crow, 2006).

The school principal is a role with crucial significance for the success of a school (Avnirasha, 2008). They must cope daily with complex and diverse issues such as interpersonal relations, managing a team, leading teaching processes, developing school culture, and academic, financial, and economic management. Additionally, a principal has an obligation and responsibility toward factors external to the school and post-elementary education towards various ownerships. Thus, principals are currently required to respond to a variety of needs of pupils and the parents population and, at the same time to meet the standards determined by the Ministry of Education (Shelsky & Albert, 2016). There is no clear definition of the borders of a principal's roles in the system, and there is vagueness regarding the job description (Avney Rosha, 2008; Worgan, 2006).

In a report of the professional committee to formulate recommendations for the Ministry of Education policy (2008), the central role of school principals is summed up in five general and primary fields:

1. Lead a school educationally and pedagogically.

Until the 1980s, leadership research was based on social sciences, and the role of a principal was based on scientific, business, and managerial images (Cuba, 1988). The foundation of management is considered universal and independent of the educational context (Murphy, 1991). Recent studies indicate that pedagogical leadership is the core task of a school principal (Wallace, 2008; Foundation, 2007). A principal who is a pedagogical leader affects the improvement of teaching and learners' achievements (Gutman, 2006; Murphy et al., 2007). Pedagogical leadership is one of the characteristics of a principal's role; it is the leadership that emphasizes the behavior of teachers whose direct purpose is to affect the growth of pupils (Leithwood & Steinbach, 1988), leadership that defines the pedagogic purpose of school, manages to teach, and learning and creates a school climate that supports education (Hallinger & Murphy, 1985).

It also directs and guides the improvement of teaching and learning (Elmore, 2004) and shapes an educational-learning vision, and fulfills it by cooperating with school staff and the community (Leithwood & Riehl, 2003). Leadership is founded upon procedures that create possible connections with the educational activity (Coldren & Spillane, 2007), based on reciprocal relations of teacher-pupil-study materials (Cohen & Ball, 1998; Cohen et al., 1991; Hargreaves & Hopkins, 2001). Literature dealing with pedagogical leadership settles with moral and general characteristics. The prominent features of a principal's leadership include: managing the array of teaching and learning, in which is guidance and evaluation of education and diversity of teaching methods, leading and involvement in determining study programs for them to be significant for learners and develop their thought, identifying the study progress of all pupils and following are based on data, cultivating positive study climate with an emphasis on coordinated allocation of teaching time and developing the organizational structure for study needs, managing professional development of school staff with linkage to the activity of teaching and learning (Cuban, 1988; Hallinger & Murphy, 1985; Kruger, 1992; Shulman, 1986). Therefore, the central role of the school principal is constant improvement in teaching and learning. In this context, literature does not distinguish between knowledge and education. In the educational reality of Israel, there is great emphasis on education, moral education, education for values, and so forth (Sarid, 2012).

2. Shape the future picture of the school – vision and change management

The most significant role of a pedagogic leader is the definition of the educational role of the school and the realization thereof (Hallinger, 2003). Hallinger also argues that vision is an expression of perception of the school's world and the central purpose it exists for; it is the “glue” binding people to one another and to the organization, creating a sense of mission and hope and establishing daily activities upon moral positions. The origin hypothesis of occupation with school vision is that a school is an organization motivated by values, and it educates for deals by the fact of its conduct (Sergiovanni, 2002). A vision expresses the desired direction and targets a school strives for. A vision should be anchored in the local circumstances of a school. A successful vision does not remain in the convincing statement but is translated into practical possibilities of action (Hallinger, 2003).

A dynamic vision that can be changed in the course of work is more effective than a static vision (Hillman & Stoll, 1994). It is essential to distinguish between an image of a principal and a vision of a school; a vision of a school is defined as the future picture when it is at its best or a system of explicit ideal purposes a leader wants an organization to achieve in the future (Sangi, 1990). Personal vision for a principal is defined by many a theoretician as a leadership act of a system's head, seeking to shape an improved future for their organization. For Conger and Kanungo (1987) a vision “relates to an aspired purpose, that a leader is interested the organization would achieve in the future” (p. 640). A personal vision of a principal does not automatically turn into a school vision. The image will not be joined as long as it does not communicate with the unique visions of school attendants – including pupils (Stall, 2003).

In many schools in Israel and around the world, there is a declared vision; this vision is expressed, usually in a sign hanging in a principal's office and occasionally even in the logo of the institution that delineates the school's targets. However, is it possible to say that an institute does conduct according to the declared vision? (Tubin, 2005). Indeed, the school principal must have an educational “backbone”, but it is not enough. One of the expressions of the leadership of a school principal is leading school staff and relevant factors in the school community to a mutual phrasing of their vision (Harachbi & Levi, 2014).

Opletka (2020) reveals that a school vision set or phrased by a school principal – as capable as they may be – arouses objections, leads to passiveness and indifference of school staff in all matters of its realization, and becomes irrelevant when a principal leaves their position. Additionally, a vision detached from reality can cause much damage to an organization, as it turns into an illusion attempting to adjust itself to an ideal image that cannot be realized (Bogler & Nir, 2001). On the other hand, it became clear that a vision that is a product of a cooperative process is a richer vision anchored in the local context and with higher chances of implementation. Dynamicity of an idea and updating thereof from time to time are essential to the efficient functioning of any organization, particularly organizations where frequent changes occur in them (Bogler & Nir, 2001, Hillman & Stoll, 1994).

As a vision poses a challenge for the school, its realization is involved in the change process, and this is a complex issue, primarily aimed at teaching and learning (Cohen & Ball, 1993). The change process is involved in a variety of fields and components dependent upon one another, for example, educational perceptions, study programs, teaching methods, evaluation methods, organizational mechanisms and procedures, working frames of professional teams, the definition of tasks, division, and the execution thereof, organization of time and space, location and pooling of resources, coping with objections, handling components out of view of the entire system and in short, change in school culture (Cohen & Hill, 2008).

3. Lead and manage the staff and care for their professional development.

The central premise is that it is impossible to improve pupils' learning efficiently and overtime without improving teachers' teaching (McKinsey & Company, 2007). From the viewpoint of a principal who serves as a pedagogical leader, this premise has crucial importance. First, a principal must invest substantial time in guiding and counseling teachers; second, they must be present at significant pedagogical crossroads; finally, they must also enter classes, observe lessons, and give feedback to teachers (McKinsey & Company, 2007). However, a principal's focus on teaching is direct and indirect. A principal can influence a class activity by actions they perform both by organizing the array of school resources and tools at their disposal.

This way, they lead and manage pedagogical tasks. However, additional figures from a school and externally executed (Coldren & Spillane, 2007). In other words, two central grounds for pedagogical leadership invite distribution of management tasks - distributed leadership: first – there are a large number of management tasks, and it is not likely that one person, as talented as they may be, will perform them alone. Second, and more importantly, if the central mission of a school is related to the improvement of teaching and learning processes, teachers, being the actual task performers, must be significant partners in leading the operations of school improvement (Coldren & Spillane, 2007; Hopkins, 2001; Southworth, 2000; Spillane, 2005).

Furthermore, if teachers maintain professional ties – formal and informal – regularly, if they plan together lessons and teaching units, if they hold professional

conversations regarding what is done in classes, if they share knowledge and successful teaching practices, if they get opportunities to initiate new activities, then the chance for improvement of learning and raising pupils' achievements grows extensively (Polan & Hargrivs, 1992; Southworth, 2000). A principal has two central roles in this context: creating a collegial and solidary working environment that learns from the practice community, of course. The second – is managing teaching staff and organizing processes for the professional development of teachers. Creating a collegial working environment will be by reinforcing autonomy: (1) creating work frames emphasizing a teacher's place as a member in a professional group discussing subjects of education and dealing with solutions to problems, and making decisions on school policy issues responsible for its implementation. (2) Encouraging colleagues to observe lessons planned together and discuss the application. (3) Operating frames for mutual support and assistance between team members (internal guidance, consultation meetings, etc.). (4) Operating frames for teaching in pairs, similar to what is accepted in preschools (5) Operating multi-professional teams according to arising “needs”, such as the learning team, which plans, executes, and evaluates means for supplying a differential response to pupils (Sergiovanni, 1992). Management of a teaching team and organizing the processes of professional development of teachers is a vital role of a principal in leading a significant change in school well anchored in the professional literature (Boyer, 1983; Levine & Lezotte, 1990; Lieberman & Miller, 1981; Smith & Andrews, 1990).

The best way for principals to fill this role is by creating conditions that promote the growth and development of professional personnel in their schools. Focusing on people is the most efficient method of changing any organization. It is possible to maintain that organizations do not change; only people change. Only when enough people within an organization can change (Fullan, 1993). One of the keys to school improvement is hidden in the willingness and ability of principals to accept duty in developing a team and determining that their task is to change professional practices, beliefs, and understandings amongst school employees in managing teaching staff (Avidan & Saub, 2020). Their role is to plan and lead the processes of professional development and learning of their team, according to school policy, professional needs of teaching employees and their ambitions, and in unity with stages of their professional career and office policy, to sustain an

educational dialogue with every teaching employee to make decisions on the subject of their professional development, in three-years sight once every three years (Stauber et al., 2021). They are managing the execution, application, implementation, control, and evaluation of school professional development processes, giving a stage for teaching employees to share their experience and their studies with colleagues in the school, presenting the planning to the Inspector of the school, and receiving their approval (Ministry of Education, 2018).

4. Focus on an individual.

As a pedagogical leader, a principal has an obligation to every pupil (Freedman, 2013). This emphasis on the study aspect can come at the expense of the personal-educational element. However, the intention is not individual, adjusted, or differential teaching – all these, as important as they may be, remain in the study-achievement field. The purpose is the responsibility of a school principal for the perception that a pupil is a whole person whose well-being should be cared for; they should be cultivated and educated accordingly (Moore & Mendelsohn, 2006). Naturally, this personal relationship is essential for improving learning; however, striving for intimate relationships does not stem from an instrumental perspective but rather from a fundamental-moral perspective. This is also suitable for how an individual is perceived as a learner (Lurai, 2014).

It is the responsibility of the school principal to care for the welfare of students and educate them according to their needs; the special attention that the principal gives to the student is necessary to improve the student's social and value achievement. The expectations of the school principal are very high, so an administrator he/she has to invest a lot to raise the required standards (Rand & Shkolnehick, 2009).

Therefore, the role of a school principal is that staff will be present, attentive, and relevant to the life experience of wall pupils, including pupils in distress situations. They must create frames capable of supplying response, as good as possible, for pupils' needs, ambitions, and legitimate desires (Oplatka, 2015). Amongst the duties of a school, the principal is to be a person entrusted with a collective alliance rather than the keeper of the status quo. They must act for the establishment of relationships between several different target audiences including teachers, pupils, parents, and the extended community (Sorensen & Machell, 1996).

Whether and when relationships based on trust are built, a school will turn into a learning community with positive school culture leading to enhanced achievements of pupils (Rieg & Marcoline, 2008). A school principal must be familiar with pupils through visits in classes and maintaining high visibility all over school, inviting children to visit the office, learning the names of pupils, listening to pupils and holding conversations with them and alongside that, recognizing their achievements, and assisting with their difficulties (Bronboim, 1997). Understanding teachers' needs in a professional, supportive and honest approach advances teachers, through quality professional development, creating study teams, distributing teachers to age groups and professions in which they will get the most out of pupils, teaching a lesson as a substitute for a teacher who needs time, express formal appreciation towards teachers regarding excellence at work and achievements and as well listen and express care (White, 2013).

The principal should establish positive relationships with the students' parents and involve them in making school decisions; the principal should inform them of all the events that happen at the school. The school principal should tell the parents of all the events in the school. The principal should also establish relationships with the local community by cooperating with various institutions and other stakeholders in the community (Oplatka, 2007).

5. Manage contacts between school and community (Avney Rosha, 2008).

Until the 1970's school was almost a completely independent organization and did not maintain significant dependency relations with its environment. In recent 40 years, this picture has changed; turning education into a universal service obligated reporting to parents; budgeting schools based on several pupils led to competition between schools and principals began marketing their school; decentralization processes increased the influence of Local Authority, and it was a source of financing and power over schools and involved schools in local politics. Also, schools of self-management and community schools increased the need for cooperation between schools and factors in its environment; reduction of budget to schools and promotion of privatization processes in the society made the ground ready for infiltration of organizations from the third sector and of business bodies to schools (Oplatka, 2015).

School principals dedicate much time to creating contacts with position holders and organizations in the school community and external to it. The purpose of these contacts is to respond to a variety of needs: accepting diversified consultation, locating information in all matters of policy, locating sources for supporting the school and accompanying it, planning and preparing school visits, identifying new trends relevant to the functioning of school (whether threatening or including opportunities) and identifying financing sources (Leithwood et al., 2007). Usually, these activities are not linked directly to the teaching, significantly not increasing the chance to improve education, learning, and pupils' achievements. Moreover, the perception in this reality is that the central role of external contacts is activity to locate financial resources and competition to realize interests.

However, a community is an economic potential or source of tensions and a barrier that needs to be overcome (Horowitz, 2008; Inbar, 2000). Few studies examined the connection between managing external contacts of a school and between school improvement and focusing on education, teaching, and learning activity. Levacic (1995) found that principals are the primary liaisons between the school and the environment. Principals are responsible for fundraising, which are the input of an educational array and the source of its activity. As a result of the need for fundraising for a school, the field of external contacts as part of a principal's duty expands and increases. The market for marketing activity rises to expand the circle of clients and donors, such as connection with parents and the community. These factors are increasingly involved in the school's operation and primarily serve as sources for fundraising (Mikhaili, 2009).

According to a study by Ost and Schwavesky (2013), findings indicate that the functioning of a principal is mainly focused on managing human resources and external contacts. Most of their role performances positively correlate with teachers' satisfaction and commitment. It was found that a principal's role as human resources manager predicts teachers' happiness, and versions of a principal as a leader predict their commitment to the school. All of this will lead to improvement in teaching and learning. School principals are entrusted with all the "regular" managing activities, including developing and managing a vision, human resources managing, formulating study programs, budget management, and maintaining contacts with external factors (Miskel & Hoy, 2008; Oplatka, 2012).

Principals perceive their role holistically and consider themselves responsible for what is done inside and outside school. Principals might perform activities beyond their official job description (Horovitz, 2008). Those activities are included under “organizational citizenship behavior”, an individual connected to a workplace that is not identified by a rewards system and that advances the organization. On a principal's level, organizational citizenship behavior contributes to the achievements of pupils and the quality of their life in school (Somech & Oplatka, 2014).

Few important insights arising in this context:

A. As much as a school principal mediates for factors external to the school, the designation of a school, and the importance of pedagogical focus, the chance for cooperation that directly concerns this aspect of school increases (Leithwood et al., 2007). Further, as school vision is grounded in community contexts, thus chances for its acceptance and realization increase (Oplatka, 2015).

B. A school, in light of its vision, must sort out amongst factors wishing to affect its conduct (Benvenisti, 2007).

C. The school community can serve as a rich platform for study experiences and authentic social and volunteering activities (Gross & Goldart, 2017).

D. Pupils' learning is enhanced should parents support the school and its purposes, pose a high standard for their children, and ensure proper study conditions (Gutman, 2006; Oplatka, 2007).

1.5.7.1. A principal in Arab school

Arab education system existed before founding the state as a separate system for the Palestinian majority. After launching the State, it became subordinate to the Ministry of Education and became an inseparable part of state education in Israel. Even though State Education Law was allegedly designed to provide a legal and organizational umbrella to Jewish education and Arab education, it seems. However, the legislation of education in Israel ignored and continues to ignore the unique interests of Arab pupils. Arab education is separate from Jewish education because most Arab pupils study in different schools in their residential areas, where teachers and principals are Arab (Gabarine & Agabaria, 2010; Golan & Agnon, 2004).

Jewish officials and decision-makers manage Arab education in Israel. The local authorities, both Local Authorities and school principals, are only technical and essential decisions made by the Ministry of Education (Haj, 1996). The meaning is revoking any significant involvement of Arab educators and principals in the process of decision-making in the field of education, both regarding allocation of public resources to Arab schools and regarding subjects connected with the educational contents of Arab pupils (Saban, 2002). A principal in an Arab school is usually perceived as a change agent or a government agent because they work in a government office and are appointed by a governmental branch (Aliyan & Safdi, 2013).

Therefore, the role of a principal is perceived as a mediator of social power and is expressed in multiple diverse activities within a school, in their relation to a different pupil, their connection to an additional modernization, their morals and behavior patterns, and introducing new norms to school. Additionally, external to the school, a principal is perceived as a social mediator as the public of principals is an educated elite; it is in current contact with modernization sources. It expresses changes in social structure in morals and new or foreign eating and drinking patterns, interpersonal relations within a family, and relations between genders in a village (Abu-Asba, 2004; Agnon, 2004).

CHAPTER 2. Motivation, Purpose, Research Questions and Objectives

2. Motivation, purpose and Research Objectives

2.1. Motivation towards research

The researcher served as a school principal for 18 years, and as a member of placement committees (characterization and entitlement, after the amendment to the Law, 2018) that were held in the Arab community in various towns in Israel. The researcher has noticed for years that there is an intentional disregard of placement committee members of the rules set in the instruction of the Special Education Law 1988 when children are brought for a discussion on their case. The neglecting and ignoring were related to the involvement of parents in decisions made regarding placement of their child in a frame, paying no attention to the recommendations of the multi-disciplinary staff of schools; school representatives who are invited to the discussion only hear negative criticism regarding the performance of the school, and what they have to say is practically disregarded in the decision making. Additionally, placement committee members are not deeply familiar with the various frames pupils are being referred to. They are not familiar with work rules in those frames. Most placement committee members neither come from the field of education nor have they previously worked in the educational frames. Therefore, they make decisions according to admission documents (which are mainly medical documents or documents of the diagnosis service in Ministry of Welfare in which they rely on medical documents as well, mainly while writing a report about a child). All the above might lead to a wrong placement of children in frames, which causes creation of difficulties and troubles in coping with the managerial, systemic, educational and therapy layers of those schools.

Schools in which pupils with special needs are placed are defined as inclusive special needs schools, which means they admit all students who are excluded from regular education (there are no selective special education schools with specific specializations). The probability that these schools are not physically, organizationally, systemically, and pedagogically adequate to those pupils being referred to them is high. Additionally, this probability is as well high regarding expertise of the multi-disciplinary staff who do not meet all professional requirements, which constitutes difficulties in coping with them as well, and is an important matter as the researcher does not obligate professional staff to a specific

expertise and does not force them to apprentice, however it is just a recommendation.

Based on what has been discussed above, the researcher has chosen to examine this subject in order to get a clearer picture of the process and develop educational approaches, as well as state recommendations that can improve the situation that was created. In that manner, the following questions were raised and will be answered in this research.

2.2. Research Purpose

The research purpose is to examine the experience of parents of children with special needs, the multi-disciplinary staff working with children with special needs and principals of special education schools from different aspects., e.g. the relationships and contexts in the social pedagogical educational interaction, and the educational environment. It focuses on what can be learned from their experiences to help principals of special education schools to enable optimal education for children with special needs.

2.3. Central Research question

The main research question focuses on how principals of special education schools can achieve optimal education for children with special needs. Sub-questions are formulated to delve deeper into the perspectives of parents, multidisciplinary teams, and school principals, aiming to gather insights on how to improve Arab special education in Israel. The objectives and sub-questions are as follows.

How do principals of special education schools in the Arab community in Israel enable optimal education for children with special needs?

From this general question stemmed sub-questions that will help answering it:

- How does teamwork channel work with pupils with special needs?
- How is a school organized for the benefit of pupils with special needs?
- How do parents adapt themselves to the educational activity for the sake of their children?

2.4. Research objectives

The research objectives of this study are deeply rooted in the context of special education within the Arab community of Israel, focusing on the experiences and perspectives of key stakeholders, including parents, multidisciplinary staff, and school principals. These objectives are designed to uncover the multifaceted dimensions of special education and to identify ways to improve the educational experiences of children with special needs.

One primary objective is to investigate how principals of special education schools in the Arab community of Israel can achieve optimal education for children with special needs. This involves examining their leadership strategies, administrative support, and the implementation of policies aimed at fostering inclusive and effective educational environments. The research seeks to understand the principals' roles in mediating social power within the school and their impact on introducing and maintaining educational norms and values.

Another objective is to analyze how teamwork among multidisciplinary staff, including educators, healthcare providers, and social workers, contributes to the education of pupils with special needs. This objective focuses on understanding the dynamics of collaborative efforts, the challenges faced, and the strategies employed to overcome these challenges. The research aims to highlight the importance of goal-focused educational therapeutic cooperation and the principle of partnership among staff members.

The study aims to evaluate how parents adapt to and engage with the educational activities designed for their children with special needs. This includes assessing the level of parental involvement, the support provided by parents, and the impact of this involvement on the educational outcomes of their children. The research seeks to identify ways to enhance parent-school interactions and to empower parents in the decision-making processes concerning their children's education.

Assessing the organizational structures of schools in the Arab community is another crucial objective. This involves examining how schools are organized to accommodate and support pupils with special needs, including the physical, systemic, and pedagogical aspects. The research aims to identify best practices and

areas for improvement to ensure that schools are adequately equipped to provide inclusive and supportive educational environments for all students.

The research also aims to explore how daily media coverage portrays and influences inclusive education practices and policies. This includes analysing the representation of special education issues in local newspapers and understanding its impact on public perception and policymaking. By investigating the role of media, the study seeks to highlight the importance of controlled parental participation and collaborative decision-making in shaping effective educational systems.

Based on the findings from the above objectives, the research aims to propose evidence-based recommendations for improving inclusive education in the Arab community of Israel. These recommendations will be targeted at policymakers, educational institutions, and practitioners, aiming to enhance the quality and inclusivity of education for children with special needs. The goal is to provide actionable insights that can lead to meaningful improvements in the educational experiences of these children.

These objectives are intended to guide the research process comprehensively, ensuring a thorough analysis of the factors influencing inclusive education in the Arab community of Israel. The insights gained from this research are expected to contribute to the development of effective strategies and policies for enhancing the educational outcomes and overall well-being of children with special needs.

CHAPTER 3. Material and Methods

3. Material and Methods

3.1. Research design

For conducting the current study, qualitative research methodology was chosen. It's because a human phenomenon cannot be measured with quantitative tools, but rather with in-depth interviews and content analysis (Tzabar-Ben Yehushua, 1991; Shkedi, 2014). The data analysis of these two tools i.e., in-depth interviews and content analysis enables understanding the significance of things through the eyes of an examined subject (Strauss & Corbin, 1998; Kumar, 2014). Denzin and Lincoln (2000), indicate that the role of a qualitative researcher is to examine the phenomena and operation patterns that people experience in their natural location in a subjective reality and to interpret their meaning in useful terms (Denzin & Lincoln, 2000). The research should be in essence descriptive, draw its data from the natural array, and the researcher in it is the primary tool. The research enables a researcher to focus more on the process rather than on outcomes (Manen, 1997; Thyer, 2001).

Understanding the activity of an individual, and his/her experiences and interpretation thereof is a significant purpose in the current study (Tzabar-Ben Yehushua, 1990). This understanding is found based on examination of views of an individual, one's approach towards values and events, one's demands from life and expectations from the future. This understanding considers the other as an independent responsible personality with a power of choice.

Creswell (2014) indicated that qualitative research has characteristics distinguishing it from quantitative research and mixed research. He analyzed files of qualitative research literature and found the following about qualitative research:

Qualitative research is performed mainly in the field that provides the researcher with direct efficient interaction with the participants (research sample) in context of the examined subjects and the environment they live in.

A qualitative researcher is considered as a part of the data collection tools; since the researcher himself collects data through learning and analyzing documents, observing participants' behavior or conducting interviews with them.

Qualitative research is often characterized by multiplicity of tools serving for data collection, and that obligates the researcher to look carefully at the data being collected to understand and realize their different contents and organize them according to categories or subjects; and to achieve reliable results that help in understanding the examined problem.

A qualitative researcher adopts inductive analysis in order to analyze the data and structure styles, categories, and subjects from bottom to top, or from part to the whole.

Qualitative research focuses on recognizing significances and implications of participants, rather than significances and implications of the researcher.

Qualitative research is flexible; the researcher can change his protocols and steps in order to adapt to the field, the examined problem and context of the participants.

A qualitative researcher depends upon what he sees, hears, and understands, in order to interpret the examined phenomena.

A qualitative researcher attempts to develop and present a clear picture of the examined problem by presenting the multiple viewpoints of participants in an organized coherent way (Creswell, 2014).

The number of phenomena and experiences one encounters during his/her life is enormous, and its interpretation is perceived differently by each individual. As a qualitative researcher, one should learn and understand the phenomenon objectively and focus it in a natural context.

There are different methods in qualitative research. The number of methods has brought about an absence of a unified platform assisting the planning thereof. Therefore, qualitative researchers have flexibility in choosing the method and adjusting it to an illustrative frame (Creswell, 2014). In the current study, the researcher was assisted by one of the qualitative methods stemming from the constructive paradigm. Constructivism relies on hermeneutic and phenomenological philosophic perception.

Phenomenological philosophy considers one's awareness as the only phenomenon one can be sure of its existence. One's experience in the world is formed through awareness (Shleski & Alpert, 2007). However, hermeneutics, meaning

interpretation, emphasizes the component of understanding and assigning meaning to the phenomenon subjective texts in their essence (Dargish & Tzabar-Ben Yehushua, 2001). From the ontological aspect, social reality according to constructive paradigm is not a given objective fact but rather a product of social structuring (Blaikie, 2010; Grix, 2004), and from the epistemological aspect, constructivism confirms that reality is perceived subjectively, according to the world of terms, values and culture of an agent – an individual who has operation capability – who observes and experiences the world (Grix, 2004). According to this paradigm, the boundaries between ontology and epistemology become blurred, reality is designed to a large extent by the way one perceives it, knows it, interprets it, and responds to it (Shleski & Alpert, 2007). Phenomenology, the study of meaning of phenomena in the social world from the worldly perception of those experiencing it, is based on the hypothesis that an individual's life experiences constitute a main source of knowledge and creation of reality. Therefore, the phenomenological research follows up on the meaning of things for an individual (Creswell, 2014). This perception confirms that subjective experience of interviewees, who participate in a study, enables to deeply understand the unique view and thinking “structures” guiding them in life (Ben Yehushua, 1990; Creswell, 2014; Shkedi, 2014). Dowling (2004) maintains that tradition of phenomenological research yielded researches that can be classified as Descriptive researches as well as others that can be classified as Hermeneutic researches. The descriptive phenomenological approach is found upon a hypothesis that a phenomenon can be described from the viewpoint of examined subjects independent from a researcher's position. As opposed to that, hermeneutic phenomenological approach is found upon a hypothesis that every description or explanation of a phenomenon includes an interpretation of the researcher (Dowling, 2004). According to that, studies conducted through a hermeneutic approach include interpretation by the researcher to words of the examined subjects. The researcher does not presume to describe a phenomenon from the viewpoint of examined subjects but rather dependent upon his own position. In the current study, the researcher gives great importance for his interpretation and intuition.

The hermeneutic approach in the current study is as well based thoughts of Ricker (1913-2005) and his ideas regarding text interpretation (Dargish & Tzabar-Ben

Yehushua, 2001). Researchers who employ this approach analyze the data collected as part of a study as if it was a text. There are two stages in interpretation of a text: explanation and understanding. In the explanation stage, the interpreter explains the text. The researcher presents the text content in other words. The explanation is based on the structure and context of the text. In the stage of understanding, the interpreter interprets the text, which means phrasing its meaning and implications.

The two stages are distinguished from one another since in the explanation stage, the interpreter repeats the text in different words, while in the understanding stage, the one interprets the text in one's own words and from one's viewpoint. Therefore, interpretation in the explanation stage is main objective, while in the understanding stage, the world of an interpreter has a central role, therefore, the interpretation is more subjective. According to position of Ricker (1976), the phenomenological-hermeneutic approach in a study leads the researcher to describe a phenomenon from the viewpoint of examined subjects, and additionally, lead them to interpret the contents (Dowling; 2000, Steeves et al., 2004).

The current study which will be conducted in this research approach will strive at examining and presenting issues and phenomena dealing with experiences of parents, principals, and multi-disciplinary staff with pupils with special needs; additionally, will propose an interpretation.

The intention is to perform interviews with parents of children with special needs, principals of frames in which children with special needs study, and multi-disciplinary staff who work with children with special needs. The researcher will analyze these experiences and analyze the data, which can help the researcher in providing a detailed, clear answer to how can a special education school principal in the Arab community in Israel enable optimal education for pupils with special needs. This subject has shortage in scientific literature and there is almost no research knowledge.

Creswell (2014) maintained that phenomenological research is most suitable to examine the main phenomenon in which scarce knowledge exists regarding the variables; moreover, it is possible to learn from the participants through investigation that helps deepen understanding a phenomenon, identifying the components that shape it and additionally examining the meaning given by the

interviewees. The results are not designed to be general for the rest of the population, but rather are designed to clarify insight and context to needs of this specific population of participants, multi-disciplinary staff, principals, and parents (Creswell, 2014).

The researcher considers the phenomenological approach to be highly efficient in collecting experiences of interviewees participating in the study in order to understand the phenomena in their terms – to provide description of the human experience as it is phrased by the examined subjects themselves. Examined subjects are not motivated by forces outside their control but rather have control over their life. An examined subject is free to choose and set goals for themselves, they are responsible for their choices and their answers. Even though the examined subject has no control over the DNA one is born with, or which family and society will grow up in and the control and freedom regarding one's reactions towards the world, one can choose the way to respond to experiences one has been through. One's world is comprised of a holistic complex of one's experiences and subjective reactions; every individual responds differently to an identical situation (Bentz & Shapiro, 1998, p 96).

Creswell (2014) maintains that the key to understanding begins with phrasing a main research question. He indicated that quality research questions are generally open questions, which serve the researchers in order to answer and guide the research (Creswell, 2014).

Moustakas (1994) emphasized the importance of open questions in a phenomenological study and indicated how open questions enable people to respond literally to perceive ideas regarding how things work. According to Creswell (2014), qualitative research mostly uses research questions that begin with what or how. There is a group of criteria to examine in qualitative research questions: (a) clear, (b) focused, (c) accessible to research and study, (d) important and useful, (e) structured in light of previous literature, and (f) compatible with resources and capabilities at a researcher's disposal.

In the research questions, the researcher attempts to discuss the space in which social phenomena and relations take place from the position they are experienced actively in daily life for all of the above, this study is qualitative, descriptive and phenomenological.

3.2. Research population and sample

The research population included 60 subjects who were divided into three different sample groups and different characteristics.

Sample group A: 20 parents of children with special needs in the Arab community in Israel who study in special education schools. Subjects' distribution according to personal characteristics is presented in table number 4.

Sample group B: multi-disciplinary staff working in special education schools in the Arab community in Israel. Subjects' distribution according to personal characteristics is presented in table number 5.

Sample group C: special education school principals in the Arab community in Israel. Subjects' distribution according to personal characteristics is presented in table number 6.

The examined population that the study will be conducted on is called research participants (research population). That's because the interviewees share some information with the researcher and have direct or indirect interaction with him during the study, and the researcher aspires in his study to achieve a profound understanding of the issue being examined (Creswell, 2012).

The research literature indicates the fact that the Intentional Research Sample Strategy is the common strategy for choosing participants in qualitative research and is based on the researcher's selection of participants directly according to his evaluation and perception that the participants chosen will contribute to the achievement of research goals and answer his questions (Ary et al., 2010).

On the other hand, in this stage the researcher must provide a detailed description of participants' characteristics, the context in which they live and the time and place in which they will partake in the study. Eventually, regarding the number of participants, there is no clear agreement in a qualitative research regarding the number of participants. However, it indicates that the number of participant should be considered according to nature of the examined problem, its context, conditions and indexes, in addition to the purposes the researcher seeks to achieve (Creswell, 2012).

3.2.1. Sample group A: Parents

The group included 20 parents of children with special needs who are placed in special education schools. The parents' sample included 9 mothers and 11 fathers, all living in Arab settlements of rural and urban areas with a financial situation average and low. All 20 parents were recommended to transfer the children to special education schools. The parents' ages range between 33 to 68.

3.2.1.1. The way of locating subjects

The subjects were selected through a system of volunteer sample – as the researcher had difficulty reaching parents of children with mental disability for interviews due to the fact that they are spread all over Israel and the settlements are distant from the researcher's place of residence, and some of them were personally acquainted with him. Out of consideration and maintaining privacy, the researcher approached the chairmen of settlement Parents Associations, who on their part agreed to give him the names of parents who have children with disabilities. He addressed them personally by telephone, explained the purpose, some agreed and some disagreed. The researcher interviewed those parents who agreed. The way of locating was not an easy one and took much time. The data collected through the demographic questionnaire was fed into an electronic "Excel" sheet. The data was processed into tables according to the findings entered into the sheet.

3.2.1.2. Research arena

11 interviews with parents were held in their homes after advance coordination. The interviews were held for about an hour, in a friendly conversation. In order to gain the parents' trust, the conversation was done in Arabic. The interviews were held individually with each parent, all parents were served coffee during the interview (a custom of hosting people in Arab society). With most of the parents, the researcher had to emphasize and explain the question more than once as they tend to speak about other things and begin criticizing the system and the establishment.

7 of the parents asked to meet in a more distant place, in a coffee shop. The interviews took longer than planned as many people were interested in the conversation due to their familiarity with the parents. The researcher had to pause

the recording and continue after the incoming conversations from other people. Two parents asked the researcher to come to their workplace.

After each interview, typing interviews in was done while listening to the recording, and everything was written just as the interviewees said it without any change or rewriting. Those sentences said in Arabic were translated into Hebrew.

3.2.2. Sample group B: Multi-professional Staff

The sample group included 20 participants, 30% were men, 70% were women, all the participants in this group are educated and have academic training. 40% have Bachelor's degree, 55% have a Master's degree and 5% have a Doctoral degree. 70% of the staff teach in schools which are Elementary by definition, however, have pupils up to age of 21. 30% of the staff teach in special schools defined as High schools, working with pupils of ages 14-18. The staff teaches in 10 special education schools for various populations (e.g., intellectually disabled, with mental disturbances, behavioural problems, learning disabilities and physical disabilities).

The multi-professional staff is divided into Arabs and Jewish, 90% Arabs and 10% Jewish.

3.2.2.1. The way of locating the subjects

The subjects were selected using a target sample method – the sample was chosen by the researcher based on subjective judgment. The sample seems to be representative of the study population. The researcher was assisted by principals who directed him to staff at their schools. There was no prior acquaintance between the subjects and the researcher. The researcher spoke with each staff member over the phone, explained the study's purpose, and asked them to determine their meeting time and location. The researcher accepted all applications because of their significance to the continuation of the study, in a manner that will be beneficial, with the sample required in advance. The data collected by means of a demographic questionnaire has been integrated into the "Excel" spreadsheet. The data were tabulated based on the results on the spreadsheet.

3.2.2.2. Research arena

Interviews with the staff were conducted in different places: with 5 of them, the interview took place in a private home after the preliminary planning of the

conversation, at midday hours. Each interview duration ranged from 50 minutes to 1.5 hours. Those interviewed spoke both languages (Arabic-Hebrew). The use of Hebrew was more prominent. Interviews took place in the school with 15 staff members who work at various locations depending on their convenience and schedule.

After each interview, it was typed in while listening to the recording and their statements were written as they were stated by the interviewees without any changes or rewritings. These Arabic-language sentences were translated into Hebrew.

3.2.3. Sample group C: Principals

In this group, the research participants interviewed are principals, of which 85% were women (15) and 15% were men (3) who all work as principals in special education schools in the Arab settlements (both rural and urban) of Israel. Out of 20 principals, 14 (70%) have been in this position for over 10 years. Six principals (30%) serve between 3 and 10 years of age. Principals came from various institutions; however, all the schools are the direct responsibility of the Vocational Inspectorate of the Ministry of Education in Israel, and implement the objectives and programs of the Ministry of Education, and the guidelines of the Special Education Act (1988).

The school staff consists of teachers, and assistants (assistance in schools on three levels: one individual child, one class, and one school), multidisciplinary staff of various therapies, a psychologist, a social worker, a doctor, and a nurse.

3.3.3.1. The way of locating the examined subjects (principals)

The subjects were chosen by convenience sampling method: this method is based on the choice of subjects that are most readily available to a researcher. The researcher was assisted by the Inspector of special education in the Ministry of Education who provided him with a list of names and telephone numbers of principals of special education serving in the Arab community. The researcher has personal knowledge about most researchers. The investigator called the topics to explain the purpose of the research and set a time for the interview. The demographic interview data has been integrated into an Excel spreadsheet. The data were tabulated based on the results captured on the worksheet.

3.2.3.2. Research arena

13 interviews with principals took place in the principals' office schools. Principals' rooms are designated for staff meetings as well.

All rooms have a conference table and chairs, a phone, a computer, and bookbinding tablets. The size of the rooms was different, some based on the standard requirements of 16 square meters and some are more spacious. In most rooms, there is a timetable, the symbol of the State, and enclosed certificates of appreciation. Apart from the room of each principal, there is a room appointed for a secretary. The interviews occurred during the work day. The interviews lasted between 40 minutes to one hour. In all the interviews, the reception was extremely friendly, according to the schedule. The interviews were recorded after being approved by those interviewed. The interviewees spoke two languages (Arabic-Hebrew), and the usage of Hebrew was more important. Following each interview, it was typed while listening to the recording and their statements were written as indicated by the interviewees without any changes or rewriting. These Arabic-language sentences were translated into Hebrew. With 5 principal principles, the interview went as planned in a café in the afternoon. The interview was conducted in isolated areas, far away from others, to maintain silence and to speak freely. The interview was friendly because the researcher and the interviewees knew each other very well. With 2 principals, the interview was conducted in the intimacy of their home.

3.3. Research Tool

For data collection, two main tools were chosen a semi-structured open interview (A) and a media analysis, newspaper content (B).

3.3.1. A semi-structured open interview (A)

A semi-structured open interview is a critical tool for qualitative research (Shaked, 2014). The aim is to gain an in-depth understanding of the significance of the interviewee's experiences while focusing on several general t category. The premise is that knowledge is the perception that people give to life and influences their patterns of behavior and art. The researcher gradually collects the measurement and comes up with a comprehensive picture (Karniel, 2010).

The interviewer doubles as much information as possible through an initiated conversation between two people on a particular topic through a series of questions that develop gradually. In the interview, the researcher as an interviewer asks general questions and allows the interviewee to lead the conversation. The interviewer rarely directs the conversation and encourages the interviewee to tell important events in torture to express his opinion and position

Due to the phenomenological emphasis, the interviewee should be allowed to speak according to his way and perception, which may lead him to elaborate on factual details and inner meanings, and even to go beyond the subject of the interview. At the same time, however, the structure of the discussion should be maintained, and pre-planned information should be extracted within a limited period of time.

In the open interview, the interviewee is asked to talk about the experiences, but this is done within the framework of a pre-prepared plan since the goal is to produce as deep, conceptual, and interpretive information as possible regarding the phenomenon under investigation.

In the present study, open-ended questions and guidelines have been prepared

Group A: the demographic data are recorded and found in table 6, in addition to the interview questions which can be found in table 3

Table 3. Semi-structured interview questions for parents.

Questions

Q1. How do you consider the inclusion of parents in school activity to be a factor for the advancement of school for the sake of pupils?

Q2. Which activities in your opinion, can assist pupils in school?

Q3. In your opinion, what causes your children to go to school willingly and with motivation in the morning?

Q4. How does the interest of teachers in pupils can contribute to them on a personal aspect?

Q5. How would you be willing to cooperate with the school to achieve the targets of pupils?

Q6. How would you propose to empower teachers so that there would be good contact and success in the promotion of pupils?

Q7. Are parents willing to be involved in school programs and in what way?

Group B: part of the demographic data is documented and found in table 7. However, the interview questions are all included and can be found in table 4.

Table 4. Semi-structured interview questions for Multi-professional Staff.

Questions

Q1. What are your recommendations for the principal to pool human resources for school improvement?

Q2. What would you add to the study program?

Q3. Which directions of professional development would you propose for teachers?

Q4. How would you propose to change the processes and approaches of contact with parents?

Q5. What would you propose for making it possible for your pupils to be more involved in the school?

Q6. Which training apprenticeships would be offered to you by the school will you be willing to participate in?

Q7. How would you allow a parent to be an active part and include them in the planning of individual study programs in class?

Q8. How do you define the ability and willingness of teachers to help in the advancement of school?

Q9. Which uniqueness do you observe in the process of advancing a special education school?

Q10. How would you make the studying of pupils in special education into an experiential experience?

Q11. How do you complement pupils, stress their strengths, and encourage them?

Q12. What are the things that testify to your sense of belonging to your class?

Q13. How do house calls and mutual attention with parents can contribute to the advancement of a pupil?

Q14. What is the importance of the relationship between a principal and a teacher for the development of special education?

Q15. What is your contribution to designing a school's annual program?

Q16. In your opinion, what is the extent of the importance of interpersonal relations between teachers and pupils?

Group C: part of the demographic data is shown in table 8, where the interview questions are included in table 5.

Table 5. Semi-structured interview questions for principals

Questions

Q1. What are the prominent signs that testify to the fact that teachers in your school appreciate you?

Q2. What are the ways which employ a principal to encourage teachers to express their personal ideas?

Q3. How do you care for the social ties of teachers?

Q4. How do you encourage teachers to participate in interpersonal decision-making related to school?

Q5. Can a principal that takes part in school activity assist in the promotion of the school?

Q6. In what ways does a principal allow the inclusion of parents in educational activity in school?

Q7. How does a principal allow for the encouragement of a positive atmosphere that affects the well-being of a teacher in school?

3.3.2. Media Analysis, newspaper content (B)

The additional tools that would help in understanding the examined issue are the use of media, and analysis of newspaper content relying on newspapers relating to multiple issues in special education schools in various periods. In a different way from the interview, which is a conversation that takes place at a given place and time, the contribution of newspaper information to research is in providing a broad source of dialogues on different subjects raised as part of interviews in all newspapers that were used distributed in Israel in both languages Hebrew and Arabic (appendix 5). The researcher chooses those articles discussing special education in schools specifically with special relation to analysis from an ethical aspect and the reliability of the study which the researcher addresses in detail in those parts. The analysis of the newspaper content is a research tool for the deduction of conclusions that systematically and objectively identifies defined characteristics of messages in a specific content (Holsti, 1968). Krippendorff (2004) defined this method as a research technique aimed at an accurate description of data and concluded valid conclusions to their broad context (Krippendorff, 2004).

The newspapers were found in the database of the National Library at Tel Aviv University. A total of 8 newspapers were distributed in the Hebrew language between 2007-2021, 4 daily and newspapers in the Arabic language between the years 2006-2021 with a total of 16 pages.

3.4. Data analysis

3.4.1. Semi-structured open interview

While the methodological literature deals greatly in providing tools for choosing the research tradition and system for collecting data which is fitted to the different traditions (Tzabar-Ben Yehushua, 2001; Silverman, 2006), there is little relation to

tools that serve for data analysis. One of the reasons is that defining and framing the different systems for data analysis will determine the thinking course of researchers and will turn the analysis to contents and deductive process in its essence in which there is only little room for intuition of researchers and for the unique encounter of each researcher and study (Koffey & Atkinson, 1996). It is a real concern regarding the possibility that uses predetermined analysis system would undermine the inductive infrastructure of a qualitative research, which maintains that the findings and conclusions should be developed out of reflection and examination of data. This inductive process is essentially different from the logical deductive infrastructure of quantitative research which is based on confirming and refuting preliminary hypotheses, and stemming from theory (Tzabar-Ben Yehushua, 1990; Shkedi, 2014). This type of criticism can be found in almost any paper discussing the use of computer software for analysis of qualitative data (Tesch, 1990), however it is relevant regarding analysis methods in general as well (Kessen & Krumer-Nevo, 2010).

In current study, the researcher relies on a model by Ary et al. (2010), which is comprised of three steps as will be described further on. However, part of the analysis, as stated, is done intuitively.

1. Organizing and Familiarizing.
2. Coding and Reducing.
3. Interpretation and Representing.

After analyzing and reviewing the models, the researcher has chosen a model by Ary et al. (2010), as being suitable for analyzing the research data due to its comprehensiveness and containing clear specific stages and steps.

To analyze the interview data, the researcher used three structures steps

Step 1: Organizing and Familiarizing

The researcher began organizing the data collected from the research participants (parents, principals, and multi-disciplinary staff).

First stage: the researcher organized all interviews, each group separately (just parents, just principals and just multi-profession staff).

Second stage: after collecting data from participants separately for each group, the researcher was aware of the fact that he should back up the recordings of the interviews lest they would be lost, and to prevent various risks that could damage the content of recordings.

Third stag: the researcher began listening to the content of the recordings in an attempt to profoundly understand and to get it ready.

Fourth stage: Fourth stage the researcher begins to transcribe them manually and strictly trying not to miss anything. Then, the researcher rereads it over and makes sure that there are no errors and biases in transcribing the contents of the recordings.

Fifth stage: the researcher inputs the written text to a computer in order to facilitate the writing of remarks and to restore data upon need.

Step 2: Coding and Reducing

The researcher begins with coding and chooses those things that are unrelated and keeps them as a draft. He reduces the data to those data that are more significant for him and saves it. The researcher is highly interested in and thinks they might help him further on in order to understand more profoundly the implications of the examined phenomenon.

Sixth stage: the researcher begins writing the memo in a notebook indicating in the margins the analytical remarks which are separated from the data that were written by him in order to assist in theoretical thinking regarding the research results and connect them later on to the results of the conceptual framework that was adopted by the researcher. The researcher as well writes in the notebook questions arising regarding the data in order to be assisted in later stages.

Seventh stage: in the data coding process, the researcher begins this process with reading the data content line after line and then dividing the data into pieces of information, parts, a sentence, or a number of sentences, a paragraph, or a number of paragraphs, and begins grouping the pieces of information through symbols and matching them according to categories and sub-categories.

Eighth stage: the researcher continues to read the data content and relates to remarks and questions collected in the previous stage and begins classifying to

preliminary categories and continues to reduce sentences and words in order to extract main categories from the data.

Ninth stage: The researcher continues organizing the categories and scanning once again in order to make sure all this fits the study and responds to the needs the researcher seeks. He proofreads and prepares the categories for the preparation of the findings report.

Step 3: Interpreting and Representing

Tenth stage: the last stage, in which the researcher begins with interpretation in order to adjust the different dimensions to the examined problem. He continues interpreting the data by looking for similarities, differences, relations, and correlations among the viewpoints of participants regarding the examined problem and connecting this interpretation to the symbols and subjects identified in previous stages.

It was previously mentioned that a researcher in a qualitative study is considered to be part of the data collecting tools as he has an interaction and direct communication with the participants. Therefore, while collecting, interpreting, and discussing the results he must ensure that the results he has achieved do not contain bias, meaning; they are not influenced by his ideas, beliefs, and his previous tendencies. The data analysis is characterized as “an analytical process, with intuitive characteristics, aiming at giving meaning, interpretation and generalization”. As such it can be understood as one of the stages of the examined phenomenon (Gabaton, 2001).

3.4.2. Media analysis, newspaper content

In analyzing newspaper contents, the researcher defines, in the preliminary stage, the period which he will select the media from, that related to special education in the Arab community between 1989 and 2022 from the period of implementation of the Law until the present time. In selecting journals, to collect the relevant newspapers that will help conduct this study, the researcher uses the National Library database, which serves as an archival database of Tel Aviv University.

Selection of newspaper j texts comes after concluding the interviews and determining the categories and category in the findings. This selection is intended to add focus to the researcher during his research. After collecting the relevant

journals, the researcher does a holistic reading of the papers found as being relevant and conducts structural analysis in order to emphasize information regarding the examined issues based on the research questions.

The researcher made a general division into subjects or stories according to his recognition of the structure of the paper, and he as well conducted a content analysis that included mainly a general description of the paper. Paul Ricker (1913-2005), who distinguished between two types of text reading: a reading that does a structural analysis of the text and a reading interpreting the text, emphasized that it is not possible to analyze a text without relating to its content and vice versa (Ricoeur, 1981, in: Dargish & Tzabar-Ben Yehushua, 2001). Accordingly, the researcher integrated the text analysis and structure analysis. The researcher prepares a coding page that is in fact a self-questionnaire that the researcher asks and tries to find answers in the text. The researcher turns the information in the text into values in order to choose suitable categories for the study and for the creation of category based on the data. The researcher tries to be objective and systematic.

The articles of the selected journals serve as a supportive tool for interviews; therefore, their use was after analyzing the interviews and based on the subjects dealt with by the interviews. The analysis included addressing the overt and covert discourse and the texts and relations between the newspaper j articles selected for the interviews.

After writing the findings chapters, the researcher read the material and tried to see where the experience of interviews is located in the contents and that which was brought from the newspaper. The subjects raised were integrated as part of the findings.

The topics raised from the data were incorporated as part of the findings. As described by the researcher, he integrated different methods in order to answer the research questions. Kupferberg (2009) maintained that combining several qualitative research methods examining the same subject enables a researcher to identify and describe different characteristics or dimensions of the examined phenomenon (Kupferberg et al, 2009). This combination is also called triangulation (Janesick, 1994, in Kupferberg, 2010). The importance of triangulation for research reliability will be dealt with in the part dealing with data reliability.

3.5. Research proceeding

After accepting approval, the location of subjects began. The parents' group was located with the help of a representative of national parents' representative. The multi-professional staff group was located with the help of school principals. The group of principals of special education schools in the Arab community was located with the help of special education Inspectors. Prior to the beginning of the study, the researcher made a pre-test through delivering the interviews to three people from the examined populations who were asked to give their remarks. According to the answers, the researcher had to rectify some details in the phrasing of the open questions so that they are better understood and clearer.

Each interviewee was given an ethnographic questionnaire which was given at the end of the interview in order to gather background information (Shakedi, 2010. Appendix 2).

Acceptance of the research participants to the interview: All interviewees were given an explanation of the stud, its objectives and signed an informed consent form prior to the interview. It should be noted that all participants were asked to participate in the study, expressing their consent (Appendix 3).

After completing all the interviews and preparations and determining the categories, the researcher established the positions in the selection of newspaper texts that talked about special education analyzed their content and aided his research.

3.6. Research ethics

A review of the research literature dealing with ethics emphasizes that the researcher must report the truth and quote words as stated (Shlaski & Alpert 200).

The academic researcher must avoid harming the interviewees and ensure that they are included in the research in a respectful manner in order for the research program to lead to the required change (Elise, 2007).

As a researcher, one should notice ethical problems in three levels: 1 - personal – personal understanding, 2 - professional – a commitment to the researchers' community, 3 - public – as people living in society and obligated to its cultural

values (Soltis, 1990). According to Freedman (2007), professional ethics fold within itself something much broader than the formal technical meaning of professional behaviour code due to the fact that it includes within it conscious-subjective components of self-image, sense of duty and public-objective elements of personal example, involvement in the community, human relations and quality in thinking and action.

Dushenski and Tzabar-Ben Yehushua (2001) discussed ethical issues that one must pay attention to and think about during qualitative research. These issues include three main fields: informed consent, anonymous privacy, and inclusion.

Therefore, on the execution level, the researcher made sure regarding the protection and caring for the examined subjects, maintaining their dignity and rights, informing the participants, receiving their consent and retaining privacy and anonymity. These are the reasons that the names of interviewees were not indicated. This protocol was implemented with all interviewees that the researcher has interviewed out of fear of harm to privacy and maintaining good treatment and inclusiveness. Additionally, the researcher received the basic consent of principals, parents, and multi-disciplinary staff for conducting an interview.

The days that the interviews were held on were coordinated in advance with the interviewees. The fact that all information is confidential and will be served for the study only was emphasized to the interviewees by the researcher. The purpose of the interview was clarified to the interviewees, and they gave their consent to it. During the study, no pressure was put on the interviewees that could have harmed the comfortable atmosphere of the interview. The information received in each interview was not passed to other interviewees, name of town of residence was not mentioned in the study and additional details regarding principals and schools were undisclosed to prevent any possibility of identifying the interviewees. The researcher did not mention the names of parents, principals, or multi-disciplinary staff.

All data collected by this approach is documented as well as the non-typical results which are discussed and detailed (Tzabar-Ben Yehushua, 2016) The analyzed categories stem from the data collection process that does not enforce an early understanding of the data (Shkedi, 2014).

The researcher in current study tries to share with the examined subjects the meanings occurring in special education institutions which appear to be obvious; however, are not. The researcher is the main research tool, and there are no attempts to influence or control the findings through statistical tools (Lincoln & Guba, 1985).

Higher level of ethics not only requires not harming the examined subjects, but rather to care for, make their voice heard and promote them (Leichtentritt & Peled, 2002).

3.6.1. Data reliability

Quantitative positivistic research presumes to find an objective truth regarding the world. The methodological means developed to get close to the truth are reliability and validity. Qualitative research does not presume to bring forth the truth. The role of good qualitative research is to create knowledge with recognition of knowledge creation limits such as power relations, subjectivity, personal involvement, and even different interests. Therefore, qualitative research does not use these criteria to evaluate its reliability, as mostly, they are meaningless in this type of research (Feldman, 2003; Shlaski & Alpert, 2007). However, there are some researchers who attempt to use conventional terms to fill them with meanings suitable to the qualitative approach (Shkedi, 2014).

Early acquaintance of the researcher with his interviewees might affect the course of an interview and products of the analysis (Creswell, 1998). The researcher in current study had early acquaintance with five interviewed principals. However, it is important to indicate that acquaintance between the parties was not deep, and the researcher did not have prior continuous long-term contact with any of the interviewees. Nevertheless, the researcher tried to make sure that the examined phenomenon will be presented consistently while maintaining maximal accuracy in the process of findings analysis (Creswell, 1998; Shkedi, 2014).

Non-positivistic approaches to social research cannot ignore the need to convince readers that the finding is reliable, based upon what was heard and seen, and that the interpretation has support (Miller & Creswell, 2000; Shlaski & Alpert, 2007) therefore, to base his arguments, the researcher uses research validation methods.

Creswell (1998), who reviewed the coping method proposed by different theoreticians, phrases eight procedures for verification and validation of research. He maintains that at least two procedures should be used in every research.

In the current study, two procedures were used:

1. Triangulation: the triangular system is very common (Feldman, 2003; Hachohen & Zimran, 2001). Researchers consider the triangular system to be an opportunity to examine a certain event from different and varied viewpoints, and thus to get a more accurate and reliable description of the situation or the phenomenon (Hachohen & Zimran, 2001). Crosschecking makes a researcher examine one source of information as opposed to others, and as well to discard interpretations that not enough crossed data was found to validate their explanation. A byproduct of this system is an addition of data that would not have been collected without the strict demand for validation (Yusiphon, 2001). A cross-section is a process through which varied sources and different methods are used to examine whether a specific phenomenon does occur and to clarify its meaning (Stake, 2000). The Current study includes data from several different sources: interviews and journalism.

