



UNIWERSYTET IM. ADAMA MICKIEWICZA W POZNANIU

**Educational Situations of Bilingual Students with
Learning Disabilities at School Hand in Hand.
The Case Study**

**Doctorate supervised by
dr hab. Danuta Kopeć, prof. UAM**

Idit Perelmuter

Poznań 2023

Acknowledgments

I would like to thank my adviser, Professor Danuta Kopeć, for her support, guidance, and direction in my doctoral work over the past years. I would like to thank Professor Danuta Kopeć for the considerable encouragement and advice she provided throughout this period. In addition to being an empathetic adviser, who exhibited great caring and involvement in my doctoral research, she was always available and answered my questions and was in direct contact with me, listening as I shared my thoughts, ideas, and deliberations. I was privileged to have an adviser who directed me and advised me with grace and wisdom, who knew how to listen to me and encourage me both in easy times and in difficult times. I am thankful for the opportunity I had to work under Professor Danuta Kopeć and to learn from her.

I must also express my gratitude to my dear husband, Avner, for his continuous support and encouragement and for his belief in me and my abilities over the years, during periods of ups and downs in my research. In addition, I would like to thank my dear children, Ori, Amit, Gilad, and Ido, who are rays of light in my life and who were always interested, asked questions, and displayed understanding.

Last, I would like to thank the Faculty of Educational Studies at the Adam Mickiewicz University in Poznań for allowing me to carry out my research study and for providing me with the opportunity to participate in important and interesting conferences.

Table of Contents

LIST OF FIGURES	IV
LIST OF TABLES	V
ABSTRACT	VI
INTRODUCTION	1
1. BILINGUALISM IN THE VIEW OF THE SUBJECT LITERATURE	7
1.1. Causes, Definitions, and Approaches to Bilingualism in the View of the Subject Literature	7
1.2. The Bilingual Child in the View of the Subject Literature	14
1.2.1. Approaches in the Bilingual Child’s Environment	14
1.2.2. Family Language Strategies for Bilingual Children	18
1.2.3. Advantages and Disadvantages of Bilingualism	23
1.3. Bilingual Education in the View of the Subject Literature	36
1.3.1 Educational Language Policy	36
1.3.2. Approaches and Programs in Bilingual Education for Bilingual Students	38
2. LEARNING DISABILITIES IN THE VIEW OF THE SUBJECT LITERATURE	45
2.1. Term, Cause, and Definitions of Learning Disabilities in the View of the Subject Literature	45
2.2. Types of Learning Disabilities in the View of the Subject Literature among Students	56
2.3. Characteristics of the Functioning of Students with Learning Disabilities	58
2.4. The Family Environment of the Child with Learning Disabilities	63
2.5. Learning Disabilities in the Context of Two Approaches	72
2.5.1. The Multidimensional Developmental Model	72
2.5.2. The Ecological Systems Theory of Bronfenbrenner	76
3. CHILDHOOD – THE SCHOOL AGE PERIOD IN THE VIEW OF THE SUBJECT LITERATURE	79
3.1. The Term “School Age” in the View of the Subject Literature	79
3.2. Biological Development in the School Age Period	79
3.3. Cognitive Development in the School Age Period	80
3.4. Emotional Development in the School Age Period	82

3.5. Moral Development in the School Age Period	87
3.6. Social Development in the School Age Period	89
3.7. Main Important Features of Childhood in the School Age Period	92
4. ISRAELI SOCIETY	97
4.1. Civic, National, and Religious Identity in Israeli Society	97
4.2. Multiculturalism in Israel	99
5. THE EDUCATION SYSTEM IN ISRAEL	103
5.1. The Structure of the Education System in Israel	103
5.2. The Education System for Students with Special Needs in Israel	110
5.3. Minorities in the Education System in Israel	118
5.4. Bilingual Education in Israel	125
5.5. Teachers in the Education System in Israel	130
6. RESEARCH METHODOLOGY	133
6.1. Research Importance and Research Contribution	133
6.2. Research Subject and Research Aim	136
6.3. Research Questions	137
6.4. Research Paradigm	139
6.5. Research Population	141
6.6. Research Challenges	143
6.7. Research Method - The Case Study	146
6.8. The Organizational Framework of the Research	151
6.9. The Ethical Dilemmas Appearing during the Research	153
6.10. Data Analysis	156
7. RESULTS AND FINDINGS – THE ANALYSIS OF DOCUMENTS	160
7.1. Analysis of Documents in the Context of the Chronosystem	160
7.2. Analysis of Documents in the Context of the Macrosystem	176

7.2.1. Analysis of Documents Expressing a Legal Act in the Context of the Macrosystem	177
7.2.2. Analysis of Documents Expressing a Safety Act in the Coronavirus Period in the Context of the Macrosystem	211
7.3 Analysis of Documents in the Context of the Microsystem	230
7.3.1. The Vision, Perception, and Policy of the School	231
7.3.2. The Bilingual School in the Coronavirus Period	243
8. RESULTS AND FINDINGS IN THE CONTEXT OF THE MICROSYSTEM	251
8.1. The Formal Factors	252
8.2. The Personal Factors	268
8.2.1. The Organizational Context	268
8.2.2. The Context of the Educational Staff	278
8.2.3. The Context of the Population of Students in the School	288
8.2.4. The Context of the Bilingual Students with Learning Disabilities	298
8.2.5. The Context of the Parents	317
8.3. The Environmental Factors	326
8.4. The Teaching and Support Factors	337
9. CONCLUSIONS AND RECOMMENDATIONS	354
9.1, Conclusions	354
9.1.1. Conclusions in the Context of the Chronosystem	354
9.1.2. Conclusions in the Context of the Macrosystem	355
9.1.3. Conclusions in the Context of the Microsystem	358
9.2. Recommendations	367
9.2.1. Recommendations in the Context of the Chronosystem	368
9.2.2. Recommendations in the Context of the Macrosystem	370
9.2.3. Recommendations in the Context of the Microsystem	373
REFERENCES	382

List of Figures

Figure Number 1:	Learning Disabilities – A Multidimensional Developmental Model (Margalit & Tur-Kaspa, 1998)	75
------------------	--	----

List of Tables

Table Number 1:	The Terms in the UNESCO Document (UNESCO, 2020)	168
Table Number 2:	The Terms in the OECD Document (OECD, 2020)	175
Table Number 3:	The Terms in the Compulsory Education Law (State of Israel, Archives, 1949)	183
Table Number 4:	The Terms in the State Education Law, 1953 (State of Israel, Archives, 1953)	192
Table Number 5:	The Terms in the Special Education Law (State of Israel, 1988)	204
Table Number 6:	The Terms in Amendment Number 7 to the Special Education 1988, The Inclusion Law (State of Israel, 2002)	205
Table Number 7:	The Terms in the Real-Time Emergency – Procedures and Guidelines for Conduct and Distance Learning in an Emergency (Ministry of Education, 2021)	219
Table Number 8:	The Terms in the of the Outline for the Conduct of the Students in the Elementary Schools: The Work Routine in the Coronavirus Period Document (Ministry of Education, 2020B)	229
Table Number 9:	The Terms in the Document of the Educational Vision of the Hand in Hand Schools (Hand in Hand, n.d., Educational Vision)	237
Table Number 10:	The Terms in the Document Max Rayne Bilingual School (Hand in Hand, n.d., The Terms)	243
Table Number 11:	The Terms in the Messages	252

Abstract

Educational Situations of Bilingual Students with Learning Disabilities at School Hand in Hand.

The Case Study

Idit Perelmuter

Key words: bilingualism, learning disabilities, bilingual students with learning disabilities, the ecological theory of Bronfenbrenner, the chronosystem, the macrosystem, and the microsystem, the school of the Hand in Hand Association

This research study addresses the topic of the educational situations of bilingual students with learning disabilities in the school of the Hand in Hand Association. This research project is a case study of the bilingual elementary school. It explores the educational situations in the context of three main systems according to the ecological theory of Bronfenbrenner (Bronfenbrenner, 1979; Bronfenbrenner & Morris 1998): the chronosystem, the macrosystem and the microsystem.

This research study addresses the educational situations of bilingual students with learning disabilities in the school of the Hand in Hand Association. The research study is a case study of the bilingual elementary school. The research study examines the educational situations of bilingual students with learning disabilities and their significance for the bilingual students with learning disabilities, the parents of the bilingual students with learning disabilities, the educational staff, the school, and the education system in the context of three main systems according to the ecological theory of Bronfenbrenner (Bronfenbrenner, 1979; Bronfenbrenner & Morris 1998): the chronosystem, the macrosystem, and the microsystem.

It can be seen that the research of the educational situations of bilingual students with learning disabilities is a relatively new topic, which began to develop in recent years in the world. The research in the field is still at its beginning. It appears that although Israel is a country of immigration, an in-depth research study that examines the educational situations of bilingual students with learning disabilities and their meaning for the student, the parents, the school, and the education system has not yet been carried out.

The present research study consists of four main parts: the theoretical part, the methodological part, the analysis of the findings part, and the recommendations of the research

part. The first part is the theoretical part, which discusses the following topics from the viewpoint of the literature: bilingualism, learning disabilities, the period of childhood, the period of the school, the ecological theory of Bronfenbrenner and the Multidimensional Developmental Model, Israeli society, and the education system in Israel (Bronfenbrenner, 1979; Bronfenbrenner & Morris 1998). The second part is the methodological part, describing the methodology of the research study. This part presents the importance and contribution of the research study, research topic and the research objective, the research questions, the research paradigm, the research population, the challenges of the research study, the research method, the organizational framework of the research study, and the ethical dilemmas that appear during the research. The present research study is a qualitative research study, which makes use of a case study. The research study explores the educational situations of bilingual students with learning disabilities in the bilingual school in the context of three systems – the chronosystem, the macrosystem, and the microsystem (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998). The third part is the part that presents the analysis of the findings. This part analyzes the research findings in the context of the three systems according to the ecological model of Bronfenbrenner – the chronosystem, the macrosystem, and the microsystem (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998). The fourth part is the part that addresses the conclusions and the recommendations of the research study in the context of the three systems according to the ecological model of Bronfenbrenner – the chronosystem, the macrosystem, and the microsystem (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998).

The conducted research can be an inspiration for further research and recommendations in the area of broadly understood pedagogical practice.

Introduction

This research study addresses the topic of the educational situations of bilingual students with learning disabilities in the school of the Hand in Hand Association in Jerusalem.

This school was established in the year 1998, belongs to the Hand in Hand Association. In the school there are children studying from the age of preschool (four years old) to twelfth grade (the end of high school). In the school there are Muslim, Jewish, Christian, Druse, Circassian, and Armenian students. The school brings together Jewish children and Arab children, when at the basis of the encounter there is the bilingual concept, according to which language is not only a means of mutual communication, but also a central pillar of every person's culture. It seems that the Hebrew language and the Arabic language are given equal status in the school, and the students study in both languages at the same time. The aspiration is for all children to achieve the ability to study, to write, and to express themselves in the second language in a way that is not inferior to that of the first language. Hebrew-speaking students learn Hebrew as their first language and Arabic as their second language. Arabic-speaking students learn Arabic as their first language and Hebrew as their second language. The teachers in the school teach in Hebrew and in Arabic according to their native language; some know both languages and use both languages in their lessons.

My personal connection to the topic derives from my field of occupation and my academic background. In the past 25 years, I have worked with a diverse population of children with different learning disabilities. Today, I work as the coordinator of the elementary education department in state education in the MATYA in Jerusalem. The MATYA is the Center for Regional Community Support, which provides services of instruction and professional support for educational and treatment staffs for the students who are eligible for special education services and who are integrated in special education classes in regular schools or study in regular classes with a personal basket. Within the scope of my duties, I work in the coordination of the services of instruction and professional support for about fifty (50) classes, in which up to fourteen students study in the class in the state elementary schools and more than five hundred (500) students who are eligible for special education services who are integrated into regular education with a personal budget, as well as students with special needs such as learning disabilities and language disabilities, without a personal budget, who are eligible for special education services from the institutional inclusion budget. In addition, in the past I worked as a national instructor for inclusion and integration in the Ministry of

Education in the Secondary Education Department and as an instructor in the Department of Learning Disabilities in the Ministry of Education in Secondary Education, as an instructor of special education in regular elementary schools, and as a didactic assessor of learning disabilities. Furthermore, in the past fourteen years, one of the educational frameworks where I worked was the bilingual school in Jerusalem, where I worked as an inclusion teacher in the school, first in the elementary school and then in the secondary school.

Within the scope of my duties in the school, I encountered bilingual and multilingual students with learning disabilities who come from different and diverse cultural backgrounds. Some of the children speak at home a native language (or more than one) different from the languages learned in the school, some of the students speak at home two languages, when one is Hebrew or one is Arabic, and there are students who speak at home one language, Hebrew or Arabic. My work with these students exposed me to the academic, emotional, and social difficulties with which they cope and to their cultural background. In addition, it exposed me primarily to their immediate environment, the school, and the family and to their relationships with the school and with their family and friends.

My work with the students inspired in me the need to explore the educational situations of bilingual students with learning disabilities and their meaning for the student, the parents, the educational staff, the school, and the education system. I wanted to see opinions and thoughts about the bilingual population with learning disabilities and the student's immediate environment (for example, the school and the parents), since the research is at its beginning on this topic around the world and since barely any studies have been conducted examining the educational situations of bilingual students with learning disabilities in Israel.

It is possible to see that the research of the educational situations of bilingual students with learning disabilities is a relatively new topic, which began to develop in recent years in the world. The research in the field is still at its beginning. It appears that although Israel is a country of immigration, an in-depth research study that examines the different meanings of bilingualism and learning disabilities taking into consideration the students and their environment has not yet been carried out. Although there have been many research works that engaged in the acquisition of bilingualism and specific language disability (Armon-Lotem, Adam, Siege-Haddad, & Walters, 2008), few of them examined all that pertained to specific language disorder among bilingual children (Armon-Lotem, Danon, & Walters, 2008). In addition, few of them examined the relationship between the bilingual population and

additional characteristics, such as emotional and social characteristics (Becker & Rom, 2006; Kribosh & Shwartz, 2017).

Moreover, the professional literature reports many research studies carried out on the bilingual population around the world. However, the number of research works performed in Israel on the bilingual population is lower. In addition, the research studies carried out on the bilingual population in Israel addressed primarily the bilingual population that speaks mainly the Russian and Hebrew languages (Abutbul-Oz, 2009; Armon-Lotem, Adam, Siege-Haddad, & Walters, 2008), the English and Hebrew languages (Armon-Lotem, Danon, & Walters, 2008; Prior, 2012), and the Arabic and Hebrew languages, when Arabic is the mother tongue and Hebrew is the second language (Degani, Prior, & Hajajra, 2017; Khateb, Shamshoum, & Prior 2017). The present research study explores the bilingual school-age population speaking Hebrew and Arabic, when the Hebrew language is the native language and the Arabic language is the second language.

Moreover, the research study focuses on the educational situations of bilingual students with learning disabilities and their meaning for the student, the family, the educational staff, the school, and the education system and addresses the perceptions, opinions, and thoughts regarding the bilingual population with learning disabilities and the student's close environment (for example, the school and the parents). It is possible to see that few research studies in Israel address the educational situations of bilingual students (Amara, 2014; Kribosh & Shwartz, 2017; Olstein & Nissim Amati, 2008) and barely any research studies address the educational situations of bilingual students with learning disabilities and their meaning for the student, the family, the school and the education system. In addition, research studies were carried out in Israel that examined the attitudes and perceptions regarding the population of students with learning disabilities (Almog, 2004; Krispal, Simon, & Frish, 2008) or the populations from a certain cultural background, for example, Ethiopian (Rabinovitz, 2017), Russian (Zessel, 2003), Arab (Natanzon & Gazala, 2016), and others, which are in part bilingual. In other words, some of them speak another language, such as Arabic. However, barely any research studies have been performed that examined the perceptions, opinions, and thoughts regarding the bilingual population with learning disabilities in Israel.

It is possible to say that this research study can lead to a change regarding the bilingual population in general and regarding the bilingual population with learning disabilities in particular, both in Israel and in Poland and around the world. Moreover, it can lead to a change in the educational foundations of the education system in Israel, in the education system in

Poland, and all the education systems of the world. It can contribute to the development of social and multicultural approaches in the State of Israel, which is characterized as a country of immigration and as a country where there are different minorities. In addition, it can contribute to the development of social and multicultural approaches in Poland, which is absorbing currently a mass immigration of people from Ukraine. In addition, it will be relevant also for other countries in the world, which absorb immigrants or are composed of different minorities. Moreover, it will contribute to the growth of ecological approaches and academic, emotional, and social perceptions that address the child, the child's immediate surroundings, and the additional broader circles around them. In addition, it will contribute to the broadening of approaches and perception both regarding the bilingual child and their environment and regarding the bilingual child with learning disabilities and their environment.

Furthermore, this research study can make an important contribution to the design of the policy in the Israeli education system, the Polish education system, and other education systems around the world, both regarding the bilingual (and multilingual) population and regarding the bilingual population with learning disabilities. This research study may contribute also to the bilingual students with academic difficulties, in order to improve their academic achievements and abilities in the academic, emotional, and social fields. In addition, this research may help with the building of optimal intervention programs, which address the unique needs of the bilingual population and the special needs of the bilingual students with learning disabilities.

In addition, the research study can help with the building of programs, workshops, and activities for the population of teachers in order to help them develop methods, ways, techniques, and strategies in their work with bilingual students with learning disabilities. Furthermore, it can help with the building of programs, workshops, and activities for the parents of bilingual students with learning disabilities to help them develop knowledge, tools, and ways of dealing with their children and to even guide them regarding their involvement in their children's education.

Moreover, the research study could serve as a model for bilingual schools not only in general and in Israel in particular in their work with bilingual students and mainly with bilingual students who have learning disabilities.

The research study can contribute to the development of ways and means for strengthening the relationship between the bilingual student with learning disabilities and their

environment and can even lead to change in the perceptions, attitudes, and approaches regarding the bilingual population with learning disabilities in Israel in particular and in the world in general.

The approaches at the basis of the present research study are the ecological approach of Bronfenbrenner (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998) and the Multidimensional Developmental Model, as well as cognitive, social, and emotional theories (Margalit, 2014; Margalit & Tur-Kaspa, 1998;).

The present research study consists of **four main parts**: the theoretical part, the methodological part, the analysis of the findings part, and the recommendations of the research part.

The first part is the theoretical part (chapters 1-5), which discusses the following topics from the viewpoint of the literature: bilingualism, learning disabilities, the period of childhood, the period of the school, the ecological theory of Bronfenbrenner and the Multidimensional Developmental Model, Israeli society, and the education system in Israel (Bronfenbrenner, 1979; Bronfenbrenner & Morris 1998).

The second part is the methodological part (chapter 6), describing the methodology of the research study. This part presents the importance and contribution of the research study, research topic and the research objective, the research questions, the research paradigm, the research population, the challenges of the research study, the research method, the organizational framework of the research study, and the ethical dilemmas that appear during the research. The present research study is a qualitative research study, which makes use of a case study. The research study analyses the educational situations of bilingual students with learning disabilities in the bilingual school in the context of three systems – the chronosystem, the macrosystem, and the microsystem (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998). In addition, the educational situations of the bilingual students with learning disabilities address two main periods: the period before the coronavirus pandemic and the period of the coronavirus pandemic.

The third part is the part that presents the analysis of the findings (chapter 7-8). This part analyzes the research findings in the context of the three systems according to the ecological model of Bronfenbrenner – the chronosystem, the macrosystem, and the microsystem (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998).

The fourth part (chapter 9) is the part that addresses the conclusions and the recommendations of the research study in the context of the three systems according to the ecological model of Bronfenbrenner – the chronosystem, the macrosystem, and the microsystem (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998).

1. Bilingualism in the View of the Subject Literature

1.1. Causes, Definitions, and Approaches to Bilingualism in the View of the Subject Literature

Bilingualism is a field of research that has been discussed for decades in the areas of linguistics, psychology, and education. In the present era of globalization, more than one-half of the population of the world is functionally bilingual (Gallagher, 2013; Garcia, 1983; Grosjean, 2010). It appears that the phenomenon of bilingualism is increasing in recent years and derives from the economic dependence among countries, the development of the means of communication, the ease of mobility in the world, and the migration from place to place from social, economic, political, and geographic reasons. All these lead to international and interlingual connections that enable the use of different languages (Olstein & Nissim-Amati, 2008), so that the phenomenon of bilingualism is a common phenomenon around the world.

Bilingualism is one of the outcomes of the transition that a group or an individual makes from one country to another or from one environment to another. In the first case, a person is born to an environment that is already bilingual, such as South Africa, Nepal, India, and similar societies. In South Africa, for example, a child may be born to a family in which the mother speaks one of the languages of Africa and the father may speak another African language and thus the child may speak all the languages, at different levels, in different situations. Another example is that the child can speak at home one language and in school another language (Hamers & Blanc, 1989; Zadoniasky-Erlich, Rachel, & Guberman, 2016). The transition from environment to environment may derive from the migration of a group (small or large) from country to country, while leaving behind a culture, language, and social context of the original homeland and striving to integrate in a new society different from what was known in the past. The intention of such a move may be permanent or temporary residence (immigrants versus migrant workers). The transition that derives from temporary migration, as in the case of foreign workers, is significantly influenced by the length of the planned stay in the new context. The move may derive also from political changes that leave an impression on the language situation, while creating bilingual contexts (such as change of borders, annexation of new territories, etc.). The transition can derive from economic motives, such as the search for different sources of livelihood, a difficult economic situation in the country, a new job, and so on. The move can also stem from personal and family motives, such as studies in another

country and the couple relationship (Armon Lotem, 2014; Grosjean, 2010; Olstein & Nissim-Amati, 2008).

Different researchers define the term ‘bilingualism’ in different ways (Baker, 2001; Bloomfield, 1933; Diebold, 1961; Harding & Riley, 1986; Mackey, 1967; Mochnik, 1996). The maximalist approach defines a bilingual speaker as a person who has mastered two languages at a level of a native speaker (Bloomfield, 1933). In contrast, the minimalist approach defines a bilingual speaker as a person who has a certain level of knowledge in two languages (Diebold, 1961). It is possible to see that there are two main points in the phenomenon of bilingualism: the one focuses on the competence of the bilingual speaker, and the other on the functions that bilingualism fills for the speaker.

In the early research studies in the 1950s, the definitions of the bilingual person are basic and address the competence of the bilingual speaker. Bloomfield (1933) determines that the bilingual speaker has natural mastery of two languages. Diebold (1961) does not define a minimal threshold for the person to be considered bilingual. He uses the term incipient bilingualism, which broadens the scope and defines as bilingualism also those who understand another foreign language but cannot use it. At the end of the 1950s and the beginning of the 1960s, the researchers’ focus shifted from the competence of the bilingual speakers to the function filled by the two languages for the bilingual person. Mackey (1967) addresses the functional aspect of bilingualism and determines that bilingualism is not a characteristic of the lingual code but the message. Bilingualism does not belong to the field of langue (the set of conventions of the language) but to that of parole (the language execution of the individual. Harding and Riley (1986) speak of the language mastery on the level of native mastery or almost native mastery. Among researchers today, the preferred approach is the one that sees bilingualism as a functional ability in two languages, when this ability does not need to be equal in both (Mochnik, 1996). Functional bilingualism is a situation in which the person is required to function and to use two languages in his everyday life, with different people and in different situations. For the most part, one language is more dominant (more frequently used in comparison to the other language and generally with a better mastery), however the dominance can change over the course of life. The less dominant language can become a passive language, as opposed to the active language spoken in everyday life.

Baker (2001) proposes to build a language profile for the bilingual person, in which the person’s language abilities are described in each one of the languages, according to four modes of language: understanding, production, reading, and writing. Typical bilingual development

reflects a two-way influence between the two languages and the simultaneous mixing up of the two languages (Walters, 2005).

In the subject literature, there are the following approaches to bilingualism, which will be described below:

- bilingualism of a society and bilingualism of an individual,
- simultaneous bilingualism and sequential bilingualism,
- bilingualism acquisition and bilingualism attrition,
- dominant language and non-dominant language,
- active language and passive language,
- foreign language,
- diglossia.

Bilingualism of a Society and Bilingualism of an Individual

The bilingualism of a society exists in a country where there is more than one large community, namely there are at least two large communities with a culture and language that differ from one another. Such a situation exists, for example, in Canada (French and English) and Belgium (Flemish and French,). In the first case, a person is born into an environment that is already multilingual, like in South Africa, Nepal, India, and similar countries. For example, a child in South Africa, who may have parents who speak different languages, may learn another language in school, and in addition may acquire the English language, in the end will use all four languages, at various levels, in different situations. This child will quickly see the trilingual situation to be a regular affair and will develop into trilingualism naturally. In contrast, when personal trilingualism is an outcome of the person's move from one environment to another, the transition from one environment to another may derive from the migration of a small or large group (from country to country), when the person leaves behind the culture, language, and social context of the original homeland and aspires to integrate into a new and different society. In both cases, the adult people in this group will master their first language and will gradually acquire the new language or languages. The language is a prominent dimension of the ethnic identity, and therefore its role is important in the inter-group relations, when the contact is created between the languages and the cultures (Olstein & Nissim-Amati, 2008).

Simultaneous Bilingualism and Sequential Bilingualism

Simultaneous bilingualism is when the two languages are acquired together from birth or a young age. For the most part, it addresses children who grow up in a bilingual home (one parent, one language) or those who grow up in a monolingual home in which the language is different from the language of the environment but who are found from infancy in educational frameworks that speak the language of the environment (for instance, in a daycare center from the age of three months). These children begin to use both languages simultaneously. Sequential bilingualism characterizes the children of migrants, the children of emissaries, and the children of minorities who grow up in a monolingual family and following migration or entry into the education system at the preschool and school ages, are exposed to a second language. These children acquire one language before they acquire a second language (Armon Lotem, Adam, Siege-Haddad, & Walters, 2008).

Bilingualism Acquisition and Bilingualism Attrition

Bilingualism acquisition is a phenomenon in which a new language is added to the existing language, and the individual can after a certain period of time effectively use the two languages, the existing language and the new language. Bilingualism attrition is a phenomenon in which children and even adults acquire a new language and stop using their origin language. In this situation they can forget the origin language (Bialystok & Hakuta, 1994; Kaufman, 2005).

Dominant Language and Non-Dominant Language

The dominant language is the language that the children use more in their everyday life than the second language. This is the language through which the child can express many more ideas and thoughts and communicate through it more effectively than in the second language (Kaufman, 2005).

Active Language and Passive Language

Active language is the language spoken in everyday life, which the individual largely understands and uses, while passive language addresses a situation in which the individual understands the language but does not use it in order to express himself, for example, when a child understands his parents' language but answers them in his second language, which is not their language (Tzur, Segal, & Rom, 2012).

Foreign Language

The learning of a foreign language is performed when the foreign language is learned in an institutionalized and structured manner in the school, in afterschool courses, or privately. The learning of a foreign language is a popular and accepted process in the world, since our world is becoming global and communication through an additional language is necessary among different communities around the world. Thus, for example, the learning of English as a foreign language enables communication with different factors in Israel and around the world (Harel, 2016) for economic, social, political, cultural, and other needs.

Diglossia

Diglossia is a situation of the duplication of language, or in other words, two forms of language variations of the language, when each one of them separately is used for different socio-linguistic relationships: the spoken variation and the standard variation. There is an essential difference between the two variations in each one of the areas of language (phonology, vocabulary, morpho-syntax, and pragmatics). For example, in the case of Arabic, alongside the language that serves for daily communication, namely, spoken Arabic in its different dialects according to geographic location, there is the language used for formal needs, such as writing and academic communication, and on the higher level for the purposes of religion. This is modern standard Arabic, which is the abode of classical and literary Arabic (Saiegh-Haddad, 2003; Saiegh-Haddad & Henkin-Roitfarb, 2014).

The original idea of diglossia goes back to Charles Ferguson (1959). According to Ferguson (1959), there should be two different forms of the same language that are above the level of standard distinction with dialects, but remain below the level of two separate languages (related or unrelated). Typically, one form is not used in everyday conversation, and in this respect, a diglossic situation differs from a standard-with-dialect situation, where the standard may also be used in everyday conversation.

It is important to stress that the members of the bilingual population are different from one another in many components. The age of the acquisition of language is an important dimension according to certain researchers, who think that as the child acquires the language at a younger age, the child will better master the language (Hoffman, 1991). Other researchers, however, believe that the dimension of the age has low impact (Bialystok, 1997). Another component is the manner of language acquisition, structured or natural; in other words, the acquisition of a language in a natural manner like a mother tongue or the acquisition of a

language in a structured manner as in the learning of a foreign language (Hoffman, 1991). Another dimension in the component addresses the acquisition of the second language, which has two aspects: the one aspect is that the second language is added to the existing language, while the second aspect is that the new language causes the forgetting of the original language or part of it (Hoffman, 1991). Another component addresses the ability to master the second language, between balanced mastery, or in other words, good mastery in both languages, and partial mastery in one of them, or in other words, good mastery in one language and less mastery in the other language (Hoffman, 1991). Olstein and Nissim-Amati (2008) present another criterion for the differentiation between the bilingual populations: the differentiation between 'natural' multilingualism and the situation in which the multilingualism is one of the results of the transition that a group or individual makes from one country to another or from one environment to another. Hence, the bilingual person's language development is influenced by variables of exposure such as the age of the beginning of the exposure to each language, duration of the exposure to each language, the amount and quality of the exposure and the social-economic situation (Marinis & Chondrogianni, 2011).

A common phenomenon among children who learn a second language (for example, in the process of migration) is the transfer of grammatical structures, words, or social language uses from the mother tongue to the additional language that is expressed in two ways. The first is the transfer of syntactical or morphological structures between the languages (interference code). The second is the spontaneous and unplanned use of words and combinations from one language to the other (switching code) (Tzur et al., 2012).

It is possible to see that in recent years the phenomenon of migration is steadily increasing. The immigrant is required to acquire the language dominant in the state in order to allow his economic, social, and cultural integration in the absorbing society. Such a situation may lead to a number of possibilities regarding the future and position of the native language: first, the loss of the native language because of the acquisition of the new language (or subtractive bilingualism) and second, the preservation of the language (additive bilingualism) or namely the preservation of the native language (Dunitze-Schmidt, 2003).

Moreover, research studies indicate that the process of the acquisition of the second language is a gradual process that lasts a long time (Cummins, 2000). This can be seen, for example, among sequential bilingual children (with normal language development), who achieve a good mastery of the second language only some three to seven years from the beginning of their exposure (Hakuta, Goto-Butler, & Witt, 2000; Zdorenko & Paradis, 2000).

It is known that the mother tongue continues to develop over the course of life, mainly in fields of language enrichment, semantic knowledge, and high register (Nagy, 2007; Ravid & Tolchinsky, 2002), so that in order to achieve mastery in the second language, it is necessary to invest greatly in its learning, in reading and writing. However, as aforementioned, the way of learning more than one language at an early age is similar to the acquisition of one language (Bialystok, 2001, 2006; Wagner, 2008), as found among simultaneous bilingual children who in each one of the languages pass through the same stages of development as monolingual children (Paradis, Genesee, & Crago, 2011).

This research study will use different definition of bilingualism since the population of bilingual students with learning disabilities in the bilingual school is very diverse and the cultural background of each one is different. The definitions of bilingualism relevant to the present work are as follows:

- Simultaneous bilingualism and sequential bilingualism: There are bilingual students with learning disabilities who grow up in bilingual homes, where two languages are spoken and the children are exposed to two languages from birth. Furthermore, there are bilingual students with learning disabilities who grow up in single language homes and after they enter the bilingual school they are exposed to another language, whether Hebrew or Arabic.
- Active language and passive language. There are a few cases of bilingual students who have mastered the second language and use it in their everyday life since this is their active language, while they understand their first language but do not use it to express themselves. An example is a child whose father speaks Arabic and whose mother speaks Russian, who lives in an Arab environment and who uses the Hebrew language to speak with his parents.
- Diglossia. Bilingual students with learning disabilities in the school who speak Arabic are in essence asked to use two different variations of Arabic in their everyday light – spoken Arabic and literary Arabic.

1.2. The Bilingual Child in the View of the Subject Literature

1.2.1. Approaches in the Bilingual Child's Environment

A bilingual child can differentiate between the different languages at an early age (García & Lin, 2017). Chomsky (1986) maintains that the period of childhood is the ideal period for the acquisition of languages, since the child is born with a mechanism that contributes to the development of a system of grammar rules shared by all the languages and projects from it to the acquired language. In his opinion, the person's ability to learn a new language decreases with the start of adolescence.

The factors that influence the process of the acquisition of language are developmental, personal, social, and environmental factors. The personal factors also address the individual's intelligence and learning style (Dulay, Burt, & Krashen, 1982). A friendly child will rapidly acquire the language in order to create social relationships (Olstein, 1998). The child's positive attitude towards the language will cause him to acquire the language (Harding & Riley, 1986).

The environmental factors address the community's level of support of bilingualism, the age of the acquisition of the second language (Hoffman, 1991), and the time and quantity of the exposure to the new language (Cummins, 1983). Cummins (1983) maintains that for the mastery of the language to be good for everyday and social needs, about 18-24 months are needed, while for the purposes of literacy and academic three to seven years are necessary.

Romaine (1995) addresses the parents and notes as factors also the languages that the parents speak with their children (sometimes each one of the parents speaks a different language with his child). She emphasizes the parents' needs to speak with their children in their native language as well as the importance that the parents ascribe to the language of the surroundings. Saunders (1982) attributes importance to the level of support of the child's family and bilingual environment. Harding and Riley (1986) emphasize the parents' attitude to the new culture and new language. De Houwer (1995) thinks that the parents' language has importance and influence on the child's ability to acquire the second language, since the language dominant in the environment is not always the main language in the child's private environment. He also notes that as the language is more separate from the other language, its acquisition by the child will be effective. Nitsch (2009) maintains that the parents need to allow their child to grow up as a bilingual speaker and not to be afraid of this. In her opinion, this situation does not place a burden on the child in any way, and the argument that the child will not have mastered any one language in the future is simply prejudice.

Similar to her contention, research studies in the field of the retention of the native language show that good ability in the native language contributes to good and rapid learning of the new language (Becker & Rom, 2006; Cummins, 2000). Cummins (1984) proposes a theory that she calls the “mutual threshold hypothesis”, according to which the extension of concepts and world knowledge in the native language are conveyed with relative ease to the new language. The recognition and attitude of respect to the home culture enable the children to integrate into the new culture from a sense of self-confidence and to achieve good academic achievements. A research study carried out on bilingual children (Tannenbaum, 2002) showed that the preservation of the mother tongue encourages the child emotionally and enables the child to acquire well the language of the environment.

Many researchers today support the position that bilingualism is an asset when parents are aware of the importance of the language enrichment and exposure of the child to each one of the strata of the native language and the environment language – both to the everyday language and to the language in its high levels (Wagner, 2003). Research studies (Bialystok, 2000; Bialystok & Hakuta, 1994) found that bilingual children have cognitive abilities, creativity, cognitive flexibility, and meta-language at a higher level than monolingual children.

In addition, as mentioned previously, it was found that bilingualism leads to an improvement in the bilingual child’s executive function, since it requires continuous management of the attention to the target language (Bialystok, Craik, & Luk, 2012). While the total of all the words and concepts of bilingual children is no less than that of monolingual children and perhaps is even greater, the vocabulary in each one of the language is slightly less than that of monolingual children until the age of six-seven (Kester, Stubbe, & Peña, 2002; Yingli, Sina, & Lihong, 2012). In other words, a number of research works report that the vocabulary of bilingual children in each language is slightly less than that of monolingual children in their first years of life, when their language ability is measured in one language (Hoff, Core, Place, Rumiche, Señor, & Parra, 2012; Yingli et al., 2012), but when the vocabulary of the two languages is combined, their vocabulary is equal to or greater than that of monolingual children. Similar findings are reported also about grammatical knowledge (Armon Lotem, 2014; Hoff & Core, 2013; Hoff et al., 2012).

Moreover, the research study of Becker and Rom (2006) that examined the social abilities of bilingual preschool children found that there are no differences between the children in the social-communication domain. It is possible that the explanation of this finding has two reasons. First, the bilingual children constitute already the second generation of the immigrant

family and their parents' lengthy stay in the country to which they immigrated largely made the local culture into their primary culture. Second, the research population examined in this research is from a low-moderate to moderate socioeconomic situation and the language level of monolingual children is not high, so that the language the children speak during their play in the preschool is every day and simple language. This characteristic enables the immigrant children to integrate into social interactions more easily than they could integrate into the play of monolingual children from a higher socioeconomic situation, whose language is more developed and complex.

In different countries different approaches are undertaken on the topic of the preservation of the mother tongue. There are political-cultural reasons that dictate the attitude towards multilingualism. Frequently an assimilationist policy that does not maintain the native language in these countries aims at integrating the immigrants or minorities speaking other languages into the culture in a way that will serve the needs of the majority or the dominant group. In Israel until the 1970s, the melting pot approach was common, according to which the value of the origin cultures and origin languages was minimized. The objective was to instill the Hebrew language and Israeli culture in the entire population, regardless of origin. From the 1970s, there was cultural openness (pluralistic approach) in the world in general and in Israel in particular, emphasizing the individual's rights and his permission to maintain his unique cultural and linguistic characteristics. This change influenced the education institutions and the shapers of policy in Israel (Becker & Rom, 2006; Or & Shohamy, 2016; Spolsky & Shohamy, 1999). According to this approach, it is necessary to provide space for the culture and mother tongue in order to allow the child to integrate into the new society from a position of power and security. This action helps the child develop in cognitive, emotional, social, and lingual terms, in contrast to the myth that some parents and educators believe until today that to learn a new language it is important that the child not use the mother tongue. It becomes clear that the learning and advancement in the native language not only does not slow the acquisition of the new language but also contributes to better learning of the new language (Cummins, 2000). For example, a research performed in the United States found that Spanish speaking immigrants from Cuba who maintained the language at home integrated better into American society and the language of the environment than did children from this origin who did not preserve the language and culture, since they hoped they would quickly become Americans (Lambert & Taylor, 1996).

In addition, it was found that the schools that gave their bilingual students a close and appropriate attitude, attention, encouraged them to retain their native language, and enabled them to develop and strengthen their first language and even reinforced their learning practices, helped the children in the acquisition of the second language (Abu Rabia & Sanitsky, 2010). Moreover, research studies that were held in countries that actively support bilingualism (for example, Canada or Belgium) show that children who are exposed to two languages are not found at higher risk of language delay (Paradis et al., 2011). Garcia-Sierra, Ramírez-Esparza, and Kuhl (2016) think that systems that support bilingualism encourage parents and caregivers to use the language that they are best in, address both languages equally, and see bilingualism to be an asset that influences the cognition and social side and has economic advantages. Moreover, they found that adolescent children of immigrant parents in the United States, who come from a low economic status, acquire the second language only with their formal entry into the education system. These children do not succeed in establishing the abilities in the English language since they do not meet the academic requirements, since they do not have a strong basis in each one of the languages, and since they do not active bilingual support frameworks for bilingualism. Similarly, in the research of Hart and Risley (1995) of bilingual children who come from immigrant families that are found under the poverty line it appears that these children tended to hear less language than did children from a high socioeconomic situation. Moreover, the language that they hear tends to be less diverse and less positive than the language of children who come from families from a high socioeconomic status.

Hence, the systemic perception in the country in general and the attitude of the parents and educators in particular regarding the preservation of the native language among bilingual children influence their language, cognitive, emotional, and social abilities. In addition, the need arises to increase the awareness of the parents and educators of the importance of language and culture preservation among children. For example, a research study that examined the attitudes of preschool teachers towards the retention of the native language among children found that many preschool teachers, especially the younger ones, do not allow the children to use their native language in the preschool framework and do not work to present to the entire preschool the immigrant children's culture or language (Becker & Rom, 2006). The research study carried out by Vitman and Borin (2006) found that young teachers in the lower grades of the elementary school are not aware of the considerable importance of the preservation of the native language among the schoolchildren. Therefore, there is room to improve the awareness of the educators regarding the preservation of the mother tongue among their bilingual students.

Moreover, it is possible to see that the policy in Israel has also influenced the language approach and the educational perception regarding language retention and the language of immigrants and minorities. As mentioned previously, until the 1970s the prevailing perception in Israel was to acquire the Hebrew language, but following global changes, new perspectives and directions, and social processes that occurred in Israeli society that led to a pluralistic and multicultural perception, there was a change in the approach to the language, and there was an increasing recognition of the importance to maintain the language and the recognition that language is an asset. This research study will address the educational and language approach customary in the State of Israel and the multicultural perception.

1.2.2. Family Language Strategies for Bilingual Children

The raising of a child to be bilingual is a decision that considerably influences the child's life and the life of the parents in the future. The parents decide whether to expose their child to a second language from birth, or in other words simultaneous bilingualism, or to wait for later years, with the entry into the school system, which is known in the literature as bilingualism later on (Petani, Vrkić Dimić, & Bartolčić, 2021). It is possible to see that there are a number of strategies among parents for the acquisition of two languages and they are: One Person One Language (OPOL), Minority Language at Home (ML@H), and Two Parents Two Languages (TPTL).

One Person One Language (OPOL)

OPOL means that each one of the parents or caregivers speaks a different language with the child. Ideally, every person will choose the language with which he is more comfortable, especially in the transfer of emotions, and will speak only this language with the child in situations of one to one (Quesada Pacheco, 2011). If the parents speak with the child in two different minority languages, and every parent understands and speaks the language of the partner (on a certain level of fluency), they can decide to use one of their minority languages as the family language. The parents who choose this strategy for the most part use a third language between them. It is important to decide which language to use as a family language. If parents do not understand the language of one another, then they can put forth effort to learn the partner's language alongside their child. Alternatively, parents can choose to speak a third language between them and use it in family situations (Bouko, Carton, Limacher-Riebold, O'Malley, & Rosenback, 2019), with the integration of this strategy with time and place (a defined schedule in which the parents and the children will decide to speak different languages,

according to time or place, or both of them) (Barron-Hauwert, 2004). Some of the parents are reluctant to apply the OPOL method for fear of language delay or language confusion, although there is no research evidence to support this. Rather, the use of two languages in the same conversation indicates the child's mastery of the two languages. Research studies have shown also that the child's ability to go back and forth between the two languages, sometimes called code switching, is not a sign of language confusion but full mastery of two language systems (Zurer, 2008).

It can be said that code switching is the alternative use of two languages, two versions of the same language, or even two styles of speech (Hymes, 1977). In many bilingual communities the speakers move regularly back and forth from one language to another, sometimes a number of times. This phenomenon is a normal situation among bilingual people. Successful and fluent code switching requires a high level of knowledge and sensitivity to the grammatical limitations of the two languages. Therefore, the ability to code switch fluently is one of the signs of the good mastery of the two languages (Kroll, Dussias, Bice, & Perrotti, 2015).

An example can be seen among bilingual children aged two or three who code switch or mix code in socially appropriate ways (Quesada Pacheco, 2011). Like this strategy, Caldas and Caron-Caldas (2000) described, analyzed, and evaluated a project for the raising of three bilingual French-English children in an English speaking environment. They discovered that the use of the French language only at home did not disrupt the academic achievements of children in English and even contributed to the children's achievements at a later age.

Minority Language at Home (ML@H)

In this situation, the two parents speak the same minority language at home. In this case, there is a clear separation between the home language and the school language (or majority language) and the minority language becomes the family language in all situations, one on one and when the entire family is together. If one of the parents speaks the majority language, but is comfortable with speaking the minority language, the parents can implement this strategy in order to support the minority language and to expose the child further to this language (De Houwer, 2003; Lanza, 2007).

Two Parents Two Languages (2P2L)

The Two Parents Two Languages approach is generally adopted by parents who speak the two languages and decide that each one of them will speak the two languages with the

children. Some of the families choose to discuss different issues in different languages, which may develop a situational vocabulary among the children (in other words, to develop a vocabulary in language according to the discussed topic) (Tokuhama-Espinosa, 2003) in each one of the home languages or in some of the home languages, for example, it is possible to discuss school matters in the language used in the school, films and books in the language in which they are presented and hobbies and sports in the language in which they occur. The choice of the language can also depend on who else takes part in the discussion or activity and whether the family wants others to understand their conversation (Bouko et al., 2019; De Houwer, 2009). The transition from one language to another is common in bilingual families. De Houwer (2009), who studied 1356 multilingual families, found that in families with bilingual parents who spoke to their children in both of their languages and used the 2P2L approach, a slightly higher rate of the children became bilingual, in comparison to OPOL families. The difference is not great, but it does exist and should be addressed. In addition, it was found that although most of the families reported that they support the OPOL approach, only about 17% used the OPOL strategy, when the 2P2L approach was used by 42%. The rate of success in the language among these families depends on the language the two parents spoke with the children. If the common language is the minority language, then the rate of success was 93% but if they used the majority language, then the rate declined to less than 36%. In other words, if the majority language is used at home, then the success in the minority language and the mastery of it lessens significantly.

Quesada Pachecho (2011) maintains that the child's ability to acquire two languages depends on **consistency, perseverance, naturalness, dedication, and quality and quantity of time to which he is exposed to the language**. In his opinion, if the child can speak one language, then he can also speak two or more languages simultaneously from birth. In his article he presents examples of a child aged three who acquired the languages of Spanish and English through the use of the OPOL and ML@H methods and through determination and practice. In addition, he notes that although there are phenomena of the mixing of languages in the acquisition of the two languages, it is necessary to persevere in the exposure of the bilingual child to the two languages. Furthermore, he adds that the learning of the language lasts the entire life.

It appears that sometimes the family needs to adapt its language strategy to the changes that occur in it, for example, when there is another child, since the family dynamics change and all **children have their own** needs, the time of exposure of every child in the family to the

languages changes. Differences in the ages and personality of children can also cause that one child receives more attention than another. As the parents want to influence the language that their children speak with one another, the choice is in the end in the children's hands. Experience proved that they make this choice regardless of the strategy that the parents use (Barron-Hauwert, 2011).

A research study that examined the parents' perceptions of bilingualism and bilingual education and reviewed the opinions of 178 bilingual and monolingual parents of bilingual children from different countries regarding early bilingual education showed that all the parents have a positive approach to early bilingual learning. However, there are also a number of differences between monolingual and bilingual parents. Bilingual parents tend less to think that early bilingual learning can cause confusion in grammar, reading, vocabulary, and accent. They are more convinced that bilingual learning will give their children the advantages of cognitive development and academic achievements. In contrast, monolingual parents less agree with the approach that the early learning of a second language promotes cognitive development and effectiveness in the ability to process information. In addition, monolingual parents tended to believe that bilingual learning helps their children understand their self-identity more than do bilingual parents. Certain differences were also found in their opinions regarding their expectations from their children. Thus, for example, monolingual parents pay more attention to the development of the interpersonal relationships of their children and the teachers' assessment of their children, while bilingual parents pay more attention to the improvement and development of their children's leadership (Zhang, 2021). However, the research study of Piller and Gerber (2018) reports that although some of the parents felt that bilingual learning has certain advantages, they still are concerned that early bilingualism may harm their children's level of English and influence their ability to master the language. Their research further found that many parents think that the advantage of bilingualism focuses mainly on economic and academic advantages and less on cognitive advantages. In addition, there barely is reference to the social-cultural advantages of specific languages. The learning of the English language is of value since it has economic and academic value for the child when he grows up, while the learning of a minority language is considered pointless, since its economic and academic value is low. Similarly, the research studies indicate that the language is perceived as "merchandise" and less in the context of identity and belonging to the broader community (Heller et al., 2016). Moreover, the mothers are more concerned about the maintenance of the bilingualism in the home (Piller & Gerber, 2018).

The research of Petani et al. (2021) included ten participants, five parents of bilingual children and five children from bilingual families. It was proved that the parents have an important role in the acquisition of bilingualism. Parents use different means in order to increase the children's motivation to acquire two languages, such as conversation, reading books, shared play, watching cartoons, listening to songs, and video conversations with the entire family as motivation to achieve bilingualism in children. In addition, it was proved that older siblings greatly help parents in the transfer of their native language to the younger child or younger sibling and to the extended family. Similarly, Blagoni, Poropat Jeletić, and Ježični (2015) maintain that the parents have different roles in their children's bilingual education. For example, they have the role of a teacher who is teaching in the home atmosphere, a role of supporter that gives his contribution to the more successful mastery of the school materials, or cultivates a responsible approach to learning.

It should be noted that the research literature indicates that bilingual children experience about the same stages in their language development as monolingual children, so that the milestones are identical for children who grew up in a monolingual family and for children who grew up in a bilingual family (Blagoni et al., 2015; Lasić, 2009). The mixing of language is a typical phenomenon in the first stage of language acquisition among bilingual children, in other words, from the age of two to the age of three. It is expressed in that the child uses words from the two languages concurrently or mixes between the grammar of the first language and the grammar of the second language. It is important to emphasize that contemporary research proves that bilingual children can, already at a very young age, control the ability to codeswitch, according to the surrounding environment. Hence, already at this age the child begins to be aware of the existence of two different systems of language (Vujnović Malivuk & Palmović, 2015).

A research study that investigated the relative importance of the children's characteristics, family factors, and early childhood factors in the growth of vocabulary in the heritage language (HL) among 457 young Singaporean children who speak Mandarin, Malay, or Tamil in addition to English showed that outside factors (in other words, the family and preschool factors) are relatively more important than the child's characteristics in the improvement of the bilingual children's vocabulary. The findings indicate the significant role that the preschools fill in early HL education and the necessity for greater involvement of the parents in the learning of early HL in particular (Sun, Ng, O'Brien, & Fritzsche, 2020). Similarly, research works show that the families' involvement in the education of their children

leads to positive academic results for students in general and bilingual students in particular (Durand, 2011; Fantuzzo, McWayne, Perry, & Childs, 2004). In addition, it appears that families from all levels of income and education and all language and culture groups support the learning of children at home in infinite ways. However, it was found that families of bilingual students are an underutilized valuable resource, in all that pertains to the improvement of their bilingual children's learning (Henderson & Mapp, 2002; Weiss, Kreider, Lopez, & Chatman-Nelson, 2014). Hence, the development of strong bilingual partnerships between the family and the school is essential in order to address the learning gaps of bilingual students and to create opportunities for them (Webb, Abdelrahim, Mahmoud-Tabana, & Banes, 2022).

The aforementioned review indicates that the parents of bilingual children choose the language acquisition strategy used in their home that is suited to them and their children's needs. The parents and family members have an important role in the acquisition of mastery in the two languages in the majority language in general and in the minority language in particular, both in the lexical field and in the syntactical-grammatical field. In addition, the parents' involvement in their bilingual child's education contributes to the child in terms of both the language and the learning. It is possible to see that bilingual children codeswitch already from a young age, according to the society around them, and they are aware that there exist two different language systems.

1.2.3. Advantages and Disadvantages of Bilingualism

The many waves of migration that have swept over the Western world in past decades have led to a considerable increase in the number of children who live in a multilingual environment (Armon & Lotem, 2014). In addition, the accelerated process of globalization of our time causes the number of children who need to learn to master two or more languages from a young age is found to be constantly increasing (Garcia & Lin, 2017; Gunnerud, Ten Braak, Reikerås, Donolato, & Melby-Lervåg, 2020).

It appears that as time passes the globalization will continue to accelerate the intensification of the global social relationships that link between different and even distant communities and will lead to the growth in the learning of languages in order to communicate with people in different regions. Thus, the mastery of different languages enables the integration into the process of globalization, since it serves as a channel for interactions between people and spaces (Garcia & Lin, 2017; Zhang, 2021). Expertise in more than one

language, called bilingualism, frequently influences the individual's functioning in different aspects (Gunnerud et al., 2020).

The research literature reports the combined influence of bilingualism on the individual's ability and functioning in different areas (Barac & Bialystok, 2012; Cheng, 2021; Zhang, 2021). On the one hand, there is the perception that bilingualism advances cognitive and meta-lingual development and additional abilities. On the other hand, the researchers' perception is that bilingualism delays language, language development, and different functions. It is possible to see, for example, that the research of Pelham and Abrams (2013), who examined thirty monolingual English speakers, thirty Spanish-English bilingual speakers who speak English later, and thirty Spanish-English bilingual speakers who speak English earlier, found that the bilingual people, both late English speakers and early English speakers, have advantages in cognitive functions, primarily in executive function, and disadvantages in language functions, mainly in dictionary function. Therefore, bilingualism has advantages and disadvantages, which are discussed in the following pages.

I describe **the advantages of bilingualism** in the cognitive, language, and socioeconomic fields, as follows.

Cognitive Field

The learning of two or more languages utilizes the brain and thus improves the performances of the bilingual individual in nonverbal cognitive tasks, such as planning, attention, working memory, and change of tasks (Namazi & Thordardottir, 2010; Prior & MacWhinney, 2010) and other tasks that rely on executive functions (Bialystok, 2017). In the non-language field, it was found that bilingualism facilitates the improvement in selective attention and inhibitory control (Kaushanskaya & Marian, 2009). Thus, for example, there is evidence of the advantage of bilingual people in nonverbal problem solving, which depends primarily on selective attention. The research of Blom, Boerma, Bosma, Cornips, & Everaert (2017), which compared between a group of monolingual children and three groups of bilingual children in Holland, all aged six-seven who speak Dutch and another language (two groups speak another local language, Friesian or Limburgish, the third group speaks Polish, these are children of immigrants), found that the bilingual children achieved better performances than did the monolingual children in tasks of selective attention. In essence, the research supports the findings that bilingualism influences the development of the attention.

Additional research studies indicate the advantage of bilingual children in skills of working memory (Blom, Küntay, Messer, Verhagen, & Leseman 2014; Kaushanskaya, Gross, & Buac, 2014; Delcenserie & Genesee, 2016) and cognitive flexibility, which constitute, together with inhibitory control, the three main components of executive functions (Martin-Rhee & Bialystok, 2008).

This brain process, which is called executive function or cognitive mastery, is hypothesized to lie in the region of the brain called the prefrontal lobe. This is what allows the person to provide selective attention, to avoid distraction to focus on problem solving, to move from role to role, and to retrieve and use a word or piece of information needed at a given moment from the tremendous amount of words and information. Bilingual people have a special interest in executive mastery. When monolingual people hear a word, they compare it to their sole store of words, and when they express a word, they take it from this same single reservoir. But bilingual people need to maintain the separation between the languages. Each time they hear a word, they must know immediately according to which system of arbitrary rules to interpret the meaning of the sounds. Thus, for example, a Spanish-Italian bilingual person learned that the sounds “BU-rr-O” means “donkey” in Spanish and “butter” in Italian. Each time bilingual people seek to say something, they must retrieve words from the language that is used in the present conversation and not their other language. Thus, bilingual or multilingual people are constantly engaged in the unconscious use of executive control. They are forced to use it every time they speak, think, or listen to other people speak, in other words, constantly in their waking hours, in sports, in theater arts, in other arenas of life (Diamond, 2015). This ability is estimated in recent research works, such as Bialystok (2010) and Bialystok and Feng (2009), in which the researchers intentionally created confusing tasks in order to evaluate the participants’ ability to ignore the superfluous information and focus on the information necessary for the solving of the task. For example, in one of the tasks, children needed to classify cards that describe a rabbit or a boat, if the card had a star, then the children had to classify the cards according to color, but if the card did not have a star, then they had to classify it according to the picture on it. The results did not show an advantage or disadvantage to the bilingual person, when the rules remained the same, namely when it was necessary to classify the cards according to color in repeated experiments, but when the rules changed, the bilingual people succeeded more and adjusted faster to the change. Bialystok and Martin-Rhee (2004) carried out a similar study, in which the bilingual and monolingual children were forced to place digital blue circles and red squares into two separate containers; one container had a

blue square while the other a red circle. When it was necessary to first classify the objects according to color, both the monolingual and the bilingual children solved the task relatively similarly, but when it was necessary to classify the objects according to shape the bilingual children succeeded more. In other words, bilingual children exhibited an advantage in the adjustment to a more demanding task. Bhattacharjee (2012) explains that this research shows that bilingualism improves the executive function: it improves the brain's ability to solve demanding problems and ignore misleading information while maintaining concentration on the information necessary to solve the given problem. This constant practice of the brain improves afterwards its abilities and protects it from many diseases and disorders.

It is possible to see that the research that engages in the executive function of bilingual people focuses mainly on the delay of the response, the conversion of attention, and the renewal and maintenance of the working memory. Its main functions include, as already noted previously, the coordination of the operation of different tasks at the same time, the change of action strategies, suppression of information not relevant to the present performance, retention of information in the long term memory, and deployment and processing of information (Baddeley & Hitch, 2000).

A test that examined a series of processes that control thinking and behavior, in other words, executive function, found that the performances of bilingual children are better than those of children who speak only one language. This ability allows the performance of a number of complex cognitive tasks, such as problem solving, delay, conversion between tasks, and updating the working memory, which constitute the executive function. Similar evidence from different research studies shows that the process of the use of bilingualism can improve the brain's executive function (Cheng, 2021).

Another ability that contributes to bilingual people is the ability to repress, which means to suppress non-relevant information, and deal with conflicts. A series of research studies shows that the response time of bilingual children is significantly lower than the response time of monolingual children, they are able to deal with conflicts more rapidly, and in addition can suppress information that is distracting and not relevant (Moreno, Bialystok, Wodniecka, & Alain, 2010).

Similarly, Costa, Hernández, and Sebastián-Gallés opined that bilingual people can repress different distracting interruptions. This ability is expressed, for example, in their everyday life. When they speak, they are required to produce a word in the desired language

and not in the undesired language, so that the word in the undesired language can distract their attention and influence them, but because they are accustomed to creating a word in one language and not the other and to ignoring the distraction of the word in another language, they can ignore other distracting factors more than monolingual people and be less influenced by them and conflicts than monolingual people.

Aside from the improvement of the ability to control the attention, the learning of a second language can help children to strengthen their memory, creativity, and other cognitive abilities as well as to attain good achievements and high academic performances. A contemporary research on the reading abilities of 134 children aged four and five, for example, found that bilingual children grasped the broad symbolic representation of print better than did monolingual children (Bialystok, 1997).

Another research, which examined the results of achievement tests of children in Fairfax County, Virginia, USA who participated in a most intensive foreign language program, found that these students achieved better performances than did all the comparison groups and remained with good academic performances throughout their studies (Thomas, 1993).

According to a number of research studies, students who acquire foreign languages function statistically better in standardized college entrance examinations than those who do not. For example, the Committee for the College Entrance Examinations reported that students who learned four or more years a foreign language displayed better performances in the verbal component than did students who learned four or more years of any other topic in the academic competence test or learning ability test (Cooper, 1987). Hence, the studies of a second language help improve the mastery of the native language and develop academic abilities (Zhang, 2021).

It is very important to know that bilingualism protects against cognitive aging and delays dementia. Bhattarchajee (2012) maintained that bilingualism has a positive influence on the bilingual person's brain. It not only influences the non-language cognitive abilities but also serves as a protection against the brain diseases and many brain disorders, such as Alzheimer disease. Hence, bilingualism changes the brain both on the functional level and on the structural level and influences it positively. It is possible to see, for example, that different research studies found that bilingualism increases the density of the gray matter in the left of the lower vertebral cortex, which is situated in the back left of the brain (Marian, Chabal, Bartolotti, Bradley, & Hernandez, 2014).

According to Bialystok (2009), this part of the brain is associated with the acquisition of vocabulary in the bilingual brain, and taking into consideration that the bilingual brain is more developed, bilingual people acquire a vocabulary more easily. Therefore, we can conclude that the parallel activity of two or more languages positively influences the cognition and brain structure, thus leading in the continuation to the acquisition of vocabulary more easily.

Bialystok and Craik (2010) examined monolingual and bilingual patients who suffer from dementia and looked at the age of the appearance of their symptoms. It was found that the age of the appearance of dementia was significantly different in the two groups of patients. In the comparison to the monolingual patients, the age at which dementia started among the bilingual people was postponed by four years. Moreover, Bialystok, Craik, and Freedman (2007) evaluated elderly Canadians and also showed that bilingual people displayed symptoms of Alzheimer disease four years later in comparison to their monolingual peers. According to Dimond (2015), the reason is that bilingualism deploys different systems in the brain and therefore improves its functioning; bilingual people decide all the time which language to use and thus also train their brain all the time.

Language Field

It was found that bilingual children exhibit greater sensitivity to the structure of the language as opposed to monolingual children (Bialystok, 2001). For example, a research study that compared performances of bilingual children who speak English and French to monolingual children who speak English in phonological tasks found a metalingual advantage among the bilingual children, which is expressed in better ability to analyze and compare structural aspects of the language, as opposed to the monolingual children (Bruck & Genesee, 1995). Furthermore, bilingualism facilitates the children's performances in meta-phonological tasks, which indicate the ability to analyze the language and manipulate it in terms of distinct phoneme units (Kaushanskaya & Marian, 2009). Other research studies indicate more developed language skills among bilingual children as opposed to monolingual children, such as grammatical competencies and awareness of the arbitrariness of words and the phonetic structure of spoken words (Adams, 1990; Garton & Pratt, 1989).

Moreover, bilingualism has a positive impact on the linguistic and metacognitive skills. Furthermore, it was found that the level of metacognitive awareness for reading was influenced

by the degree of bilingualism. Balanced bilinguals with higher skills in the second language showed better performances (Abu Rabia, 2018).

The number of concepts among bilingual children in the two languages together was found in the range of the accepted norm regarding monolingual children and even beyond it. A research study that examined a group of bilingual children aged two in Israel who were randomly chosen, through the use of a questionnaire for the parents in two languages (Fenson, Marchman, Thal, Dale, Reznick, & Bates, 1991; Maital, Dromi, Sagi, & Bornstein., 2000), showed that a reliable assessment of the vocabulary is obtained when the understanding of words and the production of words are combined in the two languages. Thus, for example, only two of the twenty children examined in one of the groups showed production performances lower than the monolingual norm in the two languages. The rest of the children functioned in the range of the norm at least in one language, if not in both of them, and exhibited an age-appropriate concept vocabulary. Moreover, even when referring to more complex language abilities, a difference was not found for the most part to the detriment of the bilingual children. Thus, for example, it was found that bilingual children are identical to others their age in at least one of the two languages they speak in the syntactical development that is not necessarily language-dependent and even are helped by one language in the acquisition of the second one. An example of this can be found in the task of imitation of sentences, in which the children were asked to repeat sentences at different levels of difficulty. Bilingual children who speak English or Russian in addition to Hebrew did not exhibit any difficulty with the repetition of complex and dependent sentences in Hebrew as expected also for monolingual children. In addition, it was found that the bilingual children concurrently display higher ability in the telling of stories with the great use of descriptions and expression of personal opinions and are ahead of monolingual children in semantic development and the understanding of ambiguity and metaphor. Therefore, the vocabulary of bilingual children contains representations from the two languages, and it is very important to assess it in both languages together (Armon-Lotem, 2014).

All in all, it is possible to say that sometimes bilingual children have precedence in the field of language, since the knowledge acquired in one language facilitates its acquisition in the second language (Pierce, 1992). It is important to note that these findings address children from moderate and higher socioeconomic levels, who are exposed to the examined language at least 50% of the time, since the quantity and quality of the language input has great meaning.

Moreover, researchers found that bilingual students attain later mastery of the system of verbal conjugations than do monolingual students (Paradis & Crago, 2004), but are identical to those their age in syntactical development (Paradis & Genesee, 1996). Furthermore, it was found that their ability to tell stories is higher than that of monolingual children (Baker, 1991) and they are ahead of monolingual children in semantic development (Ianco-Worrall, 1972). It was further found that the bilingual child acquires meta-lingual awareness (awareness of the language code, conventional signs of a certain language) at an earlier stage than does the monolingual child. From an early age the bilingual child is aware that there is more than one system of rules and holds conversations in the different languages, according to the language spoken with his conversation partner (Bialystok, 2001; Paradis, 2007).

Research studies that examined the influence of bilingualism and language abilities of students with language disorders because of the contention that bilingualism may worsen learning disabilities, focused mainly on the use of verbal conjugations (Hakanasson, Salameh, & Nettelbladt, 2003; Paradis & Crago, 2004; Paradis, Crago, & Genesee, 2005/2006) found that there are no differences between bilingual children with language disabilities and monolingual children with language disabilities. For example, a research study that compared between bilingual children with language disabilities who speak French and English and monolingual children with language disabilities of the same age, which focused on the use of morpho-syntactical forms that indicate time and those that do not indicate time in spontaneous speech, showed that the two populations showed greater precision in morphemes that do not indicate time and similar mistakes in morphemes that indicate time. Hence, differences were not found between the bilingual populations with language disabilities and the monolingual population with language disabilities in the use of grammatical morphology (Paradis, Crago, Genesee, & Rice, 2003).

In addition, research studies that engage in the relative strength of the two languages among language disabled children found that bilingualism does not impair the language abilities of the children with language disabilities. The research of Hakanasson et al. (2003) compared between bilingual children with language disabilities who speak Arabic and Swedish and ten bilingual children without language disabilities of the same age who were exposed to the Swedish language for the same period of time. They found that the language disabled children exhibited lower language performances in the two languages, while the children with regular development exhibited regular language performances at least in one of the two languages. In addition, Bialystok and Hakuta (1994) maintain that the knowledge of two

languages is greater than the knowledge of its parts and therefore the use of one language utilizes only part of the child's language abilities and the transition to one language may harm the child. Moreover, another research study found that the building of an intervention program in vocabulary in the two languages contributes more to children than does an intervention program in one language (Thordardottir, Weismer, & Smith, 1997).

Many researchers who examined the influence of bilingualism on the language abilities of language disabled bilingual children focused mainly on the grammatical aspect (Hakanasson et al., 2003; Paradis & Crago, 2004; Paradis et al., 2005/6). Many of them addressed the acquisition of bilingual language but very few of them examined all that is related to specific language disability among bilingual children (Armon-Lotem, 2014; Armon-Lotem, Adam, Siege-Haddad, & Walters, 2008). In addition, some of them found that bilingualism does not influence the language development of language disabled bilingual children (Paradis et al., 2003; Paradis, 2005). Bialystok and Hakuta (1994) even think that language disabled bilingual children need to speak in both languages and the transition to one language in their opinion may harm the language disabled bilingual child's language abilities. Moreover, some assert that bilingualism influences the language disabled child's metalingual abilities, in contrast to the perception that prevailed in the past and is still prevalent today that bilingualism may harm the acquisition of the second language (Armon-Lotem, 2014).

Therefore, some researchers think that bilingualism has a positive impact both on bilingual people (Bialystok, 2001; Bialystok & Hakuta, 1994) and on the language disabled bilingual child (Bialystok & Hakuta, 1994).

Socioeconomic Field

Research studies show that bilingualism supports children in maintaining a strong relationship with their family and culture. Bilingual children can communicate and speak with family members and friends in their language, in addition to connecting to their tradition and culture, and in this way to maintain the relationship with them (Rosenback, 2014; Zelasko & Antunez, 2000). In addition, bilingualism may yield economic advantages for the individual, such as helping him get a better job and a better occupational opportunity. Furthermore, bilingualism helps the person increase the opportunities for international commerce and the acquisition or purchase of things (Corradini, Borthwick, & Gallagher-Brett, 2016).

Bilingual people also have the opportunity to participate in a global society more easily than monolingual people. They can more easily access the information available in the different

channels relative to diverse topics, learn to understand the nature of other cultures and societies, and so on (Gunnerud et al., 2020).

The knowledge of languages is an essential skill, and in essence it is a part of the skills required in the 21st century, especially when the occupational environment becomes more and more multicultural and multilingual (Cheng, 2021). The study of the language strengthens the ability to see a certain situation from another perspective, according to social researches. The ability to learn a new language, sounds, and words opens for the individual the possibility of learning new thoughts, and in essence looking at the world through different glasses (Jones, 2018).

Therefore, there are many reasons why the learning of two languages can provide advantages in many areas in life.

I describe **the disadvantages of bilingualism** only in the language field.

A number of research studies still show that the language development of bilingual children may be slow relative to that of monolingual children. Research studies have shown that, although bilingual children can achieve mastery in oral expression in their less strong language in two years, they are slower than monolingual children in their ability to achieve greater mastery in the field of language, such as mastery of academic language. In other words, the language development of bilingual students is slower than that of monolingual students. This development may put them in a position of inferiority in a standardized language test, which is given by the school (Yingli et al., 2012). In addition, it is possible that the performances of bilingual students will not be identical to the performances of monolingual students in terms of the vocabulary. For example, a research of children showed that bilingual children have better understanding and understanding of a single language. Their vocabulary in the test of expression was significantly lower than the vocabulary in the parallel test of expression among monolingual people (Bialystok, Luk, Peets, & Yang, 2010). Research studies found that the achievements of the bilingual people are lower than the achievements of the monolingual people in linguistic tasks, mainly vocabulary (Bialystok & Craik, 2010; Oller, Pearson, & Cobo-Lewis, 2007).

Bialystok and Craik (2010) report that bilingual people generally have lower formal language skills than do monolingual people. For example, they have smaller vocabulary and a weaker access to dictionary items. A research that was carried out on 1738 children aged three to ten found that the mean standard score was significantly lower for bilingual people than

monolingual people in all age groups. The bilingual participants had a lower vocabulary than the monolingual ones. It could be expected that the gap between monolingual and bilingual children would lessen with age, but the data did not indicate an essential change in the lexical knowledge (Bialystok et al., 2010). Similarly, certain research studies reported higher vocabulary scores for monolingual people even in adulthood (Bialystok, Craik, & Luk, 2008; Portocarrero, Burright, & Donovanick, 2007).

The contention that bilingual children learn to speak later (Armon-Lotem et al., 2008) and develop in terms of language slower (Armon-Lotem, 2014) has been voiced more than once. Since there is no scientific basis for this contention and research studies do not exist that indicate a difference between the bilingual population and the monolingual population, the following question is asked: What is the source of this belief? Delay in speech, for example, characterizes about twenty percent of the population of children (both monolingual and bilingual). These children have a vocabulary of fewer than fifty words at the age of two years. While half of these children will close the gap by the age of three, the other half will be assessed at a later stage as suffering from a specific language disability. When a bilingual child is found in the population of children who are late to speech, the environment tends to associate this with the bilingualism, which for many adults poses a challenge. In actuality, bilingualism is natural for children, like monolingualism, and does not cause a delay in speech (Armon-Lotem, 2014).

The report of the World Bank indicates that the best academic integration necessitates at least five years of exposure (Tucker, 1999), and research studies that examined the children of new immigrants in the preschools in Israel indicate that at least two years of exposure to the second language is needed in order to draw close to the monolingual norms in standard assessments and four years to attain the monolingual average. In this context, the common myth connects between the difficulty in the acquisition of the two languages and the recommendation to use only one language. Consequently, in Israel the language policy adopted in the regular preschools and language oriented preschools (intended for those with language and communication disabilities) is that the children are forbidden to use a language that is not Hebrew during school hours although there is no explicit directive for this by the Ministry of Education. Another place where this myth has considerable influence is therapy decisions made by a speech therapist and recommendations given to the parents of language disabled children to stick to only one language (Armon-Lotem, 2014), despite the explicit recommendations of the International Association of Communication Sciences and Disorders (IALP, Fredman,

2011) to encourage the use and therapy in two language. In addition, researchers add that bilingual children have vocabulary in two languages and therefore when their vocabulary is examined it is necessary to examine and evaluate it in both languages together (Armon-Lotem, 2014). Similarly, Bialystok et al. (2010) add that the lack of vocabulary among bilingual children in the English language is filled almost certainly by these words in their second language, and it is likely that their total word knowledge is greater than that of monolingual children.

When we talk about **the disadvantage in the language field**, we have to mention the age of language acquisition, the influence of the second language on the first language, and the influence of the first language on the second language.

The Age of Language Acquisition

A number of researchers have shown that if children begin to know the second language at an early age, this may lead them to forced learning of the language and difficulty with achieving a good result. According to them, even if the children acquire the second language normally, there will be obstacles and negative expressions mainly in the ways of use and ways of expression in the language (Cheng, 2021). In addition, it is known that the acquisition of a second language at an early age has many advantages, but it is still not known whether the acquisition of a language at an early age facilitates the learning process, as known at the age of the elementary school and middle school, in which students acquire the second language better after they acquired the first language and became established in it.

For example, Lightbown and Spada (1999) cite a research carried out by Snow and Hoefnagel-Hohle on a group of English speakers who learn Dutch as a second language, which included students of different ages, from six to sixty. The research found that youth, not children and not adults, were without a doubt the most successful learners. Snow and Hoefnagel-Hohle found that young learners struggle with activities that were beyond their cognitive maturity, while adolescents acquired more rapidly the second language, already in the early stages of its development. This research study indicates that adults and adolescents advanced more significantly in the native language since they used it on a daily basis in different areas of life, such as the social field, the professional field, and academic interactions (Al Ghazali, 2006).

Influence of the Second Language on the First Language

‘Subtractive’ bilingualism, namely when the learning of a second language harms the use of the first language, is the name given to the problem by Lambert, who first discussed it in relationship to French Canadian immigrants and Canadian children who acquired English in the school and as a result their language eroded or was lost (Lambert, 1975, 1977, 1981). This phenomenon is well known in the United States, where the children of immigrants lose their ethnic languages, as a result of the assimilation of the English language in the school and cultural environment. They learn the English language and use it more in their home and environment, so that their chance of retaining their original language or developing it becomes low, even when the parents at home speak only the origin language. This phenomenon is known around the world (Fillmore, 1991).

Moreover, the learning of a second language sometimes creates pressure and burden on the child and the parents. The bilingual child needs to deal with additional academic load, which comes with the learning of reading and writing of a second language, in addition to the first language. In other words, the bilingual child puts forth more effort and works twice as much, since he is required to learn to speak, read, and write in two languages. In addition, sometimes the parents are required to provide the child with learning help outside of the school so that he will acquire two languages, a factor that requires further effort on their parent, both in terms of money and in terms of time. It is possible to see that the requirement to learn in two languages sometimes makes it difficult for the child because of the stress and burden placed on him or because it creates in him lack of interest and causes him to engage in other activities and sometimes even to stop learning two languages (Zhang, 2021).

Moreover, for a long period of time, there was the contention among researchers, educators, and decision makers that the second language is a type of disruption that influences the children’s academic and intellectual development. According to this belief, when the bilingual person uses only one language, the two language systems in his brain are active, and consequently a situation is created in which one system of language delays the system of the other language (Cheng, 2021) since the two systems are active in his brain.

Influence of the First Language on the Second Language

Another research perception says that the effective acquisition of the first language is critical for the acquisition of a second language. According to the research, learners who have good academic abilities in their native language will learn a second language more rapidly than

will students who do not have similar abilities in their native language (Zhang, 2012). It is possible to say that students whose academic abilities are low in their native language will learn the second language slower. In addition, if they did not acquire the first language, then it is possible that they will find it difficult to acquire a second language and thus in essence they will not have a dominant language that they have mastered but two languages, in which the mastery is low.