2. Inclusion of interviewees: the findings chapter was sent for approval of five principals, five of the fathers and five of the multi-disciplinary staff, who reviewed the findings chapter and confirmed that there is congruence between the meaning they gave to their experiences and the interpretation that the researcher has given them (Creswell, 1998).

CHAPTER 4. Results and Findings

4. Results and findings

In this study, we followed a comprehensive research protocol, undertaking multiple steps. This section outlines the fundamental categories derived from our analysis of open interviews with diverse study participants and an examination of newspaper content published at various times. The Strauss and Corbyn (1990) model guided our category analysis, considering them essential components in responding to the research questions.

The data collection process involved three distinct study participant populations. Additionally, we opted to enhance the research by analyzing the content of journalistic reports published in Israel, whether in Arabic or Hebrew.

The first group of study participants comprised parents from the Arab sector with children having special needs in the State of Israel. We conducted open interviews with these participants, aiming to answer how parents contribute to their children's educational endeavors. The participant count was 20.

The second group included multidisciplinary teams working with special needs children in the Arab sector in Israel. We conducted open interviews with 20 team members, focusing on answering how teamwork is channeled with children having special needs.

The third group engaged school principals from special education institutions in the Arab sector in Israel. Open interviews were conducted with 20 principals, seeking answers on how schools are organized for the benefit of students with special needs.

The analysis of journalistic content encompassed a compilation of newspapers addressing the topic of special education in the Arab sector.

The analysis process in the study adhered to the Strauss and Corbyn (1990) method, featuring three levels of analysis:

Step 1: First and Open Encoding

At this stage, the researcher reviewed the initial findings material, identifying repetitions. Open coding involves examining delicate text snippets—single words, phrases, and sentences. The material was categorized based on topics defined as "primary categories." The goal was to validate or refine the initial categories.

Step 2: Designing Categories Axial coding.

A more precise definition of the categories occurred at this stage, with each category explicitly indicating the unique content. Criteria were established for each category, acting as "admission requirements" with specific information details, causal strategies, and interventional and contextual models. Refining the criteria ensured all material found its place within the categories.

Step 3: Refining Criteria and Designing the Final Category System

At this stage, the researcher accumulated additional data and encoded it based on the existing category system, making recent corrections to categories and criteria. The goal was to enhance the internal validity by condensing the data within each category. The categories underwent analysis and received a personal interpretation by the researcher (see Figure 1).

The findings of interviews with the three groups and the journalistic analysis findings will assist the researcher in answering the main research question:

How do principles of special education schools in the Arab sector enable optimal education for children with special needs?

4.1 Parents' findings

A total of 20 parents of children with special needs from the Arab community in Israel studying in special education schools were interviewed. The parent sample included 9 mothers and 11 fathers, all of them residing in Arab settlements in rural (15) and urban (5) areas with a medium and low financial situation. The parents' ages range between 33 and 68 years old. The distribution of the subjects according to personal characteristics is presented in Table 6. (A pseudonym was used as a name to preserve the privacy and anonymity of the participating parents).

Figure 1. Categorization in the coding process

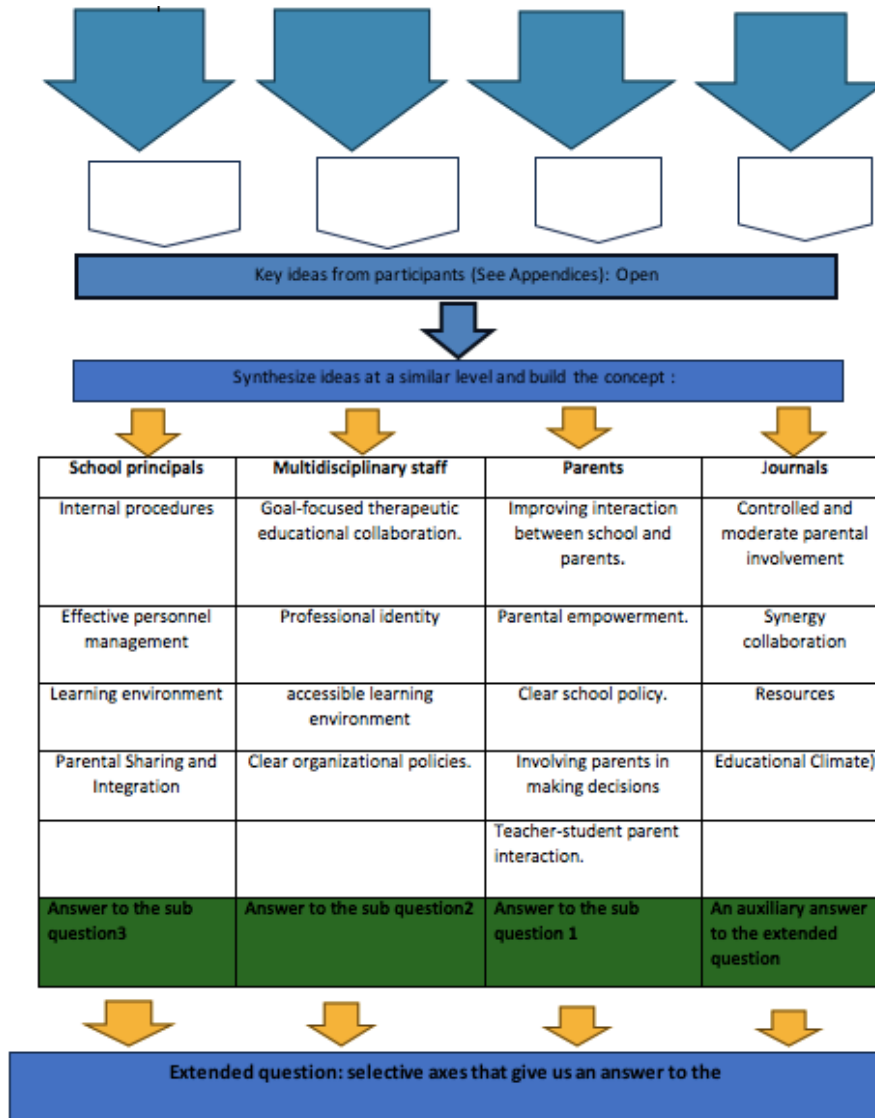


Table 6. Participants characteristics

Interviewee	Gender	Educational Status	Job	Residence	Marital status	Religious status	Type of child disability
1	Female	Primary	Employee	Village	Divorced	Traditional	Autism
2	Female	Secondary	freelance	Village	Married	Religious	Behaviors
3	Female	Primary	Employee	Village	Married	Traditional	Physical
4	Male	College	Employee	City	Married	Traditional	Intellectual disability

5	Male	Primary	Employee	Village	Married	Traditional	Learning disability
6	Female	Primary	Freelance	Village	Married	Traditional	Intellectual disability
7	Male	Primary	Employee	Village	Married	Traditional	Intellectual disability
8	Male	Secondary	Employee	City	Widower	Traditional	Intellectual disability
9	Male	Primary	Unemployed	Village	Married	Traditional	Learning disability
10	Male	Secondary	Employee	City	Married	Traditional	Behaviors
11	Female	Primary	Employee	Village	Married	Traditional	Learning disability
12	Male	Primary	Employee	Village	Married	Traditional	Physical
13	Male	Primary	Employee	Village	Married	Traditional	Learning disability
14	Female	Vocation	Freelance	Village	Married	Traditional	Autism
15	Male	Secondary	Employee	Village	Married	Traditional	Learning disability
16	Male	Vocation	Employee	Village	Widower	Traditional	Physical
17	Male	Primary	Employee	Village	Married	Traditional	Learning disability
18	Female	College	Employee	Village	Married	Traditional	Behaviors
19	Female	College	Employee	City	Married	Religious	Physical
20	Male	Primary	Employee	City	Married	Traditional	Intellectual disability

From the analysis of parents' interviews, five central categories came up:

1. Improving interaction between school and parents.
2. Inclusion of parents in decision-making regarding their children directly.
3. Teacher, pupil, and parent interaction .
4. Parental empowerment.
5. Clear school policy.

In the following, the researcher will present each of the category and will base his theoretical conceptualizations on the words of the interviewees .

* To retain the meaning of sentences that came up from the transcription as a result of verbatim translation (from Arabic to Hebrew and from Hebrew to English, while the interviews were conducted in Arabic), the sentences preserve the meaning and are not always literalness.

4.1.1. Improving interaction between school and parents

In one question of the interview, the researcher was interested in the interaction between school and parents and in contribution to pupils' learning advancement. The interaction, according to them, increased frequently and at various levels. From basic low which includes transferring information and coordination to the full cooperation of parents and teachers in the school, investing inputs for the school to serve as a community anchor for maximizing partnership for advancing the status of pupils as humans contributing to society and who wish to receive a positive response for the benefit of the child (full collaboration). This category is expressed in interviews with parents as follows (parents' names were changed, and they are kept by the researcher). In this classification, the researcher has identified three subcategories that elucidate the topic.

4.1.1.1 Collaboration with the School of Special Education

Cooperation between a special education school and parents of children with special needs is vital since it empowers parents to be an active part in reducing gaps and challenges in their children.

There are several goals for cooperation between parents and the school .

Understanding Special Needs: Parents and the Special Education School should collaborate to gain a deep understanding of the child's special needs. This joint understanding will aid in preparing a tailored curriculum, ultimately supporting the child's social and emotional development.

Professional Support: The Special Education School can offer various forms of professional support, including support teachers, care workers, and educational counsellors. This support is designed to assist parents and children in coping with the challenges they may face.

Psychological Refreshment: Children with special needs and their parents may encounter stress and emotional challenges while coping with various difficulties. It is crucial to guide on coping mechanisms, fostering positive change, and enhancing the child's abilities. This support aims to contribute to the overall psychological well-being of both parents and children.

Emotional Support: The Special Education School plays a crucial role in offering emotional support to families and children. This includes providing necessary resources to help them navigate and address emotional and social challenges effectively.

In interviews conducted with parents to explore the question, the following findings emerged

Jamila, (interviewee _parents_ 1) mother to a pupil on the autistic spectrum says,
“The inclusion of parents in the activity at school is basic. I receive messages regarding things the school demands through the daughter in writing”. She adds,
“We visit the school when the teacher calls and speaks to my husband. I feel that there is cooperation, expressed when we call and speak to the teacher and the counselor regarding any complaint. They handle and get back to us to report what has happened, if needed.”

The interviewee's words, Jamila, imply that fostering a sense of cooperation, information sharing, and openness between the involved parties forms a robust system for supporting the child. This approach ensures that the child receives the personalized support and guidance she needs.

The perspective of Interviewee 1 aligns with that of Wasima (Interviewee _6).

Wasima, (interviewee__parents_6), a mother to a child with developmental disability says,

“In my opinion cooperation with the frame should be from the beginning of the first day the child begins visiting the school. The frame gives parents emotional support and lets us feel there is hope, for which we will act for our children. The school should open programs for emotional support for parents, and it should enable them to be involved.”

According to the opinion of the interviewee, Wasima, cooperation between parents and the school not only benefits the emotional support provided to parents but also facilitates the improvement of their relationship. All of these factors contribute to the overall well-being of the child with special needs.

On the contrary, Interviewee (7) substantiates the assertions made by Interviewees (1) and (6) based on his experiences with the school. He emphasizes that a lack of cooperation will give rise to numerous challenges.

Asa, (interviewee_parents_7) a father to a child with intellectual disability says, *“I feel no cooperation by the school, they don’t tell us and don’t send any functioning reports. I once applied to The National Insurance Institute, and I was asked for papers and documents for financial support”*. He continues, *“I tried to talk to the principal, but she couldn’t find the time to talk to me and asked me to contact the teacher and the social worker. On their part, they asked me to come back in two weeks when they will prepare the documents. When I complained about the length of time that they asked for, they said - you cannot ask for anything you want and expect to get it right here and now, you only show up when you want to collect money from The National Insurance Institute, we have never seen you in school for being interested in your son’s condition”*. He adds, *“The school never tried to call me. I think that if I would have known how important it is to be connected to them, I would not hesitate to come. If they do not call, it means everything is all right”*.

The interviewee (7) emphasizes that the primary and most crucial objective in school is to provide the child with a relevant and personalized education. Therefore, cooperation with parents is essential in the educational process. There is no reason why the school cannot provide information and support to parents. According to the laws and guidelines of the Ministry of Education, the school must be open and prepared for any scenario of cooperation. It must provide information, procedural assistance, and emotional support.

Ar, (interviewee_parents_15) a father to a pupil with intellectual disability says: *“Cooperation with school is very important, I want my son to succeed, however, I do not feel he has much progress. I went to the teacher and talked to her, and she said it was due to his disability and did not explain beyond that. I decided to*

transfer him to a different frame. Cooperation should be good. I always intervene in matters of my son.”

Positive cooperation with the school is extremely important for the child's progress. As a father who intervenes and actively participates in his son's learning and caregiving journey, this indicates his commitment to promoting his son's advancement in all areas”. On the flip side, an interviewee (13) expresses the following:

Ahmed, (interviewee_parents_13) parent to a child with a learning disability says,

“Parents contribute to educational making through full cooperation between school staff and parents. A space of involvement and initiative of cultural learning should be created, which can support the educational act for the children and with social activity inclusion. Teachers should participate in the workshops with us as well”.

Full cooperation between parents and school staff is a crucial factor in the success of children with special needs. On the other hand, the interviewee (8) gives us a different version of cooperation. The school should be granted the necessary autonomy without requiring repeated input from parents. This perspective represents a minority viewpoint that was not expressed by other interviewees.

Farid, (interviewee_parents_8) a father to a child with intellectual disability says,

“Unfortunately, parents’ cooperation gives us nothing, and therefore we need to enable the school to work according to the accepted rules without our over-intervention”. He adds, “Sometimes we need to visit the school when they ask to. I think the school has a responsibility to explain to the community what its goals are, and how it operates because we as parents suffer from people hearing that 'your son learns in an institute for the retarded', therefore we are not enthusiastic to visit and cooperate, out of shame. Additionally, the child has intellectual issues and what can I do in the school? I feel more comfortable being distant. I am not going to build a house for him in the future, he will not be a teacher, and he will not get married, my only worry is what will happen to him if I and his mother die while he still lives.”

The school bears the responsibility of offering each student a suitable environment. While positive cooperation with the school is consistently advantageous, it is

crucial to recognize the boundaries of parental intervention in the educational process. Striking the right balance in the relationship between teachers and the school is important.

Parental intervention, when directed towards cooperation and support for the child's success rather than imposing various restrictions, can indeed be positive and beneficial. However, it is essential to discern when intervention becomes intrusive, hindering the independence and development of the child. Teachers need the space to exercise their professional role, and it is important to respect this boundary.

Muhamad, (interviewee_parents_20) a parent to a pupil with mild intellectual disability says,

“Inclusion of parents contributes a lot. Inclusion itself is a motivation factor for the teachers to operate, to show the parents that they are getting paid because they work, and not the opposite, that they work to show the principal. If the principal and the teacher cooperate, all educational processes will be more beneficial because both parties want to acknowledge the advancement of the child as belonging to them, not only to the school.”

Collaboration between the school and parents holds importance and significance, particularly in guaranteeing the existence of genuine and transparent information exchange between the two parties.

4.1.1.2. Partnership and Engagement

Partnership and engagement denote the connection and influence among individuals, groups, or organizations working towards a shared goal or addressing common challenges. In the context of students with special needs, forming partnerships and involving parents is a key aspect to which the entire educational system should be committed.

In this regard, Libya, (interviewee_parents_2) a mother to a pupil with behavioral problems says,

“To structure mutual partnership, parents should participate in different courses offered by the school, rather than visiting school only when we are invited. Participation of parents in extra-curricular activities and social activities will turn parents into a significant part of school activity”. She adds, *“In my son’s*

school it is not customary to consistently include us in routine. They contact us when they prepare some sort of activity and want parents to visit, or when they need to complain and report regarding problems that were created and they want parents' support, or in preparation days at the beginning of the school year. I want them to report and include me in extra-curricular activities and this will encourage me to constantly visit the school."

Involving parents in classes and activities can be a great advantage for all parties. This indicates the parents' sense of being involved in their children's school life and will help them understand the educational and therapeutic processes at school.

Amal, the interviewee (11), also underscored the significance of the involved stakeholders by stating.

Amal, (interviewee_parents_11) a mother to a pupil with intellectual disability says,

"Activities with parental involvement and cooperation can assist the pupils in school. For example, having mutual activity with parents can raise the motivation of their children, and they will feel included, structuring a long-duration program can diversify many different activities with parents: a cleaning day at school, and ethnic food day. Partnership with parents improves the level of school motivation and the motivation of parents to volunteer for the school".

The integration of parents into a special education school can be challenging; however, there are several ways to help them adapt and integrate positively. Open communication is crucial, fostering a better understanding of how to address their child's needs through consistent communication with teachers, other parent staff, and school educators. Participation in school activities, such as parent days, concerts, or workshops, provides parents with a broader insight into their children's learning environment.

Regular updates from teachers or the school about their children's progress, activities, and specific tasks help maintain personal interest. Engaging with children in ways that align with their unique skills and abilities is also essential. Investing in the school community through participation in parent activities, meetings, social events, or volunteering creates a shared support network.

Similarly, the interviewee (Hadera 14) expressed a similar opinion .

Hadra, (interviewee_parents14) says,

“Our involvement in school is not just for decoration or making a check mark. We are not invited for set discussions about various issues in school, and the dynamic in discussions is not always positive nor is it democratic, the principal always has the final say.”

Expanding on the topic of parental involvement in schools, it's crucial to recognize that engagement goes beyond mere decoration or fulfilling a checkbox. Parents play a vital role in the educational ecosystem, contributing significantly to the overall development and success of their children. While some schools may invite parental participation for specific discussions, it's important to acknowledge that the dynamics of these interactions may not always be positive or democratic.

Parental involvement in schools is a multifaceted concept that encompasses more than just attending occasional meetings. True engagement implies active participation in decision-making processes, fostering open communication channels, and creating a collaborative environment where both educators and parents can contribute meaningfully to the educational journey.

In some instances, parents may feel that their involvement is limited, with discussions often being led by the school administration, and decisions seemingly predetermined. To address this concern, fostering a more inclusive and democratic atmosphere within schools is essential. This could involve creating forums where parents have a genuine opportunity to voice their opinions, concerns, and suggestions, and where these inputs are considered with due respect.

Moreover, schools can implement practices that encourage regular and constructive dialogue between parents and educators. This could include periodic town hall meetings, feedback sessions, or the establishment of parent-teacher associations that actively engage in decision-making processes. By doing so, schools not only benefit from the valuable insights and perspectives of parents but also create a sense of community and shared responsibility for the student's educational experience.

Schools must recognize that parents bring a wealth of knowledge, experiences, and insights that can complement the expertise of educators. A collaborative and democratic approach to decision-making not only enhances the educational

environment but also strengthens the bond between schools and parents. When parents feel empowered and valued, their involvement becomes more meaningful, positively influencing the overall educational journey of their children.

These viewpoints are echoed by both interviewee 12 and interviewee 3, as well as interviewee 20 and interviewee 13.

Ismail, (interviewee_parents_12) a parent to a child with physical problems says,

“Many activities should be promoted to create positive channels with the institution, and parents should be included in structuring the activity program that can help the pupils to advance. For example, art, activity, emotional and mental support, artwork and photography activity, football class, studying the different subjects, reading competition”. He adds, “Positive channels will promote inclusion and partnership .”

To foster positive connections with the institution, it is essential to promote a variety of activities that actively involve parents in shaping the program. To support students' advancement, a well-rounded activity program that encompasses various aspects of their development should be encouraged. Examples of such activities include art sessions, emotional and mental support initiatives, photography workshops, football classes, subject-specific study sessions, and reading competitions.

By actively including parents in the structuring of these activities, the institution can tap into the wealth of diverse skills and experiences that parents bring to the table. Collaborative efforts in planning and organizing these activities not only enhance the overall program but also strengthen the bond between the school and parents. It signifies a shared commitment to the well-being and academic progress of the students.

The mentioned activities, such as art and photography workshops, provide avenues for creative expression and skill development. Emotional and mental support initiatives address the holistic well-being of the students, recognizing the importance of their mental health alongside academic growth. Incorporating sports like football not only promotes physical fitness but also instils values such as teamwork and discipline.

Moreover, subject-specific study sessions and reading competitions contribute to academic enrichment and instill a love for learning. In essence, this diversified activity program not only supports the cognitive development of students but also nurtures their emotional, social, and physical well-being.

The emphasis on "positive channels" underscores the importance of creating open and constructive lines of communication between the institution and parents. This approach not only promotes inclusion but also fosters a sense of partnership. When parents are actively involved in shaping and participating in these activities, a collaborative and supportive educational community is cultivated. This sense of partnership can lead to a more enriching and fulfilling educational experience for the students, as the collective efforts of parents and the institution work towards their holistic development.

Hadija, (interviewee_{parents_3}) mother to a pupil with mental problems says,
“Activities with parental involvement and inclusion can assist the pupils in school, for example having a joined activity with parents can raise the motivation of their children and they will feel included. Structuring a long-duration program can diverse many different activities with parents: cleaning day at school, ethnic food day”.

Engaging parents in activities and fostering their inclusion can significantly benefit students in school. For instance, organizing joint activities with parents has the potential to enhance the motivation of their children and create a sense of inclusion. Developing a comprehensive, long-term program can incorporate various activities involving parents, such as a school cleaning day or an ethnic food day.

Joint activities with parents not only provide an opportunity for shared experiences but also contribute to a positive and supportive school environment. When parents actively participate, students often feel a stronger connection between their home and school life, leading to increased motivation and a sense of belonging.

The structure of a long-duration program offers the flexibility to include a diverse range of activities that cater to different interests and preferences. For example, a school cleaning day not only promotes a sense of community responsibility but also instils values of cleanliness and teamwork. Similarly, an ethnic food day can

celebrate cultural diversity within the school community, fostering an inclusive atmosphere.

In essence, the collaborative efforts between parents and the school in planning and participating in such activities contribute to a holistic educational experience for the students. These initiatives not only promote a positive school culture but also strengthen the bonds between parents, students, and the educational institution.

Muhamad, (interviewee_parents_20), a parent to a pupil with mild intellectual disability says,

“As a parent, I ask the school to cooperate when they have different activities and extra-curricular classes, a parents’ committee should be formed to help the school to include parents, joined activities and excursions, because the excursion that the school held for parents let us parents get to know each other, we opened a WhatsApp group that we now use to speak about problems and anything regarding our children”.

Ahmed, (interviewee_parents_13) says,

“A meeting conducted by initiative of parents obligates school staff to prepare for it, to discuss the pupil’s situation, collect data about him and get updated. In this way, parents motivate the staff for mutual activity. However, a meeting originated by the school has high value as well, and it is important to prepare for it as well”.

The involvement and partnership of parents in special education schools are crucial for the success of the educational process and the personal development of children .

4.1.1.3. Positive and open relationship between school and parents

A positive relationship with parents of children with special needs is a systematic and central aspect in the lives of both children and parents. A strong and supportive connection may be the key to providing the necessary support and love. Parents can maintain open relationships with teachers and administrators to monitor their child's progress and facilitate their development.

Wasim, (interviewee_parents_16) father to a child with Cerebral Palsy explains, *“I consider a good connection with the school to be extremely important because*

both sides complete each other. The child should feel his first day at school is like the last day. Why do we need to be interfered too much in the school? They all know how to work with my son and what to do. I think that over-interference limits the child, because if we as parents interfere, we will cause the teacher to act carefully with the child and it can deprive him of many things, as vindictiveness. I think what is needed is a respectful connection with the teacher, and this way I will safeguard my son. My son should be constantly in a comfortable mental state”.

Fostering a positive relationship with both the teacher and the school is advantageous for creating an environment that offers support and seeks solutions in the best interests of the child.

Moset, (interviewee_parents_18) a mother to a child with behavioral problems says,

“Inclusion of parents in school activity advances the child’s educational goals. Lack of cooperation between parents and teachers can cause the teachers to treat our children with a lack of care. I know teachers who like certain pupils only because their parent contributes to the institution. Other children are taken care of because their parents visit the school and frequently ask about what is done in school. Additionally, pupils whose parents are good listeners are taken care of, their parents can address the professional staff and ask anything about the child and the school will answer without any problem”.

The lack of cooperation between parents and teachers can impact the way teachers relate to children, as well as the overall learning system. Teachers may find themselves with more challenges when parents do not intervene and cooperate. However, a positive sign is when parents intervene and cooperate, not only for personal gain but to provide their child with the necessary support, and guidance, and foster a positive relationship. This can be beneficial in enhancing the learning environment.

Rimonda, (interviewee_parents_19) a mother to a child with physical problems also reinforces the words of 18 Most and says,

“I think that connection with the school will be better if the school enables parents to take an active part without concern regarding criticism. Meaning,

transparency, many things are missing at school and the principal does not report to parents out of fear he will be blamed, or that they will say that he is weak or that he does not know how to get things. The principal interferes with the election of the parents' committee out of fear that people with strong personalities will be elected, who can discover unnecessary things about him".

In this context, Hanaa, (interviewee_parents_4) a mother to a child with intellectual disability says,

"There is a partial response on the part of the parents. Some respond and some don't. However, it is important to have a connection with the school all the time. We need to be in permanent contact by telephone, e-mail, text messages or a contact notebook with the homeroom teacher. I believe the school knows how to care for the children better than us, we are simple workers and they are the professionals".

Parental behavior plays a crucial role in the educational process of children with special needs. It is vital to maintain open communication and support with the school. Regular contact with educators or the school is essential for understanding the child's behavior and ensuring appropriate treatment.

Ahmad, (interviewee_parents_10) a parent to a child with behavioral and attention deficit disorders, indicates in a similar context and says,

"I see that in this period teachers and parents gave pupils a lot of freedom instead of limiting the children to control them and educate them, as our parents educated us with a firm hand. A child currently does not listen to parents and teachers, on the other hand, we are told that we don't need to pressure him and let him breathe, meaning they in the school ask for the child to be sassy. And when he does make problems in school, they claim that we didn't educate and treat him. I, as a parent, want us all, the parents and the school, to work together to educate the children".

Insufficient open communication between parents and the school can result in ineffective arrangements and may even pose challenges in addressing students' educational needs.

4.1.1.4. Researcher's interpretation

All parents consider a reciprocal partnership with the school as being positive and contributing to the improvement of the educational acts for the benefit of their children. However, they think that the school is a primary factor that should initiate processes for structuring positive partnerships. Parents do not perceive themselves as being in charge of the educational act and treatments. The school embodies for them a professional body that the future of the pupil should be left in its hands. Some parents demand covertly that the school address their existence as parents. These parents are reflected as partial partners, who wait for the school to construct processes to lead them inside the system and make them into active parents. Continuous contact between parents and teachers and the school might turn the school into a close and familiar institution for the parents, enabling them to influence its character and be influenced by it. Some parents are aware of their position in the school and of their part in the processes that occur in it.

The educational system considers parents as full partners in the educational process in school. By being the legal guardians of their children, responsibility for their optimal educational and social advancement is cast upon parents. As most of the educational work occurs at school, some parents wish to be involved in what takes place between its walls. A small part of pupils' parents have resources of knowledge and experience that might improve and enrich the educational school work. However, teachers and educational staff are professionals in the field of education; therefore, they have the responsibility for the study, and social and emotional advancement of pupils at home. For them to withstand this complex assignment their professional autonomy should be respected and they should be allowed to enact professional considerations without external intervention of parents.

However, it should be remembered that dialogue with parents not only does not diminish professionalism of a teacher, but rather on the contrary, it obligates a higher professional level. The relationship between parents and teachers serves as an example for the children; therefore, it needs to be an example of mutual respect and significant communication, as the educational system is interested in continuous, regular and respectful cooperation between school and parents, which should initiate partnership. Some parents are in a high level of partnership between

school and parents. At this level, teachers and parents conduct as partners not only in the performance of educational tasks but in educational strategic thinking as well. They make decisions concerning educational policy at home and in school regarding a specific child, decisions regarding a general study program in school and more.

A high level of educational partnership exists when parents and teachers consult each other with honesty and equality regarding the education of a child. In this level of partnership, teachers and parents consider one another as worthy professionals – each one in their field. They use the knowledge and experience of one another to resolve the educational problems of a child. For example, a parent consults with the teacher regarding the social difficulties of a child and a teacher consults with the parent regarding possibilities of cultivating a child's special skills – in and outside of school. For some parents, it is important to be updated constantly regarding what happens with their child. They consider inclusion as important, however, conditioned mainly by the extent of intervention the school enables for them. The researcher thinks that they know what they are entitled to as parents, however, they do not know that the fact that they are initiated to ask regarding what happens in school turns them into active parents, a fact that will bring about positive results for their children's achievements, both social and study.

Nonetheless, some passive parents are not involved in the lives of their children, they only complain that they are not included, and they see only the negative side of the school, their son is significant to them however the only connection they reveal is with one teacher and this is out of concern for their well-being rather for their achievements. There are those parents who despite every willingness to cooperate, it is unilateral, the school needs to do the maximum, however, those parents do not understand the abilities of their children and their needs, they always wait for the school to deliver information, they do not initiate meetings unless they feel something is wrong. Some parents are unaware of the importance of their connection with the school. The researcher assumes that should the school accept demands by a positive inclusion of the school, it can make parents more active. Parents consider inclusion to be a positive connection to achieving educational goals. Parents, while believing in the school, can be more contributive to it and can lead positive things and be full rather than partial partners. There is a need for

transparency on the part of the school. A school that works in transparency raises the level of parental involvement.

4.1.2. Inclusion of parents in decision-making regarding their children directly

Many special education schools do not perceive parents as the main treatment factor for their children. The different therapeutic and educational services provided to children in a special education school are provided under Special Education Law 1988; however, they are bound to the decision of the school principal, as any decision in the field of a school is managed by them. Therefore, parents have difficulty in realizing to the fullest a child's rights as they see fit. Parents have no control over the decision to receive treatment. As a result, parents consistently maintain that there is damage to the quality of treatment and develop mistrust in the school, which limits cooperation. Therefore, including parents in decision-making regarding their children has great value. In the following, the researcher will base his theoretical conceptualization on the words of the interviewees.

Rimonda, (interviewee_parents 19) says,

"They sat and discussed between themselves and asked me about the child's behavior at home. I sat for fifteen minutes looking at them arguing and blaming us. In the end, they said this is it, you will get an answer within a week. They did not send a letter. When I approached and asked, the counselor said that in consultation with the Local Authority, it was decided that he should study in a different school. They didn't hear from me where I would like my son to study, didn't include me in the decision, and did what they considered...no...I'm not a professional, however, I am a mother. How do they want me to believe them if I wasn't asked. "

Involving parents in decisions concerning children with special needs is a crucial factor in the child's success in coping with their unique challenges. Parental participation is a process through which parents influence, cooperate, share, and contribute more for the benefit of the child.

Hanaa, (interviewee_parents_4) says,

“The school counselor invited me to talk about the child. I felt uncomfortable because I knew the situations in which the counselor invited me. There must be a complaint about the child. She started talking about what happened with the child recently, he does not sit comfortably and fails to deal with assignments. She said he probably needs to take Ritalin. I do not negate that, however, is it possible to decide to obligate me to approve giving the child a medical drug based on the words of teachers and counselor and a doctor? A school cannot decide that he needs Ritalin. At the most, they can suggest or recommend sending him to a neurologist. These days some neurologists are not enthusiastic about giving Ritalin that fast”.

"When considering the decision to treat a child with medications such as Ritalin, a specialist must be involved, and such a decision should be made in collaboration with the parent. Every decision necessitates the consent and cooperation of the parent. Ignoring the parent's participation in such decisions is not only a violation of the law but also contradicts the directives of the Ministry of Education on this matter".

Farid, (interviewee_parents_8) says,

“The teacher called me and said 'Can you come to the school on a specific day, we have a meeting to discuss the child's individual study program, we want you present'. I came to the school late and the teacher told me they did not wait for me because they have no time and there are many other children, and we will send you what we are going to do”.

The interviewee describes a situation that is very unsettling and unpleasant. It is crucial for teachers to be informed and to provide feedback to both parents about the individual curriculum they are planning for the child. Passing judgment on the child without communicating with the parents is not appropriate.

From the perspective of the parents, it appears that there is a communication problem between them and the school. Active communication is essential for improving the relationship between parents and the school".

Essam, (interviewee_parents_5),

"We have become so accustomed to not asking questions or appealing decisions related to our children that the thought of leaving him at home never crossed my mind."

Avoiding questions and refraining from disputing decisions can negatively impact communication and understanding between parents and the school. Questions and appeals play a crucial role in educational processes, fostering a deeper understanding and promoting the personal and educational development of children. They also serve to strengthen the connection between parents and the school for the benefit of the child.

Ahmad, (interviewee_parents_20) says

"I really want the children to study in a special education school but not under any conditions, I have information and a feeling that decisions are made irresponsibly there".

"The decision to integrate a child into a special education school is a significant step that may raise doubts and fears among parents, who are concerned about potentially impacting their child's right to receive all the resources and services entitled to them by law. Therefore, it is crucial to allow parents to be active partners in all steps taken for their children, ensuring their participation in every decision made about their child."

Moset, (interviewee_parents_18) says,

"My son counted the days until returning to school and enthusiastically anticipated the meeting with the teacher and friends. Every day he asked his mother when we were going to school. What he didn't know was that he was already getting a campaign by other parents dealing only with him, and his own WhatsApp group called "Kick him out of class". Due to his health condition, the parents' group wanted to prevent him from getting back to class. The principal agreed and transferred him to another class and alienated him from his friends without consulting us".

"In cases involving children with special needs, it is advisable to allocate a suitable space for in-depth discussions among parents, teachers, and principals. These discussions, which encompass various processes involving decision-

making, significantly impact the child's future and their ability to cope in both society and the community."

Hadija, (interviewee_parents_3) says,

"My son gets beaten by other children in school more than once or twice. I noticed in recent period that he behaves strangely, being sad all the time, and he couldn't make us understand what the problem was. I contacted the assistant, and she told me that some pupils are violent towards him. The teacher knows, as well as the counselor. I approached them to complain about the situation and asked that the other children be punished or that something gets done because I feel that I am losing my son, and the counselor said, 'You don't decide, we will handle it'"

"Decisions on important issues related to the education and nurturing of a child at school inevitably involve a partnership between the school and parents. Parents are the most important individuals to nurture their children and ensure their well-being."

Hadra, (interviewee_parents_14) says,

"Our involvement in school is not just for decoration or making a check mark. We are not invited for set discussions about various issues in school, and the dynamic in discussions is not always positive nor is it democratic, the principal always has the final say."

"The dynamics in school discussions can be positive and democratic when the principal and teachers actively support and encourage discussions with parental participation as a crucial step to engage them in educational work."

4.1.2.1. Researcher's interpretation

The subject of parental involvement in decision-making regarding their children in the educational system is on the daily agenda. There are factors, especially within the system, who consider negatively the involvement of parents in decision-making and consider it as a privilege that is in the hands of principals. Different studies reflect that parental involvement brings about improvement in children's achievements, facilitates their mainstreaming, and influences the extent of parents' satisfaction with the educational system. Different research studies reflect that

most parents, both mothers and fathers believe in the need of their involvement in their child's school life, however, they are much less involved in practice. The extent of dynamic and quality of contact between school and family affects the extent of parental involvement. A vast majority believe that there is importance in the fact that a parent identifies with school educational purposes, accepts procedures agreeably, and accepts the school teaching method agreeably, should they be included in decision-making regarding their children.

4.1.3. Teacher, pupil, and parent interaction

The triangle of parent-teacher-child is a significant triangle in pupils' lives. A teacher is the main educational figure in a child's life. It is an image that can mediate and complete parental actions. The extent of connection of pupils with a teacher encourages and gets parents closer to school. In the following, the researcher will base his theoretical conceptualization on the words of the interviewees .

Libiya (interviewee __parents_2) says,

“As a parent, I see that support is the basic factor for children to go to school willingly. Encouragement by their teacher to go, and a feeling of strong self-confidence to run to school in the morning. For example, my daughter wakes up early in the morning to be on time because of her teacher whom she loves and appreciates greatly .”

While parental support is informative, it is also significant and crucial in influencing children's desire to learn and succeed in school. Loving and appreciative teachers can positively impact behavior and the school culture, so it is essential that students feel supported and loved by their teachers.

The example of waking up early in the morning to get to school on time, motivated by a teacher's love and appreciation, serves as proof that teachers can set a positive and impressive example for students. This can enhance students' positive thinking and boost their sense of self-confidence, motivating them to improve their habits for their own benefit.

Parental support in the learning process, the establishment of value systems at home, and the fostering of positive thinking and self-confidence can serve as the foundation for undermining success and achievement at school.

Juma (interviewee__parents_9) says,

“Encouragement and good treatment on the part of the teacher encourages my son to visit the school. That I understood from my experience. The good treatment he gets at home should be similar in class too. However, my question is why should children like my son suffer the violence of other children studying in the same class?”

Children leave school with diverse experiences and varying feelings about their teachers and classmates. As with everything in life, individuals and conditions influence how they perceive their relationships with teachers.

Not every child who is treated well by a teacher is obligated to endure suffering. It can be said that there is no single opinion on this issue. Certainly, children's feelings can fluctuate and differ even with the same teacher on different days.

Your child's support and connection to their teachers can enhance their learning experience and contribute to their ability to achieve success in school. However, even children who are treated positively by their teachers will encounter various challenges and situations in school and their learning lives.

It is crucial to listen to children, provide support, and offer them tools to cope with challenges that may affect their spiritual and emotional well-being. This support can also help them shift their feelings and experiences in a positive direction, fostering a sense of success and satisfaction.

Essam (interviewee__parents_6) says,

“In my opinion, no one of us parents can help. If the teacher himself does not help himself in school and starts handling the problems, the child examines him and begins to behave according to his handling. I think that the attention of the teacher should be similar to what the pupils receive from the counselor, attention of hug and love.”

The teacher's attitude toward students in the classroom and the overall learning environment at school can significantly impact students' motivation to learn. It is crucial to recognize that teachers play an influential and important role in students' lives, emphasizing the need for a relationship built on respect, love, and understanding.

When teachers consider the emotional and social needs of students, positive relationships can be cultivated, contributing to an improved learning atmosphere in the classroom. Behaving with kindness, fostering positive connections, and being attuned to students' needs can enhance their desire to learn and succeed.

The guidance that students receive from their teachers, including positive behaviors and attitudes, is particularly important. Positive social bonds among students demonstrated through actions like hugs and expressions of care, can strengthen students' connection to school and bolster their motivation to be there.

Nevertheless, parents also play a vital role in supporting their children. By actively listening to their children, addressing their wishes and concerns, and helping them develop skills to navigate social and emotional challenges at school, parents contribute to their children's overall well-being and success.

Ahalel (interviewee__parents_10) says,

“I think the attitude of teachers and love for the profession. If there is a morning activity that does not require thinking and learning, I think a method of teaching is founded on games. A child whose parents are not interesting can get beaten by the teacher, and that causes failure”.

The attitude of teachers and their passion for the profession are crucial for the success of students' learning. When students sense that teachers value the learning content and inspire a desire to learn, they perceive more significance in the material and become enthusiastic about investing in it.

Teaching methods also play a vital role. Creative implementation of games and activities can significantly impact students, stimulating their interest and desire to learn. When learning becomes a positive experience and equips students with tools to comprehend and apply the material, they develop a habit of appreciating and enjoying the learning process.

Introducing games and activities in the morning can be effective, providing students with an opportunity to wake up and channel their energy into learning. However, there is a need for balance and careful assessment to determine whether children are genuinely interested and actively engaged in the morning.

On the other hand, resorting to beatings and physical actions causing pain and harm to students is not a constructive approach. Such behavior does not stem from love or a genuine desire to aid in their development.

Amal (interviewee_parents_11) says,

“The teacher’s attitude towards pupils causes a child to like the teacher, causes him to come to school every day and love the subject the teacher teaches. My son loves the subject of nature as the teacher of nature always pays attention to him and loves him.”

A positive relationship between teachers and students is paramount for the success of learning and fosters a sense of belonging to the school and the profession. When students are enthusiastic about and have a genuine affection for both their teacher and the subject being taught, they are more likely to be motivated to invest in their learning and cultivate a profound love for the specific profession.

Teachers who serve as role models, treating their students with respect and understanding, play a crucial role in creating a conducive learning environment. Such an environment provides students with opportunities to celebrate achievements and actively engage in their learning, thereby strengthening their professional and social connections at school and fostering a genuine love for their chosen profession.

Ismaeel (interviewee_parents_12) says,

“I believe that personal attention to pupils is the main thing. Make a change in a pupils' advancement. As a parent, I see that when the teacher has much interest in my daughter, her learning processes increase and her achievements are also high. Understanding my daughter’s personal problems, taking her level into account, and using adapted tools lead to her success.”

Moset (interviewee_parents_18) says,

“A teacher’s interest in the pupils personally can raise self-confidence, increase their study interest and draws them to learning and succeeding.”

Hadra (interviewee_parents_14) says,

“The teachers’ attitude increases the child’s self-confidence and increases his achievements in all fields.”

Rimonda (interviewee_parents_19) says,

“The teachers should be interested in the pupils. Every teacher has his interest, therefore needs to care more, and give every child the tools that can contribute to him and strengthen the child’s level .”

Personal attention to students is undeniably important and can catalyze success in learning. When teachers take an individual interest in each student, they can discern the student's strengths and weaknesses, allowing for tailored adjustments in the learning process.

Moreover, personal attention can provide crucial support for students dealing with personal or emotional challenges. When students perceive that teachers acknowledge them, comprehend their struggles, and treat them positively, they feel a sense of safety and support, enabling them to navigate personal difficulties more effectively.

The use of customized tools and personal attention can contribute to a more significant improvement in students' performance and a heightened sense of success. Establishing a positive and personal relationship between the teacher and the student is key to unlocking and realizing the student's professional and personal potential

Asa (interviewee_parents_7) says,

“Every child has his own personality. If the child is used to shouting at home, it will become a habit. In my opinion, a positive discussion can contribute to the child personally. The development of personality is also connected to the teacher’s behavior and their attention contributes to the good or bad behavior of my child. I think that the pressure leveled by teachers on a child causes failure. A teacher should be willing to accept every child the way they are, and she should give them time for free discourse to gain their trust. However, my son did not feel like that. I say that every child is like my son, and what will be the condition of a child who does not get support from home.”

Indeed, each child's personality is unique and constantly evolving, leading to a diverse range of behavioral approaches. When teachers encounter children who benefit from personalized attention, understanding their individual needs allows for tailored support.

Establishing a positive dialogue with children is extremely important in facilitating their personal development and helping them navigate the natural challenges of their age. It's crucial for children to feel heard and seen, and positive, supportive relationships play a key role in achieving this.

Farid (interviewee_parents_8) says,

“Surely the interest of teachers in pupils and supporting them and showing responsibility helps a lot in developing the child’s image .”

Teachers' interest in fostering learning, providing support, and demonstrating responsibility are crucial components in shaping children's self-image. When teachers understand and support students' needs and abilities, students perceive that they are valued and comprehended.

This support contributes to the development of positive self-confidence and self-esteem, which, in turn, significantly influences their self-image. Students may believe in their ability to succeed and confront challenges, leading to an expansion of their personal and academic achievements.

Furthermore, emphasizing responsibility helps students grasp the importance of positive behavior and constructive problem-solving. Observing teachers encourage and advocate for personal responsibility instills in students a belief in their capacity to bring about change and improve their circumstances, further bolstering their self-confidence.

Muhamad (interviewee_parents_20) says,

“The teacher’s attitude will cause the child to advance. Some teachers give wealthy children more attention, therefore they succeed more. When the weak and poor are not given attention, they will not succeed. My son is given attention because there is a father who visits the school constantly, gives presents, donates to school, and we always call the teacher. Some parents will make a visa contest to make a change in the attention.”

Ahmed (interviewee_parents_13) says,

“A teacher who asks a pupil continually about his condition, a teacher who does not beat, a teacher who gives the child a feeling that he is a father who contributes much to the child.”

The teacher-to-student relationship encompasses numerous complex factors and can have a significant impact on students. A teacher's interest and positive attitude can enhance a student's self-confidence, encouraging them to focus on learning and strive for improvement.

Many educators treat their students with a mindset that values each student's abilities and potential, irrespective of economic status. By concentrating on the excellence and progress of each student individually, teachers can provide the necessary support for their advancement.

Parental support at school also plays a crucial role in improving relationships and fostering positive experiences for students. This support contributes to students feeling backed not only by the teacher but also by their families.

While competition and diverse goals can be motivational factors for improvement and concentration, it's vital to ensure that competition is conducted in a healthy and non-harmful manner, with the primary focus on the students' benefit.

A teacher who inquires about a student's well-being demonstrates personal concern and interest in the student. This approach helps establish a teacher-student relationship where the student feels heard and supported. The teacher's questions can elicit positive feelings, enabling the student to express their emotions and needs.

Teaching without resorting to punitive measures can make the learning experience less stressful and more engaging. Employing various tools such as interesting lessons, projects, and extracurricular activities can have a profound impact on students' learning and achievements.

A teacher who fosters an environment where the child feels like a valued contributor can significantly boost the student's self-confidence. Providing a sense of understanding and support, coupled with the belief that there are people who are proud of the student and appreciative of their potential, can motivate the student to excel and progress in their learning

Hadija (interviewee_parents_3) says,

“I will tell something from my life experience; when I speak to my children, I see how happy they are, and it is similar with the teacher because they should be like parents. The image of the teacher mainly influences the pupil’s image .”

Asa (interviewee_parents_7) says,

“When the school year started, I was disappointed to see that my son’s homeroom teacher is a very young woman, who seemed anxious and lacking self-confidence and life experience. I felt she could not help the child with all his difficulties and needs. I had difficulties trusting her and sharing things with her, and it can be said that from the beginning I didn’t give our relationship a chance.

I avoided talking to her, even when needed, because I didn’t feel she would understand me or my son. What caused a gradual change was that I saw that my son loves her and connects with her, and I felt that she was sensitive regarding him, and she cares that he feels pleasant in class. The shyness of both of them connected well, and the child felt very comfortable with her. I can’t say I really got connected with her during the year, or that my communication with her improved greatly, but all in all my son has been through a good year with her, and he misses her until today, and he hugs her when he sees her at school. I learned from that that we and the children sometimes feel differently about teachers, sometimes their experience is very different than ours.”

Saber (interviewee_parents_17) says,

“I raise the children alone. The good communication I created with the children’s homeroom teachers helps me a lot daily. I feel that they are sensitive towards the needs of the children and are always prepared to help me, and this makes dealing with the educational frames easier for me.”

Wasim (interviewee_parents_6) says,

“We are a complicated family, and we have been through a lot of difficulties. I find it important that the school understands what my son goes through. However, since he started studying I feel that I don’t have good communication with his homeroom teacher. She is not considerate of the children’s emotions, only achievements. Every time I approached her I felt I was wasting my time. Gradually I stopped talking to her and found other ways to help the child. When

needed, I speak to the counselor, and she passes information or my requests to the teacher. It is easier for me to communicate with her.”

The positive relationship among parents, students, and teachers is a crucial component for successful learning and the development of students' self-image. When children witness that parents value teachers and teachers, in turn, know how to appreciate and support students, it instills a sense of appreciation and self-worth in the students, extending to how they perceive others.

Furthermore, the image of the teacher and the impressions they convey to students are essential elements in guiding students personally and academically. Teachers have the power to positively influence students, providing perspectives that inspire and support them in realizing their full potential.

Ultimately, the relationships and support that students receive from both teachers and parents can significantly enhance their self-confidence, fostering a sense of discipline and the belief that they are capable of succeeding.

4.1.3.1. Researcher's interpretation

The image of a teacher is significant in a child's life. If we can learn to cooperate and work together, we will all benefit. Especially our children will benefit. A teacher is a mediating factor, coordinating between the needs of pupils as individuals and as a group and between the broad educational system, alongside them being a connecting link between school, family, and community. The teacher has a significant role in structuring the class as a caring social frame, which constitutes a natural experience field for social processes. A significant teacher in one's own class challenges one's pupils and directs and facilitates discussions aiming at assisting one's pupils to understand the occurrences in class and school, while processing experiences and consolidating positions founded on consideration of another as well as moral and social thinking.

4.1.4. Parental empowerment.

A parent is with one's children throughout their entire life, they are the most dedicated manpower. Parents have the greatest proficiency and familiarity regarding their children. Therefore, investing in them is the most worthwhile investment for improving connection with the school, and making them become active and contribute to the institution. A knowing, strong parent will be a full

partner in investing time and resources for their child, together with the professional system, and this will bring about the fact that children will grow up as integrating adults who contribute to society. School investment in parents is in their empowerment.

Parental Empowerment relates to situations in which people succeed in achieving by themselves or with the help of others, control of their lives, and get a relative extent of influence. The empowerment process begins with the belief that everyone can achieve significant achievements for the benefit of their children, including parents to children with intellectual disabilities. The first assumption is that a parent is the client. They can solve the problems of their child in a school frame. There are processes in which a school can assist and enlist them to the educational act, for example, organizing workshops on matters concerning their children, including them in excursions, supporting school parents' committee, exposing them to the study program operated in school, allow them to prepare do informal activities. The second assumption is that parents have the duty and the privilege, by the fact of assuming their role, to determine the priorities of their family. Parents, and they alone, have the responsibility of determining the course of development, and they can themselves maintain the welfare and rights of their children.

In the following, the researcher will base his theoretical conceptualization on the words of the interviewees.

Below, the researcher establishes his theoretical conceptualization based on the statements provided by the interviewees.

Workshops for parents are important and effective tools for empowering parents. They provide an opportunity for parents to acquire skills, tools, and a better understanding of children's developmental processes, enabling them to support their children effectively.

Haled (interviewee__parents_10), underscored the importance of conducting school workshops and says,

“I had a child with problems in English, but I supported him, and he succeeded. I think that the most important thing is to come to school. If you show that the child has an address, he will be treated well. We have to know about our children’s

rights. Now I agree with the teacher that I will go into the classroom to see how he operates and later I ask him to respect the teacher and friends. Contacting the teacher is important, also visits of parents in school are very important, which encourages doing homework. Coming to every activity in school in order to show that the child has his parents' support, this way I help him to advance. Continuous visits in school, doing activities in class with the child, such as bringing a meal to the class, doing art activity, parents' workshops should be conducted."

"The parenting workshops are designed to train and support parents in developing effective parenting skills. Parents learn techniques and tools that can help them address the needs of their children and promote their emotional, social, and physical development, thereby contributing to their overall well-being."

Wasim, (interviewee_{parents_16}) a father to a child with Cerebral Palsy, also highlighted the significance of workshops and parental guidance and says,

"Parents can help in changing the climate of school that after the school initiates planned adjusted peak days according to a structured program, which influences the increasing trust between the educational staff at school and between parents. The school can also include parents and get them to help in the learning field and improve their children's achievements, and this is through inviting them to guidance workshops, which give tools for parents to cope with their children's difficulties. The school must have a parents' committee, through which there will be target achievement and advancement in the positive activity. This means that if there is a desire that parents will contribute to the activity in school, a program should be structured for them, which strengthens the positive influence on increasing achievements and target achievement".

"Parents play a pivotal role in shaping the school environment, particularly when the school initiates strategically planned special days within a structured program. This approach fosters increased trust among the educational staff and parents. The school can further harness parental involvement by inviting them to actively participate in the learning process and contribute to the improvement of their children's achievements. This involvement can take the form of guidance

workshops, equipping parents with valuable tools to navigate and address their children's challenges."

"In essence, by creating a collaborative and inclusive environment through planned activities, workshops, and a dedicated parents' committee, schools can facilitate a positive change in the school climate. This not only strengthens the bond between educational staff and parents but also promotes a holistic approach to improving student achievements and overall school success."

Libya- (interviewee_parents_2) a mother to a pupil with behavioral problems, supports the statement and says,

"Parents can be assigned to the school in different diverse fields if the school organizes workshops for parents in interesting subjects so that they can help us to care for the child while he is at home". She adds, "The importance of parents' workshops is that it makes us more involved. The workshops empower and strengthen us".

Moset, (interviewee_parents_18) a parent to a pupil with a learning disability says,

"Every leisure activity can help if the informal activity is increased, or if there are workshops with the inclusion of parents. I think that if they have lessons in which the children do homework with the supervision of teachers, the children will have time to play with their neighborhood friends. I think that it is possible to build cabinets at school for keeping books so that children can come home comfortably. The children always carry heavy backpacks which will cause them physical problems and will make them dislike school".

"Every leisure activity can be beneficial, especially when informal activities are increased or when workshops include parents. I believe that if there are sessions where children can do their homework under the supervision of teachers, it would not only provide academic support but also allow them time to engage in recreational activities with their neighborhood friends. Additionally, creating storage cabinets at school for bookkeeping could ensure that children carry lighter backpacks, reducing the risk of physical problems and fostering a more positive attitude toward school."

"By incorporating leisure activities and involving parents in workshops, we create a more holistic approach to a child's development. The idea of supervised homework sessions not only aids in academic progress but also emphasizes the importance of play and social interaction. Furthermore, addressing the issue of heavy backpacks by providing book cabinets at school not only eases the physical burden on children but can also contribute to their overall well-being and enjoyment of the learning process."

Asa, (interviewee_ parents_7) a father to a pupil with intellectual disability says, *"As a parent, I can be available for any question regarding the son, I can initiate workshops for parents, I can contribute financially and formally participate"*.

"As a parent, I am committed to being available for any questions or concerns regarding my child. I am willing to initiate workshops for fellow parents to create a supportive community. Additionally, I am open to contributing financially and actively participating in formal school activities. My goal is to foster a collaborative environment where parents, teachers, and students work together for the holistic development and success of our children."

Interviewee No. (19), Interviewee No. (4), and Interviewee (18) introduce another element, emphasizing the importance of providing guidance to parents, as articulated by Interviewee (18).

Rimonda, (interviewee_ parents_19) a mother to a child with physical problems says,

"I think that children should be given musical instructions, and also once a month a parents' training for knowing how to handle the child, because many parents cannot read and write. For example, if I send my child to extra-curricular classes the child will come back home happy. There isn't any parent who does not want their child to advance. In my opinion, every extra-curricular class and every activity will greatly contribute to the children".

Hanaa, (interviewee_ parents_4) says,

"The pupil should be given more learning software programs, to strengthen the child in any important subject such as courses and extra-curricular classes. First and foremost, attention, therefore it is difficult. They should be taken care of and we need to be instructed".

Moset, (interviewee_parents_18) says,

“Informal social activity. We had meetings at school where we learned about sexual education, how to safeguard the child, and how to deal with problems. Leisure activities, excursions, scientific activities. I think we need to receive an explanation regarding how we can operate a parents’ committee in a quality way”.

"Parent training is a program or instruction designed to equip parents with the tools and skills needed to effectively handle parenting tasks and address children's needs. Informal social activities serve as an important means to strengthen social bonds between parents and the school, providing tools and solutions for parents."

Muhamad, (interviewee_parents_20) a parent to a pupil with mild intellectual disability says,

“As a parent, I ask the school to cooperate when they have different activities and extra-curricular classes, a parents’ committee should be formed to help the school to include parents, joined activities and excursions, because the excursion that the school held for parents let us parents get to know each other, we opened a WhatsApp group that we now use to speak about problems and anything regarding our children”.

"When it comes to parents of children with special needs, it is crucial to understand the unique requirements of their children and offer them appropriate support. There are classes and activities available that can provide parents with the necessary support and guidance tailored to their children's needs."

Interviewee (5)

Essam, (interviewee_parents_5), emphasizes the significance of ongoing educational support for parents,

“In my opinion, there is a need to hold an after-school training course for parents in which there will be a discussion about how to improve the institution and the relationship between teachers and parents. Certainly, organizing an after-school training course for parents is a proactive and constructive step toward enhancing the institution and fostering positive relationships between

teachers and parents. The training course can cover a range of topics aimed at improving communication, understanding, and collaboration. Techniques for open and constructive communication between parents and teachers.

Establishing regular channels for updates and progress reports

Understanding Educational Approaches: Providing insights into the teaching methods and curriculum to help parents better support their children's learning at home.

Parental Involvement and Support: Exploring ways in which parents can actively participate in their child's education, both in and out of the classroom.

Encouraging engagement in school activities and events.

Addressing Challenges: Creating a space for discussing common challenges faced by both parents and teachers and brainstorming solutions collaboratively.

Building a Positive Learning Environment: Strategies to create a supportive and positive atmosphere at home that complements the learning environment at school.

Feedback Mechanisms: Establishing effective feedback mechanisms for parents to express concerns, share suggestions, and stay informed about their child's academic and social progress.

Promoting Mutual Respect: Emphasizing the importance of mutual respect between parents and teachers for the benefit of the child.

Financial Contribution and Resource Sharing: Discussing ways in which parents can contribute financially to support school initiatives and exploring opportunities for resource sharing”.

By addressing these topics in the after-school training course, the aim is to create a platform where parents feel informed, engaged, and empowered to contribute positively to the institution. It can strengthen the partnership between parents and teachers, ultimately benefiting the educational experience of the students.

4.1.4.1. Researcher's interpretation

A special education school should be an assisting tool for parents and families, to get from a condition of helplessness to a condition of empowerment, to get them

to contribute and take part in school processes. Schools should assist parents in finding out the importance of their role in the family. It should instruct them regarding controlling their lives and the lives of their children and give them the feeling that they are competent in managing their lives. A parent who feels helpless regarding their child's problem tends to want to receive guidance from anybody who can assist them.

4.1.5. Clear school policy

The routine dynamic in a special education school is different than that of a regular education school, and this is because the pupils' population in this type of school is defined as having various disabilities. Their disabilities demand extra investment, and support in physical, emotional, intellectual, mental, social, adaptation fields, etc., more than investment in pupils in a regular education. Additionally, the planning of study and study programs in these frames is adapted to the needs of individual pupils which differ from one pupil to another. The study program, unlike in regular education, is not predetermined and not standard. In special education schools, there are unique therapeutic and educational functions that are not found in regular education. Therapeutic and educational staff differ in their professional definition. Management staff are similar in their role definition to those from regular education; however, their routine conduct is different from that of principals in regular education. Therefore, the customary routine policy in a special education school should be unique and adapted to the needs of the population and pupils. Further in this category, the researcher will base his theoretical conceptualization on the words of the interviewees.

Negative criticism from parents of a special education school can arise for various reasons. In the wave of issues, gaps between parents' expectations and the reality at school or in the education system can give rise to such criticism. This may occur because parents depend on the school to provide the necessary support and a personalized outlook for children with special needs.

Furthermore, children may face difficulties in accessing learning materials or participating in teaching activities, which parents may perceive because of inadequate educational planning. The lack of communication between the school and parents can contribute to misunderstandings and confusion between the parties.

Parents may also express dissatisfaction if they perceive a shortage of resources or additional support for their children.

Another potential source of criticism is the feeling among parents that their children do not feel safe in school. Additionally, misunderstandings or gaps in the information transfer system regarding student progress and challenges can generate criticism.

When negative criticism persists, it can create a barrier between parents and the school. Many parents may be perceived as adversaries rather than allies, hindering their ability to support and act as pillars for the benefit of their children. Findings from the interviewees include:

Amal (interviewee _parents_ 11) says,

“My son is going to be in 6th grade, and he is in class with his personal assistant due to health issues. In the following year, he will not have an assistant. The principal did not tell us what we needed to do. When I approached him, he said it is a matter that does not concern him and that he is not obligated to update us. I don't know if the child is registered in his school, isn't it something that should concern him? I think it is an irresponsibility. The role of a principal is responsibility for the entire institution. I do not believe that a principal with vision and a structured program and orderly and clear code will give such an answer”.

In an educational institution, effective communication between school administrators and parents is essential for the well-being and progress of the students. The fact that the principal did not provide clear information or guidance on a matter related to a child's registration is disconcerting. When a concerned parent approaches a principal seeking clarification, it is reasonable to expect a response that reflects responsibility and commitment to the overall welfare of the students.

A principal holds a pivotal role in the school community, and one of their primary responsibilities is to ensure the smooth functioning of the institution. This includes addressing concerns and providing necessary information to parents. The remark that the matter does not concern the principal and that there is no obligation to update parents is contradictory to the fundamental role of a school leader.

The registration status of a child in the school is undeniably a matter of concern for both parents and the school administration. It directly impacts the child's education and well-being within the school environment. A responsible principal, with a clear vision and a structured program, would recognize the importance of addressing such queries promptly and transparently.

An effective school leader should uphold a commitment to open communication, transparency, and accountability. This involves keeping parents informed about matters that concern their children's education and ensuring that queries are addressed with a sense of responsibility. A principal's role extends beyond administrative tasks; it encompasses fostering a positive and supportive environment for both students and parents.

Hadija, (interviewee_parents_3) says,

“While visiting the school I noticed that my son sits with children of a lower level than his. I asked the teacher regarding my son’s study program, and she didn’t answer. After asking again she told me that if I have a problem, I should ask the principal. While clearing the matter I found out he additionally does not get all the treatments determined for him according to the placement committee. When I asked the principal, he said the therapist was sick and she was absent for a long time. Therefore, he does not get a proper scope of treatments. They didn’t inform us of the situation. I might have been able to assist and pressure the Authority and the Ministry of Education. Every child should be getting the adapted services. Lack of follow up by the principal regarding what is done indicates weakness of the school and weakness of the principal”.

The absence of proactive follow-up by the principal regarding ongoing matters reflects not only a deficiency in the school's operations but also highlights a weakness in the principal's leadership. A principal plays a pivotal role in ensuring the effective functioning of the school and maintaining a high standard of communication and accountability. Failure to follow up on important issues may result in a breakdown of trust and can contribute to an overall sense of disorganization within the school community.

An adept principal recognizes the importance of consistent follow-up, particularly in addressing concerns raised by parents or issues affecting students and staff.

Timely and thorough follow-up actions demonstrate a commitment to resolving matters efficiently and contribute to the overall effectiveness of the educational institution.

The principal serves as a leader and role model within the school community, setting the tone for accountability and responsibility. When a principal fails to follow up on important matters, it can create a perception of negligence and a lack of commitment to the well-being of the students and the smooth operation of the school.

To maintain a robust educational environment, the principal needs to instill a culture of accountability, where follow-up actions are integral to problem-solving and continuous improvement. Addressing concerns and monitoring progress not only demonstrates strong leadership but also fosters a sense of trust and confidence among parents, staff, and students.

Asa, (interviewee_parents_7) says,

“I had many difficulties with school management when they asked me to come with him to an excursion. I see that the management was not tolerant regarding the condition of the child. Two weeks ago, I set a meeting with the principal to find a solution for the problem and I realized that they never discussed such problems. In the first introductory conversation, they told me – ‘we will get along perfectly. If there are problems, you will do what we say and not argue. If you argue, there will be a problem. A special education school should be more prepared for those situations. It cannot cut a parent’s life just because they cannot manage the child on an excursion. I think they should have written clear instructions regarding how to behave in such situations”.

A special education school should be well-prepared to handle various situations, and cutting a parent out of a child's life due to challenges during an excursion seems disproportionate. Clear instructions on how to manage such situations would be beneficial. These instructions could outline protocols for communication, assistance, and collaboration between parents and school staff to ensure the well-being of the child and maintain open lines of communication. The school must provide support and guidance rather than resort to extreme measures that may negatively impact the parent-child relationship.

Ahmed (interviewee _parents_ 20) says,

“My son said that the teacher told him to come with white shirt tomorrow because there is a party in school and many people are coming and they want to take pictures. I immediately called the counselor and asked her, and she confirmed that people from the Ministry and the Authority visit the school. I asked if they take pictures of the children and she said, 'yes, and we also invited reporters'. I asked her did I give you an approval to take my son's picture. She said “If you don't want, it is all right'. I wonder if other parents like me don't want their child's picture taken. School policy should be clear and precise in such situations, every institution should receive parents' approval and it should appear in school code, if they even have one .”

“The school's policies regarding the photography and use of students' photographs should be clearly outlined, and every parent should be aware of the details. The process for parental approval should be easily understandable and transparent”.

Already facing suspensions from special education school.

Interviewee (14) has experienced suspensions from a special education school.

Hadra, (interviewee _parents_ 14) a mother to a complex autistic child (who needs close supervision), is already experienced in suspensions from special education school. The child was suspended many times due to violent behavior towards the environment and even towards himself, she says,

“I do not disavow this behavior and I take responsibility because we are aware of the fact that the child is difficult and problematic, however, suspending a child from a special education school, that its's calling is educating this population, is absurd. In no situation a child is supposed to be suspended from school, however, there this was the management policy. She quoted to me a CEO Circular according to which a child can be suspended due to violence, however there is no unique CEO Circular for special education frames. So how is this relevant? He cannot comprehend this punishment therefore it is useless. The principal should be familiar with entire regulations of suspension and if he is not he should consult the Ministry and get the approval of county district educational manager.

What the principal did is a felony because he is not familiar with the details of the law."

It's important for a principal, as an educational leader, to be well-versed in school regulations, including those related to disciplinary actions such as suspension. If a principal is uncertain about the specific regulations or procedures, consulting with the Ministry of Education and obtaining approval from the county district educational manager is a responsible course of action.

Suspending a student is a serious decision that should be made in accordance with established guidelines and regulations. Failure to adhere to the correct procedures may not only be considered a violation of school policies but could also potentially lead to legal and ethical concerns.

If a principal acts, without proper knowledge of the law or without following established protocols, it may be viewed as a significant lapse in judgment and may raise questions about the appropriateness of the decision. It is advisable for school administrators to seek guidance from relevant authorities and ensure that any disciplinary actions taken align with established regulations to avoid potential legal consequences.

Parents have the right to comprehend the suspension process from school and to be informed of the reasons that lead to the suspension of students. The school Principal must accurately explain the justifications for the suspension and outline the methods and techniques employed to improve the child's behavior before reaching the decision to suspend. Ministry of Education directives emphasize that all available options must be exhausted before resorting to the suspension of a child.

Jamila (interviewee _parents_ 1) says,

"I was asked to come and take the child home because there was no medicine left for him in school, but I refused saying there is great distance between us, and I am in a different city. This was also a period in which he didn't want to go to school, so coming and taking him home is a positive reinforcement for him and a punishment only for me, however they insisted, and I had to take him home. Following this event, a placement committee convened, and it determined that it is the most suitable place for him and that he is to remain in school. There is a

need for structuring policy for administering medication. The school should have a structured a policy of administering medication, and not send the child home .”

"A transparent school policy is crucial for the success of the educational process and the personal development of students with special needs. Parents' clear and specific understanding of these policies can significantly enhance the financial, emotional, and educational involvement and support that students receive."

It is imperative to formulate policies that consider the individual needs of each child when addressing similar situations. Developing individualized plans for each child to address their special needs and circumstances is necessary. Simultaneously, fostering support and patience from the group of teachers and educational staff is essential.

Special programs should be established to address specific cases, such as the lack of medication at school, and incorporated into general policies aimed at providing quick and effective solutions and support.

Asa (interviewee_parents_7) says,

“I refused to accept the situation obligating me to send my son to a special education school, and I wanted a suitable frame to be found. We already had an experience that we were enforced to send him to school for behavioral problems and he barely came out alive from there, every day he came home beaten and bruised, and after one incident he almost died. I think that like every other child in the country he deserves a frame, and because he has special needs, he should be given the entire array rather than be thrown out of society. The image of special education schools in the Arab sector is extremely negative due to lack of a clear policy and due to shortage of professional and administrative staff.”

"The negative image of special education schools in the Arab sector primarily stems from the absence of a clear policy in special education. The lack of a coherent policy can lead caregivers, teachers, and parents to misunderstand the child's needs, potentially causing."

4.1.5.1. Researcher's interpretation

A policy clarifying the demands of the school system for parents and vice versa is a great starting point to cope with problems arising at school. In order to lay

foundations for clear policy, the school should be familiar with parents' demands in the best possible way. This approach fosters good relationships between parents and the school, ultimately benefiting the academic, emotional, and social success of children. Values such as human dignity, equality, and consideration for diversity must be realized within the school environment, aligning with the educational and cultural norms of the society it serves. School and parents should work towards ensuring consistency between statements regarding the importance of these values and the actual lifestyle within the school.

Maintaining individual rights alongside clear definition of duties necessitates the establishment of clear rules known to all parties involved. Consistent and equitable enforcement of these rules, coupled with inclusive decision-making processes, fosters a sense of responsibility and care among all stakeholders. These elements form the foundation for improving the school's image through the structuring of a clear policy.

The researcher underscores the crucial role of a positive and collaborative partnership between parents and schools in enhancing children's education. While parents generally view such collaboration positively, they often perceive the school as the primary initiator of this partnership. This perception sometimes leads to covert demands from parents for acknowledgment of their parental role. However, it's imperative to recognize varying levels of parental engagement, from active partnerships to passive involvement.

In the educational system, parents are considered full partners, entrusted with the responsibility for their children's optimal educational and social development. While some parents wish to be involved in school activities, teachers and staff, as education professionals, bear the responsibility for students' progress both at school and home. Respecting teachers' professional autonomy is crucial, and encouraging dialogue that elevates the professionalism of both parents and teachers is beneficial.

A high level of educational partnership exists when parents and teachers consult each other with honesty and equality. Proactive parental involvement can lead to positive outcomes for children's social and academic achievements. However, passive parents, despite their willingness to cooperate, may not fully understand

their children's abilities and needs. Transparent communication from schools is emphasized as a means to increase parental involvement.

In the context of special education schools, schools serve as assisting tools for parents, aiming to empower them and encourage their active participation in school processes. A clear policy clarifying the demands of the school system for parents and vice versa is crucial for addressing problems and fostering good relationships between parents and schools.

4.2. Multi-professional staff's findings

The study included 20 multi-professional staff, with 14 women and 6 men, working as teacher, Social worker, counselor, speech therapist, vice principal, art teacher, occupational therapist, Medical doctor, nurse and physiotherapist in special education schools in both rural and urban Arab settlements in Israel. These multi-professional staff came from various institutions, all under the direct responsibility of the Vocational Inspectorate of the Ministry of Education in Israel, implementing the Ministry's objectives and the guidelines of the Special Education Act (1988).

The demographic characteristics of the research participants are presented in Table 7, which includes details on gender, school type, main population in the school, religious state, management experience, function, workplace and school type.

Table 7. Multi-Professional Staff's characteristics

Type of School	Function	Marital Status	Work place	Name	Gender	Age
Physical problems	a psychologist	Married	Urban	Mustafa (1)	male	male
Learning disabilities	occupational therapist	Married	Rural	Inas (2)	Female	55
behavioral problems	art therapist	Married	Rural	Rasha (3)	Female	42
Mental problem	art therapist	Married	Urban	Amalia (4)	Female	24
Intellectual disabilities	A physiotherapist	Bachelor	Rural	Muhammad (5)	male	58
Intellectual disability	A teacher	Married	Rural	Royda (6)	Female	28
Intellectual disability	A class teacher	Divorced	Rural	Nora (7)	Female	43

Physical problems	A physiotherapist	Bachelor	Urban	Musk (8)	Female	56
Behavioral problems	A counselor	Married	Rural	Wafa (9)	Female	42
Physical disabilities	A nurse	Widower	Rural	Radiea (10)	Female	42
Intellectual disability	A speech therapist	Bachelor	Rural	Samah (11)	male	49
Intellectual disability	A medical doctor	Divorced	Urban	Yehuda (12)	male	38
Intellectual disabilities	An occupational therapist	Bachelor	Rural	Nargas (13)	Female	61
Disabled children	A social worker	Married	Rural	Sarine (14)	Female	31
Behavioral problems	An art teacher	Married	Rural	Nahya (15)	Female	34
Mental problems	A vice principal	Married	Rural	Rawia (16)	Female	33
Behavioral problems	A speech therapist	Married	Rural	Sogod (17)	Female	41
Mental problems	A counselor	Bachelor	Rural	Samir (18)	male	29
Autistic children	A social worker	Married	Rural	Rasem (19)	male	25
Physical problems	A teacher	Married	Rural	Lames (20)	Female	59

Four central categories have arisen from analyzing interviews of multi-professional staff:

1. Goal-focused educational therapeutic cooperation
2. Professional identity
3. Inviting and accessible learning environment
4. Clear organizational policy

In the following, the researcher will present each of the category, and base his theoretical conceptualizations on words of interviewees.

* In order to preserve the meaning of sentences arisen from the transcription as a result of literal translation (from Arabic to Hebrew, from Hebrew to English), as the interviews were conducted in Arabic, the meaning was preserved in the sentences, rather than literalness.

4.2.1. Goal-focused educational therapeutic cooperation

The work of multi-professional staff in Israel, comprising physiotherapy, occupational therapy, communication and language, education, and medical services, serves as a crucial conduit for realizing educational objectives for children with disabilities. Their efforts are directed towards educational therapeutic interventions to address the multifaceted challenges posed by impaired functions in students. This involves crafting individualized study programs, assessing the progress of a student's functioning, and aiding and supporting families.

Issues arising in the execution of educational therapeutic functions may impede the attainment of the intended goals. If the goal's focus is unclear, or if there is a lack of consensus and synergistic collaboration among staff members and other stakeholders (such as parents and frame principals), the advancement of a child's impaired functions may be hindered.

The multi-professional staff engages with the child and their family within the educational framework. They assess the child's current condition based on tasks performed by their typically developing peers. This includes evaluating symptoms of disorders and disabilities, as well as identifying deficiencies in various functions. Subsequently, the staff establishes functional goals that they strive to advance through their work with the student.

In this category of goal-focused educational therapeutic cooperation, the researcher observes a secondary Sub-category.

4.2.1.1. The principle of partnership

Partnership and consent are two fundamental principles that can be used as tools to achieve common goals. They can coexist, with consent being an integral part of the partnership.

Mustafa, (Interviewee_staff_member_1) a psychologist in a school for pupils with physical disabilities, addresses the issue and says,

“We are always going for reaching high, and we always aspire at achieving the goals we have set in school vision, despite all the barriers that we run into, we cope successfully and always land on our feet again. We continue forward, all of us together, cooperating in executing the individual educational therapeutic program of a child that was determined with the agreement of all. While focusing

on one weak goal, we all advance in the same direction to achieve it, all in favour of the child”.

When constructing and implementing a personalized educational therapeutic program for a child, with the consent of all involved parties, it is essential, to begin with a precise understanding of the child's needs. Focusing on their emotions, feelings, and personal abilities provides a foundation for planning the program.

Establishing stable relationships among all parties involved, including parents, teachers, counsellors, and others central to treatment planning, is crucial. Clearly defined goals and measurable success metrics should be set to help everyone understand when and how progress will be evaluated.

The plan's development should be tailored to the specific needs of the child, with ongoing adjustments made based on their progress and changing needs during treatment.

Active participation of parents as partners in the process is key, which may include workshops, training, or personal counselling.

At any stage, the treatment process can be restructured according to the child's progress and changing needs. As a cohesive team, ensuring everyone is aligned toward the same goal is essential."

Sagud (Interviewee_staff_member_17), a speech therapist in a frame for children with behavioural problems says,

“In my opinion, group work of all therapists together enables working on one goal and one purpose needed for the child. Cooperative work is needed throughout the entire year”.

"Focusing on collaborative work provides numerous benefits:

Building Community: Working together connects team members and fosters a sense of community, creating a supportive partnership.

Sharing Experience: Team members can openly share their experiences and information, enhancing the collective ability to provide effective treatment.

Improved Coordination: Collaborative efforts facilitate better coordination between team members, ensuring a unified approach in the best interest of the child.

Problem Solving: Team members can assist each other in problem-solving, share ideas, and generate more effective solutions.

Meaningful Work: Collaborating on a common goal gives work more significance to each team member.

Effective Goals and Plans: Group work ensures that goals and plans are not only shared but also supported by each team member, ensuring effectiveness over time.

Efficient Information Transfer: Working in a group allows for quick and efficient transfer and integration of information from any team member."

Royda, (Interviewee_staff_member_6) a teacher in a school for intellectual disability says,

"A principal has to operate a team. He must give backup and support and make agreements, because cooperation with them is extremely important to his success and the success of the institution he manages. All of that improve the achievements of the pupils. A principal must have a vision of where the school would reach".

"The emphasis on cooperation, support, and agreement within the team is crucial for success. Consensus on the goals set for the student provides the team with stability and a framework within which to act."

Inas, (Interviewee_staff_member_2) occupational therapist in a frame for children with learning disabilities says,

"We should work on the same channel with the child. In my perception, it is a vital issue because the child has a complex of skills and abilities. Without referring to all treatments of the staff we will not be able to advance him. At all times, there should be a goal for advancement, which all staff strive at". She adds, "Agreed upon cooperation between staff and the involved factors develops and advances the school".

"The agreed-upon sharing and distribution of responsibilities provide the child with a sense of stability and multidirectional support. When all staff members are committed to understanding and supporting the child's special needs, an educational environment is created that equips the child with tools for development and success. This collaborative approach establishes a shared framework and enables the development and maintenance of advanced educational policies."

Nora, (Interviewee_staff_member_7) a homeroom teacher in a school for learning disabilities says,

"Mutual goals are extremely important. It is impossible to work alone to achieve results, we need everyone working on the same line. Everybody will respect the same policy, regarding fieldwork. I think that everyone will contribute to their field; everyone will have a goal in his field. A child has many problems and not only one goal, therefore each will approach his goal. However, in the end, it is for the benefit of the treated child. All staff working with the child need to have among them a professional language understood by all".

The adoption of a professional language that is understandable to everyone enhances communication among staff members, fosters a shared understanding of professional goals and concepts, and facilitates the development of integrated and advanced solutions to specific challenges.

Roida, (Interviewee_staff_member_6) a teacher in a school for children with intellectual disabilities says,

"Every teamwork requires cooperation because every participant responds to a need of children, therefore teamwork covers all improvement fields. Teamwork improves and strengthens all fields; it contributes to peer learning. A uniform language may be created, which would help the child and the staff, as the staff are different in their specialties. In my opinion, the inclusion of people in the class contributes to more comprehensive content. Furthermore, one individual's thinking is not similar to others; sometimes the opinion of one individual can give the team a different direction of thinking."

"A team of individuals with diverse areas of expertise offers multiple perspectives on problems and challenges. Each team member brings a special background

and unique contributions. In general, collaboration and group work provide maximum possibilities for development and success. An integrated team establishes a robust platform for creative thinking, enhances focus on children, and supports both personal and professional development."

Wafa, (Interviewee_staff_member_9) a counsellor in a frame for children with behavioural problems says,

"Multi-professional cooperation will also be performed in prescheduled meetings and with role distribution for professional personnel in activities for the enjoyment of pupils, structuring a process of follow-up, assessment and feedback".

"Collaboration across multiple teams during pre-planned meetings and through role-sharing ensures efficiency and success in activities designed for student enjoyment. This approach offers moral support, precise adaptation to students' needs, and the ability to act effectively."

Radia, (Interviewee_staff_member_10) a school nurse in a school for children with physical disabilities says,

"A connection of respect between staff members adds a lot to the success of work and additionally there is a need for determination, direction and profound knowledge of the problem".

"A respectful relationship among staff members is a key factor in the success of their work. The ability to foster positive relationships between team members enhances the sense of partnership, instils trust, and facilitates effective collaboration. Such connections can influence motivation, group cohesion, and the collective ability to generate solutions together."

4.2.1.2. Full active cooperation with parents

Collaboration between parents and staff not only enhances the functional efficiency of a child but also leads to an improvement in the family's overall quality of life. This partnership relies on the treating staff's understanding of the families' needs and the numerous challenges they encounter. Parents hold fundamental expectations from the school, both in terms of learning and therapeutic aspects. They anticipate the school to provide their children with the necessary knowledge

and the expected treatment to enhance damaged social, emotional, and other skills. Parents also expect the school system to address extensive issues on their behalf, thereby increasing the legitimacy they attribute to the professional staff. This, in turn, contributes to an elevated self-image for the team in the eyes of the public and the community. Additionally, it helps to diminish resistance from parents, increases motivation for continuous support at home, and fosters the development of a mutual trust system.

Decision-making is a pivotal aspect of the work performed by the multi-professional staff. It involves a deliberate, mutual choice made after a thorough discussion process or staff meetings that encompass various components. These discussions aim to outline an inclusive therapeutic approach tailored to the needs of the pupil.

Parental participation in the care and education of a child with special needs is a vital and fundamental factor for success in their development. When parents collaborate, they play a central role in deeply understanding the child's needs, ensuring that treatment and education are tailored to those specific needs, and promoting their professional, social, and emotional development.

Open communication and a willingness to engage with the multidisciplinary team enable parents to comprehend the processes, ask questions, and actively cooperate. Parents can focus on obtaining information about the specific needs of their children and learn how best to support them. All these efforts make it easier to achieve the goals set for the child.

Regarding inclusion and its importance, Rasha, (Interviewee_staff_member_3) an art therapist in a school for children with behavioral problems, thinks that parents should be included in the child's study program meeting. In her opinion, a goal that is agreed upon by the parents should be set. She considers inclusion to be not just talks with parents, but rather visits at homes and clarification meetings, and gathering information about the families with the help of town welfare departments as well. All of this is to structure for the child a suitable comprehensive therapeutic system. She adds,

“From daily experience, I concluded that parents expect us to have immediate results of improvement. Additionally, they do not believe that therapies are long-term processes, which results can be observed only in the long term”.

In her perspective, setting a goal that is mutually agreed upon by the parents is a cornerstone of the process. According to her, inclusion goes beyond mere discussions with parents; it involves home visits, clarification meetings, and the acquisition of information about families with the assistance of town welfare departments. These efforts are aimed at gathering comprehensive insights into the family dynamics and challenges, laying the groundwork for a therapeutic system that is tailored to the specific needs of the child.

She emphasizes that this comprehensive approach is crucial to creating a therapeutic system that is not only effective within the educational frame but is also seamlessly integrated into the child's home environment. By extending the therapeutic reach beyond the school setting, the multi-professional staff can gain a more holistic understanding of the child's daily life, enabling them to design truly impactful interventions.

Furthermore, she notes the common expectation among parents for immediate results of improvement. This expectation, she believes, stems from a perhaps understandable but challenging desire for quick solutions. Parents may not always fully appreciate that therapeutic processes are often long-term endeavours, where noticeable results may take time to manifest. To bridge this understanding gap, she advocates for continuous communication with parents, offering insights into the nature of therapeutic progress and setting realistic expectations. This proactive approach to managing parental expectations can foster a more collaborative and supportive partnership, centered on the shared goal of the child's well-being and development.

Wafa, (Interviewee_staff_member_9) an educational counsellor in a frame for children with behavioural problems says,

“Good personal and professional relation between parents and other professionals is a central process in a pupil’s advancement. It brings about the coordination of mutual expectations and agreements for a beneficial connection. Educational frames must realize that parents are the most significant layer in all

therapy processes. Positive connection enables transfer of extended information regarding the condition of a child within the family, without that any process will remain lame and imperfect.”

The establishment of strong personal and professional relationships between parents and other professionals is a pivotal process in facilitating a pupil's advancement. This connection fosters the coordination of mutual expectations and agreements, creating a foundation for a beneficial collaboration. Recognizing that parents constitute the most significant layer in all therapy processes, educational frames must prioritize building positive connections with them.

A positive and open connection between parents and professionals allows for the seamless transfer of extensive information regarding the child's condition within the family. This exchange of information is crucial for gaining a comprehensive understanding of the child's environment, needs, and challenges. Without such a collaborative approach, any therapeutic process is at risk of remaining incomplete and imperfect. The involvement of parents not only enriches the professionals' understanding but also ensures a more holistic and tailored approach to the child's development.

This emphasis on positive connections is integral not only for the efficacy of therapeutic interventions but also for fostering a sense of trust and mutual respect. A collaborative relationship between parents and professionals creates a supportive environment where both parties work together towards the common goal of the child's well-being and progress. It transforms the educational framework into a cohesive and comprehensive system that addresses the child's needs both within the school setting and in the broader context of their family life.

Nahaya, (Interviewee_staff_member_15) an art teacher in a school for children with behavioural problems says,

“To maintain a comfortable school lifestyle, parents must be included in the study contexts, they should be updated on every occurrence in the institution and thus make them active, rather than blocking and opposing”.

Samir, (Interviewee_staff_member_17) a psychodrama therapist in a school for children with mental problems says,

“Cooperation with parents reinforces them mentally and helps them to cope with their lives as parents to a special child, as it can cause weakening of internal ties within the family, which can lead to negative relations with school. I think that to strengthen parents, the school should hold workshops to support parents in coping because the school is the only frame that can support them and it is a frame that benefits the most from it”.

The active support and participation of parents by the school are key components for positively coping with the challenges of a child with special needs.

Lamis, (Interviewee_staff_member_20) a homeroom teacher in a school for children with physical problems says,

“For improvement of results in school, there must be mutual acceptance between a teacher and a pupil, an understanding that the client is in the centre and finding all ways to accept them as they are. Additionally, encouraging parents to accept them with all their problems, thus creating mutual support for a child by teachers and parents”.

Mutual communication and acceptance are crucial for improving school outcomes and fostering a positive learning environment. Collaboration between parents and school teams enhances functional efficiency for the child, and in addition, it improves the quality of life for the family. This partnership relies on the care staff's understanding of the needs and challenges faced by families.

Parents harbour basic expectations from the school in both educational and therapeutic domains. They anticipate that the school will provide their children with the necessary knowledge and awaited treatment to enhance deficient social, emotional, and other skills. Parents also expect the school system to adeptly address broader issues in their role as caregivers. Sharing these expectations increases the legitimacy attributed to the professional team members, contributing to an elevated team self-image within the eyes of the public and the community.

Furthermore, this shared understanding helps in reducing parental resistance, boosting motivation for providing assistive care and continued support at home, and fostering a system of mutual trust.

4.2.1.3. Resources

In special education schools, a diverse range of resources means, and tools are strategically designed to provide comprehensive support and promote the development of students with special needs. These tools are varied and tailored to address the unique requirements of individual students.

Specialized teachers play a crucial role in offering effective support tailored to the specific needs of students. They provide individualized guidance, set personalized goals, and establish an effective support system.

Tailored study programs are implemented to align with the distinct needs of each student. Additionally, sponsored educational software and apps are employed to provide innovative and engaging learning experiences.

Special education schools may offer customized career paths and unique educational activities designed to advance students towards achieving their professional goals.

Support groups, whether public or personal, are available to provide assistance and encouragement to students throughout their educational journey.

Educational programs and workshops are often organized to enhance students' abilities to cope with social and emotional challenges.

Specialized programs and tools aimed at preparing students for the job market or specific careers are implemented based on individual needs.

Enlisting special education schools equipped with appropriate and highly adapted resources and tools that contributes significantly to the positive and meaningful development of each student."

Three interviewees- (3), (8) and (2) agree and say that:

Rasha, (Interviewee_staff_member_3) art therapist in a frame for children with behavioral problems emphasizes in her words that all staff should develop a joined orientation in therapy, rather than working randomly and indirectly. For the improvement of resources in school, cooperation is needed between a teacher and a pupil, to understand that a pupil is in the center.

The emphasis on placing the pupil at the center of the collaborative efforts reinforces the idea that every decision, action, and resource allocation should be geared towards promoting the pupil's well-being and fostering their development.

This shared commitment to a pupil-centered approach forms the foundation for a positive and productive school environment, where resources are optimized for the benefit of each student

Masek, (Interviewee_staff_member_8) a physiotherapist in a school for children with physical disabilities says,

“Pooling resources is concentrating all forces in school on a common purpose. Common purposes require working together in all mutual programs and all existing resources and increasing the therapeutic functions, especially in the emotional-social field. There should be a different work style that provides satisfaction and efficiency in interpersonal connections. The most important is success. To have a product for us all and not for one individual. I speak about cooperation.”

Pooling resources in a school environment involves concentrating all available forces toward a common purpose. This collaborative strategy acknowledges that common purposes demand a collective effort, necessitating collaboration across various programs and utilizing existing resources. This approach becomes particularly crucial when aiming to enhance therapeutic functions, especially in the emotional-social field.

By pooling resources, schools can optimize their collective capabilities, expertise, and facilities. This coordinated effort ensures a more comprehensive and integrated approach to addressing the diverse needs of students, especially in areas related to emotional and social well-being. Rather than fragmented or isolated initiatives, a unified strategy leverages the strengths of each component, fostering a more holistic and effective therapeutic environment.

The emphasis on working together in mutual programs signifies a commitment to shared goals and objectives. This collaborative mindset extends beyond individual roles or departments, encouraging a synergistic approach that maximizes the impact of therapeutic interventions. It promotes a sense of unity among staff members in the school environment for students.

In essence, pooling resources reflects a strategic and intentional decision to channel all available energies and expertise toward common goals. This collaborative model recognizes that the collective effort of the entire school community is

essential for achieving meaningful outcomes, especially in the realm of emotional and social well-being

Inas, (Interviewee_staff_member_2) an occupational therapist in a frame for children with learning disabilities says,

“We can divide human resources we have in school into 3: the teacher, the pupil and the parents. The pupils’ background and the parents’ characteristics are sometimes unchangeable and the school must find ways to get parents to be partners”.

Dividing the human resources in a school into three primary categories—the teacher, the pupil, and the parents—provides a framework for understanding and optimizing the contributions of each group in the educational ecosystem (teacher, pupil, Parents).

The Teacher

The teacher is a central figure in the educational process, responsible for imparting knowledge, facilitating learning, and creating a conducive learning environment.

Their role extends beyond academic instruction to encompass guidance, mentorship, and fostering the overall development of the students.

Teachers contribute to the school community through curriculum planning, instructional methods, and assessing student progress.

Collaborative efforts among teachers can lead to the sharing of best practices, creating a supportive professional environment.

The Pupil

The pupil is at the core of the educational experience, representing the primary recipient of knowledge, skills, and guidance.

Their active participation, engagement, and willingness to learn contribute significantly to the success of the educational process.

Students bring diverse strengths, interests, and perspectives, creating a dynamic and enriching learning environment.

Empowering students to take ownership of their learning fosters a sense of responsibility and self-motivation.

The Parents

Parents play a crucial role in their children's educational journey, forming a key partnership with the school.

Their involvement can include support with homework, participation in school activities, and engagement in their child's overall well-being.

Open communication between parents and teachers is vital for understanding students' unique needs, strengths, and challenges.

Collaboration with parents reinforces the idea that education is a shared responsibility between the home and the school.

This threefold division underscores the interconnectedness of these human resources in creating a holistic and effective learning environment. Collaboration and communication among teachers, students, and parents are essential for fostering a supportive community that nurtures the educational and personal growth of each student. Recognizing the unique contributions of each group and encouraging active involvement leads to a more comprehensive and successful educational experience.

4.2.1.4. Training and guidance

Instructing and guiding the multidisciplinary staff in a school with students with special needs requires special skills and professionalism together with the teachers and special professionals. Effective guidance and guidance to help best reach teaching and support goals. With guidance, the multidisciplinary team will achieve:

- Deeply understand the types of special needs of each student. The better they understand the context, the more effective support they will be able to provide.
- Develop with the team unique tools and strategies for dealing with special needs. This will help teachers integrate them into the learning programs.
- Integrate technological tools that help deal with special needs, such as custom software or digital platforms.

- The staff will set clear and measurable goals for determining the student's progress and success.
- Use ways and processes that amount to emotional support and emotional understanding towards students. Many times, the emotional support has to come down to the academic support.
- Create effective means of communication between multidisciplinary members, including advising on student progress and program progress.
- Devote resources and time to cooperation with parents to maintain a positive partnership between all parties.

With these tools and a strong focus on training and guiding the multidisciplinary team, it is possible to ensure that learning achieves the goals set

Through proper guidance, the multidisciplinary team can achieve the following:

- Deep Understanding of Special Needs. Enhance comprehension of each student's specific special needs. A thorough understanding of the context enables more effective support.
- Development of Unique Tools and Strategies, collaboratively devise unique tools and strategies for addressing special needs. These can be integrated into learning programs by teachers.
- Integration of Technological Tools, incorporate technological tools, such as custom software or digital platforms, to assist in dealing with special needs effectively.
- Establishment of Clear and Measurable Goals, set clear and measurable goals for assessing student progress and success. This provides a framework for tracking achievements.
- Emotional Support and Understanding, implement approaches that offer emotional support and foster emotional understanding towards students. Recognize that emotional support often intersects with academic support.
- Effective Communication Channels, create effective means of communication among multidisciplinary members, facilitating the exchange of advice on student progress and program development.

- Resource Allocation for Parent Cooperation, dedicate resources and time to collaborate with parents, maintaining a positive partnership among all stakeholders.

By employing these tools and maintaining a strong focus on training and guiding the multidisciplinary team, it becomes possible to ensure that learning objectives are met successfully.

The interviewees spoke about the importance of training and guidance from staff members;

Amalya, (Interviewee_staff_member_4) art therapist in a school for mental problems says,

“Working with my para-medical colleagues is useful because each can give his unique professional knowledge. I, as a therapist, rely a lot on the instructions of multi-professional staff. Planning all therapies should lead in one direction. It enables more time for therapies with the child, and this way we rapidly gain what the child was lacking”.

Collaborating with para-medical colleagues is highly beneficial, as each individual brings their unique professional knowledge and expertise to the table. This collaborative approach enhances the overall quality of patient care and contributes to a more holistic understanding of health-related issues. Here are several key advantages of working with para-medical colleagues.

Diverse Expertise

Para-medical professionals often specialize in specific areas such as physiotherapy, occupational therapy, or diagnostic services. Collaborating with individuals from different specialities allows for a diverse range of expertise to be applied to patient care.

Comprehensive Patient Care

The collective knowledge and skills of para-medical colleagues contribute to a more comprehensive approach to patient care. Different perspectives enable a thorough examination of health conditions and a well-rounded treatment plan.

Multidisciplinary Insights

Working with para-medical colleagues promotes an multidisciplinary approach, where professionals from various fields share insights and collaborate on patient cases. This multidisciplinary teamwork can lead to more effective and well-rounded healthcare solutions.

Holistic Treatment Planning

Para-medical professionals often focus on specific aspects of patient health, such as physical or occupational therapy. Collaborating with these colleagues ensures that a patient's treatment plan addresses multiple dimensions of health, promoting a holistic approach to well-being.

Enhanced Problem-Solving

Combining the expertise of different para-medical professionals enhances problem-solving capabilities. When faced with complex cases, the collective knowledge of a diverse team can lead to innovative and effective solutions.

Professional Development

Collaborating with para-medical colleagues provides opportunities for continuous professional development. Learning from the experiences and perspectives of others in related fields can broaden one's own understanding and skill set.

Improved Patient Outcomes

The collaborative efforts of para-medical professionals often result in improved patient outcomes. Through coordinated care and shared knowledge, the team can work towards achieving positive results for the individuals under their care.

Muhamad, (Interviewee_staff_member_5) a physiotherapist in a frame for children with intellectual disabilities says,

"The homeroom teacher should receive guidance for helping him to find solutions for problems he encounters with the child. Each staff in the field can help. For example, for a child with motor problems, the multi-professional staff can come to the class and explain the problem and way of treatment. No need to waste treatment time. In para-medical staff each one has their therapy room and all the means are there, each can guide the teacher from his own end"

The homeroom teacher should be provided with guidance and support to assist in finding solutions for challenges encountered by a child. Collaborative efforts involving various staff members in the field can contribute significantly to addressing and resolving this. Here are key aspects of how different staff members can offer assistance.

Special Education Professionals

Special education professionals can provide valuable insights into creating individualized strategies for the child based on their unique needs and learning styles. Collaborative planning sessions with special education staff can help the homeroom teacher implement effective accommodations and modifications to support the child's success.

Counselors and Psychologists

Counselors and psychologists can offer guidance on understanding and addressing the child's emotional and behavioral challenges. They can collaborate with the homeroom teacher to develop strategies for fostering a positive and supportive classroom environment that meets the child's social and emotional needs.

Speech and Language Therapists

If the child faces communication difficulties, speech and language therapists can provide interventions and communication strategies. Collaborative consultations can assist the homeroom teacher in implementing language-rich activities and supporting the child's communication development within the classroom setting.

Occupational Therapists

Can contribute insights into addressing sensory issues or motor skill challenges that may impact the child's participation in classroom activities. Collaborative planning can lead to the incorporation of sensory-friendly practices and accommodations within the classroom environment.

Administrators

School administrators can play a role in facilitating professional development opportunities for teachers to enhance their skills in managing diverse learning needs. They can encourage a supportive school culture that values collaboration and provides resources for teachers to seek guidance when needed.

Parental Involvement

Collaborating with parents is crucial. The homeroom teacher can work closely with parents to gain insights into the child's behavior and learning preferences. Open communication channels with parents allow for a holistic understanding of the child's needs, fostering a collaborative approach between home and school.

By fostering a collaborative and supportive environment, the homeroom teacher can benefit from the expertise of various professionals in the field. Regular communication, joint planning sessions, and professional development opportunities contribute to a more inclusive and effective educational experience for the child.

Sagud, (Interviewee_staff_member_17) a speech therapist in a frame for children with behavioural problems says,

“Staff meetings are beneficial because they put an order in therapeutic orientation. I see that there is a gap between the educational staff and the para-medical staff in the level of knowledge and the comprehensive viewing of the child. A team working correctly requires guidance and direction raising all weaknesses that appear and pointing them in the right direction. On the emotional side, of pupils, the teachers should develop a doctrine which accepts the child as is, meaning, hugging and exhibiting affection”.

Addressing the gap in knowledge and the comprehensive understanding of the child between educational staff and para-medical staff is crucial for the development of a cohesive and effective team.

Professional Development Opportunities

Provide joint training sessions and workshops that involve both educational and para-medical staff. This can enhance their understanding of each other's roles, expertise, and perspectives. Offer opportunities for cross-disciplinary learning, where staff members from different backgrounds can share insights and knowledge.

Multidisciplinary Collaboration

Foster a culture of collaboration and open communication between educational and para-medical staff. Encourage regular meetings or case conferences where both

teams can discuss individual student needs and collaborate on intervention strategies. Facilitate opportunities for joint planning and goal-setting, emphasizing a shared responsibility for the well-being and development of each child.

Establish Clear Roles and Expectations

Clearly define the roles and responsibilities of both educational and para-medical staff, ensuring that everyone understands how their contributions contribute to the overall well-being of the child. Establish shared goals and expectations, emphasizing the importance of a collaborative approach to address the diverse needs of students.

Leadership Guidance

Leadership should play a crucial role in providing guidance and direction. Encourage leaders to articulate the vision for collaborative teamwork and provide resources for ongoing professional development. Establish a feedback loop where both educational and para-medical staff can express concerns, seek clarification, and receive guidance from leadership.

Cross-Training Opportunities

Consider cross-training opportunities, where educational staff gain insights into para-medical roles and vice versa. This can deepen mutual understanding and appreciation for each other's expertise. Foster an environment where continuous learning is encouraged, and staff members are motivated to expand their knowledge base.

Regular Evaluation and Feedback

Implement a system of regular evaluations and feedback to identify areas of improvement. This process should be constructive, focusing on professional growth and collaboration rather than blame. Encourage open dialogue about challenges and successes, creating a culture of continuous improvement within the team.

Team-Building Activities

Organize team-building activities that promote camaraderie and a sense of unity. This can help break down barriers and foster positive relationships between educational and para-medical staff.

By actively addressing the gap in knowledge and promoting a shared understanding of the child's needs, educational and para-medical staff can work together more effectively. The key lies in creating a supportive and collaborative team environment where each member's strengths contribute to the overall success of the team and the well-being of the students.

Royda, (Interviewee_staff_member_6) a teacher in a school for children with intellectual disability says,

"Positive connections should be created between multi-professional staff and parents because this cooperation only benefits the child. I believe that parents reinforce their connection with the community. Successful frames are those which give external operation space, which plans instruction workshops for parents and involve the external environment."

Professional cooperation is essential to ensure that children receive comprehensive care and support. Each professional contributes their expertise to deliver the most effective assistance to children and families. The effectiveness of professional collaboration is enhanced when there is guidance and the exchange of ideas among staff members, tailored to the specific needs of each student. A holistic approach to school support plays a central role in fostering children's coping mechanisms and overall development.

4.2.1.5. Cooperation in taking responsibility for an outcome

Taking responsibility is an ability to examine a certain situation, decide upon a course of action, perform the action, and completely stand behind what was done and decided. Efficient teamwork is a complex work which includes collaborative components and group processes. The work or part of it can be done by individuals, however, it requires everyone to take responsibility for it – even should the group tasks be consolidated together (Johnson, Johnson, & Smith, 1990). DuFour and Eaker, (1998) indicated the terms for successful cooperation in learning communities at school: (a) allocating daily time for cooperation in the school; (b) exposing the purpose of cooperation; (c) holding training and support processes for participants which will include definition of their roles and their responsibility in the process.

The multidisciplinary team within a school, tasked with supporting a child with special needs, plays a pivotal role in ensuring the student's success and the attainment of their educational and individual goals. This responsibility extends beyond special education teachers, encompassing all team members at various teaching levels. The key responsibilities of the multidisciplinary team include:

Deep Understanding of Special Needs: Team members must demonstrate the ability to comprehend and identify the child's special needs. This involves understanding the challenges the child may encounter and determining the most effective tools and methods to provide support.

Planning and Resource Allocation: The team should collaboratively engage in annual planning and allocate resources tailored to the child's specific needs. This encompasses assigning special teachers, providing additional educational resources, and integrating technological tools.

Adapting Teaching and Materials: Teachers and staff members are tasked with customizing teaching and learning materials to address the student's special needs. This includes the utilization of tailored learning materials and the implementation of specialized teaching strategies.

Support for Coping with Difficulties: The multidisciplinary team is responsible for offering individualized support to help the student cope with difficulties. This involves a focus on personalized education and the provision of tools to manage challenges effectively.

Promoting Independence and Achieving Personal Goals: The team should actively promote the child's independence and assist them in reaching personal goals commensurate with their abilities.

Emotional and Social Support: Team members are expected to provide emotional and social support, enabling the student to recognize and manage their emotions and develop the capacity to form meaningful social relationships.

Focus on Partnership with Parents: Effective communication and collaboration with parents are crucial. The team needs to work in tandem with parents to ensure that the support provided to the child is integrated and impactful. This collaborative approach enhances the overall support system for the child with special needs

Nargas, (Interviewee_staff_member_13) an occupational therapist in a school for children with intellectual disability says,

“I believe that positive cooperation between school staff and parents is the key for creation of successful mutual processes. A common space with shared responsibility for us all. Without the cooperation of all parties, I think that learning and educational process will be significantly lacking”.

She continues an occupational therapist in a school for children with intellectual disabilities says,

“Team responsibility is showing commitment for realizing a mutual goal, with known and defined distribution of roles, structured processes, rules and procedures. We always empower successes. When successes are felt, one's responsibility is strengthened. If we fail and take responsibility, it lets us examine what we did wrong, and correct to make a difference and increase the chance of success. Additionally, if we are responsible for failure, we would also be responsible for the success that will follow”.

Committing to responsibility, even in the face of failure, is a highly constructive and essential approach to learning and improvement processes. Acknowledging failures as integral parts of the learning process is crucial for understanding and fostering improvement.

Amalya, (Interviewee_staff_member_4) art therapist in a school for children with mental problems says,

“As a teacher, I prefer working in a team, as working together enables one to do more than individually (a teacher and one child). Additionally, I think that by working together we share responsibility, it's not as each one blaming others, the feeling I am responsible for the outcomes as much as everyone else makes me focus and be consistent in tasks and causes me to create a personal connection with the team members to advance. A responsible team is like a family with interpersonal connections; all members need to feel belonging and commitment to one another. By this way, the self-confidence of team members will develop and strengthen even more because they consider that it belongs to them.”

The significance of shared responsibility, coupled with a collective sense that everyone bears a part of the responsibility, profoundly influences team dynamics

and the outcomes that can be attained. In an environment where there is repetition and collaboration, solutions, results, and challenges are distributed among team members.

Shared responsibility fosters a sense of unity and cohesion within the team, promoting a collaborative spirit where members actively contribute to the collective objectives. This collaborative approach not only distributes the workload but also ensures that diverse perspectives and skills are brought to the table. As a result, the team becomes more resilient and adaptable, better equipped to tackle challenges and capitalize on opportunities.

Furthermore, the positive impact on team dynamics is reflected in enhanced communication and trust among team members. The shared sense of responsibility creates a supportive atmosphere where individuals are more likely to collaborate, share ideas, and provide mutual assistance. This, in turn, leads to a more innovative and effective problem-solving process.

In terms of outcomes, shared responsibility contributes to a more equitable distribution of credit for successes and accountability for setbacks. This not only reinforces a culture of collective achievement but also encourages a continuous learning mindset within the team. Members are more likely to openly discuss challenges, learn from mistakes, and adapt strategies for improved future performance.

Yehuda, (Interviewee_staff_member_12) a medical doctor in a frame for children with intellectual disability says,

“The purpose of professionals that support professional ethics, responsibility and commitment, is to assist, as much as possible, the individual child. Cooperation between them is an essential need for the achievement of every target and purpose. The main reason is that without taking responsibility, there is no self-confidence. Every person who systematically withdraws oneself from responsibility is a person without self-confidence. It is impossible to get to this safe place without taking responsibility. Without taking responsibility, I will not understand what things I need to change, I will just invest all the energy I have in transferring responsibility to others, or worse, in blaming”.

The description effectively highlights the significance of assuming responsibility in a project or role. Accepting responsibility implies a commitment to act responsibly to attain desired goals and outcomes. This concept extends beyond a mere professional obligation; it embodies a fundamental human trait that influences self-confidence and professional advancement. Moreover, taking responsibility plays a central role in the continuous process of learning and improvement.

By willingly shouldering responsibility, individuals not only contribute to the success of a project but also demonstrate a proactive and accountable approach to their work. This sense of responsibility is intertwined with personal development, as it prompts individuals to assess their actions, identify areas for improvement, and make necessary adjustments. In this way, taking responsibility becomes a catalyst for self-reflection and growth, both professionally and personally.

The acknowledgement that taking responsibility is a human trait underscores its broader implications beyond the immediate project context. It becomes a foundational aspect of one's character, influencing not only the quality of work but also contributing to the overall ethos of accountability and integrity within a professional setting.

Furthermore, the linkage between taking responsibility and the learning process emphasizes its role as a key driver of professional progress. When individuals take ownership of their actions, they actively engage in a continuous feedback loop that enables them to adapt, learn from experiences, and evolve in their professional capacities.

Sharin, (Interviewee_staff_member_14) a social worker in a school for disabled children says,

“The team members need each other to complete the task and reach the goal they want. Cooperation is also not neglecting others, for example including them in projects and ideas. The uniting of forces enables each one to contribute to the subjects that one is good and strong in, which enables and creates a better group. Cooperation and common purpose enable taking a subject and attacking it from all fronts. When I started working in social work, about 10 years ago, I didn't realize to what extent the term responsibility is a significant problem in the lives

of most people I came across in therapy, in teamwork. There is no term that we, as humans, rather renounce and no term we run away from more than “taking responsibility”. Nothing causes bigger fights or bigger anxieties. There is no additional term directly awakening in us guilt like taking responsibility, therefore a team which does not take responsibility is a failing team”.

The interviewee effectively emphasizes the critical importance of cooperation and accountability within a team setting. The synergy created through the union of forces, mutual support, and collaborative efforts among team members significantly contributes to success in various fields, facilitating task completion and the achievement of common goals.

In practical terms, when team members fail to support each other and neglect their responsibilities, it can result in challenges, conflicts, and even a sense of guilt. This underscores the interpersonal dynamics at play within a team and highlights the repercussions of a lack of cooperation and accountability. Such discord can impede progress, hinder effective communication, and compromise the overall work environment.

Conversely, the emphasis on responsibility and collaboration within the work framework has a transformative effect. It not only contributes to the creation of a positive work environment but also plays a pivotal role in generating favourable outcomes, ultimately benefiting clients or patients. When team members actively take on their responsibilities and work collaboratively, it enhances the efficiency of the team, fosters a culture of trust, and leads to better outcomes in service delivery.

The interviewer (10) says and justifies the interviewee Sharin (14) and says that abdicating responsibility is actually throwing the blame on others:

Radya, (Interviewee_staff_member_10) a nurse in a school for children with physical problems says,

“In our society, we compare the word responsibility with guilt. As humans, we tend to blame others, which creates immediate objections, causing incapability to examine what has occurred at work, why and where each member’s responsibility lies. As a result, most of us are occupied with transferring blame from one person to another, without a careful examination to prevent mistakes. A

team member with self-confidence can take more responsibility for his actions than a team member with low self-confidence. The team member should be characterized by self-confidence. A team member who is skilled and confident in his professionalism will always feel confident as he can give any professional explanation he is requested to give. Additionally, a team member will always act according to the agreed-upon ethics code. Ethics codes define the responsibility and commitment of a specialist. Working together increases responsibility because all are responsible equally. There should be clear procedures regarding what responsibility is”.