It can be said that the research literature reports the combined influence of bilingualism on the individual's abilities and performance in different fields (Barac & Bialystock, 2012; Cheng, 2021; Zhang, 2021). On the one hand, there is the perception that bilingualism advances cognitive and meta-lingual development and others abilities. On the other hand, the researchers' perception is that bilingualism delays language, the development of language, and different functions. I believe that although bilingualism influences the individual's language ability, both in terms of the acquisition of language and in terms of the development of language, it has many advantages. In my opinion, bilingualism contributes greatly to the individual in the cognitive and meta-lingual field and primarily to the individual's integration in the global society existing in our era, in economic terms, in cultural terms, in terms of access to information, in terms of different thoughts and viewpoints, in terms of family, and personally. In addition, it may positively influence children with language difficulties. Moreover, it appears that bilingualism helps develop the skills required in the 21st century. Therefore, I believe that bilingualism has many advantages that contribute to and benefit the person and despite the language difficulties in the acquisition and development of bilingualism, the students should be encouraged to become bilingual and to know every language to which they are exposed.

1.3. Bilingual Education in the View of the Subject Literature

1.3.1. Educational Language Policy

In the past, the multilingual model was the most common model in society, whether on the level of the individual who shifts between languages, dialects, and codes in conversation (Lotherington, 2013; Piccardo, 2013) or on the level of society, in which different groups speak different and mixed languages (Cenoz, 2013). Over time, the multilingual model became more common in nation states (especially in Western culture). The nation states began to implement a strict language policy that uses the language as an indicator of national identity – “one language, one country”. As a result of this use of language as an indicator of national identity,

outlines were implemented of a strict educational language policy in the schools in the nation states. These outlines included instructions on the nature of the use of the national language and its learning in the education institutions and in educational programs (Johnson, 2013), while additional languages became secondary, and particularly the languages of immigrants and the languages of weak and marginal minority groups. The use of every language code different from the national language became undesired in the learning classes, along with routine multilingual practices such as code switching. In this way, monolingual educational policy helped maintain and preserve the hierarchy between different languages (Beres, 2015; Egaña, Cenoz, & Gorter, 2015). In the middle of the 20th century, following the activity of groups for the advancement of human rights in democratic societies and emerging changes in ideology, alongside increasing processes of globalization, transnationalism, mass migration, and technological development, the multilingual practices became more common in places where these practices were limited in the past (Cenoz, 2013) and led to calls for changes in the language policy that would advance multilingualism in society as well as in education. In other words, a multilingual educational policy was promoted that recognizes the language variety of the speakers, permits the integration of this variety in the curriculum, and encourages learners to cultivate multilingualism (Heller, Bell, Daveluy, McLaughlin, & Noël, 2016). However, certain languages became more dominant in the world, for example, the English language (Huebner, 2006).

It is possible to define multilingual education as the teaching of a number of languages, including the students' native language, global languages, community languages, and heritage languages, when every language is learned at different levels according to the needs in the different contexts (Shohamy & Spolsky, 1999). Similarly, different researchers emphasize the students' need to learn more than one language (Cenoz, 2013), to move between different languages through 'translanguaging' (García & Wei, 2014), to advance the understanding of students from marginal groups of the content field through the use of their language, and to enrich the language ability and language awareness of all the students (Cummins, 2017).

According to Bialystok (2018), bilingual education addresses every school program in which use was made of more than one language in the curriculum in order to teach academic subjects that are not languages or that the education language is not commensurate with the home or community language, but the reasons for the integration of the languages, the specific languages chosen, the structure of the program, and the relationship between the school languages and the community greatly vary and influence the educational outcomes. According

to her, bilingual education addresses the range of education programs that were planned for a wider range of children and a range of special circumstances. Genesee (2004) defined bilingual education as education with the aim of advancing bilingual (or multilingual) skill through the use of two languages (or all of them) as a means of instruction for the significant parts of the academic curriculum. In contrast, Rossell and Baker (1996) maintained that the meaning of bilingual education is to teach the students to read and write in their native language, to teach them content in their first language, and to gradually transition them to their second language in a lengthy period of a number of years.

Hence, the language policy prevalent in the country influences the educational language policy customary in the learning institutions and educational frameworks. A multilingual educational policy recognizes the students' language variety, enables the integration in educational frameworks in different ways, for the most part through the teaching and learning of two or more languages, and encourages students to cultivate and retain bilingualism or multilingualism.

1.3.2. Approaches and Programs in Bilingual Education for Bilingual Students

Approaches to bilingual education operating in different frameworks and in the context of different languages are known around the world. The choice of the approach and its use as a basis for the educational activity in the bilingual framework requires reference to the historical, political, social, and cultural background from which members of the different communities come to the shared framework (Cummins, 1991; Mor-Sommerfield, 2005; Spolsky, 1989). It is possible to speak about different approaches to the development of bilingualism and the implementation of bilingual education. Four approaches are especially prominent – immersion, dual language bilingual education, CLIL, and translanguaging – and are described in the following.

Immersion

Immersion is defined as an educational program in which the second language (L2) or the foreign language is used for the purpose of academic teaching (Cenoz, Genesee, & Gorter, 2014). Programs in which the time is divided equally between the dominant language and the second language are called partial immersion programs (Flores & Beardsmore, 2015). In other types of immersion, there is meticulous full immersion in the second language, and thus these programs are called full immersion programs. Immersion programs differ from one another in the age at which they commence; some immersion programs start at an early age, four-five

years, others at nine-ten, and others at thirteen-eighteen (De Mejía, 2012). In other words, the immersion approach proposes learning in more than one language. In this framework, the formal learning begins in the first grade, including the learning of reading, in the language that is not the child's native language, but in the other language, and only in the continuation, at a later stage, does the first language 'join' the curriculum. In the continuation, the program develops so that certain topics/areas are learned, each in another language, or alternatively some of the years of studies are held in one language and other years in the other language. This method is used, for example, in Canada (in the context of French and English) (Cummins, 1998) or in Luxembourg (in the context of French and German) (Lebrun & Beardsmore, 1993).

The definition of immersion, as presented above, changes in programs in which students who speak different first languages learn together, since the aim of these programs, called two-way immersion, is that the two groups will learn together the language of the other and will reach a situation of balanced mastery of the two languages (Beres, 2015; Flores & Beardsmore, 2015).

Dual Language Bilingual Education

Dual Language Bilingual Education is a name given to many immersion programs in the United States, which are divided into one-way and two-way programs (García & Flores, 2012). The objective of the bilingual education of students with a minority language in the United States was to create an educational program for children who were at-risk of academic failure because of poor mastery of English (which is the language of education) through their integration in the education process through the use of their home language (for example, including Spanish in the education of Hispanic children). In this way, it is also possible to increase their motivation to learn. The success of these programs was based primarily on skills in English (which is the majority language), when the main criterion is English language literacy (Bialystok, 2018).

It is possible to see that in the United States many two-way bilingual programs developed according to which there is a clear separation between the two languages. The teachers do not repeat the topic or translate it in the second language, but rather strengthen the learned topics in one language over the two languages, in a spiral curriculum, in order to provide cognitive challenge. The goal is for the students to acquire literacy and learning skills in the two languages, to improve their abilities and attain mastery in both of them. For the most part, these programs are intended to help children who are not born to English speakers to

become bilingual. According to these programs, 90% of the teaching in the classroom is done in the minority language and 10% in the majority language. This percentage is gradually and steadily changing, until the learning programs are divided equally in the two languages until a certain grade. It is important to add that there are programs in which the division between the two languages is different from the beginning, for example, 50% 50% (Garcia & Baker, 2007). An example of a bilingual program is the TWB (Two Way Bilingual) program, a program that integrates second language speakers and English speakers for common learning through the use of both languages. For the English learners, the first language is their native language (such as Spanish, Chinese, French, Korean, and so on) and the second language is English, while for the English speakers the first language is English and the second language can be another language, such as Spanish, French, Russian, and so on, when most of the programs in the United States are in the languages of English and Spanish (Calderon & Minaya- Rowe, 2003).

Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) has become vital to bilingual education in recent decades and is considered almost identical to content based instruction (CBI) (Cenoz, 2015). There are different definitions of programs of this type, but most of them include the idea that learning another language needs to be focused on the contents so that the language element constitutes a secondary player in the learning of a certain content domain (Coyle, Hood, & Marsh, 2010). In addition, CLIL programs for the most part incorporate cooperation between teachers who specialize in language and teachers who specialize in the content field in the creation of the learning materials, the planning of the lessons, and the teaching itself and they are held in more limited time frameworks (Coyle et al., 2010).

It is possible to say that the goal of the CLIL model is mainly to develop more effective approaches to teaching the first language through the increase of the exposure to the target language and the increase of the practice through the integration of knowledge in language and content. According to Coyle et al. (2020), the CLIL model indicates an educational approach with a dual focus, in which another language serves for learning and teaching of both content and language. In addition, this approach influences the experience of learning a language since CLIL is supposed to be motivated by content. It appears that the CLIL model has become the more common model of bilingual education (BE) in Europe and has been integrated in public education around Europe with changing values and interpretations (Cenoz et al., 2014).

Translanguaging

This refers to programs that incorporate and even encourage the use of bilingual practices in the learning classes. The assumption at the basis of such programs, when the prevalent one is language mixing, is that the learners' use of the first language contributes to the learning of the second language. Contemporary research findings support this assumption and focus on the advantages of codeswitching in the learning classes of the second language in small groups, on teachers who shift frequently between the use of the learners' first language and the target language, and on the positive influences of such practices on the learners and on teachers in the context of the acquisition of reading skills (MacSwan, 2017). In parallel, these research works emphasize the advantages of the presence of two teachers who speak the two languages in the same classroom (Lau, Juby-Smith, & Desbiens, 2017). In most cases, the researchers address the language mixing as a pedagogical practice that allowed implementing it in different issues of multilingual education programs. In the framework of practices of language mixing, texts are read in a certain language and discussed in the other language. Students can use their diverse language repertoire both in the class conversation and in the framework of different types of products, and the learning itself is held through the use of more than one language in parallel (Garcia & Lin, 2017).

Palmer, Martingez, Mateus, and Henderson (2014), who studied the teaching of two experienced bilingual teachers in bilingual classes, found that students used the methods of language mixing for the purposes of learning and teachers used these methods for the purposes of teaching. It is possible to see that the use of methods of language mixing helps the bilingual children already during early childhood, for instance in a Spanish-English program for early childhood (Gort & Sembiente, 2015). Sayer (2013), for example, describes how in the second grade in the transition class to bilingual education in San Antonio, Texas the Latin American students and their bilingual teachers use Spanish, English, and TexMex in order to mediate not only academic content but also the standard languages used for learning in the classroom. Similarly, Schwartz and Asli (2013) describe how in an Arabic Hebrew bilingual preschool in Israel both the children and their teachers use a mix of languages for the purposes of teaching and learning.

Co-Teaching

Co-teaching or team teaching is the joint teaching of at least two teachers together in the class, when they share the responsibility of planning, instruction, and evaluation of the same

group of students, generally in a shared class. In the framework of co-teaching, the teachers are considered equally responsible for the class (Hartnett, McCoy, Theiss, & Nickens, 2013; Cook & Friend, 2004). They complement one another's special skills (Mofield, 2019). Co-teaching is frequently implemented with teachers of general and special education who are combined together as a part of an initiative to create a class that includes students with special needs (Friend & Cook, 1995). Co-teaching is implemented also among teaching candidates, who are learning to be teaching, who seek to teach together with experienced fellow teachers. There are different approaches to co-teaching (Hartnett et al., 2013):

- Team teaching. The teachers share the leading of the lesson and are actively and essentially involved in the teaching.
- Parallel teaching. Each one of the teachers teaches half the class. It is possible to teach different content, but also the exact same lesson.
- One teacher teaches and one supports. One teacher is responsible for the teaching, while another teacher moves around the space and provides support for the learners as necessary.
- Complementary teaching. In all the groups and classes, there are situations in which the learners can benefit from special support. In complementary teaching, one of the teachers takes responsibility for most of the students, while the other works with a small group (in the same space or in a different space).
- Teaching in stations. The teachers share between them the content of the lesson and the students. Each teacher teaches one of the groups and repeats the teaching afterwards for the other group, so that the groups complete the same activities at different times (Cook & Friend, 2004; Friend & Cook, 1995; Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010; Hartnett et al., 2013; Mofield, 2019).

It is possible to see that there are different approaches and programs to bilingual education. This dissertation addresses the approach of co-teaching, since this is a model of teaching that exists in the bilingual school. It appears that research on bilingualism has led in recent years to a change in the perception of languages, from an approach that sees languages to be language units to the study of language as a social practice, which recognizes the role of the teachers as social agents. This change has led the teacher to the perception that they must understand and interpret their language activity in the classroom (Garcia, 2009). Thus, this perception is similar to the teaching approach of the teachers in the bilingual school.

Moreover, it appears that the teaching in the bilingual school is co-teaching in two languages, Arabic and Hebrew. The aim is to increase the intergroup communicational

competence and the cultural awareness. It aspires to balance between the languages and balance between the number of Hebrew speaking students and the number of Arabic speaking students (Baker, 2007, 2011).

Therefore, the educational approach existing in the bilingual school is the co-teaching approach and the present research study addresses this approach.

It is possible to say that the research literature reports mixed influences of bilingual education on the students. On the one hand, the literature reports positive influences, which can be seen, for example, in a research study that examined how the community of an international school beside London uses languages, Arabic and English, and its cultural resources in order to educate and promote its students. It was found that the students use the two languages in a range of places and with different people, and furthermore bilingual education improves balanced bilingual development (Al-Dhuwaihi, 2019). Another research study found that children who learned in a bilingual program, Spanish and English, from preschool to the end of elementary school, improved their skills in Spanish and achieved better abilities, when in contrast there was no change in their English, in comparison to children who studied in the framework of a program that was held in the English language (Slavin, Madden, Calderón, Chamberlain, & Hennessy, 2011). Similar results were found for children in preschool who used two languages in the preschool framework, their first language and English. It appears that there is an improvement in their abilities in the first language and less in English, in comparison to children who studied in English (Barnett, Yarosz, Thomas, Jung, & Blanco 2007). Conversely, research studies report negative influences of bilingual education. For example, a research study that examined bilingual education (English and Spanish) in elementary education in a group of public schools showed that there is a negative impact on the test results in English for children whose parents have a lower than high school education level. Furthermore, there is no significant influence on the mathematical skills and reading skills learned in Spanish, in contrast to previous results (Anghel, Cabrales, & Carro, 2016). Although most of the assessment research studies for educational programs examine whether the program is considered to be effective, taking into account the complexity of bilingual education, such conclusions are not satisfactory, since the very fact that the children are in a bilingual framework helps them become bilingual and maintain their bilingualism, an outcome that itself is of value. In addition, there are cognitive advantages of bilingualism (Bak & Alladi, 2014; Bialystok, Abutalebi, Bak, Burke, & Kroll, 2016), as well as intangible advantages of bilingual education, such as potential to connect to the extended family, increase of the

opportunity for occupation in global economy, ease of travel, and broadening of social fields, and enrichment of horizons in different areas, such as language, art, and culture (Bialystok, 2018). Thus, bilingual education has many advantages.

2. Learning Disabilities in the View of the Subject Literature

2.1. Term, Cause, and Definitions of Learning Disabilities in the View of the Subject Literature

In this research study I chose to use the term ‘learning disabilities’ since this is the most common term used in Israel in particular and in the world in general.

The National Joint Committee on Learning Disabilities (NJCLD) (2016, p. 1) defined learning disabilities as follow:

Learning disabilities (LD) is a general term that refers to a heterogeneous group of disorders manifested in substantial difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to derive from central nervous system dysfunction, and may occur over the lifespan. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute learning disabilities. Although learning disabilities may occur concomitantly with other disabilities (for example, sensory impairment, intellectual disability, emotional disturbance), or with extrinsic influences (such as cultural or linguistic differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences (NJCLD, 2016, p. 1).

While the terms learning disability, learning disorder, and learning difficulty are frequently used interchangeably, they differ in many ways. Disorders refer to significant learning problems in an academic area. These problems, however, are not enough to necessitate an official diagnosis. Conversely, learning disability is an official clinical diagnosis, according to which the person meets certain criteria, as determined by a professional (psychologist, pediatrician, etc.). The difference is in the degree, frequency, and intensity of reported symptoms and problems, and therefore the two should not be confused (Keller-Margulis, Payun, Jaspers, & Brewton, 2016).

When the term “learning disorder” is used, it describes a group of disorders characterized by inadequate development of specific academic, language, and speech skills. Types of learning disorders include reading (dyslexia), mathematics (dyscalculia) and writing (dysgraphia) (Keller-Margulis et al., 2016). In addition, the word ‘disability’ in SLDs is a legal term that is mentioned in the Rights of People with Disabilities. These rights are protected by federal laws, including the rights of students with disabilities (Kohli, Sharma, & Padhy, 2018).

Children with “learning difficulties” underachieve academically for a wide assortment of reasons, including factors such as behavioral, psychological, and emotional issues, second language and not their mother tongue, ineffective instruction, high absenteeism, or inadequate

curricula. These children have the potential to attain age-appropriate levels once they are provided with support and evidence-based instruction (Kohli et al., 2018).

The definition of learning disabilities first appeared in Kirk (1963), who maintained that “learning disability addresses retardation, disorder, or delay in development in one or more of the processes of speech, language, reading, writing, arithmetic or another field of learning that derive from a psychological defect caused by possible brain dysfunction and/or emotional or behavioral disorders. It is not caused by mental retardation, sensory lack, or cultural factors of teaching factors.”

This phenomenon was first included in the Diagnostic and Statistical Manual of Mental Disorders (DSM) in the year 1980, in the DSM-III.

In the DSM-III (1980) the phenomenon of learning disabilities was called Academic Skill Disorder. This definition included Developmental Arithmetic Disorder, Developmental Expressive Disorder, and Developmental Reading Disorder. These definitions did not change even when the DSM-III-R was published in 1987. These definitions addressed the fact that academic skills in reading, writing, and arithmetic did not develop as expected according to the child’s age. Room was not given to the etiology of the difficulties in development. In the DSM-IV published in 1994 and the DSM-IV-R published in 2000 the term learning disorders was adopted, but the developmental definition was omitted. In addition, there were minor changes in the fields of reading, writing, and arithmetic, but in the end the primary criterion for diagnosis relied on the gap between the achievements and the general ability. The required diagnostic criterion was a discrepancy of two standard deviations between achievements and ability. This criterion was commensurate with the prevalent diagnostic approach and was based on the model of the gap in the definition of learning disorder. In addition, it was noted that there can be additional cognitive deficiencies but these are not necessarily associated with the disorder. A significant change that occurred already in the DSM-IV is the transition to the use of the concept of disorder, or in other words, learning disorder and not learning disability. The main difference lies in the fact that disabilities do not have medical significance if they do not cause a disorder in functioning. In other words, since this is a medical manual, it is necessary to define the phenomenon according to the disorder cause to the normal functioning (Silver, 2012). This is not just a technical or semantic change; the word disability implies an essential difficulty that exists in the person while in a disorder the focus shifts from the person to his functioning (Aren Einrich, 2013).

It appears that the accepted definition among broad circles of professionals in the field of learning disabilities was proposed by the National Joint Committee on Learning Disabilities in the United States (NJCLD, 1994, p. 61).

Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Although learning disabilities may occur concomitantly with other disabilities (e.g., sensory impairment, mental retardation, serious emotional disturbance), or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.

This definition was updated in the year 1988 and was modified slightly in the year 1994 (National Joint Committee on Learning Disabilities, 1994, pp. 61-66). In this definition, there is reference to the possible origin of the disability, central neurological dysfunction. The definition emphasizes the importance of multidimensional developmental models for the understanding of the students, since it conceptualizes their functioning in the examination of the reciprocal relationships that exist between the individual's ability and his difficulties, which are internal, and the variables of the environment and its requirements at different ages. The definition emphasizes that this is a primary disability. In addition, the conceptualization indicates three groups of processes related to language in the broad sense of the concept (including mathematical language and social language), in which the students' disabilities can be expressed:

- Disability in the processes of the absorption of information from the environment (perception and input).
- Disability in the processes responsible for the processing, retention, and organization of the information (processing processes).
- Disability in the processes responsible for the production of the information (disability in execution).

The advantage of this definition is that it was developed by representatives from a large number of professional organizations and parents' organizations (Kozminsky, 2004).

To avoid errors in the understanding of the definition, Hammill (1993) explains each one of the statements of the basic definition (NJCLD, 1988, in Hammill, 1993) and discusses them, as follows:

- According to the definition, the term learning disabilities is a general term, and it is possible to use it for a collection of variety of specific disabilities.

- Disabilities collected under the umbrella concept of ‘learning disabilities’ are in essence unique and different from one another.
- The definition emphasizes the belief that the existence of learning disabilities can be significantly limiting, such as, for example, mental retardation, blindness, cerebral palsy, or other handicap.
- Learning disabilities are a serious disorder in one or more of the listed abilities. The definition adds that the final goal of the teaching is to encourage more effective performance in the fields of reading, writing, listening, speaking, arithmetic, or other specific abilities.
- The cause of the disabilities is found in the person himself. The cause of the learning disabilities may be known and deficient functioning of the central nervous system or hypothesis of improper functioning, in the absence of a clear neurological basis.
- The developmental difficulties (such as difficulties with the spoken language, social interaction, or written expression) appear gradually, when the child attempts to learn a new skill, for the most part during the years of the school, for example, reading in the elementary classes of the school.
- A person with learning disabilities may present difficulties in the abilities of self-regulation of behavior and problems in social perception and social interaction, but these difficulties in themselves do not constitute learning disabilities.
- Learning disabilities can be found in every person.
- Learning disabilities are distinct disabilities in themselves, although it may appear with additional disabilities.

The position paper of the National Joint Committee on Learning Disabilities (NJCLD) in the United States from the year 2011, which examined the suitability of the accepted definition from the year 1994 to the results of current research studies, emphasized that after more than 35 years of research there is scientific basis for the assumptions on the existence of neurobiological elements and biological processes in the difficulties discovered in the learning disabilities and understanding of their outcomes in the fields of learning. The committee members noted that learning disabilities appear in different groups of students, who belong to different cultures. The disabilities appear in different races, at different socioeconomic levels, in boys and in girls (NJCLD, 2011, pp. 237-241). The position paper states that there is a distinction between specific areas of disabilities, such as dyslexia (reading disabilities) and dyscalculia (mathematics disabilities), but this is in the framework of the emphasis that the

current conventions – both professional and scientific – address these areas as types of learning disabilities (Margalit, 2014).

The ICD-11 (International Classification of Diseases, 11th Edition: World Health Organization, 2023) states the following about developmental learning disorder:

Developmental learning disorder is characterised by significant and persistent difficulties in learning academic skills, which may include reading, writing, or arithmetic. The individual's performance in the affected academic skill(s) is markedly below what would be expected for chronological age and general level of intellectual functioning, and results in significant impairment in the individual's academic or occupational functioning. Developmental learning disorder first manifests when academic skills are taught during the early school years. Developmental learning disorder is not due to a disorder of intellectual development, sensory impairment (vision or hearing), neurological or motor disorder, lack of availability of education, lack of proficiency in the language of academic instruction, or psychosocial adversity.

According to the ICD-11, developmental learning disorders include the following specifiers (World Health Organization, 2023):

- Developmental learning disorder with reading impairment. Learning difficulties are expressed in reading skills such as word reading accuracy, reading fluency, and reading comprehension.
- Developmental learning disorder with written expression impairment. Learning difficulties are expressed in writing skills such as spelling accuracy, grammar and punctuation accuracy, and organization and cohesion of ideas in writing.
- Developmental learning disorder with mathematics impairment. Learning difficulties are expressed in impairments in mathematical skills such as number sense, memorization of number facts, accurate calculation, fluent calculation, and accurate mathematic reasoning.
- Developmental learning disorder with another learning disorder. Learning difficulties are expressed in impairments in learning and performance of specific academic skills that are not adequately characterized by one of the other available specifiers.
- Unspecified developmental learning disorder.

According to the fifth Diagnostic and Statistical Manual of Mental Disorders (DSM-5), published in the year 2013 (American Psychiatric Association, 2013), learning disabilities are neurodevelopmental disorders with a biological basis and cognitive implications. The biological background is expressed in the interaction between genetic and environmental factors that influence the brain's ability to function effectively and precisely in cognitive activity, such as perception and verbal and nonverbal information processing. This is a continuous disorder that impairs the learning functions such as reading, reading

comprehension, written expression, spelling, mathematical calculations, and mathematical logic and is expressed at different levels of severity (serious, moderate, and mild). According to this manual, four criteria are necessary for the determination of a diagnosis of **specific learning disorder (SLD)**.

- Criterion A. Difficulty in learning and the use of learning competencies as they are expressed in the presence of at least one of the symptoms (lack of precision or slowness in reading words, difficulty with reading comprehension, difficulties with spelling, difficulties with written expression, difficulties in the mastery of the concept of the number, numerical facts, and calculations, and difficulties with mathematical inference) that persist for at least six months, despite interventions and treatment of the problem.
- Criterion B. The impaired field is essentially and quantitatively under what is expected according to the chronological age and causes a disorder in the scholastic functioning. (It is necessary to examine this criterion according to standard measurements of achievements and comprehensive clinical assessment. People aged seventeen and up need to have documentation of a history of learning difficulties in the past that can serve as a substitute for standard evaluation.)
- Criterion C. The difficulties begin in the years of studies in the school, but it is possible that their full scope will be expressed only at a later stage, when the requirements for academic abilities increase.
- Criterion D. The following factors do not constitute a preferable explanation for attention difficulties, intellectual disabilities, global developmental delay, difficulties with the sight and hearing, mental or neurological disorders, and psychosocial situation, the lack of skill in the learning language, or inadequate teaching (DSM-5, 2013, pp. 66-74).

The DSM-5 represents the completion of a conceptual revolution regarding learning disabilities. First and foremost, it establishes the perception that the disability is not a handicap but is a functional disorder. This perception enables a more respectful attitude towards the person who is suffering from the disorder according to the advance of the research in the field. The definition strives for specificity and requires from the assessor a greater depth of knowledge relative to the person being diagnosed. It also requires that the evaluator cooperate with educational factors through the request for intervention before the determination of the diagnosis, in which there is a broadening of the population included in the definition, so that

those with borderline intelligence may be diagnosed as having learning disorder (Aren Einrich, 2013).

The main changes in the DSM-5 are as follows:

- The sub-definitions of dyslexia, dysgraphia, and dyscalculia were eliminated. There is only one definition of specific learning disorder.
- The measure of the gap between ability and achievements was eliminated for the purpose of definition but not for instruction.
- Three levels of severity were defined according to the amount of support and help required.
- It was determined that from the age of seventeen there is no need for assessment but rather for the collection of information from childhood and adulthood.
- The striving for specificity enables more focused intervention.
- The disability is defined only after a difficulty was identified that was treated and given help, and thus there is increased differentiation between difficulty and disability.
- It is possible to define also those with low intelligence quotient or sensory disabilities, since the disability is measured separately and is linked to the expected level of achievement (Aren Einrich, 2013).

The essential change in this category is the unification of the four familiar learning disabilities (reading disorder, mathematical disorder, graphical expression disorder, and not otherwise specified (NOS) learning disability) into one disorder. The rationale behind the change is the belief that all the types of learning disabilities have a shared basis and that they frequently exist in parallel (Aren Einrich, 2013).

The DSM-5 presents in extensive detail the learning functions that can be impaired, and significant harm that disrupts the functioning in only one area, including reading ability, understanding, spelling, expression, numerical understanding, mathematical calculation and causality, is enough to diagnose the disorder. Sometimes the harm is expressed only when there are certain external requirements that exceed the person's ability, so that only then it is possible to identify it. It should be noted that the DSM-5 has no reference to not otherwise specific learning disabilities (NOS LD) (Tzach, 2014).

It is possible to see that learning disabilities are a complex phenomenon. Over the years, an assortment of definitions of this phenomenon has been proposed, but in essence until today there is no one definition agreed upon by all, and the discussion of this issue continues

(Brueggemann, Kamphaus, & Dombrowski, 2008; Scanlon, 2013). Some maintain that the lack of a clear definition agreed upon by all and a conceptual model is the main cause of the difficulty in the research of the meaning of learning disabilities and their possible diverse implications on the lives of the people dealing with it (Gerber, 2012). One accepted definition presents learning disabilities as a broad group of neurological disorders caused by lacks in the central nervous system, thus influencing the individual's ability to retain, process, and convey information to others in an effective manner (Kavale & Forness, 2000). Other accepted definitions of the term 'learning disabilities', for example, the definitions of the American Psychiatric Association (APA, 1994) and the World Health Organization (WHO, 2007), emphasize the specific nature of learning disabilities and focus on academic skills (Scanlon, 2013). According to these definitions, learning disabilities are expressed in the lacks in skills of attention, thinking, speech, reading, writing, spelling, and arithmetic skills (Kavale, Spauling, & Beam, 2009). Hence these disabilities are assessment for the most part in educational frameworks (Scanlon, 2013). However, the concept of learning disabilities is complex and multifaceted, and the aspects of the disabilities may be different from person to person, both in terms of their type and intensity and in terms of their expressions in everyday life. Moreover, learning disabilities are also comorbid with other health situations (Shrafi & Rosenblum, 2014).

In my research project the definition of learning disabilities in Israel is important. It appears that the definition of learning disabilities has also experienced changes in Israel. Already in the year 1976, in the General Director's Circular of the Ministry of Education (Ministry of Education and Culture, 1976), a definition appeared that outlines also instructions regarding the eligibility of the learning disabled student for special education services. This definition came before the era of the Special Education Law (which was legislated in the year 1988), which encourages considering the integration of these students in the regular frameworks. This initial definition of the Ministry of Education was problematic, since it did not enable a clear differential distinction between students with learning disabilities and other students with special needs, such as students with mental retardation. This definition included in the framework of the population of students with learning disabilities also students with difficulties integrating into the learning setting of the regular class for the following reasons:

1. Slow pace of learning.
2. Disabilities in attention and concentration.
3. Disabilities in general motor ability and motor coordination.

4. Disabilities in inter-sensory integration (Ministry of Education and Culture, 1976).

These disabilities, all or part, can be found in every learning disabled child, in different combinations and formats.

Since this definition is a definition that outlines directives for the placement into special education, it notes that “if the child exhibits this syndrome fully, then it is necessary to recommend transferring the child to a separate class” (Ministry of Education and Culture, Director General’s Circular, 1976). As aforementioned, this initial definition did not delineate a clear differential distinction between students with learning disabilities and students with mental retardation, for example, since it relied on a list of four difficulties with which it is possible to characterize students with learning disabilities but also students with mental retardation.

Another definition of the Ministry of Education in Israel is the definition proposed in the year 1992 (Ministry of Education, Culture, and Sport, Director General’s Special Circular, 1992). This definition is close in spirit to the definition of the NJCLD from the year 1988. According to this definition, learning disabilities are specific disorders in the acquisition of basic learning skills, following the disruption in cognitive processes when the hypothesized basis is neurological. The intellectual ability of children with learning disabilities is average and above, but they display different difficulties in their cognitive functioning, in their motor ability, and in their motor-perceptual coordination. Many of them have disorders of different levels of severity in attention and concentration and frequently they have problems in adjustment to situations that obligate flexibility in responses. The disorders are for the most part accompanied by emotional problems following the repeated failures and sense of powerlessness, which lead to the development of a low self-image and to anxieties. The dominant source of their difficulties is not the handicap, the low mental level, the primary emotional problems, or the environmental influences, such as cultural differences and deficient or inadequate instruction (Ministry of Education, Culture, and Sport, Director General’s Special Circular, 1992).

The definition accepted by the Ministry of Education in Israel for the purpose of the determination of an assessment of learning disabilities in the year 2004 (Ministry of Education, Culture, and Sport, Director General’s Circular, 2004) is that of the DSM-IV (1994), when its diagnoses are accepted also in Israel. The definition is operative in nature and agreed upon among wide groups of researchers and professionals from different professional areas who

work with students who have learning disabilities. The definition is as follows: A person is diagnosed as learning disabled when his achievements on individually administered standardized tests in reading, mathematics, or written expression are substantially below that expected for age, schooling, and level of intelligence and the learning problems cause significant disorders in academic achievements or other everyday activities that require reading, arithmetic, or writing skills (Ministry of Education, Culture, and Sport, Director General's Circular, 2004).

In other words, a student is recognized as learning disabled only if two conditions are met:

- There is a substantial and continuous discrepancy between the student's learning achievements and the achievements expected of the student according to age and grade level.
- There is a substantial discrepancy between the student's learning achievements and the intellectual abilities as found in objective intelligence quotient tests.

The education system in Israel is found today in an intermediate stage in all that pertains to learning disabilities, in which it in essence acts in parallel on the basis of two different definitions of learning disabilities. The first definition appears in the aforementioned Director General's Circular (Ministry of Education, Culture, and Sport, Director General's Circular, 2004), which defines the procedures in effect regarding the identification of learning disabilities and the treatment of them in the secondary schools, which emphasizes the gap between the student's scholastic achievements and the achievements expected of the student according to his characteristics. This definition relies on the definition of the DSM-IV from 1994. The second definition, which is included in the systemic program for the treatment of students with learning disabilities and attention disorders (*From Disability to Learning: The Systemic Program for Treatment of Students with Learning Disabilities and Attention Disorder*, Ministry of Education, The Psychological Counseling Service, 2023), began to be implemented as a pilot in recent years and is planned to be deployed in all the middle schools in a number of years, does not rest on the existence of a gap in achievements. Rather, it emphasizes the obligation for a continuous learning intervention focused on the difficulties exhibited by the student as a condition of the definition of the learning disorder. The definition of learning disabilities in this program relies on the definition in the DSM-5 from 2013 (pp. 66-74). In the framework of the program, learning disabilities are defined as a **specific learning disorder** (SLD). This definition emphasizes the obligation for scholastic intervention as a

condition for the definition of the disorder in learning. The learning disorder may make it difficult to acquire the basic learning skills (reading, writing, and arithmetic) and will be expressed only when the student finds it difficult to meet the learning requirements expected of him according to his age, without the ability to adjust ways of compensation for the expression of his knowledge and achievements commensurate with his abilities.

For a diagnosis of specific learning disorder, the following four conditions must exist for the student:

1. Continuous difficulties (at least six months) in learning and use of academic skills, despite intervention focused on these difficulties.
2. The academic skills influenced by the disorder are found considerably and measurably below what is expected for the individual's chronological age and cause substantial disruption in the learning functioning and in other areas of life, as measured in the standardized achievement tests.
3. The difficulties in the studies began during the years of study in the school, but it is possible that their full scope will be expressed only at a later age, with the increase in the requirements for academic skills.
4. The difficulties in the learning are not explained better by intellectual disability, general developmental delay, poor mastery of the teaching language, or unsuitable educational instruction (Ministry of Education, The Psychological Counseling Service, 2023).

The assessor is required to define the degree of severity of the disability on a scale of three levels. The level of severity is determined according to the student's level of efficacy to compensate for the difficulty and the depth of the required intervention. The resources that will be given to the student will be derived from the definition of the level of severity of the disability. According to the renewed definition, it is not possible to define a student with learning disabilities without intervention focused on difficulties (Ministry of Education, The Psychological Counseling Service, 2023).

It is possible to see that the DSM of the APA is also a manual of the classification for the assessors who are experts in learning disabilities in Israel. It is used in Israel as a theoretical and empirical platform and a manual of assessment for psychiatrists, doctors, clinical and educational psychologists, social workers, and assessors who are experts in learning disabilities (didactic assessors). In essence, this is the main text from which the field of learning disabilities in Israel obtains its authority and legitimacy (Kachergin, 2009). It receives many mentions in conferences dedicated to learning disabilities in Israel, in the research and professional

literature, and in publications of organizations of assessment and treatment. In addition, the Ministry of Education in Israel derives its definition of learning disabilities from the definition of the DSM for learning disabilities (Kachergin, 2017).

Hence, in the present doctoral dissertation, the definition of learning disabilities will be based on the DSM definition, since the accepted definition for learning disabilities in the State of Israel in general and in the Ministry of Education in particular is taken from the DSM-5 (American Psychiatric Association, 2013).

2.2. Types of Learning Disabilities in the View of the Subject Literature among Students

The most common types of specific learning disabilities are those that impact the domains of reading, mathematics, and written expression. They may co-occur with other disorders of attention, language, and behavior, but they are distinct in how they influence learning (Cortiella & Horowitz, 2014). The main types of learning disabilities will be described below.

Specific Learning Disorder with Impairment in Reading

Reading disorder, also known as dyslexia, is the most common learning disorder, accounting for at least 80% of all LDs. Reading should be taught; it is not an innate skill. Reading necessitates the ability to understand the relationship between letters and their associated sounds, which is known as phonetics. Dyslexia reflects a specific problem in processing individual speech sounds (for example, the 's' sound, the 'm' sound) in words (phonemes). There can also be problems with retaining sounds in sequence in short-term memory (for example, keeping the sequence of the sounds in a new word in the mind long enough to recognize it). Children with a reading disability may also have difficulties with reading fluency, resulting in reading skills that are accurate but effortful and slow (Kohli et al., 2018).

The progression frequently starts with problems with reading decoding in the earlier years, moves to dysfluent reading, and then reaches difficulty with reading comprehension. These children may eventually avoid reading altogether (Franceschini, Bertoni, Giancesini, Gori, & Facoetti, 2017).

Specific Learning Disorder with Impairment in Written Expression

The criterion for a disorder of written expression is writing skills (as measured by a standardized test or functional assessment) that are substantially below those expected based on the individual's chronological age, measured intelligence, and age-appropriate schooling. This difficulty must also cause considerable impairment to academic achievement and tasks that require composition of written text. If a sensory defect is present, then the difficulties with writing skills must exceed those characteristically associated with sensory deficits. Individuals who have been diagnosed as having a disorder of written expression typically have a combination of difficulties in their abilities with written combination expression, which are indicated by grammatical and punctuation mistakes in sentences, poor paragraph organization, many spelling errors, and extremely poor handwriting. The term 'dysgraphia' has been used as an overarching term for all disorders of written expression (Geva & Wiener, 2015).

Dysgraphia is usually characterized by distorted writing despite exhaustive instruction. A student with dysgraphia displays inconsistent and illegible writing, mixes between uppercase and lowercase letters, and does not write on the line and inside margins. A student with dysgraphia might have fine motor control difficulties, such as problems grasping the pencil correctly, difficulties using scissors well, or inability to color inside the lines. This student's overall writing is not at the same level as the other language skills (Kohli et al., 2018).

Specific Learning Disorder with Impairment in Mathematics

Mathematics disability, sometimes called dyscalculia, presents as a weakness in carrying out arithmetic operations and is usually characterized by difficulty in learning or understanding mathematical operations. Although aspects of learning disabilities in mathematics are different from person to person, a student with arithmetic disorder may have difficulty with organizing problems on the page, carrying out multiple steps of calculations such as in long division, transposing numbers accurately on paper or on a calculator, such as turning 89 into 98, distinguishing right from left, and using mathematical calculation signs (Kronenberger & Dunn, 2003; Kohli et al., 2018). The student with arithmetic disorder may also be confused about basic operations and facts such as difficulty with counting and learning number facts and doing math calculations, difficulty with measurement, telling time, counting money, and estimating number quantities, and trouble with mental mathematics and problem solving strategies.

Proper math sense is required for a wide range of neurodevelopmental functions including number sense, calculation and retrieval of math facts, the language of math, visual-spatial skills, and comprehension of word problems (Kronenberger & Dunn, 2003).

Disorders of Speaking and Listening

Difficulties that often co-occur with learning disabilities include difficulty with memory, social skills, and executive functions (such as organizational skills and time management) (Geva & Wiener, 2015).

2.3. Characteristics of the Functioning of Students with Learning Disabilities

Learning disabilities can be expressed as primary situations – as difficulties in the acquisition of academic skills, or as secondary situations, which are concomitant with other developmental disorders such as attention deficit hyperactivity disorder. Learning disabilities address expressions, occurrence, identification, comorbidity, etiology, and treatment, with emphasis on the integration of information between the different areas of knowledge of psychology, education, psychiatry, genetics, and cognitive brain sciences. They include in them different academic functions, such as specific reading of words, reading comprehension, mathematics, and written expression.

Hence, students with learning disabilities also deal with difficulties in the process of their development and during their studies in the education system. The difficulties are expressed in scholastic aspects alongside difficulties in **social, emotional, and behavioral areas**. Learning disabilities have implications on the students' normal development and the realization of their diverse abilities already in the early stages of education, since, in addition to the learning difficulties, they tend to also have an assortment of additional difficulties (Al-Dor, 2014). These difficulties are described below.

Emotional and Behavioral Areas

Learning disabilities are associated with many emotional-behavioral problems, including behavior not suited to the school, difficulties in normative social adjustment, and covert and overt dropping out. Among boys, learning disabilities are comorbid with externalized behaviors, such as aggressiveness and impulsiveness, while among girls internalized difficulties are expressed through low self-esteem, loneliness, tendency to anxiety, suicidal tendencies, and lack of attention (Amitai & Gompel, 2014).

The continued existence of academic problems can have adverse effects on people with learning disabilities. Poor self-concepts and self-esteem can result from years of frustration and failure. People with learning disabilities may develop lack of confidence in their ability to learn (Silver, 1998). Some children and young adults with LD become passive learners and develop an attitude of learned helplessness (Deshler, Ellis, & Lenz, 1996). It is difficult to motivate many students with learning disabilities for academic tasks because their history of repeated failure has established negative feelings and self-doubts (Otu, Orji, & Zuba, 2016).

Abrams (1986) stated that, “the vast majority of children with learning disabilities have some emotional problem associated with the learning difficulty” (p. 190). Considerable research has indicated that students with learning disabilities suffer from emotional distress connected to their difficulties. Students with learning disabilities tend to have higher levels of emotional issues, such as depression, loneliness, and low self-esteem, than do their peers without disabilities. Many researchers have suggested that learning disabilities may negatively impact a child’s social or emotional functioning because the disabilities influence the child’s ability to develop positive interpersonal relationships. According to Bender and Wall (1994), “deficits in cognitive processing, which are sufficient to cause major learning problems in academic areas, are probably sufficient to cause major learning problems in nonacademic areas as well” (p. 323).

In addition, Abrams (1986) stated, “constant failure and frustration may lead to strong feelings of inferiority, which in turn, may intensify the initial learning deficiency” (p. 189). For example, anxiety experienced as a result of having difficulty with certain academic tasks may decrease a child’s ability to attend and concentrate.

Therefore, different researchers suggest a link between learning disabilities and emotional and behavioral difficulties.

Social Area

Many research studies have linked between the existence of learning disabilities and social difficulties (Amitai & Gompel, 2014). Evidence has been found indicating that many children with these learning disabilities have difficulties in the social field. Research studies have reported different social difficulties among students with learning disabilities at a rate that ranges from 35% to 75% (Levy, 2009). Rock, Fessler, and Church (1997) found that among 24% to 52% of people assessed as having learning disabilities there are social, emotional, and behavioral problems. In the opposite direction, among 38% to 75% of the people suffering from

emotional or behavioral problems, it was found that they suffer also from learning disabilities or difficult learning problems (Margalit & Tur-Kaspa, 1998; Rock et al., 1997). Social ability is essential to the building of skills of social understanding for the purpose of social integration and construction of a social network (Amitai & Gompel, 2014).

At school ages, social difficulties are expressed in the feeling of loneliness and in feelings of lack of acceptance in their age group and in the difficulty with implementing social rules in real-time. Research studies have found that children with learning disabilities tend to have a low threshold of frustration, find it difficult to appropriately perceive the locus of control (they tend to attribute the difficulties to extrinsic factors or on the contrary they tend to attribute all the difficulties to themselves), display cognitive and behavioral rigidity and find it difficult to change learning strategies and behavior, tend to have egocentric behavior, and have lower ability than expected by age of empathy, sharing of emotions, and resolution of social conflicts (Levy, 2009).

In addition, people with learning disabilities may have difficulty maintaining friendships and relationships or employment as well as associations even in school, since they can find organization, impulse control, planning, and reading social cues to be challenging (Otu et al., 2016).

Different explanations of the relationship between learning disabilities and social problems have been suggested. Some see the social disability to be a part of the syndrome of the learning disabilities and see the social failure as deriving from the cognitive failure in understanding social situations or the ability to plan goal-oriented behavior. In contrast, some see the social difficulty to be a side effect of the deficient academic functioning, which causes a low self-image. Another explanation is that in response to the scholastic failure, there is frustration, the anxiety rises, and consequently there is a decline in the self-image. Furthermore, some address the correlations between learning disabilities and social problems as comorbidities, in other words, they are two phenomena that occur simultaneously, perhaps having a common explanation (Levy, 2009).

While not designated as specific subtypes of LD, a number of areas of information processing are commonly associated with LD. Weaknesses in the ability to receive, process, associate, retrieve, and express information can frequently help explain why a person has difficulties with learning and performance. The inability to process information efficiently can lead to frustration, low self-esteem, and social withdrawal, and therefore understanding how

these areas of weakness influence individuals with LD can be beneficial in planning for effective instruction and support. Research is currently focusing on the specific nature and impact of these problems (Cortiella & Horowitz, 2014). I will describe in short below: auditory processing deficit/disorder, visual processing deficit / disorder, and non-verbal learning disabilities.

Auditory Processing Deficit / Disorder

Auditory processing is the ability of the central auditory nervous system (CANS) to use and process auditory information received peripherally by the two ears. Auditory processing disorders (APD) are typically seen in individuals with normal hearing sensitivity and are characterized by an inability of the central auditory neurons to mediate higher-order auditory processing skills (for example, speech in noise, binaural processing, temporal processing, and closure). Individuals with APD exhibit listening difficulties in challenging listening conditions, show deficits in spatial location (localization) of sounds, and face difficulties in decoding rapid rate stimuli. The effects of APD can be ruinous because as an input disorder, it has the potential to impair the abilities for spoken language comprehension, learning, and cognition in school age children (Krishnamurti, 2015).

The definition agreed upon by the British Society of Audiology (BSA), the American Speech–Language–Hearing Association (ASHA), and the American Association of Audiology (AAA) is that auditory processing disorder (APD) is a deficiency in the central auditory nervous system that causes impairment in the ability of the auditory pathway to integrate appropriately in order to enable normal sound perception. Patients who are generally diagnosed with APD show abnormal hearing but have normal audiograms. These patients experience a significant difficulty in perceiving sounds, both verbal and non-verbal. This disorder is diagnosed in both adults and children. The definition of APD remains under debate (Micallef, 2016).

The auditory deficits involved include the following: sound localization, auditory pattern recognition, auditory discrimination, temporal processing, processing of degraded signal, and processing of auditory signals when embedded in competing acoustic signals (Bamiou, Musiek, & Luxon, 2001).

Visual Processing Deficit / Disorder

A visual processing disorder (VPD) is associated with the delayed capacity to perceive information received through the sense of vision. The symptoms of this medical condition are

unlike the complications relating to eyesight or sharpness of vision. Difficulties with visual processing impact the interpretation and processing of the received visual information by the brain. For example, visual-spatial processing is the ability to define the spatial localization of objects. When a child passes the vision test in a clinical examination but cannot identify the differences between a triangle and a square, the eyes are not responsible for this problem. The problem is essentially higher-processed visual skills. People with these types of difficulties often have problems with:

- Visual perception issues. Children experiencing this clinical condition have trouble visualizing the differences between two related letters, figures, or objects. The child may confuse between letters, such as 'd' and 'b'.
- Visual figure-ground judgment issues. Children with this type of clinical issue may not be able to differentiate a contour or character from its contextual application.
- Visual sequencing issues. Children with related medical conditions struggle to express the direction of signs, words, or metaphors.
- Visual-motor handling issues. Children with these difficulties have trouble creating a visual response that corresponds with a measure of the further parts of the body.
- Long-term or short-term visual memory issues. Children with either type of visual memory problems have difficulty with remembering the information they initially perceive.
- Visual-spatial issues. Children with these issues find it difficult to identify the spatial localization of objects.
- Visual closure issues. Children with these issues have difficulty detecting or recognizing an object when only portions of it are observable (Janarthanan, 2017).

Visual processing deficit is the term used to describe a weakness in the ability to understand and use visual information (Cortiella & Horowitz, 2014).

Non-Verbal Learning Disabilities

Non-verbal learning disability is a neurological disorder that originates in the right hemisphere of the brain (Shukla & Agrawal, 2015). Non-verbal learning disorder (NLVD or NLD) is a neurological syndrome with specific assets and deficits. The assets include early speech and vocabulary development, remarkable rote memory skills, attention to detail, early reading skills development, and excellent spelling skills. In addition, these individuals have the verbal ability to express themselves eloquently. Furthermore, people with NLVD have strong

auditory retention. There are four main categories of deficits and dysfunction (Margolis, Broitman, Davis, Alexander, Hamilton, Liao, Banker, Thomas, Ramphal, Salum, Merikangas, Goldsmith, Paus, Keyes, & Milham, 2020; Out et al., 2016).

Reviews of the empirical literature suggest that NVLD is best described by deficits in visual-spatial ability or discrepancy between visual-spatial and verbal ability accompanied by problems in math calculation but not basic reading or spelling skills. (Margolis et al., 2020),

Attention Deficit/Hyperactivity Disorder (ADHD)

Attention deficit hyperactivity disorder (ADHD) is a childhood-onset condition with impairing symptoms of inattention, impulsivity, and hyperactivity. Decades of research have documented main important facts about the disorder. ADHD occurs in about 5% of children, with little geographic or cross-cultural variation in prevalence, and frequently co-occurs with other conditions, including mood, anxiety, conduct, learning, and substance use disorders (Faraone & Larsson, 2019).

An estimated 8.4% of children and 2.5% of adults have ADHD (Danielson, Bitsko, Ghandour, Holbrook, Kogan, & Blumberg, 2018). ADHD is frequently first identified in school-aged children when it causes the children to be disruptive in the classroom or have problems with schoolwork. ADHD is more common among boys than girls (Simon, Czobor, Bálint, Mészáros, & Bitter, 2009).

Longitudinal studies indicate that two-thirds of ADHD youth will continue to suffer from impairing symptoms of ADHD in adulthood. People with ADHD are at risk for a wide range of functional impairments: school failure, peer rejection, injuries due to accidents, criminal behavior, occupational failure, divorce, suicide, and premature death. Although many details of the pathophysiology of ADHD are unknown, neuropsychological and neuroimaging studies implicate brain circuits regulating executive functioning, reward processing, timing, and temporal information processing (Faraone & Larsson, 2019).

It can be seen that ADHD occurs frequently with learning disabilities and there is a certain degree of overlap between the disorders. They can also appear with other disorders. (Monkidam-Givon, 2022).

2.4. The Family Environment of the Child with Learning Disabilities

The raising of a child with learning disabilities places on the parental and family system the need for new and complex coping that may disrupt the family balance. This is a continuous

reality of life, which dictates to the child and his family patterns of life different from the regular patterns customary in their environment, which are not known to them and for which they were not prepared ahead of time. More than once this is a difficult existential experience for the family (Bruchin, 1990; Levy-Shif & Shulman, 1998). The deviations create in the family new roles, expectations, challenges, and requirements. These families cope on a daily basis with the difficulties and pressures entailed by the raising of a child with special needs. The families are forced to cope with problems in different areas of life: economic, physical, social, and emotional areas (Eddy & Engel, 2008; Feijin & Barak, 1991; McCubbin & Patterson, 1983; Plotnik, 2008).

The raising of a child with learning disabilities requires the parents to develop patterns and abilities that will allow them to live throughout the years with the difficulties that derive from their child's exceptionalness and to build a system of life suitable for their family. The parents are required to muster different resources of coping and diverse support systems that will enable and help them to live and raise their child with special needs in the best possible way (Cuskelly, Chant, & Hayes, 1998; McCubbin & Patterson, 1983; Sanders & Morgan, 1997). It appears that on the one hand the parents are required to deal effectively with their child's situation and to support him alongside professionals, but on the other hand the care of the child who has a disability may be most demanding for them despite the reward in it (Beresford, 1996) and may detrimentally influence the family in a number of areas, such as increased cost, limited time, and psychological stress. Most of the research studies addressed over the years the development and adjustment of students with learning disabilities in the educational framework and then in society and focused on the characteristics of the children themselves. From the 1990s, the direct and indirect influence of the family system on the child's progress was studied. Furthermore, there was research into the functioning of the child with disabilities in the context of the family as a system in which there is reciprocal influence of the family and child that leads to outcomes in the child (Beresford, 1996; Makri-Botsari, Polychroni, & Megani, 2001), so that the child's with learning disabilities influences the entire system of interactions between the child, the family, and the environment. Learning disabilities can be accepted in an effective and adaptive manner on the part of the family or alternately it can encounter a system that is not flexible and is dysfunctional. The family's response is of paramount importance in the ability to recruit resources and deal with the child's learning disabilities (Falik, 1995). Parents who support their child can promote the child's academic success or positively regulate his learning functioning (Smythe, Everatt, & Salter, 2005).

Conversely, the family may bring about a systemic failure in the interactions between the child, the family, and the environment, for example when the parents do not have knowledge and information on the learning disabilities, thus leading to the lack or delay of recognition of his concealed disorder. Additional examples of systemic failure occur when the parents do not understand that there is a need for immediate action and attribute this to the developmental process or when the parents deny learning problems in their children when teachers or other people attempt to indicate them (Pattanayak, Sagar, & Choudhary, 2014). Similarly, in cases where the parents present a negative approach towards the child's diagnosis, this can be expressed in denial, rejection, self-blame (Kearney & Griffin, 2001), disappointment, hostility, or excessive defensiveness towards the child's problem, as well as in their demands from the child, which are not realistic (Chandramuki, Venkatakrisnashastry, & Vranda, 2012).

A research that examined the perception of families of children with SLD in India showed that the parents had limited knowledge about SLD. They presented negative attitudes and responses towards their child's diagnosis, had adjustment difficulties, and felt a social, economic, and emotional burden. The care of their child with learning disabilities necessitated that they invest more time and energy and thus added to their load (Sahu, Bhargava, Sagar, & Mehta, 2018). It appears that situations of repeated failures or poor performances of the children, despite efforts and continuous practice, can detrimentally influence the parents and cause them higher levels of tension, frustration, and lack of satisfaction. They may extend and reach dimensions of personal discomfort, economic crises, and poorer quality of life (Karande, Mehta, & Kulkarni, 2007; Simon & Easvaradoss, 2015).

Similarly, research studies showed that tension in the family is linked to the raising of a learning disabled child. The research of Margalit and Heiman (1986) found that mothers of sons with learning disabilities are more anxious than the mothers of sons without learning disabilities. The research of Fuller and Rankin (1984) also found that mothers of children with learning disabilities experience more tension than do mothers of children without learning disabilities who are found in regular education. The research of Dyson (1996) on parental stress, family functioning, and self-concept of siblings also found higher levels of tension among parents of learning disabled children than among parents of children without learning disabilities. Likewise, the new research of Antshel and Joseph (2006) showed that mothers of children with learning disabilities report higher levels of tension than mothers of children without learning disabilities. The research found a relationship between the characteristic of tension and the type of learning disabilities. The mothers of children with reading disorders

had higher levels of general tension, while the mothers of children with nonverbal learning disabilities reported tension that originates in the poorer interactions with their children. Among children with reading disorders, maternal tension was associated with the mother's age (younger age / more tension), psychological difficulties, and presence of social support.

Other researchers showed the relationship between specific characteristics and parental stress. For example, higher levels of tension are associated with learning disabled children who are less socially competent and have more behavior problems (Dyson, 1996; Lardieri, Blacher, & Swanson, 2000). Another research (Baker & McCal, 1995) in the field compared reports of parental tension among mothers of children with ADHD, mothers of children with LD, and mothers of children without difficulties. The mothers of children with learning disabilities reported far greater parental tension attributed to the child's characteristics than did the mothers of children without difficulties. In addition, mothers of children with learning disabilities reported more behavior problems than did mothers of children without difficulties (Margalit & Heiman, 1986).

These statements indicate that the learning disabilities of the child in the family influences not only the child but also the entire family. This is an event that changes and influences all aspects of the family's life. According to Jovanova and Radojichikj (2013), a child with learning disabilities requires far more time and attention from his parents in comparison to other children. The research literature indicates that the raising of a child who is diagnosed with learning disabilities is a deterring and exhausting task for the family (Baker-Ericzen, Brookman-Fraze, & Stahmer, 2005; Hassall, Rose, & McDonald, 2005; Hastings, 2002; Serrata, 2012). The family can easily drown in this process, which requires finding services suited to the child, as well as ways of financing these services, and holding many meetings on the topic with experts and different factors. In addition, certain families may feel isolated, lonely, and confused during the process (Mak & Ho, 2007). Furthermore, it is possible that these families will find it difficult to find support from their environment and/or professional factors, especially in a period when they need more support than ever. Moreover, systems of relationships may be embarrassing and tense between the couple, for example, when they blame one another or other relatives for the responsibility for the situation of the family member with learning disabilities. It appears that families of children with learning disabilities deal with considerable stress since their loved ones are struggling to complete daily tasks related to social interactions and educational processes. The stress intensifies in certain cases also through social stigma, as well as isolation from neighbors and community members

because of ignorance and deficient definition of the learning disabilities in the cultural environment (Biordi & Nicholson, 2009). The stress among the families is influenced frequently by the intensive care of the family member with learning disabilities, which for the most part can be work around the clock. Hence, all these components and factors have emotional, physical, and economic implications on the family members (Chukwu, Okoye, Onyeneho, & Okeibunor, 2019).

This is possible to see in a research study that focused on the challenges faced by parents of students with learning disabilities in Namibia. This research indicated that some of the participants had a vague understanding of the phenomenon of learning disabilities, since they did not have access to vital knowledge about this phenomenon. They also lacked awareness of the availability of programs, services, and policies intended to benefit students with learning disabilities. The research participants voiced that there are stereotypes and prejudices regarding learning disabilities among members of their community. In this research study, most of the students with learning disabilities were raised by single parents (and unemployed) who found it difficult to meet their children's financial and material needs because of their economic situation and because of their inability to reach outside sources of support for their children (Taderera & Hall, 2017).

The research of Waggoner and Wilgosh (1990) studied the physical and emotional needs of parents associated with the care of their child with learning disabilities at home and in the school. The parents noted that they become emotionally and physically drained because of the requirements placed on their time by those involved in the education of their child and that they deal with negative attitudes on the part of the school staff, who perceive them as parents who are not cooperative and do not understand their child's problems. Keller and Honig (2004) maintained that in relative terms more time and energy are invested in the parenting of children with SLD than with children who do not have behavior or learning problems. In addition, the parents' difficulty with accepting their child's diagnosis and his learning difficulties and social difficulties adds to the parents' feeling of overload.

The findings of another research (Chien & Lee, 2013) that examined the educational needs of pairs of Chinese parents of children with specific learning disabilities indicated a few important health concerns and educational needs of parents in caring for a child with SLD, such as psychological support and information needs. Information is needed regarding the illness and the available family support services in order to assist parents in providing effective care for their child with SLD. To facilitate effective parenting, holistic and individualized needs

assessment and education should be provided to address each parent's biopsychosocial and cultural needs in relation to caregiving. Similarly, Dyson (2010), who examined the unexpected influences that children with learning disabilities have on their families' lives, showed that children with LD had a range of influences on their families. These influences included family tension, parental inconsistencies, negative reactions from extended family members, difficulty interacting with school, and mixed influences on siblings. Patterns of family coping also appeared.

Therefore, parents of children with learning disabilities need support as well as information about the nature of their child's disability, available services for their children, and their rights, in order to help them to receive effective care for their child and to deal with the child's difficulties, so as to advance the child in the scholastic, social, and behavioral realms. In addition, they need support, which will help them in the emotional field, in that it will reduce their stress and tension and help them deal better with their child's problem and with the influence of their child's learning disabilities on their family, social, or economic situation.

It is possible to see that the parents of children with learning disabilities who learn to understand the nature of their child's problem, with its difficulties and characteristics, who receive support from the factors in the community, begin to search for solutions for their child's disability, ways of coping with his difficulties, and ways that will lead to their child's development and progress. They learn to assess their strengths and weaknesses and to consider different solutions.

Pain (1999) maintained that the search for information sources about the child's situation and about the sources of counseling that can provide help and support derives from the parents' needs to improve the care of the child, to help them deal emotionally with the given situation, and to increase the effectiveness in the field of different services: to know what is possible to receive and from what factors. In addition, Russell (2003) adds that the parents' needs receive solutions from social factors, family, friends, and voluntary organizations. The objective of all these factors is to work in parallel with the parents so that they will start to actively engage in their child's care and education.

Newman (2005) found that providing support of the families of children and youth with special needs is essential for the purpose of providing information and for providing a possibility of sharing. Similarly, the research of Heiman (2002) found a number of main factors that help the parents deal with their child's problems: open and free discussion of the family

members, friends, and professionals and flow of information in all that pertains to the child's situation, a positive and supporting relationship between the parents and psychological, scholastic, and therapeutic support for the family members, as well as positive thinking of the family members in all that pertains to the child and family.

Moreover, it is possible to see that the families of learning disabled children use different coping strategies with the child's disability in the family in order to improve his care, advance him, and help them in dealing with his problem.

An American survey carried out by Little (2002) about coping strategies among parents of children with nonverbal learning disorder noted that the mothers turned more to ask for help from professionals than did fathers or shared with relatives about their child's disability. They also reported that it is possible that there are gender differences between mothers and fathers in their way of coping with their child's learning disabilities on the background of the perception of roles in the home, caring behaviors, and attitudes towards the parenting of a child with learning disabilities. Thus, these mothers used a strategy of asking for professional help or sharing with the family about their child's disabilities.

Another way of dealing was presented in the research of Chang and Hsu (2007), who researched 117 Taiwanese families of children with disabilities and found that the care of children with learning disabilities was composed of the process of family adjustment and support from their religion or traditional beliefs, which provided them with important spiritual support of the family's manner of dealing with the care. Therefore, the social-cultural factors have impact on the coping ability of the family of the child with LD with the care.

Dyson (1996) examined parental stress, family functioning, and self-perception of the siblings in families of nineteen children with learning disabilities (ages seven to fourteen). He found that the functioning of families of children with learning disabilities and self-perception of their siblings were similar to those of families of children with disabilities. He further found that these families supported the development of the family members' personal growth and the development of activities of leisure and culture, in order to maintain positive relationships in the family and normal functioning of the family, and thus in essence they dealt with their child's disability.

Another way that parents of children with special needs developed is authoritative parenting and parental involvement. A research study (Yaffe, 2016) that examined the parenting style of 116 parents of children with special needs (attention disorders, learning

disabilities, and complex disabilities) found that parenting style and parental involvement in the school explained a large degree of the difference in the educational functioning of children with attention disorders and complex disabilities that are integrated in the regular school. Parenting style and parental involvement contributed to the children's learning achievements in the fields of language and in the mathematical domain. In all the cases in which there is a significant relationship between parenting style and the child's scholastic and educational functioning this indicated the functional preference for children of authoritative parents. The main findings in this research study emphasize the need for the encouragement and cultivation of authoritative parenting modes, alongside consistent parental involvement in the school, as meaningful means for the improvement and reinforcement of the educational-behavioral and even academic functioning among children with special needs who are integrated in regular education.

Nowell and Salem (2007) also emphasized the essentialness of the parents' involvement in the school. A qualitative research that examined in-depth the experience of seven pairs of parents of children with special needs found that positive and active cooperation between the parents and the school is a basic and fundamental element in the success of curricula for special education that leads to improved scholastic and social outcomes for children and families. Another research carried out in New Zealand found that the parents' involvement in the school improved the integrated children's academic achievements and behavior. Teachers in the same research reported that the parental involvement of the integrated children contributed to the "morale" and school climate and the parents themselves reported that their involvement in their children's learning process contributed to their satisfaction and self-confidence (Hornby & Witte, 2010).

Similarly, Newman (2005), who prepared a national research report in the United States on the development of the involvement of parents of children and youths with special needs, found that the parents' involvement in special education is higher than that of regular education both in the home framework and in the school. The involvement that was implemented at home for children with special needs at the age of thirteen to sixteen was of two types: a conversation with the children about the school and help at least once a week with homework. Conversation of the parents with the children about their school experiences and the learned contents was reported as a more common activity than help in actuality in the preparation of homework. The research of Newman (2005) also examined additional factors associated with the parents' involvement, such as the students' age, the school type, the parents' characteristics, and the

child's behavior. A relationship was found between the students' age and the parents' involvement: the parents of older students are less involved (at home and in the school). Regarding the type of school, it was found that the involvement of parents of children who study in a neighborhood school is higher than that of parents of children who study in a school far from their residence. Single parent families were found to be less involved than 'regular' families. Families with more financial resources and families in which the parents have a higher education were also found to be more involved. In addition, it was found that the students' negative behavior detrimentally influenced (negative relationship) the parents' involvement at home and in the school.

In addition, an independent study performed in 2013 identified a wide range of attitudes, beliefs, and values among parents of children with learning and attention problems (Cortiella & Horowitz, 2014). The study was based on information provided by 2,241 parents of children ages 3-18. 68% of these parents reportedly have children officially diagnosed as having learning or attention problems, and 32% of them suspected that their child has learning or attention concerns that are not officially recognized. The parents are divided into the following three categories:

- Parents who have struggled with the challenges of raising a child with learning and attention problems and those who report that they need help the most. This group includes 35% of the parents surveyed. Their characteristics include seeing difficult parenting and challenges as daunting, experiencing financial stress due to learning difficulties and attention difficulties, feeling isolated and reporting anxiety caused by many sources: school system, child, and family friends, having difficulty maintaining a positive relationship with a spouse, child, relatives or school staff, having difficulty managing their own stress and emotions, and feeling anxious and pessimistic about their child's future;
- Parents who were in conflict about their ability to manage the needs of their child with these issues. This group includes 31% of the parents surveyed. Their characteristics include feeling ambivalent, meaning they accept that their child has learning difficulties and attention difficulties but also express doubts about the diagnosis, having a hard time managing their own stress and being patient with their child, being unsure of their ability to teach their child to solve problems, when to ask for help and when to solve problems on their own, being frustrated by the pressures of the school, the child, and the family, and worrying about their child's social and educational future;

- Parents who were optimistic about their family's journey with learning problems and attention but continue to need information and guidance. This group includes 34% of the parents surveyed. Their characteristics include seeing themselves as successful and able to handle any challenge, interacting effectively with teachers and being able to navigate the school system, being able to find experts when needed and teach their child to understand their difficulties and how best to cope, and being able to deal with stress. These parents have a strong support system: spouse, relatives, friends, doctors. They do not express feelings of stress or frustration from their child's condition. They develop ways to deal with their child's learning and attention problems.

The aforementioned statements indicate that the parents' perception of the situation of their child with learning disabilities has considerable importance in their everyday dealing with his needs. The parents' ability to evaluate his degree of control of their child's situation and their ability to use systems of support, formal and informal, are important factors that help him in the raising of their child. In addition, they are meaningful variables that facilitate the explanation of the difference in the parents' coping with the raising of a child who has learning disabilities. It also appears that the parents' personality style, their approach, and abilities influence their ability to deal with their child's needs (Glidden, Billings, & Jobe, 2006; Nicpon, Doobay, & Assouline, 2010; Yaffe, 2016). The parents' ability to adjust to the situation of their learning disabled child and their ability to find the proper balance between the child's needs and the family's needs will allow them and their family members to live with the child who has LD. Furthermore, the reciprocal relations between the child and his family and his environment, which includes formal factors, are important and meaningful to the process of his development (Beresford, 1996; Jovanova & Radojchikj, 2013; Makri-Botsari et al., 2001).

2.5. Learning Disabilities in the Context of Two Approaches

To better understand and analyze learning disabilities, we can use two models: first, the Multidimensional Developmental Model (Margalit & Tur-Kaspa, 1998) and second, the Ecological Systems Theory of Bronfenbrenner (1979). The models are described as follows.

2.5.1. The Multidimensional Developmental Model

The Multidimensional Developmental Model (Margalit & Tur-Kaspa, 1998) is a neurodevelopmental, ecological (dependent on the environmental conditions), probabilistic (and not causal), and multidimensional model for the understanding of the learning disability. In the theoretical framework of the reference to the risk factors and defense factors, the model

presents a comprehensive, multidimensional, and dynamic perception for the conceptualization of learning disability. According to the model, there are reciprocal relations between the characteristics of the individual, with his difficulties and strengths, and the characteristics of the environment (the family and the educational environment), and these reciprocal relationships contribute to the prediction or understanding of the functioning and difficulties of students with the imitation of learning in different periods in their development. The model emphasizes the understanding of the functioning of the individual with difficulties both in reference to the broad context of the developmental tasks and in the reference in the context of the certain tasks the individual faces at a given period of time. According to this perspective, the relationships of the connection between the individual and the environment are dynamic and continuous and not static; they are reciprocal and not one-way and they depend on one another (Margalit & Tur-Kaspa, 1998).

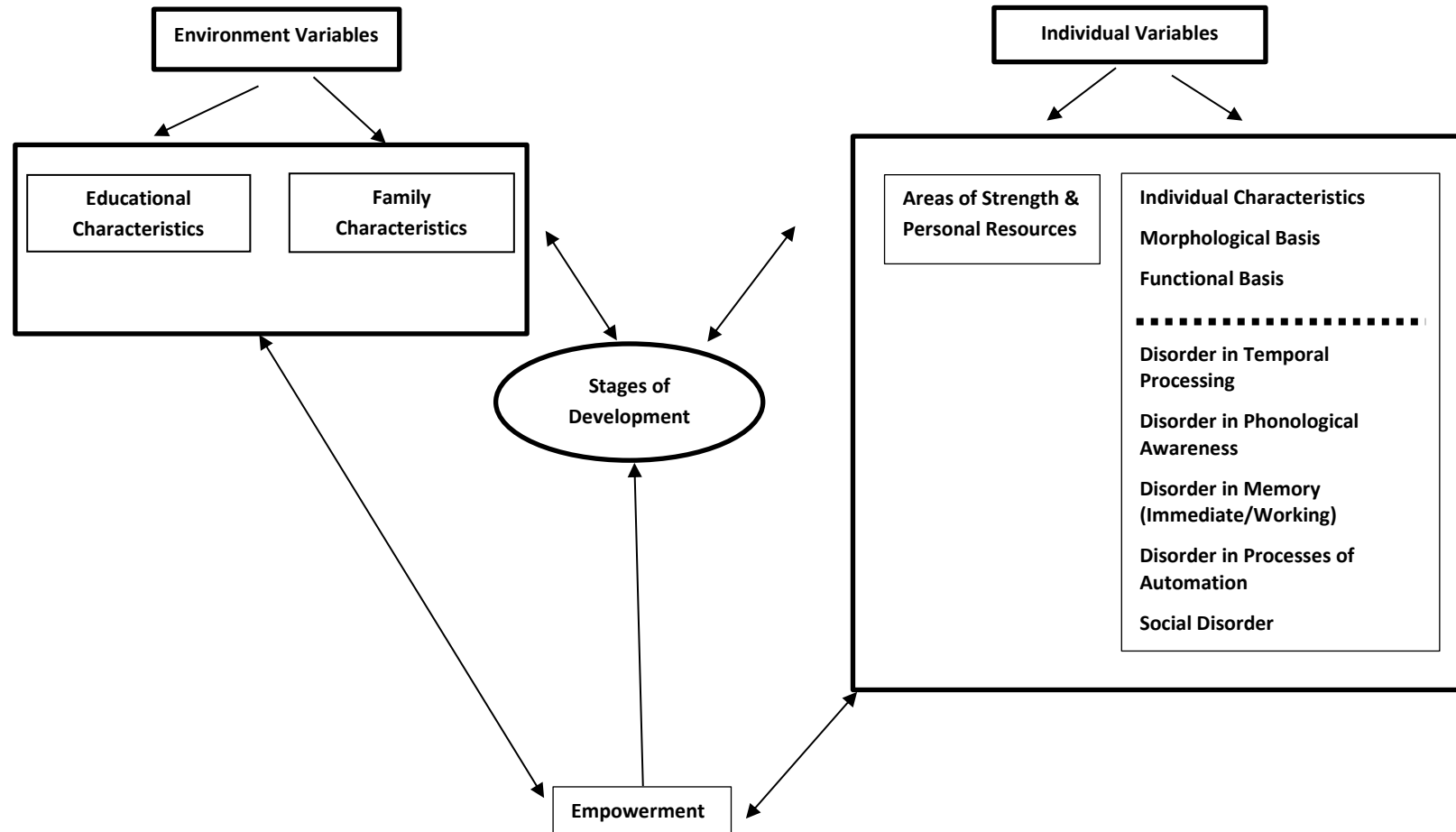
The model (Margalit & Tur-Kaspa, 1998) emphasizes the complexity of the concept of learning disability in the reference to the reciprocal relationships between the different variables that influence the individual's functioning in all areas of development. According to the presented dynamic and interactive model, the reciprocal relationships between the different variables, risk factors and defense factors, which influence the students' development, their learning processes, and the expressions of adaptive and non-adaptive behavior observed in the population of learning disabled people as a group, in the unique subgroups of this population, and in individuals with their unique characteristics. In addition, the approach of empowerment as an alternative approach that does not negate the recognition of the importance of the assessment of the specific disorders but emphasizes the importance ascribed to the cultivation of effective coping skills, alongside the recognition and treatment of the individual's unique difficulties. In the framework of a comprehensive ecological model, the study of the environments in which the child creates mutual relationships, the roles and the expectations at different ages, and the reforms and changes in educational perceptions has an important role. Therefore, it is vital that there be cooperation between researchers and experts in the fields of knowledge relevant to the learning disability, both in the basic and applied research and in the development of tools of assessment and treatment (Margalit & Tur-Kaspa, 1998).

Hence, it is possible to say that according to the model of Margalit and Tur-Kaspa (1998), there are reciprocal relationships between the bilingual children who have learning disabilities and their families and their school in the process of their development (Margalit, 2000). In other words, there are reciprocal relationships between the personal characteristics of

the bilingual children who have learning disabilities, their strengths and weaknesses, and their families and schools. These relationships can facilitate the prediction or understanding of these students' difficulties and the understanding of their performance. In addition, the relationships are dynamic, not one way, and depend on one another. Furthermore, the reciprocal relationships between the surrounding factors are also connected to the performance of the bilingual learning disabled students in different areas, such as memory and morphology.

In the theoretical framework of the reference to the risk factors and defense factors, the model presents a comprehensive, multidimensional, and dynamic perception for the conceptualization of learning disability. According to the model, there are reciprocal relations between the characteristics of the individual, with his difficulties and strengths, and the characteristics of the environment (the family and the educational environment), and these reciprocal relationships contribute to the prediction or understanding of the functioning and difficulties of students with the imitation of learning in different periods in their development. The model emphasizes the understanding of the functioning of the individual with difficulties both in reference to the broad context of the developmental tasks and in the reference in the context of the certain tasks the individual faces at a given period of time. According to this perspective, the relationships of the connection between the individual and the environment are dynamic and continuous and not static; they are reciprocal and not one-way and they depend on one another. The model emphasizes the complexity of the concept of learning disorder in its reference to the reciprocal relationships between the different variables that influence the individual's functioning in all areas of development.

Figure Number 1: Learning Disabilities – A Multidimensional Developmental Model (Margalit & Tur-Kaspa, 1998)



Source: Margalit & Tur Kaspa, 1998, p. 73

2.5.2. The Ecological Systems Theory of Bronfenbrenner

The model of Bronfenbrenner (1977, 1979; 1986; 1994) places the child and the child's personal characteristics at the center of the surrounding ecological system. The child's characteristics include temperament, gender, age, and other traits related to developmental potential (such as cognitive ability and special talents).

In addition to the personal characteristics, the child's ecological system includes four other systems. In other words, the model describes the child who develops in an environment that is in essence a network of interdependent systems that influence one another. These systems are the microsystem, the mesosystem, the exosystem, and the macrosystem (Bronfenbrenner, 1977; 1979; 1986; 2005).

The *microsystem* is the immediate close environment in which the child lives and grows up. This environment directly influences the child's development and is influenced by it. It includes the different figures with which the child is found in everyday contact, such as parents, siblings, educators, and so on, and their personal characteristics. The *mesosystem* addresses all the reciprocal relationships in the microsystem: the relationships between the father and the mother, the relationships between the parents and the preschool teacher, the relationships in the educational staff in the daycare center, the relationships between the child and the other children in the daycare center, and so on. The intermediate system also includes the influence of the physical environment on the behavior of the different people in the microsystem and on the relationships between them, for instance, the influence of the crowdedness or the number of children in a family on the parents' relationships. The *exosystem* addresses the child's distant environment, in which all the figures in the child's immediate environment live and act. The external system indirectly influences the child but he himself has no direct contact with it. It includes, for instance, the characteristics of the neighborhood where the child lives, the health services, the social services, and the educational services in the child's residential region, which provide the child and different figures in his life with available support in mental, health, social, economic, and other areas. The *macrosystem* addresses the geopolitical data, characteristics of culture, society, regime, and economy in which there are all the other systems in which the child is raised. It includes factors such as the security situation, the economic situation, unemployment, emigration, cultural, political, and social values, and so on ((Bronfenbrenner, 1977; 1979; 1986; 2005).

In a later development of the model, Bronfenbrenner (1995) added another system to these four systems – the *chronosystem*. In this development, he emphasized biological factors in addition to psychological factors that surround the child and influence him. He called the model the theory of bio-ecological systems.

The *chronosystem* focuses on the dimension of time in which all the other systems exist, with all the changes that occur in them over time. The roots of the personal differences draw from the child's developmental history and from the circumstances in which he lives, the current and changing circumstances in the family, in society, in the economy, and in the culture (Bronfenbrenner, 2005).

Like in every ecological system, the different subsystems influence one another. Hence, there are two fundamental assumptions in the model of Bronfenbrenner. The first addresses the early stages and largely the course of life and holds that human development occurs through processes, through a steadily increasing number of interactions of mutual influence between the active human organism and the people, objects, and symbols in his immediate environment. To be effective, the interaction must occur on a relatively regular basis over time. The second addresses the fact that the form, intensity, content, and direction of these basic processes influence the development in a systemic manner as an integrative functioning of the characteristics of human development (Bronfenbrenner, 1995).

Bronfenbrenner was very compassionate and committed to the belief that there are no disposable children (Brendtro, Ness, & Mitchell, 2005). His vision derived from his boyhood memories of his father struggling to reclaim cast-off troubled children. His spirit is embodied in the statement that: Every child needs at least one adult who is irrationally mad about him (Brendtro, 2006).

Importance of the Ecological Theory in the Present Research

It is possible to see that the theory of Bronfenbrenner (1977; 1979; 1986; 2005) places at its center the child's ecological system and personal characteristics. The ecological system surrounds the child and includes four additional systems: the microsystem, the mesosystem, the exosystem, and the macrosystem.

Therefore, it is possible to say that, according to Bronfenbrenner's ecological model, the learning disabled child's school, parents, family, and friends are defined as the child's immediate environment, or as Bronfenbrenner (1979) called it the 'microsystem' while the reciprocal relationships between the child's parents and the school staff, between the child's

father and mother, among the people of the educational staff, among the children in the class are related according to the model to the 'mesosystem'. The environment in which the child lives is connected to the 'exosystem' and includes the parents' employment, the extended family, different services in the child's neighborhood, the teachers' working conditions, and so on. The geo-political situation in Israel, the economic, political, social, and cultural situation, and the education system in Israel are associated with the 'macrosystem'. The dimension of time in which all these systems operate is called the 'chronosystem'. In addition, it appears that these systems influence the bilingual child with learning disability and are influenced by the child.

Hence, it can be concluded that, in the context of bilingual students with learning disabilities, the ecological theory speaks about the mutual influence of the parents, the family, and the school on the bilingual learning disabled children and the influence of these children on their environment. In addition, it emphasizes the reciprocal relationships between these children and their environment and the reciprocal relationships between the different factors surrounding the children that influence them and are influenced by them.

It can be said that Bronfenbrenner's ecological theory is important and significant in the present research study, for the understanding of the educational situation of the bilingual students with learning disabilities. The educational situation of the student with learning disability addresses the student himself in different aspects and the child's close environment, which comes into contact with him and includes his family, school, and classmates. In addition, it is related to the security, economic, social, political, cultural and systemic situation in the State of Israel and to the dimension of the time at which these situations occur and exist. Thus, the use of the ecological model in the present research study will help get to know and understand the educational situations of bilingual students with learning disabilities in the context of the three main systems, according to Bronfenbrenner's model (1979): the microsystem, the macrosystem, and the chronosystem.

3. Childhood – The School Age Period in the View of the Subject Literature

3.1. The Term “School Age” in the View of the Subject Literature

The periods of childhood in the life of a human being include infancy, early childhood, preschool, and school age.

Childhood in the period of the school age begins at the age of six and ends at the age of twelve. However, until today there is a lack of clarity regarding the definition of the start and end of this period (After, Hataav, Weizman, & Tiano, 2010; Erikson, 1960; Freud, 1977, Klein, 2003; Kohlberg, 1969; Winnicott, 2004).

In the past, the period of childhood was considered a stage of development that lacked events. This thinking led Freud to call this period the “latency period” – the age at which the sexual drives are relatively dormant until adolescence. Freud’s perception, especially on the background of the centrality of the sexual urges as the motivating force in his ideas, hints at the outlook that in this period events of importance in the emotional and social domains do not occur (Sroufe, Cooper, & DeHart, 2004). In contrast to this perception, it appears that in the period of childhood decisive development occurs in the emotional, social, and cognitive fields, development that influences significantly the functioning and experience in this period and in the following years. The understanding of the abilities and challenges of childhood and the changes that occur in this period are important for the understanding of the characteristics of the age and the child’s needs. This chapter will present different developmental theories in the psychological cognitive, moral, and social fields and will present the characteristics of the childhood period.

3.2. Biological Development in the School Age Period

The pace of development of the body gradually lessens relative to the first five years. The boys are slightly taller and heavier than the girls. At this age, good coordination and a more rapid response to the stimulus are seen among boys than among girls. This changes towards the end of the latency period, and in pre-adolescence the girls are taller than the boys are and this state is maintained until the age of about fifteen. These changes between boys and girls at this age are also seen in the school. In the first days in the school the girls are more scared and cry more, display greater motor delay, and are less active. Gross motor coordination – from the age of six the child is capable of more complex skills, such as jumping from a height of 30 cm

and landing on tips of the toes, dribbling a ball continuously and throwing it with one hand when shifting the body weight to the opposite leg. At this age, all the self-care actions are independent, including washing, using the toilet, dressing, and eating. At the age of six-seven the child differentiates between right and left in his body, from the age of seven he differentiates between the sides in space, and from the age of eight-nine he differentiates between right and left from the perspective of others. There is almost complete maturity of the central nervous system and complete maturity in the system under the service of cognition (After et al., 2010).

3.3. Cognitive Development in the School Age Period

The theory of cognitive development of Piaget is a theory of stages, which describes the person's mental development from birth until the age of fifteen. Piaget maintained that every person undergoes the stages of development in an identical order but not all people reach the upper stage. He believed that the understanding of the children's world in each stage is limited by the cognitive structures existing in that stage. In the transition between the stages, the child's cognitive structures become steadily more abstract and sophisticated. Piaget's cognitive development theory indicates that children undergo four different stages of development. He believed that children play an active part in the learning process and behave like little scientists when they carry out experiments, perform observations, and learn about the world. Piaget's main contribution is the understanding that the cognitive development not only is the passive acquisition of new facts but also exists when the child builds for himself actively a system for understanding the world (Daniel, 2014; Piaget, 1969). Piaget asserted that all children come into the world equipped with basic structures through which they can acquire knowledge and improve it throughout the development. In addition, he thought that all children in the world undergo during the normative development process the same stages and in the same order, more or less, when the meaningful changes in the cognitive development occur at the ages of two, seven, and eleven (Bodan, 1999; Piaget, 1969).

Basic concepts in Piaget's theory include equilibrium, schema, operation, assimilation, and accommodation described in the following paragraphs.

Equilibrium. According to Piaget's theory, the person aspires to create equilibrium between the knowledge he has about the world and reality. When the equilibrium is disrupted, the person develops his thinking in order to create a new equilibrium. In essence, the equilibrium is never achieved since there is always new knowledge that the person is exposed to, which disrupts the equilibrium (Piaget, 1969).

Schema. This is a basic unit (visual, behavioral, acoustic, or semantic) of knowledge about the world. This knowledge dictates to the person the way of looking at reality. Through the schema, the person processes the knowledge in processes of perception, recall, learning, and interpretation. It is possible to say that Piaget presents an action schema composed of three parts: the perceived situation, the activity linked to it, and the beneficial or expected outcome of the activity (Barrouillet, 2015; Carey, Zaitchik, & Bascandziev, 2015; Daniel, 2014). Von Glazerfeld (1995) classified the action schema in the following way: identification of a certain situation, a certain activity related to this situation, expectation that the activity will produce a certain outcome expected ahead of time (Piaget, 1969).

Operation. This is a schema that was perfected and became complex. This is not an innate reflex that the person carries out in an involuntary manner, but the person's logical understanding that enables him to act in the world in an intelligent way. The two processes through which the balance is achieved are accommodation and assimilation (Piaget, 1969).

Assimilation is when new stimuli (new knowledge about the world) are assimilated in the old stimuli (existing knowledge) (Barrouillet, 2015; Carey et al., 2015; Daniel, 2014). Cognitive assimilation occurs when the individual adapts experience into the conceptual structure that is already at his disposal. Piaget maintains that no behavior, even if it is new behavior for the individual, is not an absolute primary and in essence it is always implanted into previous schema and thus new components are assimilated into the already built structures (innate, such as reflexes, or those acquired beforehand) (Piaget, 1983).

Accommodation is the person's ability to change existing schema and adjust them to knowledge he has already acquired and the experience he has accumulated to reach equilibrium. In the process of accommodation in many cases the person is required to change the cognitive structures to fit the environment, in other words, to perform accommodation. Thus proper development combines between accommodation and assimilation (Babakr, Mohamedamin, & Kakamad, 2019; Carey et al., 2015; Piaget, 1969).

The third stage in Piaget's theory is called the stage of concrete operations. It occurs in the child's period of studies in the elementary school, at the ages of seven to twelve. This stage is characterized by logical thinking, which enables laws, drawing conclusions, and so on. The child in this stage can perform actions such as classification and collection of thoughts, but this ability is limited only to concrete objects, in other words, objects that he can know through his senses or handle manually. The child understands the meaning of quantity, weight, and volume,

since he is already capable of logical and causal thinking, but until the age of eleven-twelve his logical thinking still depends on the concrete content. For the purpose of the cognitive development, he must notice the difference between a fixed state and a state subject to change. The first state is understood through the senses, since this is the absorption of the external form. The next developmental stage in this period is the understanding that despite the change in form there is constancy; to know that there is no change in quantity is operational knowledge. The operation is an advanced stage after the intuitive stage. It brings about the correction of the conceptual intuition, which is subject to illusions from the momentary perspective, and therefore leads to the elimination of egocentrism in favor of objectivity (After et al., 2010; Babakr et al., 2019). Hence, this stage is characterized by the fact that children begin to think logically about concrete events, they begin to understand the concept of conservation and their thinking becomes more logical and organized, but is still very concrete. The children begin to use inductive logic or thinking from specific information to a general principle (Fancher & Rutherford, 2012; Santrock, 2016).

3.4. Emotional Development in the School Age Period

Sigmund Freud developed the model of psychosexual development. The model describes gradual mental development, which includes the transition between five different stages of emotional and sexual maturity according to ages. In this, since Freud attributed considerable significance to the sexual drive and sexual energy (the libido), every stage in the model he proposed is characterized by a central erogenous region – the area of the body that serves as a central source of pleasure. According to Freud, in every stage in the model conflicts occur that must be resolved and there are needs that must be satisfied. To transition normally from one developmental stage to another, natural development and biological maturation are necessary, but in addition the child must deal successfully with the conflict typical of every stage and achieve its resolution. In addition, the outside environment (and mainly the parents) has the responsibility to provide the child's needs appropriately, so that lack or excess is not created (Bitman, Beyt-Marom, & Ben-Atar Cohen, 1992; Mitchell & Black, 2006; Storr, 1993).

In addition, Freud's model relies on the perception according to which the first five years of life are the most significant and during them the entire personality develops (and therefore the first three stages in the model receive extensive theoretical reference). This assumption led Freud to assert that nearly all psychological symptoms in adulthood are a product of disorders in the stages of sexual development during childhood (Breger, 2017; Ewen, 2014; Mitchell & Black, 2006). Freud differentiates three parts of the personality:

1. The *id*. This is an innate part of the personality, found in the unconscious part of the personality. This is the only part in the personality that does not change over the course of life. This part is the source of the drives in the person, which includes the drives and feelings connected with sex and aggression. This is the strongest and most major force.
2. The *ego*. This part begins to form from the second year of life and mediates between the demands of the id and the demands of another person. In other words, this part is in essence the force that mediates and executes in the personality and its role is to direct and regulate the behavior. It is found in the conscious part of the personality (Cohen & Friedman, 2002; Sohlberg, 2007).
3. The *superego*. This part begins to form beginning from the child's third year of life and includes all the values, commandments, and norms that the person has internalized from society during his life. Therefore, its guiding principle is the principle of morality. It is built from two main parts. The first part is the conscience, which instructs what is forbidden to do.. The second is the ideal self, which instructs what should be done. (Breger, 2017; Ewen, 2014; Mitchell & Black, 2006).

Freud described two central processes that may occur and disrupt normal development:

1. Fixation is when the person remains fixed in one of the stages.
2. Regression is the return to an earlier developmental stage. (Daniel, 2014).

The fourth stage in Freud's model is called the latency stage, which occurs at the ages of six to twelve. In his opinion, this stage is different from the rest of the stages in the model since in essence it constitutes a "respite" in psychosexual development. Freud argued that during these years the sexual urges are repressed, and there is no erogenous organ in the body where the sexual energy is concentrated. Therefore, the child is available for learning and for the acquisition of social skills. In other words, in the latency period, which is called the 'the middle childhood age', the libidinal energy is channeled into the creation of the social relationships and intellectual activity while the sexual energy has no expression, and there are even no structural changes in the personality (Bitman et al., 1992; Mitchell & Black, 2006; Storr, 1993).

Until the age of six, with the beginning of the creation of the superego, the balance is improved, following the establishment of the harmony between the drives and the urges, the organization of the ego roles and the supervision of the superego. It appears that very important balance is created between the drives and urges on the one hand and the social framework on the other hand. This period is characterized by the use of the instinctual energy in a social and

interpersonal direction. The gradual release from the parents occurs due to the development of the memory, the ability to think, the control of the physical self, and the internalization of an ideal image. This is a period in the child's education in which he learns to adapt to society's conventions. For the first time, it is possible to speak about the formation of a stable identity. This is an age in which the development of the 'self' is most important and the mechanism of sublimation, which is a defense mechanism, takes an important part in the development of the personality. The child uses the libidinal energy for the purposes of cognitive, social, and creative development, and the school framework is what combines the three roles. The child learns to be a part of society, which has shared rules identical for every individual (Elitzur, Tiano, Munitz, & Neuman, 2016).

Anna Freud developed a number of topics in the psychoanalysis of the child that are foundation stones in the understanding of the psychopathology of childhood until today. Anxiety – three main types of anxiety can sometimes overwhelm the self: (1) anxiety from the superego – a source of moral anxiety, like in neuroses, (2) anxiety from the risks of realness, and (3) anxiety strengthened by the drives. To cope with these anxieties, the self builds the defense mechanisms (Freud, 1937). Anna Freud identified ten mechanisms – repression, withdrawal, reaction reversal, isolation, retroactive cancellation, projection, internalization, turning against the self, reversal, and sublimation – and built their chronology according to the child's developmental age. She described the stages of development of the mechanisms according to the point of fixation. One of the mechanisms is identification with the aggressor. This identification is considered normal only when it is directed towards those who represent in the child's view the authority (After et al., 2010).

It can be said that she is the leader of the psychology of the self (psychology of the ego) approach. She broadened the structural model of Sigmund Freud on the division of the mind into the id, ego, and superego and introduced an idea that was revolutionary for the time: the positive influence of the defense mechanisms on the functioning and adaptation. According to the classic theory, the defense mechanisms constituted a pathological factor, since their activity was perceived as something that takes considerable mental energy that limits the person's behavior. Therefore, as part of classic psychoanalytical therapy there was an attempt to remove the defenses in a gradual manner, in order to bring about the expression of the drives in the id and to see them as they are (Sirs, 2000). Against this approach Anna Freud asserted that the defense mechanisms are a main component of the personality. She considered it appropriate that instead of trying to remove them, one should try to understand them and how they work

on people. In addition, she maintained that the mechanisms do not necessarily constitute a pathological situation, since they enable the person to adjust to different situations and to maintain the ability to function. Hence, in her view the aim of the work with the defense mechanisms in therapy is to encourage people to use the defense mechanisms that benefit them and to forego those that harm them (Freud, 1977).

Melanie Klein caused a revolution in the field of the analysis in her perceptions about development. Klein (Klein, 1975; Klein, Heiman, Issacs, & Riviere, 1952) saw the center of gravity to be object relations and described the developmental stages as far earlier than did Freud. Klein reached the theoretical conceptualization on the basis of analysis of young children. She used play as one of the child's natural tools of expression and determined that in the child transference is created in treatment, like with the adult, and that through play the child translates symbolically his imaginings, desires, and experiences (Segal, 1998). The "ideas" that represent the instinct are the first fantasies. According to Klein, the action of the instinct is expressed and represented in mental life through the fantasy of satisfying the instinct by a suitable object. The infant's first hunger is accompanied by his hallucination of an object that will satisfy this need (Klein, 2003). The imaginary object and its satisfaction are experienced as physical experiences. From birth the infant deals with the principle of reality, and the experiences of reality influence his subconscious fantasies and are influenced by them (After et al., 2010). The first expression of this is his hunger. When the infant is hungry, he imagines a breast. If he receives the breast close to the expression of hunger, then for him the breast will be connected to the imagined positive satisfaction of the hunger and will be experienced as a beneficial object. In contrast, if there is no relationship between the expression of hunger and the time of the giving of the breast, then the feeling of hunger will be strengthened by the object and translated into the rule of anger over love (Klein, 1975; Klein et al., 1952). It is possible to say that according to Klein almost everything is determined in the first year of life and up to the age of two. Childhood neuroses develop, in her opinion, at the age of one year. It can be said that Klein adopted Freud's ideas about the importance of drives such as sex and aggression regarding the child's development but emphasized also the importance of the relationship with the care-giving figures. In her opinion, care-giving figures are not only the source of the satisfaction or the frustration of the drives but objects essential to development, which the infant can love and hate alternately and through which he experiences himself and shapes his image as "good" or "bad" (Roitman, 1989; Segal, 1998). Klein worked with children to develop meaningful ideas about the structure of the mind and normal and pathological childhood

development. Klein's main contributions were the development of treatment techniques of children and the extension of the analytical work to work with psychotic patients, who were considered untreatable (Mitchell & Black, 2006; Roitman, 1989).

Donald Winnicott created a separate approach of his own, the independent group. The self, according to his reference, is created and organized gradually from the experience of the risk of disintegrating disappearance (annihilation), from which the infant is built anew through maternal care (holding). The integration is determined on the basis of the balance between the two groups of experience – holding on the one hand and the experiences of disruptive drives on the other hand. The two groups of experience exist through the sensomotor system. The child often displays movement that expresses spontaneous drives. Every time the mother responds to this movement with immediate understanding, she instills in the child a feeling that he creates himself the object of satisfaction. The repetition in these experiences is what creates the power of the self. Winnicott (1971, 1971a, 1971b) coined the expression “good enough mother”. After the internalized and projected identifications as described by Klein, the infant becomes an objective subject and develops a sense of awareness of his identity as separate from the outside. Winnicott defines the self: the self develops after the fifth month of life and is the continuation of the holding. Hence, the interpersonal relationship has an important role in the creation of the self (After et al., 2010).

It can be said that Winnicott belonged to the psychological stream of the object relations approach. His work was influenced by the perception posited by Melanie Klein, according to which the infant comes to the world when he is ready and suited for interpersonal interaction. In contrast to Klein, Winnicott believed that the infant is built for the creation of positive interaction and healthy development, which may be harmed following deficient parenting (After et al., 2006). Winnicott's main contributions are the identification of the importance of the subjective experience, the understanding of the importance of the early parent-child relationships, the development of technique and significant care emphases, and the differentiation between a healthy personality and a pathological personality, Winnicott did not address symptoms (such as obsession, social isolation, etc.) but the person's subjective experience. For him, the person who enjoys mental health is a person who has developed a “real self”, a subjective and authentic identity that is at the basis of creativity and enjoyment from life. The “false self” is created according to Winnicott from the early interactions between the mother and the infant, which are characterized by lack or lack of suitability for the child's needs (Mitchell & Black, 2006).

In his first months of life, the infant gradually goes through three stages, which are different from one another in the type of interaction existing between him and the mother. When the transition between the stages is done in a way and time commensurate with the infant's development, the basis is set for the development of the healthy personality, a personality in which wishes and needs are perceived as meaningful and legitimate and interpersonal interactions are perceived as positive and as a source for trust and personal satisfaction (Winnicott, 1971, 1971a, 1971b).

Winnicott recognized that no mother can respond to her child's needs perfectly. Therefore, he coined the term of "good enough mother", which refers to the mother who creates an environment of holding suited to the infant's needs well enough, even if not perfectly. The "good enough mother" is not sufficiently suited to the infant's needs: she does not meet his needs or cannot stop responding to his needs gradually. Thus, the infant experiences the disruption of the holding environment and the development of the infant's individual personality is blocked and converted to obedience that will enable adjustment to the deficient environment (Winnicott, 2004). Winnicott believed that the infant comes into the world with the potential for a rich and creative life and that the care enables the lacks of childhood that constitute a barrier to the experience of a rich and authentic life to be surmounted (Mitchell & Black, 2006).

3.5. Moral Development in the School Age Period

Different theoreticians maintain that the moral development is based on cognitive developmental theories. From the perspective of these theories, the internal values according to which the individual acts are formed in a process of transformation of approaches and perceptions the child holds, when there is a transition from primitive perceptions to more advanced ones. This change accompanies the cognitive development the child experiences and is found in interaction with the social world in which he grew up (Baldwin, 1906; Piaget, 1983). Main researchers from this approach, in particular Jean Piaget and Lawrence Kohlberg, described the development of morality as a process with a number of stages, the order of which is known ahead of time and which are built in an internal – independent manner, through interaction with the environment. This is a set of distinct stages, shared by people from different cultures (Kohlberg, 1969, Gibbs, Basinger, & Grime, 2003). According to cognitive theory, moral development occurs when the individual experiences conflict between him and others his moral level or between him and another with more sophisticated moral thinking (Blatt & Kohlberg, 1975; Turiel, 1966).

Piaget (1983) believed that the moral development is a result of the cognitive development in combination with social experience. He divided the development of the morality into three stages: lack of morality (until the age of seven), heteronomous morality (age seven to twelve), autonomous morality (from age thirteen onwards). The stage of heteronomous morality characterizes the period of infancy and is called also 'moral realism'. Young children who are found in this stage find it difficult to differentiate between the personal perspective and the other person's perspective and find it difficult to differentiate between objective and subjective. Therefore, there is a tendency to address laws and norms as external facts that are dictated by external authorities and not as internal standards. In other words, in this stage the thinking is concrete, and the morality is considered an absolute that cannot be changed. Behavior is completely justified or completely erroneous, there is almost no consideration or reference to the intention of the one doing the action. An action is moral or not moral according to the reward it receives (Sroufe et al., 2004). As aforementioned, according to Piaget, the moral judgement is a product of cognitive maturity and experience acquired under the influence of the transition from the parents' environment to a broader environment. The expectation is that the child who was educated in an atmosphere that emphasizes authoritativeness, lack of flexibility, and dependence on the educating factors will be backward in his moral development in the comparison to a child who is educated in a democratic atmosphere, which emphasizes the importance, effectiveness, and supremacy of the laws of morality. The attitude of the parents and the environment to the child may influence the nature of the morality that he will adopt for himself – internal or external. A rigid and punishing environment, which includes physical punishment, leads to the development of realistic-external morality, while a warm and accepting environment facilitates the internalization of the values of morality and the creation of internal morality (Bull, 1969; Kay, 1970).

Piaget (1983) summarized four main factors that influence the moral development: the adult's influence on the child, the interaction with the peer group, the cognitive development (according to the age), and the interaction between these three factors.

Lawrence Kohlberg carried out an empirical research of the moral development and developed another model that describes its stages. In his experiments, Kohlberg presented to the subjects at different ages (children, adolescents, and adults) moral dilemmas and, on the basis of the reasons noted for the appropriate solution in their opinion of the dilemma, Kohlberg defined a number of stages of the development of the morality. The stages address the

orientation at the basis of moral thinking, or in other words, what guides the person in the solution of the moral dilemma (Kohlberg, 1969).

In the building of the theory of the stages of moral development, Kohlberg bases, as did Piaget, on the constructivist principle. According to this principle, every response is a product of the moment, but it is limited to the level of moral development at which the person is found. The present developmental level is a product of the individual's developmental history – the previous developmental stages, when each new stage in the development represents a different quality organization of the pattern of thinking, which unites the insights that were achieved in the previous stages. Hence, with the cognitive development the thinking becomes more complicated, diverse, and tending towards adaptation and is expressed in the individual's ability to deal with more complex moral problems (Kohlberg, 1969; Rest, 1979).

Kohlberg's model describes three universal stages of moral thinking: pre-conventional morality, conventional morality, and post-conventional morality. The first stage, pre-conventional morality, exists already among 80% of the children at the age of ten. In this stage, the child responds to external laws and tends to label the world according to 'good' and 'bad', 'right' and 'wrong'. The judgment is made out of fear of punishment by an external authority, or the desire for reward, for the satisfaction of his needs, and for the person's enjoyment. The judgment is not based on any social conventions or rules of morality. Kohlberg (1969) called this form of thinking "orientation of obedience and punishment" (obedience to the law to avoid punishment) and "instrumental-hedonist" orientation (definition of actions through the self alone and conformity to laws in order to enjoy and receive salary). A child in this moral stage will explain, for example, that it is forbidden to steal from the supermarket because the seller can be angry at him and yell at him.

3.6. Social Development in the School Age Period

Erikson emphasized the impact of society on the person's patterns of development and the formation of his identity during his life. He believed that the individual and the culture of the community in which he lives influence one another constantly (Bitman et al., 1992; Erikson, 1950, 1968, 1985; Friedman, 2000).

Erikson in his developmental theory presents eight stages, when in each stage of human development, from childhood to old age, the person's social circle broadens and the meaningful figures in his life change. In the first stages, the meaningful figures in his life are the members of his nuclear family, his parents and siblings, and in the next stages they are the members of

the peer group and other figures that he encounters in the educational frameworks and broader social frameworks. Each one of the stages is characterized by the central conflicts that the person needs to resolve and in each stage the conflict causes the developmental crisis. The person's successful coping with the crisis will lead to its effective resolution and the acquisition of tools for the continuation of his development. Unsuccessful coping with the crisis will harm the person's adjustment ability and development in the next stages (Erikson, 1960).

Successful coping with the crisis can lead to wellbeing for the entire life. For example, the achievement of trust is the main task of the first stage of development. This is ability that contributes to emotional health throughout life, during childhood and adulthood. However, failure may lead to social and emotional struggles, which last the entire life (Erikson, 1960; Charles & Carstensen, 2010; Malik, 2018).

In other words, according to Erikson, the 'self' is revealed during a constant continuum of stages, when each stage is characterized by a different psycho-social crisis that is based on coping with contradicting forces. The crisis constitutes a critical turning point in which there can be development for good or for bad. Good coping with the conflict that characterizes this stage leads to achieving the ability that will allow the person to deal more easily with the next stage in the developmental continuum. Every psychological stage is tailored to the physiological development that occurs at that time, with which the person needs to deal (Bitman et al., 1992; Friedman, 2000).

The latency period is the fourth developmental stage according to Erikson (1960). He defined this stage as the stage of *industry vs. inferiority*. In this stage, the child shifts from the world of imagination and play to his first entrance into the world of adults. It goes to school, he acquires skills, and he trains himself towards the place that he will in the future hold in society. Through the grades he achieves, the child learns the meaning of reward and punishment and work productivity. It learns the enjoyment in work and receives benefits for perseverance. This is also the stage of non-formal creation, and the children begin to express their talents in different areas. Failure in this stage will lead to the child's lack of adjustment to the school system, with all its rules, and consequently to feelings of inferiority, which will influence his self-perception (After et al., 2010). In other words, the child's developmental task in this stage is to achieve mastery over the intellectual and social skills required at his age. The child's social circle broadens, and it includes additional children and adults. The encounter with the broadening social environment requires the child to use social skills of cooperation, responsibility, expression of emotions, and consideration of others. In parallel, the child is

expected to reach scholastic achievements in the school and to master different intellectual skills. Achievements in the social and academic fields will contribute to his self-esteem and belief in his ability to deal with new problems and solve them. Its feeling of industry will be strengthened, and it will aspire to invest efforts in the acquisition of additional skills. In contrast, if it does not attain achievements in his learning and social tasks, then he may develop a feeling of inferiority, lack of confidence, and lack of belief in his ability to deal with tasks and succeed in them. The feeling that will develop in the child in this stage, diligence or inferiority, will determine the child's ability to build it self-esteem (Charles & Carstensen, 2010; Lev Shalem, 2013; Malik, 2018).

In addition, according to Erikson (1960), children during the latency period differentiate between the outside and the inside of a person. They understand that what people think and feel inside is not necessarily what they say or do. They learn to conceal their emotions and to camouflage their feelings. The child understands, in essence, that like him, others too do not necessarily act according to their inner feeling.

It can be seen that at this age the children's ability to be attentive to others steadily increases, as does their ability of social comparison. They tend to compare the achievements to the achievements of other children of the same age. They feel pride when they succeed and a feeling of failure when they feel their achievements are low. Towards the end of the period, children tend to leave the engagement in sports or singing as a hobby when they assess their achievements as low in comparison to other achievements. During childhood, the peer group plays a very central place in the child's life, since in this period there is a considerable increase in the amount of time that children spend with their friends. The regular friendships steadily become established. Behavior with the close friends is different from the behavior with other children: in the friendships there is more cooperation and mutual exposure, more mutual help, more ability to form shared goals, more expression of positive emotions. Moreover, the children understand that the conflicts and arguments are a part of the friendship and develop ability to solve these conflicts in an equal manner (Claudy, 2002; Sroufe et al., 2004). Between the age of seven and nine, many of the children expect their friends to be partners in play and activities, to be a source for help and to be found in the physical closeness (Claudy, 2002; Sroufe et al., 2004). At these ages, the child understands well the rules and laws. It shows greater depth of understanding of the systems of relationships and can take responsibility on simple tasks. Its moral development advances, and he learns more complex ways of coping with different situations. In addition, the child researches new ideas and activities, his fellows may

examine his beliefs, and he tends to identify more with other children of the same sex and to find a good friend (Malik, 2018). Between the ages of ten and twelve, the child expects its friends to have appreciation, loyalty, and commitment to the relationship. In parallel to the existence of relationships with regular friends, the child belongs to a social group that gradually forms on the basis of some common denominator, the children aspire to be accepted by their group fellows. As a rule, children create social networks with other children who are similar to them, and the social groups are for the most part same-sex at this age. Another common denominator for the creation of friendships may be the occupation, interest, or hobby shared by all the children, when in the continuation groups of children are created who have similar academic aspirations and learning achievements. It appears that dyadic relationships continue to exist within the wider group, while there is coordination between the commitment to the couple and the commitment to the group. Furthermore, the children at these ages are influenced by the norms of the group and learn to adhere to them. It is possible to notice also the competition between groups. Moreover, at this age the roles of leadership on the class level and clear socio-metric classes (popular children, regular children, rejected children, and neglected children) are steadily formed (Claudy, 2002; Sroufe et al., 2004). It is possible to say that at the age of nine and ten, children prefer groups of friends and peers over the family. They will see the increasing need for independence from the family and the making of decisions independently. A positive system of relationships between the child and the parents, built on care, concern, praise, affection, and reinforcement for the child, creates a reasonable balance between independence and the rules of the home and builds the child's self-confidence (Malik, 2018).

3.7. Main Important Features of Childhood in the School Age Period

Graphy Fisher (2015), Sohlberg (2007), and Sroufe et al. (2004) all describe the main characteristics of childhood in the school age period.

- Basic empathy ability. At this age, the children's cognitive and emotional maturity enables them to display understanding of the other person's emotions, to see things from the other person's perspective.
- The ability of basic self-awareness. At this age, the children begin to know their personality traits, they begin to know themselves, and they are aware that sometimes there are conflicts between the different components of their personality.
- Development of the moral judgment. At this age, children are required to exhibit moral development. In early childhood, children displayed obedience since they are afraid of

punishment. In the next stage in their development, children acted from their motives – according to what ‘is good for the child’ and the desire to be considered to be a ‘good’ child, and now they are in the stage in which they are supposed to accept the conventions and rules of behavior in society, in order to have a normal and orderly society.

- Development of friendship. Sohlberg divides the motives for the choice of a good friend into a number of stages. At the age of seven-eight, friendship is based on comfort and feasibility, at the age of ten-eleven the friendship acquires a normative character and creates a system of shared norms and values, and at the age of eleven-thirteen, at the start of adolescence, empathetic friendship is created, based on shared ideas, reciprocal understanding, and an atmosphere of trust.
- Acceptance in the class. At this age, children must feel that they are accepted in the class. This obligates them to be open, nice, non-aggressive, to have self-control, and to help others.
- Sexual development. At this age, the child shapes basic stereotypes and behaviors typical for every gender. The boys are adventurous, take risks, are aggressive when going into groups, and for the most part play competitive sports in large groups. There is considerable physical closeness between them and little emotional and verbal closeness. They emphasize loyalty and rank their importance in society according to power, control, leadership, and victory. The girls are attentive to the new friends in the group, since they have higher social awareness than the boys do. They create intimate relationships, which include sharing secrets and mutual support. The girls collect in small groups and are oriented on unity and verbal and emotional closeness. Frequently the talking among them is the essence of activity.
- Maintaining boundaries between the sexes. The children enforce on themselves the separation between the sexes and refrain from expressing interest or affection in the opposite sex. The circumstances in which it is permissible to have a relationship with members of the opposite sex are coincidence or necessity.
- Self-control and postponement of gratification. The society of children requires them to control their emotions in situations of rivalry, frustration, and failure, to manage drives and internal conflicts through games in which there is psychomotor communication, and to postpone gratification.

- Adherence to norms of the class members. Rigid adherence to the norms determined by the society of the children. These norms are set by the children and maintained obediently by them. The adults do not have a foothold and in fact, the children's society responds with opposition and rejection to any attempt by the adults to interfere with their laws. The friends oversee, monitor compliance with laws, and reprimand other children for being 'wrong' when they violate the laws. Children who refuse to keep the rules are shunned. Examples of social norms are characteristic of this age: equality, verbal response to frustration or loss (instead of a childish response of tears or violence), clothing brands, fashion, style of speaking, and so on.

According to Friedman (1996), the primary developmental tasks in the latency period are:

1. To be similar and equal to others in the age group. In the latency period, children feel a feeling of identity and similarity to those their age, which is a preliminary stage in development of the stage in which they have the need for individuation from others (adolescence). To feel unique and individual, first it is necessary to feel a sense of identity and similarity. According to Friedman, in the latency period the cognitive abilities do not allow the display of tolerance for vague and ambivalent situations, and therefore at this age the need to feel similarity is apparent, since it serves a number of functions: coping with the developmental tasks of the establishment of a sense of self and reinforcement of the feeling of stability, separation, or individuation. The child's need for uniformity serves two functions of the improvement of cohesion and growth. During the later latency period and adolescence, the perception of individuation is experienced as not threatening and identified as an important developmental task. Therefore, children during the latency period exhibit greater ability to compare and accept the differences among them and thus the task is achieved.
2. Emotional tolerance: The ability to cope with emotions of frustration and failure, when the child's ability to rely on his internal resources and strengths as well as on relationships in his environment is increased.
3. Management of drives and inner conflicts: During the latency period, the children manage conflicts in games that include psychomotor communication. This task includes the ability to postpone gratification and the ability of self-control and regulation. These abilities influence the child's ability to adjust to the requirements of culture, to limit movement. The researchers differentiate between the start of the latency period and the

later stage in the latency period, in terms of the children's ability to manage the internal conflicts. At the start of the latency period, cognitive rigidity is apparent, in contrast to the rise in the cognitive flexibility and movement flexibility in the psychomotor games of children in the later latency period. Excess control creates rigidity and delay. Little control creates a lack in integration and an incompatible ability of delay.

4. Self-control: One of the tasks during the latency period is to develop self-control in situations of rivalry, failures, and personal successes.
5. The entrance into the state of 'latency': At this time, the developmental task is to be educated, to adjust, and to behave as accepted in society. According to Sarnoff (1987), during latency, fantasy facilitates the entrance into a state of latency. Using the fantasy, the child can delay and postpone gratification, learn, and be busy.

Blos (1984) lists five important variables of this age:

1. The development of intelligence, which is expressed in the ability of judgment, the ability of generalization, and logic.
2. Social understanding that enables empathy and altruism.
3. Physical force for control and independence.
4. Use of the forces of the self and the emotion, with the exception of in situations of regression.
5. Independent forces of the self (object relations, ideal self, superego) to maintain the self-worth and integrity.

It is possible to see that the latency period has central and important developmental characteristics. Sometimes there are disorders in the development of the structure of latency, which may lead to different difficulties, and they are:

1. Failure in symbolization that may lead to the lack of possibility to reach sublimation following situations of anxiety and low threshold of stimulation.
2. The lack of development of the superego (as defined in Freud), which will cause the lack of ability to balance the anal regression and will lead to destructive aggression and violence. Thus, in this situation a fantasy will not develop to prevent this behavior.
3. Adult behavior. The child behaves towards the outside as an adult in cognitive terms. Therefore, on the level of the interpersonal relationships the child appears to have grown up too fast. This image sometimes disguises thinking that is lacking in judgment, namely psychotic. (After et al., 2010).

It is clear from the above statements that the period of childhood is a period of considerable meaning in terms of the individual's development in emotional, cognitive, moral, and social terms. In this period, the personality continues to develop, as do abilities and skills. Childhood is a period in which children accumulate experiences and develop their personal skills in different fields in constant interaction with their environment.

4. Israeli Society

4.1. Civic, National, and Religious Identity in Israeli Society

There are three components of identity in Israeli society: civic, national, and religious (Al-Haj, 2000; Alperson, Dubi, & Stackerman, 2006; Ben Raphael & Ben Haim, 2007; Peres & Ben Raphael, 2016).

The Civic Component

The civic component is a component in the individual's self-definition, which emphasizes the connection between him and the State in which he lives. In the State of Israel, the identity shared by the decisive majority of its residents is the civic identity: the Israeli identity.

The State of Israel defines itself as a Jewish and democratic state. However, not all the citizens of the State identify to the same extent with the complex identity of the State. Some identify with the two components as one, while others identify more with one of two components, for example with the Jewish component or with the democratic component. There are citizens who identify only with one of the identity components of the State (Peres & Ben Raphael, 2016).

The National Component

The national component is a component in the identity that determines the affiliation and sense of belonging of the person to his people in the ethnic-cultural sense. This is on the basis of a shared ethnic origin, shared territory, tradition, culture, language, and history shared by the children, symbols, and shared values and feeling of connection, identification, and mutual guarantee, which exists between them. The citizens of the State generally have a national identity (in the ethnic-cultural sense) that is not shared by all the citizens of the State. The national identities are:

- Jewish national identity. This identity is shared by the majority national group among the citizens of Israel and emphasizes the tradition, history, and culture of the Jewish people along with the strong sense of solidarity towards all the Jewish people in Israel and abroad. There are Jews whose national connection is strong, and they want a relationship with the Jews of the world (Ben Raphael & Ben Haim, 2007).
- Arab national identity. This identity emphasizes the connection to the Arab people (pan-Arabism) in the Middle East. This identity is shared by the Arab citizens and by a small

part of the Druze citizens, who see themselves as a part of the Arab nation with which they have a shared history and a shared language, Arabic (Al-Haj, 2000; Peres & Ben Raphael, 2016).

- Palestinian national identity. This identity emphasizes the connection to Palestine as the historical and cultural homeland. It is expressed in the cultivation of the Palestinian Arab culture and tradition and the existence of relationships with its people who live outside of the country (Al-Haj, 2000; Samooha, 2012).
- Druze ethnic identity. This identity emphasizes the connection to Druze who live in different countries (Peres & Ben Raphael, 2016).
- Aramean ethnic identity. This identity emphasizes the connection to the historical homeland Circassia (Shenfield, 1999).

The Religious Identity Component

The religious identity is a component in the individual's self-definition, which addresses his attitude towards religion and degree of connection to religion. The religious identity unifies the members of the same religious group who live in the State of Israel and differentiates them from members of other religious groups. The religious identities are (Alperson, Dubi, & Stackerman, 2006):

- Jewish religious identity. There are four main groups in the Jewish public in the State of Israel, which are found on the religious-secular continuum: Ultra-Orthodox, religious, traditional, and secular. The criteria for the differentiation between the four groups are: keeping the religious commandments, degree of openness towards other groups in Israel, attitude towards Western culture, and attitude towards the State. However, it is necessary to keep in mind that the groups are not closed, the boundaries between the groups are not well-defined, and sometimes it is possible to find characteristics of a sub-group in one group that are similar to the characteristics of another group. In addition, it is difficult to estimate the number of members of each group because of the blurred boundaries between the groups, which makes the classification of people into the different groups difficult (Ben Raphael & Ben Haim, 2007; Peres & Ben Raphael, 2016).
- Arab religious identity. Most of the Arabs in Israel are Sunni Muslims. A small number of the Muslims are Circassians. Most of the Muslims in Israel live in the Galilee, the Negev, and the Triangle. The Muslim Arab population in Israel is distributed among about one hundred villages and small urban communities around Israel. Surveys prove

that the decisive majority of the Muslim Arab citizens of Israel are religious or traditional. The process of the drawing closer of the Arabs of Israel to religion, which began after 1967 and accelerated in the 1980s (under the influence of broad processes in the Muslim and Arab world), indicates the trend of religious strengthening. However, in parallel an opposite process has occurred in society, which reflects the modernization of the Arabs and the strengthening of the status of the Arab woman in the family and in the community (Samooha, 2012).

- Christian religious identity. The Christians constitute a minority in Arab society, and most of them live in the North, in the Galilee. Among the Christian Arabs, about one-third define themselves as religious, about one-third as not so religious, and one-third as not religious (Peres & Ben Raphael, 2016).
- Druze religious identity. The Druze community is concentrated for the most part in Syria and Lebanon. In addition, there are smaller Druze communities in Jordan, North America, and South America. In Israel, the Druze live primarily in the Carmel region of the Galilee and in the Golan Heights. The Druze religion split from Shiite Islam and made its members into a closed community, which does not accept into it non-Druze. The Druze are called 'Son of Grace' (those who do kindness to others). This name indicates the attributes characteristic of the Druze, such as hosting guests, religious tolerance, loyalty, assistance, and refuge for the persecuted. The clergy are considered the leaders of the community, and their opinion is also considered in matters that are not in the realms of religion. According to the perception of the Druze religion, all members of the community are equal. There is no difference between the religious person and the non-religious person. The equality also holds for the woman. In contrast to what is accepted in the religions in the Middle East, the Druze woman has equal status to the man and can serve in a religious position. The clergy help the Druze community maintain its existence as a unique religious ethnic group through guidelines such as the prohibition of marriage outside of the community and so on (Alperson, Dubi, & Stackerman, 2006).

4.2. Multiculturalism in Israel

The social reality of the State of Israel as a state that has absorbed immigration from its establishment, as a land holy to the three monotheistic religions for thousands of year, and as a forming society between an Eastern geographical-cultural reality and the world of Western values, has made Israel into a multicultural society. This social reality includes different

cultural worlds that live together, with many conflicts, since they link between the past and the present on the one hand in relationships of longing, memories and dreams and on the other hand in the difficulties of dealing with crises of realization and fulfillment of memories, traditions, and hopes. Different conceptions of holiness, history, loyalty, and destiny related in blood and earth, exile and redemption, East and West, tradition and modernity, the language of the past and the language of the present, feed the various forces operating in the common arena. Many of them operate on the power of different historical-cultural and religious traditions associated with one place, revealing a spiritual and physical reality, whose inhabitants treat each other with complex affiliations related to persecutors and persecuted, conquerors and conquered, enslaver and enslaved, pioneers and exiles, dispossessor and dispossessed, immigrants, absorbers, settlers and settling of the land, which all constitute different identities in relation to the past and present. These tensions face various communities that are partners in a coalition of pain, insult, wrong, deprivation, and injustice and in opposition to sacred memories, dreams, and traditions, and form a diverse reality that unfolds between past and present in connection to the tension between different cultural identities and the multiplicity of lifestyles and beliefs and different national, cultural, and religious conflicts (Elior, 2011).

In the country there are citizens with different national identities that are apparent in different languages (Hebrew and Arabic), different religious identities (Jewish, Muslim, Christian, Druze, Aramean, Circassian), and different historical-cultural awareness (Western, Ashkenazi, Sephardi, democratic, conservative, secular, observant, free, national, and universal, old *Yishuv*, new *Yishuv*, immigrants, veterans, modern, Yiddish culture and Ladino culture, Hebrew and Arabic, and so on), from different countries of origin who speak different languages and who maintain diverse cultures of majority and minority, which are nurtured from different perceptions of past and present, history and vision (Elior, 2011).

It is possible to say that the State of Israel is a heterogeneous state in which diverse ethnic groups live side by side and the Israeli reality is very rich in society, which is composed of different cultures and can be called multicultural.

According to Norberg (2000), a multicultural society is a dynamic and enriching society, in which there is moral integration. Gay (1995) maintained that multiculturalism is a system of beliefs and clarifications that recognize the importance of the ethnic and cultural diversity that is expressed in the shaping of the lifestyle, social experiences, personal identities, and ability of individuals and groups to receive an appropriate education. Volzer (2003) maintained that the term multiculturalism relies on the assumption that to live an appropriate

life people need the support of cultural communities that embody values that it is impossible to rank on one scale of values. Multiculturalism has innumerable definitions, most of which point to a heterogeneous society that strives for equal and tolerant relations between people from different cultural groups (Yonah & Shenhav, 2005).

Although in recent years the **term multiculturalism** is frequently used, it has a variety of definitions, which express a variety of different aspects:

1. **Descriptive demographic aspect.** The term indicates a heterogeneous society composed of many identity groups that are different from one another. Identity groups are cultural groups, or in other words, groups with a system of basic beliefs, myths, and practices that have unique meaning. People who belong to these groups attribute considerable value to their belonging to them, and they shape their awareness more profoundly than other groups to which they belong (Moutner, Sagi, & Shamir, 1998).
2. **Normative aspect.** The term indicates a value-oriented perception that respects the difference between people and groups in society and enables every person to have the utmost freedom in the expression of his opinions and beliefs and the existence of his unique customs and lifestyles. Alongside the emphasis of the need to maintain and strengthen the unique identity of every individual and every group, the multicultural perception emphasizes that there is a need to link in dialogic and equal reciprocal relationships between the groups, to have mutual influence, and to define shared essences. The multicultural approach sees the differences between individuals and groups to be a potential source of empowerment and strives for the identity of individuals and the identity of groups in society to be shaped dynamically and out of the reference to the 'other' – reference that is not indifferent to the other, is not paternalistic, and is not its negation. This is the recognition of the other's differences and the feelings of respect towards him. The individual or society attempt to know and understand the different other's opinions and special customs (Moutner, Sagi, & Shamir, 1998; Shlanger, 2000; Taylor, 2005).
3. **Structural aspect.** The term addresses the division of labor and resources in a country that adopts a multicultural value-based perception and aspires to grant equal status to all the vital and stable cultures (cultures that have individuals who want to live in them and preserve them), the activity in the borders of the political framework (Tamir, 1998). A multicultural state in this aspect is required to share the power and resources between the different culture groups in a just and equal way. For this purpose, it must eliminate

and prevent all deprivation and discrimination. The state is required to give the members of the weak groups the right to determine internal rules for their members, the right to use their language, budgets for holding unique culture activities, and even advantage in competition for workplaces and in acceptance to universities. Thus, the state will ensure the groups that are not included in the dominant culture an equal chance to influence the shaping of the image of society (Ezer, 2004; Margalit & Halbertal, 1998; Taylor, 2005).

It is possible to say that according to the above statements in Israel there is demographic multiculturalism. In the State of Israel people who belong to at least three religions live beside one another, and in every religious group it is possible to define sub-groups. **Two nations** live here – Jews and Arabs. Moreover, the residents of the country are different from one another in ethnic origin and of course in gender, sexual identity, years in Israel (new immigrants versus veterans), place of residence, and age (Basman-Mor, 2016) and others minorities in Israel: Bedouin, Druze, Circassians, and Arameans (Almassi & Weissblay, 2020; Ben David, 2004a, 2004b; Meyers Joint Brookdale, 2017; Recht, 2006; Shtendel, 1992; Zagier, 1998).

5. The Education System in Israel

5.1. The Structure of the Education System in Israel

It can be said that the education system in Israel serves a prominently diverse population, when the differences among the students are expressed in collective categories (such as nationality, ethnic-cultural affiliation, religion, and social-economic status) and in categories that characterize the single learner (such as age, gender, special needs, learning style, fields of interest, motivation, emotional regulation, self-image, and social skills). In terms of the education system, these differences are expressed structurally (for example, the division into four streams of education, activity of designated departments for students with special needs at both ends, and departments designated for special populations). Of course, the differences are expressed in the field – there is great diversity in the needs of the schools that serve different populations, there is great difference between the classes in the same grade in the school and there is great (and perhaps main) difference in each class. The classes in the school reflect the face of Israeli society and ethnic, cultural, language, social-economic differences. In addition, there is also the personal difference that each student brings with him to the class from the home: difference in family background, preferred learning style (such as theoretical, visual, auditory), fields of interest, motivation, image, and self-confidence and other traits and characteristics (Harakabi & Mandel-Levy, 2014).

The education system in Israel is heterogeneous and diverse. It can be said that the education system in Israel serves a prominently diverse population, when the differences among the students are expressed in collective categories (such as nationality, ethnic-cultural affiliation, religion, and social-economic status) and in categories that characterize the single learner (such as age, gender, special needs, learning style, fields of interest, motivation, emotional regulation, self-image, and social skills). In terms of the education system, these differences are expressed structurally (for example, the division into four streams of education, activity of designated departments for students with special needs at both ends, and departments designated for special populations). Of course, the differences are expressed in the field – there is great diversity in the needs of the schools that serve different populations, there is great difference between the classes in the same grade in the school and there is great (and perhaps main) difference in each class. The classes in the school reflect the face of Israeli society and ethnic, cultural, language, social-economic differences. In addition, there is also the personal difference that each student brings with him to the class from the home: difference

in family background, preferred learning style (such as theoretical, visual, auditory), fields of interest, motivation, image, and self-confidence and other traits and characteristics (Harakabi & Mandel-Levy, 2014).

It reflects the complexity of society in Israel and the human fabric in it. Its heterogeneity is expressed in its structure and in the existence of different types of education institutions tailored to the needs of the different sectors.

The structure of the education system is built according to four main divisions: the age of the students (stages of education), the legal status of the education institution, the type of supervision, and the sector. An explanation is presented about each one of these four divisions (Vargan & Fidelman, 2009; Weissblay, 2013a, 2013b; Weissblay & Winniger, 2015).

Division according to Student Age (Stage of Education)

It is customary to divide the education system in Israel according to the students' age in the following manner:

- A. Pre-elementary / pre-primary education: The preschool stage for children aged three and four and the kindergarten stage for children aged five.
- B. Elementary / primary education: First to sixth grades for children aged six to eleven, or less commonly first to eighth grades for children aged six to thirteen.
- C. Secondary education: Middle school and upper / high school. Middle school is seventh to ninth grades for students aged twelve to fourteen, and high school is tenth to twelfth grades for students fifteen to seventeen, or upper school for seventh to twelfth grades for students aged twelve to seventeen, or high school for ninth to twelfth grades, students aged fourteen to seventeen.
- D. Post-secondary and academic education: Students aged eighteen and up.

This division is the main division. But in every level of education there is a variety of possible frameworks, and in some of them two stages are combined or a stage is divided (Vargan & Fidelman, 2009; Weissblay, 2013a).

Division according to Legal Status

The education laws in Israel recognize three types of education institutions, according to the degree to which they are subject to the supervision of the state.

1. Official education. State and state religious education institutions owned by the state or the local authorities and declared to be official institutions in the records. Generally,

these are pre-elementary to middle school institutions. The teachers in these institutions are for the most part state employees or local authority employees.

2. Recognized and not official education. Institutions that are not owned by the state but have accepted a certain degree of state supervision. They receive budget from the state at a rate less than that granted to the official education institutions (up to 75% of the budget for a student in an official institution). These institutions have greater freedom in accepting students, employing teachers, and determining curriculum. Many of the recognized and not official institutions belong to Ultra-Orthodox education.
3. Exempt institutions. Article 2 of the Compulsory Education Law 1949 enables an exemption for students from the provisions of the law under certain circumstances. On the basis of this section, *Talmudei Torah* learning institutions (religious schools for boys) were established for students in first to eighth grades and the education system recognized them as institutions exempt from the fulfillment of the general conditions of the education system and set for them special conditions that exempt them from the directives of the Compulsory Education Law. These institutions do not accept state supervision but are budgeted by the state at the rate of 55% of the budget for a student in an official education institution.

In addition to the education institutions included in these three categories, there are study frameworks for children that do not at all acknowledge the existence of the state and those in charge of these institutions do not request an exemption status. Furthermore, following the legislation of the Unique Cultural Education Institutions Law in 2008, in essence a new type of educational institution was created, in which the students therein are exempt from the compulsory studies. According to the law, they are entitled to a budget of 60% of that granted to official schools (Weissblay, 2013a; Weissblay & Winniger, 2015).

Division according to Supervision Type

There are three types (Vargan & Fidelman, 2009; Weissblay & Winniger, 2015).

1. State. Institutions that are not religious in the Jewish and non-Jewish sector. The State provides state education (and state religious education) regardless of political, ethnic, or other affiliation and under the supervision of the Ministry of Education.
2. State religious. The Zionist religious Jewish education institutions. This is state education whose institutions are religious in life style and curricula and the teachers and supervisors are religious.

3. Ultra-Orthodox. The institutions that are collected in the two large education networks in the Ultra-Orthodox sector and the institutions that are not collected in these networks. The exemption institutions and the unique cultural learning institutions are also in this category.

Division according to Sector

There are two sectors (Weissblay, 2013a):

- A. Jewish sector – Most of the children who are not Jewish and not Arabs also study in this sector.
- B. Non-Jewish sector – Arabs, Bedouin, Druze, and Circassian.

It is customary to divide the education system also according to type of education. In other words, there is **regular education** and there is **special education**. Alongside regular education, in which the education institutions are of the legal status and supervision described above, there is the special education system, by force of the Special Education Law of 1988 (State of Israel, 1988).

It can be seen that the legislation in Israel arranges the education system in the country and its status and the strength of the education system. The main laws that arrange its authorities, the actions, and areas of responsibility are:

1. Compulsory Education Law, 1949. This law determines that the State is responsible for providing free compulsory education for every child in Israel from the age of three to the age of seventeen and that the child's parents are obligated to send their child to an education institution of this type (State of Israel, 1949, Compulsory Education Law).
2. School Supervision Law, 1969. This law determines the obligation to license schools where more than ten students learn and where methodical education is provided. The law details the provisions regarding the opening and operating of schools, licensing of schools, supervision of safety and health, and employment of workers in the schools and the conditions under which an order to close the school will be given (State of Israel, 1969, School Supervision Law).
3. Special Education Law, 1988. This law determines the responsibility to provide free special education for the child who has special needs. In the year 2002 the law was amended and a chapter dealing with integration was added, enabling children with special needs to fit into the regular education system intended for the general population (State of Israel, 1988, Special Education Law).

4. School Student Rights Law, 2000. This law comes to determine the principles for the rights of the student in the spirit of human dignity and the United Nations Convention on the Rights of the Child (United Nations Children's Fund (UNICEF), n.d.) and thus to maintain the education laws (State of Israel, 2000, School Student Rights Law).
5. Long Learning Day and Enrichment Studies Law, 1997. This law comes to add study and education hours to the hours existing in the education institutions in order to broaden and deepen the knowledge and education of the students to add education to the values and social activity and to provide equal opportunity in education for all the children of Israel (State of Israel, 1997, Long Learning Day and Enrichment Studies Law).
6. Student's Rights Law, 2007. This law arranges the student's rights (State of Israel, 2007, Student's Rights Law).

I will describe below: the budget of the education system, the academic achievements, and the school climate.

Budget of the Education System

The national expenditure on education in Israel is the total of the expenditures on the education services, of both the public sector and the households. This includes all the expenditures on the public and private education institutions – from the pre-elementary education institutions to the higher education institutions, including the expenses of the households for tuition, private tutorial lessons, and textbooks and the expenses of the government and local authorities for the building of the education institutions and the acquisition of equipment. The national expenditure for education is composed of the public expenditure – the budgets of the government, the local authorities, and the nonprofit institutions funded by the government, and private expenditure – primarily the expenditure of the households (including the parents' payments to the schools and preschools) and the contributions and transfers from Israel and abroad (Blass, 2018).

The population of students in the education system has increased since the year 2000 by 43.6%. This is an increase of an average of two percent a year, which is an exceptional datum in comparison to other developed states and is not usual also in developing countries. In addition, we see that the percentage of children in the population in Israel has increased, so that the expenditure for education is divided among many children in Israel, in contrast to what occurs in many Western countries, in which the percentage of children is lower and the

expenditure on education is divided among a lower number of children (Organisation for Economic Co-operation and Development – OECD, 2018).

Academic Achievements

The lack of satisfaction with the students' achievements is a known phenomenon in the world and is not unique to Israel. The results in the meyzav¹ tests do not meet the expectations of the State of Israel, and the gaps in the learning and educational achievements between students from established homes and students from poor homes, and between Jews and Arabs, are extremely broad. This is true both when looking only at the data in Israel and when comparing Israel to the OECD states and other countries that participate in international research studies (such as PIRLS² in the elementary school, TIMMS³ in the middle school, and PISA⁴ in the high school). Israel was always found among the countries where the gaps in achievements were the greatest and the scores at best were around the average. These facts are known to all (Blass, 2011; Ben-David, 2010, 2018). In other words, the learning achievements of the students of Israel are both lower than the expectations of the citizens of Israel and lower relative to the achievements of their fellow students in most of the developed countries (OECD, 2018). However, it is possible to see that since the year 2000 Israel is found in a continuous process of the improvement of the scores and the reduction of the learning gaps (Blass, 2018). Even larger gaps can be seen in post-secondary school education and in higher education (Blass, 2017), for example in the percentages of learners studying for the master and doctoral

¹ Meyzav is an acronym in Hebrew standing for Measure of Effectiveness and School Growth. It is a set of tests and surveys held in Israel in the elementary school and middle school. The tests are held in the subjects of science and technology, native language (Hebrew or Arabic), mathematics, and English, while the surveys for the students, teachers, and principals address a long list of topics that reflect the pedagogical and social climate in the school. The tests and surveys are held every year in one-third of the schools, so that every school participates once every three years. The tests and surveys are administered by the National Authority for Measurement and Assessment in Education (RAMA). The Meyzav is one of the tools for the measurement of the school level and the degree to which the students meet the expected level according to the curriculum (National Authority for Measurement and Assessment – RAMA, 2017).

² PIRLS - The Progress in International Reading Literacy Study - is an international assessment and research project designed to measure reading achievement at the fourth-grade level, as well as school and teacher practices related to instruction (International Association for the Evaluation of Educational Achievement - IEA, n.d., PIRLS, <https://www.iea.nl/studies/iea/pirls>).

³ TIMMS - Trends in International Mathematics and Science Study – is a series of international assessments of the mathematics and science knowledge of students around the world (International Association for the Evaluation of Educational Achievement - IEA, n.d., <https://www.iea.nl/studies/iea/timss>).

⁴ PISA - Programme for International Student Assessment - is a worldwide study by the Organisation for Economic Co-operation and Development in member and non-member states intended to evaluate education systems by measuring the scholastic performance of fifteen year old students in mathematics, science, and reading (Organisation for Economic Co-operation and Development – OECD, n.d. PISA 2018 Results, <https://www.oecd.org/pisa/publications/pisa-2018-results.htm>).

degrees and in the percentages of learners studying in prestigious programs of study, such as medicine (Lewin-Epstein & Cohen, 2018; Peniger, Macdussy, & Ayalon, 2016; Tamir, 2016).

School Climate

The meaning of climate in an educational institution according to the Director General's Circular is "a main factor that influences the creation of an environment that develops personal confidence and sense of belonging, value, and respect, alongside social values such as responsibility for the members in the community and reduces violence, harm of others, and risk behaviors an optimal educational climate enables physical protection, mental health, moral development, scholastic functioning, and acquisition of skills and values of citizens in a democratic state." There are a number of criteria for a school climate, including sense of personal safety in the school (the feeling that I am appreciated and respected, that I am protected and will not be harmed) and violence and discipline problems in the school, which are measured using questions on school climate in the meyzav tests and comprehensive surveys for monitoring the level of violence in the schools in Israel, which have been held every year since the year 2009 (Ministry of Education, Director General's Circular, 2009). Data published from the year 2013 indicate that in general, the proportion of students who report violence is higher among younger children, and in most types of violence the rate of reporting of violence in Arab education is higher than in Jewish education. It appears that since the start of the collection of data on violence in the education institutions there has been a decline in reporting of all types of violence and an increase in students' sense of protection at school (National Authority for Measurement and Assessment - RAMA, 2013).

Furthermore, the research shows that also in an era when the entire population enjoys the full access to the education frameworks, from the start of preschool to the end of high school, and when the main cost of the acquisition of an education is assigned to the State, we find considerable differences between different population groups in the educational achievements of their children and adolescents. These differences become more significant in the transition to higher education. The main motivating force behind the perpetuation of the social gaps in the field of education on the micro level is the social-economic situation and the cultural mindset of the students' families and on the macro level the division of the resources and opportunities among the different population groups and the degree of national and public commitment to the lessening of the gaps (Ayalon, Blass, Peniger, & Shavit, 2019).

5.2. The Education System for Students with Special Needs in Israel

Special education is defined as teaching designed especially in order to provide a solution for the special needs of children with disabilities, handicaps, and continuous difficulties. It developed in order to tailor the learning to the students' special needs, assuming that students with difficulties such as mental retardation, learning disabilities mental handicap, sensory damage, and other continuous difficulties will have difficulties in the regular learning processes. At the basis of this perception, there are the social values of equality and inclusion, or in other words, the recognition of the student's right for the equality of opportunities in education and concurrently the striving for social integration with non-disabled children and future integration into regular society (Margalit, 1999).

The assumption is that these children who are assessed and defined in Israel as "special education students" or "students with special educational needs" need special teaching materials and special methods for the teaching to be effective (Weissblay, 2015). At the basis of their identification and assessment is the perception that without this adjustment in the teaching methods the students cannot learn the abilities and contents learned by their peers and enjoy equality of opportunities during their development. Special education includes a system of educational options given to the students with disabilities and difficulties, in order to help them carry out the regular educational roles that their peers perform, such as adjustments and changes in the regular education setting, adjustments and changes in the regular curriculum, teaching with alternative methods, learning strategies for effective learning as a solution for special needs that were identified and assessed, use of technological means that help achieve the educational goals, use of systems of services outside of the education system (health and welfare), and so on (Margalit, 1997).

In most of the countries of the West, in the past twenty years there has been accelerated development of legislation, programs, education frameworks, and ways of teaching in the field of special education. Israel joined this trend in the year 1988, when the Special Education Law was legislated, defining special education as "teaching, learning, and methodical treatment provided by this law to a student with special needs ... all according to the needs of the student with special needs" (State of Israel, 1988, Special Education Law). The special education system, which operates by force of this law, is intended for students aged 3-21 with disabilities, handicaps, and continuous difficulties who require increased support, special services, and adjusted conditions, so they can study in the education system. The population of special education students includes students in the special education frameworks, students in the

schools and preschools for special education, students in special education classes in the regular schools, students who are integrated in the regular schools (in the regular preschools and schools).

The Special Education Law 1988 is the central law that arranges the studies of students with special needs in the education system. There are additional laws that arrange the operation of the special education system:

- Free Education for Sick Children Law, 2001. According to this law, children who are sick are entitled to free education according to the Compulsory Education Law, 1949 or the Special Education Law, 1988. When they cannot learn in the school for a prolonged period, they are entitled to receive free studies at home or where they are hospitalized (State of Israel, 2001, Free Education for Sick Children Law).
- Accessibility chapter in the Equality of Rights for People with Disabilities Law, 1998. This law determines the obligation to make structures, infrastructure, and the environment accessible, as well as the service provided to the public, in a way that people with disability can use it freely (State of Israel, 1998, Accessibility chapter in the Equality of Rights for People with Disabilities Law).
- Convention on the Rights of Persons with Disabilities 2006, article 24 (Office of the United Nations High Commissioner for Human Rights – OHCHR, n.d.).

The Department for Special Education in the Ministry of Education is responsible for students aged 3-21 who are eligible to receive special education services because of the Special Education Law, 1988 and the Sick Children's Law 2001. The Department leads the policy for the improvement and promotion of the functioning of students with special needs in the cognitive-academic, social, and emotional fields and in all areas of life (Special Education Department, n.d.). In addition, the Department works to promote the best integration of students with special needs in society and in the community, through the assimilation of the principles of the perception of 'quality of life' (Schalock, 2013).

It is possible to see that in recent decades the number of students in special education has increased. In the 2018-2019 academic year, about 260,000 students studied in special education, of whom about 98,000 were in the special education framework and about 161,000 were integrated in the regular classes. The common disabilities among the special education students include: learning disabilities, emotional behavioral disorders, ADHD, developmental and language delay, and ASD. The special education students are entitled to receive special services that enable them to study in the education system. The type and scope of these services

depend on the type of framework in which the student is found, the type of class (characterization of the disability of the students for which it is intended), and the student's education stage and level of functioning (Weissblay, 2019).

In Western countries for a number of decades there has been a general trend to integrate children with different disabilities in the regular education systems, instead of removing them to separate special education systems, as was customary in the past. The perception at the basis of the integration in education is that a child with special needs has rights equal to the rights of any other child and therefore his basic right is to learn along with his peers, members of the same age group in one education system and as much as possible not to be removed to a separate framework. From the philosophical perception that sees the individual with disabilities as an integral part of society, two complementary models have emerged, and their objective is to achieve the practical integration of the exceptional individual in society: **the behavioral model**, which supports the principle of normalization, and the **humanistic-educational model**. The term 'normalization' is defined in the literature as "use of normative-cultural means" (techniques with value, devices, methods) in order to enable people life conditions (income, residence, health services), which are at least as good as those of the average residents, and as much as possible to promote and support their behavior, appearance, experiences, status, and image (Moshel, 1993). The criticism of the behavioral perception focused on the argument that this perception brings to mind a medical model according to which it is necessary to "heal" the exceptional individual and make him "normal". The behavioral model dictated in essence methodical ways of work and clear stages of assessment, the definition of the "disease", the deployment of an intervention program, and examination of the outcomes in light of the criterion of health/normality versus sickness/abnormality. The method was found to be effective, was implemented extensively in education and rehabilitation institutions, but in its institutionalization the individual is forgotten. The education system distanced its people from the view of the individual's uniqueness (Reiter, 1999). In contrast to the behavioral model, the humanistic-educational model was proposed, which focuses on the individual with disabilities and his rights. This model emphasizes the individual as a complete personality and as a focus of reference of the social, therapy, education, and rehabilitation services. A real integration, according to this model, is two-way activity between the individual and society and is not one-way activity of the preparation of the exceptional individual to be like everyone else. The meaning of real integration is the cultivation of the exceptional individual's ability to live a life of respect and meaning with the disability, along with the preparation of society to accept

people with disabilities and handicaps as whole people, and to develop for them the services that it needs to place at their disposal. The fundamental principle in this model is the respect of the individual (see: Convention on the Rights of Persons with Disabilities, 2006).

There are three central perceptions of integration:

- **Mainstreaming.** The perception of mainstreaming addresses the group of children with mild disabilities, focusing on the minimal removal of the integrated children from the regular education system into the special education framework.
- **Integration.** The perception of integration engages in the integration of children with severe disabilities, focusing on the social aspects of integration, with the stay of disabled children with those their age in order to lessen their feeling of loneliness and disconnection.
- **Inclusion.** This idea supports the placement of all children, with or without disabilities of any type, in the regular education system. This approach addresses the placement of children with disabilities of any type in the classes of regular education with appropriate services and support that will be provided mainly in the framework. The inclusion approach pertains to the full unification and partnership of disabled children with their fellows (peer group) at all levels (Sailor, 1991).

According to the philosophical and ethical perception of the exceptional person in every country, different laws were legislated in different countries addressing the exceptional person's rights to integrate into the regular education frameworks. The perceptions at the basis of the laws range from an outlook that sees the exceptional person as having full and equal rights in society and the perception that holds that the exceptional person is an individual who is different from the others and because of his special needs must be in a framework appropriate for him. Most of the countries are found in a gradual process of the broadening of the exceptional person's rights and integration into the regular education system (Blass & Lior, 2002).

There are countries where the individual receives almost complete equality of rights according to the law, which is expressed in the integration of the children in the regular education system, for example England and Iceland, and there are countries that are found in the gradual process of the recognition of the exceptional person's rights to participate in the activities, programs, and frameworks of regular education. In the United States, the rights of the handicapped individual to integrate into the regular system underwent a change from the lack of recognition of the individual's rights, no matter the type of disability, to education

similar to education given to the rest of the age group peers, until the inclusion of the child with the most severe handicap in the system. The degree of the integration is expressed also in the types of frameworks that exist on the continuum that ranges from separation to inclusion. The frameworks that exist for the absorption of handicapped children differ between countries. In Italy, for example, the framework of full integration of children is customary, while in Ireland, Austria, Greece, and Israel, children with handicaps are found in a number of different frameworks (special education, integration, special classes, etc.) and in many integration programs (Meijer, 1999).

I will describe the learning and social situation of the students with disabilities integrated in the regular class in the following.

The Learning Situation of Students with Disabilities Integrated in the Regular Class

Students with learning disabilities may achieve better results in integrative education, since they can learn from students without disabilities and they can have greater motivation to achieve. In contrast, when there is a gap in the scholastic achievements, the self-confidence and the motivation of students with special needs may be weakened when they compare themselves to their classmates. In addition, the lack of knowledge regarding the teaching of children with special needs in the framework of regular education may harm the quality of education provide to the children with special needs and their achievements (Cole, Waldron, & Majd, 2004; Myklebust, 2007). The findings of the research studies indicate that children with learning disabilities do not necessarily need special education in a separate framework and it is enough for them support assistance that is added to the regular teaching (Klingner, Vaughn, Schumn, Cohen, & Forgan, 1998). Most of the research studies that engage in this topic found positive outcomes of the integration or found that the integration did not harm the integrated children's learning achievements. It appears that few research studies have found that integrative education negatively harms the studies (Kalambouka, Farrell, Dyson, & Kaplan, 2007; Lindsay, 2007; Ruijs & Peetsma, 2009). It was further found that students with learning disabilities perceived the regular class as more difficult in comparison to the special education class in scholastic terms, but most of them think that the integration in the regular class is preferable socially and in terms of the ability to create social relationships with regular children without special needs.

The 2014 Edition of the State of Learning Disabilities that was published in the United States by the National Center of Learning Disabilities (Cortiella & Horowitz, 2014) reports that

from the year 2016 the number of students who were identified with learning disabilities has declined in almost every state in the United States. In addition, the percentage of integration of students with learning disabilities in regular education has increased. The amount of time that students with learning disabilities are found in general education grows constantly, and most of them experience most of the academic teaching in regular education as better for the students with disabilities.. The National Assessment of Educational Progress (Nation's Report Card, nationsreportcard.gov), which follows after the academic achievements of students in the fourth and eighth grades in reading and mathematics, found that in the year 2013 there are gaps in achievements between students with learning disabilities and students without learning disabilities, in favor of those without learning disabilities.

It was further found that different intervention programs were developed that promoted the integration of students with learning disabilities in the regular frameworks and supported them (Schwartz, Hopkins, & Stiefel, 2021; Vincent, Elenjickal, & Sukumaran, 2020; Yolak, 2019). Similarly, the research literature reports that the use of customized teaching methods and learning strategies in work with students with learning disabilities leads to their progress in the learning field and to the improvement of their learning achievements. Modi and Kanakamma (2021), who examined the influence of the rates of remedial teaching on medical students with low achievements, found that the use of tailored teaching methods and strategies of remedial instruction led to an improvement in the students' learning achievements and helped them advance in the course.

Yolak (2019) carried out a research study on the influence of tailored teaching and remedial instruction lessons on the academic and social life of high school students. He found that these lessons influenced the students in academic, social, psychological, and economic aspects as well as in terms of career development.

An intervention research (Vincent et al., 2020) that evaluated the effectiveness of remedial teaching on children with learning disabilities among children aged six to fifteen found that remedial teaching can effect significant changes in academic skills. Moreover, the research study of Schwartz, Hopkins, and Stiefel (2021), who examined the academic outcomes of students with specific learning disability before/after they were classified into special education in the regular public schools in New York City, showed that there is an improvement in the academic outcomes of students with learning disabilities who entered special education.

Hence, the building of an appropriate intervention program for students with learning disabilities and the use of tailored teaching, tailored learning strategies, and remedial teaching in work with them advance them in the learning fields and lead to improvement in the academic abilities and academic achievements.