The interviewee underscores the significant role that self-confidence plays in an individual's ability to take responsibility for their actions, particularly in a professional context. A staff member with high self-confidence is more likely to step up and assume responsibility for their decisions and tasks.

Confidence empowers individuals to express their professional expertise and take ownership of their actions. When a staff member is confident in their abilities, they are more inclined to provide clear and authoritative explanations for their decisions, actions, or recommendations. This assurance is not only beneficial for the individual but also contributes positively to team dynamics and overall workplace effectiveness.

Conversely, a staff member with weak self-confidence may hesitate to take responsibility, fearing judgment or doubting their capabilities. This lack of confidence can hinder their willingness to assertively contribute to discussions, make decisions, or stand by their professional judgments.

In a work environment, fostering and supporting the development of self-confidence among staff members can lead to a more proactive and accountable team. Building self-confidence involves recognizing and valuing individual strengths, providing constructive feedback, and creating an atmosphere that encourages open communication and professional growth.

Rawya, (Interviewee_staff_member_16) a vice principal in a school for children with mental problems says,

“It is very important to have clear management. Meaning, that the principals should define the roles of staff members, points of interface and responsibility

limits, and who provides service to whom, how and why. A school with a problem within the staff can disrupt communication processes. These problems stem, first and foremost, from uncertainty regarding the position of each of them, because the role description was not clear, and this is the principal's responsibility. When a staff member does not understand who decides what and who is responsible for what, they would feel that they are stepped over and things will come to exasperations".

She also adds,

"A principal who takes part in educational and therapeutic processes, who creates open communication and dialogue, will bring about situations in which members of the staff can speak with each other."

The interviewee highlights the pivotal role of the school principal in fostering a positive and cooperative atmosphere among the staff. A principal's good conduct, particularly in clearly defining roles, responsibilities, and powers, serves as a foundation for preventing disputes and enhancing confidence within the team.

When the leadership provides clear guidance on expectations and delineates the authority and responsibilities of each team member, it contributes to a more harmonious and efficient working environment. Clarity in roles minimizes ambiguity, reduces the likelihood of misunderstandings, and establishes a framework that promotes collaboration and trust among staff.

4.2.1.6. Meetings discussions

Meetings and discussions within the education and care staff for children with special needs play a pivotal role in facilitating comprehensive understanding and support for each student. These gatherings provide a platform for the education and therapy team to delve into the individual needs of each student, encompassing physical, emotional, social, and learning dimensions.

During these sessions, the team collaboratively sets individual goals and plans, offering valuable insights for teachers, parents, and other specialized educators. The exchange of information among team members allows for the development of consultative cooperation programs, fostering a holistic approach to addressing the multifaceted needs of each student. This collaborative effort not only enhances the

effectiveness of interventions but also creates a supportive network for overcoming challenges.

Moreover, these meetings serve as a forum for developing and renewing educational tools and strategies tailored to the special needs of students with special needs. Through collective brainstorming and sharing of experiences, the team can identify innovative approaches that promote optimal learning and development.

Additionally, the meetings contribute to creating solidarity among staff members, fostering a sense of unity and shared purpose. This, in turn, strengthens the effectiveness of the advisory team, promoting ongoing collaboration and support.

Furthermore, the discussions provide a platform for addressing emotional challenges faced by students. By focusing on the development and implementation of educational programs that address emotional well-being, the team can ensure a more holistic and supportive approach to the overall growth of each student.

In conclusion, these meetings are instrumental in promoting a collaborative and informed approach to the education and care of children with special needs, fostering a dynamic environment for continuous improvement and support."

Samach, (Interviewee_staff_member_11) a communication therapist in a frame for children with intellectual disability says,

"A school teacher alone cannot lift the children. Everyone else needs to work on the same goal. My contribution can be performed in the new programs with personal adaptation for each child, cooperation with the therapeutic staff that is expressed in managing discussions regarding mutual subjects with the pupil following all suggestions that are proposed and acting together to realize the decisions made. Such as the purposes of individual study programs. Cooperation for achieving a functional purpose requires a few elements: mutual agreement among staff, withstanding pressures, focus and continuation, maximal time utilization in performing a task, consultation and peer learning, uniform professional language, policy and clear role distribution, concentration of forces and resources, realizing decisions, mutual respect, and determination".

Decision-making holds a central and pivotal role in the functioning of a multidisciplinary team. It constitutes a deliberate and collective process of joint choice, emerging after thorough discussions or team meetings that encompass

various components. These meetings are instrumental in outlining a comprehensive therapeutic and educational plan tailored to meet the specific needs of each student.

The decision-making process involves a thoughtful and inclusive dialogue, ensuring that diverse perspectives and expertise are considered. Through these discussions, the team gains a holistic understanding of the student's requirements and formulates strategies to address their special needs.

These decisions, reached collaboratively, serve as the foundation for the team's therapeutic and educational interventions. The conscious act of joint choice underscores the importance of teamwork and shared responsibility in creating an effective and responsive support system for students.

In essence, decision-making within a multidisciplinary team is not just an isolated event; rather, it is an integral and continuous process that guides the team in providing optimal therapeutic and educational experiences for each student."

Radya, (Interviewee_staff_member_10) a nurse in a school for children with physical problems says,

"Meetings for making therapeutic decisions and updates are mandatory and even required by the code of the Ministry of Education. When we have discussions and conversations we bring a lot of information regarding a child, which can assist the multi-professional staff in treatment. I know of many cases in which the treatment failed because a staff member had hidden information from their colleagues because they were not part of the discussions regarding the child's condition, and there were no processes for making therapeutic decisions. Not including them occasionally might cause making wrong decisions which will harm the pupil. Additionally, a professional who does not share one's knowledge and speciality can bring about a wrong understanding of professional terms in others and cause the structuring of unsuitable treatment plans. Therefore, it is important that all make decisions together, this way they will not hide information and they will not want to be part of making wrong decisions."

The active and focused involvement of multiple teams in the therapeutic decision-making process brings forth a wealth of professional advice, draws upon extensive collective experience, and incorporates relevant data crucial for understanding the

child's condition. This collaborative approach is instrumental in constructing authentic and effective treatment plans.

Each team's ability to contribute their specialized expertise is of paramount importance in comprehending the unique aspects of the situation and formulating personalized and impactful treatment plans. The amalgamation of professional concepts and the integration of distinct skills and knowledge from each team member significantly enhance the overall quality of care.

As discussions unfold and various perspectives are shared, a multifaceted examination of the situation emerges, offering both a broad and in-depth understanding. This comprehensive view enables the team to refine their understanding of the situation, leading to the development of more nuanced and effective treatment plans.

In essence, the synergy derived from diverse contributions in the decision-making process not only enriches the team's understanding but also fosters the creation of more targeted and successful treatment strategies for the benefit of the child in question."

Nora, (Interviewee_staff_member_7) a class teacher in a school for children with learning disabilities says,

"There should be constant meetings with the staff working in the class. A homeroom teacher can't work alone and not inform the other staff working in the class, because it is a matter of working with no direction and it leads nowhere. I realize that there are staff members who do not like discussing with the rest of the staff due to personal reasons or jealousy, but this only disturbs, and it advances nothing. In the school I work in, there are struggles between different forces and harsh discussions among specialists due to disagreements regarding working methods. As the principal does not initiate structured discussions and settlement of disagreements, he does not bring about cooperation for the formulation of mutual decisions."

"All interactions with the school's pedagogical staff are of utmost importance in advancing collaboration and teamwork toward the common goal of establishing an effective learning environment. Regular meetings serve as a forum for the collaborative coordination of goals, studies, and strategies, providing a platform

for the collective efforts of the team. These gatherings facilitate joint planning and contribute to the overall cohesion and effectiveness of the educational initiatives."

Nahaya, (Interviewee_staff_member_15) an art teacher in a school for children with behavioural problems says,

"Mandatory attendance for all staff when they discuss an individual study program, so they are part of the decision making. There is also an obligation to hold an intermediate assessment to examine how we achieve the pupils' purposes. There is also an issue that a homeroom teacher should get new information regarding how to treat problematic children from a mental, social or medical aspect. They will gain more information when they meet with everyone together, and also structure a program that everyone will be responsible for its execution and realizing its end goal. Without that, we are stuck in our tracks."

Mandatory attendance for all staff during discussions on individual study programs is a crucial step toward fostering a collaborative and inclusive decision-making process. This ensures that diverse perspectives and expertise contribute to the development and implementation of these programs.

Professional Development for Homeroom Teachers

Recognizing the need for homeroom teachers to continually enhance their skills, there should be a commitment to providing ongoing professional development. This includes information on treating children with mental, social, or medical challenges. Workshops and training sessions that bring together professionals from various disciplines can provide a platform for sharing insights and building a collective understanding of effective intervention strategies.

Holistic Information Sharing

Encourage open and comprehensive information sharing during meetings. This includes insights from educational, mental health, social work, and medical perspectives. Holistic information exchange ensures that each staff member is well-informed about the multifaceted needs of the students, contributing to a more comprehensive and coordinated approach.

Structured Program Responsibilities

Establish clear roles and responsibilities for the execution of individual study programs. Each staff member should be aware of their contributions and commitments, fostering a sense of shared responsibility for achieving the end goals. This structured approach enhances accountability and ensures that all team members are actively engaged in the realization of the program's objectives.

Team Collaboration and Problem-Solving

Create a collaborative environment where staff members actively contribute to problem-solving and decision-making. Regular team meetings provide a platform for brainstorming, sharing challenges, and collectively developing solutions, promoting a culture of continuous improvement.

Adaptability and Flexibility

Recognize that the needs of pupils may evolve. Encourage flexibility and adaptability in the approach to individual study programs, allowing for timely adjustments based on ongoing assessments and feedback.

By implementing these practices, the educational team can overcome challenges, enhance communication, and work cohesively toward the shared goal of supporting each student's development. The emphasis on mandatory attendance, ongoing assessment, and collaborative information sharing ensures a proactive and responsive approach to the diverse needs of the students, preventing stagnation in the educational process.

Masek, (Interviewee_staff_member_8) a physiotherapist in a school for children with physical problems says,

“Participating in individual study program meetings or in discussions or treatment plans. We need a profound conversation with the parents, parents watching lessons, talks and discussions with psychologists and different therapists to consolidate a therapeutic action plan.”

"Active presence and participation in decision-making processes regarding individual curricula are crucial for fostering teamwork and cultivating a sense of engagement among all team members. By actively contributing to these decisions, each team member not only strengthens the collaborative spirit but

also ensures that the entire team feels a sense of ownership and involvement in shaping the educational path for each student”.

Mustafa, (Interviewee_staff_member_1) a psychologist in a school for children with physical problems says,

"Being present in meetings and conversations is a substantial part in decision-making regarding pupils, delivering activities and enrichment courses for pupils, being present in some of the lessons, enable a parent to discuss what has been done in class, give them room to express their opinion regarding any subject that requires intervention."

Shirin, (Interviewee_staff_member_14) a social worker in a school for disabled children says,

"In multi-professional staff the work is challenging. When I make a different opinion, I develop new nuances and new thinking lines as long as there are planned meetings in which I am included."

"The capacity to openly listen to diverse opinions and collaborate within a multidisciplinary team is a crucial skill in facilitating learning processes and navigating challenges. Programmed and integrated meetings provide a dedicated space where team members can express varying perspectives, fostering an environment that encourages open dialogue and the exchange of ideas".

Rawiya, (Interviewee_staff_member_16) a vice principal in a school for children with mental problems says,

"I think that the existence of teamwork is important. In my opinion, purpose-focused meetings aimed at making decisions are agreed upon by anyone without any objections. In my opinion, there should be constant assessment and discussions between all parties, on the part of the staff and the part of management, we should always stand up and see if we are going in the right direction."

"Ongoing discussions and a systematic process of observation, evaluation, and improvement are essential for fostering a shared understanding of educational goals. The development and enhancement of specialized practices occur through

collaborative efforts and a continual process undertaken by each team member while recognizing and valuing the unique contributions of each expert."

Inas (Interviewee_staff_member_2), an occupational therapist in a school for children with learning disabilities says,

"In special education, inclusion in a decision is the foundation of teamwork, for a deep familiarity with the child and their needs to set goals and achieve them. Actually, you learn about the child in all respects, when we have meetings, we know the child."

In special education, inclusion in decision-making is foundational to effective teamwork, as it establishes a comprehensive understanding of the child and their needs. This collaborative approach is essential for setting meaningful goals and working collectively to achieve them. The significance of inclusion in decision-making becomes evident in several key aspects:

Deep Familiarity with the Child

Inclusion ensures that all team members have a deep familiarity with the individual child. This involves understanding their strengths, challenges, preferences, and unique learning styles. Decision-making based on this comprehensive knowledge allows for tailored and effective interventions that cater to the specific needs of the child.

Setting Meaningful Goals

Inclusive decision-making facilitates a collaborative goal-setting process. Each team member contributes valuable insights, leading to the identification of realistic and meaningful goals that align with the child's developmental and educational needs. The shared responsibility for goal-setting enhances the commitment of the team to work collectively toward the child's progress.

Achieving Goals Through Collaboration

A team that includes diverse perspectives is better equipped to strategize and implement interventions to achieve the set goals. Collaborative decision-making ensures that all team members are on the same page, fostering a cohesive and unified approach to interventions and support. A comprehensive understanding

enables the team to address the child's needs in a multifaceted manner, promoting a well-rounded approach to their development.

Building a Supportive Team Culture

Inclusive decision-making contributes to the development of a supportive team culture. Each member feels valued for their contributions, fostering a positive and collaborative working environment. This culture encourages open communication, idea sharing, and a sense of collective responsibility for the success of each child.

Continuous Learning and Adaptability

Inclusive decision-making acknowledges that insights and perspectives evolve over time. Regular meetings and collaborative discussions provide opportunities for continuous learning and adaptation of strategies based on ongoing assessments and feedback. The team remains flexible and responsive to the changing needs of the child, ensuring that interventions remain effective and relevant.

In summary, inclusion in decision-making is the bedrock of successful teamwork in special education. It ensures a deep understanding of the child, promotes collaborative goal-setting, and fosters a supportive team culture committed to achieving positive outcomes for each student. Regular meetings become dynamic platforms for knowledge exchange, strategy development, and continuous improvement in the provision of specialized education and support

Sagud, (Interviewee_staff_member_17), a speech therapist in a frame for children with behavioral problems says,

“Staff meetings are beneficial because they put order in therapeutic orientation. I see that there is a gap between the educational staff and the para-medical staff in the level of knowledge and the comprehensive viewing of the child. A team working correctly requires guidance and direction raising all weaknesses that appear and pointing them in the right direction. On the emotional side, of pupils, the teachers should develop a doctrine which accepts the child as is, meaning, hugging and exhibiting affection.”

"Prioritizing a deep understanding of the child, including their needs, learning processes, and the appropriate medical or therapeutic interventions, is paramount in working with children facing challenges or in special education.

Active participation in decision-making processes enables comprehensive observation and facilitates the development of tailored programs and treatments that address the special needs of each student."

4.2.1.7. A principal in a multi-professional staff

The image of a school principal encompasses a complex set of responsibilities. The principal serves as a leader of teams, oversees the execution of assignments, provides guidance, and support, and distributes authorities. Additionally, the principal defines roles and activities and acts as the external affairs representative, interacting with pupils, parents, and the broader community. Therefore, the essential condition for successful teamwork in the school is to involve the principal in all aspects, as they are, in fact, the sole manager of their team.

The principal plays a crucial role in enhancing staff cooperation. Key elements include the principal's responsibility to define roles for all staff members and establish clear educational processes and responsibilities. A staff lacking the oversight of a proactive principal may not achieve full cooperation. The principal must foster an open and supportive dialogue among staff members and attend to their mental well-being to mitigate tensions. A staff experiencing internal tensions does not evolve into a positive and collaborative partner. An actively engaged and supportive principal is a vital prerequisite for transforming the staff into full-fledged partners

Samir, (Interviewee_staff_member_18), a counsellor in a school for autistic children says,

"Principal-teacher relation enables influencing school's progress. There is great importance to cooperation and dialogue between the two, for the development of professional accessibility and consideration of the needs of a teacher and the demands of a principal from the teacher. A dialogue between members brings about personal professional development as well as the development of professional skills, deepening of thinking regarding processes occurring in daily work and making mutual decisions for assessment of school program with the teaching staff and those responsible for it".

"Open dialogue between the school principal and teachers is crucial, especially in the lead-up to significant decisions in education. In this dynamic, a counsellor

can act as a mediator, aiding in the comprehension of teachers' professional needs and aligning them with the principal's expectations. This collaborative effort is essential in building a comprehensive learning plan, addressing the flow of work between teachers and students, and identifying optimal methods and areas for teacher utilization and improvement."

Nargas (Interviewee_staff_member_13), an occupational therapist in a school for children with intellectual disability says,

"In my opinion, with cooperation, we achieve and realize goals. A principal's cooperation is a must to monitor the staff's operation and assess it. In my opinion, teachers and therapists, like other workers in different organizations, are mostly looking for realizing themselves, being appreciated in the organization and look for the place in which they are their best and are being expressed. Therefore, it is important that the principal emphasizes and praises their work and gives them room to stand out, influence and demonstrate their skills and thus to make them responsible and committed to what they do".

"The active intervention and support of the school principal in team partnerships are crucial and can markedly enhance work processes and outcomes. Public expressions of appreciation for the contributions of the staff further contribute to fostering a positive and collaborative work environment."

Nahaya, (Interviewee_staff_member_15), an art teacher in a school for children with behavioral problems says,

"There is a great need to find methods and tools that would encourage cooperation between school staff and a principal. An unsatisfied teacher in the organization might influence conduct at school and the motivation of the rest of the staff members. The principal should be aware of any occurrence in school. The principal should hold constant talks with teachers, try to identify tensions or feelings of bitterness or antagonism and handle them on a personal level. Moreover, he should create a work environment that encourages teachers to raise subjects that bother them with no concern. The principal's job is to get a teacher from a position of crisis to a position where he sees everyone and understands the personal and organizational benefits, and thus all profit".

“The sense of desire and motivation among teachers plays a pivotal role in shaping the learning processes and behavioral possibilities of students at school. When a teacher is not satisfied, it not only affects their personal and professional performance but also impacts the sense of community and teamwork within the school. Addressing and nurturing teacher satisfaction is a key responsibility of the principal.”

4.2.1.8. Researcher’s interpretation

A special education school educates and takes care of children ages 6-21 with different disabilities and various levels of functioning. The class staff in school includes the homeroom teacher and subject teachers with training in special education, class assistants and medical therapists (para-medical staff), as well as additional staff such as a medical doctor, a psychologist and a social worker who treats in their professional field individuals or groups, according to pupils’ needs and the staff considerations.

According to the researcher’s observation and interpretation, considerable problems are raised before the multi-professional staff in special education schools, which weakens their functioning and influences their cooperation for the benefit of the organization and the child. Lack of cooperation makes it difficult to choose an agreed-upon functional goal which they are supposed to advance, to include them in decision-making related to the benefit of the child, to take personal responsibility for the advancement of the child in addition to the way of including parents and principals of frames.

The main problems found by the research are delineated here;

1. Para-medical treatments allocated by the Ministry of Education to all educational frames are not accompanied by an array of supervision and control and, therefore can be given to an entitled pupil not merely out of professional consideration, but rather out of vested interest considerations determined by the principal or other foreign considerations, which will prevent a staff member to be a real partner. Strong parents are those who manage to achieve treatment hours for their children.
2. The Ministry of Education CEO Circular with the title of “Application of Special Education Law: para-medical services for pupils in special education

frames”, from September 1999, determines that allocation of treatment hours will be made with consideration of the number of pupils, type of class and pupils’ disabilities. In some situations, a child has more than one vital disability, requiring more treatment hours, which can cause the therapeutic staff to have a professional disagreement and this disagreement between them will prevent cooperation.

3. The homeroom teacher is responsible for and manages the individual study program of a pupil, and has to decide upon issues of medical treatments, having no professional training. They do not know enough regarding clinically damaged functions, as rest of the trained therapeutic staff, therefore they might decide to apply things and set wrong goals, and they can get full back up from the principal, holding a defined role and getting extra payment for it, as in a principal’s viewpoint they are responsible for reporting on advancement of the child. This issue can push professional staff aside from any real discussion regarding the child. It will prevent them from being responsible for the outcomes prevent them from being partners in setting a functional goal and prevent them from making practical decisions.

4. Para-medical staff gets their professional training in a University. In practice, they have an image of being more skilled academically and professionally than teachers. Additionally, they receive authorization to work in their profession from the Ministry of Health after difficult Suitability tests. A teacher is not required to all this process. The subject of professional prestige causes struggles between them and teachers, regarding who pulls the strings and who decides what. If in the right situation, they would receive a principal’s backup, the system would benefit, however, if a principal would support the teachers it would lead to a lack of inclusion in all that is required.

5. The multi-professional staff, as the rest of the teachers, needs to report on treatments. Reporting on treatments consumes a considerable time, which reduces the provision of full treatment hours to the children, however, according to the education system they are required to provide all the defined treatment hours. This issue causes problems between them and between principals, who are representatives of the Ministry of Education, an issue that brings about distrust towards the school, which would push them aside causing them to no longer be assisting functions.

6. Different government Ministries such as the Ministry of Health, Ministry of Education, Ministry of Welfare, and The National Insurance Institute, apply the frames and demand any educational, therapeutic or medical documentation regarding a child and advancement thereof. Those reports should determine additional rights for a child. The para-medical staff has no definition of reporting hours; therefore, they are asked to report on account of a pupil's treatments. Non-therapeutic attendance hours are used for meetings with principals, teachers and parents, which can lead to the institution not transferring important material which can benefit the child and this might cause multiple systemic problems in the future.

7. The system defines para-medical therapists as teaching staff. This matter loses the therapeutic effect in the eyes of parents, and they have to persuade parents that they are a therapeutic function intended to help the child. Parents' misunderstanding of the importance of these functions pushes them aside and they can become passive partners, who only receive instructions for execution.

8. Para-medical staff work according to a set schedule, which is not flexible, just like teachers, therefore they are considered to be teaching personnel as defined in the Ministry of Education. This can affect their way of functioning in the institution in scheduling meetings in which they are asked to make significant decisions, and additionally, it can affect their inclusion in other projects and programs in the institution, which can bring about burnout, as the treatments can become static rather than diverse, and it could prevent them from becoming full partners.

9. The para-medical staff suffers from inconsistency in pupils' attendance in a treatment, inconsistency in the application of therapeutic instructions in class, difficulty in current updates after treatments, and time difficulties.

10. In special education schools in the Arab sector, there are minimal conditions for treatments, no suitable rooms, no adapted equipment and no sufficient treatment hours for all pupils.

11. Anything they need to decide on they need a principal's approval, which is good. However, it is dependent upon the personal character of a principal, occasionally they are being compartmentalized by the principal, rather than becoming partners.

12. The educational staff considers a therapeutic instruction or request of the paramedical staff as an imposed order, which causes interpersonal problems in the teams.
13. A difficulty in organizing within the therapeutic space, due to different functioning levels of pupils, children in a group have different abilities, causing a therapist to adjust to all levels.
14. The absence of external guidance from the Ministry of Education causes functional problems as this array develops, however, unlike the regular teaching professions, there are no workshops or courses.
15. Pupils' emotional difficulties make coping extremely difficult, especially as a therapist. A therapist can lose focus. There is no assistance to such problems from the educational array, as they are teachers rather than behaviour shapers.
16. A para-medical staff member feels they have two hats: a therapist who is expected to heal damaged functions and a teaching staff who is required to shape and teach values and behaviours.
17. Non-specialist staff intervenes in the work of professionals.
18. There are instances in which therapists do not do good work due to neglect, absence and lateness.
19. There is an issue of jealousy among staff – why do you give responsibility to him rather than me?
20. There are those parents who do not accept their children and they always blame the staff for their lack of advancement.
21. Some parents do not cooperate, they avoid delivering the staff any new report or having their children examined, they do not answer phone calls and do not deliver medical drugs on time. All this interferes with the general conduct of the staff.
22. Some parents are overprotective of their child, who can come home with a mark or a problem, and they start blaming school, even when they know that their child is very problematic at home as well. At home, the child can do anything, but not at school.

23. Teachers and assistants do not preserve the equipment, which is difficult for the system, and occasionally the equipment is highly expensive and it is difficult to get it once again.
24. Some staff are not willing to sacrifice their time, should there be some malfunction requiring their longer presence at school for help, which interrupts the general atmosphere in school.
25. Occasionally damages occur to a child in school and the staff hides it.
26. Children's hygiene can repulse the staff and they can skip therapies.
27. Lack of cooperation when a therapist sees that their colleague receives fewer children.
28. There are difficulties in scheduling individual treatments according to school procedures or professional requirements.
29. There is a problem with further treatment by others, when an assistant is given an instruction, she skips it.

Cooperation in the activity of a multi-professional staff is a trend through which all the work around a child with special needs is united in special education institutions in Israel.

4.2.2. Professional identity

Each function in an organization deals primarily with its professional content, defining it as a therapeutic-academic or educational-academic function, or a function which does not require academic training such as educational assistants as they are defined in the Ministry of Education (CEO Circular 2011 10/a). The professional purpose of a therapeutic or education professional is to improve and deepen professional understanding as a speech therapist, a psychologist, an educator, etc., and to integrate them in providing vital essential services for the welfare of pupils and parents. In the following interviews that were conducted, there are some references to the subject of professional identity from several function holders.

Inas, (Interviewee_staff_member_1) an occupational therapist in a frame for children with learning disabilities says,

“A professional defined as an occupational therapist will always talk about transparency in his work, the reliability and professionalism in which he can proudly say - I am identified as having a therapeutic profession, I studied the profession in a university, rather than out of life experience”.

"Professionalism and reliability stand as key qualities in the field of treatment, especially for paramedical staff members. These professionals bring with them a well-established professional worldview, where experiences and adherence to a professional culture play a significant role in shaping their approach to their responsibilities. Importantly, an individual can take pride in their professionalism, whether acquired through theoretical knowledge or practical life experiences."

Mustafa, (Interviewee_staff_member_1) an educational psychologist in a school for children with physical problems adds,

“An individual working in the educational system needs to be a professional, as any individual not revealing a professional act and professionalism will not be considered respected in the society. The profession will influence his private life for the better or for worse. Parents will not respect a staff member who will not present oneself as a professional and will not rush into cooperating with him for the advancement of their child”.

He adds,

“Before I started working in this frame, several psychologists who did not work on their image did not gain the trust of parents and teachers, and therefore they did not survive working in the institution. Now, while defining the essence of my role, I feel that people relate to me with seriousness”.

"Professionalism and dedication in the workplace are pivotal, especially in the field of education, influencing the level of respect individuals command. Professionals in education and psychology play a crucial role in providing support and guidance to children and families. Those who invest time and effort in elevating their professionalism are likely to be held in high esteem by the parents and students they serve. Through ongoing training and a commitment to maintaining high professional standards, individuals in the field of education and

psychology can ensure the delivery of quality service and foster a sense of being treated in the best possible way”.

Nora, (Interviewee_staff_member_7) a class teacher in a school for children with learning disabilities says:

"Professionalism is important because every function holder should have a known and clear professional definition. Professionalism definition requires a staff to take courses and develop to be an expert in one's field. This creates respect between staff members and adds much to the success of work".

"Professionalism in the workplace cultivates respect among staff members, underpinned by the moral and professional understanding that establishes common standards, stability, and a shared language within a specific field. Additionally, professionalism demands reliability, especially in positions where individuals are recognized as experts. This combination of expertise and professionalism enables the consistent ability to perform work at a high level, regardless of the challenges and pressures encountered in the workplace."

Yehuda, (Interviewee_staff_member_12) a medical doctor in frames for children with intellectual disabilities says,

“Professionals are required to be experts to reach a therapeutic space with a child. There is no option to treat a child unilaterally, as a sick child needs several professional experts to become well. All professionals require having a broad picture of a child’s problems, which enables the exchange of views regarding different therapies. If I can get a direction to look at, I will know things I haven't been exposed to”.

"The comprehensive approach to child care, involving multiple professional experts, is inclusive. This approach recognizes that various professionals can contribute unique knowledge and experiences, offering multiple perspectives to address different aspects of a child's problems. This conceptual framework aligns with the principles of a multidisciplinary approach”.

Muhamad, (Interviewee_staff_member_5) a physiotherapist in a school for children with intellectual disabilities says,

“Uniting the staff produces a professional result intuitively and effectively. A therapist contributes to work with his uniqueness and his specific skills. To bridge between all professionals who treat a child we need to integrate them to realize basic purposes”.

The unique qualities and collaborative efforts within a team can yield improved and more effective professional outcomes. By sharing knowledge, skills, and resources, and incorporating diverse opinions and insights, the specific expertise of each team member can be harnessed to create a more sophisticated and enhanced team function. Utilizing the distinct capabilities of each team member helps bridge various professional domains in child care, potentially leading to a deeper understanding of problems, diverse solutions, and stability in the different stages of treatment."

Samach, (Interviewee_staff_member_11) a speech therapist in a school for children with intellectual disabilities says,

"Communication and language are two vital components in dealing with pupils in a school for children with intellectual disabilities, and therefore it is very important to integrate the contribution of language prominently in every program. Based on my knowledge and expertise in the field of communication I don't need to relinquish these rights while writing the program, as I do bring my professional development”.

"Knowledge and expertise play a crucial role in formulating plans and executing projects. Professional experience enables the optimal utilization of knowledge when dealing with various challenges and tasks."

Nahaya, (Interviewee_staff_member_15) an art teacher in a school for pupils with behavioural problems says,

“Professionalism helps in consolidating the professional identity of a teacher. A teacher is necessary for information and is empowered in the professional context they operate in, which influences the directly in the frame they work in”.

"Professional understanding and the identity of a teacher are of paramount importance when working with students with special needs. Teachers in this field should possess the skills, techniques, and deep understanding necessary to work effectively with students and positively influence their behaviour. Acknowledging

the significance of the professional role can lead to impressive results in upgrading students' behavior”.

Rawiya, (Interviewee_staff_member_16) a vice principal in a school for children with mental problems says,

“The selection process of every professional staff member will be done through professional considerations only, and in no way according to the extent of public popularity of the person”.

Nargas, (Interviewee_staff_member_13) an occupational therapist in a school for children with intellectual disability says,

“In every publication of information and in any correspondence a staff member should use their professional identity”.

“The selection of a professional staff member should be based on their skills, professional knowledge, and experience—fundamental principles in the decision-making process. When identifying candidates for a specific position, the evaluation should be conducted objectively, adhering to professional criteria.”

In all instances of information dissemination and communication, it is imperative that a staff member consistently utilizes their professional identity. This directive underscores the importance of maintaining a professional image and upholding the values and standards associated with their role within the organization.

By emphasizing the use of a professional identity, the organization encourages staff members to convey information, engage in correspondence, and represent the institution in a manner that aligns with established professional norms. This includes adhering to a formal and respectful tone, accurately representing the organization's policies and positions, and ensuring that communication reflects the values and mission of the institution.

Consistent use of a professional identity also contributes to the establishment of a cohesive and reputable organizational image. It reinforces the idea that each staff member is a representative of the institution, both internally and externally, and their communication should reflect the professionalism and integrity associated with their role.

Furthermore, employing a professional identity in publications and correspondence helps build trust and credibility. When information is consistently conveyed professionally, it enhances the reputation of the organization and fosters positive relationships with stakeholders, including clients, partners, and the community

Rasem, (Interviewee_staff_member_19) a social worker in a school for children with autism says,

“I consider a specialist as an individual with knowledge and skills and high operational capabilities in one's field of practice. A specialist can cope, find solutions and make decisions related to problems and phenomena in their occupational field, in a variety of complex situations including risk and ambiguous situations, and perform reflective and critical thinking processes. Additionally, a professional expert knows how to assess and criticize the quality of performances done by oneself and others. A professional individual needs to establish one's function according to ethical criteria and high personal and social responsibility towards treated pupils. Additionally, they need to be a professional leader who contributes to the advancement of patients and advancement of the profession, to gain recognition for one's applicable excelling”.

The differentiation between professionals in educational and therapeutic frameworks, especially in the eyes of parents, is a notable point. The perception of caregivers as teachers subject to criticism rather than professionals with specialized expertise underscores the challenge of maintaining a distinct professional identity.

The parallel between certain functions in schools, such as physical mentors and craft instructors, and therapeutic professions poses a danger to the role and identity of professionals like therapists and occupational therapists. The designation as teaching staff by the Ministry of Education contributes to a loss of identity and creates confusion in their roles.

The impact of limited resources, leading to treatments conducted within classrooms, contributes to a perception of these professionals as teaching staff rather than independent professionals. The challenges associated with professional development courses, particularly when not recognized by the Ministry of Education, further add to the disruption of their professional identity.

4.2.2.1. Researcher's interpretation

Holders of therapeutic functions (para-medical) have training that requires recognition of more than one Ministry – Ministry of Health and Ministry of Education.

Currently, they are perceived to be teachers as they are integrated with the educational system, which awakens the dilemma of - where am I on the functional scale, do I have a function with distinct ethics codes or am I a teaching staff?

Parents who are referred to other treatment frames, such as hospitals, child development clinics or other clinics, relate to similar professionals as having a dignified speciality, that the parents listen to their every instruction, however in educational frames parents do not award this status to therapists, but rather consider them as teachers who are subject to criticism, and this causes loss of identity.

There are other functions in school which are similar in techniques and methods to therapeutic professions such as physical education teacher and a physiotherapist, or art and occupational therapist. This poses a danger to the role of a professional physiotherapist or occupational therapist.

According to the Ministry of Education, they are defined as teaching staff. As a result, they lose their identity. This matter brings about multiple identities and double messages.

Lack of resources causes them to perform therapies inside classes, therefore they do not feel independent in their professionalism, and teachers and visitors of the institution can address them as teaching staff.

Training apprenticeships for professional development are organized in entities that are not supervised by the Ministry of Education. Occasionally, the Ministry of Education does not recognize these training apprenticeships which interrupt their promotion. They can partake in training apprenticeships under the supervision of the Ministry only in subjects determined by the Ministry, which are not always suitable for therapists; this can turn them into having static rather than developing knowledge, which adds to the disruption of their professional identity.

4.2.3. Inviting and accessible learning environment

Education, teaching and learning are not performed just literally. The physical appearance of a school has crucial importance in instilling values and structuring specifically visual identity. A special education school serves not only as a meeting place between a teacher and a pupil, but as well in its appearance it reflects the educational values and purposes of the institution. It is a known fact that a well thought and cultivated environment affects the school climate as well as social and learning energies. An aesthetic and accessible learning environment creates conditions that facilitate therapeutic and study processes. It advances learning and enables a child to take part in a variety of sensory and visual activities.

The following came up in words of the interviewees in interviews with the multi-profession staff.

Sama, (Interviewee_staff_member_7) a speech therapist in a school for children with intellectual disability says,

“There is a great need for the use of digital means (computers, iPads), and tangible means adapted to their abilities and to use all learning opportunities from the pupil’s world and the near environment, and encourage an outside class and interesting learning. Children with disabilities, unlike other regular pupils who can cope with various situations and with high frequency, cannot cope with abstract assignments”.

There is a pressing need to incorporate both digital tools (such as computers and iPads) and tangible resources that cater to the diverse abilities of students, utilizing all available learning opportunities within the students' world and immediate surroundings. This approach aims to foster engagement, encourage outdoor learning experiences, and make the learning process both accessible and interesting.

For students with disabilities, the utilization of various means becomes particularly crucial. Unlike their peers in mainstream education who may navigate diverse situations and high-frequency learning activities, students with disabilities often face challenges with abstract assignments. Therefore, the incorporation of both digital and tangible resources allows for a more inclusive and adaptable learning environment.

Digital tools offer the advantage of customization and accessibility features, providing tailored learning experiences to meet the specific needs of students with disabilities. Adaptive technologies, such as screen readers, interactive simulations, and educational apps, can be employed to create a more inclusive learning environment.

Simultaneously, the integration of tangible resources, such as hands-on activities, manipulatives, and real-world examples, helps bridge the gap between abstract concepts and concrete understanding for students with disabilities. These materials provide tactile and multisensory experiences, enhancing comprehension and participation.

Furthermore, recognizing the importance of the student's immediate environment and incorporating elements from their daily lives into the learning process fosters a sense of relevance and connection. Encouraging outdoor and experiential learning not only enriches the educational experience but also provides a more holistic approach to skill development.

In essence, the emphasis on utilizing a combination of digital tools and tangible resources is rooted in the commitment to creating an inclusive and effective learning environment. This approach ensures that all students, including those with disabilities, can access and engage with the curriculum in a meaningful way, promoting a more equitable educational experience for everyone.

Samir (Interviewee_staff_member_18), a counsellor in a school for children with autism says,

“Experiential learning is an essential thing in school. Teachers should be enabled to teach differently and diversely as much as possible, with visual-auditory aids which require pupils' participation. I myself, for example, like to be in a class which is adapted with adapted aids. I like being in the yard which is all structured in a way that is suitable for each pupil. I like turning each corner into experiential games”.

Teachers should be empowered to employ a variety of teaching methods that embrace diversity, incorporating visual and auditory aids that actively involve students in the learning process. This approach recognizes the unique learning

styles and preferences of students, fostering a more inclusive and engaging educational environment.

Encouraging diverse teaching methods involves providing teachers with the flexibility to utilize visual and auditory aids that cater to different learning modalities. Visual aids, such as charts, diagrams, and multimedia presentations, can enhance comprehension for students who benefit from visual stimuli. Likewise, incorporating auditory elements, such as discussions, presentations, and audio materials, accommodates the learning needs of those who thrive through listening and verbal communication.

The emphasis on student participation further enriches the learning experience. Interactive activities, group discussions, and hands-on projects promote active engagement, allowing students to connect with the material on a deeper level. This participatory approach not only accommodates diverse learning styles but also cultivates a sense of involvement and ownership in the learning process.

By enabling teachers to embrace diversity in their instructional methods, educational institutions create an environment where every student can thrive. Recognizing and accommodating different learning preferences not only enhances the accessibility of the curriculum but also contributes to the overall effectiveness of teaching and learning. It fosters a dynamic and inclusive educational experience that acknowledges and values the diverse ways in which students engage with and absorb information

Amalya, (Interviewee_staff_member_4) an art therapist in a school for children with mental problems says,

“All our experiences and abilities are to some degree an outcome of our place in the world, meaning of our physical environment. Adapting the physical environment to an individual’s needs enables awarding it with a calming dimension and ensuring the right arousal level, assisting them to perform the assignment given to them in that environment. The school structure is supposed to fit learning purposes; therefore, it provides a comfortable atmosphere in class to increase attention, concentration, cognitive persistence, etc. The playground should contribute to pleasure and fun”.

Experiential learning is an educational approach that prioritizes the creation of emotional experiences and active student participation, fostering a sensational and interactive learning process. The use of visual, auditory, and other tools enhances the richness and variety of learning experiences, facilitating a deeper understanding and acquisition of knowledge.

A school, ideally, should provide conducive conditions for effective and enjoyable learning. This includes maintaining a calm and comfortable classroom atmosphere, which aids caretakers in concentrating and focusing on their learning."

Rasha, (Interviewee_staff_member_3) an art therapist in a school for children with behavioral problems says,

“Learning through a variety of activities, field learning spaces, learning in the environment. Familiarity with the close environment of a child would help. Recognizing the mental, emotional and financial state of a child and thus structuring therapeutic programs awakens awareness of the environment. Deeper familiarity with the natural environment of a child contributes to closeness between a teacher and a pupil, and understanding of a pupil’s condition through the therapist helps me set goals which are real and adapted to the child’s world. It enables a profound familiarity with the pupils’ natural environment, enabling the creation of personal contact and feeling of care towards the pupils.”

Promoting learning through a variety of activities, field learning spaces, and engagement with the environment is a holistic and enriching approach that goes beyond traditional classroom instruction. This approach recognizes the value of diverse learning experiences and real-world connections in fostering a comprehensive understanding of concepts. Here are some key aspects:

Experiential Learning

Engaging students in hands-on activities allows them to apply theoretical knowledge in practical situations. This experiential learning approach not only reinforces concepts but also develops critical thinking and problem-solving skills.

Field Learning Spaces

Taking students outside the classroom to field learning spaces, such as museums, nature reserves, historical sites, or science centers, provides unique opportunities

for immersive learning. These environments offer tangible experiences that complement and enhance classroom learning.

Environmental Learning

Connecting learning to the natural and built environment creates a sense of relevance. Studying topics in their real-world context helps students appreciate the interconnections between academic subjects and the world around them.

Multidisciplinary Approaches

Integrating various subjects through activities and projects promotes a holistic understanding of topics. For example, a science lesson on ecosystems could involve elements of geography, biology, and environmental studies.

Collaborative Learning

Group activities and projects encourage collaboration and teamwork. This not only enhances social skills but also exposes students to different perspectives, fostering a more inclusive and cooperative learning environment.

Project-Based Learning

Structuring learning around projects allows students to delve deeply into a topic, promoting self-directed inquiry and a sense of ownership over their education.

Cultural and Community Engagement

Learning about diverse cultures and engaging with the local community provides students with a broader perspective and an understanding of the interconnectedness of the global and local contexts.

Technology Integration

Leveraging technology as a tool for learning, such as virtual field trips, interactive simulations, or digital storytelling, can enhance the educational experience and connect students to a broader range of resources.

By incorporating these approaches, educators can create a dynamic and engaging learning environment that caters to various learning styles, fosters a love for learning, and prepares students for real-world challenges

"Learning through a variety of activities and within diverse learning spaces in the field can offer students rich and varied learning experiences. A key aspect is closely understanding the child's environment and recognizing their mental and emotional state. This understanding forms the basis for developing therapeutic programs precisely tailored to the child's individual needs."

Inas, (Interviewee_staff_member_2) an occupational therapist in a school for children with learning disabilities says,

"The great effect is in a teacher's understanding of the way of conduct in the pupil's home and understanding of the environment that the pupil comes from. Workspace and adapted equipment for occupational therapy treatment are vital conditions for the treatment. I need a therapy room suitable for individual or group therapies, storing equipment and safeguarding patients' documentation documents. Choosing of work environment is made according to treatment purposes its nature and needs of a pupil".

"Appropriate utilities play a crucial role in boosting the productivity of treatment and ensuring its success. By establishing a treatment environment with tools specifically adapted to the treatment process, the quality of treatment can be significantly improved, fostering personalized care for each patient."

Wafa, (Interviewee_staff_member_9) a counsellor in a school for children with behavioral problems says,

"In my opinion planning according to needs of children and needs of the school, with attention to the environment. Developing a learning environment enriches the staff and enables learning at any time and place. Centres for the various subjects, an environment that invites individual learning and interest in the studied subject".

"Planning a rich learning environment tailored to the needs of students and the school is of utmost importance. This involves addressing students' physical needs, ensuring fitting furniture, tactile access to books, and arranging spaces that foster a comfortable learning environment. Additionally, attention to educational and medical needs is crucial. Establishing centres for various professions provides opportunities for self-study and encourages students' interest in specific career paths."

Rawya, (Interviewee_staff_member_16) a vice principal in a school for children with mental problems says,

“Comfortable climate, comfortable environment and comfortable atmosphere should be built. A staff meeting constitutes a learning environment which is the use of an effective learning environment that advances the learning process such as the use of presentations. It is based on an individual’s free will and emphasizes his being a central agent influencing his environment as an individual and as a human group”.

"Enriching the learning system transforms it into a dynamic learning centre, where each teacher becomes a central agent in the learning process."

Rasem, (Interviewee_staff_member_19) a social worker in a frame for children with autism says,

“Adapting the learning environment to be attractive and which invites learning, suitable to the 21st-century era. Adapting the environment or the assignments to the abilities and needs of an individual to achieve maximal functioning. To develop an environment that corresponds to the school program, such as outside class learning centres, developing class centres according to the need of a pupil, which enables them to deal with them in lessons and on breaks”.

"Adapting the environment and tasks to an individual's abilities and needs is a crucial factor in achieving maximum functioning and fostering personal development."

Lamis, (Interviewee_staff_member_20) a homeroom teacher in a school for children with physical problems says,

“To make sure that school environment is compatible with the subjects learned in class. For the creation of an optimal climate, it is important to convey to the child a sense of trust and capability. Usually, despite avoidance attempts, a child wants to participate, however they are afraid of failure. An encouraging, supportive and mainly believing environment will help the child to overcome fear”.

Shirin, (Interviewee_staff_member_14) a social worker in a school for children with intellectual disability says,

“Learning can exist at any time and place when a learner’s environment is rich with suitable contents. Observation processes enable the existence of significant learning processes and to design learning spaces interestingly and intriguingly to affect the study climate and to improve learning quality, which develops learning and improves significant learning”.

Sagud, (Interviewee_staff_member_17) a speech therapist in a school for children with behavioral problems says,

“It is preparing the place as a positive environment, a quiet, calm environment to prepare it and to deliver teaching subjects for pupils’ understanding. Adapting studied subjects for mutual purposes. The learning environment is the world of a pupil. It needs to be constantly developed according to environmental changes, time, the pupil, and a child’s ability, to reach a good level in studies.”

In the opinion of the interviewees, students with special needs can learn paramedical treatments only when we make the educational and therapeutic environment accessible to them.

Accessibility means enabling learning and treatment of the paramedical sea with the help of digital aids and an environment rich in motivating factors such as games leisure spaces, and experiential learning.

4.2.3.1.Researcher’s interpretation

Due to the financial state of Arab Local Authorities, the physical structure of schools does not invite learning and therapeutic processes. The physical appearance of a building is similar to prison buildings. Square rooms, fenced yard surrounded by a fence of more than four meters in height, doors closed during the entire day, with no outdoor accessibility. The explanation given is that it is for the security and safety of children. The schools have no gardening yards, no leisure spaces, and no fields for football or other types of sports. Most schools have no parking for getting pupils on or off. There is no suitable equipment for games and therapy corners. The staff, not finding a place for therapy, this uses study rooms. The furniture is not suitable for pupils’ abilities, traditional chairs and desks of usual schools are used, similar to regular schools. The reason is that purchasing adapted equipment is very expensive and Local Authorities, which are the formal school owners, cannot afford to purchase them, as there is no skilled manpower in

the Authorities entrusted with raising money for purchasing such equipment. Heads of Authorities do not assign much weight to parents, as they are single some of the pupils come from outside of the Local Authority and parents have no political influence. They prefer to invest in regular education as the parents there have stronger political influence and the number of parents there is greater than the number of parents in special education. All this has a direct impact on the work of para-medical staff and staff in general. There are no study spaces in the schools, big part of the study spaces are located in rented rooms in residential houses.

A good environment should be interesting, aesthetic, and arousing curiosity and it should contain visual components of the right dosage with no overload. Developmentally, a familiar environment, adapted to the age and ability of children in the group, awards children with a sense of confidence. The environment should be lighted, aired, organized, and hygienic, encouraging independence and choice. A suitable study environment invites a child to the tools and possibility to learn symbols and concepts, which will structure and improve skills of sorting, classifying, matching, generalizing, problem-solving and more. A good environment even creates opportunities for social contact with other children and the educational staff. Verbal interactions will help a child to develop rich language for efficient verbal communication with their environment. An organized study environment will prevent over-stimulation. An environment that is unsuitable for a child's needs causes frustrations and raises the number of limitations and prohibitions cast by an adult. The environment should transfer a clear message regarding what is permitted and what is forbidden. The environment enables learning about limits, orientation and instilling of habits. A child will learn where is permitted to dirty and how to maintain cleanliness; what can be touched in kindergarten space and what is forbidden to touch; where it is permitted to make noise and when one should keep quiet. Opposite to that, an unclear disorganized environment might deliver an ambiguous, confusing message to a child and might cause adults to increase prohibitions and limitations. The educational environment of the school includes different spaces for daily activities within school buildings and in the yard. It is possible to divide the spaces into game corners and work and study corners.

4.2.4. Clear organizational policy

School policy should be clear regarding the behavior of teachers, therapists, pupils and visitors. School policy means the phrasing of all the principles and rules expressing the accepted school viewpoint, derived from the general policy of the Ministry of Education. A policy is the foundation of an institutional conduct code. The need for clear school policy was mentioned continuously in interviews with multi-professional staff conducted in the current study.

Inas, (Interviewee_staff_member_2) an occupational therapist in school for children with learning disabilities says,

"I think that the staff should be working according to clear policy. Staff should know the role description of everyone in school. There is a trend that all staff personnel intervene in another staff's work which causes problems between them. A policy should clarify when pupils' parents visit school. What is allowed and what is forbidden, because sometimes they pay a visit by surprise and start intervening in matters which are neither their authority nor their responsibility".

"The clarification of defined policies in the school is crucial for establishing a clear framework for professional work and preventing interference or exclusivity among staff members. The school needs to articulate policies on parent visits, specifying when they are invited, the topics for discussion, and the timing of meetings. Moreover, ensuring that parents are informed of these policies is important to communicate the limits and framework within which they can be involved in school affairs."

Rawiya, (Interviewee_staff_member_16) a vice principal in a school for children with mental problems says,

"I am in favour of activity with a clear policy. An unplanned staff and meetings which are not target-focused will not be useful. In my opinion, it is important in teamwork to define time to complete tasks".

"Establishing clear goals and deadlines for tasks is essential for fostering efficient and goal-oriented communication among school Principals and team members. The specificity of assigned times and deadlines communicates the significance of each task, provides a framework for planning and execution, and enhances the commitment of the entire team. While allowing for flexibility, any

modifications or adjustments should be communicated clearly and planned accordingly."

Mustafa, (Interviewee_staff_member_1) a psychologist in a school for children with physical problems says,

"Set work procedures, rather than procedures which change according to a principal's mood, are required in every institution".

Masek, (Interviewee_staff_member_8) a physiotherapist in a school for children with physical problems says,

"A clear policy is a course of action aimed at making order and organizing, to cope most efficiently. For example, a clear policy in sexual education, weird sexual behaviour in children with special needs, to apply, how to apply, who should be involved?"

A clear policy serves as a structured course of action designed to establish order, organization, and efficiency within an organization. Whether in an educational institution, a business, or any other setting, a well-defined policy provides a framework to guide decision-making, ensure consistency, and promote a shared understanding of expectations.

Clarity of Purpose: the policy to ensure that all stakeholders understand its goals.

Establishment of Standards: standards and expectations for behavior, actions, or processes to maintain consistency and accountability

Guidance for Decision-Making Offer guidelines for decision-making in various situations, helping individuals understand the appropriate course of action

Organizational Alignment: to ensure that the policy aligns with the overall mission, values, and goals of the organization, promoting cohesion and unity.

Efficiency and Streamlining: provide a systematic approach to tasks and procedures, promoting efficiency and reducing the likelihood of confusion or errors:

Compliance and Legal Considerations: address legal requirements and compliance standards relevant to the organization, mitigating risks and ensuring adherence to regulations.

Communication and Transparency: facilitate open communication by clearly articulating expectations, rules, and consequences. This promotes transparency and minimizes misunderstandings.

Consistency in Implementation: ensure that the policy is consistently applied across all levels of the organization, fostering fairness and equity:

Resource Allocation: optimize resource allocation by providing a clear framework for prioritization and decision-making in resource management

Training and Development: serve as a basis for training programs, helping individuals understand their roles and responsibilities within the context of the organization's policies.

Continuous Improvement: allow for periodic reviews and updates to accommodate changes in the organizational environment, ensuring that the policy remains relevant and effective.

Conflict Resolution: provide a reference point for resolving conflicts or disputes, helping to navigate disagreements based on established rules and procedures.

Risk Management: mitigate risks by anticipating potential challenges and outlining preventative measures within the policy framework.

Employee Morale and Satisfaction: contribute to a positive organizational culture by promoting fairness, consistency, and a clear understanding of expectations among employees:

Rasem, (Interviewee_staff_member_19) a social worker in a school for children with autism says,

“Clear rules with no possibility to discuss. Set rules known by everyone to organize work in any organization. If the staff works according to predetermined written instructions, work will be managed most efficiently, however, if any of the organization staff will operate as one sees fit, it is completely wrong”.

"Effective adherence to procedures and guidelines is vital for a successful role and the overall effectiveness of an organization. Written guidelines and established laws contribute to creating a structured and orderly framework, ensuring stability and meaningful existence in the professional or organizational environment. When staff members follow these guidelines and laws, it fosters

organic and efficient conduct, equipping the organization with the tools to enforce procedures and filter out non-compliant activities. Clear procedures play a crucial role in preventing mistakes, saving time and resources, and promoting efficiency and validity. Utilizing processes such as posting scores, metrics, internal rules, and guidelines can further enhance teamwork and professional roles, positively impacting the organization's performance and results."

Shirin, (Interviewee_staff_member_14) a social worker in a school for children with intellectual disability says,

"Every institution should have a code clarifying the rights and obligations of all employees, teachers, therapists, pupils and even parents. It should clarify who is allowed to come in and who is not and determine an institutional agenda and times for activities that take place in school".

Clear regulations and guidelines within Special Education Schools are pivotal for establishing an environment conducive to specific roles. Well-defined bylaws serve as crucial tools, enabling all involved parties, especially employees and students, to understand their expectations and obligations and manage them accordingly

"Regulations cover a spectrum of issues within Special Education Schools, encompassing aspects such as school behaviour, learning schedules, group affiliations, equipment usage, and procedures for handling various matters. By-laws play an instrumental role in instilling order and structure within the organization, ensuring stability and alignment."

"Furthermore, the articulation of rights and obligations through these bylaws fosters transparency and a clear understanding of school conduct and various functions. Additionally, they function as tools for resolving issues and conflicts, promoting effective self-conduct and maintaining a high level of governance."

Yehuda, (Interviewee_staff_member_12) a medical doctor in a school for children with intellectual disability says,

"Clear procedures should be determined for parents' visits. We need to make sure that every exit of pupils is controlled".

Establishing clear procedures for parental visits to the school is crucial to ensure a smooth visitation process while safeguarding the learning environment and avoiding interference with daily learning. Adhering to supervised visits allows for the definition of specific visitation times, reaching agreements in advance regarding the content and goals of the visit, and explaining the temporary spaces that parents can access.

Furthermore, it underscores the importance of maintaining student privacy during visits and refraining from posting inappropriate personal or student information. Adherence to the laws and regulations in each country regarding parental visits is also emphasized. Addressing these considerations allows for the creation of an orderly visiting environment.

4.2.4.1. *Researcher's interpretation*

A special education school is a school which has functions not existing in other frames, such as assistants, a medical doctor, a nurse and assisting staff. The common perception is that it serves as a babysitter, taking care of the children in the daytime. Parents arrive at school without advance coordination, interfere with educational and therapeutic issues and talk critically about issues which are neither their authority nor responsibility. This causes tensions and objections on the part of the staff, thus they continually demand that the matter of parents' visitations will be arranged according to clear instructions to the parents.

Parents occasionally arrive to throw their children's birthday parties with no coordination with management, which disrupts the course of therapies. Parents are inconsiderate and do not acknowledge that therapy is extremely significant for a pupil's advancement.

Absences in special education schools are extremely high. No intra-school procedures are regularizing the subject, which causes many a pupil not to receive treatments as there are no substitutes who are familiar with a pupil's therapy process.

A special education school is perceived as a second-rate school by the official governance. The Ministry of Education did not define the conditions of conduct of a special education school, the required conduct is derived from schools in regular education. The Ministry did not take into consideration that a special education

school takes care of a population that is different by definition from regular education and that their priorities are completely different than those of regular education. Special education schools do not deal with measured achievements and grades. These schools deal in training for life and preparing the pupils for minimal independence life. Without clear intra-school procedures, the staff will remain with dilemmas that interrupt their daily function.

They perceive the school as professionally weak as it is essentially different from a regular school, even though all the functions within it are more specialist and trained academically than in a regular school. The schools should organize differently, with clear procedures regularizing school lifestyle, to help change the negative perception regarding it in the eyes of the community.

The lack of defining clear procedures and courses of action in a special education institution causes conduct which has neither quality nor advancement.

4.3. Principals' findings

The study included 20 principals, with 17 women and 3 men, all working as principals in special education schools in both rural and urban Arab settlements in Israel. Out of these, 14 principals (70%) have been in their position for over ten years, while six principals (30%) have served between three and ten years. These principals came from various institutions, all under the direct responsibility of the Vocational Inspectorate of the Ministry of Education in Israel, implementing the Ministry's objectives and the guidelines of the Special Education Act (1988).

The demographic characteristics of the research participants are presented in Table 8, which includes details on gender, school type, main population in the school, religious state, education level, management experience, years of teaching experience, whether the principal grew in the school, workplace, ownership, building type, school size, and type of inspection.

Table 8. Principals' characteristics

Type of Main Population in the School	Ownership	Structure Type	Marital Status	Workplace	Name	Gender
---------------------------------------	-----------	----------------	----------------	-----------	------	--------

Learning disabilities	Governmental	Owned by the Authority	Married	Rural	Ngala (1)	Female
Mental problems	Governmental	Owned by the Authority	Married	Rural	Muna (2)	Female
Intellectual disability	Governmental	Owned by the Authority	Married	Rural	Rim (3)	Female
Intellectual disability	Private Association	Rental	Divorced	Rural	Karim (4)	Female
Autism	Governmental	Owned by the Authority	Married	Rural	Negam (5)	Female
Behavioral problems	Private Association	Rental	Married	Rural	Geehan (6)	Female
Behavioral problems	Governmental	Owned by the Authority	Divorced	Urban	Wogod (7)	Female
Physical problems	Private Association	Owned by the Authority	Divorced	Rural	Ida (8)	Female
Physical problems	Governmental	Owned by the Authority	Married	Rural	Behar (9)	Male
Learning disabilities	Private Association	Rental	Married	Rural	Sayid (10)	Female
Learning disability	Governmental	Rental	Widower	Rural	Ahmadou (11)	Female
Learning disabilities	Private Association	Owned by the Authority	Married	Urban	Khaldo (12)	Male
Autism	Private Association	Owned by the Authority	Married	Rural	Omima (13)	Female
Physical problems	Governmental	Owned by the Authority	Married	Rural	Raufa (14)	Female
Mental problems	Governmental	Rental	Married	Rural	Samaher (15)	Female
Intellectual disability	Governmental	Owned by the Authority	Married	Rural	Duna (16)	Female
Behavioral problems	Private Association	Rental	Married	Rural	Eman (17)	Female
Intellectual disability	Governmental	Owned by the Authority	Married	Rural	Muhammadu (18)	Male
Behavioral problems	Governmental	Rental	Married	Rural	Nizer (19)	Male
Intellectual disability	Governmental	Owned by the Authority	Married	Rural	Shadia (20)	Female

The analysis of interviews with school principals revealed a significant emphasis on the establishment of internal procedures to ensure the smooth operation of special education schools. These procedures extend beyond the general guidelines

provided by the Ministry of Education and are tailored to address the unique needs of students in special education settings.

Four main categories came up from the analysis of principals' interviews:

1. Internal procedures
2. Managing efficient manpower
3. Learning environment
4. Inclusion and integration of parents

In the following, the researcher will present each of the category and will base his theoretical conceptualizations on the words of the interviewees.

* To retain the meaning of sentences raised from the transcription as a result of literal translation, (from Hebrew to English) (the interview was conducted in Hebrew), as the principals speak Hebrew of mother's tongue level, this being one of the Israeli educational system requirements, meaning was retained in the sentences rather than literalness.

4.3.1. Internal procedures

Schools are frames that work according to the procedures of the Ministry of Education. The procedures organize codes and requirements according to which teachers, pupils and principals are to behave. Procedures of the Ministry of Education are not sufficient to encompass all subjects included in a school's organizational culture (codes and behaviors agreed upon by staff, which neither are nor formally regularized). For a school to conduct optimally, principals are forced to set internal procedures and regulations, agreed upon by the institution staff, or occasionally according to their professional view (these procedures are also called institutional code). Special education school principals are forced to regularize additional procedures, beyond those of a regular school, due to the uniqueness of the pupils. Without these procedures, a school will become weak and might lose its position in society. The following conceptualizations arise from interviews with principals of special education frames.

Nagla, (Interviewee_SchoolPrincipal_1) a principal of the school for children with learning disabilities says,

“Every school needs to have a code that teachers, parents, management and the Authority agree upon. A code that includes procedures regularizing issues we encounter daily. Such as regular visits of pupils and teachers, organized school transportation, arrival and departure times to and from school, and general safety issues. In my opinion, every principal needs to also set pedagogic landmarks in school, because in these issues, we as a school choose the study subjects”.

" Internal school procedures, established by the principal or school management team, play a vital role in facilitating the organization and functioning of the school. These procedures encompass various subjects, including the Special Education School's comprehensive bylaws, which serve as essential tools for coordination, effective cooperation, and the management of different facets of the school. The comprehensive bylaws are instrumental in understanding all issues and facilitating the effective resolution of disputes. "

“Additionally, these internal procedures cover specific areas such as visiting times, conduct instructions during visits, and the protection of student privacy. They also provide guidelines on school transportation, mobility support, public engagement, curricula, teaching methods, pedagogy, Talmud management, security protocols, emergency procedures, and the administrative functioning of the Special Education School. "

Mona, (Interviewee_SchoolPrincipal_1) a principal of the school for children with mental problems also agrees with (1) and says,

“Every school needs principles that, express its spirit, its values and its actions. Meaning, we should create a frame of rules and instructions whose purpose is to enable organized and proper school life. Phrasing clear orders contributes to the creation of a place that respects the rights of its residents”.

"The stability and ethos of a school are rooted in its understanding, values, and actions. To foster this, the Special Education School should include principles, values, and clear instructions that help interpret the daily functioning of the school and ensure its effective implementation. "

Rim, (Interviewee_SchoolPrincipal_1) a principal of the school for children with intellectual disability, also supports and reinforces the words of her colleagues and says,

“A school exists for the pupil and their advancement. Considering this, pupils are required to fulfil their learning, cultural and social roles. Additionally, all teachers should do their obligations with continuous control by management. At the beginning of my journey as a principal, I made sure procedures were prepared in the code and I regulated daily routine conduct. I feel that it helps to get lots of stresses and problems off the teacher staff”.

“Clear guidelines and regulations serve as valuable tools for both teachers and students, enhancing the quality of teaching and fostering stability and success among students.”

Karim, (Interviewee_SchoolPrincipal_1) a principal of the school for children with intellectual disabilities says,

“Each one of us is required to help create a pleasant environment in school, act with mutual respect and fulfil orders and regulations and thus to ensure for ourselves a high quality of human relations between teachers and pupils and between pupils themselves. We must define written behavioral norms in school and act for their application”.

“Defining behavioral norms in special education is crucial for cultivating a positive school environment. These norms establish a framework for the behavior of teachers, students, and administrative staff, fostering positive interpersonal relations and enhancing the overall quality of life in the school.”

Nagam, (Interviewee_SchoolPrincipal_1) a principal of the school for children with autism says,

“In the teachers’ room the staff raised their lack of coordination causing disorderly conduct, problems of the behavior of a principal with staff in certain conditions and communication with parents when a disciplinary problem is created. As a new principal, I felt helpless until I talked to colleague principals, who recommended me to hold an extended staff meeting, in which I will raise this problemativeness. After a meeting I held, my staff and I concluded that I as a principal should regularize internal conduct and transfer it in writing to the

whole staff with no exceptions. They agreed that any problem arising that has no regulation in procedures, they will come to me to regularize it to transfer to the entire staff”.

“The interviewee's remarks underscore the significance of implementing internal procedures in a school to facilitate organization and functioning. Addressing and resolving issues related to school conduct is identified as a positive step, with an emphasis on the importance of clearly and accurately documenting the details of conduct to ensure understanding by all stakeholders.”

Interviewee Jihan (6) reinforces all the things raised by the other interviewees and so until the interviewee (7).

Jihan (Interviewee_SchoolPrincipal_1), a principal of the school for children with behavioral problems says,

“Procedures are founded upon decisions made in school. Previously there were procedures which were ignored due to great principals’ turnover. We found a way to renew procedures with a belief that making sure that they are followed will facilitate work for me and the educational staff”.

Wagud (Interviewee_SchoolPrincipal_1), a principal of the school for children with behavioral problems says,

“Policy for all teachers, assistants, therapists, parents and children. The policy of behavior in an emergency, the policy of solving problems between children, the policy on how to handle teachers’ and assistants’ absences, the policy of a healthy lifestyle in school, of going on excursions and learning tours, the policy of roles distribution, all this is the responsibility of a principal”.

Another element that requires clarification in a special education school pertains to the disciplinary issues involving children with special needs and how the school addresses these challenges.

Eida, (Interviewee_SchoolPrincipal_1) a principal of the school for children with physical problems says,

“In school it is different. There are no identifiable disciplinary problems because the pupils’ condition is special. We make sure that procedures are adjusted to the frame responding to the pupils’ safety”.

"In a school catering to students with special needs, addressing conduct problems is crucial. This involves creating specialized procedures and work plans tailored to the special needs of the students. Key components include knowing and understanding the students, providing personalized advice, and establishing clear and simple daily conduct procedures, including schedules and construction shifts adapted to specific physical needs. Additionally, developing educational programs focused on special needs, incorporating positive reinforcement and educational motivations, and providing close support and follow-up on conduct-related issues are essential aspects of fostering efficient and orderly student behaviors in school."

Bakar, (Interviewee_SchoolPrincipal_1) a principal of the school for children with physical problems says,

"School's goal is to advance pupils and keep them well, enable them to feel safe. The school has to be managed precisely and with no malfunctions. As principal, I rely greatly on CEO Circulars and try to apply every procedure, however sometimes we face situations that the Ministry has no answer for, and I as principal must decide on the matter. Sometimes, I admit, decisions are made hastily, only to get through the day, which sometimes causes agitation among teachers and assistants".

"Daily challenges of internal coping and decision-making often arise in situations where clear guidance from the Ministry of Education is lacking. In these cases, internal procedures agreed upon by staff serve as the ideal solution for navigating and addressing challenges."

Saeed, (Interviewee_School_Principal_1) a principal of the school for children with learning disabilities says,

"Teamwork in school means every position holder (teachers, assistants, therapists) works uniformly, speak with a uniform professional language defining for each one how to operate. School pupils are required to listen to instructions from school staff. Pupils of the school and everyone entering it are required to behave properly. Physical and verbal violence, vandalism, badgering and bullying on social media are phenomena we cannot tolerate and should be severely handled. Therefore, the staff needs to behave uniformly rather than each

one solving the issues as one knows how, or as one is told. Otherwise, the situation will be chaotic and messy, the community will consider a chaotic school as a failed school, which will not encourage parents to send their children to study. A special education school fights for every pupil, as one less pupil in a class can lead to the class being closed, which harms personnel and indirectly the pupils as well”.

"The interviewee underscores the importance of accessible and uniform conduct in a school, particularly in the realm of special education. It acknowledges the crucial need for creating an appropriate environment and maintaining order.

Additionally, the statement emphasizes the significance of well-established procedures and agreements on internal procedures staff members, especially in special education schools, to effectively address and control behavioral problems among students."

Ahmed, (Interviewee_SchoolPrincipal_1) a principal of the school for children with learning disabilities says,

“Unpredictable cases must be handled by representatives of management, teachers, pupils and parents. Every year, regulations for adjusting the school for current needs should be determined. Parents’ visitation times in school should be determined in advance rather than leaving the door open constantly, as we are unpredictable and not always available to meet them. We need to care for an organizational culture that is managed with clear lines”.

"There is a pressing need to address unforeseen cases and rehabilitate the organizational process in the school. This involves amending and communicating plans and policies to all parties. Establishing regular adjustment arrangements in the school to adapt to current needs is crucial. To maintain organizational conduct, it is imperative to create internal regulations that clearly define how to act in different cases."

4.3.1.1. Research’s interpretation

A special education school principal is a teaching employee who is required to lead all the processes in the institution. Responsibility is cast upon the principal from the actual role, and they are asked to operate according to Ministry of Education procedures. Although there are fixed procedures of the Ministry of Education, the

Ministry does not take into consideration that schools are developing and multiple new situations, with no reference to procedures, are being created. In special education schools, one encounters many of these new situations. These situations obligate the special education principal to prepare specific procedures and instructions to regulate the matter. These procedures are called internal procedures. In the following, the researcher raises situations that principals encounter in their daily work, which require internal procedures.

Special education school accepts pupils with huge age differences, ages 7 to 21.

Meaning, Elementary school, Junior High and High school together. This situation causes a unique conduct and organization, different from regular school. According to the professional viewpoint of educational and therapeutic staff and the professional viewpoint of a principal, in order to implement such organizing preparation of internal procedures and special standards is required.

A special education school is required to work according to a fixed curriculum and fixed therapy system; however, it also has to take into consideration that special pupils have conditions which make it impossible for them to sit on chairs locked between four walls the entire time, therefore the school system should conduct itself with extra-flexibility for the daily routine to be optimally managed. This requires internal procedures and standards, which are unique to the frame.

A special education school accepts the pupils in the morning through organized transportation, therefore it must regularize a unique organization to get them inside the gates of the institution. The school should organize as well in the returning home hours. There are no Ministry of Education procedures for that, and it requires special organization and special internal procedures.

A special education school principal does not manage only teachers, they manage many functions (teachers, assistants, para-medical therapists, medical doctors and a nurse, psychologist, social worker, secretaries, building caretakers, security guards, and pupils). Every function is different from other functions in its conduct. A principal must adapt oneself and one's decisions to each team separately, or occasionally together. This conduct obligates the creation of special procedures for every team that differ from general procedures.

A principal oversees excursions and tours in the institution. It should be remembered that pupils with disabilities require extremely strict procedures, obligating the school to prepare unique procedures for times of excursions and tours.

A special education school principal oversees managing the vacation basket (special education pupils continue studying continuously until August 15th), the principal is responsible for raising money, hiring personnel, and structuring and executing programs. All that obligates clear conduct and procedures, with internal standards, as to when is return home, what to do in an excursion, how to behave in abnormal situations, etc.

A special education principal oversees the organizational culture in the school and its management, they are required to relate and settle issues between different staff members in a non-formal respect.

The work distribution method in special education school is different than in a regular school, obligating the implementation of suitable procedures, who deals with what, what to do in different situations, who will give a group therapy and who will not, and when to give group or individual therapy, what to do with pupils when the teacher comes late to a lesson, what to do if hot drink was entered, when are they allowed to use telephones, all of that obligates clear internal procedures.

A special education school has much special, expensive equipment requiring strict maintenance, how to maintain it, who oversees the equipment, who will have to answer when equipment is damaged, all of that obligates unique internal procedures.

Pupils in a special education school receive hot meals. Nutrition issue demands special procedures on matters of food storage, approved quantities, allowed food types, method of serving, who serves, and who is responsible for cleaning food equipment.

Use of biodegradable material, use of scissors, pupils going to the yard, their safety in outdoor lessons, instructions at times of washing, medical drugs administration instructions, entry of pupils to the kitchen, closing windows, getting close to electrical sockets and their use, physical class organization, entrance, going

up and down the stairs, child's return to class, etc. All these obligate internal procedures.

4.3.2. Managing efficient manpower

A special education school principal is responsible for managing, in addition to teaching employees, other staff such as clinical therapy staff (para-medical), medical doctors, social workers, nurses, psychologists and administrative personnel. They are required to give them teaching and therapy hours and guide them to do their work, determine job descriptions and assignments for them, supervise their work, approve their wages and additional rewards, follow up on the frequency of absences and lateness, find substitutes at times of absence and lateness, evaluate them for professional development, make sure they develop professionally, organize intra-school courses for them; take care of the equipment they use in their work, take care of therapy rooms, make sure there is a just division of teaching and therapy hours in the curriculum; take care of their mental welfare, to enlist them for collaborative work, hold meetings and discussions on their work-related issues, observe lessons and guide them.

The following conceptualizations arise from interviews with principals of special education frames.

Haled, (Interviewee_School_Principal_) a principal of the school for children with learning disabilities says,

“Currently, a principal has difficulties to cope with issues that arise in teams he manages, teachers, therapists and assistants have the backup of teachers’ union instructing them what to do. Therefore, a principal has difficulty in enforcing rules and regulations on matters of absences staying hours and therapy matters. A principal must develop special strategies accepted by teachers, by teachers’ union and by the inspection; so that the daily study routine goes quietly”.

The principal of a special education school is in a position that requires dealing with a variety of challenges daily.

The principal should develop special strategies that will suit the staff of teachers and therapists. Each may require more effort or time to tackle the daily challenges in the classroom.

The principal should be an inspector and guide teachers regarding regulations and laws regarding herds and hours. This includes accurate, complete explanations of the rules and assistance with information and tools for teachers to help them act accordingly.

The principal should work with the teachers' union and the teaching staff together to develop cooperation on various issues. The openness to dialogue and the creation of common solutions can help reduce conflict and understand each side together.

Therapists and teachers may need additional guidance on treatment matters. The School Principal can provide training and offer additional resources to improve the team's ability to cope with the challenges it faces.

The School Principal needs to feel the needs of the staff and provide emotional support and understanding. Understanding the difficulties and challenges encountered by teachers and therapists can help create a more positive work environment.

It is important to encourage teachers and therapists to think outside the box and look for creative solutions to existing problems. There may be new ways to solve challenges effectively and in a way that works for each employee.

The principal of a special education school holds a challenging position that involves addressing a variety of daily challenges. To navigate these challenges effectively, the principal should develop tailored strategies that accommodate the diverse needs of teachers and therapists. This may include providing additional support or time to tackle specific challenges in the classroom.

The principal also serves as an overseer, guiding teachers on regulations and laws related to schedules and hours. This involves offering clear and comprehensive explanations of the rules and providing teachers with the necessary information and tools to ensure compliance.

Collaboration with the teachers' union and teaching staff is essential. Open dialogue and joint problem-solving can help reduce conflicts and foster mutual understanding. Therapists and teachers may benefit from additional guidance on treatment matters, and the principal can offer training and additional resources to enhance the team's ability to address challenges.

Moreover, the principal should be attuned to the needs of the staff, providing emotional support and understanding. Recognizing and understanding the difficulties and challenges faced by teachers and therapists contribute to fostering a positive work environment.

Encouraging a culture of creativity and innovation is crucial. The principal should motivate teachers and therapists to think outside the box, seeking creative solutions to existing problems. This approach may uncover new ways to address challenges effectively, tailored to each employee's special education needs.

Omima, (Interviewee_SchoolPrincipal_13) a principal of the school for children with autism says,

“There is a difference between theory and reality. As principals, we always say faith in abilities, inclusion of staff and partnership between staff, principal and parents. Parents come to school and get good positive attention, which is the main thing for school advancement. However, our problems are beyond philosophy, we need to lead a staff of academic teachers and therapists who are familiar with their rights and can defend themselves. A principal is currently a figure that does not control, he only represents the Ministry and serves as administrative personnel. He must be calm and inclusive because without that he might find himself outside the frame due to the staff’s pressure. A principal, unlike a teacher, does not get full back-up from the union, and he is always lonely in his struggle”.

The interviewee acknowledges the unique challenges confronted by principals of special education schools. Recognizing the school's central role for a specific target audience, the interviewee emphasizes the need for specialized coping strategies and the recruitment of teachers and therapists who possess the competence and the ability to address the distinct challenges inherent in the field of special education.

Raufa, (Interviewee_SchoolPrincipal_14) a principal of the school for children with physical problems says,

“A principal has no control over the selection of his staff; therefore, all the teachers are forced upon him, and a principal has no autonomy. Ministry of Education chooses through a tender a formal principle that will act according to

law and only law, however, Inspectors ask him to behave as a leader and a good leader leads beyond formality, which makes the work of a principal difficult”.

The reality described, in which legality and formality present challenges to the school principal aspiring to be a leader beyond mere formalities, is indeed a complex situation. The principal is obligated to adhere to legal and formal requirements when interacting with relevant authorities. However, this formal conduct can be constraining, limiting the School Principal's autonomy in selecting the team with whom they will collaborate.

Samaher (Interviewee_SchoolPrincipal_15), a principal of the school for children with mental problems says,

“In my previous role I established and managed a village High school. My pupils were, among other things, adolescents with criminal records, from special education and terrible socio-economy situations, who had already gone through many institutions. Most showed astounding advancement with a ‘special teachers’ team. Without a professional, reliable and consolidated team, we would not have succeeded”.

The role of the School Principal of a Special Education School is notably challenging and crucial, playing a fundamental part in establishing policies that promote teamwork.

Policies play a fundamental role in establishing the framework for teamwork within an organization. When well crafted, these policies contribute to fostering a collaborative and cohesive work environment.

Clarification of Roles and Responsibilities:

Policies define the roles and responsibilities of team members, minimizing confusion and ensuring that everyone understands their contributions to the team's objectives.

Expectations for Communication:

Communication policies outline the expectations for how team members should communicate with each other. This clarity reduces misunderstandings and facilitates effective information exchange.

Conflict Resolution Guidelines:

Policies often include procedures for resolving conflicts within the team. Having established processes for addressing disagreements helps maintain a positive team dynamic.

Inclusion and Diversity Policies:

Inclusion and diversity policies promote a culture of respect, acknowledging and valuing the unique contributions of team members from diverse backgrounds. This inclusivity strengthens the fabric of teamwork.

Recognition and Reward Systems:

Policies related to recognition and rewards provide a structured approach to acknowledging individual and team achievements. This can enhance motivation and reinforce the importance of collaborative efforts.

Team Decision-Making Processes:

Policies can outline the processes for team decision-making, ensuring that decisions are made collectively and that all team members have an opportunity to contribute.

Performance Expectations:

Clearly defined performance expectations, often outlined in policies, provide a standard against which team members can measure their contributions and progress.

Training and Development Opportunities:

Policies may include provisions for ongoing training and development opportunities, helping team members acquire new skills and knowledge that can benefit the entire team.

Project Management Guidelines:

For teams engaged in projects, policies can establish guidelines for project management, including timelines, milestones, and coordination efforts, ensuring efficient and collaborative project execution.

Accountability Measures:

Policies often incorporate accountability measures, reinforcing the idea that each team member is responsible for their contributions to the team's success.

Promotion of a Positive Team Culture:

Through policies that emphasize values such as respect, collaboration, and open communication, organizations can actively promote a positive team culture that supports effective teamwork.

Flexibility and Adaptability:

Policies can be designed to allow for flexibility and adaptability in team structures and processes, accommodating the evolving needs of the organization and its teams.

Duna, (Interviewee_SchoolPrincipal_16) a school principal for children with intellectual disability says,

“Community looked at the school as an institution whose role is babysitting children. They looked at the institution as an inferior-rate frame. However, in recent years, since the school took it upon itself to change the negative image, we had to enlist the teachers to go out to the field for an explanatory campaign, regarding what we do in the school, demonstrating proven successes. Without a team that had backup from the principal and that feels belonging, we would not have succeeded in changing the image, in all that, in my opinion, I have an important part as a principal”.

Indeed, changing the public perception of a school for students with intellectual disabilities is a challenging yet essential task. Demonstrating numerous successes and possibilities for these students requires strategic and professional management from the school's leadership. A school principal who guides the team with wisdom and professionalism can significantly contribute to the effectiveness of this undertaking, showcasing the achievements and potential within the school for intellectual disabilities.

Eman, (Interviewee_SchoolPrincipal_17) a principal of the school for children with behavioural problems says,

“When we speak about school, there is a children circle, parents circle, staff circle, leading staff circle and managing staff circle. To connect all circles, a master principal should be created”.

Establishing effective connections between various stakeholders is a fascinating and vital task for a school principal aiming to excel in their role. Efficient connections among stakeholders can be achieved through clear communication planning, outlining what information and instructions will be shared, and specifying the frequency and methods of communication. The school principal can thrive in this role by actively listening and deeply understanding the special needs of each stakeholder circle, enabling them to provide tailored solutions. Promoting the ideas of partnership and cooperation among different circles is crucial, and this may involve creating collaborative teams representing diverse stakeholders undergoing joint training processes.

Nizer, (Interviewee_SchoolPrincipal_19) a principal of the school for children with behavioural problems says,

“At the beginning of my career as a principal I did not manage to dream big, I wanted the most basic things. Now, four years later, I fly with my dreams and not just me, but also my staff. Currently, we know that if we dream and operate – our dream will come true. The staff is part of these good energies. The teachers stand in line to go to training apprenticeships because they want to learn and implement new things into the school”.

The ability to lead a team in meaningful cooperation is indeed one of the most crucial skills for a school principal. Effective leadership involves fostering a collaborative and positive work environment, encouraging teamwork, and aligning the efforts of the team toward common goals. A principal's skill in building and maintaining cooperative relationships within the school community contributes significantly to the overall success and well-being of the Special Education School.

Rim, (Interviewee_SchoolPrincipal_3) a principal of the school for children with intellectual disability says,

“I never felt loneliness on the post, as far as I am concerned, the staffs are partners in decisions and I chose to surround myself with people I can consult with, these can be specific teachers”.

Emphasizing the importance of cooperation and consultation with staff, particularly in a specialized position like the School Principal of a special education school, is correct and crucial. Collaboration with staff members and teachers enhances the collective ability to bring about improvements in the quality of education and positively influence student behavior. This collaborative approach fosters a sense of shared responsibility and promotes a more effective and supportive learning environment for students with special needs

Karim, (Interviewee_SchoolPrincipal_4) a principal of the school for children with intellectual disability says,

“As a principal, I believe that a real change starts with an individual. In my professional past, I have dealt with teaching and instructing teachers. All these roles made me understand the most significant role through which one can change and influence significantly, that is to manage a school. In my opinion, a principal need to make sure that the organization will respond with a safe, pleasant and inviting environment for all school attendants (pupils, teachers, parents). I see myself as a pedagogical leader of the school and in this role, there is space for improvement and deepening learning and teaching in school so that it is interesting, challenging, relevant and experiential for teachers and pupils”.

Indeed, the pedagogical leadership approach is highly significant, as it can exert a profound impact on both students and staff within Special Education Schools. A pedagogical leader plays a crucial role in shaping the educational vision, setting academic standards, and fostering a positive and effective learning environment. By providing guidance, support, and encouragement to both teachers and students, a pedagogical leader contributes to the overall success and growth of the educational community. This approach emphasizes the importance of educational principles, teaching methodologies, and continuous improvement in the pursuit of academic excellence.

4.3.2.1. Researcher's interpretation

One of the responsibilities cast upon a special education school principal is managing personnel. A principal encounters some issues influencing the school's organizational process.

A school principal does not have autonomy in choosing teachers and therapists. A teacher is not chosen by professional considerations suitable to the school, occasionally they are chosen due to their transfer from a different district, or accumulation of points required by the Ministry of Education or due to other irrelevant considerations. A principal is required to cope with them and invent special conduct strategies for oneself. Should they fail it is their problem rather than of the Ministry. A special education principal is forced to manage more than one team, teachers, therapists and other functions which are not of the principal's professional expertise. They are required to intervene in their professionalism, evaluate them professionally and guide them as to what to do and what to avoid. A principal is forced to manage administrative staff and assistants and people who belong to other offices are not being rewarded for that. They are forced to evaluate teachers for acceptance and promotion rather than for the improvement of their functioning, even though it is so indicated. Even should a teacher be evaluated most negatively, the teacher or the therapist will be promoted with no reference to what was written as the Ministry does not want to have problems with the teachers' union.

There are a lot of absences of teachers, therapists and assistants. The principal is required to operate according to a CEO Circular. However, when a principal operates according to instructions, they might face resistance on the part of teachers' unions and inspections of the Ministry. The principal would find oneself lonely in this matter and even renounce acting on it. The Ministry considers the problem of high recurrence of absences by teachers and therapists as a personal problem of the principal, as the principal has not handled it properly or maybe their behaviour and the atmosphere they create in the institution is uncomfortable and causes absences. The principal might receive a letter of reprimand.

A principal faces situations in which, the Ministry of Education does not enable them to recruit substitutes for absent teachers or therapists, claiming that there is a defined code enabling the recruitment of substitutes for definite periods, and should the code hours run out, they are forced to cope alone during absences. This puts special education principally in uncomfortable unfair situations, as in special education schools it is forbidden to release pupils to their homes due to organizational problems and due to the safety and wellbeing of pupils. They cannot leave pupils without supervision, they are forced to yield to other teachers for the

filling of the function, which weakens the principal as they then have to return a favour. At times therapists refuse to accept pupils if there is no fair distribution which leaves pupils without therapy. A principal cannot use more than two staying hours for teachers' and therapists' meetings, occasionally they have to hold meetings on account of teaching and therapy hours, which is also forbidden. The only 36 hours the Ministry approves a teacher to use are designated for their meetings with parents and meetings on other subjects relating to them, however, they are not designated for meetings with principals.

In teachers' professional development, it is not allowed to hold training apprenticeships during study hours, however, the principal is asked by the Ministry of Education to instruct teachers and enlist them to apprentice. On the other hand, the union organizations maintain that it is not obligatory for teachers and therapists to apprentice, leaving principals in uncertainty and unpleasant situations facing Ministry of Education supervision. A principal is authorized to assign roles to teachers and therapists, however, should a teacher not be successful in their role, or exceed one's authority, the principal cannot take the role from them until the end of the school year, while in the meantime they can wrong pupils and the system. For handling teachers' disciplinary problems, or transferring a teacher by a planned transfer due to lack of suitability to the institution, the principal is obligated first to prepare a file for the teacher for three years and then the Ministry can discuss this matter, which would cause damage to the school system. Assistants are appointed in these schools due to political considerations of the Mayor rather than professional considerations. They can be absent with no accountability.

4.3.3. Learning environment

Faulty unadjusted accessibility in a special education school constitutes damage to the rights of special education pupils and blocks their advancement.

It is under the responsibility of a special education school principal to take care of structuring an accessible learning environment, adjusted to the needs and abilities of pupils in all fields, physical structure, pedagogical as well as exterior and interior space. This issue was prominent and very significant in the interviews that were conducted with principals.

In the following, the researcher relies on conceptualization that has risen from their words.

Nizar, (Interviewee_SchoolPrincipal_19) a principal of the school for children with behavioral problems says,

“School’s physical structure has great importance. An adjusted accessible building enables control over all school space and can assist in reducing the extent of violence between pupils. Teachers can control an adjusted building much more than a two-story building”.

"An adapted and accessible structure allows the team to effectively manage the space and create a stable and secure environment. This reduction in violence among students enables each student to receive the necessary support and supervision. It also assists teachers in better classroom management and promotes the development of each student's habits and social skills."

Samaher, (Interviewee_SchoolPrincipal_15) a principal of the school for children with mental problems says,

“A good environment should be interesting, aesthetic, curious, stimulating and should contain visual components in the right dosage, without overload. An environment that the children are familiar with gives them a sense of confidence and is adapted to the age and ability of children in the group, developmentally. The environment should be lighted, aired, organized, and hygienic, encouraging independence and choice. External learning places are needed, every school needs to have digital accessibility and adaptations for learning, such as books at a pupil’s level, etc.

Creating an optimal learning environment for children with special needs involves careful consideration of various factors,

Curiosity and Interest

The environment should arouse curiosity and interest among children. Incorporate age-appropriate and culturally relevant materials and activities that capture their attention and encourage exploration. Aesthetics and Attractiveness: Design the environment with aesthetics in mind, using visually appealing colours, textures, and arrangements to create a welcoming atmosphere. A visually pleasant environment can positively affect children's moods and behavior.

Stimulation without Overload

Balance the level of stimulation to avoid overloading. Offer a mix of engaging items, but be mindful not to create an environment that is too busy or distracting.

Visual Components

Integrate visual components, such as educational posters, artwork, and displays, to enhance the learning experience. Visual aids can support understanding, communication, and the development of various skills.

Familiarity and Comfort

Incorporate items familiar to children, such as toys, books, and age-appropriate photos. A familiar environment promotes a sense of security and comfort, fostering a positive emotional atmosphere.

Age and Ability Adaptation

Adapt the environment to the specific age group and developmental abilities of children. Consider the stages of their physical, cognitive, and social development when choosing materials, furniture, and activities.

Accessibility and Safety

Ensure that the environment is physically accessible and safe for children. Arrange furniture and materials in a way that encourages independent exploration while minimizing potential risks.

Flexibility and Versatility

Design a flexible environment that can be adapted to accommodate different activities and learning styles. Create spaces that support both individual and group activities.

Natural Elements

Incorporate natural elements, such as plants or natural light, into the environment. Exposure to nature has been linked to positive effects on well-being and cognitive development.

Sensory Experiences

Provide opportunities for sensory experiences, including tactile, auditory, and olfactory stimuli. These experiences contribute to the overall development of children.

Comfortable and Warm Spaces

Design areas that provide comfort, such as reading corners or quiet spaces. These areas can serve as havens for children to relax and participate in quieter activities.

Integrate Technology Carefully

If technology is integrated, do so carefully and age-appropriately. Ensure that digital devices and content comply with educational objectives and do not replace hands-on and interactive learning experiences

Khaled, (Interviewee_SchoolPrincipal_12) a principal of a school for children with learning disabilities says,

“Aesthetic and cultivated learning environment creates conditions that facilitate learning processes and enables a child to take part in sensory and visual activities”.

An aesthetic and cultivated learning environment plays a pivotal role in establishing conditions that not only facilitate the learning processes but also empower a child to actively engage in a spectrum of sensory and visual activities. The design and aesthetic appeal of the learning space contribute significantly to the overall educational experience, influencing the way a child perceives, interacts with, and internalizes information.

Visual Engagement

A visually appealing environment captures a child's attention and sparks a natural curiosity. Thoughtfully selected colours, decor, and visual elements contribute to a positive and stimulating atmosphere. Engaging visuals, such as educational posters, artwork, and displays, not only enhance the aesthetic quality but also serve as valuable tools for reinforcing educational concepts.

Cognitive Stimulation

An aesthetically pleasing environment can stimulate cognitive processes by creating a space that is rich in variety and complexity. The thoughtful arrangement of learning materials and visual aids provides children with opportunities to explore, categorize, and make connections between different concepts, fostering cognitive development.

Emotional Well-being

A well-designed and aesthetically pleasing environment has the potential to positively impact a child's emotional well-being. Colors, lighting, and overall ambience can influence mood and create a sense of comfort, security, and happiness. This emotional well-being forms a foundational element for effective learning, as children are more likely to engage and participate in activities when they feel emotionally supported.

Sensory Exploration

A cultivat learning environment should encourage sensory exploration. Tactile experiences through hands-on materials, auditory experiences through music or interactive tools, and olfactory experiences through the introduction of scents can enrich a child's sensory awareness. These multisensory elements contribute to a holistic learning experience and cater to diverse learning styles.

Encouraging Creativity

An aesthetically pleasing environment can inspire creativity and imagination. Creative spaces, such as art corners and open-ended play areas, provide children with outlets for self-expression, problem-solving, and innovation. Such environments nurture a child's ability to think outside the box and approach challenges with inventive solutions.

Inclusive Learning Atmosphere

The design of the learning environment should consider inclusivity, ensuring that it accommodates the diverse needs and abilities of all children. This inclusivity extends to considerations of physical accessibility, the availability of materials suitable for various developmental stages, and the creation of spaces that cater to different learning styles.

Muhamad, (Interviewee_SchoolPrincipal_19) a principal of school for children with intellectual disability says,

“School is not used only as place of meeting between a teacher and a pupil, it also reflects values and educational goals. It is known that a well thought out and cultivated environment affects the climate in school, the social and study energies”.

Indeed, a well-thought-out and cultivated environment exerts a profound influence on the overall climate within a school, shaping both the social dynamics and the academic energies of the institution. This extends beyond the physical spaces and encompasses the emotional, psychological, and social aspects of the educational setting.

Positive School Climate

A carefully designed environment contributes to the creation of a positive school climate. When students and staff are surrounded by aesthetically pleasing and functional spaces, it fosters a sense of pride and ownership, leading to a more positive overall atmosphere.

Social Dynamics

The physical layout and design of spaces impact how students interact with one another. Well-organized common areas, collaborative workspaces, and inviting recreational spaces encourage positive social interactions, teamwork, and the development of social skills.

Sense of Belonging

An environment that is thoughtfully cultivated enhances the sense of belonging among students and staff. When individuals feel connected to their surroundings, they are more likely to form strong bonds with the school community, leading to a supportive and inclusive atmosphere.

Academic Focus and Engagement

A conducive learning environment positively influences academic energies. Well-lit, organized, and comfortable classrooms contribute to an atmosphere where students are more focused, motivated, and engaged in their studies. This, in turn, supports a culture of academic excellence.

Emotional Well-being

The aesthetic appeal of the school environment directly impacts the emotional well-being of its occupants. A visually pleasing and harmonious atmosphere can reduce stress, promote a positive mindset, and create a conducive space for learning and personal development.

Teacher Morale

The work environment significantly affects teacher morale. A well-designed and functional workspace contributes to teacher satisfaction, enthusiasm, and commitment. This positive outlook is then transmitted to students, creating a cycle of motivation and dedication.

Behavioral Expectations

The physical environment sets the stage for behavioural expectations. When spaces are organized, clean, and purposefully designed, students are more likely to exhibit respectful and responsible behaviour. This contributes to a positive and orderly school climate.

Cultural and Inspirational Elements

Incorporating cultural and inspirational elements into the environment can contribute to a sense of identity and purpose. Symbols, artwork, and messages that reflect the values and aspirations of the school community enhance a shared sense of mission.

Sense of Pride

A well-cultivated environment instils a sense of pride among students, staff, and parents. This pride extends beyond academic achievements to encompass the physical and cultural aspects of the school, creating a positive reputation within the community.

Jihan, (Interviewee_SchoolPrincipal_6) a principal of a school for children with behavioural problems says,

“A suitable learning environment will invite for a child tools and opportunities to learn symbols and terms, will structure and improve skills such as sorting, classification, matching, inclusion, problem-solving and more”.

A suitable learning environment serves as an inviting and enriching space for children, providing them with tools and opportunities to engage with symbols and terms. Beyond that, it plays a crucial role in the development and enhancement of a range of essential skills.

Exposure to Symbols and Terms

A well-designed learning environment introduces children to various symbols and terms, fostering early literacy and language development. This exposure lays the foundation for effective communication and understanding of abstract concepts.

Structuring and Improving Skills

The environment structures and enhances a variety of skills crucial to cognitive development:

Sorting and Classification

Organized materials and activities encourage children to categorize and group items based on similarities and differences, promoting cognitive organization.

Matching

Activities that involve matching symbols or objects improve visual discrimination and attention to detail.

Inclusion

Inclusive learning materials and practices create an environment that values diversity, teaching children the importance of inclusion and acceptance.

Problem-Solving

Engaging in activities that pose challenges promotes problem-solving skills, critical thinking, and the ability to approach tasks systematically.

Multisensory Learning

A suitable learning environment incorporates multisensory experiences, allowing children to learn through touch, sight, hearing, and movement. This approach caters to different learning styles and enhances the overall learning experience.

Hands-on Exploration

The availability of hands-on materials and interactive tools encourages exploration. Children learn best when they can manipulate objects, experiment, and engage in tactile experiences, reinforcing their understanding of abstract concepts.

Promoting Independence

An environment that invites exploration and independent learning empowers children to take ownership of their educational journey. This promotes self-directed learning and a sense of autonomy.

Social Interaction and Collaboration

Learning environments designed for interaction and collaboration provide opportunities for children to engage in joint activities. Collaborative learning promotes social skills, communication, and teamwork.

Emotional Development

A supportive learning environment contributes to emotional development. Positive experiences in the learning space foster a sense of confidence, curiosity, and a love for learning.

Reflecting Developmental Stages

Tailoring the learning environment to reflect the developmental stages of the children ensures that the materials and activities are age-appropriate, challenging, and aligned with their evolving abilities.

Flexibility and Adaptability

A flexible environment adapts to the diverse needs and interests of children. The ability to modify the learning space based on the curriculum, individual progress, or emerging interests ensures continued engagement and relevance.

Umima, (Interviewee_SchoolPrincipal_13) a principal of a school for children with Autism says,

“A good environment creates opportunities for social contacts with other children and with the educational staff. Organized learning environment prevents overstimulation”.

A good environment in an educational setting is one that not only supports academic learning but also actively creates opportunities for meaningful social contacts among children and between children and educational staff.

Social Spaces

Designated social spaces within the learning environment, such as communal areas, break spaces, and collaborative workstations, encourage spontaneous interactions among students. These spaces are conducive to informal conversations, sharing ideas, and building friendships.

Group Activities

Incorporating group activities into the curriculum promotes teamwork and collaboration. Whether they are group projects, interactive lessons, or team-building exercises, these activities provide opportunities for social engagement and the development of interpersonal skills.

Structured Social Time

Allocating specific times for social interactions, such as recess, lunch breaks, or structured playtime, ensures that children have dedicated moments for socializing. These periods contribute to the development of social bonds and the fostering of a positive social atmosphere.

Peer Learning Opportunities

Implementing peer-to-peer learning activities allows students to engage with one another academically and socially. Collaborative learning not only enhances academic understanding but also promotes a sense of shared accomplishment and camaraderie.

Positive Teacher-Student Relationships

Establishing positive relationships between students and educational staff is crucial. Teachers and other educational professionals who actively engage with students on a personal level create an environment where children feel comfortable approaching them for guidance and support.

Inclusive Practices

Implementing inclusive practices ensures that every child feels welcome and valued. This includes creating an environment that celebrates diversity, promotes understanding of different cultures and backgrounds, and encourages empathy and acceptance.

Conflict Resolution Skills

A good environment provides opportunities for students to develop conflict resolution skills. Teaching children how to navigate disagreements and misunderstandings in a constructive manner contributes to a positive social climate.

Community-Building Activities

Organizing community-building activities, such as team sports, group projects, or collaborative events, fosters a sense of community within the educational setting. These activities create shared experiences that contribute to a positive and cohesive environment.

Open Communication Channels

Maintaining open lines of communication between educational staff, students, and parents creates a supportive network. When children know they can communicate their thoughts and concerns, it enhances their sense of security and belonging.

Social-Emotional Learning Programs

Incorporating social-emotional learning (SEL) programs into the curriculum helps children develop crucial social skills such as empathy, self-awareness, and relationship-building. These skills contribute to a positive social environment.

In essence, a good educational environment recognizes the importance of social development alongside academic growth. By intentionally creating spaces and opportunities for social interaction, educational institutions contribute to the holistic development of students, fostering a sense of community, empathy, and collaboration that extends beyond the classroom.

Duna (Interviewee_SchoolPrincipal_16), a principal of school for children with intellectual disability says,

“An environment inadequate for a child’s needs causes frustration and raises the number of limitations and prohibitions given by an adult. The environment should deliver a clear message regarding what is allowed and what is forbidden. The environment enables the learning of boundaries, orientation and instilling of habits. The child would learn where it is allowed to make a mess and how to keep clean, where in the environment he is allowed to touch and what is not to be touched, where he can make noise and when he should keep quiet”.

Clarity in behavioral expectations is crucial in creating a positive and effective learning environment. When the environment delivers a clear message regarding what is allowed and what is forbidden, it establishes a framework for a safe, respectful, and focused atmosphere. Here are key reasons why clarity in behavioral expectations is essential.

Establishing Norms

Clear expectations help establish norms for behavior within the learning environment. Students, teachers, and staff understand the standards of conduct that are expected, promoting a sense of order and consistency.

Promoting a Safe Environment

Clearly defined rules contribute to the creation of a physically and emotionally safe space. Students feel secure when they know what behavior is acceptable and what is not, fostering an environment where everyone can focus on learning without fear of harm or disruption.

Setting Boundaries

Clear behavioral expectations set boundaries that guide students' actions. When these boundaries are communicated explicitly, students are more likely to understand the consequences of their behavior and act accordingly.

Building a Positive Culture

The establishment of clear behavioral guidelines contributes to the development of a positive and respectful culture within the learning community. It promotes a sense of shared responsibility and encourages everyone to contribute to a harmonious environment.

Minimizing Ambiguity

Ambiguity in behavioral expectations can lead to confusion and misunderstandings. Clear guidelines leave little room for interpretation, ensuring that everyone in the learning community understands the standards that govern their behavior.

Facilitating Learning

An environment with well-defined behavioral expectations creates a conducive space for learning. When students know what is expected of them, they can direct their energy towards academic pursuits, leading to a more focused and productive learning experience.

Consistent Enforcement

Clarity in expectations allows for consistent enforcement of rules. When consequences are applied consistently, students are more likely to internalize the importance of adhering to behavioral guidelines.

Instilling Responsibility

Clearly communicated expectations foster a sense of responsibility among students. They understand the role they play in maintaining a positive environment, promoting accountability for their actions.

Promoting Respectful Interactions

Clear guidelines for behavior contribute to the promotion of respectful interactions among students, teachers, and staff. This includes fostering a culture of mutual respect, empathy, and consideration for others.

Parental Engagement

Clearly communicated behavioral expectations provide parents with insight into the values and standards upheld by the learning environment. This transparency facilitates collaboration between educators and parents in reinforcing positive behavior at home and at school.

Wajud, (Interviewee_SchoolPrincipal_7) a principal of a school for children with behavioral problems says,

“Educational environment of school includes different spaces for daily activities inside the building space and in the yard. Spaces can be divided into play areas and work and study areas. As soon as we would realize that each and every one of us has a unique way of learning, and the learning environment really does not have to be uniform, we will be extremely kind with ourselves and with our children. What should be done to enable better learning, and how to enable ourselves to reach high achievement, it is all the design of a learning space”.

Certainly, the educational environment of a school is multifaceted, encompassing various spaces that serve distinct purposes in fostering both academic and social development. These spaces are strategically designed to support the diverse needs of students and contribute to a holistic learning experience. The two primary categories often considered are play areas and work/study areas.

Play Areas

a. Recess Playgrounds:

Designated outdoor spaces equipped with playground equipment where students can engage in physical activities, exercise, and socialize during recess.

b. Sports Facilities:

Areas like sports fields or courts that cater to organized sports activities, promoting physical fitness, teamwork, and sportsmanship.

c. Outdoor Play Spaces:

Areas specifically designed for unstructured play, allowing students to explore, socialize, and engage in imaginative and creative activities.

d. Indoor Play Areas:

Spaces within the school building that provide opportunities for play during inclement weather or for activities that require an indoor setting.

2 .Work and Study Areas:

a. Classrooms:

Designated spaces equipped with desks, chairs, and teaching resources where students engage in academic instruction and collaborative learning.

b. Libraries:

Quiet spaces dedicated to reading, research, and independent study, providing access to a variety of educational resources.

c. Computer Labs:

Specialized areas equipped with computers and technology resources for students to engage in computer-based learning and research.

d. Science Labs:

Specialized spaces equipped with laboratory equipment for hands-on science experiments and practical learning.

e. Art Studios:

Spaces dedicated to artistic expression, providing students with materials and tools for visual arts, crafts, and creative projects.

f. Music Rooms:

Spaces equipped with musical instruments and resources for music education and practice.

g. Collaborative Workspaces:

Areas designed for group activities, discussions, and collaborative projects, fostering teamwork and communication skills.

h. Quiet Study Areas:

Spaces within the school where students can engage in focused and individual study, free from distractions.

i. Administrative Spaces:

Offices and administrative areas where school staff coordinate and manage various aspects of school operations.

By categorizing spaces into play areas and work/study areas, educational environments aim to strike a balance between academic rigor and the promotion of physical, social, and emotional well-being. This intentional design encourages a

comprehensive approach to education, recognizing the importance of both structured learning and unstructured play in the overall development of students

Muhamad, (Interviewee_SchoolPrincipal_18) a principal of a school for children with intellectual disability says,

“We know well that our environment affects our behavior deeply and directly. Perception, mood and atmosphere are products of arranging and organizing the spaces we are in. learning environment is a very broad field, and it is in fact any mean through which we learn, while our aspiration is to achieve a ways of studying that fits a child’s needs”

The arrangement and organization of spaces significantly influence how individuals perceive and engage with their surroundings. A well-designed learning environment has the power to evoke positive emotions, foster a conducive mood for learning, and create a harmonious atmosphere that supports the overall well-being of students and educators.

The emphasis on achieving a learning environment that fits a child's needs reflects a commitment to a holistic approach to education. This approach considers not only academic requirements but also considers the social, emotional, and physical aspects of a child's development. It underscores the importance of creating an environment that nurtures the whole child.

The use of terms like "arranging" and "organizing" suggests the deliberate nature of designing learning spaces. It implies that the layout, aesthetics, and functionality of educational spaces are purposefully crafted to create an environment that optimally supports learning and growth.

By recognizing that the learning environment is any means through which we learn, the statement captures the dynamic and evolving nature of the educational process. Learning occurs in various contexts, and the adaptability of the environment to accommodate diverse learning experiences is crucial.

Ahmed, (Interviewee_SchoolPrincipal_11) a principal of a school for children with learning disabilities says,

“If we say that every space in which learning occurs is a learning environment, we are talking about books, classes, tables and chairs, also software, programs

and applications. The entire digital world is a learning environment with which and through which I can perform learning.”

Describing the entire digital world as a learning environment acknowledges the pervasive nature of digital technologies in our lives. It implies that learning opportunities are not confined to traditional classrooms but extend across online platforms, applications, and interactive digital content.

The use of the term "perform learning" suggests an active and participatory approach to education within the digital world. Learning is not passive but involves engagement, interaction, and performance, reflecting the interactive and dynamic nature of digital learning experiences.

The digital world encompasses a diverse range of learning modalities. This includes formal online courses, interactive simulations, educational apps, collaborative platforms, multimedia content, and more. The variety of digital resources offers learners the flexibility to choose the format that best suits their preferences and learning styles.

The digital world has democratized access to education by providing a wide range of resources that are accessible to learners globally. Regardless of geographical location, individuals can tap into digital platforms to access information, acquire new skills, and engage in meaningful learning experiences.

Through the digital world, learners can engage in interactive and collaborative learning experiences. Online forums, virtual classrooms, and collaborative tools enable communication and knowledge-sharing among learners, fostering a sense of community in the digital learning space.

The dynamic and adaptive nature of the digital world allows for personalized learning experiences. Adaptive technologies, artificial intelligence, and data-driven insights enable the tailoring of content to individual learning preferences, pacing, and proficiency levels.

Rawofa, (Interviewee_SchoolPrincipal_14) a principal of a school for children with physical problems says,

“Everything is a learning environment. The school’s goal is to create efficient learning. Learning occurs constantly. We constantly absorb information from the

environment and process it, sometimes negatively, sometimes positively. Speaking about environments, the purpose is to encourage production, and the work environment will be designed in a way that serves the purpose”.

The design of a work environment should be intentional and purposeful, with the primary goal of encouraging and supporting productive work. This approach recognizes that the physical and cultural aspects of the work environment play a crucial role in shaping the outcomes and overall success of the organization

Shadia, (Interviewee_SchoolPrincipal_20) a principal of a school for children with intellectual disability says,

“Sadly, we are still doing that. In a typical school children sit in rows and are obliged to study exactly the same thing and exactly at the same time. Every pupil should be able to organize their learning environment by themselves. The environment should be flexible for a user to do personal adjustment. Same as the first thing I do when I come to a new workplace is to organize my table and my space in a way which I feel good and comfortable with, and that I can flourish in – thus the learning environment should be supportive. Beyond physical comfort, there is mental comfort”.

The notion of a flexible environment acknowledges that individuals have unique preferences and needs. Providing the flexibility for users to personalize their space allows them to create an environment that aligns with their comfort and learning style.

The act of organizing one's workspace for comfort and flourishing illustrates the impact of personalization on well-being. When individuals have the autonomy to arrange their learning space according to their preferences, it contributes to a positive and conducive atmosphere for learning.

The desire to organize one's space in a way that promotes personal flourishing speaks to the broader goal of creating environments where individuals can thrive. A flourishing environment supports not only academic success but also overall personal growth and well-being.

The acknowledgement of mental comfort underscores the importance of holistic well-being in the learning process. A supportive environment should consider

factors that contribute to mental comfort, including the psychological and emotional aspects of the learning experience.

Providing the opportunity for personal adjustment empowers learners to take an active role in shaping their learning experience. This empowerment fosters a sense of agency and autonomy, contributing to a positive and collaborative educational environment.

A flexible environment allows for adaptability to changing needs. Recognizing that individuals may have evolving preferences or requirements emphasizes the importance of creating spaces that can accommodate different learning stages and styles.

In the context of a special education school, it is crucial to establish a learning and pedagogical environment that aligns with the special needs of the students. Recognizing the individuality of each child, it is essential to create personalized learning plans and offer individualized support based on their needs.

Children in special education schools can benefit from small classes and support groups, providing individual attention and tailored assistance. Enriching the learning experience involves combining diverse learning materials, including graphics, technology, children's literature, and interactive resources.

Utilizing technology, such as computerized education software, educational applications, and online resources, enhances learning and allows content adaptation to the individual needs of each student. To promote personal and academic development, it is important to create flexible curricula and pedagogical activities suitable for various learning styles and paces.

Organizing the physical space in the school with consideration for providing a sense of home and security, and addressing the physical needs of the students, is paramount. Establishing a sense of partnership with parents fosters a community spirit and legal support, emphasizing the importance of open and cooperative communication.

Finally, ensuring that the school environment meets safety and accessibility standards guarantees that every child can enter the environment, use learning tools and components in an accessible and safe manner.