The Social Situation of Students with Learning Disabilities Integrated in the Regular Class

In the definition of the general success of integration, decisive importance is ascribed to the social relationships with the classmates and participation in the different social activities inside and outside of the school (Roe, 2008). The social influences of the integration on the children with special needs can be diverse. On the one hand, children with special needs who learn in the integrative schools will compare themselves to children without special needs, which may harm their self-confidence (Bakker, Denessen, Bosman, Krijger, & Bouts 2007). On the other hand, education in the special schools may harm these students' self-image because of the feeling of rejection and failure that they may feel because of the very fact that they are found in a separate framework. The integration creates a platform for a social encounter between children with special needs and other children. This encounter provides for the integrated children models of imitation and learning of normative behaviors that sometimes are lacking in separate frameworks of special education (Harte, 2010). Experience in a regular education framework can be meaningful also for future integration in society, as the integrating classes are more like the "real world" into which the children go after the end of the studies.

Many variables influence the success of the social integration of students with special needs, including the children's age and type of disability. In early childhood (age three to five) there are, for the most part, many more chances for successful social integration. In the elementary school the type of disability has greater influence. The literature reports that in the high schools there are social difficulties, and the regular students exhibit less patience and willingness to accept children with disability among them (Buysee & Bailey, 1993; Center, Ward, & Ferguson, 1991). In addition, generally children with special needs are less socially accepted than their classmates, children without special needs (Estell, Jones, Pearl, Van Acker, Farmer, & Rodkin, 2008; Nowicky, 2003), and many of them deal with difficulties in the creation of relationships with their peers (Brown, Odom, McConnell, & Rathel, 2008). It appears that children with disabilities spend more time in individual activity and observation and tend to be less socially involved, even in integrated classes (Odom, Zercher, Li, Marquart, Sandall, & Brown, 2006).

However, research studies showed that inclusion can positively influence children with a range of disabilities (Barton & Smith, 2014; Division for Early Childhood (DEC)/National Association for the Education of Young Children (NAEYC), 2009), for example, in the social field they can help children develop social skills, including the building of friendships and an experience of a feeling of belonging (Barton & Smith, 2014; Buysse & Hollingsworth, 2009; Strain, 2014).

In addition, the inclusion influences not only the children with disabilities but also the children without disabilities, for example, families of children without disabilities who were exposed to integration hold positive opinions generally about the integration of students with disabilities in regular frameworks (Odom, Buysse, & Soukakou, 2011). In addition, as a result of the exposure to others, among the students without disabilities values such as tolerance and acceptance of other individuals, who are different from them, develop (Buysse & Hollingsworth, 2009; Strain, 2014).

It appears that the inclusion of students with disabilities in regular education enables the building of a culture of integration and acceptance of others and the removal of barriers, which include emotional attitudes (in other words, feelings), cognitive attitudes (in other words, thoughts), and behavioral components (in other words, actions) about the person with disability or from a different ethnic or cultural background (Dorsey, Mouzourou, Park, & Ostrosky, 2016; Manubey, 2021; Triandis, Adamopoulos, & Brinberg, 1984). This can be seen, for example, in a research study that addressed the development of the education of students with special needs in the context of the education system of Papua New Guinea (Roweng, 2017). The findings reveal that students with special needs are very interested in obtaining an education and the continuous support of their parents towards them and their personal development contributed to them. However, negative stereotypic behavior of the population without disabilities towards the students with disabilities and even their social exclusion in the regular schools was found.

Moreover, the research literature indicates the contribution of intervention programs in the schools to the inclusion of students with special needs in the regular classes. These programs emphasize the use of tailored teaching and diverse resources in the work (Dorsey et al., 2016; Manubey, 2021).

Similarly, a research study (Manubey, 2021) that examined the influence of peer lessons on the nature of the students with special needs in the integrating classes (which integrate students with special needs) in the regular elementary schools showed that these

lessons lead to an improvement in the learning skills of the special needs students and to an improvement in their character, as well as to an improvement in the character of the regular students in the school and the teacher's mode of instruction. This research study recommended using different techniques in order to implement peer learning in the classroom.

These statements indicate that the inclusion of students with special needs contributes both to these students and to the students without disabilities, as well as to the school community. It appears that the use of suitable intervention programs, tailored teaching, different ways of teaching, and diverse tools contributes greatly to the establishment of the approach for the integration and inclusion of students with special needs in the regular class.

5.3. Minorities in the Education System in Israel

In the education system in Israel there are two minorities, the Ultra-orthodox and the Arabs. I describe their education below.

The Ultra-Orthodox Education System

The Ultra-Orthodox education system is growing more quickly than any other education stream in Israel, and the number of Ultra-Orthodox students is constantly rising (Chernovisky & Feldman, 2018). Today Ultra-Orthodox education provides education services to early 20% of the children in Israel. This system has operated autonomously from the start of the country, and its variety of components is managed by private organizations (Bart, Spiegel, & Malach, 2020). The State Education Law 1953 was intended to eliminate the streams in education and make education in Israel into a state system with common aims and uniform learning contents. However, the leaders of the Ultra-Orthodox public refused to surrender their independence in the setting of the contents and values to be taught in the Ultra-Orthodox schools, and consequently the decisive majority of the Ultra-Orthodox education institutions remained outside of the state education system and continued to act as a privately owned independent educational framework (Chernovisky & Feldman, 2018).

A prominent characteristic of the Ultra-Orthodox education system in Israel is the separation and segregation between its elements. The gender separation is especially prominent, to the point that in essence there are two separate systems independent of each other. Furthermore, there is an organizational separation between the institutions according to the age stages of the children educated therein: studies in early childhood (daycare centers and preschools), eight year elementary schools (Talmud Torah schools for boys and schools for girls), and frameworks for secondary school continuation studies (minor yeshivas (traditional

educational institution focused on the study of the Jewish religious texts) for boys and seminar schools for girls). The education system for boys begins at the age of three in the preschool or cheder (traditional religious elementary school for boys teaching the basics of Judaism and the Hebrew language), and nearly half of the students of the elementary schools for boys learn in institutions of the legal status 'exempt', where the core studies are 55% of the requirements of the Ministry of Education, and the rest learn in the institutions of a recognized but not official status. These institutions are committed to a broader scope of the core studies (75% and 100%), respectively. At the end of the studies in the elementary school, the boys move to the high school, called the 'minor yeshiva'. The status of the 'minor yeshiva' is like that of unique cultural institutions, when the core studies are not learned at all and the students are all dedicated to the studies of the Gemara⁵. The studies in the minor yeshiva last about three years and then the youths move to the 'great yeshiva' (for the age of the high school). Alongside these institutions, today about 20% of the Ultra-Orthodox boys study in alternative institutions: high school yeshivas, technological institutions, and institutions for drop out youths (Bart et al., 2020).

The Ultra-Orthodox education system for girls is very different from the education system for boys, and it is close in a number of its patterns to the general education system. The girls start their studies in the preschool, with the inculcation of knowledge similar to that instilled in the general education system. However, the rules of discipline, modesty, and obedience to the central values are conveyed to the girls. Almost all the elementary schools belong to the Ultra-Orthodox networks (which are obligated to 100% of the core curriculum). After the completion of the elementary school studies, the girls move to high school studies in an institution called the Seminar. The Seminar includes high schools studies for four years and then immediately many of the girls continue to professional training studies (thirteenth and fourteenth grades) in the institution. A steadily increasing number of Seminars today allow the girls to take the high school matriculation examinations, in part or fully (Bart et al., 2020).

These education systems for boys and girls are the flagship of Ultra-Orthodox society, in which there is a process of socialization for the Ultra-Orthodox world, both in terms of the learning contents and in terms of the values and outlook. These systems, despite their desire to maintain their autonomy, act in interfaces with a variety of organizations, especially the

⁵ The Gemara is the component of the Talmud comprising rabbinical analysis of and commentary on the Mishnah, the first major written collection of the Jewish oral traditions. The Talmud is the central text of Rabbinic Judaism and the primary source of Jewish religious law (halacha) and Jewish theology (Wikipedia, n.d., Gemara, Mishnah, Talmud).

Ministry of Education and the local authorities. Frequently the relationship between these organizations and the Ultra-Orthodox education systems entails mutual suspicions, and because of them there is the need to create change in slow and especially cautious processes. The State Comptroller's Report (2017) addressed the supervision of the Ultra-Orthodox schools and indicates that although the budgets come from the Ministry of Education it is not clear who is responsible for the supervision. In addition, it appears that the percentage of those employed as teaching workers in the Ultra-Orthodox society is especially high, while the average salary of teachers in the Ultra-Orthodox sector is most low, in comparison to the rest of the teachers in Israel (Chernovisky & Feldman, 2018).

The Arab Education System

The Arab education system is divided into four sectors: Arab, Druze, Circassian, and Bedouin. Every sector has its own unique curriculum. The teaching language in the system is Arabic (Central Bureau of Statistics, 2013).

It appears that there has been a significant increase in the number of students studying in the Arab education system over the years. Moreover, for many years there were visible gaps in the learning achievements in the subjects of mathematics, English, and science and technology in favor of the Hebrew speakers over the Arabic speakers. However, in recent years there has been a process of the reduction of these gaps between Hebrew speakers and Arabic speakers (Winniger, 2018).

According to the data of the Central Bureau of Statistics, at the start of the year 2018 the percentage of children and youth in the Arab population in Israel was 31%. In other words, nearly one-third of the Arab population studies in education institutions, so that this population attributes considerable importance to education (Hadad Haj-Yahia & Rodnizky, 2018).

It can be said that with the establishment of the State of Israel the level of the infrastructures in the Arab education system was very poor. Until the middle of the 1950s, there was only one state Arab high school in the country and a number of private Christian high schools operated by the Church. The high cost of the studies in the private high schools caused many students who had finished eight years of elementary school education (according to the Compulsory Education Law of the time) to forgo continuing their studies in a high school outside of their community, and they went to help earn the family livelihood (Hadad Haj-Yahia & Rodnizky, 2018). However, from the first year of the studies, 1948/1949, until today, there has been an impressive quantitative increase in the infrastructures (schools and classrooms)

and in the number of students in Arab education. Alongside the establishment of preschools, elementary schools, middle schools, and high schools, other educational institutions were also established, for example community centers of different types, intended for afternoon activities. In the period 1992-1996, the budget of Arab education grew considerably, since the government determined the field of education to be its top priority (Reiter & Cohen, 2012). Throughout the past decade, the governments of Israel approved multi-year plans for financing the Arab communities in a variety of areas, including the field of education. However, it is possible to say that the budget that the Arab student in the State of Israel receives is low in comparison to the budget that the Jewish student receives. In addition, there are gaps between the Arab education system and the Jewish education system that are expressed in the shortage of buildings, classrooms, laboratories, and gyms and in the unsuitability of existing buildings and structures (Blass, 2017).

The education policy for Arabs is one of the not-simple questions on the agenda of the State of Israel from the day it was established. It was decided to grant Arab education a separate status, alongside state Jewish education and Jewish religious education. It was further determined that the language of instruction in the Arab schools is Arabic, since it is an official language, the second official language in the State of Israel. However, the State Education Law 1953 did not recognize at all the uniqueness of the Arab population. Only in the year 2003 was amendment number 11 added, which determines that the goals of education include “to recognize the language, culture, history, heritage, and unique tradition of the Arab population and other population groups in the State of Israel and to recognize the equal rights of every citizen of Israel” (State of Israel, State Education Law 1953). The policy towards Arab education was supervision and control, both of the curricula and of the identity of the teachers employed in it. This policy was in force not only during the period of the military government but also in the following years (Al-Haj, 1996). However, the question of the curricula remained sensitive, especially in subjects addressing political issues, such as citizenship and history. The struggle for the education policy for the Arab students and youths yielded a series of organizations and popular initiatives to provide a solution. The most well-known organization is the Follow Up Committee for Arab Education (FUCAE), established in 1984. The Committee operates to compare Arab education and Jewish education, both on the level of the infrastructures and on the level of the quality of the curricula, in a way that will meet the unique needs of the Arab student, in cultural, educational, and national terms. Alongside the Follow Up Committee, there are Arab associations that engage in fields of culture, education, and

leisure. Most of these associations were established in the past two decades out of the intention to enrich the learning contents for the students and youths in the areas of language, awareness, and identity (Jabarin & Igharia, 2010). It should be noted that in recent years there have been calls in Arab society to establish an independent Arab education system. They assert that the establishment of such a system is not an expression of separation from the State but an expression of integration in it; namely, the expression of the collective identity of the Arab minority alongside the maintaining of the relationship with the state, emphasizing what is held in common and striving to create a comprehensive civic culture in Israel (Harpaz, 2011). The approach that the Ministry of Education adopts is the integration of the Arab minority and not autonomy for Arab education.

However, the question of the education policy in relation to the Arab sector continues to arise. The following question is asked: Should the State enable the establishment of an Arab education administration that can determine learning contents and work in cooperation with the Ministry of Education or should the Arab education system continue to be a part of the state education in the country and should the engagement in questions of culture and identity be primarily in the programs of informal education (Hadad Haj-Yahia & Rodnizky, 2018).

Immigrant Students in the Education System

The State of Israel, to which over the years immigrants from different countries have come, is characterized demographically by a multiplicity of cultures and the nature of the education system reflects this situation. Like Israeli policy that has experienced changes over the years in its attitude towards immigrants, the approach of the education system in Israel also has experienced changes, from a policy of assimilation, through a policy of integration, to pluralistic and multicultural perceptions that were not always implemented in the best possible way. In the first years of the state, the policy of the education system in Israel was that of assimilation, melting pot, from centralized and national perceptions (Kimmerling, 1995; Lisk & Horowitz, 1990). The expectation was that the immigrant student will adopt for himself the culture of Israeli society, and successful absorption is perceived as the neglect of the previous language and culture (Izikovitz & Beck, 1991; Horowitz, 1991). However, it appears that the policy of assimilation collapsed in the test of reality (Pasternak, 2003). It did not lead to an improvement in the immigrants' achievements and even was subjected to criticism that the attempt to eliminate cultural uniqueness of groups contradicts the perceptions of cultural pluralism. In an attempt to deal with the failures of the policy of assimilation, the policy of integration developed, when it was the continuation of the previous policy and was

accompanied by a structural reform and implemented in the 1970s. Its perception was that it is necessary to carry out a merger of students from diverse social groups according to the basic ethos of Israeli society. In these years, a number of intervention programs were developed and deployed, intended to deal with immigrant students, but these programs were accompanied by many difficulties, and this policy also did not succeed and did not contribute to the integration of the immigrants into the dominant, hegemonic group (Kfir, Rash, Adler, & Safran, 1993). In the 1980s, economic problems caused Israel to open up to global economic trends and the broader adoption of the free market approach, and the education system turned to more pluralistic perceptions (Yonah & Shenhav, 2005). However, the new trends did not lead to cultural pluralism in education but to the creation of community schools in self-management and the involvement of parents and the community, and sometimes the outcome was the opposite and cultural fortification was created.

It appears that the policy of the absorption of immigrants in Israel at this time integrates between multicultural perceptions and melting pot perceptions. The documents in the Department for the Absorption of Students in the Ministry of Education indicate that the policy is presented on the declarative level and without uniformity, is not detailed, and expresses different approaches in parallel. On the essential level, there is expression both of the perceptions of the melting pot and the perceptions of multiculturalism. It seems that the multicultural perceptions are expressed, for example, in documents that call for a multicultural vision in terms of objectives and teaching methods. In terms of objectives, the goal is to absorb immigrants with the implementation of multicultural principles, and different mechanisms serve to promote this approach (for example, the presence of mediators between cultures in the school). In terms of teaching methods, the teachers are expected to respect the immigrant students' origin culture.

It can be said that one of the prominent characteristics of the State of Israel is that it is a country that absorbs immigrants, most of whom are defined as Jews. New immigrant students and returning resident students come to Israel from a wide variety of countries and are absorbed into the education system during every school year and at all age levels. The education institutions help the students integrate into the education system and into Israeli society in the scholastic, social, and cultural aspects (KolZchut Association, n.d., Immigrant Students and Returning Residents).

It can further be seen that the Ministry of Education allocates to the schools hours for providing assistance to the immigrant students according to their date of immigration to Israel

and according to the number of immigrant students in the class. The assistance hours for immigrant students are intended to inculcate the Hebrew language and to provide learning reinforcement and are intended only for the immigrant students and are not to be used for any other purposes, as determined in the Director General's Circular on the matter (Ministry of Education, 2017). It is important to note that in the Ministry of Education there is no uniform definition of immigrant students, and their eligibility to receive assistance in these designated programs depends on the year of their immigration to Israel, on their country of origin, and on their age.

Children of Foreigners in the Education System

According to the United Nations Convention on the Rights of the Child (United Nations Children's Fund (UNICEF), n.d.), children of migrant workers and asylum seekers are entitled to the rights granted to all children, including the right for education, health, an appropriate standard of living, and social security (Archard & Skivenes, 2009; Brennan, 2002; Hill, 2007). Israel signed and ratified the Convention, and therefore according to the Convention the right to an education is granted to every child staying in Israel (Morag, 2010). The Ministry of Education recognizes the rights of these children for education according to the Compulsory Education Law of 1949 (State of Israel, 1949, Compulsory Education Law). The Compulsory Education Law applies to every child living in Israel, regardless of his status in the Population Registry at the Ministry of the Interior. This directive applies also to the children of foreigners who are of the age for compulsory education and are found in Israel, regardless of their parents' formal status (with a work permit, asylum seeker, etc.). The Ministry of Education, the local authorities, and the school principals will provide these students with a full education according to their needs, including, for example, psychological services, continuation frameworks, regular attendance, and so on. The school principal will report to the Ministry of Education about these students in the "Student Status" in accordance with the guidelines published annually by the Ministry of Education (KolZchut Association 20201; Ministry of Education, Director General's Circular 2000/10(a), 2000).

According to Israeli law, the children are entitled to receive full education services and partial social services, but not the rights and services granted according to the National Insurance Law and the State Health Insurance Law. There is an insurance arrangement that allows the parents of minors who lack civil status to insure their children for the payment of a fee through a health maintenance organization (system of healthcare clinics) (Natan, 2012).

5.4. Bilingual Education in Israel

The State of Israel has operated since its establishment separate frameworks of education according to the nationality and religiosity of the students' parents. In recent years, there have been a steadily increasing number of initiatives that deviate from the existing separation and create new mixed learning frameworks that have a different and diverse character. One of the initiatives exists in the bilingual education institutions, where the students are Jews and Arabs and the languages, which are Hebrew and Arabic, are used equally as the languages of instruction (Amara, 2014). The initiative to establish educational institutions that operate in the bilingual model is not from the Ministry of Education but from the communities of parents or non-government organizations (such as the Hand in Hand Association, the Neveh Shalom Cooperative Community Village, and the Hagar Community in Beersheba). The Ministry of Education does not have an official definition of a bilingual institution. The recognition of the uniqueness of the bilingual schools is carried out by the Committee for Regional Unique Schools and Education Spaces in the Ministry of Education, like the way the uniqueness of other such schools is recognized (such as democratic schools, anthroposophical schools, etc.) (Winniger, 2019).

Today, in Israel there are eight schools (seven elementary schools and one secondary school) and at least fifteen preschools that define themselves as bilingual schools. The first bilingual framework was established in the year 1984 in Neveh Shalom. This framework included a kindergarten class that in the continuation expanded into the school. In the year 1998, the second bilingual school was established at the initiative of the Hand in Hand Association in the Misgav Regional Council (the Galilee School), and a year later a school was opened in Jerusalem, also at the initiative of the Hand in Hand Association. In the year 2004, the Bridge over the Wadi Bilingual School was founded in Wadi Ara, in the year 2007 the Hagar (Deganiya) School was opened in Beersheba. In the past six years, two existing schools were converted to bilingual schools, in Yaffo and in Haifa. Over the years 2013/14 – 2018/19, there was an increase of about 58% in the number of students who learn in the bilingual schools (1,772 students in the year 2018/19, in comparison to 1,121 students in the year 2013/14). Furthermore, most of the students who study in the bilingual schools are Arabs, but their percentage has lessened a little over these years, alongside an increase in the part of the Jewish students. In addition to the schools, there are also a number of bilingual (Hebrew-Arabic) preschools operating in the education system (Shifman, 2016; Winniger, 2019).

I would like to describe the implementation of bilingual education on an example, the Hand in Hand Association.

The Hand in Hand Association – The Center for Jewish-Arab Education in Israel

The Hand in Hand Association was established in the year 1997 in order to promote and develop in Israel a shared society for Arabs and Jews. For this purpose, the Association establishes and maintains an infrastructure of educational and social frameworks for the shared life of the citizens of the State. All the schools are recognized and official, under the supervision of the Ministry of Education. The schools are public schools and are open to all the groups in Jewish society and Arab society, and acceptance to the schools does not depend on the family's economic ability or any tests or requirements (Hand in Hand Association, n.d.).

The curriculum in the Hand in Hand schools is based on principles that reflect the two cultures and languages, without a preferred attitude towards one of them, and on education for multicultural literacy and shared and equal citizenship. In the bilingual education model, Hebrew and Arabic have equal status in the school, as do the two cultures and the national stories (Hand in Hand Association, n.d.).

The doubled teaching staff in each class (Jewish and Arab) teaches according to each teacher's language, without translation, and thus the students get to absorb both Arabic and Hebrew from a very young age. They learn together, in the two languages, commemorate the dates of the two peoples and the holidays of the three major religions (Judaism, Islam, and Christianity). In addition to the educational frameworks, there are community frameworks for adults around the schools. This activity is intended for the students' parents, the teaching staff, citizens, and activists who are interested in maintaining a shared community space. Today the Hand in Hand Association has six shared frameworks of education and community: in Jerusalem, in the Galilee, in Yaffo, in Haifa, in Wadi Ara, in the Sharon, and in the South Triangle⁶ region. About 1,800 students study in these frameworks. With the cooperation with the families and community members, the Hand in Hand network creates a circle of thousands of people, Jews and Arabs, who experience on a daily basis to some extent or another the equality and cooperation between Jews and Arabs (Hand in Hand Association, n.d.).

⁶ The Triangle refers to a concentration of Israeli Arab towns and villages adjacent to the Green Line (the de facto 1967 border or 1949 Armistice Line), located in the eastern Sharon plain among the Samarian foothills; this area is located within the easternmost boundaries of both the Central District and Haifa District.

The Max Rayne Hand in Hand School

The Max Rayne Hand in Hand School in Jerusalem was the first of the educational institutions of the Hand in Hand Association. It was established in the Katmonim neighborhood in the year 1998 with twenty students who were housed in temporary structures (Hand in Hand Association, n.d., Max Rayne Bilingual School). Today it is the largest of the Hand in Hand educational institutions, with more than seven hundred students in the preschool to the twelfth grade. The school building is found between the Beyt Zefafa neighborhood and the Pat Neighborhood. The school building was donated by European donors, headed by Max Rayne, for whom the school is named. In addition, the high school was recently constructed and is found in this complex.

The school population is one of the most diverse in the country: religious and secular, Jews, Muslim, Christians, Druze, Circassian, and Armenians – all from the Jewish and Arab neighborhoods around Jerusalem. The school offers a unique educational experience based on the values of Arab-Jewish partnership, with the inculcation of a rich education and the creation of a warm and supportive environment that will enable every child to develop his and her range of abilities. The belief is that the encounter between Jewish children and Arab children in an equal framework and in a way that lessens prejudices, fears, and misunderstandings and strengthens tolerance, respect for others, and the desire to live in equality and peace.

At the basis of the equal encounter in the school there is the bilingual perception, according to which the language is not only a vital means for mutual communication but also a main part in the culture of every person. Hebrew and Arabic have an equal status in the school, and the children learn in both languages in parallel. The aspiration is for every child to achieve the ability for learning, writing, and second language expression in a way that will not be less than that of his first language.

The desire to build a model of binational, bilingual, and multicultural education is commensurate with the full commitment of the school to provide the best education. Aside from the studies of the core subjects, the school children are offered a wide range of subjects of study, such as art, theater, sciences (from early childhood), culture, religion, communication, and Western and Eastern music (in separate programs).

The school strives to develop a variety of skills and abilities in the children as well as a familiarity with the natural and human space that surrounds them. The school sees the parents to be important partners in the decision-making process and to be an essential human resource

for the enrichment of the education process. The parents, along with the staff of teachers, constitute a target community based on the same principles of sharing and equality at the foundation of the school's outlook. The aspiration is therefore for the parents to cultivate social relationships between them. The school encourages meetings in the school community on this social basis and on the basis of learning and getting to know about the other culture. In the school social and scholastic events are held all year long, open to the parents, staff, and children (Hand in Hand Association, n. d., Max Rayne Bilingual School; Hand in Hand Association, n.d., YouTube Video).

The **bilingual education model** in the Hand in Hand Association is characterized by the fact that starting from preschool it is mandatory to hold the studies in the two languages in parallel: Arabic and Hebrew. Each member of the doubled teaching staff in each classroom (Jewish teacher and Arab teacher) teaches in his language, without translation, so that the students get to absorb from a very young age the Arabic language and the Hebrew language, which represent different cultures (Hand in Hand Association, n.d.).

The Hand in Hand Association is a new model of bilingual education, based on balanced bilingualism, in which both Hebrew and Arabic are used as the languages of instruction in the schools. The basic idea behind the initiative is to create an equal bilingual educational environment in order to offer respect and equality both to Arabs and to Jews and to make the Arab culture and the Jewish culture present in the schools. The view of the language in the Hand in Hand model is not limited to language competence itself; **language has especial importance, language is a tool that can be used to change the reality through the breaking of the cultural and language barriers between the two peoples and to strengthen civil society in Israel.** Hand in Hand aspires to create a new model of relationships between Palestinians and Jews and to allow children, parents, and educators in the school and in the community to develop continuous and equal relationships of cooperation, coexistence, and education for peace. Furthermore, education in the two languages together develops among the participants a process that creates a dialogic space based on equality and cultural diversity at the same time. Bilingual education teaches each one of the sides in a dialogue the language of the other side (as a tool) and encourages a mutual conversation between Arabs and Jews (communication, acquaintance) that enriches the personal and social conversation and constitutes a basis for an equal and complex encounter (Hand in Hand Association, n.d.).

According to Amara (2014), the Hand in Hand school adopts a strong additive bilingual approach in that it emphasizes the symmetry between the two languages in every facet of the

instruction. Two teachers, an Arab teacher and a Jewish teacher, together hold most of the lesson. Two principals, an Arab principal and a Jewish principal, are at the head of every school. There is an effort to maintain balance in the numbers of students in every classroom, although in actuality this is not always possible (Amara, 2014).

The research of Amara (2014) indicates that the attempt to achieve language equality in the written materials in the two languages is apparent, but in the conversation in the classroom the Hebrew language is the more dominant and frequently used language in most of the subjects taught in the school. Furthermore, Hebrew is the dominant language in the schoolyard, when outside of the classes there is very little use of only Arabic.

Furthermore, the bilingual teaching is more successful among the Arab students at all stages of education, while among the Jewish students it is only partially successful. After three or four years of education, many of the Arab students have acquired a level of Hebrew very close to native language, both in speech and in writing. In contrast, most of the Jewish students were not capable of communicating in Arabic fluently without mistakes, and their reading skills were most limited (Bekerman, 2005).

It can be seen that despite the efforts of the Hand in Hand school to achieve symmetry in the studies regarding the use of the Arabic language and the Hebrew language in the schools, the social-political situation in Israel does not encourage the teaching and learning of Arabic and thus this language has lower status in the public at large. In the concepts of Bourdieu (1991), the Hebrew speakers have greater cultural capital than do the Arabic speakers. In other words, as Hebrew has a higher status, it is the language spoken in more frequently. Moreover, Hebrew is the language used in the different areas of public life in Israel among the groups that belong to the different communities (Saban & Amara, 2002).

According to Amara (2014), in the social-political Israeli reality the use of the two languages in a symmetric manner is not a real option. However, high functional bilingualism among the Jewish students is possible if the appropriate policy, language practices, and teaching programs are planned.

Furthermore, it is important to note that the operation of institutions in which two teachers teach simultaneously in the different lessons during the school day necessitates considerable financial resources, beyond those granted to the institutions using the regular financing formula of the Ministry of Education. It appears that the bilingual institutions do not get to receive additional financing from the Ministry because of their uniqueness, and hence

the additional resources the schools require must be raised by them independently from donations and fees paid by the students' parents. In some of the bilingual schools, according to the data of the Ministry of Education, the parents' payments are higher than those charged by the regular schools in the education system (Winniger, 2019).

5.5. Teachers in the Education System in Israel

The education system in Israel has grown every year, and with it the number of teachers has increased. The high demand for teachers creates the pressure to lower the acceptance criteria. Accordingly, the Ministry of Education sets a low threshold of entrance into the studies of teaching and entrance into the profession, and many teachers enter into the education system as 'exceptions', without even meeting this threshold (Avraham & Nissan 2021). In addition, as noted in the report of the State Comptroller (2019), in many cases there is a rather loose connection between the teacher's professional training and the subject of study the teacher teaches. A structural tension exists between the desire to recruit a large number of teachers and the desire to maintain the high quality of the teaching force. Many factors cause the Ministry of Education to have difficulties recruiting a quality workforce, but the main reason for this difficulty is the constant growth of the education system in Israel, unlike other developed countries. The population of young people, aged zero to eighteen is today about 35% of the population of Israel, and this datum puts Israel as having the highest percentage of young people among the countries of the OECD (Avraham & Nissan, 2021).

It can be seen that the teacher's professional status is a topic that has been addressed by the shapers of policy in Israel and around the world for a number of decades. A number of surveys published in recent years indicate the harm to the teacher's status and to the teaching profession in Israel. The professional status of the teacher and the teaching profession is a concept that addresses the social and professional prestige of the teachers as professionals in their own right and in comparison to other professionals. Many variables influence the status of the teacher and the teaching profession, including the preliminary conditions for entering the profession, the education and the skills required to engage in the profession, the economic resources allocated to the field, the salary, work conditions, and benefits associated with the occupation, the degree of influence of the occupation on society, the target audience, the population of professionals, the contribution to society, the degree of independence and involvement in making decisions of those engaging in the profession, the recognition on the part of society of the importance of and need for the profession, and so on (Weissblay, 2013b). Furthermore, in recent years there has been a shortage of teachers in many countries, such as

Britain, Australia, and the United States. Reports like the one of the OECD (Santiago, 2002), the information network on education in Europe (EURYDICE, 2002), and the National Center for Education Statistics (NCES) (Ingersoll, 2003) indicate a number of common phenomena: difficulty with recruiting teachers who will staff teaching positions, the phenomenon of the ‘revolving door’ (high frequency of teachers entering the profession and then leaving it), the departure of talented teachers from the teaching profession (not following their retirement), and a decline in the quality of the teachers who remain in the system (Ingersoll & Perda, 2010). In Israel, too, there is a continuous shortage of teachers, a shortage that is predicted to only worsen in the coming years. The Ministry of Education has implemented since the year 2008 two reforms that were intended (among other goals) to improve the teacher’s status and to increase the attractiveness of the teaching profession. The first reform was in pre-elementary education and elementary education and in some of the middle schools. The second reform was in secondary education (Dunitze-Schmidt & Zuzovsky, 2015). A global examination of the teachers’ status in different countries shows that teachers in Israel are ranked in the last place in the list (Organisation for Economic Co-operation and Development – OECD, 2014).

It seems that the teachers’ status and professional prestige in Israel are influenced by a number of factors: the teacher’s salary and work conditions, the teacher’s work scope, and the number of students. In comparison to the countries of the OECD, it is possible to see that the salary of teachers in Israel is lower at all stages of education and particularly in secondary education (Organisation for Economic Co-operation and Development – OECD, 2016). Regarding the scope of the teachers’ work, as expressed in the hours of teaching and days of teaching in elementary education, the average number of teaching hours a year for a teacher is higher than that of the member states and in secondary education the annual number of hours in Israel is lower than the average in the OECD states. However, in recent years program was implemented for the reduction of the number of students in the classes in the elementary schools and the middle schools in Israel, with emphasis on the schools and classes where students from weak populations learn. In recent years there has been a decline in the crowdedness in the classes (Weissblay, 2013b). Additional factors that influence the teacher’s status are:

- Decline in the quality of the workforce in teaching, which is expressed in the decline in the percentage of high school graduates who turn to teaching and a decline in the average level of the teaching candidates’ grades in the entrance examinations to the universities.

- Harm to the teacher's authority.
- Great involvement of the parents in the education system, which is expressed in their pressure to change specific educational decisions and criticism of the teacher in front of the student.
- Violence in the school, some of which is directed at the teachers.
- Decline in the knowledge-based authority of teachers in light of the increase in alternative sources of knowledge accessible by the students (Gilat & Wangerovitz, 2018).

It is possible to ascribe the reasons for the shortage in teachers to two types of factors: macrosystem factors that influence the general demand and supply and microsystem factors that act in the organizations (the schools) and influence the need for teachers on the level of the school (Dunitze-Schmidt & Zuzovsky, 2015). The school principal's functioning and leadership approach are also related to the school effectiveness and to the rate of the teachers' retention in the system. The principal's support was found to be a significant resource for new teachers (Cobb, 2015; Peters & Pearce, 2012), as a factor that lessens their burnout and increases their remaining (Borman & Dowling, 2008; Margolis, 2008; Skaalvik & Skaalvik, 2010) and reinforces their satisfaction with the role (Burkhauser, 2017). Research studies have shown that democratic leadership and an open door policy, assistance, consideration of personal needs, and professional support all increase the teachers' satisfaction and their commitment to the profession (Swars, Meyers, Mays, & Lake, 2009).

However, the data of the last survey carried out by the OECD in 2018 indicates that the measures of professional satisfaction of the teachers in Israel are more or less identical to the mean in the OECD.

It is possible to see that the phenomenon of the shortage of teachers as well as the public discussion about it is an issue that has characterized the education system in Israel for a long time and continues to trouble the education system today. The factors that contribute to the shortage of teachers are (Weissblay, 2023):

- Low salary and compensation provided to teachers in return for their work, especially in comparison to other professions.
- The low status of teachers and public image of the profession.
- Multiple demands, burdens, and burnout in the teacher's work in general and in the roles of class education and management in particular.

- Poor work and employment conditions, including the absence of physical conditions for work, lack of promotion opportunities, and lack of work hours and position structure that are not commensurate with the job in actuality.
- Criticism, demands, and excess involvement on the part of the parents.
- Size of the classes and complexity of the population of the students, including the inclusion of special education students.
- The training of teachers that does not provide adequate preparation for teaching in the classroom and insufficient classification of the teaching candidates.
- The policy of the Ministry of Education and its approach to the teaching workers, including the lack of support, lack of trust, frequent changes and reforms that make the work of teachers and principals difficult, and bureaucratic requirements perceived as excessive.

6. Research Methodology

6.1. Research Importance and Research Contribution

It is possible to see that the research of the relationship between bilingualism and learning disabilities is a relatively new topic, which began to develop in recent years. The research is still in its infancy. It appears that although Israel is a country of immigration, until now an in-depth research study has not been carried out in the country on the relationship between bilingualism and learning disabilities and on learning disabilities among bilingual children in Israel. Many research studies have been carried out that have engaged in the acquisition of two languages (the first language and the second language) among bilingual students (Armon-Lotem, Adam, Siege-Haddad, & Walters, 2008) and specific language disorder, but few of them examined all that pertains to specific language disorder among bilingual children (Armon-Lotem, Danon, & Walters, 2008). In addition, few of them examined all that pertains to learning disabilities among bilingual children. In addition, few research studies examined the relationship between the bilingual population and additional characteristics, such as social, behavioral, and emotional characteristics (Becker & Rom, 2006; Kribosh & Shwartz, 2017), and barely any research studies have been held on the relationship between the bilingual population with learning disabilities in Israel and additional characteristics, such as social, behavioral, and emotional characteristics and attention difficulties.

Moreover, the professional literature reports many research studies that were carried out on bilingual population in the world. However, the number of research studies performed in Israel on the bilingual population is lower. In addition, the research studies held on the bilingual population in Israel addressed mainly the bilingual population speaking Russian and Hebrew (Abutbul-Oz, 2009; Armon-Lotem, Adam, Siege-Haddad, & Walters, 2008), English and Hebrew (Armon-Lotem, Danon, & Walters, 2008; Prior, 2012), and Arabic and Hebrew (Degani, Prior, & Hajajra, 2017). The present research study concerned the bilingual population speaking Hebrew and Arabic at the ages of the school.

It is possible to see that only a few research studies in Israel address the educational situations of bilingual students (Amara, 2014; Kribush & Shwartz, 2017; Olstein & Nissim-Amati, 2008), and there have barely been research studies that refer to the educational situations of bilingual students with learning disabilities and their significance for the student, the family, the school, and the education system. In addition, research studies were carried out in Israel that examined the attitudes and perceptions regarding the population of students with learning disabilities (Almog, 2004; Krispal, Simon, & Frish, 2008) or a specific population, for example, Ethiopians (Rabinovitz, 2017), Russians (Zessel, 2003), Arabs (Gazala & Natanzon, 2016), and so on, which is in part bilingual. In other words, some speak another language, like the Hebrew language. However, barely any research studies have been conducted that examine attitudes and perceptions regarding the bilingual population with learning disabilities in Israel.

Moreover, very few research studies have described and examined in Israel and in Poland and around the world the experiences of bilingual students with learning disabilities and their reciprocal influence on the three systems: the chronosystem, the macrosystem, and the microsystem. In addition, barely any research studies have been carried out in the world that examine and evaluate the educational situations of bilingual students with learning disabilities in the coronavirus period.

It is possible to say that this research study can make an important contribution to the shaping of policy in the Israeli education system, both to the bilingual (and multilingual) population and to the bilingual population with learning disabilities. This research study will also contribute to bilingual students with learning difficulties in order to improve their learning achievements and abilities in the academic, functional, social, emotional, and behavioral fields as well as to build beneficial intervention programs that address both the special needs of the bilingual population and the needs of bilingual students with learning disabilities.

Furthermore, it appears that this research study can contribute to the development of social and multicultural approaches in the State of Israel, which is characterized as a country of immigration and a society in which different minorities live, and can contribute to the development of social and multicultural approaches in Poland, which today is absorbing a mass migration of population from Ukraine. In addition, this research study will be relevant to other countries in the world that are absorbing immigrants or are composed of different minorities. Moreover, the research study can contribute to the growth of ecological, academic, cognitive, and emotional approaches that will address the regular child, his close environment, and additional broad circles that surround him. In addition, the research will address both the bilingual child and his environment and the bilingual child with learning disabilities and his environment.

Moreover, the research can serve as a theoretical book for the teachers who are working with bilingual students, their parents of bilingual children, the bilingual students, and the education systems in Israel and Poland (in light of the mass immigration today from Ukraine) in particular and in the world in general (in countries that absorb immigration or have different minorities).

In addition, it can help in the construction of programs, workshops, and activities for the population of teachers in order to help them in the development of methods, ways, techniques, and strategies in their work with bilingual students and with bilingual students with learning disabilities. Moreover, it can help in the construction of programs, workshops, and activities for the parents of bilingual children or the parents of bilingual children with learning disabilities in order to help them develop knowledge, tools, and ways of coping with their children and will even guide them regarding their involvement in the education of their children.

Furthermore, it is possible that the research study will serve as a model of bilingual schools in Israel and Poland in particular and around the world in general in their work with bilingual students and mainly with bilingual students with learning disabilities. In addition, the research can contribute to the development of ways and means to reinforce the relationship between the bilingual child with learning disabilities and his environment and even lead to a change in perceptions, attitudes, and approaches regarding the population of bilingual people with learning disabilities in Israel, Poland, and in essence countries around the world.

6.2. Research Subject and Research Aim

The research study addresses the subject of **the educational situations of bilingual students with learning disabilities in the elementary school of the Hand in Hand Association**⁷. It tries to know what the nature of educational situations is in the context of **three main systems** according to the ecological theory of Bronfenbrenner (1979, 2005): the chronosystem, the macrosystem, and the microsystem. I understand in my research **the educational situations of bilingual students with learning disabilities** as all experiences of the bilingual students with learning disabilities in the elementary school of the Hand in Hand Association; on these experiences have influence all that happens in these three systems: the chronosystem, the macrosystem, and the microsystem (Bronfenbrenner, 1979, 2005). The bilingual student with learning disabilities in my research project is a student who at school, on the basis of documentation required in Israel, has the status of a bilingual student with learning disabilities.

The aims of my research study are:

1. To describe and analyze the educational situations of bilingual students with learning disabilities in the elementary school of the Hand in Hand Association from the perspectives of:
 - A. The student with learning disabilities in the elementary school of the Hand in Hand Association in Jerusalem,
 - B. The parents/caregivers of the student with learning disabilities in the elementary school of the Hand in Hand Association in Jerusalem,
 - C. The teachers and school staff of the Hand in Hand Association in Jerusalem⁸.
2. To describe and analyze the educational situations of bilingual students with learning disabilities in the elementary school of the Hand in Hand Association in Jerusalem from the researcher's perspective⁹.
3. To describe and analyze the educational situations of bilingual students with learning disabilities in the elementary school of the Hand in Hand Association in Jerusalem from the perspective of legal acts.

⁷ The research is a case study of the bilingual elementary school found in the city of Jerusalem in the State of Israel.

⁸ *Emic* perspective (Angrosino, 2010)

⁹ *Etic* perspective (Angrosino, 2010)

Moreover, my research study addresses the ability to lead to change in the educational elements, changes in in the Israeli education system. I hope that this research study will be relevant to other countries¹⁰ in the world, which absorb immigrants or have different minority groups. Furthermore, it will contribute to the growth of ecological, academic, cognitive, and emotional approaches that will address the child himself, the child's close environment, and additional broad circles that surround him. Moreover, these approaches will address the bilingual child and his environment and the bilingual child who has learning disabilities and his environment.

6.3. Research Questions

The **main** research question in my research is **what are the educational situations of bilingual students with learning disabilities at the school of the Hand in Hand Association?** In others words, **what is the nature of the educational situations of bilingual students with learning disabilities in the elementary school of the Hand in Hand Association.**

I understand in my research **the educational situations of bilingual students with learning disabilities** as all experiences of the bilingual students with learning disabilities in the elementary school of the Hand in Hand Association; on these experiences have influence all that happens in these three systems: the chronosystem, the macrosystem, and the microsystem (Bronfenbrenner, 1979, 2005). The bilingual student with learning disabilities in my research project is a student who at school, on the basis of documentation required in Israel, has the status of a bilingual student with learning disabilities.

In my research there are **three** detailed research questions.

1. What are the educational situations of bilingual students with learning disabilities in the elementary school of the Hand in Hand Association in the context of the **chronosystem**?
2. What are the educational situations of bilingual students with learning disabilities in the elementary school of the Hand in Hand Association in the context of the **macrosystem**?

¹⁰ In addition, the present research study will contribute to the development of social and multicultural approaches in Poland, which today is absorbing mass immigration of population from Ukraine.

3. What are the educational situations of bilingual students with learning disabilities in the elementary school of the Hand in Hand Association in the context of the **microsystem**?

The description and the analysis of the educational situations of bilingual students with learning disabilities in the context of the **chronosystem** is undertaken in the context of the dimension of the time in which a significant part of the research was carried out, the **period of the coronavirus in the all the world**. I analyzed two documents: **Document 1:** Half of World's Student Population Not Attending School: UNESCO Launches Global Coalition to Accelerate Deployment of Remote Learning Solutions (UNESCO, 2020) and **Document 2:** How Can Teachers and School System Respond to the COVID-19 pandemic? Some Lessons from TALIS (OECD, 2020)

The description and the analysis of the educational situations of bilingual students with learning disabilities in the context of the **macrosystem** is performed using the examination of the education system in Israel in two contexts. **The first context** is the perceptions and approaches of the education system. I analyzed the legal acts of greatest importance for the education system in Israel: **Document 1:** The Compulsory Education Law, 1949 (State of Israel, Archives, 1949); **Document 2:** The State Education Law, 1953 (State of Israel, Archives, 1953); **Document 3:** The Special Education Law, 1988, (State of Israel, Knesset Website, 1988) and the Amendments.

The **second context** is the education system in the coronavirus period. I analyzed the legal acts of greatest importance for the education system, an emergency order in Israel in the period of the coronavirus pandemic. There are - **Document 1:** Lifestyles in the Education Institution in the Coronavirus Period – Guidelines for the Preparation of the Education Institution (Ministry of Education, 2020A); **Document 2:** Outline for the Conduct of the Students in the Elementary Schools: The Work Routine in the Coronavirus Period (Ministry of Education, 2020B).

In addition, the examination of the educational situations of bilingual students with learning disabilities in the context of the **microsystem** is performed according to the following **four factors:**

1. Formal factors

These are factors that address **the perception, policy, and vision of the bilingual school**. The following documents are analyzed: **Document 1:** The Educational Vision of the

Hand in Hand Schools (Hand in Hand Association (n.d.). The Educational Vision of the Hand in Hand Association), **Document 2:** The Max Rayne Bilingual School, **Document 3:** Closing the Bilingual School and Distance Learning in the Period of the First Lockdown (Hand in Hand Website, n.d.);

2. Personal factors

These are factors that address the following aspects:

- **The organizational context** (the background of the school and management changes in the schools),
- **The context of the educational staff** (background of the teachers, relations between educational staff members, and teaching in pairs of teachers),
- **The context of students with learning disabilities** (their relations with their teachers, their relations with their parents, their relations with their friends, integration of the students in the school).

3. Environmental factors

These are factors that address the external appearance of the bilingual school, the work conditions of the teachers in the school, the learning environment in the school, and the learning environment of the students and the teachers in the coronavirus period.

4. Teaching and support factors

These are factors that address:

- the ways of teaching and support for the students with learning disabilities,
- the inclusion of the students with learning disabilities in the school.

Furthermore, the educational situations of bilingual students with learning disabilities in the context of the microsystem address two main periods: **the period before the coronavirus pandemic** and **the period of the coronavirus pandemic**.

6.4. Research Paradigm

A paradigm is an outlook, a general and broad perspective of the phenomena. A paradigm explains the phenomena in a general manner, through a certain degree of simplification and look above the specific details (Guba & Lincoln, 1989; Lincoln & Guba, 1985).

The research paradigm reflects broad and interconnected assumptions about the nature of reality. It provides the broadest framework, in which the research occurs. A paradigm is an outlook in the framework of which the researchers act (Maykut & Morehouse, 1994). It is possible to address the paradigm as a set of beliefs and assumption that we create, upon which our milestones are built, which constitute the basis for our thoughts and actions. The value of the paradigmatic assumptions lies in the fact that they provide the foundation, upon which the research can be built. The paradigmatic assumptions shape the way in which the researchers approach problems, the methods that they use to collect and analyze the information, and the type of problems that they choose to research (Shkedi, 2003).

The present research study is a **qualitative research**. The research assumptions at the basis of the study are characterized by three fundamental questions that define the constructivist qualitative research paradigm, the questions that the researchers ask themselves, when they seek to understand how one learns in a research manner the phenomenon around us. The fundamental questions at the basis of qualitative research are as follows. **What is the nature of reality** (the epistemological question)? **What are the relations between the knower and the object of the knowledge** (the methodological question)? **What are the ways to find knowledge** (the cognitive question)? (Denzin & Lincoln, 1994, 2000; Lincoln & Guba, 1985; Sciarra, 1999).

It is possible to see that qualitative research emphasizes the holistic understanding of the phenomena and the importance of the context in their interpretation. The meaning of the phenomenon is subjective and relative to the outlook in which it is built. In constructivist qualitative methodology, the researchers are the main research tool, and there is no attempt to influence or control the findings through statistical instruments. The research information is collected in the natural environment being researched. The categories for analysis derive from the process of the collection of the data, which does not force upon the data previous understandings. According to the constructivist qualitative approach, people organize and manage their perceptions on the world through stories that are structures and numbers. These human narratives build the experience and through them people understand the world around them. Through stories they tell about their life, people not only describe their life but also change it. The constructivist qualitative researchers invite the informants to tell their stories and focus their research work on these authentic narratives (Shkedi, 2003).

The present research study, as already noted above, is a **qualitative research**. The research try to answer what is the nature of the educational situations of bilingual students with

learning disabilities in the elementary school of the Hand in Hand Association in Jerusalem in the context of three systems: the chronosystem, the macrosystem, and the microsystem.

In other words, it is characterized by the learning the situations in the “real world”, without control and supervision of the process, and has a comprehensive perspective. The main issue is the process (the “how”), and it addresses processes in dynamic systems (Patton, 1990).

The objective of the research study according to the constructivist perception is not to discover the reality, since there is no one absolute and correct reality. Rather, it is necessary to research different interpretations of this reality through the building of a clear experiential memory, which will help describe and explain things in their multifaceted nature and complexity. The use of a number of ways indicates the researcher’s intention to provide the object of the research more than one interpretation. Qualitative researchers use a variety of ways to collect information while cross-checking viewpoints in order to increase the trustworthiness of the findings. This, for example, is through the integration of interviews, observations, photographs, films, documents, and so on. The variety enables the simultaneous representation of a multiplicity of realities and not any objective reality (Sabar Ben-Yehoshua, 2016). In addition, a research of this type is an inductive research, which attempts to understand certain situations. The findings in this research present a “thick description”, in which there is an abundance of details collected in the framework of a personal and unmediated relationship between the researcher and the research participants, through the display of sensitivity and understanding of the social and historical context (Girtz, 1990). Denzin and Lincoln (2011) define this as context-dependent activity that situates the observer in the world, or in other words, material-interpretative practices that make the world visible. These practices change the world, make the world into a series of representations (field notes, interviews, photographs, recordings, etc.), so that on this level the research approach is interpretative and naturalistic towards the world. This means that researchers according to this method research things in their natural contexts with as negligible intervention as possible, in the attempt to understand or interpret phenomena in terms of the meanings that people create for them.

6.5. Research Population

While choosing research sample selection criteria for my research project, I referred to my own experience related to the work of a teacher at the bilingual school of the Hand in Hand Association in Jerusalem.

The purposive and theoretical sample selection was applied, which is used in qualitative research. My research sample included the representatives of the broadly understood community of the bilingual school of the Hand-in-Hand Association in Jerusalem, namely:

- **People who are in charge** of the bilingual school of the Hand in Hand Association in Jerusalem:

Principals - 3;

- 1 Jewish male (PR1);
- 1 Arab female (PR2);
- 1 Christian, of Arab nationality (in Israel these Christians are called Christian Arabs), female (PR3);

Deputy principal

- 1 Arab female (PR4);

Teachers, 22:

- 1 teacher, Jewish, male; (T1),
- 1 teacher, Arab, male; (T2),
- 8 teachers, female, Arab; (T3, T4, T5, T6, T7, T9, T9, T10),
- 12 teachers, female, Jewish; (T 11, T 12, T13, T 14, T15, T16, T17, T18, T19, T20, T21, T22),

- **Parents** of bilingual students with learning disabilities from the school of the Hand in Hand Association in Jerusalem, 10 women, one man;

- Arab, female (M1),
- Jewish, male (F1),
- Jewish, female (M2),
- Christian (Russian speaking), Jewish nationality, female (M3),
- Christian (Russian speaking), Jewish nationality, female (M4),
- Christianity, (Czech speaking), Jewish nationality, female (M5),
- Jewish, female (M6),
- Christian (Japanese speaking), Jewish nationality, female (M7),
- Jewish, female (M8),
- Jewish, female (M9),
- Arab, female (M10),

- **Bilingual students** with learning disabilities, school of the Hand in Hand Association in Jerusalem, 10, elementary school, 6 female, 6 male (S1, S2, S3, S4, S5, S6, S7,S8, S9, S10).

My research sample was created according to the following procedure:

- Conversation with the school principal during which I presented the basic assumptions of my research project and asked for permission to carry out the project at the school premises;
- Conversations with the school teachers during which I presented the basic assumptions of my research project and asked for participating in the research;
- Conversations with the parents during which I presented the basic assumptions of my research project and asked them for permission to participate in the research and for written consent to their children's participation;
- Conversations with the students and asking them to participate in the research.

Each participant of the research, both adults and children, was assured that they could withdraw from it at any stage. In addition, each student was provided with psychological support in case difficult emotions appeared during the research that they could not cope with.

My research project was carried out in years 2019 – 2022 and it covered 2 periods: before the Covid 19 pandemic and after the Covid 19 pandemic.

After obtaining permission for recording, I began interviews. All the interviews were transcribed by myself. When interviews were not recorded, I took notes. I, the researcher, was the only person who had access to all the recordings and notes created during the research.

6.6. Research Challenges

The research study began near the period in which the coronavirus pandemic exploded into our lives.

The interviews with the teachers began just a few months before the outbreak of the pandemic. It is important to note that on one clear day, without prior preparation, the government of Israel decided to impose a lockdown on all the residents of the country, which included the education system. The guidelines were vague and changed from day to day; the students, parents, and educational staffs were forced to remain in their homes with their family members. Limitations were imposed on their movements and departures from their homes. All of the country residents waited for clear and accurate guidelines. At first, the residents believed that life would quickly return to normal and the children would return to the education institutions. However, as time passed, it became clear that the students would not be returning quickly to the preschools and schools and would be staying at home. The teachers were forced

to begin to teach from a distance, without previous preparation. The children were forced to learn from a distance, also without preparation. At first, there was much confusion and disorder in the distance learning, but in the continuation the schools entered into a routine of distance teaching and learning. The first period of the coronavirus is customarily called the first wave. Hence, it was not possible to hold the research in the first wave because of the imposed lockdown and because of the confusion, anxiety, uncertainty, and economic, social, and technological difficulties in the country in particular and around the world in general. Moreover, it appears that even after the students returned gradually to the school desks, after a lengthy period of distance learning, it was not possible to carry out the research since the entry of visitors into the school and the classrooms was restricted; the entry of parents, educators, and people in general who are not the students' direct teachers to enter the school area was prohibited. In the continuation, the year ended and the students went for a long vacation, so that in this period, too, it was not possible to carry out the research. Then, the second year of studies in the shadow of the coronavirus pandemic began; the school year began normally, but only two weeks later another lockdown was imposed, and the students moved to distance learning. This period was called the second wave. Even in the period of the second wave it was not possible to hold the research study. Teachers worked intensively, thus making it difficult to speak to them and to create relationships with them. In addition, the students who moved to distance learning found it difficult to maintain a relationship and to cooperate because of the physical distance and other reasons. Feelings of stress, anxiety, frustration, and despair increased, and there was a decline in the motivation and willingness of teachers, students, and parents to cooperation with me regarding the research. After the second wave, the government of Israel decided to return to a learning routine and to attempt to maintain the learning. It was decided that the students will learn in small groups and the number of educators whom they will be exposed to during the school day will be low. In addition, the number of teachers who can be in the same room was limited, and for the most part meetings of educators were not held in closed spaces, and thus these guidelines prevented the holding of the research. Furthermore, students and teachers began to enter into isolation daily and a sense of overload, tension, confusion and in essence uncertainty was created, expressed in vague guidelines, changing daily, because of the coronavirus situation in Israel. It appears that these factors influenced the mood of the teachers, the parents, and the students and hence their ability to cooperate in this research study in this period. In the continuation, there was the third wave of the coronavirus, which again led the country into lockdowns and the teachers, students, and parents into distance learning and teaching. In this period, the feelings of tension, tiredness, anger, frustration,

anxiety, and concern about the economic, social, health, and political situation increased and influenced the motivation and recruitment of the subjects to collaborate with the study. In addition, it was difficult to set times for personal interviews from a distance because of the teachers' intensive work, difficulty in getting the students, who are found in their private homes with their relatives and are out of sight, and difficulty creating a relationship with the parents, who are found with the child or are combining between their job and being homes, and so on. In the continuation, the students and the teachers returned gradually to the schools, the learning in the school was held in different formats, according to the coronavirus guidelines, sometimes the children learned in groups, sometimes they learned outside, frequently both students and teachers entered into isolation following their exposure to a verified coronavirus patient, and so on. Furthermore, coronavirus guidelines and procedures changed frequently, so that all the aforementioned factors influenced greatly the performance of the research and the coordination of times for meetings with research respondents. In this period, for example, it was possible to see that the teachers are exhausted, overburdened, tired, pressured, anxious, and uncertain. They are acting according to the ever-changing guidelines, such as learning in a group, learning outside, entering into isolation, entering into isolation with their children, and so on. All these influenced both the difficulty in coordinating with the teachers a time for an individual meeting and their motivation. Then came the fourth wave, which included rounds of isolations and changing coronavirus procedures. It should be noted that after two years of the coronavirus I found it difficult to set personal interviews – with the students, with the parents, and with the educational staffs. These difficulties derived from different reasons: a crowded schedule, intense work, feelings of overload, stress, anxiety and fatigue, decreased health, economic, social, and emotional situation of each of them. The described difficulties were expressed in the low motivation and recruitment to participate in the research and difficulty in contacting each one of the interviewees and finding a suitable time for an interview. Frequently, contact attempts were repeated a number of times, in all the means and channels, which included by phone, mobile phone. In addition, different factors in the bilingual school community were asked on the topic of the interview. Some of the factors did not respond at all to these contact attempts. It appears that each time it was necessary to think again and to see who it was possible to contact and how. Frequently this was in the “snowball technique”.

Another problem that arose in the coronavirus period is that frequently it was necessary to calculate the track again in terms of the holding of the research, the findings of different ways to contact participants and recruit them to collaborate, and my ability of response as a

researcher to different situations in everyday life, which is expressed in considerable flexibility and rapid adjustment to changes, for instance change of the days and hours so as to coordinate interviews, use tools and different applications for holding the interview, use of different means, reach additional participants, like, for example, members of the bilingual community, teachers, and so on. It should be noted that the coronavirus offered also innovative possibilities we had not known beforehand, for example, holding personal interviews on Facetime using different applications.

6.7. Research Method - The Case Study

The present research study used the case study. The case study enables the learning of certain things about personal or organizational behavior and about the processes that occur in the researched case.

Stake (1994, 2000) maintains that the case study is an observation of human activity in a certain place and at a certain time. Silverman (2011) defines the case study as a research limited in time and place and planted in a certain physical or social cultural context. Flyvbjerg (2011) defines the case study through four characteristics: (1) the boundaries of the case, (2) the complexity, diversity, and depth of the case, (3) the developmental variables anchored in the time and place, and (4) the relationship of the case to the environment in which it acts. Guba and Lincoln (1981) define the case study as a framework that provides information, whose boundaries range from the description of an individual to the delineation of organizations, societies, and cultures, when the contents of the case study are determined by the research objective and questions. Patton (1990) sees the case study as a learning process of a certain unit – person, event, program, organization, certain time, fateful event, or community, without addressing the unit of analysis and its size. This definition represents an approach according to which it is customary to use a case study when the researcher is interested in describing and researching in-depth and in detail one unit of analysis defined as a “case”, in connection to a certain context in a comprehensive manner.

Jary and Jary (1995) add another viewpoint: they see the case study as an example of a broader phenomenon. In their opinion, case study explains a broader phenomenon and thus it is possible to produce from it generalizations and a broader argument. Yin (1981) says that the concept of case study is an experimental research that seeks to study a phenomenon in the fabric of everyday life, when the boundaries between the phenomenon and what is around it are defined only in part. Platt (1992) holds that case study is an accumulation of rich data

collected intensively. These data present many diverse aspects of a certain case with emphasis of its uniqueness and concurrently its illumination in a comprehensive manner and not relative to certain single variables. The data that are collected shed light on the personal experiences and their meanings, present the history of the events, reveal life stories, and illuminate the internal and external social context in which the case is anchored.

The statements above indicate that the case study is the in-depth look at a unique case. It invites a broad and comprehensive approach and the use of a number of methods at the time of the performance of the research. These methods can be different types of interviews, observation, field work, analysis of documents, and so on (Sabar Ben-Yehoshua, 2016). Stake (2008) and Flyvbjerg (2011) emphasize that case study is not only a methodological choice. In their opinion, the researcher chooses this method since he chooses to learn the “case”, to focus on it, and to understand it, even if the case is a single person. The researcher who uses a case study seeks to collect information about the thinking and daily actions of people in the “case” he researches, the way in which people build and create their self and social awareness, and the way in which they hold interpretations called social structures (Phillipson, 1972).

Moreover, researchers will use a case study in cases in which they need to carry out a naturalistic and comprehensive research that addresses the culture and has an interpretative paradigm. They will do this also when they will ask to research a process (Denzin & Lincoln, 1994). Hence, the case study is anchored in the outlook of the qualitative research paradigm, linked to it, and influenced by it (Stake, 2005, 2008).

The statements above indicate that it can be said that the present research study is a case study since it will allow the educational situations of bilingual students with learning disabilities in the bilingual school of the Hand in Hand Association to be learned and known, both in personal terms and in organizational terms. It will allow the everyday life in the school to be revealed and will allow the examination of the situations in the fabric of everyday life. In addition, research of this type will allow us to know in-depth, to understand the processes that occur in the place, and to see the different viewpoints. In addition, this research study is limited in place (the bilingual school) and in time (the period of time of the research study). It will examine things relative to their social, cultural, and physical context. The case study will enable the collection of information about the thinking and everyday actions of the students, the parents, and the teachers and the school staff and management. It will enable to see how the figures mentioned build their self and social awareness and how they interpret things. It should be noted that educational frameworks serve as organizational frameworks suitable for case

studies in Israel and around the world (Yin, 2012). In addition, from the 1960s there has been steadily increasing use of case study in the education sciences (Arieli, 1989). Thus, the bilingual school also serves as a framework suitable for case study. This research will enable the viewpoint of the bilingual students with learning disabilities as a part of the institutional system. In addition, it will be possible to understand the educational and social reality in the classroom and in the school, the relations that are held between the teachers and the bilingual students with learning disabilities, and the relations between the parents of these students and the teachers and the relations between the children and their parents. Moreover, it will consult the approaches and cultural, social, economic, political, and educational characteristics that surround the child and the environment in which he lives and grows up. In addition, it will describe the experiences of the bilingual students with learning disabilities in the bilingual school and their reciprocal influences on the three systems: the chronosystem, the macrosystem, and the microsystem.

Hence, it is possible to say that it is desired to use in the present research study this research approach since the research aim is not to reveal the reality but to research different interpretations of the same reality, or in other words, different interpretations of scholastic situations of bilingual students with learning disabilities in the bilingual school. The database that was collected in the research study in different methods helped in the description and explanation of things in their multifaceted nature and complexity. In addition, the research will draw the information from the natural constellation and will base on the collection of the data from the object and on the object that is being studied. In addition, the process of the collection of the data and the analysis of the data necessitates complex, rich, and detailed description of the data that describe situations, thoughts, beliefs, observed behaviors, events, direct quotes from the research participants.

This research study is a qualitative research that addresses educational situations of bilingual students. The research study is a case study of the Hand in Hand bilingual school. The research study has two main research instruments: **the analysis of documents** and **in-depth interviews**.

Analysis of Documents

This is the analysis of different documents. In the context of **the chronosystem**, analysis is undertaken in the context of the dimension of the time in which a significant part of the research was carried out, the **period of the coronavirus in the all the world**. I analyzed

two documents: **Document 1:** Half of World's Student Population Not Attending School: UNESCO Launches Global Coalition to Accelerate Deployment of Remote Learning Solutions (UNESCO, 2020) and **Document 2:** How Can Teachers and School System Respond to the COVID-19 pandemic? Some Lessons from TALIS (OECD, 2020). In the context of **the macrosystem**, analysis is performed using the examination of the education system in Israel in two contexts. **The first context** is the perceptions and approaches of the education system. I analyzed the legal acts of greatest importance for the education system in Israel, it's means: **Document 1:** The Compulsory Education Law, 1949 (State of Israel, Archives, 1949); **Document 2:** The State Education Law, 1953 (State of Israel, Archives, 1953); **Document 3:** The Special Education Law, 1988, (State of Israel, Knesset Website, 1988) and the Amendments. **The second context** is the education system in the coronavirus period. I analyzed the legal acts of greatest importance for the education system, an emergency order in Israel in the period of the coronavirus pandemic. These are - **Document 1:** Lifestyles in the Education Institution in the Coronavirus Period – Guidelines for the Preparation of the Education Institution (Ministry of Education, 2020A); **Document 2:** Outline for the Conduct of the Students in the Elementary Schools: The Work Routine in the Coronavirus Period (Ministry of Education, 2020B). In the context of **the microsystem** I analyzed following documents: **Document 1:** The Educational Vision of the Hand in Hand Schools, **Document 2:** The Max Rayne Bilingual School, **Document 3:** Closing the Bilingual School and Distance Learning in the Period of the First Lockdown. (Hand in Hand Website, n.d.).

The analysis of documents is carried out according to the approach of Van Dijk (2001), which engages in critical discourse analysis.

Critical discourse analysis is a type of discourse analytical research that mainly “studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. With such dissident research, critical discourse analysts take an explicit position, and thus want to understand, expose, and ultimately to resist social inequality” (van Dijk, 2001, p. 352).

In other words, the approach of critical discourse analysis is an interdisciplinary approach, which sees language to be a type of social practice. Critical discourse analysis examines how social power relations connect and are strengthened through language, through the study of speech and text, when the social practice (nonverbal) and the verbal practice complement one another. In addition, it speaks mainly about the way in which social power

abuse, asymmetries, dominance, and inequality are carried out in different situations, such as education, politics, society, culture.

The analysis of every document in this research study addresses three components: **content, term, and opaque elements** (van Dijk, 2001). In addition, the analysis of every document belonging to the chronosystem, the macrosystem, and the microsystem addresses the following three questions:

- **What is the content of the document? What is the document about?**
- **What are the terms mentioned/appearing in the document? What is the language of the document?**
- **What are the omitted elements? Which elements were omitted? (see: van Dijk, 2001).**

In-Depth Interviews

In-depth interviews held **with the teachers** and staff of the bilingual school, **with the parents of the bilingual students** who have learning disabilities, and **with the bilingual students who have learning disabilities**. The in-depth interviews were held in two formats:

- Open-ended interviews held by FaceTime (through different applications) or face-to-face.

The aim of the in-depth interview is not to obtain answers to questions or to examine hypotheses. At the root of the in-depth interview is the desire to understand the experience of other people and the meaning that they attribute to this experience. The interview provides access to the cultural contexts of people's behavior, and therefore it provides the researcher with a way to understand the meaning of this behavior (Seidman, 1991).

The term "interview" includes a wide range of practices. On the one side of the continuum, there are interviews with high structure used for research surveys. These are interviews held meticulously with standard questions, and they are for the most part closed. This type of formal interview is often essential in order to ensure uniformity of the interview topics, uniformity that may be achieved through the use of standard general questions. At the other end of the continuum there are the open-ended interviews (Shkedi, 2003). This type of in-depth interview is more similar to a conversation than a structured and formal interview. In an open-ended interview, the researchers focus on a number of general topics in order to help informants reveal their story and present its meaning and their attitudes and opinions. In this

type of interview, the interviewers respect the way in which the informants structure and compose their responses and do not intervene in their direction (Flick, 1998; Marshall & Rossman, 1989; Mason, 1996; Seidman, 1991).

6.8. The Organizational Framework of the Research

Analysis of Documents

Stage 1

This research study uses the analysis of different documents, which were collected gradually by the researcher. These documents address three main systems in Bronfenbrenner's theory: the chronosystem, the macrosystem, and the microsystem.

The documents in the context of the chronosystem were collected gradually during the coronavirus period, which began in essence the day when the pandemic burst into our lives and has continued until today. The documents that were collected address this period of time. These documents for the most part engage in online or hybrid learning in the world in general in the coronavirus period.

The documents in the context of the macrosystem were collected gradually. They address two main aspects. The first aspect is basic documents that engage in the perceptions and approaches of the education system in Israel in general. The second aspect is documents that engage in the education system in Israel in the period of the coronavirus.

The documents in the context of the microsystem were also collected gradually. They address five main factors: formal factors, personal factors, environmental factors, teaching factors, and support factors. In addition, the documents address two main periods: the period before the coronavirus pandemic and the period of the coronavirus pandemic. Furthermore, it is possible to see that the documents in the context of the microsystem are composed of two types. **The first** is official documents and protocols, which reflect the perception, policy, and vision of the school. **The second** is announcements and emails sent to the parents and teachers from the school in the coronavirus period in the time of online or hybrid learning.

Stage 2

In this stage, there was the analysis of all the documents according to the approach of Van Dijk (2001), which addresses critical discourse analysis and addresses the following three components in every document: context, term, and opaque elements (what is omitted?)

In-Depth Interview

The in-depth interview is an open-ended interview.

Stage 1

There was the random appeal to teachers and staff members in order to hold an in-depth interview that included the presentation of the research, its objective, and the participant's informed consent to take part in the interview.

Stage 2

In-depth interviews were held with teachers on FaceTime or face-to-face. Some of the interviews were divided across a number of meetings.

Stage 3

There was a random appeal to parents of bilingual children with learning disabilities to hold an in-depth interview that included the presentation of the research, its objective, and the participant's informed consent to take part in the interview.

Stage 4

In-depth interviews were held with parents on FaceTime or face-to-face. Some of the interviews were divided across a number of meetings.

Stage 5

There was a random appeal to parents of bilingual children with learning disabilities for the purpose of holding an in-depth interview with their child, which included the presentation of the research, its objective, and the informed consent of the parents that their child can participate in the interview. In other words, the parents approved their child's participation in the interview.

Stage 6

There was coordination with the parents on accepted ways of contact with their children in order to set the date and place of the interview. Parents of young children asked that the contact with the children be through them. Most of them were present in the interview or during part of it. Parents of older children asked sometimes that the coordination of the time and place of the interview be directly with the child. Some of the parents were not present in the interview with the older child.

Stage 7

In-depth interviews were held with bilingual students who have learning disabilities on FaceTime or face-to-face. Some of the interviews were held over a number of sessions.

Below I present the points of interest (for interviews) emerging from the conversations with each surveyed participant: principals, teachers, parents and students;

- The vision, perception, and policy of the school before the coronavirus period;
- Principles arising in the context of the vision, perception, and policy of the school in the coronavirus period;
- The vision, perception, and policy of the school in the coronavirus period;
- The personal factors: the educational staff, the population of students in the school, the students with learning disabilities, the parents of the students with learning disabilities; the relationship;
- The environmental factors: the external appearance of the bilingual school, the work conditions of the teachers in the school, the learning environment in the school, the learning environment of the students and the teachers in the coronavirus period;
- The teaching and support factors: ways of teaching in the school, support factors in the school, ways of teaching and support for students with learning disabilities, the inclusion of students with learning disabilities in the school.

6.9. The Ethical Dilemmas Appearing during the Research

Another most important component that the researcher must be aware of and must address with seriousness is the ethical moral aspect. This is because the engagement in issues that entail people in general and the research framework in particular entails ethical issues that require prior reference already when preparing and performing the research. From a philosophical perspective, the term ethics aims at the theory of morality, the theory of behavior, a field that researches the morality and especially the different types of thinking that guide human behavior and in light of which it is possible to evaluate it. The ethical perception also includes a system of rules that determines the patterns of the desired and correct behavior, primarily of a certain group or a certain subject, or in other words, the principles accepted for moral behavior (Bogdan & Biklen, 1998; Dushnik & Sabar Ben-Yehoshua, 2001).

The ethical issues that arose as the present research study was carried out are as follows:

1. The participants must know about the present research study and participate in it willingly. They must understand the research characteristics and the risk entailed by the process.
2. The research participants must not be exposed to risks greater than those that exist in any event in their everyday life. There are respondents in the present research study who are exposed to different risks in their everyday life and in their environment, and therefore it is necessary to examine that the interview will not expose them to additional risk.
3. The lack of agreement of the respondent to participate in the research will not harm the system of relations between him and his environment and the bilingual school community. The respondent should not be forced to participate in the research and the information given without his permissions should not be used.
4. Respondents who expressed their consent to participate in the research need to know that there is no promise of any benefit for the respondent who participates in the research. In other words, respondents who participate in this research study need to know that they will not receive special benefits because they expressed their consent to be interviewed.
5. Anonymity. The respondents' identity must be protected, especially when referring to this research on children known in the bilingual school and in families known in the school community, so that the information collected will not embarrass them or harm them. It is especially important to be careful when sharing information with people from the school community. People who belong to the school community may use the information for their personal needs.
6. It is necessary to refer to the respondents respectfully and to work to collaborate with them. It is important that the respondents know the goal of the present research study and confirm ahead of time their participation. Special sensitivity is required in this research with the population of bilingual students who have learning disabilities, which is a most sensitive and vulnerable population. It is prohibited in every situation to lie to the participants or to record them secretly, without their consent.
7. It is necessary to clarify the conditions of the consent to the research participants and those who confirm their participation. In addition, it is required of me as a researcher to act according to the contract and conditions set.
8. As a researcher, I must tell the truth in the writing of the findings and be loyal in the reporting to the findings and data. The invention or destruction of data is an offense.

The difficulty that may arise in such a situation is that it is possible that the findings that will arise from the research will not suit the mood of factors from the school community. They may not agree with the findings and even object to them. However, I must be faithful to the data found in the research and validate in the writing of the findings, although they may awaken objection in the school community. It is important that I will be aware of this and will not be afraid of the exposure of the data obtained (Karnieli, 2010).

9. Qualitative research is described as a collaborative system of relationships between the researcher and the research respondents (Dushnik & Sabar Ben-Yehoshua, 2001), a collaborative system of relationships, based on “I-you” relationships. It is characterized by the meeting between partners who develop and are empowered from the dialogue occurring between them (Gadamer, 1996). Such a relationship depends on the existence of a number of conditions: mutual respect, shared interest, attention, openness, and personal consideration of the partner’s needs. The researchers’ obligation in the qualitative approach is to aspire to create these conditions when going to carry out a research. In addition, the researcher must cope with ethical issues that arise from being a partner in such a system of relationships, for example, maintaining the boundary between interview and treatment during the collection of the data, maintaining the boundary between involvement, integration, and empathy and reasonable social distancing and critical thinking, and so on. Thus, the researcher in the present research study needs on the one hand to create the conditions for a collaborative system of relationships between the researcher and the respondents and on the other hand to maintain the research boundaries, for example, to maintain the boundary between involvement and partnership with the respondents and bilingual school community and a certain social distance from the community, to maintain the boundary between an interview with a participant and treatment of the participant, to be a partner in what occurs in the community but not to be a member in the community and to create friendships with members of the community or respondents (Dushnik & Sabar Ben-Yehoshua, 2001).
10. According to Lincoln and Guba (1985), the qualitative researcher chooses to use himself and other people as the main instrument for the collection of information. In their opinion, only the human instrument has the characteristics necessary for dealing with a vague and unclear situation. In other words, the person’s uniqueness as a research instrument lies in his ability to absorb the dynamics and diversity of the

characteristics of the human experience. The person has the ability to respond and is characterized by sensitivity and ability to address all the environmental and personal hints that arise during the research. Thus, in qualitative research there may be risks because of the researcher's involvement in the researched reality, for example, the subjective observation of the research arena and informants (Woods, 1996). Woods (1996) proposes to maintain some social distance as a means of safety against these risks. In addition, the research literature recommends the adoption of objectivity (Jorgensen, 1989; Patton, 1980; Woods, 1996). Hence, the researcher in the present research study needs to be aware of these risks and find the golden path between involvement and participation in the researched reality and some social distance and critical thinking. In other words, the researcher in the present research study must be an inseparable part of the investigation and concurrently also separate herself from the situation in order to think again about the meanings. As Patton (1980) maintains, to understand the world it is necessary to become a part of it and concurrently to remain separate from it, to belong and to be distinct. Thus, in the essence, the researcher in the present research study can maintain an objective viewpoint.

Each participant of my research project has signed an informed consent to participate in the research. It contains information about: 1) the possibility of withdrawing from participation in the research at any time and without any consequences for the participant; 2) there was additional information for students about the possibility of seeing a psychologist in case a student feels such a need; 3) information that interview recordings will only be available to the researcher; 4) information about the storage time of research materials – until the defence of the author's doctoral dissertation.

6.10. Data Analysis

The research study is a qualitative research. The analysis of the qualitative data includes analysis of two main research instruments: the first is an in-depth interview and the second is document analysis. The in-depth interview includes the qualitative analysis of open-ended interviews with teachers and staff members in the bilingual school, parents of bilingual students with learning disabilities, and bilingual students with learning disabilities. Moreover, the analysis of the data includes the qualitative analysis of the documents in the context of the three systems: the chronosystem, the macrosystem, and the microsystem.

This process of analysis includes a number of stages that are built and rely on one another. However, the aspiration is that after the organization of the materials and the collection of the information it will be possible to develop codes for the categories. In other words, there is a process of the classification and re-organization of the information according to the topics, processes, events, and so on. This process of coding is composed of a number of stages:

1. Learning about and getting to know the data that was collected. This stage includes the comprehensive reading of all the protocols, official and nonofficial, in order to obtain a comprehensive and whole picture.
2. The analysis of the documents is carried out according to the method of Van Dijk (2001), in the context of the following systems: the chronosystem, the macrosystem, and the microsystem.
3. The analysis of the data in the context of the chronosystem addresses the period of the coronavirus.
4. The analysis of the data in the context of the macrosystem addresses the perceptions and approaches of the education system and the education system in the coronavirus period.
5. The analysis of the data in the context of the microsystem is performed in the context of the following **four factors**:

A. Formal factors

These are factors that address **the perception, policy, and vision of the bilingual school**. The following documents are analyzed: **Document 1**: The Educational Vision of the Hand in Hand Schools (Hand in Hand Association (n.d.). The Educational Vision of the Hand in Hand Association), **Document 2**: The Max Rayne Bilingual School, **Document 3**: Closing the Bilingual School and Distance Learning in the Period of the First Lockdown (Hand in Hand Website, n.d.);

B. Personal factors.

These are factors that address the following aspects:

- **The organizational context** (the background of the school and management changes in the schools),
- **The context of the educational staff** (background of the teachers, relations between educational staff members, and teaching in pairs of teachers),

- **The context of students with learning disabilities** (their relations with their teachers, their relations with their parents, their relations with their friends, integration of the students in the school).

c. Environmental factors

These are factors that address the external appearance of the bilingual school, the work conditions of the teachers in the school, the learning environment in the school, and the learning environment of the students and the teachers in the coronavirus period.

d. Teaching and support factors

These are factors that address:

- The ways of teaching and support for the students with learning disabilities,
- The inclusion of the students with learning disabilities in the school.

The analysis of the data in the context of the microsystem addresses two main periods: the period before the coronavirus period and the coronavirus period.

6. The categories that represent topics that arise from the interviews and documents are built (Strauss & Corbin, 1990).
7. There is the repeated reading of the organized data, transfer of the data as needed, change of codes, removal and unification of categories, and so on.
8. Mapping analysis. The aim is to find relationships between the different categories and to create a connection between the categories. The mapping analysis addresses intensively the initial categories and arranges the data in new ways through the creation of relationships between the categories and between the categories and their subcategories. It focuses on the relationships between every category and the other categories. Shkedi (2003) adds that following the mapping analysis there is the focused analysis based on it. The focused analysis is a process through which the researchers arrange the categories into a story line through the focus on a main category and the accompanying categories. In other words, in the process of the building of main categories, the researchers use the categories created in the mapping analysis and search for the topic, the issue, or the main problem in the researched phenomenon for the purpose of the choice of the main categories.
9. The theoretical stage. The aim of this stage is to provide a theoretical explanation about the way in which the different participants experience the phenomena and events. In other words, the aim is to build theoretical conceptual descriptions and explanations of

the researched phenomena. In this stage, there is the possibility of bringing the data to a higher level of generalization beyond the specific case (Bogdan & Biklen, 1998).

Ways of Strengthening Reliability and Validity

- Many repetitions in the use of the research instruments in order to thicken the data. The multiplicity of interviews and lengthy stay in the research field in order to enable the exposure of repeated phenomena, such as patterns of action (Dey, 1993; Fetterman, 1989).
- Accurate recording and reporting of the interview and all accompanying materials, to check for a match between what is happening and the report. The documented materials ensure that phenomena that turn out to be patterns are indeed such (Yin, 1994).
- Construction of a database and saving of the analysis documents as a means of control. The collection, cataloguing, and placement of materials as well as making them accessible to other researchers and readers enable follow up after the processes and ways that led the researcher to the results and conclusions. (Guba & Lincoln, 1981; Miles & Huberman, 1994; Yin, 1994).
- Presentation of the materials and consultation, which form for the researchers from the academia a return to the field and consultation with research factors (Guba & Lincoln, 1981; Miles & Huberman, 1994; Yin, 1994).
- Meticulous analysis and triangulation. The present research study made use of two main research instruments for the collection of information: analysis of documents and in-depth interview. The use of these research instruments enables the cross-referencing of the data and different viewpoints in order to better understand the research topic. In addition, a meticulous analysis of documents was performed.

7. Results and Findings – The Analysis of Documents

The analysis of documents in the present research study was performed according to the approach of van Dijk (2001), as reviewed in the chapter of the methodology. I want to analyze three types of documents that have impact on the educational situations of bilingual students with learning disability in Israel. These documents are connected to the chronosystem, the macrosystem, and the microsystem (Bronfenbrenner, 1979).

The analysis of every document in this research study addresses three components: **content, term, and opaque elements** (van Dijk, 2001). In addition, the analysis of every document belonging to the chronosystem, the macrosystem, and the microsystem addresses the following three questions:

- **What is the content of the document? What is the document about?**
- **What are the terms mentioned/appearing in the document? What is the language of the document?**
- **What are the omitted elements? Which elements were omitted?** (see: van Dijk, 2001).

In the first section of the chapter, I discuss the documents belonging to the chronosystem. In the following section, I discuss the documents in the context of the macrosystem, and in the third section, I discuss the documents related to the microsystem (Bronfenbrenner, 1979).

7.1. Analysis of Documents in the Context of the Chronosystem

This stage addresses the analysis of documents in the context of the chronosystem, which influence the educational situation of bilingual students with learning disabilities. It appears that these documents have a primary characteristic: they focus on the educational sector in the period of **the coronavirus pandemic** around the world.

In this part, I chose to focus on two important documents **in the context of the chronosystem**. These documents belong to two well-known global organizations that strive to promote international cooperation in the field of education, UNESCO (*The United Nations Educational, Scientific and Cultural Organization*) and OECD (*Organization for Economic*

Co-operation and Development). The two documents¹¹ address the following topics: the closure of education systems around the world, the implications of the closure of the education institutions, education from the home and distance learning, and the use of technology for teaching and learning in the period of the coronavirus pandemic.

The first document describes the actions and steps of UNESCO in the international dimension in the coronavirus period on the topic of distance teaching and education from the home and addresses the implications of the closure of the education institutions around the world, especially on the students and their parents, because of the coronavirus pandemic. The second document addresses the responses of the teachers and schools to the coronavirus pandemic and ways of coping with it, the teachers' needs, the technological and digital means required for online learning and distance teaching, quality of the teachers and the teaching, and empowerment of the teaching workers.

I selected these documents since they are important documents of two central organizations that are well known around the world, which work towards international cooperation in the field of education, and engage in education and distance learning in the coronavirus period, in the first days of the outbreak of the pandemic in most countries and the closure of education institutions in the world. These documents address the two main partners in the process of education from the home and distance learning: **first**, the students and their parents, and **second**, the teachers and the schools.

In addition, it appears to me that the objective of the documents is identical. Both aspire to create equality of opportunities for all the students in all education systems in the world in the coronavirus pandemic period and in the days of distance learning and education from the home, especially for the weakest students and their family members. Furthermore, the two documents call for international cooperation on this topic.

From this, I learn that the two organizations, UNESCO and the OECD, work in the international arena to prevent inequality in education. In my opinion, this action is important and worthy of appreciation.

¹¹ I am aware that the Convention on the Rights of Persons with Disabilities of 13.12.2006, in particular Article 24 of the Convention, plays a very important role in the education of people with disabilities. Due to the 'basic' nature of the document, I decided to omit its analysis.

**Document 1: Half of World's Student Population Not Attending School: UNESCO
Launches Global Coalition to Accelerate Deployment of Remote Learning Solutions
(UNESCO, 2020)**

1. What is the content of the document? What is the document about?

According to this document, which was published by UNESCO on March 19, 2020, it appears that in the period when the coronavirus pandemic started in most countries of the world, more than 850 million children and adolescents (about one-half of the student population) were forced to be distanced from the schools and universities following the outbreak of the COVID-19 pandemic. Nationwide closures of educational institutions in 102 countries and local shutdowns in another 11 countries were seen. In addition, the document notes an increase in the number of students who will not study in education institutions in light of the coronavirus situation in the world.

It is possible to see that this situation constitutes a great challenge for the educational sector. In addition, it is apparent that many countries attempted to find different solutions for distance learning, ranging from video lessons to programs on the radio and television.

Moreover, it appears to me that UNESCO acts in the international dimension in two main channels:

1. Creation of a global education coalition for COVID-19, which brings together different partners, including Microsoft and the global mobile communication system, in order to help countries around the world build systems of distance learning, minimize educational disruptions, and maintain social networks and contact with the learners. The creation of such a coalition will ensure a global response, rapid and customized, that will provide a response to the immediate needs and will provide learning to all the children and adolescents in an equal manner in the world, since a situation was created in which the inequality in society increasing in light of the closure of schools. It is possible to say that this course will increase the range of distance learning and will make the education system more flexible, innovative, and open.
2. The establishment of a COVID-19 task force in order to provide consultation and technical assistance to the governments that act to provide education for students who are found outside of the school. The organization also holds regular virtual meetings with the ministers of education around the world in order to share experiences and prioritize needs.

According to UNESCO (2020), the main implications of the closure of the education institutions are:

1. Disruption of the learning continuum. Naturally, the main influence is the harm to the students' study routine in the education institutions. This disorder tends to be more severe for students from population groups that have more limited learning possibilities outside of the school.
2. Fear of the increase of dropping out and disconnection from the studies. The challenge entailed by the return of students at risk of dropping out to the regular attendance in the education institutions and the involvement in the studies increases when there is a lengthy break during the school year. Thus, it is noted that the education institutions frequently provide a protected environment for children and youths at risk and without them the risk they face increases.
3. Gaps between the parents in the dealing with the management of learning tasks and deployment of distance learning. Parents often seek to make their children's learning at home easier and to help them, since the schools are closed. It appears that there are parents who may have difficulties with the management of learning tasks and the deployment of distance learning for their children, in particular those whose education and resources are relatively low.
4. Digital gap reflected in the different level of access to the digital learning portals and technological learning means. The absence of access to technology or the absence of a good connection to the Internet constitutes an obstacle for the continuation of the learning, especially for students from weak families.
5. High economic costs. Working parents tend to miss days of work in order to care for their children who remained at home since the schools are closed. This causes them the loss of salary and a decrease in work productivity.
6. Gaps in the care of the children: Working parents often leave their children alone at home, since the schools are closed. This may lead to risky behaviors on their children's part, including increased social pressure and drug use.
7. Social isolation: The schools are focuses of social activity and human interaction. When the schools are closed, many children and adolescents miss the social connection vital to learning and development and may feel socially isolated.
8. Nutrition: Many children and adolescents are fed by the meals provided in the school for free or at reduced cost, and this is how they are nourished. When the schools are closed, their nutrition is compromised.

The data presented above indicates, in my opinion, that UNESCO operates in the international dimension in a period in which many schools around the world are closed and students learn remotely, in their homes, in order to create a global educational coalition that brings together different factors with the aim of helping different countries around the world build systems that enable distance learning and minimize educational disruptions and in addition enable a relationship with the students and the maintaining of social networks. This goal is worthy and very important in my opinion, since it allows peer learning of countries from one another, connection between factors from different worlds, for example, educational worlds and technological worlds, and creation of equality of opportunities for children and adolescents in education, even in distance learning, especially for students who come from underserved populations. Moreover, UNESCO works to establish a COVID-19 task force to provide counseling and technical assistance to governments that strive to provide education on an equal basis to students found outside of the school. The organization also holds regular virtual meetings with education ministers around the world in order to share experiences and prioritize needs. This action also deserves appreciation in my opinion, since it builds a team that will provide international support and counsel to countries on the topic of education and distance learning. In addition, it creates a framework in which the education ministers from around the world meet virtually, participate and share experiences, and speak about needs. This is a framework that creates an international forum of education ministers who learn from one another, share experiences, approaches, and information, and think together about the needs.

I think that the actions of UNESCO in essence create a “supra framework” for the countries of the world in the educational aspect, which supports the countries during the coronavirus period, creates connections and relationships between them, enables peer learning, sharing of experiences and information, and thinking about shared needs. I can say that it in essence it is a “supra framework” that creates important international educational forums, which enable discourse and consultation between the countries on the topic of learning during the coronavirus period in general and thinking about ways that will allow distance learning in particular. In addition, it connects to other international factors, such as technological companies, in order to help them think about technological systems and infrastructures, which will enable distance learning for all the students in the educational systems in different countries around the world.

Furthermore, it addresses the main implications of the closure of the educational institutions around the world. It addresses important and central topics, in my opinion, that

arise from different countries in the world because of the closure of educational systems, when it is important to be aware of these issues, to discuss them, and even to think together what can be done on the matter and how it is possible to improve. In addition, this document addresses different situations that are created as a result of distance learning among children and adolescents and among their family members around the world, for example, social isolation and risky behaviors of children, deterioration of the situation of youths at-risk, harm to the students' nutrition, difficulty of parents in the management of learning tasks and the deployment of distance learning for their children, and so on. Different complex situations, which, in my opinion, are important to address, be aware of, and think about ways to improve, are the situation of the students, the situation of the students, and the situations of the parents in the period of the distance learning.

However, I see this document **does not focus on the “special populations” of students, such as students with special educational needs, students with learning disabilities, bilingual students, students of different cultural backgrounds,** and so on. The document presents general implications of closing education institutions around the world on the students, but it does not address the implications of the closing of educational institutions relative to the population of students with special needs, students with learning disabilities, or bilingual students, since, in my opinion, the aim of this document is to present the global implications and the general influences of the closure of the education **systems around the world on the students and their parents and not on specific populations,** such as students with learning disabilities. I think that data should be collected also on the implications of the closing of the education institutions among children with special needs or with learning disabilities and in addition among bilingual students in general and bilingual students with learning disabilities in particular.

2. What are the terms mentioned/appearing in the document? What is the language of the document?

The following table presents the terms mentioned/appearing in the document and an explanation of them.

Table Number 1: The Terms in the UNESCO Document (UNESCO, 2020)

<u>Term in the Document</u>	<u>Meaning</u>
-----------------------------	----------------

“COVID-19 task force”	UNESCO establishes a COVID-19 task force in order to provide advice and technical help to governments that are providing education to students who are found outside of the school.
“Global COVID-19 Education Coalition”	UNESCO creates a global education coalition for COVID-19, which brings together different partners from around the world, including factors from the world of education and the technological world, such as Microsoft and the global mobile communication system, in order to help different countries in the world build advanced digital systems for distance learning and communication with students and among them.
“Exponentially”	The students’ difficulties steadily and rapidly increase as the schools remain closed for a longer period of time and the students study from the home.
“Interrupted learning”	The disruption in the learning continuum and the learning routine of students, upon the closure of the education institutions in the COVID-19 period, especially in disadvantaged populations.
“Nutrition”	Many children and adolescents are nourished daily by the meals provided for free or at reduced cost in the schools.
“Protection”	Education institutions frequently provide a protected environment for children and adolescents at risk.
“Distance and home schooling”	Distance learning and home learning of students in days in which the schools were closed in the period of the coronavirus pandemic.
“Digital learning portals”	The different level of access of students to the digital learning portals and technological learning means creates a digital gap between different populations of children.
“Rise in dropout rates”	The rise in the number of students who drop out from the school because of the lengthy closure of the educational institutions in the coronavirus period.
“Social isolation”	Children and adolescents who did not come in contact with their friends and were not in an interaction with them since they were in isolation and since they stayed in their homes for long periods of time, because of the closure of the education institutions in the coronavirus period.

Own work: Idit Perelmutter

Language of the Document

In my opinion, the document is written in clear and friendly language for different readers. It presents UNESCO’s outlooks and actions in the educational dimension in the world in clear language. In addition, it describes the implications of the closure of education institutions in the world in simple, not syntactically complex sentences, which are well understood by the readers. In addition, the terms mentioned in this document are known to some of the people in the world, since they use this language in their everyday life. I think that concepts are written in simple and accessible language that is understood by some of the readers. In cases in which the readers cannot understand the meaning of the terms, they can

understand their interpretation from their context since they are explained in the context, so that in my opinion it is not necessary to know the exact meaning of the concepts in the document and it is possible to be helped by the context to focus on the interpretation.

3. What are the omitted elements? Which elements were omitted?

According to this document, as mentioned earlier, UNESCO acts in the international realm to establish a COVID-19 task force in order to provide the students with education and learning, when the schools and educational institutions are closed. In addition, UNESCO works to create a global educational coalition for COVID-19, which brings together partners from different fields and diverse states in order to help countries build systems for learning and distance communication. Moreover, it is mentioned that the ministers of education of all the countries will meet virtually to share information, share experiences, and think about needs in this period. In my opinion, many questions arise from **the document and do not have a clear and unequivocal answer in the text**. Questions that remain open in my opinion are as follows. Which are the countries that will be partners in the global educational coalition and will consult with the COVID-19 task force? Are there countries that are not members in the coalition and do not consult with the UNESCO task force on the topic of the coronavirus? If so, what are the reasons? Are there countries that UNESCO prevents from participating in the global educational coalition and from consulting with the team it established? How will this staff operate? How will the coalition act and form? How will connections be made between countries and factors in the digital and technological world? Does UNESCO have an interest in connecting between countries and certain technological and digital factors in the world? Why did UNESCO choose to consult these technological factors and not other factors? Are the encounters of the education ministers from all the countries on the topic of COVID-19 open to all the states or are there states that cannot join the meetings? If so, what is the reason for this? Thus, according to this document many important questions arise in my mind and do not have answers.

Moreover, I think that this document addresses the main implications of the closing of the education institutions around the world in general but does not describe specifically **the implications of the closing of the education institutions in every state and does not compare between the data of countries**, so that if there are no data in my opinion it is not possible to obtain a specific picture of the situation of every country as well as data on the successes in certain countries, which may help, in my opinion, other countries learn from successes on the issue of distance learning. In addition, it is impossible to obtain information

on the difficulties in every state and even to learn about ways and approaches that were developed in every state for the effective and good coping with the closure of education institutions such as learning from the home or remotely, learning in a forest or in a garden, and so on. In addition, it seems to me that this document does not engage in the implications of the closure of education institutions among different populations of students, such as special needs students, learning disabled students, bilingual students, gifted students, immigrant students, minority students, and so on. I believe that it does not describe at all how the closing of the education systems in the world influences educational situations of bilingual students and learning disabled students, and in addition it does not focus on the implications of the closing of the education institutions on bilingual learning disabled students. **In my opinion, it is important to collect information on the implications of the closing of the education institutions among different populations in general and among students with special needs and/or students with learning disabilities and/or bilingual students in particular, in order to obtain a general picture of the situation, to see what are the successes and what are the difficulties, and to think together what more can be done on this matter.**

Document 2: How Can Teachers and School System Respond to the COVID-19 pandemic? Some Lessons from TALIS (OECD, 2020)

1. What is the content of the document? What is the document about?

On March 23, 2020 the OECD published this document, which describes how the present crisis in the educational sector in the world in the period of the coronavirus pandemic reveals and increases the inequality that exists in the educational systems, ranging from the access to high speed Internet and end devices required for online learning, through the supportive environment required for focus on the learning, to the gaps in the quality of the teachers and the teaching. It calls for international cooperation, the use of learning technologies, and the empowerment of teaching workers, in order to moderate the influences of the crisis, especially for the weaker students and their family members.

It is possible to see that this document from the OECD discusses the following topics:

1. Advanced technology. Many schools around the world are equipped with a minimum of the technology required for online learning. It appears that the absence of digital technology or the lack of correspondence of digital technology to online learning inhibits the remote learning of students.

2. The use of technological means in the class at a higher frequency among the teachers. It appears that not only young teachers and teachers who experienced technological training need to use technology at a higher frequency in the class but also all the teachers in the educational sector in the world. The argument is that in the present crisis all the teachers need to be involved in the technological field and to know to use this platform. In addition, they need to obtain training in the field in diverse ways. The use of technological means leads not only to change in the methods of teaching and learning but also to change in the perception of the teacher's role, since the teacher no longer inculcates knowledge in the students but is also a partner in the creation of knowledge, as a coach, a mentor, and an evaluator. In addition, these technological means may support new ways of teaching, which focus on the learners and see them to be active participants in the learning. Furthermore, these instruments enable the teachers and the students to access diverse materials, beyond the textbooks, and in ways that may bridge between space and time.
3. The empowerment of teachers leads to change and innovation in the teaching and learning. The assumption is that it is necessary to grant the teachers and education leaders greater autonomy in their work, since they have the ability and expertise to lead to change and innovation. It is possible to say that this autonomy will enable teachers to cope with the present crisis, which requires of them not to reconstruct their lessons on another medium, but to find totally new responses to what people learn, how they learn, where they learn, to understand what belongs to whom, and even to know to continue onwards. It appears that most of the teachers in the schools are open to changes and aspire to develop new ideas for teaching and learning, but they need to feel that they and their abilities are trusted, that they are supported openly and they are given greater autonomy in their work. Thus, if we give them the feeling that we rely on them and their abilities, we trust them, we support them, and we give them autonomy, then in essence we empower them and we cause them to lead to changes and innovation and to develop new ideas in teaching and learning, ideas that until now were hidden in them and did not leave them, since they were not trusted, not supported, and not allowed autonomy in their work.
4. Maintaining the social fabric of the schools and communities. The students' success during the period of distance learning or learning from the home, especially of children from underserved groups, depends critically on maintaining a close relationship with their teachers. In the present crisis, schools need to provide teachers with ways that

will allow them to remain close to one another socially although they are far apart physically, so that they can be in a close relationship with their students. Hence, keeping a close relationship between the teachers and their students increases the teachers' need to connect among themselves. It appears that one of the ways that enable keeping a relationship between the teachers is the use of technological means. The use of such means can help the teachers increase the cooperation between them far beyond the boundaries of their school, for example, through the creation of communities of teachers (local or from different countries) on diverse digital platforms. It is possible to add that the use of technological and digital means can broaden the teachers' range of teaching, create communities of teachers, create collaborations, and connect between teachers who are physically distant from one another.

5. To redefine the term "leadership". In the coronavirus period, the need arises for effective leadership at all levels in the education system. It appears that in this period it is necessary to redefine the meaning of the term "leadership". Today the meaning of leadership is that which strives for social change and has imagination in the setting of policy, which can use the trust it receives from society to lead to effective change. This is leadership that knows to focus the appropriate resources, which builds different abilities, which creates the proper climate for educational policy, which looks ahead and builds responsibility among different factors, leadership that enables and encourages innovation and development, instead of obedience. This is leadership that can show another the right direction and pave the way to learning in the 21st century. It is possible to see that this type of leadership exists among leaders of different schools in the coronavirus period – leaders who provide a solution to immediate needs of students, families, staffs, and communities, with preparation and adjustment to changes in their world of learning and teaching. These school leaders establish staffs for emergency times, provide daily updates on social media, touch bases with their faculty and staff members, see which additional resources they need and prioritize them, and are good in cooperation and effective in collaborative work.
6. Gratitude to the teachers who dedicate their lives to helping the next generation to realize their dreams and shape our future.
7. Inequality in the education systems in the world in the coronavirus period. From the access to high speed Internet and end devices required for online learning, through the supportive environment required for focus on the learning, to the gaps in the quality of the teachers and the teaching. The inequality focuses especially on the

disadvantaged or excluded populations, which do not have access to the digital learning resources and technological infrastructures or lack the supportive environment necessary for learning. According to this document, the OECD calls for international cooperation with companies that engage in the technological field, on the topic of access to online educational resources and digital learning platforms (which are open to all), in order to create equality of opportunities in education, in particular for students from weaker populations, and in order to create opportunities for digital learning for teachers and to encourage collaboration between teachers, who are beyond the boundaries of their school and their country .

The above statements indicate that the content of this document published by the OECD addresses the very important and significant topic that is relevant to the entire world – inequality in education. In addition, it calls for international collaborations on the topic of learning technologies and digital means, in order to allow every student equal access to education and learning, especially students from weak populations. In addition, it describes how teachers and schools can respond to the coronavirus pandemic and the ways of coping at their disposal in this period. This document also addresses the population of teachers in the coronavirus period. It presents their needs and the ways in which it is possible to meet them. Moreover, it brings an exceptional approach in these times, which calls for the teacher's empowerment in different and diverse ways: to create opportunities for digital and technological learning for teachers, to encourage collaborations between teachers inside and outside of the school, to provide the teachers in the school with ways that will allow them to be in contact with one another and close socially, to change the attitude to the teachers – to trust them, to give them support, and to give them autonomy, to encourage the teachers to change and innovation, to see the leadership in the school leaders in the coronavirus period, etc. Moreover, it calls to be grateful to the teachers in these times, since they dedicate their life to help their students. This request is very special in my opinion, since the teachers' public in the world is working in the coronavirus period around the clock, intensively, and putting forth considerable efforts. The teachers listen to the parents and students' needs, provide answers to the different families, think about diverse ways of teaching and learning, sometimes without training in the digital field, and so on. However, many teachers do not receive words of appreciation for their willingness, their recruitment, and their work, even in the time of the coronavirus, both on the part of the public in their country and on the part of their superiors. Many of them even are accorded a condescending attitude on the part of their environment in

their everyday life, since the teacher's value in society's eyes is low. Thus, this approach in my opinion is exceptional, since it empowers the teacher and breaks her perception in society's opinion. In addition, it focuses on the teachers' needs and ways of coping with their needs. It should be noted that for the most part the public discourse in education addresses the students and not the teachers, while this document addresses the teachers, which is important and worthy in my opinion.

Moreover, I see that this document addresses the needs of students from weak populations in general to allow them equality of opportunities in education. However, it does not address specific weak populations such as students with special needs, students with learning disabilities, bilingual students, bilingual learning disabled students, and so on. In my opinion, it is worthwhile and important to address these students' needs, so as to know what their specific needs are and how it is possible to provide answers, as well as to know whether these populations of students receive the equality of opportunities in education, like other populations do not receive for different reasons. If they do not receive, it is important to understand the causes of the phenomenon and how it is possible to cope with them, and it is important to know for example the answers to the following questions. Do the bilingual students with learning disabilities have access to technological means that allow them to learn? If not, what do they need and what can help them? I think that it is worthwhile to know the answers to these questions in order to obtain a picture of the situation of the bilingual population with learning disabilities and to understand what its needs are and how it is possible to help it.

Moreover, it appears that in this document there is no reference to the topic of how teachers and schools are supposed to teach students with different unique needs in the coronavirus period, how teachers and schools are supposed to work with students who have special needs or learning disabilities in this period, and how they are supposed to work with bilingual students or bilingual students with learning disabilities. I think that there should be reference to this aspect, that there should be a document that will explain how teachers are supposed to work with these populations of students in the coronavirus period. Furthermore, it is necessary to think what are the teachers' needs in their work with these populations and what are the ways that will help them deal with their needs and difficulties in the coronavirus period. In my opinion, it is necessary to address their specific needs in their work with these populations, which are different from the needs of teachers who work with the regular population of students.

2. What are the terms mentioned/appearing in the document? What is the language of the document?

The following table presents the terms mentioned/appearing in the OECD document.

Table Number 2: The Terms in the OECD Document (OECD, 2020)

<u>Term in the Document</u>	<u>Meaning</u>
“Inequities in education systems”	Inequality in education in the coronavirus period, which is expressed from the access to high speed Internet, computers, and technological devices needed for learning, through the supportive environments necessary for focus on the learning, to gaps in the quality of the teachers and the teaching, especially for students from weak populations.
“Breakdown of our education systems”	The intention is that there may be a situation in which the inequality in education will lead to a collapse of the education system in the coronavirus period or following it, especially among the weakest students and their family members. People can create equality of opportunities in education for all students through the awareness and systemic and collective recruitment, which will also allow the weakest students to learn in their homes or learn from a distance in the coronavirus period and in times when the schools are closed.
“Leveraging technology”	The meaning of advanced technology addresses two aspects. <ul style="list-style-type: none"> - Digital technology that enables online learning in the schools. It appears that many schools lack digital technology or are characterized by technology that is not suited to online learning. - The teachers will use technological and digital means in the class at a higher frequency, will undergo appropriate training in the field, and will know to use this platform. The use of technological means in the classroom can support new ways of teaching and enable access to diverse materials. In addition to these tools, the students will be enabled to become active and independent learners.
“Empowering teachers and enabling innovation”	The empowerment of teachers in the schools enables change and innovation among them in the teaching and learning. In other words, when a teacher feels that others trust in him and his abilities, support him, and grant him autonomy in his work, then he will feel empowered and will feel that he can lead change and innovation in teaching and learning, develop new ideas, and so on.
“Upholding the social fabric of schools and communities”	The success of students during the period of distance learning or learning from the home, especially children from underserved groups, depends significantly on maintaining a close relationship between the teachers and their students. Thus, maintaining a close relationship between the teachers and their students increases the teachers’ need to connect among themselves. Hence, the schools need to provide the teachers with ways that will allow them to remain in close to one another socially. It appears that one of the ways of doing this is the use of technological means. The use of such means can help teachers increase the collaborations between them far beyond the boundaries of their school.
“Redefining leadership”	It appears that it is necessary to define the term “leadership” in the educational sector in the coronavirus period since the need arises for effective leadership at all the levels in the education system. The meaning of leadership in these days is that it aspires to social change and has

	<p>similarity in the setting of policy, which can use the training it receives on the part of society in order to lead to effective change. This is leadership that knows to focus the appropriate resources, which builds different abilities, which creates the proper climate for educational policy, which aims ahead and builds responsibility among different factors, leadership that enables and encourages innovation and development, instead of obedience. This is leadership that can show another the right direction and pave the way to learning in the 21st century. It is possible to see that this type of leadership exists among different school leaders in the coronavirus period.</p>
--	---

Own work: Idit Perelmuter

Language of the Document

In my opinion, the document is written in clear and very user friendly language. It describes how the present crisis in the educational sector in the world in the coronavirus period increases and reveals the inequality in education in clear language. In addition, it calls for international cooperation, the use of technologies and digital means for learning and teaching and for the empowerment of teaching workers in ways to moderate the influences of the crisis, in simple sentences, which are not complicated syntactically and grammatically, which can be understood by some of the readers. Readers who do not understand certain terms can focus on the meaning from their context in the text without knowing their exact interpretation.

3. What are the omitted elements? Which elements were omitted?

This document addresses, in my opinion, two main topics. **The first** is to create equality of opportunities in education, especially for weak populations of students. **The second** is to discuss the following question. How do teachers and school respond to the coronavirus pandemic?

The first topic speaks about the need to prevent inequality in education and to make the learning accessible to all the students in the coronavirus period. This is a correct outlook in my opinion, since every student is entitled to an education, regardless of his personal situation, and the opportunity for learning needs to be given to every student, especially for students from weaker populations. In addition, this document is a call to create international collaborations in order to make the technological and digital learning accessible to all the students, which is a welcome initiative in my opinion. However, this document does not describe, in my opinion, how the students will attain the equality of opportunities in education for the coronavirus period, how the technological and digital means will make the learning accessible to all, and so on. Moreover, this document does not engage in the topic of how students with special needs

and/or learning disabilities will achieve the equality of opportunities in education in the coronavirus period. How do bilingual or bilingual disabled students achieve this? The document does not explain how the technological means will make the learning accessible for these populations. In essence, I can say that this document does not address different populations of students in general and the populations mentioned above in particular. In addition, this document does not explain in actuality how the international collaborations will be carried out on the topic of technology in learning but only calls for such an initiative. The document does not describe who are the factors among which collaborations need to be carried out, whether there are factors that cannot take part in the initiative, and if so, explain why, and so on.

Moreover, as mentioned previously, the document addresses the topic of how the teachers and the schools can respond to the coronavirus pandemic. However, the document does not explain in my opinion in detail how they are supposed to do this and who are the factors that will help them do the things noted and mentioned in the document, for example, teachers need to use technological means at a higher frequency in their work with students in their class and to obtain training in the field in different ways. However, it does not detail who are the factors that will do these trainings, who will provide the teachers with the technological equipment required for online teaching, who will accompany the teachers in the process, and so on. Moreover, it does not discuss at all the topic of how teachers of different populations of children can respond to the coronavirus pandemic and how they are supposed to work with diverse populations of students, for example, with bilingual students with learning disabilities or students with special needs. This document does not explain how these teachers can teach these populations in the coronavirus period.

In addition, I think that this document presents ways for the empowerment of the teachers in the coronavirus period, but does not detail who is the factor responsible for empowering the teacher in any way proposed and how in essence it must do this in actuality. In addition, the document does not describe how it is possible to see how the actions proposed in order to empower the teacher indeed empower the teachers in the field. Furthermore, I see that it does not speak at all about the ways of empowering the teachers, who work with unique populations of students such as students with learning disabilities or bilingual students.

In addition, this document addresses the needs of teachers in the coronavirus period who work with a regular population of students. However, the document does not address all the needs of teachers who work with bilingual students or learning disabilities. In my opinion,

the document should address the following topic. How do teachers and schools need to respond to the coronavirus pandemic in their work with unique populations of students in general and students with learning disabilities or bilingual students in particular?

I think that it is recommended to think how the teachers can teach in the coronavirus period unique populations of students in general and students with learning disabilities or bilingual students in particular. In addition, it is recommended to describe the unique needs of teachers in their work with these students and how it is possible to empower them.

7.2. Analysis of Documents in the Context of the Macrosystem

This section presents the analysis of documents in the context of the macrosystem that have impact on the educational situations of bilingual students with learning disability in Israel. The documents have two central characteristics.

The first characteristic: a legal act of greatest importance for the education system in Israel:

- Document 1: The Compulsory Education Law, 1949 (State of Israel, Archives, 1949);
- Document 2: The State Education Law, 1953 (State of Israel, Archives, 1953);
- Document 3: The Special Education Law, 1988, (State of Israel, Knesset Website, 1988) and the Amendments;

The second characteristic: a legal act of greatest importance for the education system, an emergency order in Israel in the period of the coronavirus pandemic

- Document 1: Lifestyles in the Education Institution in the Coronavirus Period – Guidelines for the Preparation of the Education Institution (Ministry of Education, 2020A);
- Document 2: Outline for the Conduct of the Students in the Elementary Schools: The Work Routine in the Coronavirus Period (Ministry of Education, 2020B).

In the first part, I chose to analyze legal documents of importance to the education system in Israel, which constitute the foundations and basis of the policy, perceptions, and processes of the education system in Israel. The first two documents, **the Compulsory Education Law, 1949, and the State Education Law, 1953**, are the first two laws legislated in Israel regarding education and constitute the significant and important elements of the education system, upon which it relies. The third law, **the Special Education Law, 1988**, is a most important cornerstone for special education, from which the policy, perceptions, and actions of the Ministry of Education regarding the population of students with special needs

are derived. This population includes the population of students with learning disabilities, which is the population examined in the present research study.

In the second part, I chose to analyze basic and official documents that are important to the education system in Israel in the period of the coronavirus pandemic. These documents address security aspects in a time of emergency and address guidelines and outlines for the educational institutions in the coronavirus period, which reflect the policy and educational perception, and constitute the infrastructure for educational work of schools in this period. It is possible to say that these documents present guidelines and basic principles of the education system in Israel in the coronavirus period, from which the outlooks, actions, procedures, and work methods of the educational institutions are derived, and upon which additional outlines, guidelines, and procedures are based, which were published and updated from time to time during the period, according to the development of the coronavirus pandemic. It is important to note that these are official documents sent by the Ministry of Education to principals and educational staffs and distributed by it to the parents, students, and public in Israel.

7.2.1. Analysis of Documents Expressing a Legal Act in the Context of the Macrosystem

Document 1: Compulsory Education Law, 1949 (State of Israel, Archives, 1949)

This is one of the first laws legislated in the first Knesset, in September 1949, and is the first of the laws of education in the State. The legislation of the law was one of the main sections in the platform of the MAPAI¹² Party, which was the ruling party during this period, before the first elections in the State of Israel and the first Prime Minister of the State of Israel, David Ben-Gurion. The law was legislated although the economic situation in the land of Israel was difficult and although the influences, implications, and the responses of the War of Independence, held in the year 1948 in Israel, were still manifest and had not completely ended, because of the considerable importance that the State in general and Ben-Gurion at its head in particular attributed to it. The law was enacted in order to provide an equal opportunity for all the children of the State, without discrimination on an economic or ethnic background. In addition, the purpose of the law was to obligate all the children of Israel to obtain a minimal education and to reduce the ignorance and illiteracy, which existed at the time of this law, even if in a small part of the public. In the arrangement of the field, the legislators first sought to

¹² MAPAI is an acronym in Hebrew for Mifleget Poalei Eretz Yisrael, literally the "Workers' Party of the Land of Israel". MAPAI was a democratic socialist political party and was the dominant force in Israeli politics until its merger into the modern-day Israeli Labor Party in 1968.

address a phenomenon that was not new and was already common in the period of the Jewish community in the Land of Israel – children who wandered the streets, who engaged in petty peddling, who spent their time doing nothing and fell into crime or were suspected of it, and who were seen to be at risk of disaster or delinquency. To this phenomenon was added the mass immigration of Jews to the Land of Israel from different countries. In other words, hundreds of thousands of Jews from different countries, with different levels of exposure to education and modernity, were added to the existing Jewish community (Diskin, 2015; Tzoref & Rosenthal, 2008).

1. What is the content of the document? What is the document about?

The Compulsory Education Law, 1949 (State of Israel, Archives, 1949), determines that every child in Israel aged five to fourteen must be in an educational framework (kindergarten or school). In other words, every child in Israel must learn according to the following structure: one year in kindergarten and eight years in elementary school. The law imposes the obligation on the child's parents to register the child to the educational institution and to make certain the child regularly attends the studies. The law prohibits the school where the child learns from expelling him from the institution without making certain he has an alternative scholastic framework and from expelling him because of his academic achievements. The law defines that the State has the obligation to provide education to children free of charge from the kindergarten to the eighth grade. The law maintains that the parents' have the right to choose a recognized stream of education. The law enables every parent to choose the education stream in which the child will learn and obligates the State to make certain that the child will have an educational institution from the desired stream in his place of residence. The law does not allow the parents to choose a recognized stream in immigrant camps. Over the years, the law was broadened so that the right to free education is from age three to age eighteen, from the preschool through the high school. Hence, the obligation of the State is to provide children from age three through the twelfth grade access to free education.

The main points of the Compulsory Education Law are as follows:

- To ensure the right to education. Every child and adolescent in Israel are entitled to receive an education, namely to learn in a recognized educational institution.
- To assign the responsibility to the parents. The right to an education assigns the responsibility to the parents of the children and the adolescents who are entitled to an education to send them to a recognized educational institution. Parents who will not send their child to an appropriate educational framework are breaking the law and may

be punished (section 4(B), Compulsory Education Law, 1949, State of Israel, Archives, 1949). The punishment for not sending the child or adolescent to studies appropriately is a fine and even imprisonment. It is possible to see that the responsibility is imposed not only on the parents but also on the employers: (section 4(C), Compulsory Education Law, 1949, State of Israel, Archives, 1949) of the law determines that the employer must release the worker who is a child or adolescent of the age of compulsory education from work, without deducting from his salary, on the days and hours intended for his studies. An employer who does not release a child or an adolescent of compulsory education age may face a punishment similar to the parents, which is fine and even imprisonment.

- Free education. The State needs to ensure every child and adolescent in Israel has access to the studies in the recognized educational institution through another principle, which is free education.

From the aforementioned statements, I think that the content of the Compulsory Education Law addresses **two central aspects**:

First, the Compulsory Education Law applied at the time to children aged three to eighteen, so that every child in the State of Israel was entitled to study for free in an educational institution and the State needs to enable every student access to studies in an educational institution. Hence, I have the following question. Is education compulsory and free also for the population of students with special needs and for bilingual students? Is education compulsory and free for additional populations of students, such as gifted students, immigrant students, bilingual students with learning disabilities, students from non-Jewish minority groups, and so on? I learn that the law did not address diverse populations of children and did not discuss them specifically.

Second, the law assigns to every parent the obligation to send his child to an educational institution and to see that the child attends the school. In addition, the law enables the parent to choose the educational institution where the child will learn. Another question that arises in me is: Do the parents of students with special needs need to send their children to educational institutions and see that they attend regularly? Are the parents of bilingual students or bilingual students with learning disabilities also responsible for their children's regular attendance of the school? It seems to me that the law does not address these questions specifically or refer to certain populations of children. Rather, the law presents a general approach regarding education. Moreover, the following question arises. Can parents of students with special needs

choose the educational institution where their child will learn? Do they have this option as it exists among the regular population? In addition, can parents of bilingual students in general and bilingual learning disabled students send their child to every educational institution they desire? A similar question can be asked about the Arab population in Israel and other populations in the State.

Like with the statements mentioned in the first point, it appears to me that the law does not tackle the responsibility of the parents to send their children to school, whether these children are students with special needs or bilingual students or bilingual students with special needs. I can say that it presents a general perception and global guideline, but does not address diverse populations. Furthermore, it does not discuss the right of the parents of bilingual students or children with special needs to choose the educational institution where their child will learn. Similarly, it does not speak about other populations.

2. What are the terms mentioned/appearing in the document? What is the language of the document?

In the table below, I present the terms used in this document and their meaning. They are very important to the understanding of the value of the document for the education system in Israel.

Table Number 3: The Terms in the Compulsory Education Law (State of Israel, Archives, 1949)

<u>Term in the Document</u>	<u>Meaning</u>
“Minister”	The Minister of Education and Culture
“Local Education Authority”	<ul style="list-style-type: none"> • Regarding the field of jurisdiction of the local authority – The same local authority, but the Minister can determine through an order published in the records that a person or group of people who have an educational institution for the ages of compulsory education in the area of the regional council will be a separate local education authority for the area of the institution that will be defined through the order, if he decided to do so for special reasons and after he gave the regional council an opportunity to voice its arguments. • Regarding a moshav¹³ or kibbutz¹⁴ – The committee of the moshav or the secretariat of the kibbutz, as relevant, and the area of the moshav or kibbutz is the area of jurisdiction of the committee or secretariat, as relevant. • Regarding another field – A committee that was recognized, or a person who was appointed, by the Minister, through an order published in the records, as a local education authority in the area described in the order, and this area is a field of judgment of the same committee or another person, according to the issue.
“Child”	A person who at the start of the school year was in the age range of three to thirteen.
“Adolescent”	A person who at the start of the school year was in the age range of fourteen to seventeen
“Parents”	Parents of a child or adolescent include the guardian of the child or the adolescent and every person under whose supervision the child or adolescent is
“Work provider”	A person who employs a child or adolescent in any type of work, whether for pay or not for pay
“Education in the preschool/kindergarten”	Education provided in the preschool/kindergarten, for children aged three to five
“Compulsory education”	Education intended for children and adolescents and provided during the fifteen years of studies, three in the preschool/kindergarten and twelve in the first to twelfth grades, for children and adolescents
“Free education”	Education provided free by the State to children and adolescents from age three to age eighteen, from the age of preschool through the age of twelfth grade. The State promises for every child and adolescent in Israel free studies in a recognized educational institution.
“Educational institution”	Institution for methodical studies for children and adolescents
“Educational institution for children”	Institution for compulsory education for children

¹³ A moshav is a type of Israeli community, in particular a type of cooperative agricultural community of individual farms.

¹⁴ A kibbutz is an intentional community in Israel that was traditionally based on agriculture and initially was a utopian community based on a combination of socialism and Zionism.

“Educational institution for adolescents”	Institution for compulsory education for adolescents
“Educational institution for working adolescents”	Educational institution for evening studies for working adolescents
“Official educational institution”	<ul style="list-style-type: none"> • Educational institution maintained by the State or by the local education authority or by a number of local education authorities jointly or by the State and the local education authority, or by the State and a number of local education authorities jointly, regarding which the Minister has declared in an announcement published in the records that it is an official educational institution for the purpose of this law.
“Recognized educational institution”	<p>A. Every official educational institution.</p> <p>B. Every other educational institution that the Minister announced, in an announcement published in the records, that it is a recognized educational institution for the purpose of this law.</p>
“Regular learning”	The regular attendance of the students who are obligated by compulsory education to attend the school or any other educational institution

Own work: Idit Perelmuter

Language of the Document

The document is written in my opinion at a high level of language, legal language, and in a style different from everyday language. The language of the law is not clear to the regular person. There are people who will need help in order to understand the terms and the words mentioned in the law, in particular since this is a period of time when many Jewish immigrated to the Land of Israel and tended to speak in their native languages and not in Hebrew. They were at the start of the acquisition of the Hebrew language, so the use of high and complex language in this law created a situation in which many immigrants do not understand the language of the law and therefore the law is not accessible to them. I think that the law should have been written with simpler and everyday words, so that the population of immigrants who came to Israel could understand it. In addition, more accessible language would also help the Arab population in Israel.

3. What are the omitted elements? Which elements were omitted?

The law allows every parent to choose the education stream in which his child will learn and obligates the State to make certain that the student will have an educational institution from the desired stream in his area of residence. The law does not enable this choice in the immigrant camps, where uniform education of the State was implemented, which was not always commensurate with the parents' desires. Using this law, the immigrants were obligated to send their children to these schools of the State and not to schools in which they were interested. In

addition, some maintain that this law was legislated by the party that ruled Israel at the time, MAPAI, which aspired to educate the immigrant children in the spirit of the party and thus to control their education. Furthermore, this law seems to reflect the attitudes that prevailed in the country with the establishment of the state, with the acclimation of new immigrants in the country, and especially with the acclimation of immigrants living in immigrant camps, attitudes that saw the connection between ignorance and delinquency and the importance of education as a means of the normalization of society, of the improvement of society in the social and emotional dimensions. In other words, in order to bring society to a basic economic and social level, it is necessary to do this through education, learning, acquisition of knowledge, and so on, so as to better the future of society in general and the future of the children who are not learning. Hence, it is possible to think that the prevalent opinion in Israel among different people in society regarding the education of immigrant children is that education is a tool in the hands of the State, enabling the State to overcome phenomena of ignorance and delinquency that appeared among the immigrant children and that influence society at large. The aspiration was to bring these children to a state of normalization and thus in essence to improve the economic and social situation of the State. This policy, which did not allow the parents who lived in immigrant camps to choose the educational framework they desire for their children, in essence forced them to send their children to learn in the state schools, which reflected, in their opinion, the attitudes of the State in general and the policy makers in particular. In addition, the educational approaches and structure of the study day that existed in the state schools were not always commensurate with the parents' educational approach or the family needs and in essence influenced the parents' attitude towards the educational framework, which was expressed in different ways, such as objection to the framework, misunderstanding about the nature and meaning of education and learning in the school, partial attendance of children in the school, failure of children to attend school, and so on. An example can be seen in the perception that is expressed in the law that education is compulsory for every child or adolescent in Israel, but the practice is to send children, especially girls, to school was not widespread in certain groups of immigrants. Another example is that many parents were helped by their children in earning the family livelihood because of the situation at home, so that the structure of the school day and the educational approach were not commensurate with the parents' family needs.

Furthermore, this law determines that every child or adolescent must have an education and assigns to the parents the responsibility to send their child to an educational institution.

Parents who do not send their child to an appropriate educational framework are breaking the law and may be punished, so that it is possible to say from the examination of another viewpoint that this law has coercion, the coercion of the parents to send their child to the school, coercion that in essence is not needed, since the parents are the ones who see to the education of their children and there is no need for a law that will force them to do this. Thus, in essence, this law forces on the parents an educational approach that is not always accepted by them. There are parents who support ways of education different from those customary in the schools found in the country. In addition, the goal of this law is to create normalization in society through the creation of a regular pattern of behavior accepted among the parents, and it is to send their child to an educational framework. The goal of this pattern, according to the State, is to contribute to society and to bring about the improvement in its situation, a pattern that is not always commensurate with the parents' outlook and that sometimes even contradicts their perception, and in essence, in their perspective, it negates the right of choice about the education suitable and appropriate for their child and even forces upon them behavior that is not accepted to them.

Moreover, the law does not allow the educational institution to remove a student from the school without making certain he has an alternative educational institution. The question that is asked by many educators is what happens in a situation in which an educational institution thinks that the student does not suit the school for different reasons, the school perception, the learning requirements, behavioral, social, and emotional aspects, and so on, while the student's parents and even the student himself think that he is suitable. In such a situation, from the educator's perspective, the law obligates the student to learn and obligates the parents to send the child to the school, but if an alternative framework for the student is not found, then the student will continue to learn in the school, despite the opinion of the educational staff that the student cannot learn in the school. It should be noted that even in cases in which the staff thinks that the learning framework does not provide the student with the solutions he needs, frustrates him, and harms his self-image, he can continue to learn in the educational institution if an alternative institution has not been found. Thus, in essence this law forces the educational institution to keep the student in its framework and to deal with him and does not allow him freedom of choice and freedom of decision relative to keeping the student and integrating him in the framework and even ignores his authority and professional knowledge. In addition, it appears that the law does not clearly define what is the alternative educational institution suited for the child or adolescent who cannot integrate into the educational framework where he learns and who is the factor responsible for finding him an

alternative educational institution. In other words, what are the alternative options at the disposal of the student who cannot continue to learn in the framework in which he learns and who is the factor that accompanies him in this process? (Compulsory Education Law, State of Israel, Archives, 1949).

Document 2: State Education Law, 1953 (State of Israel, Archives, 1953)

It appears that the State Education Law (State of Israel, Archives, 1953) was legislated because of the “methods of the streams” in education, which was customary in Israel with the establishment of the State in the year 1948. The method of the streams was in essence the division of education according to ideological party streams and was accepted in the Jewish community in the Land of Israel from the 1920s. It is possible to say that in the year 1949 the “method of the streams” was approved and integrated as a section in the Compulsory Education Law 1949 (State of Israel, Archives, 1949). As aforementioned, the method of the streams was in effect for students who were included in the framework of the Compulsory Education Law, in the first to eighth grades. Every educational stream enjoyed complete autonomy in the setting of the curricula and pedagogical principles, in the training of the teachers, in the establishment of the contents and learning goals, which suited the ideological approach that it sought to inculcate in its students. The Ministry of Education in essence did not have any role in the setting of the learning contents and its role focused mainly on the creation of the legal, budgetary, and organizational framework that will enable the education institutions of the streams to function on the best side. In addition, the Ministry of Education was responsible for the studies in the immigrant camps, in which the method of uniform education without streams was customary, and in the schools of the Arab population.

It is possible to see that the State Education Law (State of Israel, Archives, 1953) was legislated for the following reasons:

- The desire to weaken the power of the parties and reduce the politicization of the public life.
- The different streams in education created duplicate and awkward systems that wasted considerable funds. Because of the considerable competition between the streams, more than once in a small community where there was no need for more than one school there were three or more schools. In addition, the government was required to reduce the budget of the State because of the transition to a new economic policy.
- Competition developed between the educational streams over the parents, in order to attract them to register their children to the educational institutions of the stream. In

addition, hatred developed between the streams, and there was the concern that this situation would in the future detrimentally impact the conduct in the State.

- Public protest began to be voiced against the method of the streams.
- The mass immigration of Jews to the Land of Israel forced the different streams to recruit many teachers rapidly. The rapid recruitment of the teachers was undertaken with lack of attention to the ideological commitment they had to the stream in which they learned. Thus, in essence, the ideology of the stream and its uniqueness weakened, in contrast to other streams.
- The governing party that initiated the law supported the transition to state education in every State, after many deliberations on the topic.

It is important to note that over the years the law was broadened and changes and amendments were introduced in it (the amendments were in the years 1969, 1973, 1980, and 2000). In the year 2000 the Knesset decided upon amendments and changes in the State Education Law. In the explanation for the proposal of the law on the amendments and changes, it was said that the law was legislated more than forty years ago, with the establishment of state education, but in the meantime changes occurred in Israeli society and in the education system in the State of Israel, and in recent years again and again there is criticism that the goals of state education are not commensurate with the educational reality of our time. The main amendments to the State Education Law, 2000, addressed the state education goals in Israel (State of Israel, Archives, 1953; Ben Gurion, 1955).

1. What is the content of the document? What is the document about?

The State Education Law, 1953 (State of Israel, Archives, 1953) determined a uniform curriculum for the entire education system and eliminated the method of the streams in education. This law intended to eliminate the method of the streams in education and to create one neutral education system in ideological and party terms, which would educate the students according to the values of culture of Israel and achievements of science and would instill in the students Jewish culture. The law further determined that the schools would educate the students for the love of their homeland and loyalty to the State and people of Israel, belief in agriculture work and labor, pioneering training, and the aspiration for a society built on the foundations of liberty, equality, tolerance, mutual assistance, and love of Creation. In addition, this law concentrates all the authorities on the education of the children of Israel in the hands of the Minister of Education and reduces the autonomy of the schools. The authorities of the Ministry of Education are very broad, including the authority to intervene in the curricula, to close

schools, to determine special complementary programs for the curricula, and even to declare a school to be an experimental school. The State Education law determines the possibility of adding complementary programs to the uniform state curriculum, according to the parents' desire and with the approval of the Ministry of Education. This law also prohibits party activity in the schools and determines procedures of the registration of students to the schools according to the division into regions. The State Education Law includes state education and state religious education, with a uniform program for both of them, but with the addition of complementary programs of religious educational contents to the state religious education.

The main goals of the State Education Law (according to the Amendments of 1969, 1973, 1980, and 2000) are as follows:

1. To educate the person to love other people, to love himself, and to love his country, to be a faithful citizen of the State of Israel, who respects his parents and his family, his heritage, his cultural identity, and his language.
2. To inculcate the principles in the Declaration of the Establishment of the State of Israel and the values of the State of Israel as a Jewish and democratic state and to develop an attitude of the respect of human rights, fundamental liberties, democratic values, keeping the law, culture, and outlooks of others, and to educate for the striving for peace and tolerance in the relationships between people and nations.
3. To teach the history of the Land of Israel and the State of Israel.
4. To teach the Bible of Israel, the history of the Jewish people, Jewish heritage, and Jewish tradition, to instill the awareness of the memory of the Holocaust and the acts of courage, and to educate to honor them.
5. To develop the personality of each and every boy and girl, their creativity and different talents, for the fulfillment of their full ability as people who live a life of quality and meaning.
6. To establish the knowledge of each and every boy and girl in the different fields of knowledge and science, human creation in its types and over the generations, and basic skills they will need in their lives as adults in a free society, and to encourage physical activity and leisure time culture.
7. To strengthen the power of judgment and criticism, to cultivate intellectual curiosity, independent thinking, and initiative, and to develop awareness and alertness to changes and innovations.

8. To grant equality of opportunities to each and every boy and girl, to allow them to develop according to their way and to create an atmosphere that encourages and supports differences.
9. To cultivate involvement in life of Israeli society, willingness to accept roles and fill them out of dedication and responsibility, desire for mutual assistance, contribution to the community, volunteering, and striving for social justices in the State of Israel.
10. To develop an attitude of respect and responsibility for the natural environment and connection to Israel, its vistas, its plants and animals.
11. To know the language, culture, history, heritage, and unique tradition of the Arab population and other population groups in the State of Israel and to recognize the equal rights of all citizens of Israel.

From the aforementioned statements, I think that the content of the State Education Law (State of Israel, Archives, 1953) in Israel addresses the six main and meaningful dimensions in education:

- In the Jewish dimension: To know the history of the Jewish people, to remember the Holocaust and to develop awareness of it, to know the heritage and tradition and Bible of Israel.
- In the national dimension: To love the Land of Israel, to be faithful to the State of Israel and the people of Israel, to recognize the State of Israel as a Jewish state, as the nation state of the Jewish people.
- In the civil dimension: To know the values of democracy, to develop an attitude of respect of human rights, basic liberties, democratic values, keeping the laws, the culture and perception of others, and to give the equality of opportunities to every boy and girl, to educate for peace and tolerance among people and among nations. To respect others and differences.
- In the social dimension: To be involved in Israeli society, to contribute to society, to help others and the environment.
- In the cultural dimension: To know the language, the culture, and the heritage of the Arab population and other populations. To recognize the equality of opportunities and to aspire to peace with them.
- In the personal dimension: To develop the child's personality and to enable him to develop in his way, to strengthen in him the sense of criticism and ability of judgment, to spark curiosity, independent thinking, and initiative. To encourage awareness of the

environment, nature, and the living world, to develop knowledge in different fields, and to establish skills.

However, I can say that according to this law the education system has the goal to develop the Jewish identity of the students so that they will know the Jewish culture, tradition, and heritage and the history of the people of Israel. In addition, it defines the State of Israel as a Jewish state and seeks to cultivate loyalty to the people of Israel and the State of Israel. However, in my opinion, this objective is not commensurate with the needs of the Arab population and other minority populations, who do not have a connection to and relationship with the identity, tradition, heritage, and history of the Jewish people since they are of the Islamic religion and act accordingly and since their culture and history are different. In addition, I see that the education system aspires to instill in all its students “the values of the State of Israel as a Jewish and democratic state”, but this definition is not sufficiently clear, in my opinion, to the Arab public and to other minority groups in Israel, since they maintain that the meaning of the expression “Jewish state” is harm to their rights and their children’s rights. Furthermore, I believe that they are afraid that this expression is aimed in essence to exclude them and to define them as second class citizens. This concern in itself is a motive of their reservations about the expression and their objection to it. I think that if the education system were to explain to the Arab public and additional sectors in the state of Israel the meaning of the words “Jewish and democratic state” then it would lessen the concerns among the parents and the students about this expression and remove the thought that it is directed against them. It is important to me to note that this definition is not sufficiently clear also to the Jewish population.

Moreover, I see that this law recognizes the language, heritage, tradition, culture, and history of the Arab population and other populations in Israel and even their equality of opportunities but does not address bilingual or multilingual students who come from different cultures and even from different religions and nationalities. It seems to me that it also does not address the needs of bilingual students.

Furthermore, I see that the law recognizes the equality of opportunities of every boy and girl and seeks to enable each one of them to develop in his own way and to develop his abilities and even encourages the creation of an atmosphere supportive of others who are different. However, it does not explain how it is possible to do this with a population of students who have special needs. In other words, it does not focus on this population and it does not address it specifically. Moreover, in my opinion, its goals are general and uniform and address

all the students and do not engage in the unique and different populations of children, such as bilingual children, special needs children, learning disabled children, immigrant children, minority group children, and so on. They describe contents for all the population of students but do not speak about programs focused on certain populations or personal programs such as the population of students with learning disabilities or the population of bilingual students.

2. What are the terms mentioned/appearing in the document? What is the language of the document?

The following table presents the terms mentioned/appearing in the State Education Law, 1953 (State of Israel, Archives, 1953).

Table Number 4: The Terms in the State Education Law, 1953 (State of Israel, Archives, 1953)

<u>Term in the Document</u>	<u>Meaning</u>
“State education”	Education provided by the State according to the curriculum, without connection to a party or ethnic organization or any other organization outside of the government, under the supervision of the Minister or somebody authorized by the Minister.
“State religious education”	State education whose institutions and lifestyles, curricula, studies, teachers, and supervisors are religious.
“Curriculum”	The curriculum determined by the Minister for the official education institutions for the achievement of the goal (see section 2 in the main goals of the State Education Law, 1953, as mentioned above), including the “core curriculum” that the Minister will determine as compulsory curriculum for every such institution.
“State education institution”	An official education institution in which state education is provided, with the exception of a state religious education institution.
“State religious education institution”	An official education institution in which state religious education is provided
“Supplementary program”	Part of the curriculum that will be determined or will be approved by the Minister according to this law and that will reflect no more than 25% of the study hours in the official education institution.
“Supplementary program for a state religious education institution”	A supplementary program that will include the study of religious subjects aimed at a religious lifestyle, including religious behavior and being in the institution.
“Student”	A child or adolescent
“Study week”	Number of study days in an education institution in a week (the law determines that the study week of fewer than six days in an official education institution will be possible with the Minister’s approval, according to the rules and conditions that the Minister determined with the approval of the Knesset’s Committee of Education and Culture.
“Additional program”	A program for additional hours to the hours set in the curriculum.

“Experimental program”	A curriculum implemented in a certain official education institution for the purpose of an experiment with the approval of the Minister of Education.
“Recognized not official education institutions”	Not official education institutions known as education institutions with the approval of the Minister of Education.
“Education committee”	Committee for issues of education, with no less than fifteen members. The committee members will be appointed by the Minister, with the approval of the government, each one for a period of four years. The committee members will include activists in the field of education, workers of the Ministry of Education and Culture and candidates of the local governments, higher education institutions, and the Teachers’ Union.
“State religious education council”	The Council for State Religious Education – members will be appointed by the Minister, with the approval of the government, each for a period of four years. The Council members will include representatives of the Minister, candidates proposed by the Minister of Religion, representatives of the teachers’ organizations that represent the religious teachers and religious representatives from the Education Committee.

Own work: Idit Perelmuter

It is possible to see the interpretation of additional terms, as they appear, in the Compulsory Education Law, 1949 (see the terms of the Compulsory Education Law).

Language of the Document

In my opinion, the document is written in high legal language, in a language different from everyday language. The language of the law is not clear to the regular person. There are people who will need help in order to understand the terms and words mentioned in the law. It seems to me that the language of this law is not accessible to a regular person, who may not understand it and may not know how to act according to it. The language in this law is different from the regular language in its style, vocabulary, awkward syntax, long sentences. Frequently the expressions are archaic and are not accepted in everyday language. In addition, some of the words are not known to the public. In my opinion, it is necessary to make this law accessible to the public with simple and clear language.

What are the omitted elements? Which elements were omitted?

The legislation of the State Education Law indicates the elimination of the methods of the streams in education and its replacement with a uniform state program that is obligatory for all the students in Israel. In addition, it awakens the need to discuss the following question. “Is it right to eliminate the method of the streams and to replace it with a uniform curriculum that

is mandatory for all the educational institutions?” To answer this question, it is possible to address the arguments for and against the law.

Advantage

The first argument against the law is that the State does not have the right to force a curriculum on all the students in Israel. Since the curriculum is uniform, it in essence is a coerced curriculum, which may harm democracy, freedom of choice and expression of the citizen, and in essence lead to harm to the foundational values of Israel society and the State, which is a democratic state.

The second argument sees this law to be discrimination and deprivation of the different streams in the law. For example, the law enacts the discrimination against the secular public and the Ultra-Orthodox public in Israel, as opposed to ‘affirmative discrimination’ for state religious education.

The third argument thinks that this law less addresses the needs of different populations of children such as special needs learners, gifted children, non-Jewish minority children, bilingual children, different cultures, and so on, who require unique and more specific programs, according to their needs and their personal background, and not a uniform learning curriculum, as the law seeks to do. In other words, the law calls to have a uniform program for all the students in Israel, which addresses the aforementioned goals, which does not necessarily suit the needs of bilingual students with a different cultural background. In addition, the uniform curriculum is not suited to the needs of populations of students with special needs, who are not included or mentioned in the goals of the law. Similarly, the needs of students who are members of the non-Jewish minority are not mentioned in the goals of this law. Thus, this law does not address the unique needs of different populations of students and does not speak about learning programs and goals suited to these populations.

The fourth argument states that the non-reference of the law to different populations creates a loophole in the law, which may be exploited by different factors that seek to develop and build learning programs according to the unique needs of the entire population, without supervision and control of the Ministry of Education, or alternatively to act implicitly and not openly in order to provide answers to the different populations of the students.

The fifth argument increases that this law prevents the parents from educating their children according to their outlook and in this action harms their freedom of choice, which is a basic principle in a democratic state, like the Compulsory Education Law. In addition, this law

may create tensions between the parents and the education system and even create objection on the part of the parents to the educational institutions, which can be expressed in the parents' not sending their children to educational institutions where the uniform curriculum is used, which does not suit their children's temperament or needs. In other words, there may be a situation in which the children will not come to the educational institutions for this reason.

The sixth argument speaks about the need for uniformity for all the students. However, in actuality it may create division in the population in the State, for example, division between the different Jewish movements, division between the Jews and the non-Jewish minority, division between the parents and the education system and educational institutions, division between regular students and students with special needs, since the curriculum does not address their needs and may even create differences between them, and so on.

The seventh argument maintains that the law aspires to apply a uniform state curriculum for all the students and ignores the unique needs of the different sectors that comprise Israeli society. The needs of every stream and its reference to the law are presented as follows.

The religious stream sought to provide religious education to the religious public in Israel. Uniform education, in its opinion may harm the religious education given to children who come from religious homes that observe tradition and may even be based on secular principles. Hence, the religious stream sought to continue and maintain religious education and objected to its elimination. In addition, it appears that in its opinion, the right to provide a religious education to children who come from religious families who observe tradition is a basic right. Furthermore, the right to choose religious education institutions for children who belong to the religious public is a part of the fundamental principles of the freedom of religion and conscience in a democratic state. It is possible to see that the religious stream hoped to create one education system that is based on the values of Judaism for all the children of Israel. However, when it understood that this was not possible, since part of the public in Israel supports other principles, it sought to preserve religious education for the religiously observant public in Israel through the establishment of a separate state education system for this public.

The workers' stream was affiliated with the entire workers' movement. It supported the inculcation of the socialist ideology and emphasized the classes. This stream wanted to maintain the uniqueness of the workers' stream, and therefore it sought to continue to inculcate the socialist characteristics for student and to emphasize them in education in different ways, such as raising the red flag (the red flag became a symbol of socialism) alongside the Israeli

flag, singing the International (the international workers' anthem) alongside the Israeli anthem, celebrations on May 1, and so on. This stream objected to the law because the law supports the state approach and objects to the introduction of socialist characteristics into education. In addition, this stream thought that this law eliminates the workers' stream.

The private stream in the State of Israel today encompasses education from home education to unique schools, such as democratic schools, anthroposophical schools, schools that integrate secular and religious student populations, bilingual schools, and so on, whose educational approach is different from the state educational perception that is accepted in many schools in state education and state religious education. For the most part, the unique approach of the school attracts to it a community of parents, whose mindset and outlook are identical to the school perception. These parents want their children to learn according to the school approach and not according to the state approach deployed in most schools. In these schools the curricula, goals, objectives, teaching methods, and ways of learning are suited to the educational approach of the school and are even derived from it, and it is possible to say that they are different from the state learning programs and from accepted and routine teaching methods and learning ways. In addition, it should be noted that there is a group of people who think that it is necessary to eliminate the State Education Law and to legislate instead a Public Education Law, with the objective to provide legal confirmation for the transfer of education from the hands of the State to the hands of the public and to decentralize the educational services from the State to different public organizations, such as associations, funds, education networks, business factors, private factors, nonprofit organizations, and for profit organizations. They maintain that such a process is already happening in the field of education and that to give it official validity it is necessary to enact the Public Education Law, with the aim of decentralizing the education services from the State to public authorities. It appears that this group maintains that as the level of public education declines private education in the state will increase, and therefore it is desirable to give this process official validity.

Disadvantage

It is possible to see that the stream that supported state education was composed of people who belong to different political streams that aspired to make the education system uniform for different reasons. Ben Gurion, the first Prime Minister of Israel, supported state sovereignty and the nationalization of education since he aspired to create one uniform education system for all the students in Israel. The general Zionists supported the transition to state education in order to moderate the politicization of Israeli society in general and the

education system in particular. The progressive party supported a uniform education since it maintained that uniform schools will merge all the positive and common in all the existing educational streams and will create one educational network for the religious and the secular, while another party called Herut supported the idea of state education since it aspired to ensure a place in the preschools and schools for every child in Israel. It is possible to say that the proponents of uniform education saw in its implementation a condition for national unity in the first years of the State's existence and a struggle for the character of the State in the future.

It is important to me to note that it would seem that the State Education Law eliminated the streams in education, but in actuality left three of them:

- State education, which united nonreligious education, workers party education, and general education.
- State religious education, which was the direct continuation of the religious stream.
- Ultra-orthodox education, which persisted in its independence and in the 1980s additional Ultra-orthodox streams joined it.

These statements indicate that Ben-Gurion's perception of state sovereignty gave a place to the Jewish religious education system (state religious education) and to the secular education system (state education). In addition, over the years the State Education Law was broadened, as mentioned beforehand, and additional sectors of schools were added, both of Ultra-Orthodox education, which had the status of recognized but not official education, and private education in Israel.

The above analysis indicates, in my opinion, that a uniform curriculum in education does not address the unique needs of the population of students with special needs and students with learning disabilities, since it addresses the general curriculum and broad and generic goals that suit the population at large and the regular population of students in particular and not the population of students with special needs, who need personal and more specific programs that will meet their personal needs. In addition, the goals are more focused and smaller and address the 1953 Law's personal functioning. It seems to me that in special education there is combination between general goals and all the students of the class and personal programs for every student. In addition, I think that a uniform curriculum does not address the needs of the bilingual students who come from different cultural, religious, and/or national backgrounds and need programs and support different from those of the regular student population, in order to provide responses to their situations and needs. I think that their program needs to combine between the general goals presented in this law and more specific and focused goals that

address the bilingual population. In addition, the methods of teaching and learning of students with learning disabilities and bilingual students need to be tailored to their abilities and skills and to address the complexity of their unique needs. Moreover, it seems that a uniform curriculum cannot be applied to the Arab population or to other minority groups in the land of Israel since it, as I mentioned beforehand, must be tailored to their culture and identity. It is possible to integrate between the general supra-goals of the education system and the goals that suit this population. Therefore, I believe that the regular curricula and the general supra-objectives are not suited for the special needs of bilingual students with learning disabilities and they must combine between the uniform curriculum and special programs for this population.

Document 3: Special Education Law, 1988 (State of Israel, 1988)

On July 21, 1988, after two years of discussions in the Knesset, the Knesset legislated the Special Education Law (State of Israel, 1988), which states that: “The objective of special education is to promote and develop the abilities and capacities of the exceptional child, to correct and improve his physical, intellectual, mental, and behavioral functioning, to instill in him knowledge, skills, and practices, and to inculcate in him socially acceptable behavior, in order to facilitate his integration in society and in the work circle. An exceptional child is entitled to free special education in a special education institution. [...] The State is responsible to provide free special education. [...] The existence of special education institutions [...] will be assigned to the State and local education authority together.” (State of Israel, Special Education Law, 1988).

What is the content of the document? What is the document about?

It appears that before the law was legislated the care of the exceptional child – the handicapped child and/or the disabled child – was derived from the general laws of education of the State of Israel, including a main and important law, the Compulsory Education Law (1949).

Therefore, the objective of special education is to promote and to develop the abilities and capacities of the student with special needs, to improve his physical, mental, emotional, and behavioral functioning, to instill in him knowledge, skills, and practices, and to have him adopt the behavior accepted in society, in order to facilitate his integration in it and in the work circle.

A student with special needs is defined as a person aged three to twenty-one who because of deficient development of his physical, mental, intellectual, behavioral, emotional, sensory, lingual ability or any combination of them is limited in his ability to have adaptive behavior and needs special education. The State is responsible to provide special education free of charge according to this law and it will be provided to the student in his region of residence or in another place, as close as possible to his place of residence. According to the definitions of the law, the services provided to him are teaching, learning, and therapy, including physiotherapy, speech therapy, occupational therapy, and other therapies in other professional areas that will be determined, including supportive services such as transportation services and meals, aides and assistants, medical services, paramedical services, psychological services, and social services – all according to the student’s needs.

The Minister of Education, with the consent of the Minister of Finance, can determine that the year of studies in the institutions for special education will be extended beyond the regular year of studies and will be held also in periods of the regular vacation. The Minister also can determine the number of hours of studies on the study day (long study day) and the greatest number of students in the class of the special education institution according to the institution type and character.

A teacher in a special education institution will be an accredited teacher with training for special education. The student with special needs who is integrated into regular education will be provided with special services and an individualized program will be determined for him, with the trend to integrate him into the regular curriculum, according to the needs of the integrated child and taking into account his disabilities, their severity, and the student’s age. A copy of the individualized intervention program will be conveyed to the integrated student.

It is possible to see that the law speaks also about a placement committee. A placement committee is composed of a number of role-holders (psychologist, special education supervisor, social worker, parents’ representative on the topic of special education, representative of the school where the student learns, head of the placement committee, and the students’ parents). In the committee, the school describes the student’s functioning and the educational-treatment program with which they work with him, and an educational report is given. The parents describe the child’s functioning and his expectations for his advancement in the continuation. The psychologist summarizes in short the psychological assessment held for the student and his recommendations for the continuation of his studies. The committee discusses and decides how to help the student and according to the need the student is given

the approval of eligibility for studies in the special education framework (special education class in the regular school, special education school, etc.).

Amendment Number 7 to the Special Education Law, 1988 – “Inclusion Law” (State of Israel, 2002)

This amendment, which was legislated in the Knesset on November 13, 2002, added to the law chapter D1: the inclusion of the child with special needs in regular education. This chapter is called **the Inclusion Chapter**, and the amendment is customarily called the Inclusion Law. The main points of the amendment:

- The Minister of Education, with the consent of the Minister of Finance, will determine an inclusion program for children with special needs in the regular education institutions. The program will also include the manner of allocation of resources of the regular education institutions.
- In the regular education institution an inclusion committee will operate, with the role of determining the eligibility for inclusion of the student with special needs, according to the inclusion program.
- A child with special needs whose eligibility for the addition of teaching and learning and for special services has been approved by the inclusion committee. According to the law, special services are aides, assistant services, psychological services, para-medical services, and any other service determined by the Minister of Education by order, with consultation with the Minister of Health or with the Minister of Welfare.
- In every regular education institution an individualized educational plan will be determined for every student for whom the Inclusion Law applies. It should be noted that according to section 7 of the Special Education Law, the Minister of Education, with the consent of the Minister of Finance, will determine for every school year the number of those eligible for inclusion, namely, the number of learners eligible for the addition of teaching and learning and special services according to the inclusion chapter.

Amendment Number 11 to the Special Education Law, 2018 (State of Israel, 2018)

This amendment was passed in the Knesset on July 9, 2018. It began to be implemented on January 1, 2019 and was implemented gradually on students from the 2020 school year. The aim is to give the Ministry of Education and the different education frameworks time to prepare appropriately for the amendment. The law instructs a change in the different terms. In the

Amendment it is determined that “the placement committees” will be replaced by “eligibility and characterization committees”, and the “inclusion committees” that operate in the regular education schools will be replaced by “multi-professional staffs”.