4.3.3.1. Researcher's interpretation

An accessible environment is the right of children with disabilities. Adapted accessibility and suitable environment will improve their advancement. Special education school principals deal with budget limitations and bureaucracy preventing them from developing accessible adapted environment. A big part of special education schools is surrounded with high fences, preventing them access to community, with an explanation that it is for the purpose of keeping the pupils safe. The school physical structure is not adapted for populating pupils with physical and intellectual disabilities. Their lack of adaptation stems from the financial problems of Local Authorities and lack of fighting of the Arab sector for getting these rights from the government. Schools are two-storied buildings, making it difficult for pupils to go up to an appendix room to receive the required therapies. There are no spaces for leisure activity. In some schools, pupils stay to study at the same class, they are not mobilized to other places in school, which causes boredom and behavior problems, which is not suitable for children with special needs.

4.3.4. Inclusion and integration of parents

A school principal must involve parents in school life. With their involvement, they are helping with creating communication and exchanging information regarding the pupils, helping with accelerating their participation in different activities, discussions and decisions. The issue of parental involvement was raised in principals' interviews with high frequency. In the following, the researcher will rely on the words of principals on that issue.

Iman, (Interviewee_SchoolPrincipal_17) a principal of a school for children with behavioral problems says,

“Coordination of expectations between parents and the educational staff is essential for preventing mental anguish. Parents sometimes ask the homeroom teacher to dedicate more time to their children, beyond approved allocation.

Homeroom teachers are not rewarded, however, parents do not accept the argument that they are not rewarded, and begin cursing and confronting with school management. A principal must look for creative solutions, in coordination with the teaching staff and parents”.

Promoting coordination and control between parents and the educational staff at the school is of utmost importance in establishing an effective and excellent educational environment. Parents play a vital role as partners in the learning process and children's development; hence, creating coordination and shared understanding between the parties is essential.

The school principal can actively engage in resolving conflicts creatively and building communication bridges. Developing means for open and constructive conversations with parents is crucial to understanding the needs and demands of children. In addressing conflicts, the school should involve government authorities and teaching staff, striving to develop solutions that consider the needs of each party while safeguarding the interests of the students and the school.

Shared understanding and collaboration are key components for creating a productive learning environment and fostering positive behaviour that not only provides parental support but also contributes to student success."

Duna, (Interviewee_SchoolPrincipal_16) a principal of a school for children with intellectual disabilities says,

“Special education school is required to integrate pupils in society; however, we are limited by many things happening in transportation and in supervision in them. The school has no authority to intervene in the appointment of transportation companies, they have no control regarding determining procedures for the company, however, parents always consider the school to be responsible, even if there is no direct connection. Many parents punish the school for that issue and try to move their children to other frames or go out on the street and picture the institution as the worst, and also cause disconnection of the school from the broad community. In this situation, the principal should include parents to not appear as a weak link”.

Fostering cooperation and partnership between the school and parents as part of improving the educational environment requires.

Open Communication with Parents: Establishing transparent communication channels with parents is essential for building trust and understanding.

Improving Laws and Rules Regarding Transportation and Supervision: Addressing and enhancing regulations related to transportation and supervision can contribute to a safer and more efficient school environment.

Partnership in Decisions

Involving parents in decision-making processes, such as allowing them to play an active role in setting procedures and rules, can be facilitated by inviting them to participate in committees or teams dedicated to these issues within the school setting.

Understanding the Special Needs of Parents

Recognizing and addressing the special needs of parents fosters a sense of victory and partnership, reducing any stigma associated with the school and promoting open communication.

Logic and Understanding

Listening to the opinions of parents and presenting school problems and structures in an open and structured manner cultivates a logical and understanding approach to resolving issues collaboratively.

Nagla, (Interviewee_SchoolPrincipal_1) a principal of a school for children with learning disabilities says,

“Normal children can go to a trip and come back home without constant supervision, however, special education children have over-security. We cannot leave the children on the street if the parents are not there. We invest a lot of time in communicating with parent to make sure the child arrives home safely, but we encounter many parents who put us in a situation where we become their children’s guards. Many of the parents perceive it as a school issue, not connected to them”.

There is a crucial need for understanding and communication between teachers and parents. To facilitate this collaboration:

Parent-Teacher Meetings

Establishing regular parent-teacher meetings creates a framework for discussions between parents and teaching staff. These meetings serve as a forum for conversation, shared understanding, and collaborative problem-solving.

Ensuring School Safety

Parents should be informed that the school environment prioritizes the safety of their children. It is essential to convey the school's commitment and ability to integrate security principles into its operations.

Seeking Parental Advice and Assistance

Encourage parents to provide advice and assistance in finding common solutions. For instance, forming a supervision group for times when parents are not available can be a collaborative effort.

School Administrations' Engagement

Ensure that school administrations actively engage with parents on safety-related matters. Sharing positive reports and highlighting the measures taken to keep children safe can positively impact parents' attitudes and perceptions.

Nagam, (Interviewee_SchoolPrincipal_5) a principal of a school for children with autism says,

“There is a strong parents’ leadership extremely involved in everything that is done in school. Parents’ leadership supports school activities and contributes to them, and as far as I am concern, parents’ leadership is an inseparable part of school’s success”.

"The strong leadership of parents deeply involved in the school can have meaningful and positive effects on student growth and overall school success.

The positive influence of parents can manifest in various ways".

Support for Learning Activities

Parents can actively support additional learning activities outside of school, such as extra courses, workshops, and educational activities that contribute to children's holistic development.

Shared Educational Values

When parents and the school uphold shared educational values, children benefit from a stable and connected educational environment.

Gratitude and Emotional Development

Children who witness their parents actively involved and interested in their learning experience gratitude and a strong sense of support and belonging. This, in turn, enhances their ability to cope with difficulties and develop positive emotional abilities.

Open Communication with the School

Parents' ability to communicate openly with the school improves mutual understanding and collaboration for the benefit of children. This facilitates the identification and treatment of potential difficulties and enhances communication values between educational staff and parents.

Community Influence

Active parental involvement in the school also extends its influence to the local community, creating a stronger sense of community overall."

Shadia, (Interviewee_SchoolPrincipal_20) a principal of a school for children with intellectual disability says,

"When we grew up, parental involvement was almost nonexistent, surly not in the extent and depth it is in these days. We were sent to school to learn and that was all. The most extended involvement was expressed in accompanying a school excursion or making a cake for graduation party. Rest of parents came to parent meeting and that was it. At home, parents helped the children each as much as they could and understood. Currently, parents are an important layer, which is impossible to be without".

Coping with developments in parenting and education is an evolving area that has transformed over the years. Changes in the education system, education policies, and society as a whole can impact the role and status of parents in children's lives.

It is crucial to recognize that every education system necessitates the establishment of educational partnerships between schools and parents. Parental involvement

signifies enthusiasm for the teaching processes and a desire to be part of their child's educational journey. Such engagement can lead to increased support and foster a strong bond between the school and home."

Saeed, (Interviewee_SchoolPrincipal_10) a principal of school for children with learning disabilities says,

"I believe that partnership between school staff, children and parents is the key to create mutual processes, and success of the learning-educational process. Without cooperation of all parties, I think that learning and educational process will be significantly lacking".

The partnership between the school staff, children and parents is an important key to success and effective learning processes. The unique contribution of each side must be recognized and an advanced learning and educational environment must be created.

When the educational staff collaborates with parents, decisions can be made jointly, activities can be planned, and goals can be set together. This collaborative approach fosters an environment of partnership and support, involving both children and families.

For parents, the partnership with the school provides an opportunity to better understand the children's world and actively engage in learning and development processes tailored to each child. This collaboration can lead to effective and customized solutions addressing the specific needs of each student."

Ahmed, (Interviewee_SchoolPrincipal_11) a principal of school for children with learning disabilities says,

"Being parents in school is a different, unique and challenging task. Parents should worry about their children and help them, however, not do their assignments for them. Parents are not welcome to do the teachers' work. Each has a role. A child who comes from a problematic and shows home disrespect towards teachers, will have difficulties to meet the frame's demands and succeed in studies".

"While parents can serve as valuable partners in supporting the learning process, it is crucial to distinguish their role from that of teachers. Providing support and maintaining a positive outlook can significantly impact children positively."

The key is to convey the message that parents appreciate the work of teachers and recognize the unique roles of both sides. Simultaneously, teachers demonstrate commitment and dedicate their time to delivering the best education for children.

Understanding parents in the learning processes can profoundly impact children. When children feel support and understanding from their parents, they gain confidence in trying new things, overcoming difficulties, and developing both academically and emotionally.

Geehan, (Interviewee_SchoolPrincipal_6) a principal of a school for children with behavioural problems says,

"Many teachers feel unconfident. Sometimes parents' education level is higher than theirs. We want an educational system in which parents would feel professionally confident in order to succeed in their tasks. Therefore, as a school, we should enlist them to be on our side rather than against us. Teachers can experience insecurity for various reasons. When teachers find themselves in challenging positions, such as dealing with a diverse group of students with various needs and challenges, they may feel uncertain. Additionally, they face time constraints, tight budgets, and high expectations from both fellow teachers and school principals. Technological advancements, changes in courses and curricula, and adapting to new educational trends can introduce new experiences and challenges."

Behavior management, handling diverse student demands, and addressing social behavior also contribute to the level of insecurity teachers may feel. Managing misunderstandings or a lack of support from the school administration can create a challenging experience, fostering professional insecurity among teachers. Personal events, such as issues at home, personal health concerns, or other personal problems, can further impact teachers' confidence.

Dealing with significant gaps in learning abilities among students can pose a challenge for teachers, making them feel insecure in their ability to provide each student with the necessary support and instruction. Teachers constantly face

pressure due to the volume of work, the rapid pace of change, and high expectations. Any of these factors can undermine teachers' professional confidence.

Therefore, it is crucial to establish a supportive and understanding environment to assist teachers in addressing these challenges and help them feel more secure in their roles.

4.3.4.1. Researcher's interpretation

A school principal has an interest in a constant encounter with parents to maintain the integrity of the institution they manage. Without this encounter, a special education school principal might face several problems. Following are some most common problems of special education frames.

Parents are less interested in what goes on with their children at school, and less willing to take part in activities the institution holds. Many parents are not convinced of the importance of parents' committees and are unwilling to cooperate. They do not respond to a principal's requests when they are demanded to handle disciplinary problems, do not give the principal mental support, frequently use social pressure on the principal and disrespect teachers. This greatly affects the institution's image in the community, the intervention of local organizations in school issues with parents' support, lack of accepting financial support and required equipment from parents, and lack of identification with the school vision.

Parents do not believe the school when they get reports about their children's problems. They are unwilling to take part in school activities like a cleaning campaign, as an example, maintaining that they are not the system's servants".

There are situations of over-involvement of the parents' committee in everything that occurs in school. Parents tend to visit the school with no coordination, they are unwilling to send their children to institutions in their settlements due to their feeling of shame, which weakens the image of schools in their settlements. They tend to blame schools for all the problems connected to pupil transportation. When the institution reports any unusual sign the child has, that testifies to violence and neglect on the part of the parents, they make it personal and start fighting the school. They tend to put responsibility regarding any equipment and all pupil's needs, such as diapers, medications and clothes, on the school, thinking that the

school needs to supply all of that. Parents refuse to pay obligatory payments such as excursion expenses and insurance. A lot of parents do not take their children to examinations that are necessary for them to complete the therapies. They do not have their children take tests for required medication dosages.

4.4 Journalism findings

The researcher examined journalistic texts in both Hebrew and Arabic, focusing on the topic of special education and children with special needs within the Arab sector in Israel (table 9). The purpose of this study was to comprehend and analyze prevailing perceptions, attitudes, and critiques on special education in this sector. Texts were meticulously selected to provide comprehensive and in-depth material on the subject.

Table 9. Newspaper Characteristics

Newspaper Name	Date	Language
Yedioth Ahronoth	2018/05/3/5	Hebrew
Haaretz	2003/7/17	Hebrew
Haaretz	2019/8/5	Hebrew
Calcalist	2021/6/13	Hebrew
The Marker	2017/7/30	Hebrew
Yedioth Ahronoth	2021/11/2	Hebrew
Maariv	2019/6/5	Hebrew
Israel Hayom	2017/11/13	Hebrew
Reshet 13	2022/7/7	Hebrew
Maariv	2019/12/24	Hebrew
Maariv	2016/5/19	Hebrew
Maariv	2019/2/13	Hebrew
Maariv	2018/3/11	Hebrew
Boquera	2016/12/7	Hebrew
Yedioth Ahronoth	2023/2/2	Hebrew
Arab 48	2016/9/5	Arabic
Boquera	2023/10/29	Arabic

Kol al-Arab	2021/3/11	Arabic
Globus	2022/12/27	Hebrew
Yedioth Ahronoth	2022/1/23	Hebrew
Haaretz	2001/12/4	Hebrew
Kol al-Arab	2016/8/31	Arabic
Kol al-Arab	2021/11/10	Arabic

The chosen texts underwent analysis utilizing an “intensive content.” By this methodology, content analysis does not predetermine categories; rather, it unfolds in a dynamic process wherein categories are constructed and refined during the analysis itself. This study drew inspiration from the works of Gabthon (2001), Sabar-Ben Yehoshua (2001), Shkedi (2014), Charmatz (1995, 1983), Hutchinson (1988, 1990, 1994), and Corbin & Strauss (2000), all of whom have extensively explored this method.

The process of category selection involved repeated readings of the texts, annotation of notes, and an active search for commonalities and distinctions among passages. This approach facilitates the generation of a dynamic list of categories that emerges as a result of the process, thereby demonstrating a high resistance to pre-determining accurate categories.

The analysis identified five primary categories, encompassing the social and cultural perspective of the Arab sector in Israel while considering the special educational contexts of children with special needs. It is conceivable that certain categories may be further subdivided into subcategories, a consideration to be explored and refined throughout the ongoing analysis. The meticulous approach to category selection and the adherence to the “theory-grounded” method contribute to the robustness and depth of the research findings.

Findings of written journalism brought about four categories

1. Controlled and moderated parental involvement (category; correct decisions, clear instructions, and orders).
2. Collaborative work category (Synergy).

3. Financial support category (assistance).

4. Safety category (educational climate).

4.4.1. Controlled and moderated parental involvement (category; correct decisions, clear instructions, and orders).

The term “parental involvement (Freedman & Fischer, 2002), expresses a broad variety of actions mainly referring to the organizing of parents in school and the nature of their connection with school staff.

Parent intervention, on the other hand, relates to a phenomenon in which parents are a political pressure group that encounters a suspicious attitude from the teaching staff.

Parental involvement is usually perceived to be positive; however, the situation is different when the educational staff members feel that parents try to be overinvolved in school activities, occasionally without being asked to do so, inconsiderately and in a way that might even threaten their position. Parents, on their part, might interpret the goodwill of the system to integrate them into different activities, as a desire to exploit them as service providers or as sponsors, rather than partners in the educational act. The struggles between parents and special education schools in the Arab sector in Israel, and the ways of parental involvement and intervention in schools, had relevant references in written journalism and in written journalistic interviews over the years. Controlled moderated involvement of parents in education can benefit a child’s learning success and their general well-being. However, it is important to find balance and avoid being dominant or in control. Controlled parental involvement usually includes parents who set boundaries and expectations for the study performance and behavior of their child, while giving a certain level of autonomy and responsibility to the child. This can include follow-up after completion of homework, constant communication with teachers and providing guidance and support according to need.

Moderated parental involvement usually includes a more collaborative approach between parents, teachers and pupils. This can include participation in parent-teacher conventions, volunteering in school events and active involvement in the school community. Controlled moderated parental involvement can be efficient in advancing the academic success of a child, however, parents must identify when

their involvement turns into control, or too disruptive. Dominant or controlling parents might put unnecessary pressure on their children, leading to stress, anxiety and a decrease in study performance. Eventually, a suitable parental involvement level would be dependent upon the personal needs and circumstances of a child. Parents need to aspire to find a balance that enables their children to take ownership of their education while giving the needed support and guidance. The following are examples of interviews with parents and professionals, presented in written journalism.

In the researcher's analysis of the daily journal, a notable emphasis was placed on the parents' keenness to participate in the processes involving their children. The interventionist aspect was particularly prominent, elevating their desire to play a dominant role.

The manner of involvement and intervention highlights them in two subcategories that emerged from this broad category.

4.4.1.1. The right to be involved in decision-making for his son

Parents of children with unique characteristics may, at times, exhibit low involvement, often influenced by social, cultural, or economic disparities. These factors can create a disconnect between the processes within the education system and the parents' comprehension. Disparities can arise in thought processes, perspectives on educational methods, familiarity with tools, and the ability to understand them.

Facilitating closer engagement between parents and students from unique populations, especially through involvement in decision-making, is vital for establishing optimal communication to address the child's needs.

Incorporating parents into the decision-making process involves fostering increased dialogue. This entails sharing information, mediating discussions, actively listening to parents' needs, and providing clear instructions and explanations to enhance parental understanding. This collaborative approach ensures that decisions are well-informed and aligned with the best interests of the child.

The challenges stemming from insufficient parental involvement were discussed by a mother of a student with special needs from the Arab sector during an

interview with a journalist for the Arabic-language newspaper Kol al-Arab On August 31, 2016:

"A mother to a pupil, "My child with special needs studies for many years in an educational institution in ..., and unfortunately, we could not understand, we realized that the Local Authority decided, unprofessionally and without responsibility, and without us being informed to transfer our child to a school in a different settlement. We refused to this move, because we realized that the school is unsuitable for our son's circumstances, medical and otherwise"

"The mother continued, 'we have the right to choose the educational institution suitable for our child, and if we will do not see any progress, I will not send my son to an institution in another settlement, but I will keep him at home until I find for him a suitable institution, such as the one in Iksal, and if there is another institution, suitable for my son's circumstances, we will not oppose to it, all we want is to receive the needed services, because there are services in the institution in Iksal that do not exist in other schools, due to scarcity of budgets, and as a matter of fact, my son's presence there caused him to feel better and very comfortable, and I don't want these things to be taken from him, which will cause him psychological and health damage".

The mother's expressed concerns and reservations vividly highlight her strong desire to play an active role in any decision-making process related to her son. She is acutely aware of her right to reject decisions that are made without her knowledge and collaboration. This underscores a fundamental principle—the widely accepted belief that parents, particularly mothers, possess a unique understanding of and knowledge about their child's needs, surpassing that of decision-makers relying solely on data and reports. This recognition stems from the acknowledgment that such data may lack relevance or reliability when compared to the firsthand knowledge and insights that parents inherently possess.

In alignment with the mother's perspective, her statement resonates with the directives outlined in the Director General's circular issued on February 14, 2022. The circular explicitly emphasizes the education system's view of parents as integral partners in the educational process, acknowledging them as the constitutional guardians of their children. In the context of parents with children having special needs, the circular places significant emphasis on the pivotal role

parents play in decisions concerning their children, honoring their wishes and preferences. The directive underscores that parents act on behalf of their children, ensuring the realization of their rights and representing them across various domains, including health, welfare, and education. This collaborative approach is firmly grounded in the notion of incorporating parental expertise into every decision-making process, as elucidated by Yael Gross-Englander in 2013 (page 16).

In the same report in the Arabic-language newspaper Kol al-Arab on August 31, 2016. One of the interviewees, who defined his role as responsible in the education system, said,

“We in the Local Authority register people with special needs to institutions the Ministry of Education has decided, and still parents have a right to transfer their child to any other institution, but in case they choose an institution that is not approved by the Ministry of Education, parents will be responsible for transportation expenses, and all the budgets that the Authority receives we transfer to the institution selected by the parents”.

The interviewee underscored and emphasized that parents have the right to choose where their son will study. The interviewee highlighted the paradox that arises between the desires of the parents and the decisions of the Special Education School. Although the interviewee indirectly acknowledges the parents' need to be involved and their right to select the educational framework for their son, the researcher interprets this as suggesting that parents should not complain against Special Education if their son encounters difficulties within the chosen framework.

However, the paradox serves to strengthen the researcher's argument, asserting that parents have positioned themselves as professional experts in their child's academic field and skills. This contradicts the decisions made by the professional echelon, which has undergone academic training over the years and is portrayed as a respected professional identity. When a parent opposes this professional opinion, it is seen as a challenge to the identity of the professional echelon.

The Local Authority's role in registering people with special needs to institutions designated by the Ministry of Education is a crucial aspect of ensuring appropriate care and education for individuals requiring special attention. This process is

typically governed by guidelines and regulations that aim to provide a structured framework for the placement of individuals with special needs in institutions that meet specific standards.

One notable feature of this system is that parents retain the right to transfer their child to another institution of their choice. This decision is significant as it empowers parents to make choices that they believe align with the unique needs and preferences of their child. However, there are certain conditions attached to this right, particularly in the case of selecting an institution that is not approved by the Ministry of Education.

When parents opt for an institution not officially approved by the Ministry of Education, they become responsible for bearing the transportation expenses. This condition encourages parents to carefully consider their choices and weigh the potential benefits of a non-approved institution against the associated costs. This financial responsibility underscores the importance of aligning parental choices with the established standards and guidelines set by educational authorities.

Furthermore, the financial aspect also emphasizes accountability within the system. By transferring all budgets received by the Local Authority to the institution chosen by the parents, there is a transparent flow of resources. This financial transparency ensures that the selected institution receives the necessary funding to provide quality services and support for individuals with special needs.

The system's flexibility, allowing parents to choose alternative institutions, acknowledges the diverse needs of individuals with special needs and recognizes that a one-size-fits-all approach may not be suitable. However, the framework also seeks to maintain a balance by ensuring that choices made by parents are within the parameters of quality and approval set by the Ministry of Education. This dual approach strives to provide a tailored and supportive environment for individuals with special needs while upholding certain standards to guarantee the delivery of effective and safe services.

The question of who holds the authority to decide, whether it is the parents or the Special Education School, should be explicitly addressed in the regulations. This clarification is crucial because children often become victims caught between the

desires of the parents and the decisions of the establishment, ultimately harming the child's best interests.

This paradox was also highlighted by one of the interviewees in a report published in the Arabic-language newspaper "Kol al-Arab" on August 31, 2016:

“In light of conflict of interests between Local Authority and parents who prefer to transfer their children separately and choose an acceptable Accompanying person, these children become victims of loss of dozens of educational hours and the continuous conflict between a parent on one hand and factors in Local Authorities trying to reduce expenses on the other hand”.

The Education Ministry's regulations stipulate that if a parent chooses a framework for their son that contradicts the position of the Special Education School, the parents will bear the responsibility and cover the transportation costs out of their own pocket. However, disregarding the input from parents constitutes a violation of the child's rights, including the right to receive everything prescribed for them in the Special Education Law (Organized Transportation Law 1988).

The Student Rights Act of 2000 asserts that in any decision or action taken by a parent regarding their child, the best interests of the child must be a primary consideration. A parent is obligated to ensure that a child, capable of expressing their own opinion, has the freedom to express their views. The weight given to the child's opinion should be commensurate with their age, abilities, and maturity, following the sharing of relevant information with them (Sher et al. 2023). This implies that parental involvement should prioritize the best interests of the child rather than personal preferences.

4.4.1.2. Intervention rather than involvement (dominance)

Parental involvement encompasses the extent to which parents engage in their child's life—demonstrating interest in day-to-day activities, being present at significant milestones, establishing boundaries with the understanding that they play a key role in shaping these limits and possessing the ability to mediate situations, offer words of encouragement, provide explanations, assistance, and, most importantly, unconditional support for their children, not just when financial needs arise.

As educators, when we observe a lack of parental involvement, we strive to make every effort to engage parents in the process. They must comprehend their significance, recognizing that meaningful change cannot occur without their assistance. Our goal is to enlist parents as partners in the educational journey, where each party has a distinct role.

On the other hand, parental intervention refers to behaviours that blur the line between appropriate and inappropriate involvement. This distinction is subtle, representing the fine border between engagement and interference. A parent might mistakenly believe that their actions are the epitome of involvement, whereas the education system may perceive it as an intervention. Parents need to navigate this delicate balance to ensure their involvement is constructive and aligns with the educational process. In a report that appeared on November 10, 2021, in the Arabic-language newspaper Al-Arab:

“Head of Local Authority, on his behalf, said that 'the subject of pupils' ride and transportation is a subject connected to regulations and orders of Ministry of Education, and there are parents who try to exploit crippled handicapped children out of strange reasons which eventually affects their children”.

The transport of children with special needs is indeed a complex process that involves various stakeholders, each with distinct roles and responsibilities. The Ministry of Education, parents, local authorities, and the Ministry of Transport all play crucial parts in ensuring the safe and efficient transportation of these children. However, potential conflicts and misunderstandings may arise, particularly when it comes to the level of parental involvement and its perception by special education schools.

When parents recognize and embrace their responsibility as partners in the transportation process, they naturally seek to exert influence and actively participate in decision-making. This involvement stems from a genuine concern for the well-being and safety of their children. However, from the perspective of special education schools, this heightened parental involvement may sometimes be perceived as interference in their day-to-day operations.

A collaborative approach requires transparent delineation of responsibilities. This includes clearly outlining the role of the Ministry of Education in setting standards

and guidelines, the responsibilities of local authorities in facilitating communication, the role of parents in advocating for their child's needs, and the operational responsibilities of special education schools in implementing transportation plans.

A report that appeared on August 31, 2016) in “Kol al-Arab newspaper” in Arabic:

“In light of conflict of interests between Local Authority and parents who prefer to transfer their children separately and choose an acceptable Accompanying person, these children become victims of loss of dozens of educational hours and the continuous conflict between a parent on one hand and factors in Local Authorities trying to reduce expenses on the other hand”

In the same report:

“Hajar’s father approves as well that no one drives his daughter to school and adds, ‘I went several times to school and to the official factors, who say that there are no transports. We don’t know how we will solve this problem.

The Hajar’s father an interview in the report individual sheds light on a challenging situation characterized by a conflict of interest between the Council and the education system. This conflict seems to manifest in the context of transportation arrangements for children with special needs. The mention of parents preferring to move their children separately and selecting an acceptable companion introduces an additional layer of complexity to the issue.

The phrase “fall victim to the loss of dozens of hours of education” underscores the direct impact of the conflict on the education of these children. The disruption caused by transportation issues not only affects the time spent in transit but also has a broader consequence of diminishing the overall educational experience for these students. The phrase suggests that the educational well-being of the children is compromised due to the ongoing conflicts and challenges in the transportation system.

Furthermore, the reference to “constant conflict between parents on the one hand and officials who try in various ways to reduce expenses” highlights the ongoing tension and disagreement within the system. On one side, parents may be advocating for personalized transportation solutions that they believe are in the best interest of their children. On the other side, officials may be grappling with

the need to manage expenses and allocate resources efficiently, potentially leading to conflicting priorities.

The question of who holds the right to make decisions for the benefit of the child whether it is the parent or the Special Education School is a critical issue. The attention to the challenges arising from contradictions between the desires of parents and the decisions made by the establishment. These contradictions, both indirect and direct, can potentially infringe upon the rights of the special child.

Encouraging shared decision-making and involving parents in matters concerning the child can foster mutually positive relationships. This collaborative approach not only respects the rights of parents but also contributes to the overall well-being and development of the child. By recognizing the importance of input from both parents and the establishment, it becomes possible to create an environment that promotes the best interests of the child and addresses any potential conflicts that may arise from differing perspectives"

In the report that appeared on December 4, 2001, in the Hebrew newspaper Haaretz, there is another layer of parental intervention in school work, as one of the teachers says,

"Today when children come home with a scratch, parents immediately call to check" the teacher says. "But what can we do? In the beginning the parents held watch shifts. But they could not keep it. Then the Local Authority supplied an assistant to watch the child. But the assistant also could not keep it. Eventually, special education teachers were told to watch him. But this is a problem as well. The teachers concentrate all the effort on the child and other children that should be with them do not receive their hours. It appears to me that this problem has no solution. Removal from school is the greatest threat we have on this child, but I am not sure this is a punishment for him. I already heard about pupils that approached the teacher on duty on the courtyard after he beat them up in the recess, and the teacher said to them 'then hit him back'".

The situation described highlights the significant challenges faced in finding a sustainable solution for the transportation and supervision of a child with special needs. The attempted solutions, such as parents holding watch shifts, the Local

Authority providing an assistant, and special education teacher taking on the responsibility, each present their own set of difficulties.

Parents initiating watch shifts demonstrates a commitment to addressing the issue, but it's understandable that this might not be a sustainable solution due to various constraints, such as conflicting schedules or the need for consistent supervision.

The involvement of an assistant supplied by the Local Authority suggests an attempt to provide dedicated support. However, if the assistant is unable to fulfill the role consistently, it indicates a systemic issue that needs attention. This could be due to factors such as insufficient resources, inadequate training, or an inability to handle the specific needs of the child.

Assigning special education teachers to watch over the child highlights the resourcefulness of trying to use existing personnel. However, this solution introduces another layer of complexity, as it diverts the attention of the teachers away from their primary roles in educating the broader group of children. This not only affects the child in question but also impacts the overall classroom dynamics and the learning experience of other students.

The concern about removing the child from school reflects an awareness of the potential negative consequences, acknowledging that it might not be a suitable solution or a punishment for the child. This suggests recognition of the importance of maintaining the child's access to education and social interactions.

On December 4, 2001, a report appeared in the Hebrew newspaper Haaretz:

Sefy, was a teacher and a homeroom teacher in a Junior High school in..., until she retired this year. "I retired before retirement age because the system broke me. What happens is almost a joke. I belong to a generation that thinks that boundaries are necessary. With no boundaries there is no society that can hold. Currently, children and parents control school. If you yell at a child, you are asked, 'Why did you hurt him emotionally?' When I asked parents about a child who did not do his homework, they told me, 'This is not my problem, probably you don't teach well'. You cannot lower a child's grade because of his behavior. Practically, it is also impossible to get a child repeat grades. When there is a problem, we are told, 'handle the child'. And what if it is impossible to handle the child?"

The escalating violence and a growing sense of anarchy within the education system are not confined to special education frameworks; they are observed in regular education settings as well. Based on the accounts of parents with children with special needs and my experience as an education system principal, numerous children face repeated suspensions from special education frameworks annually due to violent behavior arising from their disabilities. Shockingly, there is a lack of monitoring by the Ministry of Education, making the suspension policy seem incongruous in a school with a special educational purpose.

Special education frameworks are expected to be equipped to address challenging behavior patterns exhibited by children with special needs. However, it appears that even within the Ministry of Education's special education frameworks, the response to children's behavior arising from their disabilities often takes the form of suspension.

The dilemma faced by these frameworks, driven by the desire not to deprive any child, comes at a significant cost. Parents, feeling helpless, often intervene and escalate matters to political echelons to exert pressure on the frameworks and influence policies to protect their own children. Unfortunately, this focus on individual cases can lead to the neglect of other children who do not have parents advocating on their behalf.

The prioritization of one parent's rights over the collective rights of all students creates a challenging dynamic for teachers. They may perceive parental intervention as interference in their work, leading to a complex and strained relationship between educators and parents. Addressing these issues requires a balanced approach that considers the rights and needs of all students while providing necessary support for children with special needs.

In a report that appeared on December 4, 2001, in the Hebrew-language newspaper Haaretz:

“Well, what happens currently? It is impossible to obligate any parent to put a child in an advancing class or a therapeutic class. There is no more special education in a regular school, even if a child has neurological problems, even if his intelligence is not in order. The therapeutic teacher, who previously used to take the pupil out of class, currently sits with him inside the class”.

The challenges described in integrating children with special needs into regular classrooms are reflective of the complexities associated with inclusive education. While the intention behind inclusive education is to provide all students, regardless of their abilities, with equal opportunities, the practical implementation often encounters hurdles.

It's important to acknowledge the diversity of needs among children with special requirements, including those with neurological problems or intelligence differences. Inclusive education aims to create an environment where students with diverse abilities can learn together, fostering understanding and support. However, the realities of classroom dynamics and resource constraints can make this challenging.

The shift from a model where a therapeutic teacher takes the pupil out of the class to one where they sit inside the class reflects an evolving approach to inclusive education. This shift is intended to promote greater integration and social interaction among all students. However, as you've pointed out, it may also pose challenges, particularly if the therapeutic teacher is not able to address the specific needs of the child effectively within the regular classroom setting.

On December 4, 2001, in the Hebrew-language newspaper Haaretz:

"All depends on the will of parents. Parents hate stigmas and prefer leaving the children in a regular class, even if they disturb. I had a case of a mother who said that she did not care if the pupil will hang around outside for half a day, as long as he is in a regular class. On top of this, the persistence principle is added. Every child must complete High school, even if he is incapable, even if he is disruptive, even if he causes only damage. Persistence is the only index of principals' success, with no relation to the consequences it causes to a child".

The use of word meters is widespread in discussions about school-parent relationships. "Ultimately, the question arises as to the extent to which each side accepts or rejects the other. One of the challenges is that teachers were not trained to interact with adults, but with children. The essential question emerges: who are the clients of the school, the children alone or also their parents?"

In recent years, there has been a trend towards acknowledging the role of parents. However, the challenge lies in not always knowing how to effectively facilitate this

collaboration. Parents often approach teachers with aggression, overlooking the fact that their children's welfare is a shared interest between teachers and parents, and there are no opposing sides here.

It's disheartening if a child is caught in a situation where their parents and the school cannot engage in dialogue. Parents who avoid involvement miss out on a significant part of their child's world, and any conflicts that arise between the parties may directly impact the well-being of the child.

4.4.1.3. Parents' denial of recognition of the child's disability

Parents' denial of their child's disability is a complex phenomenon that can have profound and interconnected effects on the child and their environment. When parents choose to ignore a particular disability and do not recognize its existence, it can lead to additional challenges for the child and those around them.

Several factors may contribute to parental denial of a child's disability:

Fear of Regrets: Parents may fear that acknowledging their child's disability will bring attention to regrets and challenges associated with the disability. They might anticipate that addressing the child's limitations will lead to more difficult social recognition.

Fear of Government or System Changes: Denial of disability may stem from a fear of government or educational system interventions. Parents may be concerned that recognizing a disability could lead to changes in the educational framework or learning program, impacting their child's educational experience.

Lack of Understanding: Parents may simply lack sufficient understanding or knowledge about the child's disability, leading them to be hesitant in acknowledging it.

Fear of Difficult Treatment: Acknowledging a disability may be seen by parents as the first step toward a more challenging process of treatment or coping, leading them to avoid facing the issue.

Recognizing a child's disability is crucial to providing the necessary support and care for their optimal development. It is important to investigate the reasons for parental denial and involve the child in the process of understanding and supporting their disability. Skilled professionals can play a vital role in facilitating this

process, helping comprehend the situation, and improving parent-child relationships.

The mechanism of denial involves acting as if something is not happening, ignoring certain details, occurrences, events, or knowledge originating from the external world.

Dealing with parents denying their children's need for special education is a complex and sensitive matter. Reasons for this denial may include emotional attachment, stigma and shame, lack of awareness or understanding, fear of being labeled, reluctance to involve professionals, and personal beliefs or cultural factors. This denial can have significant consequences for the child, hindering early intervention and support, leading to missed growth opportunities, and potentially exacerbating the child's difficulties over time.

Educators and school professionals must approach such situations with empathy, understanding, and open communication. Building trusting relationships with parents can help address their worries and fears, gradually guiding them toward accepting the child's special education needs and accessing appropriate support services. Collaboration among parents, educators, and experts can lead to better outcomes for the child and foster a more inclusive and supportive educational environment.

In a report that appeared on May 19, 2016, in the Hebrew-language newspaper Maariv:

"Sometimes, in the Arab sector, there is a pretense that all is good and well whereas it isn't. There were some, as it turned out, that they themselves, the parents, have intellectual disability. I didn't really have a team to work with because they didn't believe we will be able to get to this, despite the fact that before I arrived, there was already a coping program of school for parental involvement.

Coping with educational challenges, particularly addressing developmental delays, can indeed be a complex task. Having a comprehensive understanding of the programs and tools available for supporting and addressing child retardation is crucial. It's evident that you recognize the unique challenges and needs of the

Arab sector within the educational system and emphasize the vital role of parental involvement in supporting students' educational journeys.

Insisting on parental involvement is a powerful approach, showcasing a belief in the potential to bring about positive changes in the education system that benefit all students. This emphasis becomes even more critical when addressing the needs of students with special needs or developmental delays. Collaborative efforts between parents and schools, considering the specific needs of each student, often yield the most effective solutions.

By fostering a strong partnership between parents and schools, it becomes possible to create a more inclusive and supportive educational environment. This collaborative approach not only addresses the immediate needs of students with special requirements but also contributes to the overall improvement of the education system, ensuring that it is better equipped to meet the diverse needs of all students"

In the same report that appeared on May 19, 2016, in the Hebrew-language newspaper Maariv:

"Thus, Abu Juhar decided to take action. With the multi-professional staff she checked parents' background: number of children, education level, socioeconomic status, and more. 'Not everybody cooperates with the dirty laundry', she says.

Certainly, understanding the social and parental background of students is a crucial aspect of creating a conducive and supportive learning environment. It reflects a recognition that students' needs and challenges are often intertwined with their familial and social context. Your mention of a guided understanding for parents at school, which involves professional processes and clear arrangements, suggests a thoughtful and structured approach to supporting families during the educational process.

Incorporating an examination of parents' and students' social backgrounds into the rules of suitability for learning demonstrates a commitment to personalized and targeted support. This approach recognizes that factors outside the school environment can significantly impact a student's ability to learn and thrive academically.

Having professional processes and clear arrangements in place signifies a systematic and intentional effort to understand and address the needs of families.

It could involve mechanisms such as regular communication channels, parent-teacher conferences, workshops, or counseling services designed to provide tailored support based on the unique circumstances of each family.

By fostering a guided understanding for parents at school, educational institutions can contribute to building a more collaborative and supportive community. This approach not only benefits individual students and their families but also enhances the overall effectiveness and inclusivity of the educational process"

In the Maariv newspaper on March 11, 2018 appeared:

"S. is diagnosed with attention problems and learning disabilities, and he needs a special framework. A placement committee decided that he should be placed in a special school for children with mental disorders. His parents adamantly refuse the placement.

As of today, S. is still at home. Parents refuse to put him in a school that treats children with mental disorders. At first, they took him with them to work, a day with Dad, a day with Mom. But soon he was left alone at home, idle."

The situation highlights a complex dynamic between the parents' decision and the recommendation of the placement committee regarding the integration of a child into a special school for children with mental disorders.

While the decision to integrate a child into a special framework is typically influenced by the recommendation of educational and welfare departments, it is ultimately a personal decision of the parents. Every student indeed has the right to receive education in a manner that suits their needs, and parents play a significant role in making decisions about their child's education.

In cases where there is disagreement between the parents and the decision of the local authority or placement committee, it's crucial to recognize that families have the right to appeal or pursue legal means to assert their choice. This legal recourse is in place to ensure that parents have the ability to advocate for what they believe is in the best interest of their child.

Balancing the perspectives of educational professionals, authorities, and parents is essential in providing the most appropriate and supportive educational environment for the child. Open communication and a collaborative approach between all parties involved can help navigate these complex situations, keeping the best interests of the child at the forefront of decision-making processes.

4.4.1.4. Researcher's interpretation

In the Israeli Arab sector, we witness an increasing number of parents to pupils who study in special education frames, who reveal interest in direct influence on their children's education. They choose to intervene by multiple means, with a direct approach to the political layer, flooding it with complaints, occasionally false complaints. They expect it to put pressure on the school, to cancel requirements or gain things for their benefit, or to make them feel that they have the upper hand at school.

Occasionally, some parents choose to talk to the media, to write against the school, regarding issues which are occasionally true, and at times false, to pressure the school and become influential, thus they put pressure indirectly on principals and teachers to influence the school.

Either through high-frequency complaints, passed through phone calls, both to bureaus of social workers and to Inspectors of educational institutes, that in many cases give full attention and backup, rather than backing up the institutions, that are in fact under their responsibility .

In this situation, parents receive the power and legitimacy to intervene, and thus find themselves functioning as a principal's right hand, they lead processes of change and advancement in the school, help with financial processes the school deals with and with community inclusion, and they dedicate much resources for the goal.

Some parents use social meetings at weddings, in mourners' houses, in restaurants and any other public places, and talk derogatorily about the school as a tool for pressure, and as a threat to close the school and to operate non-profit associations in its place. Additionally, they threaten to transfer pupils to other schools and also to cancel complements, and cause a reduction in budgets that the school receives and a reduction of professional and skilled personnel.

Intervention and pressures on a principal from exterior people who are close to them and who influence them.

Frequent summons for meetings with the principal and counsellor.

Using every letter and assessment a pupil gets to threaten that “here you signed a document that the child has not advanced, which testifies that you are unprofessional.”

Some parents threaten the school with complaints to the police and thus pressure or threaten that they will not cooperate and avoid giving their children medical drugs that can assist in giving quiet to the school, some involve the national parents’ committee.

Parents draw strength when they have internal collaborators who can take pictures inside a school and spread bad things about the school, some threaten to complain to the educational district and the Ombudsman .

As opposed to them, some parents sit on the fence and natter about school work, the educational system, about the “easy” work that teachers have, however do not try to understand the complexity of the learning process in school, and are not willing to donate their energy, their knowledge, their ability to school.

Most parents to special education pupils in the Arab sector perceive their children’s free education as: “I will send my child to school and the school will take full responsibility for everything”. They refuse to pay for excursions because they perceive that it is free even though it is not; they do not bring their child all the necessary products because they perceive it to be free, and if the institution asks it from them they start to put pressure through other factors and make it difficult for the school.

Some teachers perceive parental involvement as intervention, as criticizing and damaging to their teacher authority in front of pupils. Others succeed in channelling parental forces for the clear purpose of help and support in school processes and everybody gains from it.

We, in the education system, teachers, principals and policymakers, need to be aware of the change that has occurred in the society and culture around us. Alienation between school and the outside world increases as well following

parents' sensations that it is not the best place for their children. Therefore, parents must be recruited to be involved in school rather than in intervention processes. If we can recruit parents, connect them to school, and listen to them, to their wishes, thoughts and even their dreams, they might be more attentive to school needs and desires, it might be possible to recruit more parents to school activities and especially to the sense of connection.

True, it is much more difficult to operate not just in front of pupils, but also parents, however, the process is already happening, and where involvement is absent intervention is present, and we all lose! The keys in this case are in our hands, the hands of personnel of the system, and as soon as we open the right door, we will all benefit.

By employing denial, individuals avoid recognizing or acknowledging aspects of reality that carry threatening or distressing emotional content. This conscious or unconscious act allows them to shield themselves from potential conflicts and maintain a semblance of mental stability. In essence, denial acts as a psychological coping strategy to prevent individuals from having to confront emotions or realities that may disrupt their emotional equilibrium.

4.4.2. Collaborative work category (Synergy).

Teamwork with quality cooperation in schools supports three central processes of teaching organizing array: learning, planning and performing teaching-learning, and evaluation of achievements. Muijs et al. (2011) hypothesize that cooperation within the educational system can improve the system's achievements, especially for schools that serve communities of a low socioeconomic level. Lahman-Lazar et al. (2013) recognize a continuity connecting the terms "cooperation" and "partnership". Continuity of the connection spans between a situation in which two factors operate with coordination and mutual assistance without enforcement in a reciprocal relationship focused on a common purpose, with identification of common interests, to a partnership that is broader in information, resources and activities, for the achievement of a common outcome that neither of the partners can achieve alone (Lahman-Lazar et al., 2013).

Collaborative synergetic work relates to a process in which individuals work together as a team to achieve a common purpose, while each contributes their unique strengths and abilities for the creation of a bigger outcome than each

individual can achieve on their own. This type of work involves cooperation, communication and willingness to listen to the viewpoints and ideas of others.

Collaborative synergy can be extremely efficient in situations where there is a need to solve complex problems or develop innovative solutions. By bringing people with diverse backgrounds, specialities and viewpoints together, groups can create a broader diversity of ideas and approaches, than any one individual can create on one's own. This can lead to more creative and efficient solutions to problems .

Efficient collaborative synergy work requires a culture of trust and respect among the team members. It also requires clear communication and a willingness to compromise and adapt to the viewpoints of others. Team members need to feel empowered to contribute their ideas and viewpoints and they must be open to constructive feedback from others.

Eventually, the success of collaborative synergy depends on the ability of team members to work together efficiently and leverage each other's strengths and specialities to achieve a common purpose. Collaborative synergy work can lead to more innovative solutions, increased creativity and to common sense of ownership and accomplishment among the team members .

The researcher identified different references regarding cooperation and its importance in reports of written journalism that presented interviews with parents and professionals. Following are some examples:

On June 13, 2021, a report appeared in the Hebrew Calcalist newspaper. There was a reference by one of the interviewees who stated that she was a school principal.

"Additionally, success of mainstreaming is mostly built on educational and professional staff, called 'para-medical staff', accompanying the child in the frame. Actually, there is lack of para-medical staff and there are difficulties in recruiting them to the mainstreaming programs in schools, especially due to the low salary paid. Therefore, it is possible to say that not necessarily that every special education child who was in a mainstreaming frame will succeed to function better than a child who was exclusively in special education frames".

The lack of medical personnel in special education schools can indeed have significant implications for cooperative work and synergy within the educational environment. Medical personnel, such as nurses, therapists, and other healthcare

professionals, play a crucial role in supporting the overall well-being and development of students with special needs. The impact of their absence may manifest in several ways:

Healthcare Support: Medical personnel are essential for managing the health and medical needs of students with disabilities. Their absence may result in challenges related to the administration of medications, handling medical emergencies, and ensuring the overall health and safety of students.

Therapeutic Interventions: Special education schools often cater to students with a range of physical, developmental, or behavioral challenges. Therapists, including physical therapists, occupational therapists, and speech therapists, provide specialized interventions to address these challenges. The lack of such professionals may limit the availability of crucial therapeutic services for students.

Coordination of Care: Medical personnel often serve as a bridge between educational and healthcare systems, facilitating coordination between teachers, parents, and healthcare providers. Their absence may lead to gaps in communication and collaboration, impacting the holistic care and development of students.

Individualized Education Plans (IEPs): The development and implementation of Individualized Education Plans (IEPs) often involve input from various professionals, including medical personnel. The absence of these professionals may hinder the creation of comprehensive and effective plans tailored to the unique needs of each student.

Teacher Training and Support: Medical personnel often provide training and support to teachers and staff in managing specific health-related or therapeutic aspects of a student's needs. Without this support, teachers may feel less equipped to address the diverse challenges presented by students in the special education setting.

Holistic Development: The collaboration between medical and educational professionals is crucial for promoting the holistic development of students with special needs. The absence of medical personnel may result in a more fragmented approach to addressing the complex needs of these students.

In the report that appeared on January 1, 22 in the Hebrew newspaper “Yediot Ahronot”, the interviewee stated:

"One of the important skills is communication and sharing – awareness to need for cooperation, ability to build relations with others in order to solve problems, ability to work in a team, sharing information and knowledge with colleagues, taking part in learning communities and abilities to conduct a dialogue and a discourse. There was not even one teacher who thought it was a good idea. Nevertheless, I experienced a school that functions at a high level with quality staff, mostly committed to high standards and investment".

The skills communication, cooperation, relationship-building, teamwork, knowledge sharing, participation in learning communities, and the ability to engage in dialogue and discourse are integral not only in the field of education but in various professional and social contexts.

Communication: Effective communication is the foundation of successful collaboration. Teachers need to convey ideas clearly, listen actively to their colleagues, and communicate with students, parents, and administrators. Strong communication skills facilitate understanding and promote a positive learning environment.

Cooperation: In an educational setting, teachers often need to collaborate with one another, administrators, support staff, and parents to create a cohesive and supportive learning environment. Cooperation fosters a sense of community and helps address challenges more effectively.

Relationship-Building: Building positive relationships with students, colleagues, and parents are the key to creating a nurturing and inclusive learning environment. Strong relationships contribute to a positive school culture, enhance trust, and create a supportive network for everyone involved in the education process.

Teamwork: Teaching is rarely an isolated endeavor; educators often work in teams, whether it's within a grade level, department, or school-wide. The ability to work collaboratively in teams allows for the pooling of diverse skills and expertise, leading to more comprehensive and effective educational practices.

Knowledge Sharing: Education is a dynamic field, and continuous learning is essential. Teachers who actively share information, resources, and best practices

contribute to a culture of continuous improvement. This also creates a supportive community of learners within the school.

Learning Communities: Participating in learning communities, whether formal or informal, provides teachers with opportunities to engage in professional development, share experiences, and stay informed about the latest educational trends and research. Learning communities foster a culture of growth and innovation.

Dialogue and Discourse: The ability to engage in thoughtful dialogue and discourse is crucial for addressing complex issues, solving problems, and making informed decisions. Teachers who can articulate their ideas, listen actively, and engage in meaningful conversations contribute to a vibrant and intellectually stimulating educational environment.

On January 23, 2022, in the Yediot Ahronot newspaper, one of the interviewees emphasized the importance of team meetings for the success of the system and the advancement of processes, saying:

"The procedure we have in those meetings, is actually discuss, talk, listen. This gives us in the committee the ability to slightly feel the field with the top of our fingers, as we are quite distant".

The method employed by the committee, which emphasizes conversation, dialogue, and active listening, is a highly constructive and effective approach. Providing the opportunity for all committee members to express their ideas, opinions, and perspectives whenever necessary fosters a collaborative environment. The emphasis on hearing and listening ensures that every party is not only heard but also actively involved in the decision-making process.

Discussions and meetings play a pivotal role in increasing cooperation and fostering synergistic work within any organization, including educational settings:

Information Sharing: Meetings provide a platform for sharing important information, updates, and announcements. This ensures that everyone is on the same page and has access to relevant details.

Clarity of Goals: Discussions help clarify goals, expectations, and priorities. This clarity is crucial for aligning efforts toward common objectives.

Building Relationships: Face-to-face interactions in meetings facilitate relationship-building among team members. Personal connections and understanding contribute to a more cohesive and collaborative work environment.

Meetings offer a space for collaborative problem-solving. Teams can brainstorm ideas, share perspectives, and work together to find solutions to challenges.

Consensus Building: Meetings allow for the exploration of different viewpoints, enabling teams to reach a consensus on decisions. This participatory process fosters a sense of ownership and commitment to the outcomes.

Timely Decision-Making: Real-time discussions help in making decisions promptly, avoiding delays that may occur through asynchronous communication channels.

Meetings provide opportunities for educators to share best practices, successful teaching strategies, and innovative approaches to improve classroom experiences.

Discussions can be used for professional development, where educators share insights from workshops, conferences, or relevant training sessions.

In the report that appeared on January 23, 2022 in the Hebrew newspaper “Yediot Ahronot”, in the interviewee's statement:

"The difficulties we come across are first of all multiple staff, which beyond it being multiple opinions that can fertilize and give some thinking which is beyond, it is extremely lot of knowledge going around, lots of knowledge. Extremely lot of pedagogy paperwork going around. It is an individual study program, class study program and group study program".

The concept of an "individual study program," "class study program," and "group study program" in special education reflects the diverse ways in which educational institutions cater to the unique needs of students with special needs. Each of these programs is designed to address the individualized learning requirements of students with disabilities, fostering an inclusive and supportive learning environment. Let's explore each of these study programs in special education.

Individual Study Program: Customized Learning Plans: An individual study program involves tailoring the curriculum to meet the specific needs and abilities

of each student with special needs. This may include personalized learning plans, adapted instructional materials, and modifications to assessments.

One-on-One Instruction: Students in an individual study program often receive one-on-one instruction from a special education teacher or aide. This allows for focused attention and the adaptation of teaching methods to suit the student's learning style.

Flexible Pace: Individual study programs often allow for a more flexible pace of learning. Students can progress at their own speed, ensuring that they grasp concepts thoroughly before moving on to new material.

Class Study Program/ Inclusive Classroom Environment: In a class study program, students with special needs participate in a regular classroom setting alongside their peers without disabilities. The emphasis is on creating an inclusive environment that accommodates diverse learning needs.

Collaboration with General Education Teachers: Special education teachers collaborate with general education teachers to develop and implement strategies that support students with special needs. This collaboration benefits not only students with disabilities but the entire class.

Differentiated Instruction: Class study programs often involve differentiated instruction, where teachers modify their teaching methods and materials to accommodate various learning styles and abilities within the same classroom.

Group Study Program: Small Group Instruction: In a group study program, students with similar learning needs are grouped together for instruction. This allows for targeted teaching strategies and facilitates peer support among students facing similar challenges.

Social Skills Development: Group study programs provide opportunities for students with special needs to develop social skills in a supportive setting. Interacting with peers who share similar experiences can contribute to a sense of belonging and community.

Shared Resources: Special education teachers in group study programs can efficiently use resources by addressing common challenges within the group. This

may include using specialized teaching materials and assistive technologies that benefit the entire group.

Overall, these study programs in special education underscore the commitment to inclusive education, recognizing and valuing the diversity of learners. By offering a range of educational approaches, schools aim to meet the unique needs of students with special needs and promote their academic, social, and emotional development. Individualized, class, and group study programs work in tandem to create an inclusive educational environment that supports the success of all students.

In the Hebrew newspaper "Globes," on December 27, 2022:

"You can see a study program, or you cannot see, but in parentheses up there is written – what is this study program. Usually it is collaborative, it does not belong to only one teacher, but rather it is a para-medical teacher, a professional teacher, all sorts of cooperation between educators, which are results of Individual Study Program meetings that continue to take place only when the information is assembled through a computer".

The approach wherein each student is dedicated to an individual goal, constructed and updated throughout the year, along with collaborative evaluations involving multiple teachers and educators, represents an advanced and impactful educational method. This method facilitates the creation of a personalized learning experience tailored to each student, providing a comprehensive education.

The centralization of information and collaboration among teachers and educators allows for a flexible educational system that can better cater to the diverse needs of students. This approach contributes to the establishment of a structured and engaging learning experience, ensuring that the educational process is both inclusive and attentive to the individual interests of each student.

In an interview with a school principal published in the Arabic-language Bukra newspaper on October 29, 2023, a reference was made that reinforces the claim that cooperation is very important for the success of schools, emphasizing the significance of teamwork.

"In a conversation with the school principal, Mr. Bassam Bashir, and the staff, he stressed the need to work to strengthen the individual and collective immunity

of our children with special needs intensively and permanently, in addition to involving parents in public and social work in the school and activating students with preventive programs to maintain their safety in light of the current circumstances”.

On March 11, 2021, the Arabic-language newspaper Kol al-Arab also referred to the courtship of work, sharing, and synergy.

“In his speech, Mr. Mamoun Abdul Hai praised the distinguished school performance and the wonderful effort of the principal, and Mr. Abdul Rahman Qashou said in his speech, saying that this school and this professional department succeed because it works with full professionalism and its staff is professional in every sense of the word”.

The success of a school and its professional department is often attributed to the dedication and professionalism of its staff. A professional and competent team can significantly contribute to the positive learning environment, student achievement, and the overall reputation of the educational institution. Here's an exploration of key elements that contribute to the success of a school and its professional department.