The meaningful change in this amendment to the law is that the student’s parents are those who will choose, except in certain cases, the type of educational framework in which their child will learn, from the following possibilities:

- The special education institution.
- A class in the regular education institution in which special education is provided.
- Inclusion in the regular education institution.

A directive was determined that obligates the eligibility and characterization committee to provide to the student’s parents, before their choice of the educational framework, information on the description of the services that the student is eligible to receive in every educational framework. In cases in which the eligibility and characterization committee maintained, on the basis of the written evaluation of treatment and information factors from the education institution where the student learns, that there is real concern that the student’s placement in educational framework according to the choice of parents will lead to real harm to his welfare and that of others, the committee is entitled to decide about his placement in the appropriate framework. The parents then have the possibility of filing an appeal with the dispute committee in order to dispute the decision.

In the Amendment to the law there were two additions, with the definition of the disabilities for which a student is eligible for special education services and the definition of the factors authorized to make the assessment, as well as the ‘basket’ of services the student is eligible to receive in the framework of the integration in the regular education institution or special education institution (State of Israel, 2018).

The main principles in the framework of Amendment Number 11 of the Special Education Law are (State of Israel, 2018):

- Prioritization of the placement in regular education
- Choice of the parents of the type of framework for their child
- Personal ‘basket’ of resources intended for the student
- A holistic view of the child, his parents, and his family

The main changes in the framework of Amendment Number 11 of the Special Education law are (State of Israel, 2018):

- The parents' choice of the framework type: The special education school, the special class for education in the regular school, the integration of the regular class in the regular school.
- Flexible budget in inclusion. A 'basket' of resources is defined and it is possible to mobilize different resources in the framework of the consideration of the level of the education institution along with the parents. The parent's voice is taken into consideration.

Two significant additions to the law are:

- The level of functioning. For the first time in the framework of legislation there is definition of not only the types of disabilities but also the level of functioning.
- The definition in the law of the factors that diagnose the types of disabilities.

The matrix of the disabilities and level of functioning determine the type of response and scope of the basket of resources that will be given to every student in every type of framework. It is possible to say that the objective of the process of the implementation of Amendment 11 to the Special Education law, inclusion and integration, is the best inclusion of the learners who have different needs in regular education and their promotion, through the implementation of psycho-pedagogical principles tailored to the needs of each and every student. The value basis upon which the process of implementation of Amendment 11 of the Special Education law relies is the perception that every person has the right to live, to learn, to spend his free time, and to realize the most of the possibilities at his disposal in the community around him, with his peer group. In these days the education system in Israel advances the formation and shaping of the perception of inclusion and integration. The vision and goals at the basis of the perception speak about the inclusion of all the learners and their advancement in the education institutions at the same time as the broadening of the ability of the inclusion and the providing of diverse support. According to this perception, the staff of teachers must recognize the difference existing between the students and manage learning and emotional and social support, tailored to heterogeneity, in order to enable the students with difficulties to be a part of the environment in which they live and to deal with what is required of them in the education frameworks.

It is possible to see, in my opinion, that according to the Special Education Law and its different amendments the meaning of inclusion is an answer for the student who is eligible for the special education services who learns in the regular class. Discourse on inclusion focuses on the needs of the student with difficulties in frameworks of regular education and on the

answers he needs for this purpose, while the meaning of integration is a response for all the students of class (heterogeneous class), including students who are eligible for special education services, without coloring their needs as unique but as an integral part of all the responses given to all the students. Thus, it is possible to conclude that the discourse on inclusion addresses primarily the observation of the student's needs and his adjustment to the environment, while the discourse of integration primarily tackles the observation of the environment.

From the aforementioned statements regarding the content of the Special Education Law, I am of the opinion that the Special Education Law defines the obligation of the State to provide education for students with special needs. Over the years, different amendments to the law were enacted, when the educational perception accepted by the Ministry of Education in our time emphasizes the inclusion of the student with special needs in the regular framework with the construction of an educational setting that supports the student and his diverse needs in the school and the environment in which he lives. This law comes to promote the integration of special needs student in educational frameworks. In addition, the law defines the processes that should be done with the student so that he will be eligible for the special education services, the supports and responses he is eligible to receive, and the programs and educational interventions that should be done with him. The law also defines who is eligible for special education services, who are the factors of assessment, and who are the factors that determine eligibility for special education. However, to the best of my understanding, this law does not address in a focused and specific manner the different limitations and details of the processes, interventions, supports, and responses required in the coping with every disability, for example, for learning disabled populations, but speaks about the processes of interventions and educational perceptions in a more general manner, regarding the entire population of students with special needs. Furthermore, this law does not address the bilingual population and the special needs of this population and also does not refer to the cultural, religious, or national background of students with special needs.

What are the terms mentioned/appearing in the document? What is the language of the document?

The following table presents the terms mentioned/appearing in the document of the Special Education Law (State of Israel, 1988).

Table Number 5: The Terms in the Special Education Law (State of Israel, 1988)

<u>Term in the Document</u>	<u>Meaning</u>
“Special education”	Methodical teaching, learning, and therapy provided according to the law to the special needs child, including physiotherapy, speech therapy, occupational therapy, and therapy in other areas that will be determined and including support services, all according to the needs of the child with special needs.
“Child with special needs”	A person of the age three to twenty-one, with significant disability, because of which his ability to have adaptive behavior is limited and he needs special education.
“Disability”	Physical, intellectual, mental, emotional-behavioral, sensory, cognitive, or language abilities or inclusive developmental abilities.
“Recognized education institution”	As in the meaning of Compulsory Education Law, 1949
“Special education institution”	A recognized education institution in which special education is provided, including a class in the recognized education institution in which special education is provided.
“Accompanying services”	Transportation and meal services, aides and assistants, medical services, para-medical services, psychological and social services, and every other service that the Minister determined by order, in consultation with the Minister of Health or the Minister of Labor and Welfare, according to the issue.
“Public organization:”	National organization of volunteers that engages in the therapy of children with special needs of a certain type or in the promotion of their issue, that the Minister recognized by order.
“Minister”	Minister of Education and Culture.
“Placement Committee”	The Placement Committee determines the eligibility of the child with special needs for special education and his placement in the special education institution. The Minister of Education appoints placement committees for children with special needs and determines the region of their activity. In the placement committee there will be seven members (district manager or his representative, educational psychologist, supervisor of special education, social worker, expert physicians, representative of the parents’ committee, and representative of a public organization). The decision of the placement committee will be made by the decision of a majority of its members who are participating in the meeting, as long as they are not fewer than three in number. The placement committee will discuss the matter of the student referred to it by a parent, recognized education institution, local educational authority, public organization, or somebody that the Minister, the Minister of Labor and Welfare, or the Minister of Health authorized. The committee will inform in writing the parents of the special needs child or their representative about its decision and will explain it, unless the committee decided for different reasons that the explanations should not be brought to their knowledge.
“Appeal”	Appeal of the decision of the Placement Committee. A child with special needs, a parent, or a representative of a public organization is entitled to submit an appeal of the decision of the Placement Committee to the

	Appeal Committee, within 21 days from the day the decision was received. The Appeal Committee is entitled to accept the appeal and change the decision of the Placement Committee, to return the matter to the Placement Committee for further deliberation, or to reject the appeal.
--	---

Own work: Idit Perelmuter

Additional terms according to Amendment Number 7 to the Special Education Law, 1988, the Inclusion Law, (State of Israel, 2002) are presented in the following table.

Table Number 6: The Terms in Amendment Number 7 to the Special Education 1988, The Inclusion Law (State of Israel, 2002)

<u>Term in the Document</u>	<u>Meaning</u>
“Included student”	This is a child with special needs, who is eligible for special education for free according to section 6(A) of the Compulsory Education Law, 1949(2), whom an Inclusion Committee, as aforementioned in section 20D, decided upon his eligibility for the addition of teaching and learning and special services according to this chapter in the regular education institution.
“Regular education institution”	A recognized education institution that is not an institution of special education.
“Education worker”	One who engages in teaching or education in the education institution.
“Special services”	Aides and assistants, assistance services, psychological services, paramedical services, and any other service that the Minister determined by order, in consultation with the Minister of Health or the Minister of Labor and Welfare, according to the matter.
“Inclusion program”	The program for the inclusion of children with special needs in the regular education institutions. The program will also include the manner of allotment of the resources to the regular education institutions. The inclusion program is determined by the Minister of Education, with the approval of the Ministry of Finance.
“Inclusion committee”	The inclusion committee will operate in the regular education institution, with the role of determining the eligibility of a student in the regular education institution, who is a child with special needs for special education services according to the inclusion program. The members of the inclusion committee are the principal of the education institution, who will be the chair, the class homeroom teacher of the student, an educational psychologist or educational counselor, and another professional determined by the principal or required by the issue. The Inclusion Committee will discuss the matter of a student in the regular education institution according to the request of the parent, the teaching worker in the regular education institution, the local education authority, the placement committee, or somebody that the Minister or Minister of Labor and Welfare authorized for this issue. The committee will give the opportunity, before the decision, for the student’s parents to have a say. They are entitled to say their piece themselves or through a representative. Furthermore, the Committee is entitled to hear the student. A student or parent is entitled to submit an appeal on the decision of the Inclusion Committee to the Placement Committee in 21 days from the day the

	decision was received in writing. The Placement Committee is entitled to accept the appeal, to return the matter to the Inclusion Committee for further deliberation, with or without instructions, or to reject the appeal.
“Personal education plan”	This is a plan that describes the level of functioning of the child with special needs when it is prepared, the learning goals and objectives, the period of time in which to achieve them, the means required to achieve them, and the standards for the examination of their achievement. This plan for the most part addresses students who learn in the special education class in the regular school or students who learn in special education institutions.
“Summative assessment”	At the end of the school year, the parents of the child with special needs who learns in the institution of special education will receive a letter in writing about the child’s degree of progress in different fields, with reference to the personal learning plan.
“Individualized educational plan”	This is a plan that describes the level of functioning of the child with special needs when it is prepared, the learning goals and objectives, the period of time in which to achieve them, the means required to achieve them, and the standards for the examination of their achievement. This plan addresses students with special needs who learn in regular classes.
“Summative assessment for the included student”	At the end of the school year, the parents of the included student will receive from the regular education institution where he learns a written assessment on the student’s degree of progress in different areas, with reference to the individualized educational plan.

Own work: Idit Perelmuter

It is possible to see the interpretation of additional terms, as they appear, in the Compulsory Education Law, 1949 (see the terms of the Compulsory Education Law, 1949 and State Education Law, 1953).

Terms according to Amendment Number 11 of the Special Education Law, 2018 (State of Israel, 2018)

The law instructs a change in different terms. Some of the new terms express the change in the nature of the law, while some are terms that at the time of the legislation of the law were the terms used and today they are no longer accepted in legislation. Therefore, the terms were exchanged for the terms accepted today. The Amendment changes the term “child with special needs” into the term “student with special needs”, the term “disorder” into the term “disability”, the term “Placement Committee” into the term “Committee of Eligibility and Characterization”, and the term “appeal” into the term “objection”. Instead of the term “special education” there is the term “special education services”, instead of “supporting services” there is “special services”, according to the matter, and instead of “institution in which special education is given” there is “institution where special education services are given”.

The amendment determines that the term “Placement Committee” will be replaced with “Eligibility and Characterization Committee”, at the “head of which there will be a worker of the Minister of Education who has expertise, experience, and training in special education. These Committees will determine the eligibility of students for special education services and the basket of services to which they are entitled. The determination of the eligibility will be according to the student’s needs and level of functioning and subject to the obvious characteristics of the educational framework in which he learns. In addition, the term “Inclusion Committees”, which operate in the regular education institutions, will be replaced with “multi-professional staffs” whose role is to determine the eligibility of the special education services of students with certain disabilities, the composition of the basket of services of included students in the institution, and their individualized educational plan.

Language of the Document

The document is written, in my opinion, like the documents of the previous laws (Compulsory Education Law 1949 and State Education Law 1953), in high legal language, in a style different from the daily language, as it is expressed in this law. The language of the law is not clear to the regular person, and there are people who will need help in order to understand the terms and words mentioned in the law. It appears that the language of this law is not accessible and is not understood by the simple person, who will not know how to act according to it. It should be noted that this law describes processes, interventions, perceptions, committees, assessing factors, and so on regarding the student with special needs that a simple person such as the student’s parents or teachers needs to understand what is being talked about and what he needs to do. However, it appears to me that the high language of the text is not accessible to the parents or to the educational staff, who need mediation and assistance both in order to understand what is written and to understand the required procedures and processes. Moreover, in my opinion the parents need direction and help in order to know and understand from this law what their child’s rights are and what he is eligible to receive, since some of them find it difficult to understand the language of the law, which is written in legal language and at a high level. I think that it is a pity that the law is written in a way that is not clear to the parents, since they are the central and important factors in the life of the child with special needs, who need to know and understand the law and the child’s rights.

What are the omitted elements? Which elements were omitted?

It is possible to see that the State of Israel advances a perception that encourages the inclusion of children with special needs in regular education out of the understanding that this inclusion will contribute to the students' integration in regular society and in the surrounding community, will make them more independent, will remove barriers among them and in society, will reduce pressures among the students and in their family members, and will strengthen the student and his family in the process of the inclusion. This policy has advantages and disadvantages.

Advantages

The student with special needs can fit into the regular environment surrounding him and will even acquire tools and ways that will contribute to his integration in his adult life in the community in which he lives. In other words, it is necessary to train the students for the reality of his life and the real world.

1. The educational approach is that the environment needs to suit itself to the student with special needs and does not require the student to adjust to the environment. This approach may contribute also to the integration of the student as an adult in society, since it develops a perception that the community needs to adjust itself to the person with special needs.
2. The policy advocates for the removal of barriers in society relative to the other and the acceptance of those who are different. In other words, the students, their family members, and the educational staff are exposed to students with special needs, who are the other, and in this way, they recognize them, develop towards them a positive attitude, and even accept them. Thus, this exposure and familiarity may influence additional circles in their lives, in cases in which they encounter the other.
3. The policy contributes to the creation of social relationships between students with special needs and regular students and between the family of the special needs student and the family of the regular student.
4. The students with special needs have additional resources and responses, which come from separate budgets intended for special education. These resources and responses do not support only the students with special needs but also the regular students in the classroom. For example, in the case of a student who receives a personal aide, his aide is not just supporting him but also helps and supports other children in the classroom.
5. Every parent is entitled to place his child with special needs into the framework of regular education.

6. The school is obligated to report to the parent and update him in all that occurs in the learning process of the student with special needs and in his progress during the course of the school year.

Disadvantages

A student with special needs who is integrated in the regular classroom may feel different and lower in different areas, compared to the regular students in the classroom. This may cause him harm in the self-image. In addition, his difficulties may inspire negative results on the part of his classmates, such as lack of patience, lack of acceptance, and so on. Furthermore, a student with special needs who will learn in an educational framework that suits his needs, with his peer group, may have more experiences of success.

1. The integration of students with special needs may waste time and resources of regular education on the part of the educational staff of the class and the school. This may harm the responses and availability of the educational staff to the needs of the regular students in the classroom and the resources provided to the regular students in the school framework.
2. It appears that there is a gap between the law and its rationale and the implementation of the law in the test of reality in a number of aspects.
 - A. The number of students included in regular education is steadily increasing but there are still many students with special needs who learn in separate frameworks of special education.
 - B. It appears that the implementation in actuality of the inclusion in the education system lasted longer than expected, because of the lack of budgets and resources. Moreover, there is a lack in manpower in teaching – teachers, aides, paramedical therapists, and practitioners from areas of health in the educational system, so that sometimes students with special needs do not receive the responses and supports for which they are eligible.
 - C. It appears that students who study in the special education framework (special education institution or special education class in the regular school) receive more responses and supports than do students who are included in the regular classes, since it is easier to organize therapies and responses for students with special needs who are concentrated in frameworks of special education than individual students who are scattered in different schools in different classes.

- D. It seems that both the financial burden and the treatment burden are still imposed in some of the cases on the parents of the students with special needs, who do not receive the therapies and supports for which they are eligible following the lack of personnel and therapists in the education system and because of the lack of budgets for students with different special needs.
 - E. It appears that the situation of students who learn in regular education is more severe, since they receive less therapies and supports than students who learn in the special education frameworks. In addition, there may be a worsening in the situation of these students, who do not receive the support and therapies they need and may even develop additional difficulties.
 - F. It appears that the regular schools do not have sufficient tools that will meet the needs of students with special needs. In addition, the educational staff in the regular school lacks the suitable professional training for work with these students, for example, in the coping with students with emotional-behavioral disorders. This situation sometimes creates among the teachers feelings of loneliness, powerlessness, and frustration in their coping with the difficulties of these children.
 - G. The educational institution and the educational staffs work on the participation and involvement of the students in the classroom, the building of a collaborative system of relationships, and the improvement of teaching and learning environments, which will suit the diverse needs of all the students, at the same as the building of individualized educational plans that are suited to the students with special needs. It appears that sometimes these things place a considerable burden on the teachers and cause feelings of stress, tiredness, and tension among them.
 - H. The creation of separate educational frameworks, which are different from the regular framework, for students with special needs increases the labeling of these students in society and the stigmatization and even distances them from the community and the environment in which they live.
 - I. The requirement to assess the students with special needs creates different labels for these children, thus increasing the stigma and differentiating them from society and the environment.
3. In Amendment Number 11 of the Special Education Law it is written that in cases in which the Committee of Eligibility and Characterization believed on the basis of the opinion of therapy factors and written information from the education institution where the student learns that there is real concern that the student's placement in an

educational framework according to the parent's choice will lead to real harm to his wellbeing or the wellbeing of others, it is entitled to decide upon the student's placement in an appropriate framework. The questions that arise from the Amendment to the Law are as follows. What is the meaning of real concern? What is real concern? It appears that a detailed explanation of this phenomenon is not provided, and it is subject to different interpretations. It is important to note that in the existing reality schools bring up to the Characterization and Eligibility Committees students who they assert cannot integrate in the school since there is real concern for his wellbeing or the wellbeing of other students in the school and the schools think they do not have the tools, resources, and support that the students need. However, in actuality, in most cases the Committees do not instruct the placement of the students in an educational framework that the school requests and listen to the parents' requests. It appears that only in isolated cases do the Committees instruct the placement of the student in an educational framework that is contradictory to the parents' request. Thus, a situation is created in which in these cases the schools feel frustrated and powerless and think that the Ministry of Education is abandoning them and leaving them alone in the coping.

4. It is possible to see that the personal resources and budgets that the students whose disability is defined with high frequency and whose level of performance is low are significantly lower than the resources and budgets of students whose disability is of low frequency and whose level of performance is low. For example, a student with learning disability who is integrated in the regular framework has a 'basket' of about 2.2 weekly support hours, while a student with mental disorder or autism who is integrated in the regular framework may receive a 'basket' of about 4.5-7.5 weekly hours.
5. The Special Education Law awakens different questions regarding the teamwork in the school, which cannot be answered in the law, such as the following questions. What are the ways of work of the educational staff in the school relative to students with special needs? To what extent is there correspondence between the directives of the Special Education Law as expressed in the law between its implementation in actuality? To what extent do the educational staff, the paramedical staff, the medical staff, and the social staff succeed in functioning as a team? What is the relationship between the staff's educational perception and its activity? What is the relationship between the law and the school's perception and the staff's approach? What is the relationship between the educational staff, the parents, and the student with special needs in the school? Who

will include the educational staff in the school and provide answers to their needs, and so on?

The analysis presented above indicates, in my opinion, that there has been progress in the ability of inclusion and integration of the education system in Israel of the student with special needs. It appears that the education system advances a perception of the inclusion of students in the regular class while providing support and treatments to the students who are entitled to these services. In addition, it defines the procedures and processes required in the work with these students. Furthermore, it appears that students with learning disabilities also receive support and assistance from the school framework – students who learn in a separate educational institution, students who learn in the special education class in the regular school, and students who learn in the regular class. The resources and support that children with disabilities with a high prevalence and a low level of functioning receive are significantly lower than the resources and supports that children with disabilities with a low prevalence and a low level of functioning receive. For example, students with learning disabilities with a low level of functioning receive lower budgets than children with autism or a mental disorder with a low level of functioning. In addition, it appears that the students with learning disabilities who are incorporated in the regular framework sometimes receive fewer responses and treatments they need, because of the lack of personnel in teaching and the lower budgets they receive because of their disabilities and because students with special needs who are concentrated in special education frameworks receive more paramedical treatments than do students who are integrated in the regular frameworks, since it is easier to organize for them the support and response. Furthermore, it appears that the regular schools lack more tools in their work with students who have special needs than separate special education frameworks. Moreover, teachers who teach in regular education lack the appropriate training, and this can be seen, for example, when students with emotional behavioral difficulties are integrated in the regular classes and the teachers in regular education find it more difficult to deal with their difficulties than do teachers in special education frameworks, which have the tools and the appropriate training. Another example is students who have a significant learning disability and a very low level of functioning and they find it difficult to acquire reading and writing. I see that the teachers in the regular class have greater difficulties working with them since they lack the academic skills and different strategies that will allow them differential work with students with learning disabilities than teachers in special education. Moreover, it appears to me that the Special Education Law does not address bilingual students or students who come from a

different religious or national background and bilingual learning disabled students in particular. It also does not address the unique schools that integrate in them students with learning disabilities and does not speak about the way in which it is possible to integrate between the unique school plan and the personal plan of the student with special needs in a unique regular school, such as for example the bilingual school. This is what I think – that the educational policy regarding students with special needs in the education system advanced and changes occurred in them, but there is a gap between the educational policy and the supports and responses that students with learning disabilities receive in actuality in the schools, particularly the students who are integrated in the regular classes. Furthermore, to the best of my understanding, this law does not address bilingual students with special needs or learning disabilities and does not address at all the cultural background of students with special needs, so that there is considerable work also in this field.

7.2.2. Analysis of Documents Expressing a Safety Act in the Coronavirus Period in the Context of the Macrosystem

Document 1: Lifestyles in the Education Institution in the Coronavirus Period – Guidelines for the Preparation of the Education Institution (Ministry of Education, 2020A)

The State of Israel is accustomed to coping with situations of security emergencies, and therefore in the education system in Israel there is a crystallized and regular perception of distance learning in a time of emergency. This perception is based on the assumption that the schools' commitment to the students is strengthened in a time of emergency and it is very important to maintain the relationship between the teacher and the students particularly in times when it is impossible to come to the school.

The Director General's Circular of the Ministry of Education from January 2019 on the topics of the emergency procedures in the education system (Ministry of Education, 2019) addresses the use of the schools as centers of learning for a time of emergency, including through online distance learning via the Internet. According to the circular, online learning is another means that enables the education system to deploy the students from a distance, when they are not in the schools, through the school Internet websites. In the Circular it is noted that the guidelines and information that pertain to the learning in a time of emergency will be put on the website of the Ministry of Education in a time of emergency, alongside the materials for learning and stress reduction on the part of the Pedagogical Secretariat, in correspondence with

the age groups, which will help the teachers and students maintain a learning routine also in times of emergency. In addition, it instructs the schools to act to create online communication and learning in the online class space that will be used in a time of emergency, including actions such as discourse with the students and stress reduction activity through a closed discussion group or an alternative tool for online communication and the referral of students for the performance of the task that appears in the class learning space. In addition, it was determined in the circular preparations for distance learning, including the establishment of a school portal and use of it in a time of regular learning and performance of distance learning exercises. The Ministry of Education published at the start of the year 2020 a detailed procedure that arranges the distance learning in a time of crisis, “Emergency in Real Time – Procedures and Guidelines for Conduct and Distance Learning in an Emergency” (Ministry of Education, 2021). The goals of distance learning in a time of emergency according to the procedure are to provide an answer to the different needs in the education system through the online environment when the learners are prevented from going to the school, including providing an emotional response to students, holding a relationship with them, and maintaining a supportive social-educational framework, providing an immediate response relevant to the distresses and concerns that arise following the situation of emergency, and from the third day of the emergency situation onwards holding guided learning and social activities as a substitute for studies in the classroom.

In the procedure the roles of the factors in the education system are defined – the school principals, the homeroom teachers, and the subject teachers – at the time of distance learning. The school principal is required to make certain that the school system operates in an orderly manner and will have a learning routine even when the studies are not held in the school or the classroom. The homeroom teacher has the obligation to manage the relationship with the students during the emergency learning routine. In this, emphasis is placed on the importance of maintaining the continuous relationship with the parents and the students for the purpose of follow up after the conduct of the learning and the maintaining of the relationship between the students through social actions. These procedures are in effect on all the education institutions in the education system, including Ultra-Orthodox education and Arab education.

On March 13, 2020, it was decided to close all the schools in the education system, and on March 15, 2020 the decision was extended to include the preschools and special education frameworks. At the same time, the educational staffs were asked to continue to provide a learning and emotional solution for students in order to maintain the learning continuum. According to the guidelines published by the Ministry of Education for the school principals,

the principals had to see to the deployment of the distance learning routine through technological instruments, when the main one is the class learning space through which contents and tasks for performance will be conveyed to the students. In addition, guidelines pertaining to the distance learning for special education students and students at risk were published (Weissblay, 2020).

Many schools indeed began in the days after the closure of the school to implement distance learning in the time of emergency. The school teachers conveyed class contents and tasks alongside contents provided by the Ministry of Education. According to the Ministry of Education, in distance learning tools are deployed, such as synchronous learning sessions with the teacher and the class, digital learning spaces, digital content including learning tasks at the scope of 80% of the knowledge domains, content units and digital books and computerized literacy tasks in the field of language, science, man and environment, and geography, software programs for pedagogical management and school schedule, private lessons online, independent learning courses, and expert lectures. In parallel, the Ministry of Education launched a national system of broadcasts in Hebrew and Arabic broadcast every day on the Ministry of Education website and on the television channels, when the contents are tailored to the curricula in the study subjects for each age group according to the set schedule, in Hebrew and in Arabic – through teachers with experience in the knowledge fields. Another system of broadcasts for students who are taking the high school matriculation examinations and for early childhood education students was launched (Weissblay, 2020).

What is the content of the document? What is the document about?

This document was sent on April 28, 2020 by the Ministry of Education to the school principals and educational staffs. It was also published among the parents, the students, the local authorities, and the public in Israel. The document presents guidelines for the correct preparation and management of the routine activity adjusted to the educational institution in the coronavirus period, with the return to the routine in the schools, after a not-short period of shutdown of the schools and distance learning. It appears that this document was sent to the school at the time when the education system began a gradual process of return to the school studies. It is important to note that the return to the studies in the schools and preschools is the start of a routine, which is different from the routine familiar to the students and teachers from the period before the coronavirus pandemic (there was no coronavirus in our lives), and yet will help them build a process of re-adjustment to the best routine. In other words, the new routine that the schools are beginning is not the same routine that they know from the past,

from the days before the coronavirus pandemic, but it nevertheless enables a closer social encounter with the friends and the teachers.

The goal of the document is to help the principals and the educational staffs to prepare correctly and to manage an adjusted routine in the coronavirus period in the educational institution. In other words, the aim is to help the principals and the educational staffs build an agenda in the educational institution in the coronavirus period. The agenda will help the students set an infrastructure for a regular and continuous framework, which can provide security and increase the sense of protection, mastery, and efficacy. However, it requires of all of them cognitive and behavioral flexibility that will help them with a slightly different look also on familiar and routine concepts such as class, recess, playing in the yard, lesson, and so on. This look poses a challenge to the educational institutions, the educational staff, the principals, the students, the parents, the community, and so on. The document was written and prepared according to the guidelines of the Ministry of Health that are updated from time to time on the Ministry of Education website.

In addition, the document mentions that the emergency and security coordinator in the education institution will help the schools assimilate the guidelines of the Ministry of Health on the topic of the coronavirus, publish guidelines on the topic of the coronavirus, and implement the guidelines in the education institution. In addition, updates and changes in the guidelines for the schools are possible, according to the development of the coronavirus in Israel.

The main topics in the document:

- The preparation and maintenance of cleanliness of the education institution. The local authority / owner will prepare the structure and infrastructures of the educational institution for the return of the students to the studies. The arrangement of the desks in the classrooms will be performed in a way that gives the physical distance, which is required between the students, when beside each desk will sit only one student. In the spaces of the educational institution there will be placed signs of explanation, soap dispensers/bottles, and garbage cans.
- Updating and involving the parents. The principal of the education institution will involve and update the students and the parents regarding the coronavirus guidelines, will explain to them the guidelines, and will share with them the preparation.
- Health declaration. The students will not be allowed to enter the educational institution without completing a health declaration, signed by the parents. The health declaration

is attached as an appendix to this document. In addition, the parents seek to report to the educational staff about the non-attendance of their children in the school and to explain to them the reason for this

- Personal hygiene rules. The students and the staff must be careful to wash hands. The students must eat only in the regular study classroom, each child at his table. At the end of the meal they need to wash hands with soap and water. In addition, it was determined that personal equipment must not be shifted from one student to another.
- Wearing a mask over the mouth and nose. It is mandatory to wear a mask from age seven in the public space. Students, teaching practitioners, and administration workers are required to come to the education institution with a face mask.
- Rules of entry into the institution. In every school all the entrance gates will be operated and supervised continuously according to the security guidelines. At every gate there will be a staff member who will make certain there will be no gathering by the gate and will direct the students to the classrooms in which they learn.
- Emphases for the health declaration. Students, principals, teachers, and staff members will not be permitted to enter the education institution without a signed health declaration.
- Rules of behavior in the routine of the studies. The activity in the coronavirus period will be held in the regular groups of students in order to implement the mandatory rules of maintaining physical distance, including going out to breaks.
- The rules of class hygiene. It is necessary to maintain the cleanliness of the surfaces of the desks and chairs and other surfaces. The students need to avoid physical contact among them and between them and the staff members. In addition, it is prohibited to shift learning equipment, writing utensils, food, or drink from one student to another.
- General procedures. With the beginning of the first lesson, on every day of studies, the educational staff must explain regarding the manner of conduct in the coronavirus period. In addition, the teacher will read names and will update the school principal about the absences and the reasons for it. Furthermore, during the recesses teachers should not stay in the teachers' room when their number exceeds a number that allows for physical distancing, one teacher per desk. The staff meetings in a large forum will be held via media, and no gatherings and ceremonies will be held in the educational institutions. Parents and other people will not be allowed to enter the educational institution unless it is an emergency and the principal approves.

The aforementioned statements regarding the content of the document indicates that the document presents general guidelines for the school that will allow it to operate correctly and in a way adjusted to the coronavirus period. The guidelines address different topics and emphases, primarily in the context of the coronavirus pandemic and the management of a certain learning routine in the period of the coronavirus. These are important and essential topics, in my opinion, since they enable the students and teachers to return to a certain routine of learning from up close in the coronavirus period according to the situation of the coronavirus in Israel. However, I think that these guidelines are very general and do not address different situations or discuss certain cases. In addition, they present how the education institution needs to prepare for the routine of learning but they do not speak about the implementation and performance of the guidelines and do not describe how to implement them. The preparation of the educational institution for the learning routine in the coronavirus period includes many topics, emphases, and aspects, which in my opinion make it difficult for the educational staff, the216ncreasts, and the parents to follow after them and act according to them. I think that it is necessary to “translate” them, as well as to reduce them. Many detailed guidelines create a feeling of “load in the mind” and make it difficult to remember them. In addition, the content of the document in my opinion is not executable in reality and brings up many questions regarding the implementation. Moreover, I noticed that the document almost does not address pedagogical, emotional, and social aspects, which are a part of the routine of the school and are very important, especially in this period, both to the students and to the teachers, who remained a lengthy period of time in their homes under the lockdown, which influenced them on the emotional, social, and academic levels.

It seems to me that the document content addressed in a very limited manner the population of students with special needs or learning disabilities and the population of bilingual children or bilingual learning disabled children, and in general different populations of children. It also does not explain, in my opinion, how these populations will act with the return to the routine of learning in the school with guidelines, which are presented in this document. In addition, it does not explain how the teachers of students with the special needs or learning disabilities or bilingual students and other populations are supposed to act according to these guidelines with these students and with other populations of children.

What are the terms mentioned/appearing in the document? What is the language of the document?

The following table presents the terms mentioned/appearing in the document “Real-Time Emergency – Procedures and Guidelines for Conduct and Distance Learning in an Emergency” (Ministry of Education, 2021).

Table Number 7: The Terms in the Real-Time Emergency – Procedures and Guidelines for Conduct and Distance Learning in an Emergency (Ministry of Education, 2021)

<u>Term in the Document</u>	<u>Meaning</u>
“Coronavirus period”	The period of time from the date of the return to the studies and the operation of the educational institution with limitations according to the orders and health guidelines that intend to reduce the infection from the coronavirus until the Ministry of Education, according to the law and guidelines of the Ministry of Health, announces that the education system is returning to routine operations, as it had functioned before the outbreak of the coronavirus in Israel and the education institutions were closed by the Public Health Order.
“Health conditions”	The health data and indicators that may indicate the suspicion that a certain person is sick and/or carries the coronavirus, with emphasis on the following conditions: <ul style="list-style-type: none"> - Fever of 38.0 degrees - Symptoms characteristic of the coronavirus: coughing, respiratory difficulties, or any other respiratory difficulty. - Directive to remain in home isolation - In the same home there is a person who is a verified coronavirus patient.
“Health declaration”	A signed document that is attributed to a certain person or list of people, according to which those who are mentioned in it do not have the indications / situations noted in the above health conditions, to the best of the signatory’s knowledge – an adult person, a parent, etc.
“Keeping physical distance”	A situation among people and between groups of people that expresses the obligating minimal distance, as determined by the Ministry of Health, between every person and other people around him. In the present stage, the minimal distance determined is two meters.
“Hand washing”	The correct order of actions of washing hands with soap and water, intended to maintain personal hygiene in the coronavirus period.
“Shift”	Learning activity determined in an outline delineated according to the number of hours a day of a regular group of students, in the division by grade, age group and/or class group, and pedagogical staff, intended to separate between groups.
“Learning group”	A set number of students according to the outline distributed by the Ministry of Education for every type of education and age group.
“Hygiene and environmental sanitation”	All the actions of the education institution, with the help of the local authority or owner of the institution, and according to the guidelines of the Ministry of Health and Ministry of Education, intended to ensure the cleanliness of the different types of educational institutions.
“Coronavirus guidelines letter”	The document of guidelines, relevant and specific to the data and characteristics of the educational institution, that every manager of the institution is required to formulate, according to the rules and guidelines

	of the masterplan and with the help of the local authority or owner, in order to arrange the adjusted lifestyle, required in the institution they manage.
--	---

Own work: Idit Perelmuter

Language of the Document

In my opinion, the document is written simply and is clear to readers. The terms mentioned in the document are known already to the public, both to the parents and to the educational staff, since the public's exposure in the days of the outbreak of the coronavirus to the media was high because of the need to obtain information on the pandemic, regular updates on the situation in Israel and in the world, changes in the policy and outlines that occurred frequently, and so on. The exposure of some of the children in this period to the media also was high, so that some of them knew some of the concepts mentioned in the document, since in their homes as well they used these terms in everyday language and acted according to the guidelines, for example, wearing a mask, using soap or other cleaning materials such as "hand sanitizer", and so on. It appears that the document is filled with guidelines, topics, and emphases and includes many details and considerable information, therefore making it very difficult to remember and understand all the information. It appears that if the document were more concise and were to address important and main details, then it would be friendlier to the public of readers. The feeling is that the reader becomes tired from reading the document and finds it difficult to follow up after the guidelines because of the load of details and information. Hence, the need arises to focus the issues. Furthermore, I think that some of the readers will not read the document to its very end and will stop reading on the second page. These readers will need mediation and assistance from others, who will explain the guidelines to them.

What are the omitted elements? Which elements were omitted?

This document addresses the guidelines of the schools regarding the gradual return of the students to the school and the school studies after a long period of the stay at home and distance learning. These guidelines speak about the correct preparation of the educational institution and management of the adjusted routine in the coronavirus period. However, they do not explain the meaning of this gradual return. Is the intention that the return to in person learning will be according to age groups gradually? Is the intention of gradually that the children will near a number of days a week in the school? If so, is the meaning that the learning will be hybrid, etc.?

The document is a general document of guidelines, which sparks many questions. How do the students return to learn in groups? If so, what is the number of students in every group? Who will teach all these groups? The schools do not have the personnel and budgets required to teach the students in the groups that do not come into contact with one another. It is important to note that there are classes in which the number of students reaches forty, so it is expected that they would divide into a number of groups. Moreover, additional questions arise. Where will every group learn? Does the school have enough classes and learning spaces for all the groups? It appears that the guidelines state that every group will learn in a different space.

In addition, it is written that every student sits on a desk alone in the classroom. What happens with classes where there are not enough desks for every child? In Israel customarily every desk has two students; there are no personal, individual desks for students. Moreover, a certain physical distance between each and every student is needed, a distance that cannot be maintained in some of the classes because of the class size, number of students, crowdedness, etc. In addition, it is expected that every study group will go to recess at different times. A situation is possible in which all the groups cannot be brought out to the different spaces outside at different times because of the conditions existing in the school, such as lack of outside spaces that enable a stay of different groups separately outside, a lack of personnel to accompany the groups outside and supervise them, learning aspects, etc. Moreover, the guidelines address the topic of cleaning, maintenance, and hygiene of the school and the students. The following question arises. Who are the factors responsible for the implementation of these procedures? Is this the custodian and cleaners, the teachers, or the educational staff? Will additional budgets be given to the school so that they can equip and be prepared for the required learning routine, such as soap, trash cans, cleaning materials, and so on? In addition, it is expected that the parents will fill out on a daily basis a health declaration form for their children and will confirm that they are healthy and meet the procedures determined by the Ministry of Health. The following questions thus arise. Who is the factor that follows up after these health declarations? What is done with the parents who report that their children's health is fine but in essence it is not? What happens with the students whose parents did not fill out the health report? What happens in cases in which students do not come to the school continuously? Is this approved in terms of the law and if so under which circumstances is this approved? Is the intervention of outside factors on the issue of the student's non-attendance of the school required? What is done with the student who is absent and is he taught?

The document notes that all those who come to the educational institution from the age of seven must wear a mask but does not address different populations of people who cannot wear a mask, such as staff members and children with special needs or a medical background that prevents them from wearing a mask. On this matter as well, questions arise. What happens in situations in which the regular students cannot wear a mask or do not want to do so? What behavior is to be adopted towards them? What is done in cases when staff members cannot wear a mask? What behavior is to be adopted towards them? Who checks that the students and the staff members in the school wear masks?

In addition, it is mentioned that the number of teachers who can be in the same room is limited and in essence it is required that every teacher sit at a separate desk. Hence, all the teachers in the school cannot be simultaneously in the teachers' room and in the recesses in the school. Thus, the following questions are asked. What happens in situations in which the teachers' rooms are small and the number of tables is limited? Where is it expected that the teachers will be during their recess – where will they work? Where will they make coffee, print materials, type on the computer, and so on? In Israel these services are available to the teachers for the most part in the teachers' room.

Moreover, it is expected that the principal, the educational staff, and the homeroom teacher in particular will update and share with the parents and the students about the coronavirus guidelines. Hence the question is: How are the principal and the homeroom teacher supposed to do so? Who will accompany them in this process? Do they understand the coronavirus guidelines?

This document prohibits the entry of every person, including parents, into the school, aside from situations of emergency with the approval of the school principal. Hence, the following questions arise. What is the definition of situations of emergency? In which cases can the principal bring in a person from outside the school? What happens with instructors, supervisors, and outside figures who accompany the school? Are they too prohibited from entering, and so on?

From the information I presented in this part and the questions I posed on the different topics and areas, I can say that the document addresses very general guidelines and does not address details. It presents the procedures but does not explain how it is possible to implement them in the field. In addition, it does not explain who the factors that accompany the school in their process of return to routine are. Furthermore, the document does not expand on the topic

of the coronavirus routine and does not describe what is expected in this period. It appears that these guidelines bring up many questions, which remain open and have no answer. Moreover, it appears that for the school to prepare for the routine of learning according to the guidelines it needs cooperation and recruitment on the part of the staff, which is required to carry out additional roles, which are not in the definition of its role, such as maintaining the cleanliness of the classroom, the spaces, and the students, keeping physical distance, shifts beside the school gate, updating the parents and students regarding the coronavirus regulations, follow up after the health declarations, everyday reporting of the students' regular attendance, and so on. These roles, in my opinion, create a load on the teacher and take considerable time, since the teacher needs to do them in addition to her regular work, which includes teaching the students, providing emotional, social, and academic solutions for her students and their parents, especially in the coronavirus period. In addition, it seems to me that the teachers are not recompensed for their additional roles, which require considerable time from their free time and their private lives. In addition, I think that it is expected that the teachers will perform the roles defined in the guidelines and act according to them, without any one of the decision shapers in Israel having asked the teachers' opinion or consulted with them about these roles.

It is important to me to note that the guidelines of the Ministry of Education on the topic of the correct preparation of the educational institution for the tailored routine in the coronavirus period barely addresses in my opinion diverse populations of students, such as students with special needs, students with learning disabilities, bilingual students, students at risk, weak students, and so on. It is not clear how these populations are supposed to act with regard to these guidelines, what is required of them, which supports and responses they are entitled to, and how they will receive them, and so on. These guidelines raise many questions, for example, regarding the population of students with special needs or disabilities and in particular for the population of bilingual students with learning disabilities. Do they need to wear a mask? Are they also required to frequently wash their hands? What happens with a student who cannot wash his hands independently at the desired frequency? Will the students be integrated into groups and if so how? Can they be provided with individualized or group responses in this period because of the physical division into groups of students who cannot be mixed and because of the lack of personnel (required now to accompany groups of students)? What happens with the students who remain in their homes and do not come regularly to the school? Many other questions addressing the population of students with special needs and

bilingual students with learning disabilities arise in me and remain open, since this document addresses them in a limited manner.

Document 2: Outline for the Conduct of the Students in the Elementary Schools: The Work Routine in the Coronavirus Period (Ministry of Education, 2020B)

What is the content of the document? What is the document about?

The goal of the document is to guide the school principals to prepare for and carry out a lifestyle in the school with the return to activity in the schools gradually, professionally, and adjusted to the coronavirus period, after the education system was shut down and shifted from the format of learning in the schools to learning from the home, in which the education staff continued to provide a solution to the students, in the emotional, social, and academic aspects, in light of the importance of the personal and class relationship and maintaining of the agenda. This outline guides the schools to the gradual return to the routine and to implementation of responses for students of the elementary schools. It was formed to allow the students in the elementary schools a daily schedule that will constitute a new routine for them, their families, and the educational staffs, with guidelines of the Ministry of Education and the health of all the participants. The outline includes all the elementary schools in the State of Israel in official and recognized education, in not official education, and in exemption institutions. According to this guideline, all the education staffs will return to work at the school at the start of May.

The outline presents the work model in the elementary schools with the return to the school. According to this model, the first to the third grades return to study five days a week in the school, for five hours a day, while the fourth to the sixth grades continue to learn from the home for five days a week, for five hours a day.

The outline also addresses the work model of the school principal, which addresses the following topics: the model of the implementation, special education, the school principal's role in the coronavirus period, and pedagogical aspects. The main points in every topic are as follow:

1. The model of implementation addresses the fact that the students will be divided into heterogeneous groups. In every group there is a regular composition of no more than fifteen students. It is possible to compose the groups on the class, grade, and multi-age levels. Every homeroom class will be assigned a homeroom teacher and as possible another teacher. Every group will learn in the class / regular learning space. The entire staff of teachers, according to the scope of their position, including individualized and

stay hours, will come to the job in the school and will engage in teaching in the grades studying in the school and/or the preparation for and implementation of the remote learning in grades that do not come to the school.

2. Special education. The special education classes in the first to the third grades in the regular school will act according to the work model of the regular classes. Students with special needs in the first to the third grades who have a personal ‘basket’ (personal budget given by the Ministry of Education to the student who has passed an external committee of the Ministry of Education the Characterization and Eligibility Committee, and was found eligible to receive special education services from the Ministry of Education) and who learn in the regular class will study according to the class schedule and will receive a learning and treatment response according to his personal plan. A student who receives assistance will receive support from his aide. In contrast, students who learn in the fourth to the sixth grades in special education classes do not return to the regular study routine, and for them a personal system will be formed in the school, when responses will be provided for them in capsules of up to three students and up to two staff members. The study day will operate according to the work model of the regular classes in these grades. The learner in the regular class, a student with a personal ‘basket’ who learns in the regular class, will study according to the class schedule, will receive an academic and treatment response according to his personal plan, in the educational institution or in another place in the local authority. A student who receives help will receive support from his aide.
3. The school principal. This part addresses the role of the school principal, which is mainly to assign teaching workers in the school according to their position scope in the routine times and to fashion a detailed weekly schedule that will include the planning of the personnel in the school for every grade, for every group, and for every lesson in a daily and weekly description. The school principal will manage the distance learning system for the fourth to the sixth grades, will establish a staff for times of emergency in the school, and so on.
4. Pedagogical aspects. To create a routine in which there is balance between the different aspects: emotional, social, academic, and motional, to integrate every day activities that reinforce social relationships and a discourse supportive of the emotional aspects. In the first and second grades, it is necessary to dedicate every day considerable teaching time for the establishment of processes of reading and writing, to integrate everyday

units of time for physical activity. In addition, the teacher will hold differential teaching according to the students' different needs, and so on.

The outline will also engage in additional topics, when the main points are presented for each topic as follows.

- Managing lifestyles and routine in the coronavirus period. The educational staffs, the students, and their parents will come to the school, under the condition that they are not required to isolate according to the guidelines of the Ministry of Health, without fever above 38 degree Celsius or symptoms associated with the coronavirus. Entry into the school is permitted only to the educational staffs and the students, and every day recording and follow up after the students and the staff are carried out, to make certain every day that the space where activity is ventilated. It is necessary to maintain as much as possible a physical distance of two meters between one person and another person. It is necessary to instruct the students to 224ncreasn from touching. Every student from the age of seven and every staff member must come to the school with a mask and wear it during the day in the corridors and yards. During the meal hour it is necessary to refrain from sharing food. The school principal will send to the parents a letter about the guidelines of the return to the routine.
- Movement in the shared spaces in the school. A separation will be maintained, and there will be no transition of students between the learning spaces, in the implementation of a number of groups in the same complex. It is required to determine for every group different times of going out to the yard. When performing physical activity, it is not necessary to wear a mask, and so on.
- Acceptance and release of students. The return to the school is under the parents' responsibility. In the schools where the students are transported it is necessary to coordinate the students' transport with the local authority, in a way suited to the days and hours set for the arrival of the students and according to the guidelines of the Ministry of Health. In every school, a space is defined before the gate in order to prevent people from gathering, according to the local authority or the owners. The start and end of the study day can be with short time intervals between the grades, in order to avoid congestion beside the gate. The entry and exit of the students from the school will be in a controlled and graduated manner through the staff member / teacher on duty. The parents cannot enter and stay in the school.

- Relationship and coordination with the students' parents. The school principal will instruct the class homeroom teachers to create a relationship with the students and the parents towards the return to the routine. The principal will guide the homeroom teachers to hold a continuous relationship with the students who do not come to the school and with their parents. The school principal will be aware of the needs of the school community, and so on.

The study of the content of the document indicates that this outline indeed guides the schools more specifically regarding the gradual return to the learning routine in the schools and providing solutions for students. It describes the school work model more clearly and addresses also the principal's work model, which includes his areas of occupation. It also tackles the way in which the learning happens in the school during the coronavirus period with reference to the guidelines of the Ministry of Education and the preservation of the health of the students and educational staffs. Moreover, it speaks about the relationship between the school and the parents. It seems to me that this document is written in language that is simpler for the readers, thus enabling them to understand the routine expected in the elementary school with the return to the learning in the school, at least of part of the age group. In addition, it is divided clearly into the different topics. It seems to me that this document addresses more the applied part and describes how the elementary schools return to the learning routine expected in the elementary school with the return to the learning in the school, at least of part of the age groups. In addition, it is divided clearly into different topics. It seems to me that this document addresses more the applied part and describes how the elementary schools return to the learning routine in the coronavirus period in a practical and applied way in the field, in the schools. However, in my opinion, it includes considerable information, composed of many details, which make it difficult for the readers to follow, remember, and understand. It appears that some of the principals and educational staffs need mediation in order to understand the guidelines fully because of the great load of information and details in the outline.

Moreover, I see that this outline addresses pedagogical, emotional, and social aspects. The reference is important and necessary in the coronavirus period, especially after a long stay at home on the part of the students and the educational staffs. However, the reference is general and is not detailed. It does not describe what the contents and topics to be addressed are and how to carry them out in actuality, in practice, in the lessons and in the meetings with the students both in the learning in the school and in the learning online.

What are the terms mentioned/appearing in the document? What is the language of the document?

The following table presents the terms in the Document of the Outline for the Conduct of the Students in the Elementary Schools: The Work Routine in the Coronavirus Period (Ministry of Education, 2020B)

Table Number 8: The Terms in the of the Outline for the Conduct of the Students in the Elementary Schools: The Work Routine in the Coronavirus Period Document (Ministry of Education, 2020B)

<u>Term in the Document</u>	<u>Meaning</u>
“The coronavirus period”	The period of time from the date of return to the studies and the operation of the educational institution according to the limitations of the orders and health guidelines that come to lessen infections from the coronavirus until the Ministry of Education, according to law and guidelines from the Ministry of Health, will announce that the education system is returning to operate according to routine, as it did before the outbreak of the coronavirus In Israel and the education institutions closed according to the Public Health Order.
“Learning model”	The form and/or way of learning in the elementary schools with the return of the students to learning in the educational institutions.
“Operations model”	The form and/or the way in which the school will manage the routine of activity during the time of the coronavirus with the return of the students to learning in the educational institution.
“Pedagogical aspects”	Educational aspects. In other words, the educational viewpoints that address different dimensions – emotional, social, scholastic, and motional.
“Management of lifestyles and routine during the coronavirus”	Management of a routine of customized activity in the schools in the coronavirus period, including management of correct order tailored to the coronavirus period.
“Transportation procedure”	The guidelines for the deployment of transportation to the educational institution or educational organization according to the guidelines of the Ministry of Education and Ministry of Health during the coronavirus period.
“Learning spaces”	The places where the students engage in learning or in educational activity.

Own work: Idit Perelmutter

Language of the Documents

In my opinion, the document is written in a clear and simple manner for the readers. The terms mentioned in the document are already known to the school, the educational staff, and the parent public. The outline is understood to the readers and presents clearly the daily

routine in the elementary school with the return to the learning in the school. In addition, its division into topics is clear and understood. The topics mentioned in the document are known to the educational staff, to the parents, and to some of the students. However, as mentioned beforehand, it is loaded with information and details, thus making it difficult for the educational staff and school to follow the different guidelines and directives, to remember them, and to act according to them. It seems to me that they need further explanation to help them focus on the important and main details, with their return to the routine of activity in the schools.

What are the omitted elements? Which elements were omitted?

This outline guides the elementary schools for the gradual return to the routine of activity in the schools and providing responses to students. This outline presents the model of learning in the elementary school, according to which students in the first to the third grades learn in the schools and students in the fourth to the sixth grades learn from the home. I think that there is a certain contradiction between the name of the document and its content, since it is possible to understand from the title of the document and even from the goal of the document that it speaks about the return of all the school students to 227ncreasesnal activity in the school, but when focus is placed on the content of the outline, it is understood that the document speaks about the return of the young grades to the school and not all the grades. In addition, the document does not detail and explain how it is possible to return the young grades to the school, with their division into groups, since it is not possible to allow contact and movement between them, and in parallel to teach the students in the upper grades who remained at home, synchronously or asynchronously. It does not direct the school how it is possible to carry out the model of implementation. Furthermore, it does not address the school's need for further personnel, who will provide responses to the students who are found in the school and who learn in groups and in parallel students who learn from the home. It seems to me that not all the227ncreals have the required manpower according to these guidelines. It is necessary to address the fact that there are teachers who are prevented from coming to the school for medical reasons, so that from the beginning a situation is created of the absence of teaching personnel.

Moreover, the outline defines the unique roles of the school principal in the period of the coronavirus, but does not guide the principal in the school how to act and to implement the proposed learning model through the reference to the guidelines of the Ministry of Health and Ministry of Education. It appears that he needs support in the preparation of the educational institution for the routine activity and organization and management of a clear and understood agenda for the teachers, students, and parents. In addition, the outline addresses the principal's

role in the time of the coronavirus but does not address all its roles. These roles mentioned in the document are in addition to the different roles that he has as the school principal, so I maintain that the roles of the school principal, both the unique ones for the coronavirus period and the general ones, are many and create a feeling of great burden on the principal. He needs another person or a group of people who will help him to lead the educational system, the organization and management of things, and their accommodation to the coronavirus period.

It should be noted that this outline addresses the population of special education students in the regular schools, both for the students who learn in the special classes and for the students who are integrated in the regular classes. In my opinion, this reference should be appreciated, since in the document of lifestyles (Ministry of Education, 2020A) in the educational institution in the coronavirus period there is no reference to this population. This document defines and explains how the implementation of special education classes and students in personal inclusion in the regular classes will be carried out in the younger grades and in the older grades. However, in my opinion, it does not instruct the educational staff and the school how to act in order to follow the guidelines. In other words, the document does not explain how the teachers will return to the activity of routine in the young special education classes. In addition, the document does not explain how the educational staff can provide a response for the students who are found at home and in parallel students who come to the capsules in the school of no more than three children. The following question arises. How can the homeroom teacher provide a response in the work day for students in her class who learn at home and for students who come to the school? Moreover, it does not explain at all how the special education students with a personal 'basket' are supposed to receive treatments and support according to their individual plan, both when they are found in the school and learn in groups in the first to third grades, and mainly when they learn from the home. A main and important question was asked. How can the school provide treatment and support to the students from special education with a personal basket who are required to learn from the home and concurrently to receive treatment and support they need, according to the individualized plan? How does the educational staff that teaches remotely every student who is found at home provide responses and treatments for children with a personal basket, who need this in the school or outside of it, and follow up after the support and to see that it is given. In addition, how is the staff supposed to do this with the limitation of the manpower existing in the school?

Moreover, it seems to me that the guidelines ask all the teachers to return to the school and to teach the students who are found at home from the school, or in other words, to hold

lessons and encounters online from the school. This guidance does not meet the test of reality, because many schools do not have the technological infrastructure that allows the transfer of lessons and meetings to groups of students or to different classes at the same time in the school. Frequently it appears to me that there is a lack in the computer or technological equipment or in the proper supply of systems of communication, which will support a large number of lessons that are held online or computerized activities.

I think that the reference of the document to pedagogical aspects that include the emotional, social, academic, and motional fields is important and essential, mainly in the time of the coronavirus and in the time in which the students stayed for many days at home. However, the outline does not guide the educational staffs in detail and specifically how they must implement these guidelines and how they must address and act regarding these aspects. It appears to me that it is expected of the school staff to think and to see how to act in this reality and to implement the guidelines.

Like with the previous document, “Lifestyles in the Educational Institution in the Coronavirus Period”, in my opinion many questions arise regarding the implementation of “health” guidelines unique to the coronavirus period, the goal of which is to maintain the health of the students and teachers also with this outline, such as the following. Who is the factor that follows up and ascertains in the school that the parents and the teachers filled out a health declaration? Who is the factor that ascertains that the students maintain personal hygiene? What occurs in cases in which the students find it difficult to maintain personal hygiene? How is it possible to maintain physical distance between students in a small classroom or in a classroom where a large group studies? How is it possible to maintain distance between learning groups learning in the same space and to make certain they do not intermingle? How is it possible to keep children from not passing equipment among themselves? Who follows up to make certain that the students and teachers come to school and wear a mask each day? What happens with students who find it difficult to wear a mask for different reasons or students who refuse to wear a mask? Who manages the registration and follow up after the teachers’ and students’ coming to the school? What happens in cases in which the school lacks the personnel for all the learning groups or cannot teach in parallel both the 229ncreasts in the school and the students who remained at home? What happens with a student who finds it difficult to maintain distance or a student who needs physical closeness? How do the manager and educational staff maintain the relationship with the parents? Do they maintain the boundaries of time during the coronavirus period? What is given a response and what is not given a response?

I have many additional questions that remain open, since it is not possible to find for them answers in this document. I think that the guidelines in this document are many and thus create a great burden both on the principal and on the educational staff, which needs to include, teach, listen, see, and speak both with the parents and with the students and to recalculate the path every day, to be an acrobat, and to attempt to find different solutions. In addition, they increase the expectations from the teachers, on the part of the public, the Ministry of Education, and the parents and students. It seems to me that sometimes the teacher's many roles steal from him considerable time and even increase in him the feeling of tension, tiredness, and uncertainty that already exists, especially in the coronavirus period.

Moreover, I also see that a document that is more reader friendly does not explain or present examples on the way of implementation of the guidelines in the school. I think that such an outline that is released by the Ministry of Education needs to think about the ways that will help the educational staffs implement the directives and requirements in the schools and present them to the staffs, such as peer learning, and so on. The aim is to prevent a feeling of loneliness in the coronavirus period and for the staff to see that they are being seen, they are being supported, and most importantly they will feel that they are not alone at this time, a feeling that is found in the hearts of teachers and staffs and that increases in particular at such a time.

7.3 Analysis of Documents in the Context of the Microsystem

This stage will tackle the analysis of documents in the context of the microsystem that influence the educational situation of bilingual students with learning disabilities. It is possible to see that the documents in the context of the microsystem address two main topics. **The first topic** is the vision, perception, and policy of the bilingual school. **The second topic** is the bilingual school in the period of the coronavirus period. These documents have a central and very important main characteristic – they focus on the formal factors that influence the educational situations of bilingual students with learning disabilities in the bilingual school in the context of the microsystem.

In the first part I chose to analyze important documents for the bilingual school, which reflect the vision, perception, and policy of the school in general, which in essence constitute the foundations and basis of the bilingual school, from which are derived the curricula, the goals, and the educational objectives, the teaching methods, the learning instruments, and the learning materials.

In the second part I chose to analyze documents that address the topic of the bilingual school in the period of the coronavirus. The documents present the guidelines, decisions, and updates of the school in the coronavirus period, from which the outlooks, actions, learning methods, and teaching methods of the school in this period are derived. The guidelines and decisions that are updated from time to time and even daily, according to the coronavirus situation in the school, the development of the pandemic in Israel, and the policy of the Ministry of Health. It is important to note that these are guidelines and decisions sent to the parents, the students, and the educational staff by the school in the coronavirus period.

7.3.1. The Vision, Perception, and Policy of the School

Document 1: The Educational Vision of the Hand in Hand Schools

What is the content of the document? What is the document about?

This document is in essence a draft of the educational vision of the schools of the Hand in Hand Association. This draft was authored together by the forum of principals of the Hand in Hand schools in the year 2013, fourteen years after the founding of the first school. The document was written by the school principals, from their experience and their daily work and aspires to be the vision of the bilingual schools and their outlook for the future.

Content analysis of the document of the draft of the educational vision indicates that it tackles the following subjects:

1. The Hand in Hand education institutions are schools and preschools for bilingual education.
2. The educational perception of the education institutions of Hand in Hand supports shared and equal existence between Arabs and Jews, all citizens of Israel. It advances pedagogy that leads the students to full and autonomous life of self-fulfillment alongside social fairness based on cultural riches.
3. The Hand in Hand schools are connected both to Arab society and to the surrounding Jewish society and to the shared community space. Life in the bilingual school constitutes an experiential workshop in a shared society, which includes all those who come to the school – management, educators, and students.
4. The figure of the desired graduate of the Hand in Hand Schools is a person of broad knowledge, with a high level of commitment to justice, alert and involved in society, who takes an active part in the efforts to change and improve it.

5. At the basis of the Hand in Hand pedagogy there is bilingual education, which seeks to establish an educational and value infrastructure for the existence of a democratic society shared by the Jewish and Arab citizens in Israel. Education in the two languages together develops among the partners a dialogue based on cultural difference. Bilingual education teaches each one of the sides in the dialogue the language of the other side and encourages mutual connection between Arabs and Jews, in that it prepares the students for civil life that includes the difference and expands the commonality.
6. The two languages, Arabic and Hebrew, are present equally in bilingual education. They present different cultural worlds. The teaching in the classroom is performed in both languages by two teachers, an Arab teacher and a Jewish teacher. The partnership between the teachers, the speaking and learning in the two languages, grant equal status to the two teachers and make equally present the Hebrew culture and the Arabic culture in the world of the school.
7. Bilingual education supports the existence of an open multicultural dialogue in the two languages, which emphasizes the values of mutual recognition and respect and enables description and broad interpretation of the social reality. In bilingual education, the separate identities of the students, Arabs and Jews, are shaped each one significantly, alongside the connection to the other.
8. Bilingual education has two main educational elements:
 - A. The cultural element. This is based on the development and cultivation of humanistic traits and qualities among the students. It includes three important emphases:
 - Openness to the unique national and cultural difference of each one of the students, alongside exposure to the special value of what is shared in human culture.
 - Giving an opportunity for personal and unique development of the student as an individual alongside the internalization of the importance of civic responsibility, based on active social involvement.
 - Encouragement of the development of a critical and creative approach towards the values of culture and society.
 - B. The academic element: This is based on the development of abilities and skills of education and society. It includes two main emphases:

- The development of language and science literacy, based on learning and thinking skills, which will allow every student success in the fulfillment of his abilities and achievements in the studies.
- The development of an inquisitive and investigative awareness among the students.

9. Bilingual and binational education offers different challenges in the reality existing in Israel, when the historical conflict between Arabs and Jews plays a central role. The educational staff in the Hand in Hand schools holds an open, lively, and developing dialogue in all the circles that includes the students, the parents, the teachers, and the management staff.

10. The schools are official, recognized, and supervised by the Ministry of Education. The unique programs of the school are integrated into the core curricula and programs of the Ministry of Education.

From the content presented above, I can say that the educational perception of the bilingual schools is very important to the future generation of the State of Israel and Israeli society, since it supports a shared and equal life of Jews and Arabs, with the connection to different cultural spaces, the Arab space, the Jewish space, and the shared space. In addition, it supports the equal presence of the two languages, Arabic and Hebrew, in the school, and instruction undertaken in the two languages by the two teachers, a Jewish teacher and an Arab teacher, who are partners. The learning in the two languages and the speaking in the two languages grant an equal status to the two languages and makes Arab culture and Jewish culture present equally. In addition, it enables an open multicultural dialogue, which enables description and rich interpretation of the social reality and exposure to different viewpoints. This is despite the challenging reality of life in Israel and the historical conflict between Arabs and Jews, which greatly influences the everyday life in Israel and the relationships between Arabs and Jews. In addition, the bilingual schools invite the possibility to know the other and to conduct discourse with the other (whether Arab or Jew), which is something that barely happens in everyday reality in Israel, because of the complex relationships between Jews and Arabs and because of the Jewish-Arab conflict. Education of this type is vital and important in my opinion since it enables familiarity and discourse with the other, which is a basic condition for the creation of a collaborative society between Jews and Arabs. Moreover, the school believes in the values of recognition and mutual respect, which are basic values in my opinion for every person. In addition, I think that the values, skills, and traits that the school aspires to

develop among students are essential to the existence of a democratic society, equal, cooperative, and empathetic and to the student's development. In addition, at its basis there are two important elements, the cultural element and the academic element, which complement one another and are essential both to the individual and to society.

Moreover, the presence of the two languages in the school space, both in teaching and learning and in speaking and discourse, enables equal presence of the two languages and the two cultures and does not grant a special status to a certain language. Furthermore, the teaching, learning, and work methods in the school are innovative, in my opinion, since the teaching in the class is performed by two teachers, in two languages, who are partners and work together.

However, I see that the educational vision of the bilingual school addresses two main types of populations of students, Jews and Arabs, but does not address other populations of students, such as students with learning disabilities, students with special needs, gifted students, and so on. Furthermore, this vision does not address bilingual students with learning disabilities.

What are the terms mentioned/appearing in the document? What is the language of the document?

The following table presents the terms mentioned / appearing in the document on the educational vision of the Hand in Hand Schools

Table Number 9: The Terms in the Document of the Educational Vision of the Hand in Hand Schools

<u>Term in the Document</u>	<u>Meaning</u>
“Bilingual education”	Education for a shared and equal life of Arab students and Jewish students who learn together in two languages, Arabic and Hebrew, which are the main languages in the school. In addition, it supports the connection to the two cultures, the Arab culture and the Jewish culture. The teaching in the schools is carried out in two languages in the classroom by the Arab teacher and the Jewish teacher. The partnership between the teachers, the speaking and the learning in the two languages, make equally present the languages and the Arab culture and the Jewish culture. The bilingual education is based on multicultural dialogue and open discourse in the two languages between the partners, Arabs and Jews, which enables description and broad interpretation of the social reality from different perspectives.
“Multicultural dialogue”	Dialogue and discourse between Jews and Arabs, whose cultural worlds are different, in two languages that lead to the renaming of concepts and relationships, description and broad interpretation of the social reality from different perspectives. In bilingual education, the separate identities of Arab and Jewish homeroom teachers are shaped by each one

	meaningfully, along with the connection to the other, out of dialogue and discourse. The dialogue between them enables the existence of humanistic values of mutual recognition and respect that lead to openness and human and intellectual development of the partners in it.
“Humanistic traits and qualities”	The cultural foundation of the bilingual schools is based on the development and cultivation of humanistic traits and qualities among the students, citizens of the State and the world: <ul style="list-style-type: none"> A. Openness to the unique national and cultural difference of each one of the students, alongside exposure to the special value of the common denominator in human culture. B. Opportunities for personal and unique development of the student as an individual alongside the internalization of the importance of civic responsibility based on active social involvement. C. Encouragement of the development of a critical and creative approach towards the values of culture and society.
“Abilities and skills of education and society”	The academic foundation in the bilingual schools is based on the development of abilities and skills of education and society: <ul style="list-style-type: none"> A. The development of language and scientific literacy, based on learning and thinking skills, which will enable every student to succeed in the fulfillment of his abilities and achievements in the studies. B. Development of inquisitive and investigative awareness among the students.

Own work: Idit Perelmuter

Language of the Document

The document is written and made accessible in the two languages, the Arabic language and the Hebrew language, and thus reflects the perception of the school that connects between the Arab space and the Jewish space and supports the use of the two languages in everyday life in the school. The document is written in clear language, clear to the readers. The school vision, the policy, and perception are understood. It is possible to see that the language is correct, with use of syntactical and grammatical structures, connection words, concepts, terms, and rich vocabulary. However, it is possible to understand the interpretation and to focus on the meaning from the context of the text. In addition, the terms, concepts, and high words are explained for the most part in the text, in the context and through description and explanation of the things.

What are the omitted elements? Which elements were omitted?

According to this vision, the bilingual schools support education of Arab and Jewish students who learn together in a shared and equal life. It appears that it is important to know whether the bilingual schools aspire or do not aspire for numerical balance between the number of Jewish students and the number of Arab students, in order to create equal and shared life and to obtain information on the number of children in actuality, or in other words, to know

about the number of Jewish students and Arab students in the schools. In addition, in my opinion it is desirable to know whether they can create equal and shared life in the schools, if the number of students from the two sectors is not equal, for example: if the number of Arab students significantly exceeds the number of Jewish students in the bilingual school, if there is a feeling of equality among the students, especially among the Jews, whose number is significantly lower than the number of Arabs. Is a feeling of partnership created in this case, and is it possible to call this “shared and equal life”?

In addition, I am interested in knowing what “shared life” means in the eyes of the bilingual school. The definition of a shared life is people living side by side, creating relationships between them, between whom there is reciprocity, who know one another, the characteristics and perceptions, speaking with one another, meeting, and even doing different activities together. Thus, I would like to know whether the Jewish students and the Arab students create relationships between them. Are friendships formed between them? Do they do works and assignments together? Do they meet up? Do they speak with one another? Do they participate in different activities together? Do they recognize the thoughts, opinions, and characteristics of one another?

Moreover, it is important to me to know whether it is possible at all to create a joint life between Jews and Arabs in the Israeli reality, in light of the complex relationships between the Jews and Arabs and because of the Arab-Jewish conflict. If so, how do the students and teachers create a shared life in the Israeli reality? Do difficulties arise that influence the relationships between Jews and Arabs? If so, how is it possible to deal with them?

Furthermore, additional questions arise in me regarding the use of two languages in the school equally. Do they use languages equally in the school, both during the lessons and during the recesses? How do the teachers manage the lessons? Do they use the two languages? What language do they speak with the Arab students and what language with the Jewish students? What language is spoken in the school space? Is there a language that is more dominant? Moreover, additional questions are asked regarding the shared teaching of the teachers in the classes and the pedagogical program. Do the teachers teach together in all the lessons? How are the lessons in which the teachers teach together managed? What language do the teachers use when they teach together? Do the teachers at all know and speak the two languages? Do the teachers teach all the lessons together or only some of them? If so, which lessons do they teach together? Is there teamwork between them, as mentioned in the school vision? Do they build together the shared lessons? Do they convey the contents in both languages, both in

writing and in speech, to all the students? How do the teachers combine between the unique programs of the school and the core programs of the Ministry of Education? Are relationships of friendships created between the Jewish teachers and the Arab teachers in the school?

Many other questions pass through my mind regarding the school perception, vision, and policy. These questions remain open, and there is no information on them in this document.

Examination of the issues arising from this document indicates that this document addresses two main populations, the Arab population and the Jewish population, especially for students and less for teachers. However, the document does not address additional populations of students, such as students with special needs, students with learning disabilities, immigrant children, students of other religions, such as Christianity, gifted students, and so on. It appears that the document does not detail how the vision, perception, and policy of the bilingual schools will be expressed among students with learning disabilities or students from other populations. The document does not indicate whether these unique populations can integrate into the school and learn in it. In my opinion, it is important that the school tackle this topic and think whether it is possible at all to integrate these students in the bilingual school and if so how is it possible to do this while referring to the school vision and bilingual educational perception.

Document 2: The Max Rayne Bilingual School

What is the content of the document? What is the document about?

This document addresses the Max Rayne Bilingual School in Jerusalem. This is the largest school of the bilingual education institutions in Israel, with more than seven hundred students from the preschool to the twelfth grade. The school structure, which is situated on the seamline between the Beit Tzefafa neighborhood and the Paht neighborhood, was donated by European donors, led by Max Rayne, after whom the school is named.

The content analysis of the document indicates that it addresses the following topics:

1. The population of students. The population of students in the school is composed of Jewish, Muslim, Christian, Druse, Circassians, and Armenian children, secular and religious, who come from different Jewish and Arab neighborhoods in the city of Jerusalem.
2. Unique educational experience. The school is based on the values of Arab-Jewish partnerships, which offer the Jewish children and the Arab children an encounter in an equal framework, in a way that reduces prejudices, fears, and misunderstandings and strengthens the tolerance, respect for others, and the desire to live in equality and

peace. In addition, the school aspires to provide rich education and to create a warm and supportive environment for every child, which will enable him to develop the variety of his abilities.

3. The bilingual perception. This sees the language to be the means of mutual communication and a main step in the culture of every person. Hebrew and Arabic receive equal status in the school, and the children learn both of them in parallel. The aspiration is for every child to know to write and express himself in a second language, no less than in his first language.
4. The curriculum. The students learn the core subjects (according to the requirements of the Ministry of Education) and additional subjects, such as art, theater, science, culture and religion, communication studies, and Western and Eastern music studies (in separate programs).
5. The figure of the graduate. The school aspires to develop a range of abilities and skills among its students, including self-confidence, creativity, intellectual curiosity, coping with different types of information, independent learning, use of computers and different means of media, abstract thinking, and multiple intelligences, as well as familiarity with the natural and human space around them.
6. The approach and attitude of the school to the students' parents. The school sees the parents to be important partners in the process of making decisions on the way of the school and a vital resource for the enrichment of the process of education. The perception is that the parents' community is based on the principles of sharing and equality at the foundation of the school's outlook. The aspiration is for the parents to create relationships among them and to cultivate social relationships among themselves. It appears that the school initiates meetings in the school community, which offer both a social encounter and the learning and knowing the culture of others.
7. The approach and attitude of the school to the community. The bilingual school holds different social and academic events, on all the days of the year, which are open to the parents, the staff, and the children. These meetings address topics related to the pedagogical and multinational approach and offer a social encounter as well as a learning encounter to the community members.
8. The school aspires to build a model of binational, bilingual, and multicultural education.

In terms of the content of the document, I learn that the population of students in the school is very diverse, in terms of sector, religion, and nationality, and enables the students to meet other populations different from them. In addition, the educational experience in this school is very special in my opinion in that it offers Arab and Jewish students a meeting on a collaborative and equal basis, which shatters barriers and stigmas, enables to know the other, to develop towards him tolerance and respect, and even to aspire to live with him peacefully. This is a different and unique experience for the life reality in Israel that enables a shared life of Jews and Arabs, built on coexistence, reciprocity, and peace. This is an experience that in my opinion influences not only the child but also his parents, siblings, and family members. In addition, the bilingual perception is important in the students' viewpoint, since the aspiration is for them to master the two languages, speak, read, and write in both languages, and be exposed to another culture, world, and language, enrich their language abilities, and enable them to communicate better with students and people who speak the second language. The subjects of study in the school are diverse and address the core subjects, the school uniqueness, and different areas of enrichment such as art and music. Furthermore, it seeks to develop among the students the abilities and skills commensurate with and required in the 21st century and to enable every child to develop the range of his abilities.

It seems to me that the attitude and approach of the school both to the parents and to the community are essential and necessary in our time, since the school sees them to be partners to the thinking both regarding the unique way and regarding its decisions. Furthermore, the school initiates encounters with the aim of encouraging and reinforcing the relationship between the parents and the community members, creating relationships of friendship between them, and even learning and getting to know the other in different and diverse ways.

What are the terms mentioned/appearing in the document? What is the language of the document?

The following table presents the terms mentioned / appearing in the document on the Max Rayne Bilingual School (Hand in Hand, n.d.).

Table Number 10: The Terms in the Document Max Rayne Bilingual School (Hand in Hand, n.d.)

<u>Term in the Document</u>	<u>Meaning</u>
“Bilingual perception”	The perception of the bilingual school is that the two languages, Hebrew and Arabic, will be present equally in the school and receive equal status. The students learn both in parallel. The aspiration is that every

	child will know to write and to express himself in the second language, as he knows his first language.
“Binational education”	The bilingual school is a school whose population includes two main nations and they are: the Arab nation and the Jewish nation, so that it educates these two nations and addresses culture, religion, language, and characteristics of every nation.

Own work: Idit Perelmuter

Language of the Document

The document is written in two languages, the Arabic language and the Hebrew language, according to the educational perception of the school. It is written in clear language, for the most part proper language and clear and understood sentences. It is possible to see that the vocabulary is diverse and there is the use of terms and concepts that for the most part are clear to the reader. In cases where they are not clear and are not understood by the reader, the reader can derive the interpretation from their context in the text or through the description and explanation of some of the things.

What are the omitted elements? Which elements were omitted?

Like the previous document, which describes the vision, perception, and policy of the school, this document presents the bilingual educational perception of the school, which is expressed in the equal presence of the two languages, Hebrew and Arabic, in the school, in speech and in writing, during conversation and during teaching and learning, and in addition, in the knowledge of the two cultural worlds, the Jewish world and the Arabic world. This is a very important and essential perception in our time, in particular in the life reality in Israel, which is characterized by the situation in which two main populations (Jews and Arabs) live in it, side by side, when the contact between them is slight, who barely know one another, both the culture and the language, of one Ir. This need is important and essential for the purpose of coexistence and partnership in Israeli society. The document notes that the school is situated between the Beit Zefafa neighborhood and the Paht neighborhood, but does not mention that it is located between a Jewish neighborhood and an Arab neighborhood, so that the location of the school, in my opinion, is commensurate with the educational perception.

The bilingual perception at the basis of the school aspires for all students to master their second language just as they have mastered a first language, a mother tongue. I think that this aspiration is correct and important, but it does not meet the test of reality, since the Arab students come from homes where the parents have mastered the Arabic language and the

Hebrew language, since for the most part the Hebrew language is used in everyday life in Israel, and the Arab residents and citizens need to know the language for their everyday needs. The Arab parents can help their children acquire and learn the Hebrew language. In addition, they have the interest for their children to know the Hebrew language, since it is the language accepted for discourse, for learning, and for conduct in Israel, and mastery of the language will help them integrate into daily life in Israel. Moreover, the parents of the Jewish students have not mastered the Arabic language and do not know it, they do not know to speak and to write, so that they cannot help their children in the acquisition and learning of the language. In addition, they do not think that the acquisition and mastery of the Arabic language is a vital and meaningful need for them, as the Arabs perceive the Hebrew language, so that they do not have an essential need to learn it. Hence, it appears that the Arab students' mastery of the Hebrew language is better than the Jewish students' mastery of the Arabic language for two reasons. The first reason is that their parents know the language and can help them acquire it, and the second reason is that they have the interest and need to learn the Hebrew language since the knowledge of the language will help them in their integration in Israel.

Furthermore, the school's aspiration is for the Arabic language and the Hebrew language to be of equal status in the school. I think that this aspiration is good and important, but I am not certain that it indeed reflects the life reality in the school, since it appears to me that the Hebrew language is more dominant for the following reasons:

1. The school is found under the supervision of the Jewish Ministry of Education, so the discourse with it, the communication with it, the announcements, the updates, the guidelines, and procedures are carried out in the Hebrew language.
2. The Arab students' mastery of the Hebrew language is better than the Jewish students' mastery of the Arabic language so that frequently the conversation is held in Hebrew since this way the Jewish students too will understand, both during the lessons and during the conversations in the recesses. It appears that when Jewish and Arab students play together or do a certain activity together, the conversation between them is often in Hebrew since the Hebrew speakers do not know the Arabic language.
3. The parents of the Jewish students and the Jewish community in the school barely know the Arabic language, while the parents of the Arab students and members of the Arab community do know the Hebrew language. Thus often the conversation is held in Hebrew so that the members of the Jewish community will understand.

4. The Arab teachers know the Hebrew language and use it, while most of the Jewish teachers do not know the Arabic language and do not use it. So that often the conversation is held in Hebrew so that the Jewish teachers will also understand it.

This document mentions that students from different sectors, such as Armenians, Christians, Circassians, and so on, study in the school, so that in the school there are students from diverse cultural backgrounds that are not necessarily associated with the Arab culture or the Jewish culture, which are the primary cultures the school addresses, according to its educational approach. Hence, the questions that come to mind following these statements are as follows. Does the school also allow the expression of other cultures that are not necessarily the Arab culture or the Jewish culture? If so, how is this expressed in the school? As aforementioned, these questions come to mind, but the document does not have an answer.

The school notes in this document that it sees the parents to be important partners in the thinking about the school's path. The questions that I have on this issue are as follows. Are the parents indeed partners for all thinking or decisions regarding the school's path? Are there topics in which they are not partners?

These answers remain open in my opinion, and there is no answer in the text. In addition, the aspiration of the school for the students' parents and the community members to forge social relationships, is mentioned and my question is whether the parents are creating relationships of friendships between them? Do the parents of the Arab students create social relationships with the parents of the Jewish students or do they create relationships with the Arab parents? Is there common learning on the culture, religion, outlooks, and needs of the other?

It seems to me that these questions as well do not have an answer in the document. From the analysis of the document I learn that the bilingual school addresses different populations of students from different cultural backgrounds. In essence, students from diverse cultures study in the school, but the document does not address the population of students with special needs, students with learning disabilities, and additional populations of students. In addition, it does not address the topic of whether these students can fit into the school and how they can do so, how they can learn, to speak, and to write in the two languages. How can their programs fit into the school program? How does the school perception address them and see them?

While there is reference to every student developing according to his abilities and developing different skills and abilities, there is no differential reference to this population of students, both students with learning disabilities and students with special needs. It is not explained how the curriculum, teaching methods, learning ways, learning and teaching in two languages, and knowledge of different cultures will be adjusted and will address these students. In addition, the document lacks information regarding the manner of the integration, education, and learning of these students in the bilingual school in the academic, social, emotional, motivational, and cultural fields.

In my humble opinion, it is important that the school address the weakness of the students with learning disabilities and/or with special needs and think about how these students can integrate and be educated in its framework in the areas mentioned above.

7.3.2. The Bilingual School in the Coronavirus Period

In the coronavirus period, the parents, students, and teachers were sent different guidelines, decisions, and updates from the school both in the days in which the school was closed and the learning was remote and in the days in which there was hybrid or in person learning. It should be noted that the guidelines, decisions, and updates change all the time and are updated daily according to the situation of the coronavirus. The guidelines, decisions, and updates in the coronavirus period were sent to the parents, students, and teachers in the form of messages, emails or WhatsApp messages.

In this part I reviewed messages sent to the parents and the students that address two main periods:

1. The closing of the bilingual school and learning from a distance in the period of the first lockdown.
2. In person learning and hybrid learning in the bilingual school after the first lockdown.

In this analysis I chose to focus on the analysis of the messages that engaged in the closing of the bilingual school and distance learning in the period of the first lockdown in Israel.

Document 3: Closing the Bilingual School and Distance Learning in the Period of the First Lockdown (Messages)

This document includes the analysis of messages sent to the parents and students of the school, in the time when the bilingual school was closed and shifted to distance learning in the period of the first lockdown, through different staffs in the school: the school management, the

homeroom teachers, the culture and religion staff, and so on. The messages address the days that preceded the decision on the lockdown in the State of Israel and the days of the lockdown. The messages address the guidelines, the decisions, and the updates sent to the parents and the Students of the school from the teachers or from the school.

The first lockdown in the State of Israel began on March 12, 2020 and ended at the start of May, when the students gradually returned to the studies in the school. Some of the students returned to in person learning while some of the students continued with remote learning. In the elementary schools the students of the first to the third grades returned to the studies in the school while the students in the fourth to the sixth grade continued with remote learning.

What is the content of the document? What is the document about?

This analysis includes the content analysis of messages sent to the parents in the days in which the bilingual school was closed and shifted to distance learning in the period of the first lockdown. The messages that address the guidelines, decisions, and updates were sent to the parents and to the students in the school from the teachers or from the school. The content analysis of the messages indicates the following topics:

- The departure from the school to vacation because of the coronavirus pandemic. It appears that the bilingual school was among the first institutions that went on break because of the coronavirus pandemic, days before the first lockdown in the State of Israel, since some of the students and educational staff members entered into isolation, because of their visit to regions where there was an outbreak of the coronavirus pandemic. The students and the workers who visited these regions were asked to go into isolation, while students and teachers who did not visit were not asked to entire into isolation. In addition, the parents were asked to take the students from the school during the school day when the fact of the teachers' and students' visit to 'infected' areas (where there was an outbreak) was realized. In addition, according to the guidelines of the Ministries of Education and Health monitoring was carried out of the students and educational staff under quarantine. With the school going onto break, it was published on the media that the school is going into isolation. The Hand in Hand Association and the school countered these statements and specified the details through a message that went out on its behalf to the media and the school community, in which it was claimed that the school went on break and not into isolation, the students and teachers who did not visit these areas are not in isolation, and that at the end of the

monitoring it will be decided which of the students and teachers will be able to return to the school to continue the school routine.

- Distance learning in the time of the lockdown and the relationship with the school. It seems that in the first days of the school closure, the staff was prepared for remote learning and organized for the learning. The learning in the days of the lockdown was carried out in different ways: computerized tasks at different sites, assignments on the platform of the digital learning environments such as Google Classroom, meetings on Zoom in the knowledge field or the social field, books and learning notebooks, assignments on regular pages that do not necessitate special materials. It is possible to see that the relationship between the teachers and the students was carried out using technological means: WhatsApp, emails, telephone calls, Zooms, online tasks, digital learning environments, and so on. The relationship between the parents and the teachers is for the most part done through WhatsApp and email.
- The reference to the learning aspect in distance learning. It appears that a weekly learning program for the classes was sent to the parents and students every week. In addition, learning meetings were held on Zoom in different fields of knowledge and assignments were conveyed to the students in diverse ways – tasks for the class learning on a digital platform, computerized assignments, tasks on different websites, in textbooks, and in notebooks, learning tasks on the email or WhatsApp messages, and so on. It is important to note that the distance learning engaged also in the learning domains, which are not necessarily associated with the skills of reading, writing, or arithmetic, such as physical education and art education, lessons were held in physical education for all the students on Zoom. Moreover, the teachers asked the students to do learning assignments and share the products with the class students in order to enable cooperative learning between the students, for example, to share the learning product on Zoom.
- Reference to the emotional-social aspect in distance education. It appears that the teachers also addressed the emotional aspect and the social aspect in distance education in different ways. They began the study day on a Zoom meeting for the entire class, with the goal of continuing the group social encounter of the class, they sent the students pictures of emojis with a word that expresses the emotion, and asked the students to send back to them the appropriate emoji, according to their mood. They asked the students to draw a drawing that presents what they feel and what they did this week and

to send to the teacher. They invited a conversation with the students on different topics, including the learning field, for example, they asked the students to share experiences in the Zoom meetings and to share learning products, and so on.

- Emphasis of the importance of the relationship of the school staff with the students and the parents and repetition of the message that the school is the “address of reference” for the parents and the students. It is possible to see that in many messages from the school, the homeroom teachers, and the teachers the topic of the importance of the relationship of the teachers and the school with the students and the parents repeated itself. For example, this can be seen in the following message. “It is important to us to share with you that despite the decision of the Ministry of Education to go on the Passover holiday break and to end the distance learning the school staff today maintained the relationship with the students (some of them also are distance learning). Most of the staff members expressed the desire to continue the communication with the student voluntarily in order to maintain their students’ continuum of educational activity. In addition, it appears that in many messages that leave the school and the teachers there is repetition of the message that the school is the “address of reference” for the students and teachers and is there for the students. This, for example, can be seen in the following words: “It is important to tell you that we will continue to be here for the students” or “We continue to be at your disposal for every matter and issue”, and so on.
- Sharing the feelings and emotions of the staff regarding the period and the situation. In messages sent to the parents and students, it appears that the teachers and staff members share their feelings and emotions with the parents and students in this period. This can be seen in the following message. “A new week began and we all are found at home. A feeling of uncertainty accompanies us, the parents and the staff members ...” Another example is: “It is important to mention that we have experienced a very difficult period, in which we have attempted to adjust to change and pressure in many ways and we appreciate the cooperation of both the parents and the students and thank you for it. As teachers, we have invested many efforts in order to communicate with you in the best way, and we thank you again for the effort...” Moreover, the teachers share with the students and the parents their feelings regarding the present situation, in which the school is closed and the students learn from a distance. For example, “We miss the children and therefore tomorrow Wednesday at 10:00AM we will have a short Zoom

meeting in order to say hi to one another...” or “I and ... miss you and want to know how you are doing.”

- Mutual guarantee and mutual assistance. The mutual guarantee and mutual assistance among the school community members is expressed in different ways, such as help with collecting textbooks and materials from the school for different students through the parents of students who are neighbors of these children or through their homeroom teachers, collection of money for food baskets for needy families in the school community in the holiday period (Passover, Easter, Ramadan), collection of information about students who do not have a home computer, and so on.
- Reference to the special days of each of the three religions, Judaism, Islam and Christianity, and the important days for each of the nationalities, Jewish and Arab, which include, for example, holidays, important days, fasting days, national days, and so on. It is possible to see that the school commemorates the holidays, dates, and important days for the Jewish religion, the Christian religion, the Islamic religion, the Arab nation, and the Jewish nation also in the messages sent by the school to parents during the coronavirus period. In addition, it appears that the school addresses the meaning of these days in the learning context. The following examples are from messages conveyed to the parents. “Tomorrow is Palm Sunday, we wish everyone a Sunday, with an abundance of health and happiness. Attached is a file with information on Palm Sunday in Arabic and Hebrew. You are invited to think together with the children about what they already knew about this holiday, then to read with the children the information sheet and to compare it to what you knew already”. Another example is: “From tomorrow we are going on break for the Passover holiday. We wish a happy holiday to the celebrants. For all we hope that quickly there will be liberation from isolation and that we will return to the blessed routine together. Attached is a file with information on the Passover holiday. You are invited to think together with the children about what they already knew about this holiday, then to read with the children the information sheet and to compare it to what you knew already.” “The national days are difficult days and in our school they are even more complex. We chose a courageous and reciprocal path. Every year we hold a shared ceremony after the commemoration of the national days. Because of the additional complexity and stay in the homes, unfortunately there is no school ceremony as in years past, so we the teachers chose to convey to the students today the principles we support, in a spirit of tolerance,

mutuality, and empathy. ... In your free time, if you are interested in watching together with your children, attached is a link to the joint 2020 Israeli Palestinian ceremony held in parallel from Tel Aviv and Ramallah ...”

- Cautionary means in the school for the prevention of infections with the coronavirus. It is possible to see that the school adopts cautionary means to prevent coronavirus infections in the school, such as the purchase of sanitizing wipes and soap, maintaining no-contact, conversations with the students on the rules and the coronavirus, and so on.

From the above statements it can be learned that the school was careful to maintain a relationship with the students and with the parents and to update them as to the curriculum in general. In addition, the teachers shared their thoughts and emotions with the students and parents, invited the parents and the students to share theirs, created possibilities for social, emotional, and scholastic meetings among the students, and provided different assignments and tasks. It is important to note that they always repeatedly emphasized that the students and parents could turn to them on different issues and that they are the “address” for reference. These things are appropriate and important, in my opinion, especially in the coronavirus period. The personal reference, the personal relationships, the sharing of emotions, the invitation to share needs and difficulties, the mutual guarantee, and the extension of a hand are central and meaningful values, which contribute to others and to society, especially in such a difficult time period. However, there is barely any specific reference to the needs of students with learning disabilities or to unique populations of students but rather general reference to the needs of all the students. In my opinion, there should be such reference.

What are the terms mentioned/appearing in the document? What is the language of the document?

Table Number 11: The Terms in the Messages

<u>Term in the Document</u>	<u>Meaning</u>
“Region of the lockdown”	The region upon which the lockdown was imposed, since it was identified as a region where there is the spread of the coronavirus pandemic. People found in this region are required to isolate.
“Isolation”	A person who is suspected of being sick with the coronavirus is required to be in isolation, or in other words, to remain at home and not to meet with other people, out of the fear that he will infect others.
“Monitoring”	Checks with the aim of obtaining a picture of the situation on the coronavirus in the educational institution. In other words, information on the scope of its presence and spread in the institution. Namely, the

	number of people who were sick with the coronavirus and the number of the people who were infected with the coronavirus.
“Distance learning”	Learning or teaching that links between the teacher and the student, who are found for the most part in different places. Sometimes the student’s learning is not carried out at the same time as the teacher’s activity. There is a variety of systems and ways for distance learning, when the most common one in our time is learning that incorporates the computer and technological means, and mainly online learning.
“National days”	This refers to holidays of importance to the Jewish nation and the Arab nation in Israel (for example, Holocaust and Acts of Courage Remembrance Day for the Jewish nation and Nakba Day for the Arab nation). Their goal is to remember events, phenomena, acts, actions, and people, to note the date around Israel and the world, to increase awareness of the topic and the public discourse, to advance aims, and to recruit people to action. These dates are mentioned and noted in the bilingual school.

Own work: Idit Perelmuter

The Language of the Document

The messages are written in two languages, in the Arabic language and in the Hebrew language, according to the school’s approach. Thus they are accessible to the parents in both languages. It is possible to see that the messages are written in simple and understood language. The messages are focused and concise and address main details. In addition, it is possible to see that some are general and written more in official language, while in part they are written in more personal language, which indicates empathy, concern, and personal attitude, which shares more feelings and emotions. It appears that the written messages that are written in a general and more official language have a personal tone.

What are the omitted elements? Which elements were omitted?

This document presents messages sent from the school and the teachers to the parents and students in the days in which the school was on break and shifted to distance learning.

The analysis of the messages indicates in my opinion that the bilingual school was among the first institutions whose students and staff went into isolation because of the coronavirus pandemic and went on break. It appears that the messages – of the school, of the Ministry of Education, and of the teachers – speak about the fact that the school went on break, when in actuality it closed. It appears that this part was eliminated in the information that was sent to the parents by the school and in the information that was told to the media.

Moreover, it appears that the entrance of the State of Israel into the first lockdown and the closure of the school required of the educational staff time to organize for distance learning and to adjust to the new situation. It appears that in the messages conveyed from the school there is barely reference and there is no information on the time in which the school organized and prepared for distance learning. Therefore, I have the following questions. What did the students do at this time? What did the teachers do at this time? Which actions did the school perform in order to move to distance learning? What were the parents' responses in the matter? What were the teachers' responses? Where did this catch the staff? How did the students respond? How did the school convey the message that it is prepared for distance learning? What helped the school in this situation? What challenged it, and so on? These questions remain open and without answer, in my opinion.

Furthermore, a message sent to the parents by the school and the teachers sometimes mentions the feelings and emotions of the teachers in the distance learning period, but in actually I do not know in-depth the following information. How did they feel with the distance learning? How did they succeed in teaching from the home and did they succeed in teaching? Do they have the technological means required for distance learning? Did they need help? If so, which help? How did they succeed in managing between their home and children and their work? Did they have an appropriate work environment at home, and so on?

In addition, it is impossible to delineate a picture of the students' situation. I lack considerable information about the students in the coronavirus period, such as the answers to the following questions. Did they succeed in learning from the home? How did they succeed? What helped them and what challenged them? Do they have the technological and digital means required for distance learning? Can they learn from the home? Do they have an environment that is suitable for distance learning? Do they need help? What was their situation in the learning, emotional, and social fields? What did they do during their stay in the home? In addition, I lack information about the parents, such as the answers to the following questions. How did they respond to the lockdown? Were they at home or at work? Did they work or were they fired from their jobs? What was their economic situation? Did they help their children in their studies? Can they help them in their studies? What did they do with their children at home? Did they have the suitable technological and digital infrastructures at home for distance learning? Do they need help? If so, with what? What helped them in this period and what challenged them?

Moreover, it appears that there is no in-depth reference to the ways of learning and teaching from a distance in the coronavirus period. There is no description and explanation regarding the teaching methods and ways of learning in the different lessons, regarding the topics of the learning, the contents, and the digital instruments. Furthermore, the messages are general and do not describe how the teachers and the school staff deal with students with learning disabilities, students with learning difficulties, students with emotional difficulties, and students with social difficulties. In essence, information is lacking about the school's responses to students in the emotional, social, and learning fields in general and about differential responses for students with difficulties in the mentioned fields in particular.

In addition, there is barely any information on the teacher's way of dealing with students who have learning disabilities, emotional difficulties, social difficulties, and executive difficulties. I do not know whether the teacher needs help and who provides this help or whether the teacher even has the tools and solutions that can help with the remote dealing with students who have learning disabilities and difficulties in other domains.

Furthermore, the messages do not mention different populations of students in general and bilingual students with learning disabilities in particular. The school and the teachers do not explain how they work with these students from a distance, what they do, whether they understand the material and succeed in learning, whether they obtain support and help, whether the support helps them, what their challenges are, what their successes are. Do they have access to technological means, and so on?

To conclude, I will add that I lack a picture of the situation regarding the students and teachers who do not have access to the technological and digital means and whether the school or the community helped them in this issue.

8. Results and Findings in the Context of the Microsystem

It is possible to see that the examination of the educational situations of bilingual students with learning disabilities in the context of the microsystem in the present research study addresses the following **four factors**.

1. Formal factors

These are factors that address **the perception, policy, and vision of the bilingual school**. The following documents are analyzed: **Document 1:** The Educational Vision of the Hand in Hand Schools (Hand in Hand Association (n.d.). The Educational Vision of the Hand

in Hand Association), **Document 2:** The Max Rayne Bilingual School, **Document 3:** Closing the Bilingual School and Distance Learning in the Period of the First Lockdown (Hand in Hand Website, n.d.).

2.. Personal factors.

These are factors that address the following aspects:

- **The organizational context** (the background of the school and management changes in the schools),
- **The context of the educational staff** (background of the teachers, relations between educational staff members, and teaching in pairs of teachers),
- **The context of students with learning disabilities** (their relations with their teachers, their relations with their parents, their relations with their friends, integration of the students in the school).

3. Environmental factors

These are factors that address the external appearance of the bilingual school, the work conditions of the teachers in the school, the learning environment in the school, and the learning environment of the students and the teachers in the coronavirus period.

4. Teaching and support factors

These are factors that address:

- The ways of teaching and support for the students with learning disabilities,
- The inclusion of the students with learning disabilities in the school.

In addition, the educational situations of bilingual students with learning disabilities in the context of the microsystem address **two main periods:**

- The period before the coronavirus
- The period of the coronavirus.

8.1. The Formal Factors

It is possible to say that **the formal factors** in the context of the microsystem that influence the educational situation of bilingual students with learning disabilities in the bilingual school are: the vision, the perception, and the policy of the school in the period before the coronavirus and the period of the coronavirus. In addition, it appears that the vision, perception, and policy of the bilingual school address the main principles that are expressed in

the analysis of the documents in the context of **the microsystem** and teacher's and parent's statements.

THE MAIN PRINCIPLES IN THE VISION, PERCEPTION AND POLICY OF THE SCHOOL BEFORE CORONAVIRUS PERIOD

The Educational Model of the School¹⁵

The educational model of the school is the model of bilingual education, which calls for a shared and equal life of Jewish students and Arab students in the school. According to this model, the two languages, Arabic and Hebrew, are present equally in the school and express different content worlds. The teaching in the classroom is done in the two languages by two homeroom teachers, an Arab homeroom teacher and a Jewish homeroom teacher. The school thinks that the partnership between the teachers, the talking and learning in the two languages in the classes, give equal status to the two languages and make equally present in the school the Jewish culture and Arab culture. In addition, the school is connected to both the Arab society and the Jewish society that surrounds it and to the shared community space of Arab society and Jewish society.

The Educational Perception of the School

The educational perception of the school is composed of **two main educational elements**: the cultural element and the academic element.

- The cultural element: the cultural element addresses the development and cultivation of traits and humanistic qualities among the students and includes the following three components.
 - a. The openness to the unique, national, and cultural differences of each one of the students, alongside exposure to the special value of what is common to human culture.
 - b. The opportunity for personal and unique development of the student as an individual alongside the internalization of the importance of civic responsibility based on active social involvement.
 - c. The encouragement of the development of a critical and creative approach towards the values of culture and society.

¹⁵ See the school website: https://www.hih.org.il/area/jerusalem_school/

- The academic element: the academic element addresses the development of abilities and skills of education and society and includes the following two components.
 - a. The development of language and science literacy, based on skills of learning and thinking, which will enable every student success in the realization of his abilities and achievements in the studies.
 - b. The development of a curious and investigative awareness among the students.

The Partnership with the Parents and Reinforcement of the Relationship between the Community Members

It is possible to see that the general perception of the school sees the parents as important partners in the process of making decisions about the educational path and a vital resource for the enrichment of the educational process. The aspiration is for the parents to create relationships among themselves and to cultivate the social relationships among them. In other words, the school emphasizes the importance of the relationship between it and the parents and the community members.

A Warm Environment Supportive of Every Child

It appears that the Max Rayne bilingual school in Jerusalem aspires to create a warm environment supportive of every child (this can be seen in the information about the bilingual school), which will allow the child to develop the range of his abilities.

After I presented the main principles arising from the vision, perception, and policy of the bilingual school, I will attempt to examine and see how these principles are expressed in the coronavirus period and pre-coronavirus period from the analysis of the documents and the analysis of the interviews from my perspective.

THE PERSPECTIVE OF TEACHERS AND PARENTS IN THE CONTEXT OF THE VISION, PERCEPTION, AND POLICY OF THE SCHOOL BEFORE THE CORONAVIRUS PERIOD

The principles arising from the analysis of the interviews with the teachers and the parents in the context of the vision, perception, and policy of the school in the period before the coronavirus are:

- The Jewish students and the Arab students learn together,
- The school enables the individual to express himself,
- Caring and Humane Attitude,
- Sense of Family and Belonging,
- Knowing the Other,
- Bilingualism in the School.

The Jewish students and the Arab students learn together

This can be seen in the following statements **of the teachers**.

“This school is a jewel, that there is such a place, that it is multicultural, that Arabs and Jews learn together, that they do not fight one another, the opposite, they attempt to create here something multi-existential together, this is wonderful and fun, with all the difficulty that there is in this place.” (T1).

“I think that this is a place where together Jewish and Arab students learn, this is a good thing, that they learn to know one another and I work with the others, this is important, we learn to know the tradition, the language, and the culture of one another, our reality is that we live here in the country, in co-existence, with the Arabs, and it is necessary to live together.” (T3)

“They play together soccer and boys and girls play together, Arabs and Jews. Everyone, everyone, everyone plays together. We all the time say, what is difference? It is true that each one of us is different, it is impossible that everyone will be the same, so we explain but they play.” (T7)

“Ah, a good thing. First of all, that there is, ah, two peoples in the school, each people knows the other people, since after school, you know, you need to live a long life, so this is how it is, this gives, this lets the students know what there is after school, as if what kind of

people they can know, then this is something good, and also to know the Hebrew language, to learn it, for the Arab people.” (T8)

“The school that respects everyone, the school where there is everyone, Druse, Circassians, Jews, Arabs, Armenians, ah, the school is small, a great roof, 21, 22 students in a class, a different school.” (T16)

“Jewish and Arab students can learn together, they need to learn together, mixed schools, I think that this is what makes the school unique and what kept me there.” (T20)

The analysis **of the parents’ statements** indicates that most of them did not address this criterion. However, PR2’ noted in her statements that the number of Jewish students in the school has declined significantly and the school in her opinion is no longer bilingual but monolingual, a fact that influences both the academic aspect and the school perception that calls for knowing the other, talking with the other, and accepting different opinions and customs, since most of the students in the class are Arabs and the Jews are a minority, so their voice and outlook prevail over those of the Jewish students, who sometimes are silent because of this situation. This can be seen in the following statements.

“Only from this school did they make a school that is bilingual, I simply want to say that this greatly influences the lessons, that for example if there is a teacher who speaks Arabic who teaches the subject, as if the lesson, then she most of the time speaks in her language, the Arabic language, for example, since Jews, there are barely any Jews in the class, two three Jews, this also harms the politics when there is a history lessons, there are such lessons or a holiday, Independence Day or another holiday then there is a lot, there is no togetherness since the majority are them and they do not let, for example, she has many problems in the history lessons, they are two girls, the Arabs pull to their side, you understand, and it is hard for two three Jews in the class to say what exactly was done and what exactly to do with the territories, whether to return or not, then all 25 attack these 3, the 3 who are Jews are quiet, they cannot speak.” (T2)

The school enables the individual to express himself

It appears that some of the teachers maintain that the school enables them to speak and say what they want and feel. Their statements are presented in the following.

“The fact there is a place like this, there is a place, where each one has the freedom to say what he wants, and sometimes this is difficult for the other side, and for peoples, they do not know how to cope with this.” (T7)

“That they talk about everything, we bring to the table the most difficult issues, both among the teachers and among the children.” (T22)

“So as if there is something ... in the team you can as if speak, that’s it, you can say what you feel.” (T19)

“It was hard for me, as if to go back after the war to the school, then truly I am without fear, I brought it up with the staff since it was important to me that they know that I feel this way, so I brought it up and I spoke and there are a number of teachers who accepted this and spoke to me, as if they are with me, they feel what I feel, and they can help me.” (T 15)

From the analysis **of the parents’ statements** it appears that most of them did not address this criterion. However, as can be seen from PR2 statements, in the previous section, the Jewish students less express themselves and their opinions on different issues and sometimes are even silent, since the number of Jewish students in the school has declined, and in every class there are only a few Jewish students, while most of the students are Arabs. The voice of the Arab students, in her opinion, is heard in the classroom.

It can be said from the statements presented above that in the period before the coronavirus Jewish students and Arab students studied together.

Caring and Humane Attitude

It can be said that some of the teachers think that the teachers’ attitude towards the students in the school is caring and humane, This can be seen in the following statements.

“The attitude of the staff is amazing, as if I think that they are counting every child and the teachers care about the children, this is not something obvious.” (T8)

“There are wonderful people, as if, I think that the human aspect of the school, there are exceptional people.” (T4)

Similarly, it appears that some of the parents believe that the teachers in the school care about the students. This, for example, can be seen in the statements. “I see how the teachers here really care about the students, you understand, not, come on, he does not learn and a solution to help has not been found, you understand, they try.” (PR1)

Sense of Family and Belonging

There are the teachers who believe that the main characteristics of the school are the sense of family and the belonging. Their words are presented in the following.

“There are things that I do not know, as if on the one hand I feel that this place is my family, I feel very close from many aspects.” (T11)

“I am crazy about this school, truly. I always say that we have something special, there is belonging, something, before I bring my children, now I have a daughter in kindergarten, in our school. And also a son but before my children were in the school, I always had belonging to this school.” (T9)

It can be seen that there are parents who think like the teachers: the strength of the school is its sense of family, its intimacy. An example can be seen in this statements. “I think that the strength is the intimacy, the sense of family. The children know one another. The teachers know the students. By and large it’s really the intimacy, the smaller number of students who know each other, the ease, the fun that the child has going to school.” (M1)

The other mother adds that the school is like a community. She says it is a greenhouse. “Look, the strengths of the school, another time that I could, everything, to turn and to come, that this school is like a community, everyone knows everyone, the girl is there from a young age, this is like, not public, which is so large, where you get lose, it is possible to say that this is a greenhouse. Yes, it is possible to say this is a greenhouse.” (M8)

Knowing the Other

Some **of the teachers** think that the uniqueness of the school is expressed in the ability to know the other person in the school. As they say:

“I said that if I would turn back time, they would tell me that I was in a teacher in the bilingual school, I would have Arab friends, I would have laughed. I am a teacher here, I do not have friends, I had friends, A’ was my friend, she was my friend, B’ was my friend. Ah ... I came from a place of Zionist religious education, the schools with an old perception, which speaks and cultivates one nation, today too I had Zionism, I am very proud, but over time I learned to know the self of the other, to exhibit empathy towards him, to show he has a place, and I am happy.” (T1)

“I liked this, and I liked that I am learning so much about another culture, another language, other people, whom I did not have at all an opportunity to know them in life outside of my school.” (T7)

The teacher adds another characteristic of the school – accepting the different. She says, “This is a school that I did not really remember this in other places. As if the children are happy

and I think that this is something very typical, I think that the children come into the school, feel that they are accepted and it is good for them, the acceptance of those who are different is obvious, as if it is clear that we are all different and we need to accept everyone.” (T15)

It seems that most **of the parents** did not address this criterion, aside from one mother who thinks that the school uniqueness is its ability to accept the other, that there is no racism in it. She shares her childhood experiences in the school in the period of her childhood, as a girl who moved from Russia to Israel. “I am very satisfied with the school, ah, this means there isn’t everything there, you know, the racism and the degradation, I personally, as if we, when I was in the first grade, we immigrated to Israel from Russia, and me, I as if I encountered racism very, very seriously in my school, as if, I did not my wish my children this kind of thing, so I searched truly for a school where there would not be even a hint of such things, and this is this school, wow, this is really, really hand in hand, it’s exactly hand in hand, in my opinion it’s like that.” (M4)

Bilingualism in the School

The bilingualism in the school is expressed in the learning of the two languages, two peoples, two teachers who teach together, and so on. This can be seen in the following statements of the teachers.

“I think that in the school, in the unique things of the school, let’s say the national peoples, the reference to two languages, this we have, we have much input, much ability to influence.” (T17)

“I love the dialogue, the togetherness, the cooperativeness of the teachers to teach together.” (T19)

“Because there is more than one language in this school, the Arabic language, the Hebrew language, they teach on levels, let’s say, how the students are together in the class, in the lessons of geography, for example, they teach in the Arabic language, in Hebrew.” (T9)

It can be seen that most of the parents did not address this criterion. However, one mother noted in her statements that one of the reasons that she chose for her daughter to study in the bilingual school is that in the school they learn two languages and at home they speak in two languages. She says: “The second reason that I chose for her to be in the bilingual school is because they speak two languages, as you know, we speak a first language, the Arabic language is with us and Y’ who was in kindergarten this language, so she received all the

support and all that in the Hebrew language so she is stronger in Hebrew more than in Arabic.”
(M1)

The statements presented above indicate that it is possible to say that the main principles that arise from the statements of the teachers and the parents in the context of the vision, perception, and policy of the school in the period before the coronavirus are that the Jewish and the Arab students learn together, that the school allows the individual to express himself, his desires, and his feelings, that the teachers’ attitude towards the students is caring and humane, and that the school has the ability to accept differences. The last principle that arises is the principle of bilingualism in the school, which is expressed in the learning of two languages, two nations, two teachers.

Moreover, in my opinion differences were seen between the reference of the teachers and the references of the parents to these principles. Many teachers assert that the main principle of the school is for Jewish students and Arab students to learn together, while most of the parents did not address this principle, with the exception of one mother who noted that the bilingual school is no longer bilingual but monolingual since the number of Jewish students in it has declined significantly. Many teachers think that the school allows the individual to express himself, his desires, and his thoughts, while it appears that the parents did not address this principle at all. Some of the teachers think that the uniqueness of the school is expressed in the ability to know the ‘others’ in the school, while most of the parents did not address this principle, with the exception of one mother who thinks that the school’s uniqueness is that there is no racism in it. Furthermore, some of the teachers addressed the principle of bilingual in the school, which is expressed in the learning of two languages, two peoples, two teachers who teach together, etc., while most of the parents did not address this criterion, with the exception of one mother who maintained that she chose the school because the teaching in it is in two languages and at home they speak the two languages.

Furthermore, in my opinion it is possible to see that like the teachers some of the parents believe that the teachers in the school care about the students and their attitude towards the students is humane. In addition, the strength of the school is the sense of family and intimacy in it, as one of the mothers says, “The school is a community. It is a greenhouse.” This is like the teachers’ statements. It appears that the parents addressed in their statements more the principle that the teachers’ attitude towards the students is caring and humane and that in the school there is a sense of family, intimacy, and belonging. I think that the parents addressed these principles more and the school uniqueness less because the basic thing that most of the

parents want for their children in school is for them to have a good feeling in the school, which is expressed in a caring attitude towards the children and a feeling of belonging and family to the school. In my opinion, it can be said that the main difference between the teachers' reference and the parents' reference to these principles lies in that most of the teachers addressed the principle of the school uniqueness, which is expressed in the bilingual educational model, in the student population that consists of both Jews and Arabs, and in the ability to know the other person while the parents barely addressed this. The parents addressed more the principles of a caring and humane attitude towards the students and a feeling of belonging and sense of family in the school.

PRINCIPLES ARISING IN THE CONTEXT OF THE VISION, PERCEPTION, AND POLICY OF THE SCHOOL IN THE CORONAVIRUS PERIOD

The principles that arise from the analysis of the documents in the context of the vision, perception, and policy of the school **in the coronavirus period** are:

- Reference to the bilingual educational model,
- Reference to the cultural element,
- Reference to the academic element,
- Partnership with the parents and reinforcement of the relationship between the school and the parents and the community members,
- Supportive and warm environment for the child and the child's family hand in hand (Association n.d.. Special Plans in the Elementary School; Hand in Hand Association (n.d.). The Educational Vision of the Hand in Hand Association; Hand in Hand Association (n.d.). Max Rayne Bilingual School Website, Hand).

Reference to the Bilingual Educational Model

It appears that the messages sent from the teachers and the school to the parents and the students in the coronavirus period are written in the two languages, Arabic and Hebrew. Thus, in this way they reflect in my view the bilingual educational model of the school that calls for both languages, Arabic and Hebrew, to be equally present in the school.

Reference to the Cultural Element

It can be seen that the school addresses in the coronavirus period the holidays and special days of each one of the three religions, Judaism, Islam, and Christianity, such as Easter of the Christians, Passover of the Jews, Ramadan of the Arabs, and so on. This reference reflects, in my opinion, the reference to the cultural element.

Furthermore, the school addresses the shared space of Jews and Arabs, which is expressed in the invitation of the school community to observe the shared Israeli-Palestinian ceremony of the Memorial Day of the Jewish People. This invitation addresses, in my opinion, the cultural facet.

Reference to the Academic Element

It appears that the bilingual school during the coronavirus period engages in the academic element. The reference to the academic element in the period of distance learning is expressed in the following ways:

- sending messages from the school to the parents, which address the learning contents in the different knowledge domains. The messages include reference to the core subjects such as Arabic, Hebrew, and arithmetic, and reference to additional subjects (which are not the core subjects), such as art and physical education. Hence, it is possible to say, in my opinion, that in the coronavirus period the school curriculum combines between the core subjects and the additional subjects of study, according to its educational approach.
- lessons and assignments for students in the coronavirus period that address both the learning contents and the social-emotional topics. In other words, there is integration between the learning domain and the social-emotional domain. In the coronavirus period, the school educational perception, which seeks to develop skills of education and society among its students, was expressed, in my opinion, in educational contents that address the social facet and the academic facet.
- the lessons, assignments, and materials conveyed to the students in the coronavirus period were given to them in different ways: in the Hebrew language alone, in the Arabic language alone, and in the two languages in parallel. Thus during the coronavirus period the educational goal of the school, as seeking to develop language literacy among its students, was expressed, in my opinion, in the development of the Arabic language and the Hebrew language among the students in different ways.

Partnership with the Parents and Reinforcement of the Relationship between the School and the Parents and the Community Members

In my opinion, it is possible to see that also in the coronavirus period the school emphasized the importance of its relationship with the parents and the students, in that it emphasizes to them that it is an “address” for them and they are invited to ask for help from

the school and the staff and that the relationship between the teachers and the parents is important and enables the teachers to know about the situation of the student and the situation at home. In addition, the school updated the parents and shared with them the decisions and guidelines they received during the coronavirus period continuously and with emphasis on the message.

However, it is possible to notice, in my opinion, the differences in the general reference of the school to the parents on regular days and in the coronavirus period. **In other words, the general perception of the school in regular times sees the parents to be partners in the process of decision making and thinking on the path, while in the coronavirus period the school sees and perceives the parents as a means and way to maintain the relationship with them and their children, a way to focus on the student's emotional, social, and academic situation and on the situation at home.** It can be said that, according to the policy and general perception of the school, the relationship with the parents in regular times addresses a more general aspect, which speaks about the school's educational path, while during the coronavirus pandemic the relationship with the parents addresses a more personal and family aspect. In addition, it was possible to see that the general perception of the school supports the reinforcement of the relationship between the students' parents and the community members through the encounters and activities it initiates.

In my opinion, also during the coronavirus period the school emphasized the importance of the relationship between the community members and acted to strengthen the relationship between the members through the different local initiatives, which expressed mutual guarantee and mutual assistance, such as help collecting textbooks and study materials from the school for different students through the students' parents and through their homeroom teachers, collection of money for food baskets for needy families in the school community during the holiday periods, collection of information about students who do not have a computer at home, and so on.

Supportive and Warm Environment for the Child and the Child's Family

In my opinion, it can be said that during the coronavirus period as well the school attempted to create a warm and supporting environment for the students, which was expressed primarily in the reinforcement of the relationships between the teachers and the students and between the teachers and the parents in different ways, such as repeated messages on the teachers' part about the importance of the relationship both with the students and with the

parents, the sharing of the teachers with the students and the parents their emotions and feelings following the situation, in mutual assistance, and in help that is expressed, for example, in information that the school collects regarding students who do not have a computer or collection of money for needy families in the community, and so on. I think that these actions and deeds in the coronavirus period increase the feeling of a supportive, caring, and empathetic environment for the child and his family.

Hence the principles that arise from the analysis of the documents in the context of the vision, perception, and school policy in the coronavirus period in my opinion are the implementation of the bilingual educational model, reference to the cultural facet of each one of the students alongside the reference to the cultural space shared by all the cultures, reference to the academic aspect and the learning contents in the core subjects and different knowledge fields, partnership with parents, and reinforcement of the relationship between the school and the parents and the members of the school community, the creation of a supportive, caring, and warm environment for the child and his family.

It is important to me to note that the aspiration of the school is to create a warm and supportive environment for the student, as I see it, is not one of the main and important goals of bilingual education, like the model of bilingual education or reference to cultural difference, and so on, but rather is another objective that the school aspires to reach.

THE PERSPECTIVE OF TEACHERS AND PARENTS IN THE CONTEXT OF THE VISION, PERCEPTION, AND POLICY OF THE SCHOOL IN THE CORONAVIRUS PERIOD

The principles that arise from the analysis of the interviews with the teachers in the context of the vision, perception, and policy of the school in the coronavirus period are as follows.

Teaching in the class is for the most part the teaching of a single teacher and not teaching in pairs of teachers and in partnership along with another teacher (for the most part in one or two lessons a week that the teaching is with a pair of teachers). This can be seen according to the following reports from the teachers.

“Simply I feel that I and my partner do not really speak, are not really found together, but one day a week, and barely speak about the way, when I, this way I get to talk with her about the way we have one hour of education also”(T9)

“But this is less now bi, since now I am alone in the class and she is alone in the class, we have perhaps two lessons a week that this is education and then we are together, and that is it.” (T13)

Jewish and Arab students learn together the two languages (both Arabic and Hebrew)

There is no division into primary language and secondary language or Arabic speakers and Hebrew speakers, as there was before coronavirus. In addition, the students learn together religions (Jewish and Arab students study together the Bible and Islam). It is possible to see this according to the following reports of the teachers.

“It is also not simple with us, as if to teach, as if to be in pain only when we return to the capsule¹⁶ in elementary school, then we lose all the structure of the ... we do not have, first language, second language, Bible, Islam, everything together, you understand, since the capsule ... ah ... there are no divisions, they simply took the class and divided it into two groups ... As if because of the ideology of the school, it is impossible to do this, capsule for the Jews, capsule for the Arabs, so two capsules that are mixed, Jews, Arabs ... truthfully, very little, we barely learn religions, I teach Bible, so you know, it’s very light, as if, more story-like, more, not like it should be learned, but what can be done ... the reality is far stronger than we are in the past year ... we are trying to do with this something and I teach a little Bible, mainly, simply Hebrew for all the classes together, which is also not ideal but what to do. Not really that there are no options, this is not that there are no options, the options are more complicated, let’s define it like that.” (T16)

“In the coronavirus period it is difficult ... since we are Arabic speakers, Hebrew speakers together, if you speak spoken Arabic then the Arabic speakers understand, so what was new for them, nothing, the Hebrew speakers, for the Hebrew speakers something is new for them, but this is not like you take the group of only Hebrew speakers, it is very difficult, you need all the time to think, what can help the other ...ah, Arabs and Jews, all the time think, think, think about what topics you need to bring up because Arabic speakers will go home with stories in spoken language, as if that's what is difficult...Reading, I read them stories, bring them things that are historical, bring them things that they can both work together.” (T6)

“Before this we would divide into first language, second language in the classroom, now I am teaching both Hebrew speakers and Arabic speakers the Arabic language together

¹⁶ The capsule is the group of children who were assigned to learn together during the coronavirus pandemic. The grouping of children in assigned capsules was intended to minimize the spread of the virus.

and this is hard. The Hebrew speakers I need to teach them spoken language and the Arabic speakers they need to learn literary language on a high level, this is not easy.” (T19)

The relationship between the teachers and the parents and students in the coronavirus period

It can be seen that most of the parents report that the teachers attempted to maintain a relationship with the bilingual students with learning disabilities in different ways. Their meanings are presented in the following.

“Yes, yes. Alone, yes, truly, I also send a message, and if I have questions, truly they immediately answer and are in contact, yes, him especially yes, they had, I could, they had, only they, even if there are days that he is delayed, they called, ask, send a message, I do not go in, and they are in contact with him, all of them ” (F1)

“Lots, lots, the truth is, there are no such things, there aren’t even the words to describe this, she really cares and is concerned and always is willing to hear her, even if H’ does not do homework she tells her it is alright, if you have difficulty then all the time there is contact, even if she does not come to the school, the truth is I do not have anything to say ah, if I had something against them or if I see that they are not addressing it, I would say inside but really they were, there are no such things ... in contact all the time, even if for example if she didn’t go into one lesson, then they were immediately sending me a message that H did not go in, to remind me, if K knows that I work in the hospital and she knows the situation here in the hospital, it is not easy, if I forget, then she reminds me, to that extent.” (M5)

“I have an amazing arithmetic teacher, really B’ is the only one who pays attention, look, last year some month she was not on Zoom, nobody called, nobody said a word, I called after B’ said to me, tell me, why isn’t she coming, I thought that there wasn’t at all, and then I called, I called and I was angry last year, and I said what is this that you are not seeing, that you did not call G’, and then really G’ apparently, they did and then D’ called and said sorry and we did not know this, I thought that D’, that she, but she isn’t at all, in the lessons of D’ she isn’t for a month, she did not even realize, she did not think she needed to call, you understand, then this, it wasn’t, I do not know what to tell you ... this year, look, she has, she has, H’ is amazing, every time I turned to him, he immediately responded, and there is no complaint with him, he is an excellent teacher, I think that H’ and V’ are excellent, I really love them, I really love H’, really ah, he is always there, always respond, really, only good words I have to say about him, also about D’ last year, D’ is amazing ... I say I always have an open

door for H', I can always speak to him, I think that the teachers of this year also did not really succeed in getting to know her since they did not really teach." (M7)

In the response of this mother it is possible to notice that at the start of the coronavirus pandemic, in the first year of the pandemic, her daughter's previous homeroom teachers did not create a relationship with her and her daughter did not study a month until one of the teachers from the school paid attention that the student is not attending the lessons and contacted the mother on the issue. In the continuation of the coronavirus pandemic and particularly in the second year of the coronavirus pandemic, the class homeroom teachers were in contact with her daughter and with her.

At the same time, another response was voiced, of a mother who thinks that the teachers were less in contact with her. She says, "Look, the truth is that in the coronavirus period I felt that they less demanded of them and there was no relationship, not with me as if as if the year I feel that she less belongs to the homeroom teacher, it's not that she is talking, it's not that she is not referring to her at all, but there isn't a relationship like in previous years." (M9)

It seems that this mother asserts that the relationship of the teachers in the coronavirus period with her daughter and with her was different from the relationship in previous years.

Another mother talked about the relationship of the teachers with her in the following manner. "... not in a particular way. But yes yes. They simply because they are a lot of time with the same children so they know the difficulties. This is a matter of the period that they were with them. Do you understand? You know also it's a small school, everyone knows everyone. Even if she were not his homeroom teacher, she somehow taught him. On this point there is no problem ..." (M12)

Her words indicate that even if the teachers are not in contact with the children they know them since they have accompanied them for a long time and since this is a small school where everyone knows everyone.

It can be said from the statements presented above that in the coronavirus period the teaching in the classes for the most part was the teaching of a single teacher in the classroom, in contrast to the school perception that calls for the joint teaching of two teachers. In addition, Jewish and Arab students learn together the two languages and two religions, when there is no division into Arabic speakers and Hebrew speakers or first language and second language, as there was during the pre-coronavirus period. This is according to the school perception. However, it seems that the students learn together all the religions and are not divided into

groups according to their religion, in contrast to the school policy. Moreover, it seems that most of the parents report that the teachers tried to maintain contact with the students and the parents in the coronavirus period. This is similar to data arising from the analysis of the documents in the coronavirus period. However, it is possible to note that a few parents hold that the relationship between the teachers and the students in the coronavirus period was different from the relationship between the teachers and the students in the pre-coronavirus period, especially in the ways of conduct. Similarly, the analysis of the documents indicates that the relationship between the teachers and the students and their parents in the coronavirus period was conducted differently.

8.2. The Personal Factors

It can be said that **the personal factors** in the context of the microsystem are most important for the educational situation of bilingual students with learning disabilities in the bilingual school are factors that address the following aspects:

1. The organizational context
2. The context of the educational staff
3. The context of the population of students in the school
4. The context of the students with learning disabilities
5. The context of the parents of the students with learning disabilities.

This part presents the topics and voices that arise from the interviewees' statements without a clear division into the two periods of time, the period before the coronavirus pandemic and the period of the coronavirus pandemic, since the statements address the two periods in general and are entwined in one another.

8.2.1. The Organizational Context

The Background of the Bilingual School

The background of the bilingual school arises in the interviews that I held with the principals and the vice-principals. In addition, the story of the establishment of the school is mentioned in their statements and presents different points of reference regarding its establishment. This part presents the statements **of the principals and the vice-principals** regarding the school background.

I start with the statements of the current principal of the high school, regarding the school: "The school is in essence an elementary school, a middle school, and a high school so

the elementary school began twenty years ago, with the organization of parents, who decided to break this story, in essence parents, there are a number of stories, so the ideological story is that the parents wanted for Jews and Arabs to learn together, and the technical story, or the more pragmatic story, is that a group of Arab parents understood that there is no Israeli school in Jerusalem, there was only the school in the eastern part of the city. Twenty years ago they understood that they would not be allowed to open without Jews and then also the idea of to be with integration with Jews is more logical and I greatly understand this, since in essence I think that the families of the north they sit on some seam, between the Jews and the east part of the city, since there is not here and not there, certainly not here and certainly not there, this story caught hold, um, this is a school with many many challenges, of all types, both pedagogical and national, these two, and systemic, and it is in essence in my view a reflection of the world outside, we all the time do not want to reconstruct what is happening outside. But what we truly create is in my opinion a reflection of the possibility, that this will always be difficulty but it is possible, in other words, even in the equal or binational state that will be here, this will never be, there will always be a national problem and a language problem and a pedagogical problem and a systemic problem and a budget problem, and this problem, but this happens, there are 600 children, I in essence attempt to think about the twenty grade cycles (that were), this in essence is 300 children, when each one comes to the school with people who are very, very different, they will not meet in any other place.” (PR3)

I will continue the story on the establishment of the bilingual elementary school that arises from the statements of the person, who was a principal of the bilingual elementary school in the past. “Good, so, my daughter she was from age 3 in the YMCA¹⁷ preschool and kindergarten, ah, we were a group of Jewish and Arab parents there, and two years together and we finished it, we began to think what are the options before us as parents and of course the options were to split up, Jews go to the Jewish schools and Arabs to the Arab schools, this was something that we did not accept and we did not understand that we did not have another alternative and in this period, L was a colleague in the School for Educational Leadership and his project in Mandel [the school] was to establish a Jewish-Arab school, of course it was Naveh Shalom, but Naveh Shalom was based on a community where there is a shared life and there is a school, ah, and they were the pioneers in the establishment of a school but it was designated as if, in the perception of a shared life also in shared residence, and we heard about

¹⁷ Young Men's Christian Association - YMCA is an organization that aims to unite young Christians around the world and offers them various activities.

the idea itself and as if this fit for us very well, as if this was the ideal timing and we met with him at the time, in some home in Beit Zefafa, a group of parents, we were perhaps fifteen parents, twenty parents, ah, and we said we are with you, and this began and this is how this journey began, um, the first year it was a track in the experimental school in the middle of the city (a Jewish state school in Jerusalem), as if we put in a kindergarten and a first grade. My daughter was in the kindergarten and she was in the first grade, and there we were in the track in the younger grades division in the elementary school, and very quickly, after a number of months, we understood that this was a mistake, a very big one, to be there, for two reasons. First of all, they did not prepare people, parents who are found outside of the framework, with any meaningful preparation, that this track is coming in, and the second thing, ah, it was hard for people to see that Arabs are coming into the school ... it was hard and to hear suddenly Arabs coming in, this track, and a very serious struggle began really, I only waited for the moment this would be over, really this way we felt that we are entering into somebody's home by force, and he does not want us there ... we were happy that the Minister of Education at this time was Yossi Sarid, and we turned to him with a request, we understood that we had to find an independent place, and not inside, and we received the symbol of an institution, and we were given the storage space of the Denmark School in Jerusalem, really basements, and we began really at the last moment to collect all the equipment, and all the things to ... to build the school, this was also first, second grades, this was the beginning.” (PR2)

I will add details about the growth of the bilingual secondary school (grades seven to twelve) in Jerusalem. In an interview I held with a former principal of the high school, he says: “There was a class in every grade, in other words, there were twenty students in every grade, this was tenth, eleventh, and twelfth, and I received only the high school at first and also in ninth grade, ah, eighth grade and ninth grade there was a class, seventh-eighth-ninth-tenth-eleventh-twelfth, when I came there was a class in every grade of about twenty something students, and um there was a principal in the beginning and he left after two years of management of the high school and in the third year, before I came, there was somebody else and in essence I came in the fourth year of the high school, there was exactly one grade cycle that had just finished, there were few students and there was not yet the structure of what this is, this was soon, the high school was for the matriculation examinations and that's it, few teachers, there was a teaching staff of fifteen or sixteen teachers, ah, focused on the matriculation examinations, ah, there was nothing else, there was not all that was brought in it was already clear that there is a high school, we said there is a high school and this is not the

question and then the first grade cycle of E' (the principal's daughter), she finished three years ago, the first to finish, they were the first the very fact that they saw that there is this high school, so there remained two classes between seventh and eighth, ah, between sixth and seventh, and from that moment it steadily grew, another time, not every time there were two classes but it grew, it showed that there is continuity, that this is clear that the association is standing behind it, that there is a principal coming in." (PR1)

He adds, "In Jerusalem it is not simple, this is also us, the only high school, there is no other bilingual high school in Israel, we are the only one, we are singular, we grew into a high school, and this has many reasons why and I can explain also geographically, in the north there are many good Arab schools, where they learn for the Israeli high school matriculation examinations, here there was not ..." (PR1)

To sum up, I will present from the statements of, the current vice-principal of the high school. "This is a journey, amazing that I went through with the people here and with the children, I do not feel that I was bored since every time there is a new challenge and there is something new, what I feel is that I grew here, I began from nothing, I today think about how I taught in the first year and in the third year and in this year and the changes that the school went through and the revolutions mainly in the field of the languages, what is the first language, second language, how we taught, the research studies that we did on the school, research studies were carried out to examine, what harms the Arabic language, what harms the Hebrew language, what can improve our learning, there were no books in the school, why didn't we learn in books, what would change if we were to choose appropriate books, why would be adjust the programs, what population there was, and I feel that I developed in the school and this does not bore me, this challenges me more and every year there is something new and new challenges and new ideas and new programs and new people and a population that thinks differently compared to nineteen years ago, about their children" (PR4)

From the statements presented above it can be seen that the bilingual school established in Jerusalem began as a "track" in a Jewish state school, as the principal calls it, and then as a separate elementary school, bilingual and Arab-Jewish, which was recognized by the Ministry of Education. It began with two classes and grew to an elementary school (first to sixth grades) with two classes in every grade, and in the continuation it became a secondary school, with a middle school and a high school (seventh to twelfth grades). I add that it grew also with bilingual preschools (for children aged three to six) that are found in the school complex. It appears that there are two main stories for the establishment of the school. The first story is the

ideological story: a group of Jewish and Arab parents wanted their children to learn together. The second story is the pragmatic story: a group of Arab parents understood that it does not have an Israeli school in Jerusalem since twenty years ago there were only Arab schools in East Jerusalem (where the high school matriculation certificate of the students at the end of the studies is Jordanian) and they were not allowed to establish a school without Jewish students, so the idea of integration with Jews was more logical for them, since this is a group of parents who came to Jerusalem from the north region of Israel. In other words, this is an Arab population from the north of Israel, which is different from the Arab population in East Jerusalem, who are found as the other principal put it, “On a seam, between the Jews and the East of the city”, “not here and not there”. It should be added that for the most part the Arabs who come from the north of Israel are Arabs with education or who come from families with education, whose economic situation is average or better, who integrate more in Israeli society, who studied in Israeli education institutions, and who have an Israeli high school matriculation certificate, in contrast to the situation of most of the Arab population in East Jerusalem.

In addition, we see that with the growth of the school programs and ways of teaching and learning developed that are commensurate with the spirit of the school, according to the needs, the population, and the changes that occur over the years. In addition, it is possible to see from the statements of the other principal, the high school vice-principal, that in the first years of the school the educational staff defined the areas of knowledge and the learning programs, built and developed materials, and even did not use books.

Management Changes in the School

The analysis of the interviewees’ statements indicates that in the last five years there have been management changes in the school that have influenced the school community, the school population, and the organizational perception. It appears that in recent years three principals in the school have changed. The first principal managed the school for a lengthy period of time and came from the school staff. The second principal managed the school for two years, while the current principal has managed the school for the past two years. This turnover greatly influenced the educational staff, the parents, the students, and the organizational perception. In addition, the coronavirus period also influenced the school, the management, and the school community. This part presents the statements of the educational staff and the parents regarding the management changes in the school. First I present the statements of the educational staff and then the statements of the parents.

The teacher states regarding the management changes. “This year there were no collaborations, ah, look, come, the school has gone through a not good period in general, whether this is was when N’ was, when there were frictions between Z’ and the supervision, you saw this and you felt this, ah, um, then we felt this also in the flesh and then when Z’ left, there came a principal who was not accepted, ah, that I think, CH’ was wonderful I think, they did not give her an opportunity. I think they judged her before they knew her, that this is not fair, they did not give her an opportunity. D’ I know as a mother, she was a mother in the kindergarten, she is a wonderful person, ah, the coronavirus did not let her too much to be with us, but she is always willing to listen ... I wish the school to grow ... as if I think that we need to accept everyone, even if now a principal comes who is blind, I think that she should be accepted and respected, since everyone needs to be accepted, this does not matter what and who, if this is a person or this or not a person of this, each one and his way, each one can leverage to a different place” (T20)

It can be seen that E¹⁸ also addresses in the interview with her the turnover of the principals in the school. She says the following. “I have the taste of Z¹⁹”, so I know things have changed in the past two years, you know, how to say this, Z’ did many wonderful things, but she also, I think, that her identity was, she asked for some sort of very very great politicization, ah, and from there things only deteriorated. You know, I all in all was alright with her, really, I esteemed Z’ and then we saw afterwards the crash of CH’ who as if apparently only something forceful could hold this school, I do not know, but D’ is not in this style, it seems to me that D’ she has more emotional intelligence, than R’ had, and I hope this will be good, as if I feel that she is an intelligent and pleasant woman and it is possible to talk to her ah but she was given a shattered school, there is nothing to say.” (T15)

Similarly, other teacher also addresses the changes of the principals in the school and the relationships between the teachers and the principals in the school. She says: “I know that last year there was tension between the teachers and the principal and the school principal was changed. I had a relationship with the principal, on work issues, and all that is related to the work with my students.” (T17)

¹⁸ In order to facilitate the transcription of the interviews I conducted, I also used the capital letters of the fictional names that I gave the participants.

¹⁹ In the transcribed texts, one can also find the initials of the names of some people mentioned by the participants during the interviews. They are also fictitious to ensure confidentiality and anonymity.

It is possible to say that the changes of the principals in the school influenced the educational staff. It appears that the relationships between the teachers and the previous principal were tense and she was changed. The management style of every one of the principals was different, and the relationships of each one of them with the staff were different. The relationships of some of the principals with the staff were normal, while with others the relationships were very complicated.

It can be seen that some of the teachers describe their personal experience in the school in light of the management changes. The teacher says in this context: "I had two difficult years, the school had a difficult period. Last week the management held a motivational conversation, which created a spark in people, last year I wanted to leave and I still want to leave. I came to this school, I became a teacher, a coordinator, handling this field. They began to talk to me about being a vice-principal, I did not want to be a vice-principal, something in the lack of belief in myself also caused this. In the past two years I experienced a professional crash, in my experience, I felt meaningful in previous years, but in the experience that the entire staff felt bad, what caused this crash is that the management changed, and all the sewage surfaced, the staff felt 'shitty', and there was nobody to provide an answer, to help and to calm and this is from the heart, the interpersonal relationships were very difficult from the place that I grew to I already understood that I am not found in a good place or in a place that I want to be in and I felt very alone. Every day I gave of myself to the staff, above and beyond, and I was also a homeroom teacher or I was in partnerships when there was maternity leave. And this did not bother me since I led I was in the teachers' committee, a social coordinator, a cultural events coordinator, a school trip coordinator, and I was defined only as a social coordinator and the staff all the time was a part of me, I made a change in the political perception. Ah I told myself I felt zero support, not the counselor, not the psychologist, not the teachers, because they were in a difficult situation, but I did not receive any support, profound isolation, and I was very closed, on the other hand how can I end this as if I am closed off. I know that everyone here went through difficult things and therefore they are not nice to one another, ah ... (deep breath), last year I quit all the positions, it was very hard for me with the way and choices of CH', I was not willing to cooperate, I did not find myself doing all the things I had done ... I, N', and H' registered for studies ... I was supposed to learn Thursdays at the university, so I begged CH' to be free on Thursday, but R' said that I would be free on Tuesday. When I did not have studies, an intellectual challenge, I crashed. Ah ... and they did not change the schedule for me, asserting that they can't and it was very difficult for me. I distanced myself from the

management and my roles... and then there was hope that CH' is leaving, I understood that I am beginning to learn, I said that I will begin this year, I will try to rehabilitate since I love working, I even told D' that I would attempt to coordinate the national days, when I had quit the position, S' had become the social coordinator. Of course CH' came after me and offered me roles, but I could not work with the management, the supervisor did not approve of additional coordination, but she said that S' and I would lead the social coordination together ... I continued with the same class. D' insisted that she wanted one homeroom teacher to continue with the class because of the coronavirus, by the way she was right ... the school went through a crisis, the parents went through one, there was much confusion with the parents, there was one mother who introduced a lot of poison, she had a lot of criticism on the school, all sorts of messages were sent to the management through the group ... I love doing something in a special place, to lead a role, in a special school or a special place, which will give meaning. Last year I was really alone, I did not receive support, but with all that is done here, I did not agree with things. They said I acted, I did not act and I did not lead, apparently my presence in the teachers' room is felt ... the supervisor even spoke with me on the telephone and said to me that I am a figure who influences in the teachers' room and told me to help L lead, she also told me that she thought that I am suitable to be a vice principal and offered to Z' but Z' did not think ... last year she came to here a lot at the end of the year and she met with teachers, spoke to them, and listened to them ... she heard the teachers and she came to listen to them and to speak with them." (T8)

Like these things, other person also shares her personal experiences. "Even when I was lost, many times I asked for help or did not ask, I studied by myself ... there is no support from the management, ... wonderful, but ... she says but does not do, as if sorry that I said this in this way, with not nice words ..." (T19)

In addition, T8 speaks in an interview with her about the experience and difficult feeling that exists in the school following the changes. She describes this in the following words: "... the situation at the moment, I did not know, but when I came in, I understood that it is very, very difficult, since I understood that there were two very difficult years, I did not understand, I did not yet get to the bottom of the reason why this was difficult, since everyone says something else, but there is a feeling of, there is a feeling, from what I remember, of togetherness of the place, that we want to grow or to be in the process, since it grows all the time or is in a joint process and the difficulty now after two difficult years of to begin to rebuild

this is in the elementary school, since nevertheless it is not the same thing, and also the principal is new, and there is a feeling that everything around is going to fall apart”.

The statements above indicate that the changes of the principals in the school greatly influenced the feelings and experiences of the educational staff, both on the level of the staff and on the personal level of every individual on the staff. It is possible to see that in recent years the feelings of the staff members were negative, they felt that there is no factor in the school that will help them, support them, and calm them. In addition, the interpersonal relationships between them were difficult and not pleasant. As T2 notes, “The staff felt bad ... and there was nobody to provide an answer, to help and to calm and this is from the heart, the interpersonal relationships were very difficult ...” “...everyone here went through difficult things and therefore they are not nice to one another”. T2 In addition, “there were no collaborations” between the staff members. Moreover, the feeling of “togetherness of the place”, as T15 calls it, was harmed and as she says, “and there is a feeling that everything around is going to fall apart ...” In other words, the feeling of the staff is that everything done and built in the school is falling apart. Similarly, it appears that also on the personal level the feelings were difficult. The teachers felt that they are alone and lost and without support in the school in which they grew in, that they are not found in a good place, and as T 9 describes “I did not receive any support, profound isolation, and I was very closed...” “From the place that I grew to I already understood that I am not found in a good place or in a place that I want to be in and I felt very alone.”

At the same time, a new spirit was heard in the school, as the teacher says: “to begin to rebuild” what was in the school. This can be seen, for example, in T20 statements. “Last week the management held a motivational conversation, which created a spark in people”.

In addition, it appears also that the change in the school principal causes a better feeling in the staff. “And I hope that it will be good, as if ... I feel that she is an intelligent and pleasant woman.” (T22) . M’ adds: “I know as a mother, she was a mother in the kindergarten, she is a wonderful person, ah, the coronavirus did not let her too much to be with us, but she is always willing to listen ... I wish the school to grow ...”(T6)

The analysis of **the parents’ statements** indicates that they too address the management changes in the school. This can be seen, for example, in the following statements of a mother of a student with learning disabilities.

“These two years, last year and this year, he is really satisfied with the teachers, when earlier it was difficult, it was not easy, for him and for me, the period was very difficult, but the past two years, truly, a satisfied child ... ah (a break) I do not have enough information but ... about this year I will say Thank God, yes, the school, it’s good, the approach everything, because of the principal, if I am not mistaken, I do not know her well, but Y’ every day tells me ... that she is good, that she teaches them, he told me that like Z’ was, this child is open, before you say hi, he tells you everything, therefore I have information from him not from other children ... this year, yes pleasant, this is the school at the moment, this is a correct approach, truly ... I do not have arguments this year, therefore I tell you, aside from the past two years before ...” (M6)

The mother of a student with learning disabilities, adds on this issue, speaking about the relationship she has with the school and in particular with the principals in the past and in the present. In addition, she also addresses two main periods, the period before the coronavirus and the period of the coronavirus. “In previous years, you know, I was more involved, I would come to the school, I would meet the principal, I would go the principal and tell her, she needs here, she needs there, here there is not really where to say, there is not really who to talk to, you do not really know, they do not know the girl ... I do not know the new principal, so I also cannot ask, this is how it is until now, I always could turn directly to the principals, this one I do not know ...” She adds, “I could have called CH’ and he would always answer me, always would listen, always would attempt to help, until now I always could go to the principal, always, time, any time, without setting, without anything, and they listened and tried to help her, I come to the secretary office, the secretary office is like, this is something else, this is much strength, this is much, there are many pluses in this ...”(M9)

In light of the statements above it can be said that the turnover of the principals in the school influenced both the parents and the students. It appears that some of them also experienced a difficult period, this can be seen in M9 statements. “Earlier it was difficult, it was not easy, for him and for me, the period was very difficult ...”.In addition, it appears that the relationship of some of the parents with the principals in the school was different from how it was in the past and in the present. The other mother says, “I do not know the new principal, so I also cannot ask, this is how it is until now, I always could turn directly to the principals, this one I do not know ...” (M9)

In addition, like in the teachers’ statements, the statements of the mother indicate a change in the school principal and a change in the school approach. “About this year I will say

Thank God, yes, the school, it's good, the approach everything, because of the principal, if I am not mistaken, I do not know her well but Y' every day tells me ... that she is good, that she teaches them, he told me that like Z' was..." (M16)

8.2.2. The Context of the Educational Staff

The Relationships between the Educational Staff Members in the School

This part presents data on the relationship between the staff members in the school.

In the interviews I held with **the staff members** in the school different voices and thoughts were heard regarding the relationships between the staff members in the school. In addition, they addressed different topics. This part presents the topics and voices that arise from the interviewees' statements, without a clear definition into **two periods** of time, the time before coronavirus period and the coronavirus period, since the statements address the two periods in general and are entwined in one another.

The first topic that arises is that some of the staff feels that it is possible to speak with the staff members in the school about everything, different issues, conflicts, and complex political situations, diverse topics, and different feelings. The following paragraphs present a number of examples.

TA' tells about the educational staff in the school. "They speak about everything, we bring to the table the most difficult questions, both among the teachers and among the children. I like this approach, that there is nothing taboo that we do not talk about, we also do not attempt to solve problems, to solve conflicts, as if of the State, I mean, so the fact that we speak and listen, I think this is amazing success." (T2)

C' adds to these statements. "Listen, this really helped, and I really found it to be hard on Zoom, on a Zoom conversation with the staff, so I cried. In this conversation, and really it was hard for me as if to return after the war to the school, so truly I without fear brought this up to the staff since it was important that they know that I feel this way, so I brought this up, and I spoke, and there are a number of teachers who accepted this and spoke with me, as if they are with me, they feel what I feel and they can help me in all sorts of ... in the staff you can as if talk, this is it, you can say what you feel" (T5)

It appears that some of the teachers in the school feel that they can speak about every topic with the educational staff, even about especially complex and sensitive topics for the two

peoples, the Arab people and the Jewish people, such as political conflicts, personal feelings in light of the war between Gaza and Israel, and so on.

A second topic that the teachers bring up regarding the relationships between the staff members is the collaborative work of the educational staff in the school that the staff works together, as well as the help, concern, and consideration for one another. This can be seen, for example, in the following statements of the teachers.

L' addresses the relationship between the staff members in the school and says that what characterizes it is "collaborative work ... as if not in the entire school, this is not obvious that the teachers would work together, I see that this is not a symbol for the students, this is a symbol also for the teachers, that they help one another, the staff members in general ... everyone, I think that we get along since we understand the concept of togetherness, this is to work together, somebody new in this system, it is not obvious that they would manage, it is so important and critical to give without this I do not think that it is possible, this really benefits me and helps me." (T9)

G' adds to **M'**'s statements and explains her feelings regarding the staff in the school. "I like it here, the consideration, really, and ah, how the staff is together, as if this, that the staff is together, there are no groups and this, everything together, they care for one another, are willing to help, this is really excellent in my opinion." (T13)

TH' also notes that she likes in the school the staff. "The staff. Since I went to other schools, I saw how the staff was, but here I connected more." (T6)

In addition, **C'** describes her situation as a new teacher in the school who integrated into the staff. She maintains that her role as a homeroom teacher gave her a place in the staff. In addition, she also emphasizes that the staff works together on different topics, holds conversation on the contents, and thinks together. "The truth is that I entered the staff as if, ah, I am very very friendly, I like to talk with everyone, I am not that way, that as if I enter and take this step, the truth is I entered the staff very nicely, I speak with everyone and they also speak with me. ... But I entered the school and immediately I was a homeroom teacher, this gave me a place, this gave me a place in the staff ... then I immediately was also in the homeroom teachers' meetings, as if every meeting that is important, I was there, then I saw them, really more and this, then this is as if what gave me a place, I am not just a teacher, I am a homeroom teacher ... then this gave me also in myself. We are working together ... we are doing all sorts, for example, identity we are doing together ... national days we are doing

together, ah, all sorts of things ... as if all the teachers in these days get guidance, yes, and also talk, what they want to do, what they are doing in these days, so this directs me, ah ...” (T5)

It appears that **E'** also maintains, as does **Y'**, that there is speaking between her and her partners, that they work together and plan things together. She notes, "... look, I now am a homeroom teacher, let's say with H, we have speaking, thank God. We plan things together ... we have teamwork and let's say ... my parallel, the Jewish teacher ... we have teamwork.” (T3)

It can be said that the teachers feel that the relationships between the staff members are characterized by collaborative work and that the staff works and thinks together about the topics, and holds discussion on the contents. In addition, the staff members help one another and are concerned about one another. Moreover, according to **Y's** statements, she has integrated into the staff, although this is her first year in teaching. Similarly, **S'** mentions that the strength of the school in the past and today is its ability to accept, as she puts it, the new teachers with open arms. The teachers in the staff help and support one another. This is also what helped her integrate into the school twenty years ago, in the period when she came to Israel from the Soviet Union. This allowed her to see the following things, as she says: “This brings me back a bit, but it could be that until now this is the strength of the school, this is what helped me integrate in the period twenty years ago, you understand, this is the difficulty, as if I was, I did not feel there foreign in a small staff, there were really only a few people ... really really a small staff, and this is a Jew, and this is an Arab, and I am from the Soviet Union, as if, that ... as if I am with my language, which is more, was distant ... I was accepted them with welcome, as if you understand, I felt good, I felt warm, I felt a type of home ... and this was missing for me here, I think this still remains, that they accepted the new teachers, the new teachers are received with open arms, and they help and support, I think this is our strong place ...”(T11)

A third topic that arises from the interviews with the staff member is the exposure to others and in particular the friendships with staff members who are of other nationalities, different from yours, in other words, the friendship of an Arab teacher with a Jewish teacher and of a Jewish teacher with an Arab teacher. This can be seen in the following statements:

“But I never would have worked with a Jew or had in the neighborhood somebody Jewish, I only would have heard, um, people about the Jew and this is it, but when I entered I

saw somebody else. In truth ... now in the school, I, I have friends (Jewish), let's say, close to me, more than the Arabs ... the best in the entire school." (T10)

Similarly, **P'** also speaks about her relationships and friendships with teachers from another nationality, which is different from hers. She says, "The experience I did have, the idyll I did have with the Arab friends, I didn't experience any unpleasant feeling, when I entered they welcomed me, oh, I didn't have any problem, you know, making connections and friendships,...things that are quite good for you, when you are quite in connection with your friends, or work colleagues..." (T12)

It can be seen that **N'** also addresses the feeling of friendship between the staff members that existed in the school. She expresses: "Wow, this is as if, it was sitting here and laughing here in the recesses and to put out food and to eat bread with zatar and white cheese dip, but I would listen to many things and share and I would come to work and I felt that you have friendship at work, you can come and talk ..." (T14)

It appears that the work in the bilingual school creates an opportunity for the staff members to be exposed to others and in particular to create relationships and friendships with members of the other nationality, different from their nationality. This barely is possible in the reality of life in Israel because of the Jewish-Palestinian conflict.

A fourth topic that arose is the "voice" that some of the teachers in the school make heard on the feelings of the staff members in the school that are expressed in different ways, such as: that there is a feeling of lack of caring, that they do not want to work, that teachers do not feel comfortable asking for help from other teachers when they need help, and so on. It is possible to see this in the following statements of the teachers.