Dedicated Staff: Passion for Education: Professionals in the educational field often have a genuine passion for teaching and learning. This enthusiasm translates into a dynamic and engaging classroom environment.

Commitment to Student Success: A professional staff is committed to the success of their students. They go beyond the basic requirements, providing additional support and resources to ensure that each student reaches their full potential.

High Standards of Professionalism: Ethical Conduct: Professionalism in education involves maintaining high ethical standards. Teachers and staff demonstrate integrity, honesty, and a commitment to ethical behavior, serving as positive role models for students.

Continuous Professional Development: A professional department emphasizes continuous learning and development. Staff members stay updated on the latest educational trends, teaching methodologies, and advancements in their respective fields.

Effective Communication: Open Communication Channels: Successful schools foster open and transparent communication between staff, administrators, students, and parents. This helps in building trust, resolving issues promptly, and creating a collaborative educational community.

Parent-Teacher Collaboration: Establishing effective communication between teachers and parents is crucial. In a professional school environment, there is a partnership between educators and parents to support students' academic and personal growth.

Innovation in Teaching and Learning: Adaptability and Flexibility: A professional staff is adaptable and flexible in response to the evolving needs of students and the educational landscape. They embrace innovation and are willing to incorporate new teaching strategies and technologies.

Differentiated Instruction: Professional educators recognize the diverse learning styles and needs of students. They implement differentiated instruction, tailoring their teaching methods to accommodate individual differences and promote inclusive learning.

Collaborative Culture Teamwork: A culture of collaboration among staff members enhances the overall effectiveness of the professional department. Teachers share ideas, resources, and best practices, creating a supportive and collaborative learning environment.

Multidisciplinary Collaboration: Collaboration extends beyond individual classrooms to multidisciplinary efforts. Teachers, counselors, and specialists work together to address the holistic needs of students, fostering a comprehensive approach to education.

4.4.2.1. Researcher's interpretation

Cooperation between professionals in a process of task performance is what does the work efficiently. Any workplace or work environment encouraging a collaborative spirit creates an environment that enables success. Collaborative work for the application of cooperation skills and focus on teamwork training enables all staff members to work together powerfully.

Division of workload between teams or determining the method of workflow as a collective enables improved teamwork that makes things operate more smoothly. Different skills and pieces of training are a “contribution” to the collective, even when a team member demonstrates shyness or remains discrete.

Usually, teachers do not like cooperation between all professionals as they do not want to reveal their professional weaknesses. As a professional identity, some staff members, especially the para-medical ones, consider their education as senior to that of their colleagues, thus creating distancing from cooperation .

To be specific, teachers usually graduate from colleges and para-medical staff graduate from universities, which causes embarrassment to some teachers. Reasons for lack of cooperation and synergy, and lack of trust between staff members can also be added to that, teachers’ belonging groups tend to cooperate with whom they know. The policy does not develop a culture of cooperation due to centralization, teachers fear external and internal assessments and, therefore avoid cooperation. Policymakers do not encourage and allocate time for cooperation, instead, they use cooperation between staff members as an administrative tool for bending laws and achieving short-term goals. They force teachers to work individually and prevent investing in collegial support. The establishment does not enable workshops and courses that develop cooperation, they focus on pedagogical courses. These courses are only enabled for principals and for those who are intended for management. In cooperation, it is not always clear what each party is obliged to do and what they intend to do to advance the other party, leading to a situation in which one party or both can feel that they waste time, or even that they were cheated. Cooperation is a situation in which two parties benefit from a joint activity and are dependent upon each other for success. Should one party not invest or not meet its commitment, the other party will not succeed as well, and vice versa.

In special education in the special education system, many are burned out, which is an additional factor for the lack of cooperation and synergy work.

Burnout is experienced as a sensation of mental, physical and intellectual fatigue, caused by constant and continuous mental overload. Mental fatigue is the main and most significant component of burnout. Burned-out and exhausted employee feels incapable and consider one's service recipients as objects. Intellectual fatigue is characterized by the development of negative positions of a burned-out individual

towards oneself, towards one's work and one's life. Interest in work decreases, self-esteem decreases and the individual begins to feel inferior and a lack of belonging to their workplace. Behavioural expressions of burnout include the tendency of the burned-out individual to be late for work, to leave ahead of time, to take longer breaks and to be absent from work .

Various studies revealed that burnout is a gradual process, usually starting in one field of an individual's life (work, for example) and sliding into other fields. Past studies indicated that burnout primarily occurs in professions of service providers such as medicine, teaching, social work and law. Later studies found that burnout is common in almost any field.

A toxic work environment is an additional cause of to lack of synergic work. It is any work environment that causes a staff member to feel afraid and unstable, whether due to work stress, the general atmosphere of the place, people or all these combined. Its influence spreads over to an individual's personal life, decreases their productive abilities and causes loss to their personal-work balance. Meaning, it leads to disruptions in all aspects of their life, influencing their psychological, physical and mental health. There is no doubt that the psychological condition of an employee in their work environment is a vital factor influencing their work productivity and of course, their psychology, especially when the work environment is toxic. The psychological damage that some complain about is real and is expressed in the form of anxiety, tension, depression, lack of self-confidence and stress.

4.4.3. Financial support category (assistance).

Ministry of Education gives financial support to pupils in educational institutions when their parents cannot afford it. The aim of assistance for pupils is to facilitate their parents' funding of educational expenses, such as purchasing study aids and funding excursions, learning, educational and social enrichment activities. Scholarships are designated for pupils in supervised State and State-religious schools and as well to school chains. Allocation is done according to socio-economic criteria. Budget for each institution is determined according to age and decile the school is in on the cultivation scale and relative to number of pupils. Scholarship rate for a pupil is 250-500 New Israeli Shekels in Elementary education and 400-800 NIS in post Elementary education. In exceptional cases

when no solution is found within school allocation, a principal can file a justified recommendation to the Exceptions Committee in the Ministry of Education for additional budget, which is valid for regular schools .

Following are examples of interviews with parents and professionals, presented in written journalism.

On August 31, 2016, the Arabic-language newspaper Kol al-Arab raised the issue of resources and their importance:

"and if there is another institution, suitable for my son's circumstances, we will not oppose to it, all we want is to receive the needed services, because there are services in the institution in Iksal that do not exist in other schools, due to scarcity of budgets, and as a matter of fact, my son's presence there caused him to feel better and very comfortable, and I don't want these things to be taken from him, which will cause him psychological and health damage".

The journalist who published the report cites the response of the director of the education department, who stated:

"He was classified as having special needs, and later was referred to a placement committee, acknowledging the educational institution that has the means to provide medical services is Rahamim School, however, the parents reject the claim that the aforementioned school is not able to perform these tasks".

He continues,

"Personally, I contacted the El Rahma school principal and we talked about it, and she reassured me that El Rahma school provides all mentioned services, however not in a school frame, but in other institutions, where they are being transferred through organized transportations', he said".

On May 9, 2016, the newspaper Arab 48 similarly reported a complaint about the lack of resources:

"A child's mother told Arab 48 that 'my daughter suffers from lack of response to surrounding environment, and it is difficult for me to place her in a center which does not giving her the suitable therapy, and what we want is that the therapy will be educational and beneficial, not just play and have fun'".

The lack of essential services for children with special needs in educational institutions can have significant detrimental effects on the well-being and development of these children. Here are several ways in which the absence of necessary services can cause harm: **Learning Challenges:** Children with special needs may require specialized educational interventions, accommodations, or support services to address their unique learning challenges. Without these services, they may face significant barriers to accessing and participating in the educational curriculum.

Social and Emotional Impact: Isolation and Stigmatization: In the absence of necessary services, children with special needs may experience isolation and stigmatization. They may struggle to form social connections and face challenges in developing healthy relationships with peers.

Limited Development Opportunities: Reduced Growth: Essential services, such as speech therapy, occupational therapy, or counseling, are crucial for the holistic development of children with special needs. Without access to these services, there may be limitations in their physical, cognitive, and emotional development.

Behavioral Challenges: Unmet Behavioral Needs: Children with special needs may exhibit challenging behaviors that require specialized interventions and support. In the absence of appropriate services, these behavioral challenges may go unaddressed, leading to potential negative outcomes.

Parental Stress and Frustration: Limited Support for Families: Parents of children with special needs often rely on educational institutions to provide essential services and support. The lack of these services can contribute to increased stress, frustration, and a sense of helplessness among parents.

Missed Opportunities for Inclusion: Exclusion from Mainstream Activities: Essential services can facilitate the inclusion of children with special needs in mainstream activities. Without these services, there is a risk of excluding these children from valuable educational and social experiences.

Legal and Ethical Implications: Violation of Rights: In many jurisdictions, there are legal and ethical obligations to provide appropriate services for children with special needs. Failure to meet these obligations can result in violations of the rights of these children and their families.

Long-Term Impact on Independence: Reduced Independence: Essential services often aim to empower children with special needs to develop skills for independence. Without these services, there is a risk of limiting their ability to lead independent and fulfilling lives in the long term.

In the newspaper report dated on September 05, 2016 from Arab 48, addressing the lack of resources and the demand for their provision for the benefit of their son, one of the parents expressed:

"The Ministry suggested that we send pupils to the center in Tira, that does not provide response to our daughter's needs, which does not help her, and it is a waste of time. We demand the Ministry to approve the new center, so that we will be able to provide him all the suitable services for our children, we are entitled to that".

Schools are generally expected to maintain transparent communication with parents regarding the available resources, services, and support options. This includes informing parents about their rights, the educational programs in place, and how resources are allocated to meet the diverse needs of students.

Parents have the right to advocate for the services they believe are necessary for their child's educational success. This may involve requesting specific interventions, accommodations, or specialized resources to address the child's individual needs.

Parents in this area are willing to relocate their children to schools located at a distance to ensure that their children receive the treatments and resources they rightfully deserve under the law. Despite having a school designated for this population near their residences, there are disparities in resource allocation. Some schools, supported by associations and authorities, receive all the necessary resources. In contrast, schools funded by the Ministry of Education may not receive resources promptly due to bureaucratic delays, weakening the educational system.

In all schools, educators possess the means to assess the individual needs of students and provide support accordingly. However, it seems that Special Education Schools may fall short in delivering comprehensive medical services and support due to limitations in both financial and human resources. According to regulations, children with special needs should be transferred to study in the

closest available framework, but this process is not always straightforward. Often, only parents who actively follow the situation can successfully appeal for their child's transfer, sometimes bearing a significant portion of the associated costs.

Despite these challenges, parents are obligated to ensure that their child receives the necessary services during the transfer period, meeting the quality standards appropriate to their child's needs. If parents choose to transfer their child to an institution not approved by the Ministry of Education, they can do so, but they must bear responsibility for transportation expenses and the institution's budget. This is explicitly outlined in the relevant laws and regulations in the State of Israel.

The report in the Hebrew-language Maariv newspaper on May 19, 2016, highlighted the issue of the lack of resources in the Arab sector. The reporter stated that:

“The shortage of resources in special education schools within the Arab sector in Israel is a well-known issue in the Israeli education system. This poses a significant challenge that directly impacts the quality of teaching and the overall educational process, potentially affecting the academic success and social integration of students. The lack of resources encompasses various deficiencies, such as insufficient material resources, educational equipment, access to specialized pedagogical support, tailored educational programs, assistance for students with special needs, and therapeutic equipment”.

A report published in the Hebrew-language Yedioth Ahronoth newspaper on February 2, 2023, highlighted the challenges faced by Arab society, emphasizing the detrimental effects of resource scarcity on the overall state of education.

“The assertion that the Arab education system has long endured discrimination and resource shortages finds support in concrete data. As per the Ministry of Education's findings, Arab Israeli students receive approximately 40% less funding than their Jewish counterparts, coupled with a shortage of high-quality educators. This imbalance manifests in a noticeable achievement gap, evident in both international assessments and Meitzav exams conducted within Israel”.

The lack of resources for special education students in the Arab sector in Israel is a longstanding issue marked by insufficient funding and support. Reports indicate that there is a notable disparity in the allocation of resources for special education

in the Arab sector compared to other segments of the population. Special education students in the Arab sector often face challenges due to a shortage of funding, which impacts the availability of essential services, specialized personnel, and tailored educational tools. This resource gap has implications for the overall quality of education and support provided to special needs students in the Arab community, contributing to a broader context of educational inequality. Efforts and initiatives to address this issue are crucial for fostering inclusive and equitable education for all students in Israel.

In the December 7, 2016 edition of the Arabic-language newspaper Bukra, a report featured commentary from an Arab parliamentarian and educator in Israel. He responded with the following remarks, describing the situation as follows:

"In the Knesset parliamentary internal committee, Dr. Abu Maluf transferred the complaints of parents to pupils with special needs, with a demand to improve the conditions of their children's transfer from home to their schools, and to consider their health condition, as their ride occasionally takes between one to two hours, knowing that travel time to this distance is not more than fifteen minutes, and at the most half an hour".

"We study this subject judgmentally, and we will do anything needed to ensure that our children will not lose their education hours.

Dr. Abu Maaruf said that the country needs to pay attention to people with special needs in the country, who number above 150,000 individuals, and help them have their share in daily life, like the rest of the country's population. He indicated that large sectors in the Arab sector are ignorant regarding their rights and the laws supporting them. The country is obligated to multiply awareness activity for the Arab sector, to integrate them in society, rather than leave them as prey to ignorance and abuse, devouring their lives."

The lack of financial and material resources in schools can significantly impact their functioning and outcomes in various ways:

Quality of Teaching: A shortage of resources can compromise the quality of teaching provided to students. Insufficient availability of course books, reference materials, and pedagogical tools hinders teachers' ability to offer diverse and practical learning experiences.

Diagnosis and Support for Students with Special Needs: Adequate resources are crucial to providing support for students with special needs, including those with limited learning abilities or special physical requirements. This responsibility necessitates additional funding to address the special needs of each student.

Infrastructure and Buildings: Budget constraints can negatively affect the construction and infrastructure of schools. Upgrading, repairing, and maintaining the learning environment may become challenging, impacting the overall conditions and atmosphere for students.

Additional Educational Activities: Additional funds enable schools to offer educational activities beyond regular school hours, such as field trips, workshops, and special projects, enriching students' overall learning experience.

A deficiency in resources creates numerous challenges that can influence students' educational paths and academic development. It is crucial for the state and society to recognize and address these issues to enhance the quality of education for all students.

There appears to be recognition of the gap between the available resources and the actual needs of special needs students. The text points to a lack of support from authorities in addressing this discrepancy and highlights the standards imposed on existing schools regarding the adjustment of services for special needs students. Addressing these issues is essential for fostering an inclusive and supportive educational environment for all students

On June 13, 2021, a report appeared in the Hebrew Calcalist newspaper:

"Raising wages of 'para-medical staff' in schools: therapeutic personnel in para-medical staff receive low wages (sometimes lower than teaching staff), therefore there is scarcity of staff members in schools. It is more worthwhile for them to work as therapeutic personnel in private frames and non-profit associations.

Therefore, a situation is created where there is no supply of therapeutic personnel in educational frames, and those already in frames experience frustration as a result of the minute wages they receive".

An additional report reinforcing the earlier perspective was published in Haaretz on July 17, 2003, in the Hebrew language:

"Due to lack in regular frames many children remain in a special education frame, where they receive comprehensive response and the entire treatment basket: speech therapist, adapted pedagogy contents, behavior analyzer, occupational therapist, emotional support and parents' guidance".

With special needs overcome the challenges posed by the lack of budgetary resources. Here are some strategies and considerations in addressing these issues:

Advocacy for Increased Funding: Professionals in the field of special education can play a crucial role in advocating for increased funding for educational programs. This may involve collaborating with policymakers, educators, and parents to highlight the importance of allocating adequate resources to support students with special needs.

Efficient Resource Allocation: Educational institutions should prioritize the efficient allocation of existing resources. This involves strategic planning to ensure that the available funds are directed towards the most critical needs, such as personalized support services, adaptive tools, and professional development for staff.

Collaborative Partnerships: Establishing partnerships with community organizations, non-profits, and businesses can provide additional resources and support. These collaborations may involve securing donations, sponsorships, or in-kind contributions to enhance the educational experience for students with special needs.

Professional Development: Despite budget constraints, investing in ongoing professional development for educators is crucial. Training teachers in innovative and cost-effective teaching methods can maximize the impact of available resources and improve outcomes for students with special needs.

Use of Technology: Leveraging technology can be a cost-effective way to enhance learning experiences. Online resources, educational apps, and assistive technologies can provide valuable support to students with special needs, bridging the gap created by budget limitations.

Inclusive Practices: Promoting inclusive practices within the educational system fosters a supportive environment for all students. This involves training educators

to implement differentiated instruction and create adaptive learning environments that accommodate diverse learning needs.

Community Engagement: Engaging the community in supporting students with special needs can lead to additional resources and a more inclusive environment. Community involvement can include volunteer programs, mentorship initiatives, and awareness campaigns to garner support for the educational needs of these students.

Advocacy for Policy Changes: Professionals in special education can advocate for policy changes at the local, regional, and national levels to ensure that the educational system is adequately funded to meet the diverse needs of all students. This may involve collaborating with advocacy groups and participating in legislative initiatives.

Creative Funding Solutions: Exploring alternative funding sources, such as grants, community fundraising events, and crowdfunding campaigns, can provide additional financial support for specific projects or programs that benefit students with special needs.

Maariv, a Hebrew-language newspaper published on July 14, 2019, also addressed the lack of Inushi resources for special education students.

A comparable report was also published in the Hebrew-language newspaper Haaretz on August 5, 2019:

"Even in such cases, difficulties of lack of personnel and resources arise, when a child goes to mainstreaming, they go with para-medical staff and an assistant who is constantly with them and mainstreams them – however it cannot be done in all kindergartens".

The issue of low wages for para-medical staff, particularly therapeutic personnel in schools, is a significant concern that can have far-reaching consequences on the quality of support services provided to students with special needs. Here are some key points related to this challenge.

Impact on Recruitment and Retention: Low wages can deter qualified individuals from entering the field of para-medical and therapeutic services in educational

settings. Additionally, existing staff may be more likely to seek employment in other sectors or organizations that offer better compensation.

Shortage of Qualified Staff: The scarcity of para-medical staff in schools due to low wages contributes to a shortage of qualified professionals. This shortage can directly impact the availability and quality of essential services, such as speech therapy, occupational therapy, and counseling, which students with special needs require.

Attraction of Private and Non-Profit Sectors: Higher wages in private frames and non-profit associations may attract para-medical staff away from educational settings. This shift in employment choices can result in a concentration of services in certain sectors, leaving educational institutions with limited access to skilled professionals.

Frustration and Job Dissatisfaction: Existing para-medical staff in schools may experience frustration and job dissatisfaction due to low wages. This can negatively impact morale, job performance, and the overall effectiveness of support services provided to students.

Quality of Services: Adequate compensation is often linked to the quality of services provided. When the para-medical staff feels undervalued or undercompensated, it may affect their motivation, commitment, and ability to deliver high-quality services to students with special needs.

Inequality in Compensation: Disparities in wages between para-medical staff and teaching staff within educational institutions can create a perception of inequity. Addressing these wage disparities is essential for fostering a collaborative and cohesive educational environment.

Retention Challenges: Low wages contribute to challenges in retaining experienced para-medical staff. High turnover rates can disrupt the continuity and consistency of support services, negatively impacting the students who rely on these services for their educational progress. To address these challenges, educational institutions and policymakers may consider the following strategies:

Salary Adjustments: Review and adjust salary structures to ensure that para-medical staff, including therapeutic personnel, receive competitive and fair compensation that reflects the significance of their roles.

Professional Development Opportunities: Offer ongoing professional development opportunities to enhance the skills and expertise of para-medical staff, recognizing their commitment to continuous learning.

Advocacy for Funding: Advocate for increased funding and resources to support competitive wages for para-medical staff in educational settings. This may involve collaboration with government agencies, advocacy groups, and educational associations.

Recognition of Contributions: Acknowledge and recognize the valuable contributions of para-medical staff to the overall educational experience. Recognition can contribute to a positive work environment and job satisfaction.

Collaborative Decision-Making: Involve para-medical staff in decision-making processes related to their roles, responsibilities, and compensation. This collaborative approach fosters a sense of ownership and engagement.

Addressing the wage disparity for para-medical staff is crucial not only for the well-being of the professionals in this field but also for ensuring the provision of high-quality support services to students with special needs in educational settings.

The Hebrew newspaper "The Marker", published in Hebrew on July 30, 2017, also spoke extensively about the lack of resources and the problems caused by it:

"A special education frame has a broader circle of para-medical therapies and close accompanying, than a regular mainstreaming frame, this is due to the fact that occasionally, in school mainstreaming programs, there is lack in resources, manpower and motivation"...

A special education framework encompasses a wider range of para-medical therapies and closer support than a regular mainstreaming framework. This distinction arises from the observation that mainstreaming programs in schools sometimes face challenges such as a shortage of resources, manpower, and motivation.

Broader Circle of Para-Medical Therapies: In special education, there is often a need for a variety of para-medical therapies to address the diverse needs of students with disabilities. This can include physical therapy, occupational therapy, speech therapy, and other specialized interventions tailored to individual requirements.

Special education professionals, including para-medical therapists, collaborate closely to design and implement personalized interventions that cater to the unique needs of each student. These therapies aim to enhance the students' overall development and help them overcome challenges associated with their disabilities.

Close Accompanying and Support: Students in special education often require more individualized attention and support due to their diverse learning needs. This necessitates a closer accompanying approach, wherein educators and support staff work closely with students to provide the necessary assistance.

Support staff may include special education teachers, teaching assistants, and specialists in various fields who collaborate to create a supportive learning environment. This close support helps students with disabilities participate more effectively in educational activities and promotes their overall well-being.

Challenges in Mainstreaming Programs: Mainstreaming, or inclusion, is the practice of integrating students with disabilities into general education classrooms. However, as noted in the statement, mainstreaming programs may face challenges such as a lack of resources. This could include insufficient funding, limited access to specialized equipment, and a shortage of trained professionals.

The shortage of manpower refers to a potential deficit in the number of qualified educators and support staff needed to effectively implement inclusive education. This shortage can hinder the ability to provide individualized attention and support to students with disabilities.

Motivational Factors: Motivational factors play a crucial role in the success of any educational program. In the context of mainstreaming, educators and support staff may face challenges in maintaining high motivation due to the additional demands and complexities associated with catering to a diverse range of learning needs.

In special education, there is often a heightened awareness of the importance of motivation, as educators recognize the significant impact their enthusiasm and dedication can have on the progress and well-being of students with disabilities.

In conclusion, the statement emphasizes the importance of recognizing and addressing the unique needs of students with disabilities in both special education and mainstreaming frameworks. While special education provides a more comprehensive array of para-medical therapies and close support, the challenges

faced by mainstreaming programs highlight the need for increased resources, manpower, and motivation to ensure the successful inclusion of students with disabilities in general education settings.

4.4.3.1. Researcher's interpretation

The Israeli educational system is a central system managed by the Ministry of Education, responsible for developing study programs, supervising teachers and building educational facilities. The responsibility of Local Authorities is mainly to maintain educational facilities and their equipment. The budget discrimination policy that the Government implements towards Local Authority caused a scarcity of thousands of rooms and the government builds only dozens of rooms each year, which worsens the situation. This creates gaps between the Arab and Jewish sectors and pupils pay the price.

It became clear that the Local Authority does not provide service to an Arab pupil as it should, no matter how scarce the financial situation is, the money allocated from the government to the Local Authority should be invested and used only for education. The system can respond better to pupils' needs than it does currently. The researcher thinks that it is time for the Local Authority to place the educational system at the top of the list of priorities, to develop the educational system, as the vast majority of Arab schools suffer from harsh physical conditions as well as safety and health problems, leading to accidents, and constitute an actual danger to pupils' lives.

Most of the financial support of special education schools comes from the National Security Institute, (the National Security Institute is the institute responsible for realizing most of the social benefits in Israel, mostly through transfer of payments. The National Security Institute's activity is regularized in the National Security Institute Law, passed in the Knesset in November 1953.

To receive assistance from the National Security Institute becomes a complex task, and it also takes a few years till budget approval, which depends in addition on the support and recommendation of the Local Authority in each settlement, therefore, special education schools turn into bargaining tools between institutions, and a principal of special education school who has political influence power can be assisted, and one who has none becomes a single competitor who will have

difficulties to raise funds for the institution they manage, and a school principal is prevented from raising funds on their own, but rather with assistance of school's parents' committee, and the committee not always supports and assists principals. Additionally, many special education schools are run through private companies, in which the only influencer on fundraising is the company rather than the principal and the principal needs to cope with one additional body.

4.4.4. Safety category (educational climate).

Educational climate relates to general atmosphere and culture of a study institution or to an educational environment. It includes a variety of factors that can affect pupils, including policy, procedures, positions and behaviors of teachers, staff members and the pupils themselves. A positive educational climate is characterized by safe and welcoming environment, high expectations for study achievements and supportive relations between all community members. Environment of this sort cultivates pupils' involvement, motivation and learning. On the other hand, a negative educational climate can be characterized with lack of support, low expectations for study achievements and a sense of fear or hostility among pupils or staff. This type of environment can lead to disconnection, low motivation and decrease in academic performance. Factors that contribute to positive educational climate include strong supportive leadership, efficient communication and cooperation, respect of diversity and focus on welfare of pupils and on emotional-social development. Teachers and staff members can as well have a crucial role in creating positive educational climate through models of positive behaviors, cultivating positive connections with pupils and supplying fascinating relevant teaching.

A safe educational climate is a one in which pupils feel safe, respected and supported in their learning environment. This type of climate is characterized with sense of physical and emotional safety, freedom from discrimination and harassment and environment that supports growth and academic success. In order to create a safe educational climate, schools and educational institutions must prioritize safety and welfare of their pupils. This can involve implementation of policy and regulations to prevent and handle cases of discrimination, harassment and violence. It can as well involve supply of resources and support to pupils who might experience emotional or psychological distress. Creation of safe educational

climate additionally requires commitment to cultivation of sense of community and belonging among pupils. This can include promoting a culture of respect, empathy and understanding and giving pupils opportunities to connect with one another and build positive relationships. Finally, safe educational climate is essential to guarantee that pupils are able to learn and grow up to their full potential. By prioritizing safety and welfare of pupils, schools can create an environment that cultivates academic success and supports the development of safe, involved and empathetic learners.

Following are examples of interviews introduced in written journalism, with parents and professionals. A report that appeared on November 2, 2021) in newspaper “Yediot ahronot” in Hebrew:

"A school employee in a special education school in a settlement in the Triangle, was documented behaving violently towards a child with special needs. In a documentation arrived to Ynet, the employee appears asking a child to sit down – and then pushing his head and hitting him on his hands. Later the child appears crying".

In the same report, there was a reference to another person who said:

"A special education teacher that works in another institution told, “When I watched the video I was in shock. I cried. They are innocent children and we must treat them in the best way, not with violence. What has happened was dangerous behavior that crossed all red lines. I am personally in favor of installing surveillance cameras in light of the broad phenomenon of abuse of children in kindergartens. This abuse will cause loss of faith in institutions”.

The issue of teacher violence in a special education school is a serious concern that can have profound effects on the overall school climate. Here are key points to consider:

Definition of Teacher Violence: Teacher violence can encompass a range of behaviors, including physical aggression, verbal abuse, or other forms of harmful actions directed toward students. It is crucial to have a clear definition to understand the nature and extent of the problem.

Impact on School Climate: Teacher violence can significantly and negatively impact the overall school climate. It creates an atmosphere of fear, mistrust, and

insecurity among students and staff, hindering the development of a positive and conducive learning environment.

Effects on Student Well-Being: Students in special education schools may already face various challenges, and teacher violence exacerbates their difficulties. It can lead to emotional distress, anxiety, and a lack of engagement in the learning process. The long-term impact on mental health and well-being can be severe.

Trust and Relationship Breakdown: Teacher violence erodes the trust and positive relationships that should exist between educators and students. In a special education setting, where building trust is crucial for effective learning and support, such incidents can have lasting consequences.

Staff Morale and Collaboration: Teacher violence not only affects students but also has repercussions on staff morale. A hostile working environment can lead to a breakdown in collaboration among educators and support staff, hindering the collective efforts to provide quality education and support.

In a report that appeared on May 2, 2019, in the Hebrew-language Maariv newspaper:

"Several weeks after school year began, her son started to be involved in violent incidents and was even suspended from school. His mother said that she talked to him about it, and he said that there is a significant number of pupils in class who beat him up and he is forced to defend himself. According to her, school staff did not give her an update regarding the situation and did not assist her son to integrate in the new school and cope with pupils who have hurt him".

Parents entrust their children to schools with the anticipation that these educational institutions will serve as environments of protection and safety. In the contemporary era, the authority of teachers to exert tangible control over student behavior has undoubtedly diminished due to stringent laws and guidelines that strictly prohibit the use of force against children. While these legal measures are intended to safeguard students from abuse, the unintended consequence is a notable reduction in the ability of teachers to maintain discipline and order within the school setting.

The discernible erosion of teacher control in disciplinary matters raises concerns about the efficacy of the protective environment schools are expected to provide.

The fundamental principle behind these laws is to ensure the physical and emotional well-being of students, yet the unintended consequence may be a perceived vulnerability within the school system. This perceived vulnerability not only impacts the image of individual schools but may also contribute to a broader societal questioning of the overall safety and efficacy of the education system.

The lack of control over student behavior doesn't just reflect on the immediate disciplinary challenges within the school; it extends to the broader perception of the institution's ability to fulfill its fundamental duty of ensuring a secure and conducive learning environment. Parents, when sending their children to school, implicitly rely on the institution to strike a balance between nurturing intellectual growth and maintaining a secure atmosphere. The diminishing control of teachers over student behavior challenges this delicate equilibrium and, in turn, may influence how the school is perceived by both parents and the community.

Addressing these challenges requires a nuanced approach that prioritizes the safety and well-being of students while also empowering teachers with effective tools to manage disciplinary issues. Striking this balance is crucial not only for maintaining a positive institutional image but, more importantly, for upholding the trust that parents place in schools to safeguard their children's educational journey. It calls for ongoing dialogue, policy refinement, and professional development to ensure that schools can fulfill their dual role of education and protection in an evolving educational landscape.

On September 30, 2021, a report appeared in the Hebrew newspaper “Yediot Ahronot”:

"Last month, during the day, ... called ..., and told her about a violent incident in class. ... immediately called the homeroom teacher and she told her that her son was involved in an incident in which he threw a chair, and later sent her a video documenting the ending of the incident. In the video he appears crying and yelling, cursing one of the pupils who curses him back. During the incident there were two teachers present in class, who have chosen to make a video with their cellular camera instead of caring for the child who clearly appeared to be in distress".

A teacher's persistent neglect of a child, coupled with a refusal to offer support and assistance during instances of provocative behavior, reflects a profound lack of responsibility. In essence, such behavior can be considered a neglect of duty, bordering on a breach of the teacher's professional and ethical obligations.

A teacher plays a pivotal role not only in imparting knowledge but also in fostering a supportive and conducive learning environment. Ignoring a child in need, especially when faced with provocative behavior, not only jeopardizes the well-being of that specific student but can also disrupt the overall dynamics of the classroom. It goes beyond a mere educational concern; it delves into the realm of the teacher's duty to ensure the social and emotional development of every student under their care.

From a moral standpoint, neglecting to address provocative behavior without offering support and guidance can be viewed as a form of educational abandonment. Students, particularly those exhibiting challenging behaviors, may require additional attention and assistance to navigate their emotions and social interactions effectively. A teacher's failure to recognize and respond to these needs is a deviation from the commitment to the holistic development of their students.

While labeling it as a "criminal face" may be a strong characterization, the neglectful behavior of a teacher in such circumstances could potentially be seen as a violation of professional standards and ethical codes. It is crucial for educators to recognize the signs of distress or challenging behavior in students and take proactive measures to address these issues, either through direct intervention or by involving appropriate support channels within the educational institution.

On November 13, 2017, a report appeared in the Hebrew newspaper Israel Hayom:

"The shaken mother added: 'we, the pupils' parents, decided not to remain silent facing the horrible violence this child demonstrates towards everyone, and everyone, including the principal and the frightened teacher staff – who keep quiet and sweep this severe problem under the rug. All is done for the school to not have bad stigma and image. It is extremely sad that school management, education department in Local Authority, Ministry of Education and everyone who is involved and has ability to handle this severe case just drag their feet, and dozens of pupils and personnel suffer".

Violence perpetrated by students within a school setting constitutes a grave situation that demands a comprehensive and multi-faceted approach. Choosing to ignore such instances is essentially a tacit acknowledgment of the school's vulnerability, consequently influencing the overall atmosphere within the institution.

Addressing student violence necessitates a concerted effort involving various stakeholders, including teachers, administrators, parents, and relevant support services. The consequences of violence extend beyond the immediate physical harm; they disrupt the learning environment, compromise the emotional well-being of students and staff, and erode the sense of safety that is fundamental to effective education.

By ignoring incidents of student violence, a school inadvertently communicates a lack of control and an inability to maintain a secure environment. This perception can have a ripple effect on the entire school community, affecting the morale of both students and staff. It may also undermine the school's reputation within the broader community, as parents and stakeholders rightfully expect educational institutions to prioritize the safety and well-being of their students.

To effectively address student violence, schools must adopt proactive measures that include implementing clear and consistent disciplinary policies, fostering a culture of respect and empathy, providing counseling and intervention programs, and collaborating with external resources such as law enforcement and mental health professionals when necessary.

Furthermore, open communication channels between teachers, students, and parents are vital for creating a supportive environment where concerns can be addressed promptly. Schools should also invest in preventive measures, such as promoting conflict resolution skills and creating a positive and inclusive school culture that discourages violence.

On March 11, 2018, a report appeared in the Hebrew newspaper Maariv:

"The mother of the child Dav claims that a teacher attacked her son at least three times and school promised to handle her, however, did nothing. Last instance happened in the last day of school. David came back home and told his mother

while crying that the teacher pulled his hear and twisted his fingers, as a result, David suffers from bruises and a broken finger".

The school's disregard for the teacher's behavior is a serious situation that keeps the students and their parents away from the school. This situation indicates a safe atmosphere for him.

The school's indifference towards a teacher's behavior is a grave situation that can alienate both students and their parents, potentially leading to a decline in trust and participation within the school community. This disregard not only jeopardizes the educational experience but also raises concerns about the overall safety and well-being of those within the school.

When a school fails to address inappropriate behavior by a teacher, it sends a disconcerting message to students and their families. It can create an atmosphere of mistrust and unease, prompting parents to reconsider the safety of the learning environment for their children. In turn, this can lead to decreased involvement in school activities, lower attendance, and even reluctance to communicate with school authorities.

The perception of a safe and supportive school environment is crucial for fostering a positive educational experience. When a teacher's behavior is overlooked, it compromises this perception and erodes the foundations of a trusting relationship between the school and its stakeholders. A school should actively cultivate an environment where students feel secure, parents have confidence in the institution, and educators uphold the highest standards of professionalism.

Addressing teacher behavior concerns promptly and transparently is essential for maintaining a healthy and positive school atmosphere. It not only demonstrates the school's commitment to the well-being of its students but also reinforces the importance of accountability and ethical conduct among its staff. Open lines of communication between school administrators, teachers, students, and parents are pivotal in ensuring that concerns are acknowledged, investigated, and appropriately resolved.

On February 13, 2019, a report appeared in the Hebrew newspaper Maariv:

"One pupil beat her and another pupil grabbed her. My child went under the desk out of fear. When the substitute teacher entered she told her to wash her

face', the mother tells. The mother added that the punishment to the children who hurt her child was minor. Her daughter, besides the physical damage, was also mentally damaged and is afraid that the children would hurt her in the future as well. Following the event, the child was hospitalized and the mother filed a complaint in the police" ...

Filing a complaint with the police against a school is a serious matter that can have negative consequences with far-reaching implications for the institution. Such an action not only tarnishes the school's reputation but may also lead to legal and regulatory consequences, affecting its very existence. The significance of a police complaint against a school cannot be understated, and it warrants careful consideration of the potential ramifications.

On December 24, 2019, a report appeared in the Hebrew newspaper Maariv:

"Two weeks later, there was another meeting. Suddenly I got a call from my daughter who said she is afraid and there is violence. It took me a few seconds to understand the situation. It is very concerning to discover that your daughter exhibits distress from a distant place".

The presence of frightened children at school is a concerning situation that demands thorough examination and intervention at its core. Fears and anxieties can have a profound impact on a child's well-being, hindering their ability to learn and thrive in the educational environment. Addressing this issue effectively requires a holistic approach that delves into the root causes of the fear and implements targeted strategies for support.

First and foremost, it is essential to identify the sources of fear. This could range from academic challenges and social issues to more complex personal or home-related concerns. Open communication channels between teachers, students, and parents play a crucial role in understanding the specific fears faced by individual children.

Once the root causes are identified, a collaborative effort involving educators, school counselors, and possibly external professionals becomes imperative. Creating a safe space where children feel comfortable expressing their concerns is essential. School counselors can provide invaluable support by offering individual or group counseling sessions, teaching coping mechanisms, and collaborating with

teachers to implement strategies that foster a more inclusive and supportive classroom environment.

Furthermore, educators should be trained to recognize signs of distress in students and equipped with the tools to address these issues effectively. Implementing anti-bullying programs, promoting social-emotional learning, and integrating mindfulness practices into the curriculum are examples of proactive measures that can contribute to a more positive and nurturing school environment.

In some cases, involvement from parents may be necessary to address concerns related to the home environment or family dynamics. Establishing strong partnerships between schools and families can enhance the overall support system for the child.

4.4.4.1. Researcher's interpretation

School environment is one of the factors affecting the success of the educational process of pupils. A motivational and safe school environment supports the learning process and achieves a quality leap in a pupil's study achievements. When school fulfils its role in the community, it affects pupils' personality and their education, thus being expressed in pupils' personality and society.

From the examination of conditions in several schools, it was reported that there is a large number of pupils in a class, which affects the quality of educational results; and there are several cultural, social and financial factors affecting the school environment, both essentially and morally. Bad influence on the school environment makes it an unattractive environment for pupils which is expressed in the process of school dropout and the spread of violence and bullying among pupils.

Concerning proposed solutions for solving these problems that the educational environment faces, there is a need to act to reduce the number of pupils in class, providing various educational means and improving public facilities in school, as part of improving the quality of the school environment and eliminating negative behaviors that are common among pupils.

About the social aspect, the school's social responsibility obligates it to communicate constructively with the local community, by creating a sort of coherence and integrating between the role of school and family, by performing

certain activities such as group excursions. Teamwork can work on solving behavioral problems, as well as educational cooperation between parents and school through ideas presented in periodic meetings and continuous work for finding successful solutions, that provide pupils with more safety and psychological stability.

Education becomes the personal desire of pupils through stimulation and reinforcement.

CHAPTER 5. Discussion

5. Discussion

The research purpose is to examine the experience of parents of children with special needs, the multi-disciplinary staff working with children with special needs and principals of special education schools from different aspects., e.g. the relationships and contexts in the social pedagogical educational interaction, and the educational environment. It focuses on what can be learned from their experiences to help principals of special education schools to enable optimal education for children with special needs.

Through the analysis of the interviews, it was possible to understand the complex context from the parents', multi-professional staff, and principals' perspective identifying the strengths and weaknesses of the school as well as the barriers that these groups of children with special educational needs encounter in the Arabic sector in Israel.

5.1. Understanding parent-school dynamics

Improved Interaction Between School and Parents: The research findings emphasize the pivotal role of active participation by parents in fostering the educational advancement of special education students. Parents express a positive belief in continuous interaction with the school, highlighting its significant contribution to strengthening the parent-school relationship. This echoes previous research, suggesting a positive correlation between parental involvement and student achievement (Hill, 2009; Tyson & Hill, 2009; Wilder, 2014). Additionally, the study underscores the need for tailored interventions for parents of students with special needs, recognizing the unique cultural aspects of the Arab minority.

Empowering Parents: Investing in support for parents by the school is identified as crucial for parental empowerment. Parents express a strong desire for guidance and seek opportunities to enhance their knowledge through school initiatives. Empowering parents involves equipping them with capabilities and resources for informed decision-making and active engagement, which aligns with previous research emphasizing the positive impact of parental empowerment (Nachshen, 2005; Dunst & Trivette, 2009). The study suggests that the school can play a significant role in supporting parents through various activities and resources.

The Imperative of Establishing a Clear School Policy: A well-defined policy within the school is shown to significantly contribute to fostering active parental involvement. Parents expect transparency from the school and hold it accountable for any injustices concerning their children. The absence of clear protocols and policies negatively impacts the school's reputation, emphasizing the importance of clear plans and policies for organizational effectiveness. These findings are consistent with previous research highlighting the need for clear communication and transparent reporting to foster positive relationships with parents (Weick, 1976; March, 1984; Friedman, 2010).

Parental Involvement in Decision-Making: Active engagement from parents in decision-making processes is observed when the school extends opportunities for participation alongside the school team. However, challenges and opposition within the school institution are reported, indicating a gap between parental expectations and school practices. The study underscores the need for parents to function as partners in the educational process, aligning with previous research emphasizing the importance of parental involvement in decision-making (Heichal, 1992; Oplatka, 2007).

The Teacher-Student Relationship: Insights drawn from teacher-student-parent interviews affirm that a personal relationship built on respect significantly enhances parental involvement in the educational process. Strong relationships among teachers, parents, and students contribute to student resilience and positive adaptation to school challenges. These findings are consistent with previous research indicating the significant impact of teacher-student relationships on academic performance and adaptability to the school environment (Mark et al., 2014). The study underscores the importance of maintaining open communication channels between home and school and fostering positive relationships between teachers and students.

In summary, the discussion highlights the importance of active participation from parents, parental empowerment, clear school policies, parental involvement in decision-making, and positive teacher-student relationships in fostering positive educational outcomes for special education students. These findings are consistent with previous research and underscore the need for continued efforts to strengthen the partnership between parents and schools for the benefit of students.

5.2. Multidisciplinary Staff

5.2.1. Opinion of Parents

The findings from interviews with parents underscore the significant role of active participation in the academic life of special education students in fostering educational advancement. This aligns with previous research indicating a positive correlation between parental involvement and student achievement (Tyson & Hill, 2009; Wilder, 2014). However, it's important to note the unique cultural aspects of the Arab minority in Israel and the specific challenges they face, which necessitate tailored interventions (Goldring & Drake, 1996; Sullivan & Goldring, 2014).

5.2.2. Multidisciplinary Team

Collaboration and cooperation among the multidisciplinary team emerged as essential elements for achieving functional goals. This finding resonates with previous studies emphasizing the importance of mutual agreement, clear communication, and continuous monitoring for effective functioning (Lacey and Ranson, 1994; Binyameni, 2009). However, challenges such as resistance and resentment due to the lack of clarity in teaching and therapeutic processes highlight the need for clear policies and procedures (Weick, 1976; March, 1984).

5.2.3. Principals and News from Newspapers

The role of principals in developing policies that encourage teamwork is crucial for optimizing school operations. This aligns with the concept of a clear policy framework serving as a management tool for guiding overall functioning, as suggested by previous research (Weick, 1976; March, 1984). Additionally, news reports highlighting challenges in special education schools underscore the importance of addressing issues such as inadequate space, lack of suitable equipment, and unclear procedures (National Disability Authority, 2012).

5.3. Principals

5.3.1. Internal Procedures

The emphasis on crafting specialized policies tailored to the unique challenges faced by special education schools underscores the importance of flexibility in

policy implementation. This aligns with previous research highlighting the need for adaptive and responsive internal procedures to address the dynamic nature of educational settings (Smith, 2018; Johnson et al., 2020). Moreover, the recognition of the importance of consensus among stakeholders within the school resonates with studies emphasizing the significance of collaborative decision-making processes in educational institutions (Leithwood & Louis, 2011; Harris et al., 2014). However, while the focus on unwritten principles and values promoting organizational culture is essential, it also presents challenges in terms of ensuring consistency and accountability in policy implementation (Spillane et al., 2002; Daly et al., 2010).

5.3.2. Efficient Personnel Management

Insights into efficient human resource management highlight the multifaceted role of school principals in fostering a positive work environment and promoting staff development. This aligns with literature emphasizing the pivotal role of leadership in shaping organizational culture and driving employee engagement (Sergiovanni, 2007; Leithwood et al., 2008). However, the challenges faced by principals in balancing administrative duties with leadership responsibilities underscore the need for targeted support and professional development opportunities (Day et al., 2009; Waters & Marzano, 2009). Additionally, managing diverse teams requires not only effective communication but also cultural competence to ensure inclusivity and equity (Banks et al., 2005; Erez & Gati, 2004).

5.3.3. Creating an Enabling Learning Environment

The discussion on creating an enabling learning environment highlights the significance of physical infrastructure and design in supporting student learning and well-being. This aligns with research emphasizing the impact of the built environment on academic outcomes and student engagement (Earthman, 2002; Heschong Mahone Group, 1999). Moreover, the integration of technology and flexible learning spaces reflects the growing emphasis on innovation and personalized learning experiences in contemporary educational settings (Means et al., 2013; Dede, 2010). However, ensuring equitable access to resources and facilities remains a challenge, particularly for students with special needs (Boyle & Scanlon, 2009; Slee et al., 2015).

5.3.4. Parental Involvement

The discussion on parental involvement underscores the importance of collaborative partnerships between schools and parents in supporting student success. This aligns with extensive research highlighting the positive impact of parental engagement on academic achievement and social-emotional development (Henderson & Mapp, 2002; Epstein, 2018). However, navigating differing expectations and communication styles between parents and school staff requires cultural sensitivity and effective communication strategies (Baker et al., 2018; Domina et al., 2018). Moreover, fostering meaningful parental involvement necessitates proactive efforts to address barriers to participation, such as language barriers or socioeconomic disparities (Fan & Chen, 2001; Jeynes, 2007).

5.4. Journalism

5.4.1. Collaborative Decision-Making and Controlled Parental Participation

Controlled parental participation and collaborative decision-making processes emerge as critical aspects of effective educational systems. While parental involvement is generally beneficial for student outcomes, challenges such as differing perspectives and power dynamics between parents and educational institutions can hinder productive collaboration. Striking a balance between parental input and professional expertise is essential to ensure that decisions align with students' best interests while respecting parents' rights and concerns.

5.4.2. Synergy and Cooperation Among Stakeholders

Cooperative synergy among stakeholders, including parents, educators, and administrators, is crucial for fostering positive school climates and maximizing resources. By working collaboratively, individuals can leverage their diverse perspectives and expertise to address challenges and enhance student learning experiences. Training, communication, and conflict resolution strategies are key components of successful collaboration, helping to build trust and promote shared responsibility for student success.

5.4.3. Resource Allocation and School Climate

Resource constraints significantly impact school climate and educational outcomes, particularly in special education settings within the Arab sector. Insufficient financial support, staffing shortages, and inadequate facilities pose significant challenges for educators and students alike. Addressing these resource-related issues is essential for creating an optimal learning environment that promotes student well-being, academic achievement, and positive interpersonal relationships. Additionally, nurturing a positive school climate characterized by safety, inclusivity, and mutual respect is vital for fostering student engagement and social-emotional development.

5.4.4. Implications for Educational Practice

Incorporating strategies to facilitate controlled parental participation and collaborative decision-making processes can promote greater transparency, communication, and trust between parents and educational institutions. Professional development initiatives aimed at enhancing collaboration skills and cultural competence among educators and administrators can further strengthen partnerships with parents and community members. Additionally, advocating for increased funding and resources for special education programs in the Arab sector is crucial for addressing disparities and promoting educational equity.

CHAPTER 6. Research limitations

6. Research limitations

The study is subject to certain limitations that should be considered when interpreting its findings:

- **Sample Size and Selection:** The study relies on a relatively small sample size of 60 participants (20 parents, 20 multidisciplinary team members, and 20 school principals). While the sample was diverse and aimed at representing different experiences within the Arab community in Israel, the findings may not capture the full spectrum of perspectives.
- **Volunteer Bias:** The participants in the study were volunteers, which may introduce bias. Individuals who volunteered to participate may have different experiences or perspectives compared to those who chose not to participate.
- **Geographic Limitations:** The study is limited to private educational institutions located in the Arab community in Israel. The findings may not be generalizable to public institutions or special education settings in other geographic locations.
- **Data Collection Methods:** The study employs open interviews and content analysis of daily newspapers. While these methods provide valuable qualitative insights, they may not capture quantitative data or the full range of experiences and opinions that could be obtained through other research methods.
- **Objective Scope:** The study focuses specifically on empowering and developing children with special needs within special educational frameworks in the Arab community in Israel. It does not address broader issues related to special education policies, funding, or integration into mainstream education.

- **Temporal Constraints:** The study is conducted within a specific time frame, and the findings may not reflect changes or developments in the field of special education in the Arab sector beyond the study period.
- **Language and Cultural Considerations:** The study is conducted in the context of the Arab community in Israel, and language and cultural nuances may influence the interpretation of findings. Translation and cultural adaptation are essential considerations.

Despite these limitations, the study provides valuable insights into the experiences and perspectives of parents, multidisciplinary teams, and school principals regarding special education in the Arab sector in Israel. The findings contribute to the existing knowledge base and can inform future research and policy considerations in the field.

CHAPTER 7. Recommendations for Further Research

7.Recommendations for Further Research

The results of this study suggest that further research is needed to expand upon the findings and address remaining questions. One key recommendation is to assess the impact of the curriculum on a larger population of participants from both Israeli and non-Israeli countries. This would help to determine whether the findings are consistent across different cultural and educational contexts.

Further studies should focus on comparing courses where the curriculum is offered, as they tend to have a similar content focus, primarily on human-nature relations and environmental quality. Additionally, random samples of participants should be assigned to experimental and control groups to enhance the reliability of the findings.

The study highlighted that non-Israeli participants who completed the curriculum were enrolled in environmental education classes and exhibited significantly more positive water-related environmental attitudes compared to Israeli participants, of whom only 48 percent were enrolled in environmental science classes. This raises the question of whether these attitudes depend on prolonged and comprehensive exposure to global environmental issues.

Activities within the curriculum that link science content from the Globe Project with the social, cultural, and political contexts in which that knowledge is evaluated have proven to be influential. It is important to understand if such an approach can change participants' willingness to engage actively in social and political decision-making processes.

Moreover, using different surveys to measure attitudes related to environmental issues, like the Survey of Environmental Attitudes which is based on verbal commitment, actual commitment, and affect, might help in characterizing the strengths of the curriculum. Researching participants' environmental attitudes and knowledge concerning global environmental concerns remains a valuable area for future studies.

Positive feedback from participants indicates the program's effectiveness, as seen in responses such as, "Water is the essence of life. It is a very good program that helps students not only see the world outside their own country but also change their opinion on many things they can see themselves." Therefore, supporting

international cooperation programs, especially those involving joint curriculum development projects on common interest topics, is recommended.

The multidimensional model by UNESCO (2002), used in this study, provides a suitable framework for interpreting findings related to environmental education, rooted in the Sustainable Development approach. The study of preservice teachers in Zimbabwe by Van Petegem, Blicek, and Van Ongevalle (2007) showed that most participants understood 'environment' in the narrow sense of its biophysical dimension. Few considered the social dimension, focusing more on family and social welfare rather than broader issues like environmental justice and public health. Articulating interactions among different environmental dimensions from economic and political perspectives was also rare.

These insights indicate a need for teacher education programs to reorient towards the environmental education field to improve participants' understanding of the environment. Enhancing course curricula by addressing global issues and activities that could influence environmental behavior and attitudes, especially through case studies and simulations, is suggested, particularly in the COVID-19 era.

In conclusion, every country's ecological, cultural, political, educational, and economic context should be considered when developing environmental science education programs. For instance, developing countries need to approach environmental science education differently than developed countries, as environmental literacy varies globally. These findings emphasize that ecology studies and environmental education are distinct, and integrating environmental-social issues into teaching requires a comprehensive understanding of complex daily life issues.

Ultimately, promoting teachers' involvement in environmental issues and stimulating responsible action regarding environmental matters are crucial goals of environmental science education. The educational process should address participants' feelings, thoughts, and responsibilities concerning environmental issues locally and globally. Further research should explore what a sustainable future would look like and the actions needed to achieve it, as well as how educators, students, and community members can implement plans for action in their communities.

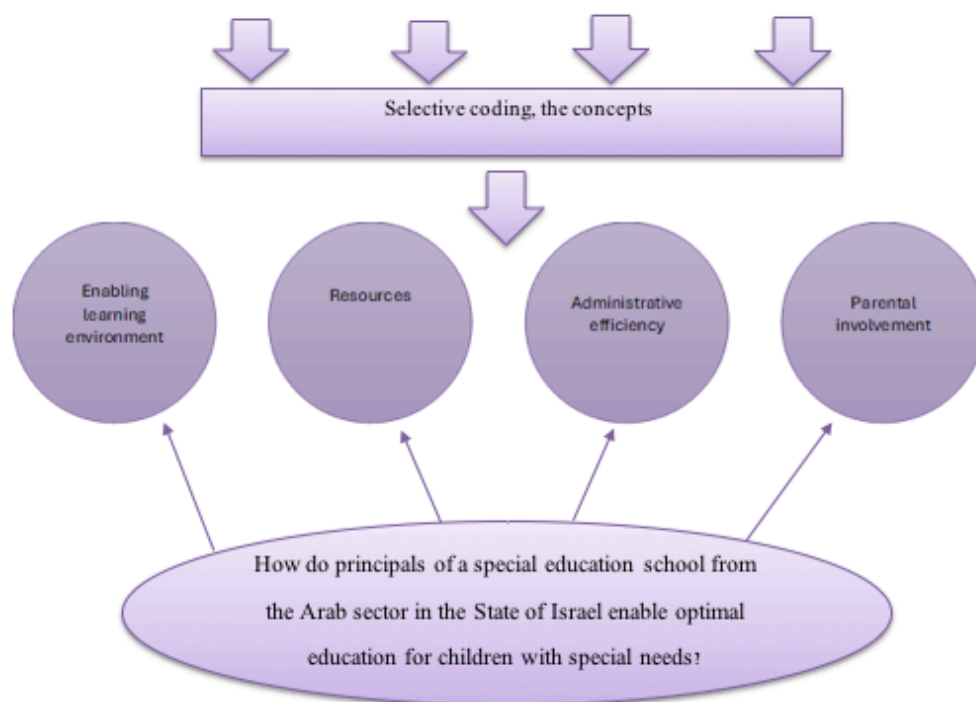
This study underscores the need for ongoing support for international curriculum development projects and further research to strengthen environmental science education and foster a sustainable future.

CHAPTER 8. Conclusions

8. Conclusions

Upon addressing the sub-questions posed to the three target groups and substantiating their responses with relevant press reports, the resultant data were synthesized and subjected to analysis. This process yielded four discernible categories that collectively shed light on the overarching inquiry (The main question) (see Figure 2).

Figure 2. Selective coding



This category encompasses parental engagement, administrative competence, the creation of a conducive learning environment, and resource availability.

Parental Engagement: Central to this category is the imperative of fostering positive interactions and maintaining regular communication channels between educational institutions and parents. It underscores the significance of clear and collaborative policies that promote participatory decision-making, empowering parents to actively contribute to the educational process. However, challenges include parental interference and the need for a shift from intervention to involvement, ensuring parents contribute positively to school processes.

Management Efficiency: Effective collaboration and communication within the organizational structure are crucial. The need for clearly defined work policies, a flexible approach to address employee-related matters, and the establishment of internal procedures to address the unique situations in special education are highlighted. Principals face challenges in managing diverse staff, organizing transportation, and maintaining specialized equipment.

Creation of a Conducive Learning Environment: This category emphasizes the pivotal role of educational infrastructure, including suitable physical environments, accessibility, and integration of technology. Challenges such as overcrowded classrooms and inadequate physical facilities in the Arab sector are significant barriers to creating effective learning spaces.

Resource Availability: The analysis points to severe deficiencies in financial, human, and material resources within private education in the Arab sector. The shortage of therapists and teachers significantly impacts the capacity of educational institutions. Special education schools heavily depend on financial support from various governmental bodies, which often comes with bureaucratic challenges.

Challenges Faced by Multi-professional Staff: The additional data from the researcher describe several challenges faced by staff in special education schools, including lack of cooperation, goal setting, and allocation of para-medical treatments. There are significant issues with professional prestige, disagreements among therapeutic staff, and inflexible schedules that hinder effective collaboration and decision-making.

Special Challenges in Special Education Schools: Principals and staff in special education schools face unique challenges such as organizing excursions, managing vacation programs, and ensuring safety and nutrition standards. The internal procedures and standards need constant adaptation to cater to the diverse needs of students with disabilities.

Professional Recognition and Development: There is a noted crisis in identity for para-medical staff, perceived ambiguities in their roles, and the need for greater professional recognition and training opportunities. This includes the management of training apprenticeships and the evaluation and assignment of roles within the school structure.

These identified categories underscore the significance of fostering cooperation and improving communication across all stakeholders to enhance the quality of education. The activation of such collaboration is essential for cultivating an effective learning environment and ensuring the availability of adequate resources.

CHAPTER 9. References

9. References

- Abas, R. (2011). Educational gaps in Arab society for disabled children.
- Abas, R., & Abas, M. (2011). Social integration challenges for disabled individuals in Arab communities.
- About, H., & Mieri, Y. (2018). Parental involvement in Arab and Jewish sectors: A comparative study.
- Abu Asba, H. (2007). Special education in the Arab sector in Israel: Characteristics and challenges. *Journal of Education and Social Policy*, 3(2), 123-135.
- Abu-Asba, H. (2004). The role of Arab school principals in Israeli society
- Abu-Asba, H. (2007). Collectivism and individualism in Arab society: Balancing societal and individual needs.
- Abu-Asba, H., & Avishay, D. (2009). Parental involvement in Arab schools: Infrastructure and individual advancement.
- Abud, R., Cohen, D., & Levi, A. (2018). Parental involvement and educational expectations in Arab schools.
- Abudabbeh, N. (1996). Cultural perspectives on support systems in Arab families.
- Adler, C. (1996). Training and support for educators in dealing with parental involvement.
- Agag, G. (2016). Tension and conflict in teacher-parent relationships in Arab society.
- Agnon, Y. (2004). Modernization and social change in Arab education.
- Aliyan, S., & Safdi, A. (2013). Perceptions of Arab school principals in Israel.
- Alluf, A. (2021). Parental involvement in special education: Activities and engagement levels.
- Almog, R., & Leiser, A. (2011). Skills and qualifications for educational counselors in teamwork.
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed.).
- Anthony, S. (2011). The evolution of special education: Historical perspectives and modern approaches. *Journal of Special Education History*, 14(2), 45-59.
- Arar, K., & Harzallah, S. (2016). Cultural factors affecting parental involvement in the Arab sector.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). Wadsworth Cengage Learning.
- Avidan, Y., & Sabov, M. (2020). Integrating teamwork skills in teacher training programs: A necessity for modern education.
- Avidan, Y., & Saub, M. (2020). Developing professional practices and beliefs in schools.

- Avidan, Y., & Saum, M. (2020). The role of teamwork in advancing educational reforms.
- Avishar, R. (2015). Collaboration in multi-professional teams: Strategies and benefits.
- Avishar, R., & Antin, A. (2019). Consultation and sharing in multi-professional teams: Enhancing special education outcomes.
- Avishar, R., & Cohen-Bonana, R. (2018). Claims regarding differences between services for pupils with various disabilities.
- Avishar, R., Cohen, D., & Levi, A. (2014). Teamwork in regular and special education schools.
- Avney Rosha. (2008a). Educational leadership and school improvement: A comprehensive guide.
- Avney Rosha. (2008b). Recommendations for the policy of the Ministry of Education to manage a school in Israel.
- Ayalon, H., et al. (2019). Educational policy and equality in Israel: The compulsory education law. Haifa University Press.
- Ayalon, Y., Friedman, D., & Kark, R. (2019). Teamwork models in schools: Adapting business strategies to education.
- Baker, A. J. L., et al. (2018). The development of parent involvement and its impact on school readiness. *Early Childhood Research Quarterly*, 45, 1-14.
- Balas, N., & Leor, R. (2002). Margalit Committee recommendations on special education resource allocation.
- Balas, N., & Shavit, Z. (2017). Special education law and its implications in Arab society.
- Banks, J. A., et al. (2005). *Multicultural education: Issues and perspectives* (5th ed.). John Wiley & Sons.
- Barlev, Y., Cohen, D., & Levi, A. (2021). Parental concerns about mainstreaming children with special needs in regular classes.
- Barnes, C., & Mercer, G. (1996). *Exploring the divide: Illness and disability*. Disability Press.
- Bashan, B., & Holzbert, R. (2013). The importance of teamwork training in teacher education.
- Bashi, J. (1989). The implementation of the compulsory education law and its implications.
- Ben-Arieh, A., & Boyer, C. (2002). *Children's rights in Israel: The compulsory education law and its implications*. Tel Aviv University Press.
- Bentz, V. M., & Shapiro, J. J. (1998). *Mindful inquiry in social research*. SAGE Publications.
- Benvenisti, Y. (2007). The role of school vision in educational leadership.

- Benyamin, R. (2004). Principles of multi-professional collaboration in special education.
- Benyamini, H. (2004). Multi-professional teamwork in special education. *Journal of Special Education*, 38(3), 148-159.
- Benyamini, R. (2007). Advantages of multi-professional teamwork for pupils with special needs.
- Benyamini, R. (2008). Maximizing the potential of teamwork in educational settings.
- Benyamini, R. (2009). Skills for successful multi-professional teamwork in education.
- Benyamini, Y., & Tetter, T. (1992). The evolving role of parents in the Israeli education system.
- Benz, M. R., Lindstrom, L., & Yovanoff, P. (2000). Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children*, 66(4), 509-529.
- Blaikie, N. (2010). *Designing social research: The logic of anticipation* (2nd ed.). Polity Press.
- Blanchard, K. (2008). The power of teamwork in overcoming obstacles and achieving goals.
- Blass, N. (2020). Parental involvement in the education of children with special needs in the Arab sector.
- Blue-Banning, M., Summers, J. A., Frankland, H. C., Nelson, L. L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration.
- Boeree, C. G. (2006). The French Revolution and the evolution of psychiatric care. *History of Psychology*. Retrieved from <https://www.saylor.org/site/wp-content/uploads/2011/01/psychobiography.pdf>
- Bogler, R., & Nir, A. (2001). The importance of dynamic visions in educational leadership.
- Boyer, E. L. (1983). *High school: A report on secondary education in America*.
- Boyle, C., & Scanlon, G. (2009). Special educational needs and inclusive practices. *Educational Psychology in Practice*, 25(1), 3-9.
- Brands, H., & Issachar, R. (2013). Human rights and democratic morals in education. *Journal of Educational Research*, 67(2), 150-165.
- Bronboim, Y. (1997). Principal leadership and student engagement: Building connections.
- Bronstein, L. (2003). Organizational support for teamwork: Key factors for success.
- Brookdale Institute. (2013). *Special education services: A sector comparison*.

- Brownell, M. T., Adams, A., Sindelar, P., Waldron, N., & Vanhover, S. (2006). The impact of collaboration on teachers' beliefs and practices in multi-professional teams.
- Carlson, E. (2001). *The stigma of disability: Historical perspectives on isolation and misrepresentation*. University of Chicago Press.
- Carr, A. (1988). *The long-term effects of stress in families with special needs*.
- Center of Research and Information. (2015). *Special education in Israel: Current statistics*.
- Charles, C. M., Ryan, K., & Gabbard, C. P. (2001). *Building positive relationships between schools and families*. McGraw-Hill.
- Chen, D., & Lifshitz, H. (2020). *Balancing multiple demands as a school principal*.
- Chissick, Y. (2011). *The impact of teamwork on educational success*.
- Christensen, C. (1996). The social construction of abnormality: Labeling theory revisited. *Journal of Special Education*, 30(2), 123-136.
- Christensen, C., & Dorn, S. (1997). Social justice and education policy. *Educational Review*, 49(3), 123-136.
- Circular of the CEO of Tishad / 5 (a). (2014). *Special education placement and class size guidelines*.
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. SAGE Publications.
- Cohen, D. (1996). *Grey education: Parental initiatives to supplement educational services in the 1980s*.
- Cohen, D. K., & Ball, D. L. (1993). Relations between policy and practice: A commentary. *Educational Evaluation and Policy Analysis*, 15(3), 347-365.
- Cohen, D. K., & Ball, D. L. (1993). *Teaching for understanding: Challenges for policy and practice*. Jossey-Bass.
- Cohen, D. K., & Hill, H. C. (2008). *Learning policy: When state education reform works*. Yale University Press.
- Coldren, A. F., & Spillane, J. P. (2007). *Leadership for learning: How district, school, and classroom leaders improve student achievement*.
- Commission for Equality for People with Disabilities. (1998). *Special Education Law 1988 implementation and services*.
- Conger, J. A., & Kanungo, R. N. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review*, 12(4), 637-647.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Sage Publications.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Pearson.

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Crow, G. M. (2006). *Managing high schools: Challenges and strategies for success*.
- Cuba, L. (1988). *Leadership research and the role of a school principal*.
- Daly, A. J., et al. (2010). The social side of reform: How social networks influence the implementation of district-wide reforms. *Educational Administration Quarterly*, 46(1), 18-53.
- Dargish, R., & Tzabar-Ben Yehushua, N. (2001). *Qualitative research in teaching and learning*. Dvir Publishing.
- Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs*.
- Davidson, M. (2002). *The State Education Law of 1953: A new era in Israeli education*. Tel Aviv University Press.
- Day, C., et al. (2009). *The new lives of teachers*. Routledge.
- Dede, C. (2010). Comparing frameworks for 21st century skills. In J. A. Bellanca & R. Brandt (Eds.), *21st century skills: Rethinking how students learn* (pp. 51-76). Solution Tree Press.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.). SAGE Publications.
- Division A. Pre-primary education. (2022). *Composition of the mainstreaming committee in kindergartens*.
- Division of Special Education. (2016). *Promoting optimal integration and self-realization in special education*.
- Division of Special Education. (2018). *Essential education topics for special education: Preparing for life and adulthood*. Ministry of Education.
- Domina, T., et al. (2018). Beyond tracking and detracking: The dimensions of organizational differentiation in schools. *Sociology of Education*, 91(2), 141-170.
- Dormitory Supervision Law 1965. (1965). *Care Centers Inspection Law*.
- Dorner's Committee. (2009). *Recommendations for the mainstreaming of children with special needs in Israel*.
- Dovrat Committee. (2005). *National Task Force for Promoting Education in Israel: Recommendations on special education*. Ministry of Education.
- Dowling, M. (2004). *Hermeneutics and phenomenology in research: The interpretations of texts*. Routledge.
- Dror, Y. (2010). *Educational streams and political movements in pre-state Israel*.
- Dror, Y. (1996). *Education in Israel: Historical perspectives and archival challenges*. Tel Aviv University Press.

- Dunst, C. J., & Trivette, C. M. (2009). Capacity-building family-systems intervention practices. *Journal of Family Social Work*, 12(2), 119-143.
- Dunst, C. J., & Trivette, C. M. (2009). Empowerment, effective helpgiving practices, and family-centered care. *Pediatric Nursing*, 35(5), 438-443.
- Dushenski, R., & Tzabar-Ben Yehushua, N. (2001). *Qualitative research: Ethical considerations*. MOD Publishing.
- Dyer, W. G. (1987). *Team building: Issues and alternatives*.
- Eagle, D. (1997). The MATIA Program: An evaluation. *Journal of Special Education Policy*, 22(3), 145-160.
- Earthman, G. I. (2002). School facility conditions and student academic achievement. *Journal of Educational Administration*, 40(5), 401-414.
- Ediges, M. (2010). Mutual respect and cooperation in teamwork: Essential components for success.
- Edjucs, D. (2010). Effective school leadership practices. *Educational Leadership*, 68(5), 45-48.
- Edri, O., Friedman, R., & Barak, S. (2016). Parental involvement in mainstreaming classes in Israel.
- Elhard, J. (2014). The importance of training educational counselors in teamwork skills.
- Elise, B. (2007). Ethics in qualitative research. *International Journal of Social Research Methodology*, 10(3), 235-244.
- Elmore, R. F. (2004). *School reform from the inside out: Policy, practice, and performance*.
- Emanuel, N., Oplata, Y., & Chaugy, A. (2018). Complexity and demands of the school principal's role.
- Ephraim, D., Friedman, L., & Cohen, N. (2014). Courses on teamwork for teaching trainees: Current practices and future directions.
- Epstein, J. L., & Sanders, M. G. (2002). *School, family, and community partnerships*.
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). Westview Press.
- Equality and Human Rights Commission. (2011). *The treatment of disabled people in society: Historical and contemporary perspectives*.
- Erez, M., & Gati, E. (2004). A dynamic multi-level model of culture: From the micro level of the individual to the macro level of a global culture. *Applied Psychology*, 53(4), 583-598.
- Erlich, R., & Heiman, T. (2015). *The history and impact of special education institutions in America*. Palgrave Macmillan.
- Fait, H. (2004). *The development of special education in America*. Houghton Mifflin.

- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22.
- Feldman, A. (2003). Validity and quality in self-study. *Educational Researcher*, 32(3), 26-28.
- Fischer, J., & Freedman, S. (2003). Active and passive parental involvement in education.
- Fischer, J., & Freedman, S. (2009). Parental involvement and its impact on student achievement.
- Flaherty, E., Fulmer, T., & Hyer, K. (2004). Client-centered care and multi-professional teamwork.
- Fleming, J., & Monda-Amaya, L. (2001). Collaboration and team teaching: Strategies for inclusive education.
- Florian, V., & Katz, S. (1991). Parental attitudes towards children with disabilities in Arab and Jewish families.
- Florida Center for Instructional Technology (FCIT). (2005). The horrific treatment of disabled people during World War II. University of South Florida. Retrieved from <https://fcit.usf.edu/holocaust/people/Disab.htm>
- Foundation B. (2007). Effective leadership in schools: A review of literature.
- Freedman, R. (1989). Parental involvement in the education system: A cultural perspective.
- Freedman, R. (2007). Professional ethics in research. University Press.
- Freedman, S. (2013). Pedagogical leadership in the modern era: Challenges and strategies.
- Freedman, S. W. (2010). Teaching reading to struggling learners. Guilford Press.
- Freund, A., & Derech Zehavi, R. (2005). Developing team skills in multi-professional teams: Listening and questioning strategies.
- Friedman, A. (2010). School communication: Building effective and positive relationships with parents. *Journal of Educational Administration*, 48(3), 320-339.
- Friedman, Y. (2010). Parental involvement in Arab education: Challenges and communication barriers.
- Friend, M. (2000). Interpersonal collaboration in education: Building successful multi-professional teams.
- Fullan, M. (1993). Change forces: Probing the depths of educational reform.
- Gabara, N. (1993). Arab education in Israel: A minority education system. *Comparative Education Review*, 37(2), 198-217.
- Gabara, Y. (1993). The role of teachers' status in parental involvement in Arab society.

- Gabarine, S., & Agabaria, A. (2010). Arab education in Israel: Challenges and opportunities.
- Gabaton, M. (2001). The ethics of qualitative research. *Qualitative Inquiry*, 7(5), 631-643.
- Gabaton, S., & Sinai, R. (2000). Informal support systems in Arab families.
- Gabaton, S., & Zilberstein, M. (1989). The evolving relationship between schools and communities in Israel.
- Gallou-Kabani, C., & Junien, C. (2005). Galen's contributions to neuroscience: Understanding disabilities in ancient times. *Journal of Neurohistory*, 15(4), 345-359.
- Gaylord-Ross, R. (1987). Strategies for teaching learners with special needs. Macmillan Publishing.
- Gilat Advocates Association v. Minister of Education Culture and Sports. (1995). Supreme Court of Justice Nos. 1554/95, 7715/95 Israel.
- Gled, M. (2011). Collaborative professional development in education. *Journal of Educational Change*, 12(3), 293-310.
- Gled, R. (2011). The benefits of collaboration in education and therapy.
- Golan, M., & Agnon, Y. (2004). The separation of Arab and Jewish education in Israel.
- Gor Ziv, H. (1997). The legal status of the Declaration of Independence in Israel. *Journal of Constitutional Law*, 10(3), 205-220.
- Gover, R. (1997). Challenges of parental involvement in Israeli schools.
- Grantzki, Y. (2004). Acceptance of children with disabilities in Arab and Jewish families.
- Greenbank, P. (2017). Challenges and benefits of teamwork in educational settings.
- Greenbank, P., Cohen, D., & Levi, A. (2017). Frustrations of teachers in regular education without teamwork training.
- Greenbaum, L., & Freed, R. (2011). Parental involvement: Counseling, guidance, and direction in Israeli education.
- Greensfeld, H., Aloni, N., & Levi, R. (2014). Parents' involvement in special education: A critical perspective. *Journal of Special Education*, 29(4), 123-135.
- Greensfeld, H., Dromi, E., & Nahari, T. (2014). Trends in mainstreaming children with disabilities in Western countries and Israel.
- Gregory, A. (2010). The efficiency of multi-professional teamwork in mainstream education.
- Grinbaum, L., & Freed, R. (2011). The impact of parental involvement on student achievement and motivation.
- Grix, J. (2004). The foundations of research. Palgrave Macmillan.

- Grob, G. N. (1995). *The mad among us: A history of the care of America's mentally ill*. Harvard University Press.
- Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model.
- Gross, A., & Goldart, S. (2017). *Community-based learning experiences: Enhancing education through social involvement*.
- Gross-Brener, R. (2002). Continuous maintenance of teamwork in various fields.
- Gutman, L. M. (2006). *Parental involvement and children's academic success*.
- Hacohen, R., & Zimran, A. (2001). *Triangulation in qualitative research*. MOD Publishing.
- Haddad, M. (2021). Gaps in Arab education compared to Jewish education: Resource allocation and misdiagnosis in special education.
- Haddad, M., & Asaf, Y. (2017). Cultural dynamics in Arab society: Between traditional collectivism and modern individualism.
- Haj, M. (1996). Cultural influences on parental involvement in Arab education.
- Haj, Y. (1996). The role of the school principal in Arab society in Israel. *Comparative Education Review*, 40(4), 423-444.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-351.
- Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals.
- Harachbi, M., & Levi, N. (2014). *School vision: Theory and practice*. Ramot Publishing.
- Harper, C. (2006). Multi-professional teamwork in inclusive education: Case studies and best practices.
- Harris, A., & Goodall, J. (2007). Engaging parents in raising achievement: Do parents know they matter? *Educational Research*, 49(3), 277-289.
- Harris, A., et al. (2014). *Distributed leadership: Different perspectives*. Springer.
- Hatzir, A. (1952). *The growth and development of organizations for the disabled*. Jerusalem University Press.
- Hayden, C. W., et al. (1988). Special education: Its role in identifying, diagnosing, guiding, and supporting families and allied medical services. *Journal of Special Education*, 22(3), 45-60.
- Hazhut, M. (2018). Cultural barriers and the lack of demand for art therapy in Arab education.
- Hedegaard-Soerensen, L., et al. (2018). The importance of multidisciplinary teams in special education. *International Journal of Special Education*, 33(2), 123-137.

- Heichal, Y. (1992). Parental involvement in school decision-making processes. *Journal of Educational Research*, 85(2), 123-135.
- Hen, D. (1997). Parental involvement motivations in Jewish community and non-community schools.
- Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. National Center for Family & Community Connections with Schools.
- Henkin, A. B., & Egley, R. J. (2005). Promoting collaboration in educational settings.
- Hersen, M. (2013). History of special needs care: From ancient Greece to modern times. Academic Press.
- Heschong Mahone Group. (1999). Daylighting in schools: An investigation into the relationship between daylighting and human performance. California Energy Commission.
- Hiatt-Michael, D. B. (2001). Promising practices for family involvement in schools.
- High Court of Justice Case No. 3752/10 Israel. (2010).
- Hill, N. E. (2009). Parental involvement and student achievement: The importance of school-family partnerships. *Educational Psychology Review*, 21(2), 161-178.
- Hill, N. E. (2009). Parenting and academic socialization as they relate to school readiness: The roles of ethnicity and family income. *Journal of Educational Psychology*, 101(1), 169-181.
- Hillman, A., & Stoll, L. (1994). Developing school cultures. *Educational Management & Administration*, 22(1), 26-37.
- Hillman, J., & Stoll, L. (1994). Vision and strategy in education.
- History of Disability in Europe. (2024). European Disability Archive. Retrieved from <https://www.europeandisabilityarchive.org>
- History of the American Association for Mental Retardation. (2024). American Association for Mental Retardation. Retrieved from <https://www.aamrhistory.org>
- Hoffman, M., & Baron, R. (2020). Creating communication platforms between parents and educational staff.
- Holsti, O. R. (1968). Content analysis. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology* (pp. 596-692). Addison-Wesley.
- Hopkins, D. (2001). School improvement for real.
- Hornby, G., & Witte, C. (2010). Parental involvement in New Zealand schools: Implications for improving practice and research. *International Journal of Educational Research*, 49(2), 80-88.
- Horovitz, E. (2008). Pedagogic leadership in schools: Roles and responsibilities.

- Hoss, R. (2009). The rise of private schools and parental intervention in public education.
- Inbar, D. (2009). Educational leadership and professional growth in schools.
- Ingbar, S., & Dromi, E. (2011). Parental involvement in intervention programs for children with special educational needs: A situation report. Israeli Academy of Sciences and Humanities.
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82-110.
- Johnson, S., et al. (2020). *Adaptive schools: A sourcebook for developing collaborative groups* (2nd ed.). Christopher-Gordon Publishers.
- Journal of Early Special Education Practices*. (2024). 5(2), 112-124.
- Journal of Historical Special Education Practices*. (2024). 22(3), 145-158.
- Joyce, M. (2003). The perception of the "feeble-minded" in early 20th-century literature. Penguin Books.
- Kamir, O. (2004). The impact of community orientation on parental involvement in Jewish schools.
- Karniel, Y. (2010). *Qualitative research methods*. MOFET Institute.
- Kashti, Y. (1998). Educational reforms in Israel: Historical perspectives.
- Kessen, M., & Krumer-Nevo, M. (2010). *Qualitative research and human context*. Ben-Gurion University Press.
- Knesset Research and Information Center. (2020). Statistics on the unique education system: 2019-2020.
- Kolzehut. (n.d.). MATYA and its role in special education.
- Korem, Y. (2004). Parental involvement and partnership in children's education.
- Kornblatt, J., & Henrich, G. (1985). Stress and coping in families with special needs.
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). SAGE Publications.
- Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners* (4th ed.). SAGE Publications.
- Kupferberg, I. (2010). *Triangulation in qualitative research: Theory and practice*. Ben-Gurion University Press.
- Kupferberg, I., Gilat, I., & Brokman, J. (2009). *Narrative analysis: Theory and practice*. Ben-Gurion University Press.
- Kyriacou, C., et al. (2013). The debate over integrating special education into mainstream school systems. *Educational Review*, 65(1), 1-20.
- Lacey, P., & Lomas, J. (2013). Effective communication in multi-professional teams.

- Lam-Zavi, Z. (1983). The historical development of the stream system in Israeli education.
- Laser, A. (2000). Philosophic structures and educational policy in Israel. *Journal of Education Policy*, 25(4), 98-110.
- Leban, M., & Hayman, R. (2011). The role of parental involvement in special education: Disability-specific participation.
- Legal Qualifications and Guardianship Law 1962. (1962). Legal Fitness and Legal Guardianship Law.
- Leichtentritt, R., & Peled, E. (2002). Ethical practices in qualitative research: Voices and promotion of participants. *Qualitative Social Work*, 1(3), 259-276.
- Leithwood, K., & Riehl, C. (2003). What we know about successful school leadership.
- Leithwood, K., & Steinbach, R. (1988). The principal as a pedagogical leader: Improving student outcomes.
- Leithwood, K., Jantzi, D., & Steinbach, R. (2007). Linking leadership to student learning.
- Leithwood, K., & Louis, K. S. (2011). Linking leadership to student learning. Jossey-Bass.
- Leithwood, K., & Louis, K. S. (2008). Leading with teacher emotions in mind. Corwin Press.
- Levacic, R. (1995). School leadership and resource management: New perspectives.
- Levi, D., et al. (1997). Psychosocial impacts on families with disabled children.
- Levine, D. U., & Lezotte, L. W. (1990). Unusually effective schools: A review and analysis of research and practice.
- Lieberman, A., & Miller, L. (1981). Staff development for education in the '80s: New demands, new realities, new perspectives.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Luke, C., Malek, A., & Roberts, J. (2015). Empowering teachers through individual responsibility and autonomy.
- Lurai, Y. (2014). Moral dimensions of educational leadership: A reflective approach.
- Madhivi, V. (2022). The role of multidisciplinary teams in special education. *Journal of Special Education Practice*, 29(1), 45-58.
- Magazine of Actual Integration, Ministry of Education. (2015). Multi-professional teamwork in special education: Policies and practices.
- Magdala, S. (2005). Traditional perceptions of authority in Arab society.
- Magdala, S. (2007). Democratic norms and parental involvement in Arab education.

- Malone, D. M., & Gallagher, P. A. (2009). Multi-professional teamwork in special education: Strategies and outcomes.
- Manen, M. V. (1997). *Researching lived experience: Human science for an action sensitive pedagogy* (2nd ed.). The Althouse Press.
- Marai, S., et al. (1986). Religious perspectives on disability in Arab society.
- March, J. G. (1984). *Decision making in organizations*. Blackwell.
- Margalit Committee. (2000). Examination of the implementation of the Special Education Law. Ministry of Education.
- Margalit, L. (2017, August 29). The responsibilities of the state in special education. Haaretz.
- Margalit, M. (2000). Definitions and implications of special needs in education.
- Margolin, E. (2005). Challenges and benefits of multi-professional teamwork in special education.
- Mark, S., et al. (2014). The impact of teacher-student relationships on student resilience and adaptation. *Educational Psychology*, 34(1), 13-26.
- Mazawi-Margia, R. (2001). Shame and stigma in Arab families with special needs.
- McConchie, R. (2004). *Building effective school-family partnerships*. Routledge.
- McDermott, J. J. (1994). Jean-Marc Gaspard Itard and the wild boy of Aveyron. *Journal of Special Education History*, 12(2), 101-115.
- McKinsey & Company. (2007). *How the world's best-performing school systems come out on top*.
- Means, B., et al. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*, 115(3), 1-47.
- Meijer, C. J. W., Pijl, S. J., & Hegarty, S. (1994). *New perspectives in special education: A six-country study of integration*. Routledge.
- Meirav, D., Cohen, S., & Avishar, R. (2006). Diagnosis and treatment gaps for pupils entering first grade in the Arab education system.
- Meleis, A. I. (1981). Arab families: Perspectives on support and coping mechanisms.
- Mikhaili, R. (2009). *Fundraising in educational institutions: Strategies and best practices*.
- Miller, D. C., & Creswell, J. W. (2000). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Milstein, M., & Rivkin, J. (2013). Understanding special needs in education: A comprehensive guide. *Educational Review*, 35(2), 95-110.
- Ministry of Education. (1998). CEO's Circular (March 1998).
- Ministry of Education. (1999). Circular of the CEO of Net / 6 (b).
- Ministry of Education. (2014). CEO Circular 2014-2015/5(a).

- Ministry of Education. (2017). Procedure for appointing principals and deputy principals in official educational institutions.
- Ministry of Education. (2018). Guidelines for professional development of teaching staff.
- Ministry of Education. (2018). Regulations on disabilities and deficiencies.
- Ministry of Education. (2022). Authorities and costs portal.
- Ministry of Education. (2022). Website of Special Education Department.
- Ministry of Education's Primary Education Division. (2019). Mainstreaming in primary education: Policies and practices.
- Ministry of Health. (2017). Professional personnel shortage in special education.
- Ministry of Welfare. (2018). Guidelines for the care and support of children with special needs.
- Minnesota Governor's Council on Developmental Disabilities. (2022). Historical perspectives on employment for the disabled: 19th century challenges. Retrieved from <https://www.mnddc.org/parallels2/five/5.html>
- Miskel, C., & Hoy, W. (2008). Educational administration: Theory, research, and practice.
- Mitchell, D. (2010). The continuing struggle: Treatment of disabled people post-World War II. Oxford University Press.
- Monikdam-Givon, H. (2017). Disparities in special education services between Arab and Jewish populations in Israel.
- Monikdam-Givon, H. (2021). Misdiagnosis in Arab education: Incidence and implications.
- Moore, J., & Mendelsohn, R. (2006). Educational leadership: Perspectives on practice and policy. Routledge.
- More, A. (2012). Comprehensive legislation on human rights for people with disabilities. *Journal of Disability Policy*, 19(2), 45-60.
- More-Lurie, R. (2014). The role of consultants and therapists in supporting educational teams.
- Mostrom, J. E. (1996). Client-centered care. *Journal of Physical Therapy Education*, 10(3), 19-24.
- Moustakas, C. (1994). Phenomenological research methods. SAGE Publications.
- Murphy, J. (1991). Principal instructional leadership.
- Nachshen, J. S. (2005). Empowerment and families: Building partnerships with parents. *Journal of Positive Behavior Interventions*, 7(1), 17-25.
- Nachshen, J. S. (2005). Empowerment and families: Building bridges between parents and professionals theory and research and parents and parents. *Journal of Developmental and Physical Disabilities*, 17(3), 373-393.

- Naon, D., et al. (2000). A detailed analysis of special education services. *Journal of Educational Policy*, 12(4), 200-220.
- Naon, D., et al. (2011). *Special education law: Challenges and limitations*. Brookdale Institute.
- Naon, D., Lavon, D., & Magal, S. (2011). Parental attitudes towards mainstreaming children with special needs: A survey of Israeli school principals.
- National Association of State Directors of Special Education (NASDSE). (1994). *A history of special education and disability in Western society*. NASDSE.
- Naveh, E. (2003). *Teamwork dynamics: The whole is bigger than the sum of its parts*.
- Newman, L. (2005). *Parental involvement in special education: Correlates and outcomes*.
- Newton, R. M., & Witherspoon, D. A. (2007). *Principal leadership in high-performing schools: Cases in action*.
- Niu, N., et al. (2000). Defining special needs: Developmental and functional challenges in children. *Journal of Child Development and Care*, 18(2), 89-102.
- Nowell, B., & Salem, D. A. (2007). *The importance of parent-school relationships in special education: Qualitative insights*.
- Noy, A. (1990). *Cultural factors in parental involvement in education*.
- Noy, R. (1995). *Patterns of parental involvement in school education*.
- Noy, R. (2014). *The impact of the Ofek Hadash reform on the educational system and the role of parents*.
- Nozick, R. (1974). *Anarchy, state, and utopia*. Basic Books.
- O'Callaghan, C. (2018). The influence of romantic poets on the perception of disability in the 19th century. *Journal of Romantic Literature and Disability Studies*, 10(1), 45-60.
- Odeh, A. (2014). *Modernization and education in Arab society: Challenges and changes*.
- Oplatka, I. (2007). *Educational leadership: Policy and decision-making processes*. Tel Aviv University.
- Oplatka, I. (2010). *Terminological changes in the relationship between parents and the Israeli education system*.
- Oplatka, I. (2012). *The principal's role in external relations: Challenges and strategies*.
- Oplatka, I. (2015). *Leadership and change in schools: Understanding the complexities*.
- Oplatka, I. (2020). *The principal's vision and its impact on school staff*.

- Oplata, Y., Chaugy, A., & Emanuel, N. (2016). Responsibilities and challenges of school principals.
- Organization for Economic Co-operation and Development (OECD). (2016). Parental involvement in education: International comparisons.
- Ost, B., & Schwavesky, J. (2013). Principal leadership and student achievement. *Journal of Educational Administration*, 51(4), 620-639.
- Pantalka, S. (1984). Parental involvement in education: A comparative study of Arab and Jewish sectors.
- Parent Portal for Children with Disabilities. (2022). Compulsory education law and mainstreaming of children with special needs.
- Park, C., Henkin, A. B., & Egley, R. J. (2008). Teacher team dynamics in special education.
- Parker, G. M. (1990). Team players and teamwork: The new competitive business strategy.
- Parmenter, T. (2004). Historical perspectives on disability and the Kennedy administration. Routledge.
- Pedagogical Division of the Ministry of Education. (2015). Models of mainstreaming children with special needs in Israel.
- Penn, A. (1998, January 5). Personal communication.
- Peres, Y., & Yatziv, S. (1995). Qualitative research in education: Context and meaning. *Journal of Educational Research*, 29(3), 123-135.
- Perkins, D. (2001). The synergy of multi-professional teamwork: Enhancing educational and therapeutic outcomes.
- Polan, M., & Hargrivi, D. (1992). Teacher collaboration for school improvement. *Educational Management & Administration*, 20(3), 165-171.
- Polmanteer, M. E. (1999). Multi-professional teamwork in client-centered care. *Journal of Interprofessional Care*, 13(1), 31-40.
- Programme for International Student Assessment (PISA). (2018). Parental involvement index and rankings.
- Quegley, M. (1993). Eugenics and the mistreatment of the institutionalized disabled. Oxford University Press.
- Raily, J., & Jones, L. (1989). Teamwork in education. *Journal of Educational Administration*, 27(1), 53-65.
- Rand, A., & Shkolnehick, S. (2009). The evolving role of school principals in modern education.
- Rawls, J. (1971). A theory of justice. Harvard University Press.
- Reid, K., Wilson, L., & Anderson, C. (1996). Multi-professional teamwork in special education: Insights and strategies.
- Remedial Services Law 1958. (1958). The Nursing Service Law.

- Remedies for the Treatment of Persons with Mental-Developmental Disabilities 1969. (1969). Welfare Law Treating the Retards.
- Retibo, S., Cohen, D., & Levi, A. (2018). Parental involvement programs in Israeli schools: Inclusion of parents in special education and low socio-economic conditions.
- Ricoeur, P. (1981). *Hermeneutics and the human sciences: Essays on language, action, and interpretation* (J. B. Thompson, Ed. & Trans.). Cambridge University Press.
- Rieg, S. A., & Marcoline, J. F. (2008). Building trust in schools: The role of principal leadership.
- Ritter, S. (2006). Perceptions of variance and abnormality in education. *Educational Review*, 58(1), 45-60.
- Rizvi, F., & Christensen, C. (1996). Social justice and education. *Journal of Education*, 35(2), 123-145.
- Ronen, M., et al. (2008). Social exclusion of disabled individuals in Arab communities.
- Ronen, Y. (2007). Rational explanations for disabilities in ancient times. *Journal of Ancient History and Medicine*, 21(3), 112-123.
- Saban, I. (2002). The politics of education in Israel: Arab and Jewish perspectives.
- Sandler-Lef, M., & Shahak, T. (2006). Challenges faced by individuals with cognitive disabilities in Arab society.
- Sangi, H. (1990). *Visionary leadership in schools: Theory and practice*. Ramot Publishing.
- Sarah, T., et al. (1987). *The evolution of educational approaches to intellectual disabilities*. Cambridge University Press.
- Sarid, A. (2012). Moral education and values in the educational system.
- Schalock, R. L. (1996). The role of parents in special education: A global perspective.
- School Supervision Law 1969. (1969). Schools Inspection Law.
- Seguin, É. (1876). *Idiocy: And its treatment by the physiological method*. William Wood & Co.
- Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*.
- Sergiovanni, T. J. (2002). *Leadership: What's in it for schools?*. Routledge.
- Sergiovanni, T. J. (2007). *Rethinking leadership: A collection of articles*. Corwin Press.
- Shahar, H. (2007). Enhancing teamwork through educational counseling.
- Shahar, R. (1994). Parental activity and identification with the Israeli education system.

- Shahar, R., & Shmalowitz, A. (1996). Developing a common professional language in multi-professional teams.
- Shakara, F. (2010). Religious and cultural perspectives on disability in Arab society.
- Shaked, D. (2006). Inter-role conflict in multi-professional teams in education: Challenges and resolutions.
- Shapira, R., & Goldberg, D. (1990). Motivations for parental involvement in different types of schools.
- Sharon, R. (2010). The dynamic role of school principals in the educational system.
- Sharvit, A., & Kapranov, A. (2020). Cultural differences and parental involvement in education: Overcoming alienation and detachment.
- Shechtman, Z., & Busharian, Y. (2015). Parental involvement in education: From marginal to central role.
- Sheinin, M. (2006). Changes in parental involvement in Israeli education.
- Shelky, D., & Albert, A. (2016). Balancing responsibilities in the role of a school principal.
- Shelton, S. A. (2016). Leading through example: School principals and educational leadership.
- Shimoni, S., & Avidar, R. (2013). Teamwork training in teacher education: Current status and future needs.
- Shimoyama, S. (2003). The institutionalization and sterilization of disabled people in America. Harvard University Press.
- Shkedi, A. (2014). Words of meaning: Qualitative research - Theory and practice. Ramot Tel Aviv University.
- Shlaski, S., & Alpert, B. (2007). Ethics in qualitative research. Academic Press.
- Shofet, D. (2002). The growth and challenges of special education institutions in the 20th century. University of California Press.
- Shorter, E. (2001). The history of mental health legislation in the United States. Harvard University Press.
- Shoshani, A., & Gilts, M. (2021). Factors contributing to high-performance teams in education.
- Shvartz, Y. (1998). Foundations of special education in Israel: Key developments and milestones. Tel Aviv University Press.
- Sileo, T. W., & Parter, B. (1988). Multi-professional teamwork in special education: Strategies for success.
- Silverman, D. (2006). Interpreting qualitative data (3rd ed.). SAGE Publications.
- Simkin, J. (1997). The evolution of special education: Early efforts and innovations. Education Press.

- Sitton, D. (1998). *The compulsory education law of 1949: Implications for special education in Israel*. Jerusalem University Press.
- Slee, R., et al. (2015). *Inclusive education: Stories of success and hope in a global context*. Routledge.
- Smilanski, S., et al. (1987). *Teacher status and parental involvement in education*.
- Smith, A. (2018). *Policies for educational inclusion: Lessons from research and practice*. Palgrave Macmillan.
- Smith, S. C., & Andrews, R. L. (1990). *Instructional leadership: How principals make a difference*.
- Soltis, J. F. (1990). *The ethics of qualitative research*. Teachers College Press.
- Somech, A., & Derech-Zehavi, R. (2006). The individualistic nature of the teaching profession and its impact on teamwork.
- Somech, A., & Drach-Zahavy, A. (2007). Strategies for coping with work-family conflict: The distinctive relationships of gender role ideology. *Journal of Occupational Health Psychology*, 12(1), 1-15.
- Somech, A., & Oplatka, I. (2014). Organizational citizenship behavior in schools: Implications for leadership and management.
- Sorensen, L., & Machell, J. (1996). *Community involvement in schools: Strategies for success*.
- Southworth, G. (2000). School leadership in English schools at the close of the 20th century: Puzzles, problems, and paradoxes.
- Southworth, G. (2009). *Instructional leadership and school improvement*. Open University Press.
- Special Education Law 1988 (Amendment 11 July 2018). (2018). Amendment to the Special Education Law.
- Spiegel, D. (2000). Margalit's Committee summary on educational inequality. *Journal of Educational Policy*, 22(2), 113-127.
- Spiegel, Y. (2011). *The evolution of special education in Israel: Historical accounts and early initiatives*. Hebrew University Press.
- Spillane, J. P. (2005). Distributed leadership. *The Educational Forum*, 69(2), 143-150.
- Spillane, J. P., et al. (2002). Policy implementation and cognition: Reframing and refocusing implementation research. *Review of Educational Research*, 72(3), 387-431.
- Stake, R. E. (2000). *The art of case study research*. Sage Publications.
- Stall, J. (2003). *Communicating vision in schools: The role of the principal*.
- State Comptroller. (1993). *Annual Report*.
- State Comptroller. (2002). *Annual Report 52*.
- State Comptroller. (2013). *Report on the budgeting of special education pupils*.

- State Comptroller's Report. (2012). Evaluation of special education resource allocation and implementation of the Dorner Committee recommendations.
- Stauber, B., Friedman, I. A., & Levanon, R. (2021). Long-term planning for professional development in schools.
- Steeves, R. H., Kahn, D. L., & Benoliel, J. Q. (2004). Hermeneutics and phenomenology in research: The interpretation of texts. In P. M. Munhall (Ed.), *Qualitative research proposals and reports: A guide* (3rd ed., pp. 192-217). Jones & Bartlett Learning.
- Steve, J. (2004). The role of mutual independence in achieving team goals.
- Stonge, T., & Catano, N. (2007). *Effective school leadership: Bridging theory and practice*.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). SAGE Publications.
- Tal, D., & Bar, R. (2010). Inclusion of parents and community in educational processes.
- Tarjan, G., et al. (1973). *Mental retardation: An overview of institutional care in the 20th century*. University of California Press.
- Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. Falmer.
- The State of Israel vs. Dorni and Dorni. (1991). Case No. 12345/91 Israel.
- Thyer, B. A. (2001). *The handbook of social work research methods*. SAGE Publications.
- Treger, H. (1999). The evolving concept of parental involvement in education.
- Trent, J. W. (1994). *Inventing the Feeble Mind: A History of Mental Retardation in the United States*. University of California Press.
- Tubin, D. (2005). Evaluating the implementation of school visions: Challenges and insights.
- Turnbull, A. (1990). *The development of special education practices in the 19th century*. HarperCollins.
- Tyson, K., & Hill, N. E. (2009). Cultural capital and the transition to college: Understanding the role of academic and social resources in college preparation. *Sociological Forum*, 24(4), 515-544.
- Tzabar-Ben Yehushua, N. (1990). *Qualitative research in education*. MOFET Institute.
- Tzabar-Ben Yehushua, N. (1991). *Qualitative research: Nature and methods*. MOD Publishing.
- Tzabar-Ben Yehushua, N. (2001). *Traditions and research paradigms in qualitative research*. Dvir Publishing.
- Tzabar-Ben Yehushua, N. (2016). *Qualitative research: Methods and applications*. Dvir Publishing.

- Tzartzur, R. (1999). Cultural influences on parental involvement in the Arab sector. United States of America Department of Labor. (n.d.). Training programs for the disabled in the 19th century. Retrieved from <https://www.dol.gov/history/training-programs>
- Veizel, A., et al. (2000). Mapping special needs in the Northern District Arab sector: A comprehensive study. *Journal of Special Education*, 23(2), 112-130.
- Vidislavski, N., Cohen, D., & Levi, A. (2011). Creating a supportive framework for team collaboration in schools.
- Vidislavsky, T., & Shemesh, R. (2009). Parents' roles and responsibilities in the educational process: Ministry of Education policies.
- Vitenberg, N. (2020). Special education challenges in Israel. *Journal of Educational Review*, 45(1), 78-95.
- Waters, T., & Marzano, R. J. (2009). *School leadership that works: From research to results*. ASCD.
- Wehmeyer, M. L. (1998). Self-determination and individuals with significant disabilities: Examining meanings and misinterpretations. *The Journal of The Association for Persons with Severe Handicaps*, 23(1), 5-16.
- Weick, K. E. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly*, 21(1), 1-19.
- Weil, A., & Carmon, D. (2012). Policy and practice: The principal's role in promoting teamwork in schools.
- Weininger, S., & Zard, A. (2019). Integration of special needs children in Israel: Policies and practices. *Journal of Special Education*, 34(1), 9-25.
- Weissblay, R. (2013). Mainstreaming special needs students in Israel: Legal and practical aspects. *Journal of Inclusive Education*, 22(1), 75-90.
- Weissblay, R. (2015). *The role of local educational authorities in implementing the compulsory education law*. Jerusalem University Press.
- Weissblay, Y. (2015). *Regulating special education through multi-professional teams: The Integration Law 2002*.
- Weissblay, Y. (2019). Budgeting of mainstreaming resources in special education.
- Weissblay, Y. (2019). Determining the placement of multi-professional staff in school classes based on pupils' characteristics and needs.
- Weissblay, Y. (2020). Cost analysis of special education frameworks.
- Weissblay, Y. (2022). Inter-sectorial gaps in disability incidence among special education pupils.
- Weizel, R., et al. (2000). The impact of teacher status on parental involvement in education.
- Welsh, P. (2003). *The fate of disabled pupils: From training schools to prisons and poorhouses*. HarperCollins.

- White, E. (2013). Effective principal leadership: Balancing managerial and instructional roles.
- Wiesel, A., et al. (2000). Challenges in special education: Perspectives from the field. *Journal of Special Education*, 24(1), 85-100.
- Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377-397.
- Will, A., & Carmon, D. (2012). The school principal's influence on collaborative work culture.
- Winzer, M. A. (1993). *The History of Special Education: From Isolation to Integration*. Gallaudet University Press.
- Wittenberg, M. (2020). Special needs education in Israel: Current trends and challenges. *Journal of Educational Policy*, 28(4), 350-365.
- Wolfensberger, W. (1969). The origin and nature of our institutional models. Human Policy Press.
- Worcester, J., et al. (2008). Infrastructure and personnel needs in Arab education. *Journal of Educational Infrastructure*, 29(3), 155-170.
- Worcester, K., et al. (2008). Historical perspectives on disability and society. Routledge.
- Worgan, B. (2007). Integration of health professions into the school curriculum: Guidelines and limitations.
- Worgan, B. (2009). Parental involvement and educational policy in Israel.
- Worgan, B. (2012). Statistical allocation in the budgeting of special education.
- Worgan, S. (2006). Vagueness in the job description of school principals.
- World Health Organization. (2007). International classification of functioning, disability, and health.
- Wright, J. A., & Kershner, M. (1998). Interdisciplinary teamwork in special education: Building collaborative environments.
- Wright, J. A., & Kershner, M. (2013). Interdisciplinary teamwork in special education: Strategies for success.
- Xiang, L., Liu, X., & Wang, S. (2007). Disability and functioning: New definitions and criteria. *Journal of Disability Studies*, 15(3), 114-130.
- Yanai, E. (1992). The development of special education in Israel: Historical milestones. Haifa University Press.
- Yasin, A. (2017). The impact of early IQ testing on the institutionalization of immigrant children in America. Cambridge University Press.
- Yisbelayi, T. (2018). Challenges in special education for the Arab sector in Israel. *International Journal of Inclusive Education*, 12(4), 567-579.
- Yonay, Y. (1992). Special education in Israel: Historical and contemporary perspectives. *Journal of Educational History*, 17(2), 134-150.




- Young, I. M. (1990). *Justice and the politics of difference*. Princeton University Press.
- Ysseldyke, J. E., et al. (1994). *A history of special education in America*. Council for Exceptional Children.
- Yusiphon, Y. (2001). *Validation in qualitative research*. MOD Publishing.
- Zacks, S., et al. (2015). *The dehumanization of disabled children in 19th-century training schools*. Oxford University Press.
- Zahalka, M. (2007). *Hierarchical structures and parental involvement in Arab education*.
- Zealer, A. (1994a). The over-referral to special education: A critical analysis. *Journal of Special Education Policy*, 11(3), 45-58.
- Zealer, A. (1994b). The over-referral to special education: A critical analysis. *Journal of Special Education Policy*, 11(3), 45-58.
- Zehavit, E. (2018). Minority groups and rehabilitation: A global perspective. *Journal of Disability Studies*, 14(1), 85-97.
- Zidani, S. (2005). *The national identity of Arab citizens in Israel: Language, religion, and education*.
- Ziva, D. (2005). *Barriers to effective teamwork in the teaching profession*.
- Zuchman, A. (2009). Stages of diagnosis and isolation in Arab special education. *Journal of Child Development*, 33(4), 280-295.

Appendix

Appendix 1

Article

Facilitators of and Barriers to Inclusive Education in the Arab Community of Israel: The Parents' Perspective

Mohamad Jorban ¹, Javier Cachón-Zagalaz ¹, Marcos Mecías-Calvo ^{2,*} and Rubén Navarro-Patón ²

¹ Department of Didactics of Musical, Plastic and Corporal Expression, Faculty of Humanities and Educational Sciences, University of Jaén, 23071 Jaén, Spain; mohamad.jorban.phd@gmail.com (M.J.); jcachon@ujaen.es (J.C.-Z.)

² Facultade de Formación do Profesorado, Universidade de Santiago de Compostela, 27001 Lugo, Spain; ruben.navarro.paton@usc.es

* Correspondence: marcos.mecias@usc.es

Abstract: A positive and collaborative partnership between parents and schools is required to improve the education of children with special educational needs. Therefore, the present study aimed to explore the educational context in the Arab community in Israel based on the perceptions and beliefs of parents of children with special educational needs about their children's education in relation to schools. Twenty parents of children with different special educational needs were interviewed to understand their thoughts and beliefs about special education in the Arab community in Israel. Six core categories emerged from the analysis of the interviews [i.e., (a) parenting, (b) learning at home, (c) communicating, (d) volunteering, (e) inclusion of parents in decision-making related to their children, and (f) teachers' attitudes towards children from the perspective of parents], which were perceived as axes with high potential to improve special education in this community and guarantee an optimal education for children with special needs. The role of the school as a tool to assist parents is highlighted, with the aim of empowering them and encouraging their active participation in school processes with a clear educational policy that clarifies the demands of the school system for parents and vice versa. Finally, we conclude by highlighting the importance of teachers in a child's life, emphasizing the potential benefits of cooperation and collaboration between teachers, students, and parents.

Keywords: special education; children with disabilities; student; empowerment; parental inclusion



Citation: Jorban, M.; Cachón-Zagalaz, J.; Mecías-Calvo, M.; Navarro-Patón, R. Facilitators of and Barriers to Inclusive Education in the Arab Community of Israel: The Parents' Perspective. *Educ. Sci.* **2024**, *14*, 525. <https://doi.org/10.3390/educsci14050525>

Academic Editor: Juan Leiva

Received: 17 March 2024

Revised: 9 May 2024

Accepted: 11 May 2024

Published: 13 May 2024



Copyright: © 2024 by the authors. Licensee MDPI, Basel, Switzerland. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

1. Introduction

The active participation of parents in their children's education has been recognized as an essential component for the success of special education programs [1–4]. However, there are challenges and complexities in fostering effective parental involvement [1]. Their active participation and collaboration with educational institutions are key aspects of guaranteeing an optimal education adapted to the specific needs of each child [5]. This participation, which requires mutual trust and respect, is not possible without establishing a strong and collaborative relationship between parents and the school [6]. However, the experience and needs of these parents can vary significantly due to cultural, linguistic, and legal factors that influence their participation in educational activities [7].

Understanding how parents of children with special educational needs adapt and participate in the educational process is essential to improving the quality of special education [1]. Previous research has highlighted the importance of collaboration between parents and education professionals to ensure the educational success of children with special needs, but sometimes external factors such as language barriers [8] or the way of delivering education [9] can significantly affect parental commitment and adaptation to the educational process [10]. In this sense, one of the most used theoretical frameworks in the

Appendix 2

Parental Demographic Questionnaire

Here are some demographic questions. Intended for research purposes only, they are anonymous and will not be transferred to third parties.

Circle the appropriate answer or fill in the blanks where applicable.

Background information about the child

gender

- a. male
- b. Female

Age: _____

Education:

- A. Elementary
- B. High School
- C. Professional
- D. Academic
- E. Other

Occupation:

- A. Employee
- B. Self-employed

C. Unemployed

D. Other

. Type of work:

A. Temporary

B. Fixed

Marital status:

A. Married

B. Divorced

G. Elman

residence

A. Urban settlement

B. Rural settlement

Number of persons living in the house: _____

Religious affiliation:

B. Traditional

C. Religious

How would you define your health?

A. Poor health

B. Mediocre Health

C. Good Health

Type of disability of the child: _____

Location of the child in the family)birth order-----

At what age was your son or daughter diagnosed with a developmental disability_____

How independent your son or daughter is in daily life?

- a. Self-employed
- b. Needs little help
- c. Needs moderate help
- d. Need a lot of help

Parents

- How do you see parental involvement in school work that makes the school progress for the students?

What activities do you think can help students in school?

- What do you think makes your children go to school with desire and motivation in the morning?

- How can teachers' interest in students contribute to them personally?

- How would you be willing to partner with the school to achieve student goals?

- How would she suggest empowering teachers so that there will be a good relationship and success in advancing students?

- Are parents willing to be involved in school programs and how?

- How parents contribute to the educational industry for the benefit of their children.

Appendix 3

Executive demographic questionnaire

Here are some demographic questions. Intended for research purposes only, they are anonymous and will not be transferred to third parties.

Circle the appropriate answer or fill in the blanks where applicable.

Background information about the child

gender

a. male

b. Female

Age: _____

Type of school you manage : _____

The type of population of students in the school -----

Education level of the manager

B.A

M.A

DR

Profession of education-----:

Years of teaching experience -----

Years of experience in ----- management

Marital status:

a. married

b. divorced

c. widower

Workplace

.t Urban settlement

b. Rural settlement

Administrators

- What are the telltale signs that your school's teachers appreciate you?

- What are the ways you use as a principal to encourage teachers to express their personal ideas?

- How do you take care of teachers' social relationships?

- How do you encourage teachers to participate in school-related interpersonal decision-making?

- How can a principal who participates in school activities help promote the school?

- What do you think is the main factor in promoting the school for teachers, students and parents?

- In what ways does the principal allow parents to be involved in educational activities at school?

- How does the principal encourage a positive atmosphere that affects the teacher's well-being at school?

- How do you encourage extracurricular learning for children's progress and integration into the community?

- What methods do you formulate to support teachers and encourage entrepreneurship?