T' tells about the feelings of the staff. "... a very difficult feeling, I often see a feeling of lack of caring, even also about an issue of the place, which is truly so important, ah ... and also sometimes the colleagues ... we get along, and mainly mainly also with the lack of thought, I think, this is very critical what I say, but this is what I feel at the moment, that this ... as if they forgot that we are here for the children and to give them a safe place, a place where they will feel comfortable to turn to teachers if they need help ... and there is a feeling, not that I see everything, since I hear from people, I hear, I do not see everything, not at all." (T13)

H' adds to **Z'**'s statements about the feelings, noting: "There is a bit of a feeling of some lack of caring, which is very, this bothers me, since I am still filled with motivation, you know, they did not yet succeed in taking me down so quickly, and ... ah ... the feeling is that there

are people ... there is a staff that cares and it cares a lot and there is a staff that cares less and really does not care, in other words, this is not black and white...” (T19)

It appears that both **T'** and **H'** experienced a feeling of lack of caring among some of the staff members, which interferes with them and even bothers them. **T'** notes in addition that the lack of thought of some of the staff and the issue that the teachers on the staff do not feel comfortable turning to their colleagues for help cause her difficult feelings since in her opinion the staff forgot that it is found in the school for the students and the need to provide them with the feeling that the school is a safe space. **H'** adds that the lack of caring of the staff members bothers her greatly but does not harm her motivation. It is possible that it harms the motivation of other staff members. However, she notes that the lack of caring has different levels in the staff and there are still staff members who care. Similarly, **A'** reports that some of the staff members in the school do not to work and this is what hurts her and even causes her burnout. She says, “But around, there are people who do not want to work, do not want, this is what hurts, also ... ah ... I am burned out from this.” (T4)

It is possible to see that some of the teachers indicate that the staff in the school is not united, conflicted, that there is a division into groups in the teachers' room and even competition between them, teachers who teach together in the classroom and who do not talk to each other, and so on. In this context, they say the following.

S' says, “The staff of the teachers is very conflicted, very conflicted ... really, as if these things shed light, really ...”. (T11)

M' adds details regarding the feeling of the conflict between the teachers, as follows. “What you ... see in the elementary school and what exactly I am talking about, it is not worth it that we go into the same gate and say good morning, it is necessary to go beyond good morning in such a place, unity is necessary, connection is necessary, many hugs in this place are necessary ... this doesn't exist in the elementary school ... this doesn't exist in the elementary school ... this was, this ended, you can see partnership in the classroom, the partnership of colleague teachers who stand in the class and they do not speak, tell me, does it seem to you that two teachers are angry, the children do not see, of course they see, all these little nuances ...”. (T10)

TZ' addresses another phenomenon that exists among the staff – the division into groups, the teachers are divided into groups, every group consists of a number of teachers, who are found together, also in the teachers' room. In addition, she describes a situation in which

the teachers compete with one another. She says, “Recently there are some groups... for example if we were sitting in the teachers' room they are always talking, always talking about the children how they see the students during recess, the Arabs together, the Hebrew speakers together, I always tell them to really pay attention to yourself in the teachers' room, because there really are the same groups, the Arab teachers together, the Jewish teachers together, the Arab teachers also have groups ... there is something ... I do not know, I did not see this in the middle school, for example In the middle school there is another world ... in the middle school everything works, everyone helps one another, ah, they do not have a change, they do not have like in the elementary school, always in the elementary school, I do not know, you look on the other, if she is succeeding and this, how you succeeded and you came two or three years ago, there is something like this, it is not simple”. (T18)

It can be said that some of the teachers report miserable and difficult relationships between the staff members, which are expressed in different negative phenomena, such as conflict between teachers and lack of unity in the staff, teachers who are divided into groups, competition between the teachers, and teachers who are educators together in the class and do not speak among themselves. It is possible that the relationships between the staff members in the school are influenced also in the coronavirus period, which caused there to be barely any teamwork, that the staff barely meets, that the teachers are busy and they are distant from one another, that they feel tired and burned out. It is possible that they feel exhaustion and burned out because of the work in diverse environments under different conditions such as Zoom and learning capsules. It appears that it is possible to see this in the following statements of the teachers.

R' maintains: “... this is the year of the coronavirus, everything is different, there is almost no teamwork, the staff teaches, in Zoom or in capsules, there are barely any meetings in the teachers' room.” (T22)

SH' notes, “In the teacher's room I think that it a bit calmer than last year, perhaps part of this is that we were also busy because of coronavirus and also all the laughs and activities and this the coronavirus distanced but I feel that it is necessary to work on this, that this will come back ...” (T8)

H' adds to their statements, saying: “Part is because of the coronavirus and the capsules and the lack of desire and motivation of the teachers, men and women, the homeroom teachers, men and women, for cooperation, since they are so tired and ... it is very difficult to insert

things there, really really hard ...” In addition, she notes, “I think that there is a burned out staff, but I still see that the goal is still the children, and multiculturalism, I still cannot indicate this generally ... it is possible to see that R’ voices similar things regarding the approach of the staff despite its difficult feelings in the coronavirus period. “Yesterday there was a first staff meeting, after a long time that there wasn’t, they asked all the teachers to come, because there is the departure of Jews from the school, they asked the teachers to think what can be done, I think that there was a good atmosphere there, willingness and desire of everyone that it will be good, better than the situation that exists now ...” (T19)

According to the statements of **H’** and **R’**, it is possible to conclude that although there is barely any teamwork in the school and although the staff members feel tired and burned out, they still see that the goal is the children and the uniqueness of the school, which is multicultural. Hence, there still exist in the staff the willingness and desire that it will be good regarding work with the students and maintaining the uniqueness of the school, despite the situation existing in the school and the staff feelings. Likewise, **T’** looks at the points of light in the staff – the staff members who care and who want to try to correct things that need strengthening. She says, “I also look at the points of light, at those who do want since they care, who do want to try, ah, to correct things that were not good, in the past two years or even more, there are things, you know, that began beforehand, that they are now, sinking a little ...”.

This point of light that **T** is speaking of is mentioned also in the words of the following teachers, who think that the school needs to act in order to strengthen the relationships between the staff members. In their opinion, the reinforcement of the relationships and the formation of staff cohesion will influence both the school and the community – as well as the students. This can be seen in the following statements.

M’ reports that the school initiated a trip for the school staff in order to strengthen the relationships in the staff. “We had the trip that was not, on the last day of the studies. One of the reasons that I went on it was this was only for ..., and I persuaded many, as if only because it is necessary to link between the school and the kindergartens, which is necessary, we are not a regular place, we need to go in and not only know one another through saying good morning, and then we in return will be elevated in the school, since when people will hear that there are good things in the staff, people will put their children in the school.” (T10)

She maintains that the familiarity between the staff members and the cohesion among them will lead to the strengthening of the relationships between them and will lead the school

forwards, since when people will hear that the relationships between the staff members are good, they will register their children to the school. Thus, in essence, the school will grow.

H' also maintains that if the school staff will feel cohesion and belonging to the school and comfortable working in cooperation with the fellow teacher in the classroom, this will influence the students and the educational climate and atmosphere in the school. She says, "I think that this is the important things, to care for the team, so it will feel it belongs, so it will feel united, so it will feel good to work with multiculturalism in the classroom, and the moment it is good for you then this gets to the students, ah, and to work on, on the educational climate, that there will be here a good atmosphere, a pleasant atmosphere, a respectful conversation, a conversation ah, with trust, with attention to everyone, this is A+ for me, I do not speak at all about the studies, this does not at all interest me ...". (T19)

S' adds that it is necessary to strengthen in the staff the shared language between Arabs and Jews, to find the middle ground between the different nations. This is possible to see, for example, in the statements she voices. "It is necessary to strengthen beyond something, as if ... how to say this, to find the middle ground, to find the common language, as if between, which is a challenge in general between Jews and Arabs, and this is a challenge ... really to work hard ...". (T11)

Hence, although voices were heard in the staff that speak about the complex relationships between the staff members that are expressed in conflicts between teachers, in competition between teachers, in the feeling of not knowing people and lack of unity, and in lack of support, lack of help, and lack of collaboration, the hope and belief of some of the staff people that the situation in the school can be better through the strengthening of the relationships between staff members, improvement of the interpersonal relationship, and formation of the staff have not dissipated. This will lead, in their opinion, to the improvement in the situation and status of the school and will influence both the school community and the students.

Work in Teacher Pairs

The bilingual elementary school supports the joint teaching of two teachers in the class, an Arab teacher and a Jewish teacher. In the interviews I held with the teachers, it appears that some of them addressed the issue of the teaching in teaching pairs with a colleague teacher in the classroom. The teachers' statements on teaching in pairs are as follows.

Z' tells about her fellow teacher with whom she works. "This year, the relationship is excellent, yes, good, she is a very special personality. It is fun to work with her, she listens to you like you say, and she says we will do a little from what you want and a little we will add from me, and she, we consult all the time, what we will do ...".(T8)

C' adds to **Z'**'s statements and describes in the following manner the work in teaching pairs. "Look, the work in teaching pairs, when there is a partner, is really nice. Only if there is a partner, she comes with your mindset and as if you get along between yourself, you understand, you need to understand one another ... the truth is my partner is amazing, and I and she as if not just work together, we also have become really good friends ... so yes, we talk after school, she also comes to my home, you understand, she became as if not only one of the teachers in the class, so this really helped us do the work. She is really nice., we are the same age, so it helps, our heads really seem to be similar to each other, so it really helped us to do a really nice job together, um.. and it gave us good success, as if me and P', I do not know what happens with other partners, if they do get along between them or not, we always think on the next year, what will be, with whom I will be, with whom ... be, yes, since truly the two years that I worked with **E'** were really good, and I was also, as if it was really comfortable to work with her, and also because I was also ... as a new teacher, she was also a little new in the school, she had only a number of years in the school, third year she was and I was first year, and also first grade, this is not simple, ah, and we got along, thank God, as if there were five really good years, my first year and second year in the school were really good, even better, so with all the mess there is in the world, this is really difficult, but when you have a good partner, that you can talk with, that you can, as if, communicate with her all the time, to send her, to tell her what you feel without fear, without anything, this helps a lot ... (T5).

Z' and **C'** report that their relationship with their fellow teacher is good. **C'** calls her fellow teacher a "partner". They note that they work together with their partners, that it is pleasant to work with the partners, that they and the partners consult one another and listen to one another. In addition, it appears that the personality and character of the colleague teacher contribute to work in teaching pairs. **Z'** notes that her partner has a special personality. **C'** says that she gets along with her partner since their minds are similar. In other words, their thinking and perception are identical. She emphasizes that friendly relationships were created and they became good friends. In her opinion, a good partner is a partner that she can speak to and communicate with all the time, to send messages and express her feelings, without fear. This contributes both to the teacher and to their joint work.

TZ' adds that over the years she had a number of colleague teachers she worked with in teaching pairs. She notes that she creates with them relationships and that she works with them in partnership without difficulty. In addition, she reports that she learned from her colleague teachers a number of things. This can be seen in her following statements.

“I do not have a problem, I once shared with, she was my partner, T', I was a substitute. This was in the first year, it seems to me, and once I entered with R', I was the partner of B', really everyone, in the school, amazing. I had a partner three years ago, B' was truly fun for me and I learned from her many things. Now, I am the second year with A', who is wonderful, truly she always teaches me many things ...” (T18)

Like **E'. H'** also thinks that in her personality she is a person who likes to work with the peer teacher and to consult with her. In her words, the ability to work in collaboration creates a good atmosphere between the teachers and is relaxing. SH' also presents an example of how she tends to consider the needs of the Jewish teachers who are her partners regarding their holidays, when they take into consideration the needs of their Arab peer teachers. She holds, “I perhaps in my personality, which also likes as if everything will be in collaboration, consulting the partner on everything, then this was also relaxing and gives a good atmosphere. Now, for example, we began Passover, and we proposed to the teachers that both TA' and E' would take vacation days and we would support them ... because always on Ramadan we leave early so we offered them to take a vacation day, to clean, not to be pressured, and we would support them ...” (T19)

At the same time, it is possible to see that there are cases in which there is barely any cooperation between the peer teachers in the classroom, who barely teach together in the classroom and they barely know one another. This can be seen, for example, in the statements of **B'**. “This year they chose me to be a homeroom teacher of a fifth grade class. This is a challenge in the coronavirus period, yes ... this is very very difficult. I simply feel that I and my partner we do not really speak, we are not really found together, but one day a week, and we barely speak about the way ... I also do not know her well ... as if I always learn, every day something new, so this ... is an interesting challenge ... the education hours do not pass, we have one education hour together ...” (T17)

It can be said that B' and his partner barely teach together in the class. They have one shared education hour. It appears that as a result they teach one joint hour a week, and the cooperation between them is very low. The communication with one another is also low, and

they barely know one another. In addition, it is possible that the one shared education hour a week that they do have is a product of the constraints of the coronavirus period.

8.2.3. The Context of the Population of Students in the School

The Relationships between the Students in the School

From the interviews I held with the educational staff and the parents it appears that some address the relationships between the students in the school. This part presents their statements.

M' notes that Jewish and Arab children less play together in the present year, since the number of Jewish students is not equal to the number of Arab students in the framework and there is no balance between them. It appears that there are more Arab students. She says, "Less play, and I will tell you, come, out of ... seven children in the class, ten Jewish children, you cannot expect them to mix in a group of 21 Arab children and to create relationships, this is more difficult, you do not have enough supply. This is not like the kindergarten, you know, more or less balanced, when this is fifteen Jews, fifteen Arabs, always every (child) will find with whom to be, yes, there were, yes we have children who play together, but it is not enough." (T12)

In addition, **C'** notes in her statements that she and her peer teacher attempt to mix between the children in that they seat Arab students beside Jewish students, since the class learns in groups and this is the regular form of seating in the classroom. According to her, this seating enables them to speak with one another, they also encourage them to play together. She holds that they play more together when the teachers ask them to play together. This can be seen in her statements. "I and P' attempt that there be a bit of mixture in the class, we sit in groups, we do not place as if mixed, as if in the group there needs to be both Arabs and Jews, the Arab girls and the Jewish girls, who will speak together, who will try, I also in ... in my lessons, I put, as if every Arabic speaker beside a Hebrew speaker, as if they will speak in this way, they play, yes, but they play more, only when we also say to them to play together, as if two peoples, you understand..."(T14)

In contrast, **Z'** tells that the Jewish and Arab students in her classroom play together, without the intervention of the teachers. As she says, "... now in the first grade they do not yet have, you are Arab, you are Jewish, they do not have this. They play together soccer and boys and girls play together, Arabs and Jews, everyone everyone, everyone plays together, we all

the time say, what is the difference? True, we each one of us is different, it is impossible that everyone will be the same, so we explain but they play.” (T5)

The statements of the educational staff indicate that the Jewish and Arab students play together. However, it appears that sometimes they less play together and they need an adult to intervene and to encourage them to play together. It is possible that they less play together, since there is no balance between the number of Arab students and the number of Jewish students in the class and there are more Arab students. In addition, it is possible that the coronavirus period influenced the relationship between the students and their ability to create social relationships between them. This can be seen, for example, in the parents’ following statements.

One mother notes that in her son’s classroom groups of students are created, especially groups of Jews and groups of Arabs, and the groups argue between themselves. She thinks that this situation is created because of the coronavirus period, which prevented the children from meeting with one another and if they met with friends, then they met with their close friends, with whom they are found in a relationship, while in the past the children would meet with one another in the class every day and in the coronavirus period they did not meet. In addition, she says that in her opinion there are now individual children in the class who do not have friends since the class learns in capsules because of the coronavirus, when in the past, she asserts, in a class of thirty children they accepted all the children and every student they had a place, even the strongest student and the weakest student. She says in this context, “I simply just got a thought at the end, he and his friends are really into ... to try to a work in the classroom, they cause problems, a second group causes problems, and they begin to fight with one another, and these are exactly groups of the Jews and groups of the Arabs, as if yes, I do not know, but in the end I spoke, the teacher, the teacher told me if there is a problem this is what happens, they also talk in the classrooms, we also talk at home, and he ... understands the chaos, I said that it is this way and that way, but oh, I think it's because of who he met and who he didn't, there used to be a class where everyone met, to meet every day in total, now those who have already met are already those who have a good relationship, not everyone, so I feel a little, what, if someone has friends, his group or her group, but for someone who really doesn't really have a good relationship with someone, I think that's lonely ... as if once there was relatively a class of thirty children, who is better, who is more, not so strong, but still everyone is accepted in the group of the class, now it seems to feel less, also capsules, this is not exactly thirty ...”(M)

Like these statements, **T**' addresses the relationships between the students and even between the students' parents in the period before the coronavirus pandemic and in the period of the coronavirus pandemic. According to her, in the past there was a connection between the children's families, thus contributing to the children's mental aspect, while in the coronavirus period there is no connection. In the past the parents would meet after school and speak among themselves, while now the families do not meet and less know one another. The parents even less know the children in the class and the children's friends. This can be seen in her statements: "In my son's class when they were in the first and second grade there was such a connection between the families and this greatly helped the children mentally. In the class here, I see that there is no connection between the families, do you understand me, for example, we would meet after school, see them, speak with them, and this, I understand that because of the situation caused by the coronavirus and all this, but believe me, my girl is already in second grade and I almost do not know the children in the class, even by face, their faces, and this I find sad ... since I want to know her friends, who they are, closer, deeper ... and I want to know also the family because this is very meaningful, that if I want, for example, to send the girl to one of the families, to know who they are ... now she does not go to friends in the afternoon because of the coronavirus." (M1)

Hence, the coronavirus period influenced both the relationships between the students in the class and the relationships between the parents of the students in the class. The students barely meet their friends, and it appears that they have a relationship in particular with the close friends and less with the rest of their classmates. Thus, social groups are created in the class. In addition, the parents of the students in the lower classes barely know the other families in the class and the students in the class, because of the coronavirus. In contrast, in the pre-coronavirus period, the students met one another daily, were less in groups of children in the class, since the class was composed of a large number of children and every child had a place, the children's families knew one another better, and more relationships among the students' parents were created.

In the interviews I held with the school principals in the school, it appears that they too address the relationships between the Arab students and the Jewish students in the school and the relationships between them. **H**'s statements in this context are presented below.

"I think that it is necessary to pay attention that there is here a cultural issue, the Arab population, certainly in the elementary school far less invests. The parents less invest, my son will go to this, will go to that, I think that among the Jews this is far more every day, as a father

of children all the time I was busy with, where the children are going, which friend they are going to, the entire social issue was very, in the Arab population, there is cultural difference and the children come home, to the clan, to the sense of family, and this less occupies them, and hence a gap is created and it is necessary to work on it and the school works on it in different ways, but this is the first gap that happens, there are friendships among children, I think that this is most natural, in other words, he is not, the children do not choose their friends according to Jews, whether they are Arabs, they choose according to fit, and there is both and it's diverse, it's not, it's very diverse and I do see true friendships on both sides together, with each other.”(M1)

It can be said from **A**'s statements that the relationships between the Arab students and the Jewish students in the school are influenced by the cultural issue. According to him, the Jewish parents are more involved with the social aspect and their children's social relationships, or in other words, which friend their child goes to and which friend their child meets, while the Arab parents are less occupied with this, since they come to their home, which is composed of clan and family. In other words, the Arab families live beside one another, with their clan, and the children also have social life in the clan. Thus, an initial cultural gap is created in the social perception between the Jews and the Arabs. **A**' notes that friendships are created between Arab students and Jewish students since the students choose their friends according to personal fit and not according to nationality, if they are Jews or Arabs. He asserts that there is diversity and difference in the relationships created between the students in the school.

It can be seen that **Z**' also addresses in the interview with her the matter of the social relationships between the students in the school. In this context, she says: “I will say, that the dilemma always arose, if we create spaces of friendship and personal relationships and what our role is in the framework, is it necessary to connect the Jews? Do they connect automatically without intervening or do we need to act to connect them together and what happens when there are no deep connections between Jewish and Arab children in a certain class and what is the degree of our intervention and involvement. This is a topic that I think we have not yet closed clearly, ah, yes, we understood that this is not created by itself, since people naturally tend to connect to people who are similar to them, to language, to community, culture, they live in the same neighborhood, and the question of what is the right way, to connect them to tasks ahead of time and thought or to create such a space that will encourage the communication relationships between children without intervening and giving the place that they learn together

but not requiring forcibly to connect them together if this does not connect and this is exactly what came to me yesterday, that in the elementary school, that your children learned, you did not try by force to have him connect with thirty children in the classroom, he has a friend, two, that he found, that they are his friends, perhaps you connected to a parent or two, and all the rest are not a part, so why do I need to expect the Jew and the Arab to create this unique system of relationships together. It doesn't have to be... I will say that this, there is a significant role of the parents themselves, if the parents bond together, the children bond together, if the parents see that we come and study together and each goes to his own world, that's something else, and has a very big impact, what are the messages of the house, not only of the school, to connect the students within the framework itself... they play, they meet, they fight, they are, as if, many, this is amazing, that they too can not like one another and also hate one another without this relationship, and they will not connect this to Jew, Arab ... he will not get into the child's background, he will be angry at him, he will hit him, I do not know what he will do and will not connect this to there being a group and another group and this is something that is very unique ... the children connect to somebody close to them and one who does not connect to him since he does not play soccer or is a nerd who sits and reads all the time and not since he is a Jew or Arab, I think that this awareness, it is more for the older children and less the younger ones ...”(T8)

Z's statements indicate that the topic of friendship and relationships between the Arab students and the Jewish students is a topic that occupies the school. **Z'** focuses that there was always a dilemma whether to allow the children to create relationships between them automatically without acting in order to create relationships between populations of students or whether to act and to be involved in the issue in order to reinforce the relationships between the Jewish children and the Arab children. In addition, the following question arises: if the staff chooses to act, what is the correct degree of involvement and interference? She notes that she and her staff understood that the relationships between the Arab students and the Jewish students will not be created on their own, since the natural tendency of each person is to search for people who are similar to him in terms of language, culture, neighborhood, and so on. The question that always arises is therefore: What is the correct way to connect between the students? In addition, she asserts that in every regular and normal class, for example, in the Jewish school, there are students who connect to one another and so do their parents. Therefore, the question arises: Why is it necessary to expect the bilingual school to create more connections between the students? She adds that the parents have a very great impact on their

children. If the parents create between themselves relationships, then this situation will influence their children. In her words, the home has a very great influence on the children both in terms of the way in which the parents act on this issue and in terms of the messages conveyed to the children. It is important to note that like A's statements, she also thinks that the relationships between the Arab students and the Jewish students are not based on the student's background, whether he is Jewish or Arab. She holds that the students connect to friends, when they have shared fields of interest, shared content such as soccer, books, and so on. This is also a reason that prevents some of them from playing with other students, or in other words, students who do not have shared areas of interest with them. Furthermore, N' emphasizes that the Arab students and the Jewish students play together, they like one another, they are angry with one another, and they fight with one another, like all children do, regardless of whether the child is Jewish or Arab. She asserts that this awareness belongs to older people and less to children.

The Population of the Students in the School

It can be said that the population of the student in the school consists on the declared level²⁰ of a diverse population of students – Arabs, Jews, Christians, Druse, Armenians, and so on. However, the analysis of the interviewees' statements delineates a different picture of the situation regarding the population of students in the school. It appears that in recent years there has been a significant decline in the number of Jewish students in the school and an increase in the number of Arab students in the school who come from different regions. This part presents the statements of the educational staff regarding the changes in the population of students in the school.

In an interview with Z', she mentions that lately Jewish students are not registering to the school and Arab students from all sorts of places are being accepted, when they do not know the Hebrew language, since the school needs to meet the standards of the Ministry of Education in order to open a class. According to her, this standard ranges from 22 and 25 students per class. In addition G' notes that in the past there was a selection of students in the school. "Now the weakness, recently Jews are not coming, so all sorts of children are being accepted, and then directly children who do not know Hebrew are being accepted and then it is hard to work since our method is to immediately teach to read, it is very difficult to teach to read when the child does not have words. He does not have, how shall I say, he does not have

²⁰ Website of the Max Rayne Bilingual School in Jerusalem: https://www.hih.org.il/area/jerusalem_school/

a vocabulary at all ... but now all sorts are entering since yes, there is a standard as if there is supposed to be 25 or 22 otherwise a class will not open, and so that this will happen, the class will open, they accept children also from all sorts, once there was a selection ...” (PR3)

Similarly, N’ also addresses the fact that the Jewish students are leaving the school and the number of students in the classes between Jews and Arabs is not balanced. In the classes there are more Arab students than Jewish students. She says, “Last week, we had a meeting, then a question, why are the Jews leaving the school? As teachers, to give an answer, so I had an answer, why are you asking the teachers? ... such an answer needs to come from a representative from the Association, from a representative from the Ministry of Education, who will hear but also will give the solution, why are the Jews leaving, that N’ would give, I can tell you ... not to bring in so many students in the middle of the year from East Jerusalem or Arabs from the North, not at all, not only because they do not have a school, so, why will I teach in the class, of 30, 21 Arabs and 8 Jews, why will I teach, you are talking 3/2 or 3/1, what an experience I am having. Also as a teacher, I want to teach students who are Hebrew speakers, not only language and to learn from them, to learn from their families, so that they will not feel that they are a minority and that N’ is of the Arabs, no, where is the play between the Jews and the Arabs in the class, you do not see this, once we were fifteen, seven and eight ...”(T11)

N’ adds and explains why in her opinion there are changes in the composition of the population of students in the school. As she says, “... first of all, the politics greatly influences our school, since now, ah, Jerusalem is extreme from both sides, on the side of the Arabs and on the side of the Jews, who resides, who lives in Jerusalem, Al Quds, it is a city that is burning, very difficult, and truly who survives, we, survive here in Jerusalem, we need to get really something, this way, so good people leave the school, also leave the city, not only leave the school, and we continue to establish the school, then we receive more new children in the school, the children who also came, did not come from an ideological background, they want a school until 3:30 and they want to make our school into a school that they consider to be an academic school ... and they want to learn until 3:30 material and that’s it, like in a private school in East Jerusalem, since there are many such schools, so the happiness, the joy in life, I say in our school, it declined ...”(T11)

From N’s statements it is possible to see that she speaks that the school principal and the management staff engage in the topic of the departure of the Jewish students from the school. It appears that the management turned to the educational staff on this matter for the purpose of consultation and comprehension. N’ reports, like G’ reports, that the number of

Jewish students in her class is lower than the number of Arab students, a fact that causes Jewish students to feel that they are a minority, in contrast to the situation that existed in the past, in which there was a numerical balance between the number of Arab students and the number of Jewish students who learn in the school.

She maintains that the school accepts Arab students from the East Jerusalem or the North who do not have a school in the middle of the year. In her opinion, the school should not do this. In addition, she speaks about the fact that as an Arab teacher in the school she wants to teach Jewish students, to be exposed to them and to their families, and even to learn from them.

It is possible to see that N' attempts to explain why there are changes in the composition of the population of students in the school. The explanation she presents is as follows. First, Jerusalem is a very complicated city, in political terms. There are extremists from the Arab sector and the Jewish sector, thus making it very difficult on people who believe in peace to live there. Thus, the Jewish population is leaving the city, and consequently their children are leaving the school. I add, from my familiarity with the reality of life in Jerusalem, that in recent years there is the considerable departure of many secular Jews from the city of Jerusalem, since in their opinion in Jerusalem there are two main populations, the population of religious Jews and the population of Arabs. These are two populations holding completely contradictory opinions, when the relationships between them are very complex, thus making it difficult for them to live in such a situation. Second, the school has many new Arab students, who are not coming to the school from an ideological background. Their parents want the school to emphasize the academic aspect and less address the value-oriented aspect. The parents ask the students to learn until 3:30 in the afternoon.

Like the statements of N', K' also thinks that the perception of the Jewish population is different from the perception of the Arab population regarding the school. In other words, the Jewish parents brought their children to the school from the ideology to know the other side, to know the Arab side, while the Arab parents want that the school will be a regular school that emphasizes the studies and excellence, or as she explains well: "I think that this is as if the school that has all the issues of every school, only that the population is both, this is I think, this is more of a conflict between Jews and Arabs, that the Jews come with the idea of coming to some place, I think, I do not know if this is really this way, but this is how I see it today, that the Jews comes with an interest of getting to know the other side and knowing and the Arabs as if want a regular school, want as if to learn and excellence is very important to them, as if

there is some sort of structural conflict, not everyone of course, but there is here some other interests in each population, I think this is what creates the complexity.” (T4)

Hence, there are differences between the Jewish population and the Arab population regarding their perception of the school. The Arab parents want the school to emphasize the studies and excellence, while the Jewish parents want the emphasis to be placed on getting to know the other side. It appears there is a gap in the perceptions, as well as a gap between the ideology of the school and the perception of the Arab parents of the school.

Moreover, it is possible to see that **M'** too speaks about the fact that the number of Jewish students has declined and that the bilingual school has accepted Arab students who have been removed from other frameworks. She asserts that the Arab parents register their children to the school so that they will acquire and learn the Hebrew language, since knowing the Hebrew language opens doors for them and helps them integrate in Israel. According to her, they do not come to the school out of ideological motives and with a certain way of thinking, in contrast to the situation in the school a number of years ago, when the students came out of ideological reasons, with a mindset commensurate to the school's perception. Her reference to this can be seen in the following statements. "... It has become difficult, there isn't the registration of Jews, most of the time I speak in Arabic, ... and this is it, and it is no longer what it was, as if, you no longer come and you speak your language and the children learn, there are no stimuli, this is mostly Arab children. This is not what it was ... in the kindergarten. Today I feel that that they come to the bilingual school ... every child who was ejected from every place, they bring him to the bilingual school, it could be that in the bilingual school ... once there was greater selection ... look, this is a place that generally people need to come, it's generally, in the beginning it was, when we came this was people with values of an ideology, with a certain way of thinking, today not, people come, register their child to the bilingual school, great, my child will learn Hebrew, it does not matter whether he believes in coexistence, if he is even pro-peace, there are some who really do not belong to the school and they are simply a stain on the school ... what is bad for an Arab child, the Hebrew language is a very important language for the Arab sector and yes everyone wants their children to have Hebrew, since this is for their children, since this opens door, the Hebrew greatly helps them.” (PR2)

M' continues. "... Today we talked about this, next year we have in the kindergarten, already 31 children, of whom ten children, apparently one is leaving, ah, this means, yes, again twenty Arab children ... and here one kindergarten is closing next year ... this kindergarten will be next year just an Arab kindergarten with a Jewish kindergarten teacher.”(PR2)

It can be said that **M'** also speaks about the changes in the composition of the population in the school and about how the number of Jews decreased and the number of Arabs increased. She thinks that, as **N'** maintains, the school accepts the Arab students without differentiation and describes a situation that anybody who wants can be accepted to the school. **M'** holds that the Arab parents want their children to learn in the school so that they will acquire the Hebrew language, which will help them integrate into Israeli society. In addition, in her opinion, these students do not come to the school out of ideological motives, as was customary and accepted in the past. It appears that the change in the composition of the students, with the students no longer attending from ideological motives, also influences the school perception.

E' also describes a complex situation regarding the departure of Jewish students from her class. "This is already the second year that I am a homeroom teacher ... they are cute, but nine who left, Hebrew speakers, left the class, nine of the class, not of the grade ... a lot, as if, this remains like a class in a high school of Arabs and half Jews ... so you understand I am teaching ... like they teach Hebrew as a second language ... I think, I do not have the exact numerical data, but first of all, this is the general direction ... there is a tremendous decrease in the number of Jews and I even understood that from three kindergartens only six Jews registered for the first grade next year, from three kindergartens ... there are several dozen there ..." (T15)

The statements of **E'** indicate that the change in the composition of the population of the students influences the languages learned in the school and the ways of teaching.

It is possible to conclude that in recent years there is a change in the composition of the population of students in the school. Jewish students leave the school for different reasons, and new Arab students come to the school for different motivations, which influence the school perception, the composition of the students in the classes, and the subjects of study and teaching methods in the school.

In addition, it appears that there are differences between the perception of the Jewish population of the school and perception of the Arab population. The Jews come to the school with an agenda to know the other, while the Arabs want the school to further emphasize the learning facet and excellence and less the value-oriented aspect. In addition, it is possible to see that there is a gap between the ideology of the school and the perception of the Arab population of the role of the bilingual school.

Hence, the school faces a number of challenges, as follows:

- to encourage the registration to the school of the Jewish students and the prevention of further departure;
- to find the way to mediate between the perception of the Arab population regarding the school and the approach of the Jewish population regarding the school;
- to bridge between the ideology of the school and the perception of the Arab population of the role of the bilingual school.

8.2.4. The Context of the Bilingual Students with Learning Disabilities

The Relationships between the Bilingual Students with Learning Disabilities and Their Teachers

This part presents the data regarding the relationships between the bilingual students with learning disabilities and the teachers that arise from the interviews I held with the teachers, the parents, and the students who are graduates of the bilingual elementary school and currently study in the bilingual middle school or the bilingual high school.

It should be noted that the data presented in this part addresses the period before the coronavirus and the period of the coronavirus. The analysis of the interviews the two periods will be entwined and not separated according to the pre-coronavirus period and the coronavirus period.

The Relationships between the Bilingual Students with Learning Disabilities and Their Teachers of the Teacher's Perspective

It can be seen that from the analysis of the teachers' statements different aspects arise regarding the relationship between the bilingual students with learning disabilities and their teachers. CH's statements regarding his relationships with the students who have a need for help are presented as follows. "I generally feel that the students who have the disabilities have the same disabilities in another school. .. I manage to communicate with children who don't speak the language, in music lessons you don't need a lot of words and you can communicate with everyone, even in classes where there is a lot of words, we don't have students who don't speak Hebrew ... so it is possible to communicate. In every grade level, there are those who speak more poorly, so...I see this problem less....I do not have an unusual attitude towards a child who has disabilities, if there is a child who needs more help or a shoulder then he gets it, when you see that there is more need then I try to give him the... reference, if he needs it, if he needs support, many times it seems more emotional to me, it is not that the child with a

difficulty with language and I help him in this respect, the difficulties with disabilities are later expressed in self-confidence, in how he is, in the class, socially, and there I can help ... I, yes, attempt a lot, for the child who needs this, even if he is not disabled, I often stay to speak with the child, to speak with him alone privately ... I attempt to give, this is not my approach, it seems to me that this is something that needs to be ..." (T17)

M' notes the following statements. "So I cannot see a child who has difficulties and then so let's give up on him, no really no, these are my children in kindergarten, these are my favorites... let's say I had a child with fits of anger, you know, I love him, and I would sit with him and I would tell him, don't yell and quietly put your hand on my hand, all of him would contract and his hands fists, and I would tell him open your hand in my hand, slowly the hand opens, I would sit with him, I would tell him perhaps half an hour, open the hand, come let's go outside to the yard ..." (T10)

It appears that both **CH'** and **M'** address in their statements the support and help they give with the difficulties in the emotional field. Both of them also speak about the personal support and personal relationship with these students.

According to **D'**, his meaningful response to the students with learning disabilities is his ability to speak with them personally, so that in essence in my opinion he creates with them a personal relationship. **D'** adds that these students' academic difficulties influence their emotional and social aspects, and his role as a teacher, as he grasps it, is to help them in these fields. In addition, it appears that **M'**'s perception is that she does not give up on the students who have difficulties and that she helps them in the emotional aspect with the personal support she provides them in different situations, so that she creates, in my opinion, a personal relationship with them and supports them.

Moreover, it can be seen that a number of teachers address in the interviews with them the help and support that they provide the students with learning disabilities in the academic field. **SH'**, who teaches the third grade, says: "I explain to them, of course I speak about the Arabic language and arithmetic, I give them on their level, for example, I have a student whom I give materials of the end of first grade ... I prepare her, of course, when there is a lesson she opens the book and I explain to her everything but when there is an assignment ... I give her an assignment of the first grade, as if I do not give her, she will get lost, something ... I use this time to give her something for herself, but as if she can sit the entire lesson and not do

anything ... I prepare them, also in mathematics, I prepare for them pages of arithmetic and subtraction of first and second grades ...”(T8)

C' adds to her statements. “I prepare, I have these pages that they, they are as if on a number of levels, the students who are a little weak, I do not give them the same assignment that I give the rest of the class, and this is, I told you as if during the lesson, I try to go around these students, to help them, to sit with them more and so on.” ...”(T5)

It is possible to see that both **SH'** and **C'** address the fact that they provide the students who have academic difficulties with tailored materials and explain to them the learning material. In addition, they go to them and go from one to another during the lesson.

L' speaks about the learning accommodations of the students with learning disabilities. She says, “This year I made sure that the students need being read to. I spoke with the staff that if it is hard for them to provide reading, then they should bring the children into my class. For example, in the class of **E'**, **M'**, and **Y'** accommodations were given, they came to me and received being read to in the test. In the class of **SH'**, as well, but most of the students were given accommodations in the classroom. At the beginning of the year I handed out to the teachers a page of accommodations and this helps, I sent both on WhatsApp and a hardcopy, as if they will note in the planner, that it will be organized.”(T9)

L' is the teacher of remedial instruction in the school. She notes that she helps the students who need being read to and even asked the teachers who find it difficult to read to the students the texts to bring the children to her. In addition, she says that most of the students receive learning accommodations in the classroom. Furthermore, she adds that she handed out to every teacher a page of accommodations, or in other words, a list of students with learning disabilities in every class with the learning accommodations of each student.

G', the subject teacher for the Arabic language, addresses also the learning accommodations for students with learning difficulties in the class and presents the ways of work with them. She says, “The ones with difficulties, I have, I do for them accommodations, for example, spelling mistakes, additional time, he has a memory problem, he has a problem with this, I attempt to adjust my space, ... for example, I give them a number of words, you do not need to learn them by heart, write for me a sentence, and you have a test on this, to write a sentence ...”(T13)

Like **G'**, **S'**, the music teacher in the school, describes her ways of work in her lessons with students who have learning disabilities. She presents. “I am not related only to texts and

only to words, and let's say there is some difficulty, I do not make them sing every song, there is always a part that repeats, this is the chorus generally, which is generally light and catchy and it repeats itself several times, so naturally you learn it quickly, and remember it better..., so I invite them to join, give a role..., to sing a chorus, let's say those who find it easier to sing stanzas and those are invited to sing the chorus, depends, if they are capable alone, then alone, but mostly it is to join..."(T11)

Hence, both **G'** and **S'**, who are subject teachers in different areas of knowledge, use diverse work methods in their lessons with students with learning disabilities according to their areas of knowledge.

It can be seen that **Z'** presents another voice. She indicates the difficulty in the coronavirus period with helping students who have difficulties and with identifying the source of their difficulty, in contrast to her ability to help students with difficulties in the pre-coronavirus period. This can be seen in her words: "Oh, in the class, I say that I am not really on top of the weak ones this year, I do not, no, not at all pay attention that they are weak, we work and ... when the time is up I say, ok, that's it, whoever has finished has finished, homework is to finish, manage on your own, this year I think this is because of the coronavirus, I still do not know who it is hard for ... and from what I have noticed there is only one girl, she has not grasped the letters and she was also not on Zoom, and she is also from a weak family, so I do not know where, I do not know whether she is learning disabled or is this environmental at all, I don't know what the reason is and of course I would be very happy if she received corrective instruction next year..... . In previous years, I gave... an individualized lesson, which the office encourages, I actually had groups that while the whole class went to physical education class, I took them, this is two-three children and ... I really did a review and we wrote and we a little advanced them, this was what was in years ... really I wrote a program and I did a check where each one is and which topic to reinforce ..." (T8)

From the statements above it can be said that most of the teachers tell in the interviews with them that they support and help students with learning difficulties in their lessons. Most of them addressed the academic facet and two of them the emotional facet. The support of the academic facet is expressed in explanation, mediation, providing tailored materials and diverse work methods as well as learning accommodations. The support in the emotional facet was expressed primarily in the personal relationship and in the ability to speak personally with these students. One teacher also speaks about her difficulty helping and assisting these students in the coronavirus period, in contrast to her ability in the pre-coronavirus period.

The Relationships between the Bilingual Students with Learning Disabilities and Their Teachers of the Parent's Perspective

The interviews with the parents indicate the following:

D' addresses her daughter's relationship with the teachers and says: "There is a good relationship between them, as I understood from the teachers, she is not ashamed to speak about the problems, if she has something to say, then you see immediately that the teachers care, and even from the first grade I noticed that the teachers are teaching and they so much love the children and they work from the heart, really, and the amazing teachers care, and I, I can compare, I know what is a bad school, unfortunately, so ... I see the difference, as if really, I see what teachers, and they are very supportive, very much want to help, if there is a problem they really want to help ... After that maybe something hurts her heart, she doesn't tell, she doesn't tell, but in the end she will approach the teacher and say and tell, as if she feels comfortable saying things that are difficult for her or something like that and usually she tells me that she likes all the teachers, she really does, I see them as really supportive."(M8)

V' also addresses his relationship with his teachers and describes. "R' ... loves the lesson ... I watch, I see him happy, that he is learning with TH' ... also A', the English teacher, he likes ... I do not know, I cannot in truth to tell you that he doesn't like, ... that they care, that he cares about the teachers, that the teachers care about him, what I see... even a week ago I was moved by R', .. an amazing boy she tells me, R' ..." (M4)

T' adds to their statements on the matter of the relationship with the teachers and notes: "What is good is that this simply helps the child, the teachers who are connected to him, even if he is not in the class and ... when he was in the home." (M5)

Review of the statements presented above indicates that most of the mothers addressed their learning disabled children's relationship with all their teachers. In their opinion, their children have a good relationship with their teachers and the teachers support the students and want to help them. Some of them note that the teachers love the students and the students love them.

In addition, it appears that some mothers addressed in the interviews with them the relationship of their children with their homeroom teachers. **G'** speaks about her daughter's relationship with her homeroom teachers, noting that "The truth is that the homeroom teachers, the feeling is really like a family ... in previous years this is what I felt, that the homeroom teachers truly cared about her, this year I less feel this." (M6)

D' addresses the relationships between her daughter and her homeroom teacher, saying: "She really loves CH', he is really a good teacher and a good homeroom teacher ... but men, they are good teachers, ask, are interested, spoil a bit, for example today in school they went out, I do not know what there was, they went to break or something, they were allowed to go out somewhere, there is the small grocery store, and if somebody didn't have money, CH' gave him a few shekels and bought him sweets ..."(M8)

Z' adds to G's words and speaks about the good relationship between her son and his homeroom teacher. "V' connected really well with T', T' also teaches Hebrew ... this is the first time that there truly is a good relationship with a teacher ... the teacher T' worked out well for him ..."(M7)

Hence, most of the mothers think that the homeroom teachers have a good relationship with their children. H' notes that her daughter loves her homeroom teacher, her homeroom teacher asks about her and is interested in her. In addition, it seems that he cares about her. Similarly, G' thinks that the homeroom teachers care about her daughter and there is even a feeling of family in the relationships between them. However, she says that this feeling is more characteristic of the pre-coronavirus period than the coronavirus period, apparently because of the distance between the homeroom teachers and their students.

However, it is possible to see that a few mothers speak about the fact that the relationships between their children and their teachers are not necessarily good. This, for example, can be seen in the statements of the following two mothers.

G' says, "Now I wanted to say that she has such great fear of R' and she ... also has a lesson that is after the break, she is slow, she is also at home, if we sit as a family to eat, she is the last to finish, I already manage to wash all the dishes and she is sitting and eating, I do not know ... she simply does everything slowly, she does not rush ever and ... the recess is not enough for her to eat, she eats well and she likes eating and she likes and finishes all the crumbs even, I do not know, her character is this way, she does not finish and R' yells, that's it, to the lesson, very strongly, she is a very hard woman, she also gives the most homework and she does not know when she has an arithmetic day, so because of the teacher she does not like arithmetic ... it is not fun for her, she has a great fear ... even if this is morning hours ... so also she is here under stress, a mess, nerves, and oh, oh, what will I do, I cannot be late, I cannot be, she has a terrible fear." (M6)

Y' adds and notes, "Last year it was difficult ... since she did not receive help, **E'** was amazing, her teacher, but the second one is awful, what will I tell you ... **A'**, **A'** was awful, you remember her, no, no, I do not know whether you know her, but she was awful ... but she did not receive help ... look, last year, there was a month she was not on Zoom, nobody called, nobody said a word, I called after **R'** told me, tell me, what does she not come, I thought there wasn't at all, and then I called, I called and I was angry last year, and I said what is this, do you not see that not, I called **AB'** and truly **AB'** apparently did something and then **E'** called and said sorry and we did not know, this, I thought that **A'**, that she, she is not at all, in **A'**'s lesson she was not at all for a month, she did not at all feel, she did not think that she needs to call, you understand, so this, this was not, I do not know what to tell you ..." (M10)

It appears that both **G'** and **Y'** note cases in which their daughters did not have a good relationship with the teacher. According to **G'**, her daughter is afraid of the teacher since she yells, demands, is strong, and is strict about homework while her daughter is slow and does not always meet her requirements, for example, coming on time to the lesson. Thus, when her daughter has these lessons she is tense and this also influences her liking of the study subject. In addition, **Y'** reports that her daughter's homeroom teacher last year in the Hebrew language did not notice that her daughter did not connect to Zoom for a month and did not enter the lessons. She also did not contact the parents on this issue. She asserts that the second homeroom teacher also did not notice this.

The Relationships between the Bilingual Students with Learning Disabilities and Their Teachers of the Student's Perspective

The analysis of the interviews with the bilingual students indicates the following regarding their relationship with their teachers.

Z' addresses the school and the relationships between the teachers and her, saying: "This truly in the Hand in Hand School, this is really, ah, as if this is a Hand in Hand school, where everyone connects to one another and there is nothing like outside of the school that is not the same thing ... the teachers too ... are really good ... if it is hard then they help me, if there is a problem, they help me, everything." (S1)

Z' says that everyone in the school connects to one another and therefore it is a Hand in Hand School, the teachers in her opinion are good and help her appropriately and she has difficulties or problems.

A' adds to Z's words on the teachers and notes, "that they are nice and always ask me whether I need help." (S2)

It can be seen that G' thinks that her teachers are nice and especially her homeroom teachers, since in her opinion they refer more to the children. Therefore, she asserts that it is good for her to come to school. In addition, she notes that her homeroom teachers are found in a personal relationship with her and ask about her in the coronavirus period. She adds that if she needs help she always can turn to them. She says, "The teachers are nice ... the homeroom teachers mainly refer to the children and everything so because of this it is good for me to come to school, because of the homeroom teachers and the classmates and to learn ... CH' and H', they refer to you, as if they ask how do you feel, what's up with you, how was the time period for you They are in contact with me ... in particular, mainly because of the lockdown ... CH' my homeroom teacher mainly is ... as if I, CH', and H', I know that if I need something, I can always turn to them, and this is what characterizes, yes, this ..."(S3)

G' adds that not all of her relationships with the teachers in the school are good. In her opinion, there are teachers with whom her relationship is less good, and this can be seen in the following example she relates. "R' first of all ... let's say that I and R' do not connect to one another ... since even if this, let's say, I wear a shirt that is not for school so she yells ... also on Zoom let's say that I sometimes do not really want them to see me so I turn off the camera and then she forces me to turn on the camera ..."(S3)

Like G', B's says her relationships with the homeroom teachers is good while her relationship with other teachers is less good. In addition, she describes her relationship with them in the coronavirus period. She says in this context: "The truth is that I do not really as if I do tasks and that's it, but sometimes they send me how are you and like this, such things, and we sometimes see, do through Zoom, and such things ... I feel the most comfortable, since I have homeroom teachers I love the most and all this ... I see that if something happens to me, I always can turn to them and as if not to be ashamed to tell them this ... this period is rather hard for everyone, as if I think that this, that the school supports me in some place but as if not completely so, I do not know how to explain this ... there are teachers who let's say less care and less support and such things, as if they are less here for me, let's say last year, let's say A', I feel that she was less there, as if it were hard there ... um, less like, less there was, oh, there was a type of tension between us ... and if let's say I had it difficult, she opposite me was not there for me, to encourage or something like this." (S4)

The statements presented above indicate that most of the students presented in this part report the good relationships that they have with their teachers. Their good relationships with the teachers are expressed in different ways: their teachers help them if necessary, they turn to them and ask them whether they need help, the teachers personally refer to the students, it is possible to turn to the teachers on every issue and even to feel comfortable turning to them with a request, and so on. However, it is possible to see examples of isolated cases in which the students' relationships with the teachers were not good and were even tense. These students felt that they less connect to these teachers, that these teachers less care about them, that these teachers less support them and are not there for them. The students did not feel comfortable turning to them with a request for help.

Moreover, in the coronavirus period it becomes clear that the relationships between the students and the teachers were held using diverse digital means and different ways. **T'** says in this context: "... I have their WhatsApp so I speak with them, they answer me, but they do not say to me how are you ..." (S5). It appears that **B'** also addresses in her statements the relationship in the coronavirus period and says: "The truth is that I do not really as if I do the assignments and this, but sometimes they send how are you and this, such things, and we sometimes see, do through Zoom and such things ..." (S4). Hence, T notes that his relationship with the teachers is held through WhatsApp, apparently primarily through the class group and less personally. This can be explained in the fact that the teachers in the coronavirus period for the most part opened WhatsApp groups with the class students and conveyed messages in the group and less personally. In addition, it can be seen that **B'** also reports that she is not really in contact with the teachers in this period. Her relationship with them is characterized by that she does the assignments that they give, sometimes they send a message 'how are you' in the class group and sometimes they meet with them through Zoom. Thus, the teachers' relationships with the students with learning disabilities occur sometimes in the coronavirus period in the group digital space and less personally.

To summarize, it can be said that there are differences in the relationships between the bilingual students with learning disabilities and their teachers, according to the teachers' reports, in the pre-coronavirus period and the coronavirus period. It appears that in the pre-coronavirus period the relationships between these students and their teachers were better than in the coronavirus period. It is possible, in my opinion, that the distance between the students and the teachers in the coronavirus period, which was expressed in that the relationship between them was carried out using digital means and the teaching and learning were from a distance

and not in person, influenced the relationship between the two. In addition, it appears that there are differences between the teachers' reports and the students' reports regarding the relationship between the bilingual students with learning disabilities and their teachers in the pre-coronavirus period. Most of the teachers report that the relationships with the bilingual students with learning disabilities and the teachers in the pre-coronavirus period were good both in the emotional field and in the academic field, while most of the bilingual students with learning disabilities think that their relationships with their teachers were less good and they were less close, especially their relationships in the emotional field, when in their opinion the emotional relationships between them were poor. However, it seems that their relationships in the academic field were better.

In addition, the analysis of the interviews with the teachers indicates that they support and help the students with the academic difficulties in their lessons. This is like the findings that arose in the questionnaires of the teachers in the pre-coronavirus period, in which the teachers report that the relationships between them and their students with learning disabilities are good. It was further found that most of the teachers address in the interviews with them the help in the academic field more than the emotional field.

Moreover, analysis of the mothers' statements indicates that most of them think that their children have good relationships with their teachers in general and with their homeroom teachers in particular. A few of them note relationships that are not good between their children and their teachers..

Furthermore, most of the students report in the interviews with them the good relationships they have with their teachers. Their good relationships with the teachers are expressed in different ways, such as their teachers help them if necessary, they turn to them and ask them if they need help. The teachers address the students personally. It is possible to turn to the teachers on every issue and even to feel comfortable turning to them with requests, and so on. At the same time, it is possible to see individual cases, in which the students' relationships with their teachers were not good and were even tense. In addition, most of them think that their teachers less cared about them and what happens to them and it was less important to them to know how they feel. It is likely, in my opinion, that the gap between the two derives from the fact that the interviews with the students existed in the coronavirus period, the period that the students learned from a distance in capsules and the relationship between the students and the teachers were intensive and more continuous according to the students than in the period of the coronavirus since they were with them in a continuous relationship on

the different digital channels. In other words, the relationship between the teachers and the students in the coronavirus period is characterized by a continuous relationship through the different digital means, since the teachers sent updates, messages, tasks, links, and materials almost daily on the different digital channels in the different groups and personally and since the learning from the home isolated the students from their teachers in the physical sense and their definitions of the relationship and the longing for the relationship changed in this period. In other words, when the students met their teachers every day the relationship between them appeared obvious, while when they moved to learn from the home, they were more distant from their teachers and even isolated, so that the relationship between their teachers was no longer perceived by them as obvious and it is likely that they missed him and longed for him, which caused them to address them in a different manner and even to appreciate him, or in other words, to appreciate the relationship between them and their teachers and to want it more.

Moreover, in the coronavirus period the relationships between the students and the teachers were held using diverse digital means and different ways, according to the reports that arise from the teachers' questionnaires.

The Relationships between the Bilingual Students with Learning Disabilities and Their Parents of the Parent's Perspective

The interviews I held with the parents of the students in the bilingual school indicate that many of them speak about their support, help, and involvement in their children's lives in the academic field.

G' notes the following. "I at the moment am found at home, on an unpaid vacation and this, so I more put emphasis on this, we sit for an hour a day, let's say one day arithmetic, one day Hebrew, one day English, we sit one hour a day, so that it will not burden her too much, so that she will have fun also, but for this to advance her ..." (M6)

T' also supports at home the academic and language aspects and helps her understand the learning material in different ways. In addition, she takes her to therapy. She says in this context: "But listen I am with her from the age of two in therapy, I certainly will not miss for her some certain stage and I will say no, I will no take her to this therapy, or if I do not take her, she will need another help, but truly truly, thank God, every day I was with her and I until today am with her in this stage, so, ah, so thank God she doesn't need something else, aside from what I told her that she had the problems of speech alone ... in mathematics she truly is good, I help her a lot ... listen, generally I explain to her, I explain to her really in an easy way,

I give her examples, I even can jump her, for example, I will show her how to count and all this and she gets it, and after I do with her a number of exercises she does everything ... she knows, she is such that remembers and knows” (M5)

Similarly, **Z'** also says that if her son has a difficulty he receives help at home in the academic field in different ways. "... if there is really a problem, we help ... I do not know, I remember there was English before a test, the teacher said there is English, help him, and I did so, and I truly did so, we did together and the result was good, and now, ah, the Arabic teacher said to us, he is not this, he does homework ... a bit does not do well, he needs help, and now we try again, what we did in English, as if he does a number of times, for example, it is necessary to remember letters, he can, but ah, in the end he does not really like doing a number of times, it's as if it seems to me that it bores him ...” (M7)

Y' adds and presents a situation in which her daughter finds it difficult to learn alone and she and her older daughter need to ascertain that she prepares and she follows up on her studies, such as the test schedule. This can be seen in her statements: “There wasn't, I do not do, they give them assignments, she does not do, the most she does not, she does not do everything, she does not do homework, it is necessary to watch her because of homework, to watch her ... but at the moment what there is she does, she of her own initiative will not do homework, you understand, of her own initiative she will not volunteer to do ... of her own initiative she will do but if we see that there is or there is a test, then we, ah, we remind her about it, you know, that she will study, so it's good that we know the schedule, that they inform about the test schedule, that they send, we know and we can..., organize, when we don't know when there is a test, so we don't know, she cannot prepare, get up, say, wow, I have a test...” (M10)

It can be seen from **Y's** statements that she is helped by her large home in order to help her young daughter who has learning disabilities in her studies. She also says this in the following words: “Look, **L'** also learns from home, she is not always available for her, she does not always have the patience, yes, but ... if she is stuck and there is a problem, then **L'** is here to solve it ... she usually succeeds by herself but if there is a problem then **L'** solves it ...”(M10)

It appears that additional parents are helped by their older children in order to help and support their children with learning disabilities in the studies. This can be seen in **H's** statements.

“From me no, she receives help from her sister, from P’ or with N’, perhaps at home but really less, mainly from P, if from me if she asks again in arithmetic, I do help her since this, yes, I can help her, in languages and this, she did not ask for help from me ... only in ... she had, to do homework on a figure from the family.”(M2)

Like H’, V’ also says that he is helped in the studies by his siblings. She says, “He does, once, in ... yes, asks his sister, his brother, then if it is hard for him he turns ... to his sister, even if she is not home, through the telephone...”(M4)

V’ shares that she and her husband use her son’s soccer course as a way that allows them to encourage him to learn. In other words, it is an incentive for learning, as she says: “Now ... we put him in it since he plays soccer, we tell him if you want the soccer you must advance in the subjects, without the subjects there is no soccer, soccer is temporary or you do not know what, good that you will continue with this but first of all there is the studies, therefore truly he puts forth effort, no, he tries, I do not tell you, but he tries now...” (M4)

It is possible to understand from her statements that the use of the soccer course is a tool in the parents’ hands. It is used on the one hand as a tool to encourage his learning and on the other hand as a tool to be used as a ‘threat’ or a limiting means, if the child does not meet the conditions or academic expectations.

Moreover, it is possible to see that there are two mothers who address their academic support of their children in the coronavirus period. Their statements are presented in the following.

T’ addresses the coronavirus period and says: “So I would send them the link through WhatsApp ... and they would enter, sometimes she would miss lessons because ... I would not send her the link in time because of work ... but in the afternoon I would every day sit with her, for example, an hour, a half an hour, go into the classroom, see what you have, work, and do it ... together, I tried as much as possible ... but I still feel that I do not give her everything she wants, the truth is because, listen, this is not easy for a working mother, a full time position, my husband also works in the hospital a fulltime position and with three children, this is not easy (M5):.

Z’ also speaks about the coronavirus period and describes the technical and digital support of her son at home. “With us at home it seems to me that the strongest one appears to me to be me, and he, if there is a problem, all the time he calls mom, mom, as if I need to arrange.” (M7)

Both **T'** and **Z'** speak about the fact that they supported their children in the period of distance learning and learning at home. **T'** describes how she supports her daughter and combines between her job and the learning support of her daughter. She relates that she sends her daughter links for Zoom lessons when she is working in the hospital. Furthermore, she describes how she reviews with her the learning material at home. It seems that she makes her voice heard in this context and about the complexity as a mother to combine between her job and the support of her three children who are found at home and her feelings about this – she feels that she does not provide her daughter with enough support. In addition, **Z'** addresses the digital and technical support she provides her child with when he learns from the home.

It can be said that the parents' reports indicate that most of them address the support and help they give their children in the academic field. However, it is possible to see the reference of a number of parents also to their emotional support of their children. This is seen in **Z'**'s statements. "She, for example, likes to be a partner with me in all sorts of things that she does at home and she really ... is careful that I will not be angry at her, if I, for example, tell her something that she did not correctly then she all the time comes to me and I tell her but CH' if I tell you that you did not do it right or for example that I was angry at her that you did something this is not because I do not love you, I explain to you what you did not right so that next time you will learn how to do this but love it is clear that I will love you, even if you make the biggest mistake in the world, I love you, you are my girl and I will not stop loving you ..."(M7)

D' adds and says, "... I always ask, as if she will not come and tell me by herself, I ask her, how was it, what was and this, sometimes I see on her face, if something happened, I know it happened, and then after a few minutes she looks at me like this, to tell or not to tell, in the end she tells, but no, there is nothing, as if she does not tell ..."(M8)

Similarly, **B'** notes: "If she has difficulties with something I call ... the teacher, ask, you know, ... like if it is hard for her, she is not a girl who will say, this is not like T' ... she can keep it inside and say everything is alright, and this is expressed in behaviors, you know ... how are children, she can be just angry or agitated, so you say why, perhaps it is hard for her, you know ... if I feel that there is something, you know ... I ask." (M9)

The other mother also describes in her statements a conversation she holds with her girl in the academic context and in broader contexts. "I ask him, how was it today, he tells me fun, but I am tired of Zoom or there was too much work, I told him there is nothing to do, school is

to learn and he is so so, accepting not accepting, there's nothing to do, he has to accept it, and that's what it is, I tell him, you'll grow up, you can't complain all day, that's what it is, that's how life is, sometimes you have to do something you need to and not whatever you want.." (M2)

It can be said that the parents' reports indicate that they hold with their children an emotional conversation on the matter of the school in different topics, such as situations, experiences, feelings, studies, and so on, aside from T', who also addresses different situations at home. Some of them report that in the conversations with the children they go from the described case to broader contexts; this can be seen, for example, in M2 statements, which go from the fact that her son is tired of learning on Zoom to the broader context such as life, in which her son will be required to do things he needs to do and does not always want to do. In addition, it is possible to understand from T's statements that she attempts to convey to her daughter the message that although she is angry at her she will always love her. Moreover, it is possible to see that B' is aware of her daughter's emotional situation and responses, and is helped by her teachers in order to understand her feelings since she does not share details. In other words, she turns for help in order to understand her emotions and responses.

The statements presented in this part indicate that the parents of the bilingual students with learning disabilities provide learning support and emotional support for their children. However, it appears that in their reports they address more their involvement in the academic dimension and less the emotional dimension.

The Relationships between the Bilingual Students with Learning Disabilities and Their Parents of the Student's Perspective

It appears that a number of students with learning disabilities address in the interviews with them their relationships with their parents. Their statements in this context are presented as follows.

T' says: "Mom and dad they help me ... in the studies." (S5)

V' also speaks about his mother helping him in the studies. "Yesterday my mother prepared for me, this, this like website, which is for the learning of Arabic, but I did not succeed in using it because I did not have an Arabic keyboard." (S6)

D' also addresses the issue, saying: "My mother helps me, assignments, when I do not understand ..."(S8)

B' notes that she receives learning help from her sister, as she reports: "My sister helps me." (S4) In addition, in response to the question of whether she involves her mother or her family in what happens to her she answers: "The truth is that I less, the truth is that I prefer to keep everything inside, but in the end I do tell ..." She adds, "And as if sometimes I have a bad day and I take it out on them, then I feel bad with myself afterwards so then I tell them what happened ... mainly about my friend, the truth is, mainly about this ..." (S4)

Moreover, it is possible to see that the students who did not say much in their statements reported that their parents help them in the academic field. Few of them addressed the emotional field.

It is possible to see that some of the students who were presented in this part addressed the fact that they receive academic support from their parents. Only one student spoke about how she shares with her family primarily social topics. In other words, most of them talked in the interviews with them about their parents' support of them in the academic field and less addressed the emotional field. This is similar to what arises in the interviews with the parents.

This part presents the data arising from the interviews with the teachers, the parents, and the students with learning disabilities regarding the relationships between the bilingual students with learning disabilities and their classmates.

The Relationships between the Bilingual Students with Learning Disabilities and the Students in the Class of the Teacher's Perspective

The interviews with the teachers regarding the relationships between the students with learning disabilities and their classmates indicate the following.

R' speaks about the students' social situation. "The social situation of most of the children with whom I work is good, they have friends, they create relationships, and it is good for them in the school, really good for them, the school accepts every one and they give special treatment to everyone." (T22)

SH' adds and describes the attitude of the students in her class to the student with learning disability and the contribution of the student's integration in the class. "The entire ... I greatly see this in the class where I have G', you know him, G', you see how the children in my class care about him, help him, play with him in the break, this is really heartwarming ... really wonderful, I see this every day, every day ... they help him draw, they sit beside him, as if in another school this does not happen ... he contributes a lot to the class, as if from this

perspective, from a value-oriented perspective, he really contributes to the class, really, this is amazing amazing ... “. (T8)

From **R**'s and **S**'s statements, it can be seen that the social situation of the students with learning disabilities is good and the relationships between them and their classmates are good, they create relationships, their friends care about them, they help them, and they play with them. Their presence even contributes to the student in terms of values, mainly in getting know people who are different.

It is possible to see that **TH**' addresses the social facet of the students with learning disabilities and asserts that their social integration in the school is good, but their integration in the academic field is less good. She says, “Socially this is excellent, there are children who are new with us, as if with problems, difficulties, socially, at the start of the year they weren't, now they are champions, as if with the children, but academically, no, simply no, so I think that our school is more social than academic for these children...”(T6)

She also thinks that the social situation of students with learning disabilities in the school is good. However, she asserts that their learning situation is less good. **TH**' addresses a topic that, in my opinion, is very important and will be discussed in the continuation – the integration of the bilingual student who has learning disabilities.

The Relationships between the Bilingual Students with Learning Disabilities and the Students in the Class of the Parent's Perspective

In the interviews I held with the parents, different points arise regarding the relationships between their children and their classmates. Their statements in this context are as follows.

B' was asked by me whether it is good for his daughter in the class socially. His response to the question is: “... this is what she says, you know ... they less say, they are friends, everyone, you know ...” (M9)

Similarly, **G**' also speaks about all the students in the class being together. She says: “I will tell you the truth, ah, and what is important to me is that I know that it is good for her with the class that she is found in really, the class that we got, is a very special class, everyone is together, and everyone speaks with one another ...”(M6)

The statements of **B**' and **G**' indicate that the children in their children's classes are all found together and are all friends of one another and speak with one another.

In contrast, it can be seen that a number of parents who address their children's social relationships note that their children have a number of friends in the class. In other words, there is a group of children with whom they are in contact.

D' says in this context. "She has friends, in other words, this is not all the class, but she has the five regular friends, whom she really likes, and they are really good friends, um, they are from the kindergarten together, so this is very comfortable, they have remained friends until now." (M8)

Y' also speaks of her daughter's social relationships and says, "In the school, it is as if she doesn't care, I don't know, two friends, three friends, who are all the time, all the time, once this is not good, once this is completely fine, this is a little not, but all the time this group, in other words, also regarding friends ... it is possible to say that she is still getting along ... now after they were like a group ... it seems as if two more connected and will be friends in the future and this ... this is what seems to me ..." (M10)

In addition, **Z'** also engages in her daughter's social relationships. She maintains, "He, he has friends in class, but, as if all the time the same friends, he has like a group and he likes soccer and all the time in the recess he does soccer ... he is alright, he is very sociable, and he likes the issue of laughter, like the issue of a sense of humor ... and he is very with friends, friends, as if all the time he wants to meet with friends ... he has the same friends, like one, two, three..." (M7)

These parents' statements indicate that their bilingual children with learning disabilities have a number of friends in the class with whom they create social relationships. Hence, most of the bilingual students have friends in the class, some a number of friends and some most of the students in the class.

Furthermore, it is possible to see that a number of parents report that their children are sociable and they have the ability to create relationships with friends. This is seen in the following statements of **T'**. "She is very very easy to make friends with her, she is sociable, she loves to play, she loves to make friends ..." (M5)

Y' also presents similar things about her daughter's character. "Look, she is friendly, she loves her friends." (M10)

V' adds regarding him. "With the friends, with all of them he gets along, yes, there are a number of friends he meets with, he is contact with them, but he has fun with all the friends." (M4)

Hence, these parents note that their children with learning disabilities are social by nature and can create relationships with friends. However, it can be seen that there are students who have find it difficult to forge relationships. **CH**' says in this context about her son: "But it is a little very difficult for him to integrate with a child as if there is a bit of a social problem ... he does not have friends." (M2)It is important to me to note in this context that most of the parents with whom I held interviews noted that their children have friends in the class.

The Relationships between the Bilingual Students with Learning Disabilities and the Students in the Class of the Studnet's Perspective

It also appears that students speak in the interviews with them about their friends and their relationships with them. A number of examples from their statements in this context are presented, as follows.

T' says, "I have a number of things that I like, ah, to play with my friends and also to speak with them, I like speaking with them." (S5) Like **T**', **Z**' also speaks about what she likes in the school. It is possible to see this, for example, in her statements: "My friends and the class and the entire school, everyone ... I am there six years and I am regular and it is fun for me with them and because of this I am staying in the school and not moving." (S9)

G' also addressed the social topic and notes: "... in the class itself I feel alright, I feel that I am not alone and that I have somebody ... the relationship with the friends, I got closer to new friends, in the class yes, we did not really get along ..."(S3)

In addition, **B**' brings her statements in the social context. "... in my capsule there is an atmosphere that I feel is more pleasant and is better. Of course, there are sometimes arguments, like in any school and in any class, but let's say if I were now in another capsule, I feel that I would be like, really alone, that only I would be there, a really not good atmosphere ... I think that in social terms I have greatly improved and that I have more friends ... I am in contact with many friends ... it is improving ..."(S4)

In my opinion, it is possible to conclude from the statements presented above that most of the bilingual students report in the interviews I held with them that they have friends in the school and that they form relationships. Most of them also note that they like being with their friends in the school. This is according to the reports of the parents and the teachers in the interviews, it appears that in the coronavirus period there has been a decline in the relationships between the learning disabled students and their classmates; the relationships have weakened and existed to a low extent.

8.2.5. The Context of the Parents

This part addresses the relationships between the parents of the students in the school and the teachers in the school. This part addresses in the first stage the teachers' statements regarding their relationships with all the parents of the students in the class, as they arise in the interviews with them. The second stage speaks about the relationships between the parents of the bilingual students with learning disabilities and their teachers, addressing both the teachers' reports and the parents' reports in this context.

The Relationships between the Teachers and the Parents of the Students in School of the Teacher's Perspective

The interviews held with the teachers show that some of them address the relationships they have with all the parents of the students in their class. This part presents their statements in this context.

It is possible to see that many teachers refer to the good relationships that they have with all the parents of the students in their class. Some of them present the following statements in this context.

A' speaks about the relationships she has with the parents of the students in the class and focuses mainly on the coronavirus period. She reports her relationships: "Very good, very good ... even without the coronavirus, but during the coronavirus but this further strengthened, since I think that they are partners, as if they place in our hands what is the most precious for them, it is impossible to underestimate and this is clear, it is impossible to underestimate, and also the truth is that I, when there are difficulties, I try to solve this alone with the children, without involving the parents, and especially since they are sixth grade, I tell them that they are mature and they are not children in the kindergarten, that you need to involve everything with the parents, and especially when I am in contact with the parents, this is to say the positive things, so this appears to them not obvious, wow, as if what you tell us this way, how wonderful that we can hear this and ..."(T4)

It appears that A' notes that her relationships with the students' parents are good and in the coronavirus period they strengthened since they were partners. In my opinion, she is referring to the fact that they were partners in their children's learning from the home in the coronavirus period. Furthermore, she notes that when difficulties arise with the students she attempts to resolve them with the students without involving their parents in the matter. In addition, she is careful to emphasize the students' good sides when she creates a relationship

with the parents. She maintains that this reference is not obvious for the parents and they are happy to hear what she has to say.

It is possible to see that **C'** also speaks about her relationships with the parents in her class in the coronavirus period and says about the relationship, "Absolutely fine, we have a parents' group, I also made a parents' group for Arabic speakers alone and for Hebrew speakers alone, a group, uh, all the parents together and everything is fine." (T5)

In addition, **TZ'** also addresses her relationship with the parents of the students in the school in the pre-coronavirus period and in the coronavirus period. She says in this context, "I received a number of letters from the parents, particularly the difficult parents in the bilingual school (she laughs), it does not matter in this period of eighth, fourth, seventh, every year, thank God, I receive a number of letters from a number of parents, so this gives me in truth the power and this way to continue, let's say, my message and my work, in a better way truly, and seriously, you know that I am really a professional, ah, I am crazy about my work, I do not teach a second language ... I am going into the seventh year I always do, for example, every year I do a WhatsApp group, not related to the coronavirus period or no coronavirus, I always do a group on WhatsApp, I called a number of years ago the supervisor, there was a mother in our school of a student, I called her, I asked her legally, whether this is possible or not, that I would do this group, and this group of all the parents, ah, for example, the parents whose children I teach, then what I do in this group, for example, I send at the beginning of the year my goal, I say, what is exactly my name, what I teach, and all, generally, I write to them the goal, that this group is only for the Arab native language, fifth grade, year this and this, I send in this group the summary of the week, what we have learned, ah, I send a reminder always of homework, if we are doing something special this week then I send them the pictures and all this, moreover I do in this group, the truth this group greatly helps me, they see me in the school, and also they help me in the process of this profession ... they always are with their children, they know, what exactly they learned this week ... they help their children with the homework ... this will take from me much time but this way I am set, this way I can work ..." (T18)

In addition, **R'** also indicates that their relationship with the parents is good and that they cooperate with her, and she expresses, "Excellent. A really good relationship. The parents cooperate, we spoke all the time and we were in a relationship, they helped the children do the assignments, they send me things, we updated the children in terms of the lessons and the times. Most of the children were independent and did not need their parents' help. They knew to go

into Zoom themselves, to use Zoom, to read messages and to send messages. I all the time am in contact with the parents, it appears that the relationship with the parents has strengthened, because the children were at home and they learned in Zoom and the parents listened a little to the lessons and because they needed to be with me more in contact in order to send materials, to send links to the children, and so on ...”(T22)

SH' adds to **R'**s statements, saying: “I have amazing parents, really amazing, ah ... they greatly appreciated our activity, we saw this in the works they send, in the symbolic presents they sent with the children, most of them cooperate amazingly, in terms of helping with the learning and this ... and I understand the parents who will not say that we did not sit with the students, I understand that they work and that they have more children at home, so I understand them, but in general they are amazing and strengthened more during the coronavirus ... I was with them on Zooms, in meetings, so then this was even strengthened with all the parents, and the truth is this solved for us lots of problems, I could meet with everyone when I wanted and it is not necessary to come and to go, to go to Zoom for a quarter of an hour, and that's it, and you're talking, that's it.” ...”(T8)

It is possible to say from the statements presented above that most of the teachers address their good relationship with the parents in the coronavirus period. They report that the relationships between them and the students' parents are good. Some of them assert that their relationships with the parents have strengthened in the coronavirus period, since they were partners in their children's learning and even listened to their children's lessons. In addition, they think that their relationships with the parents strengthened since they are with them in a continuous relationship both through Zoom meetings and through WhatsApp messages, both group and private, as well as in regular updates, availability to hold short meetings on Zoom, sending links, learning materials, and so on.

Moreover, it is important to address in my opinion the statements of the teacher **SH'**, who displays sensitivity to the needs of the working parents who did not succeed in sitting with their children on the studies in the coronavirus period. According to her, she understands that they are working and that they have other children at home. This type of reference, in my opinion, also strengthens the relationship between the teacher and the parents, since the teacher looks at the parents positively and exhibits empathy for their situation in this period, which is very complicated for them. In other words, she does not rush to judge them or to look at them negatively but rather understands them and their distress and thus strengthens, in my opinion, the relationships between them.

It is possible to see that there are two teachers who mention that their relationship with the parents was good, in the pre-coronavirus period as well. This can be seen, for example, in the statements of **TZ'**, who reports that she opened a WhatsApp group with the parents already in the pre-coronavirus period. She would send continuous updates to the parents on her lessons, at the beginning of the year she would present herself and the goal of her work with the students. Every week she would send a short summary of the learning and she would send reminders and messages about homework, and so on.

However, it is possible to notice teachers who reports less good relations with the parents of the students in their class. Their statements in this context are presented in the following.

G' addresses the coronavirus period, saying: “There are students for whom I did not succeed in reaching their parents and there are students who were not at all and after we returned to the school I understood the family situation they had and all sorts of issues, so there is nobody I can talk to, I have the student, this is the existing situation, I must deal with it ...” (M13)

It appears that **G'** speaks about the fact that there are parents with whom she did not succeed in creating a relationship in the coronavirus period and there are students who were not in contact this period because of their family situation and only when they returned to the school did she understand this. In addition, she saw that she had to work with the students and not with their parents. Hence, there are situations in which the teachers are not found in a relationship with the parents regarding their family situation.

Furthermore, **Z'** also addresses the period before the coronavirus and the period of the coronavirus. She notes that her relationship with the parents improve over time. She says in this context, “With parents, yes, this also improves with time, I also learn this, this is the topic that was the hardest for me since with the management and the teachers I get along and with the children I am good, but with the parents, ah, I perhaps, I did not really have skill and this year because of E' it is calm and ... this year is really good, we have a committee for the class, and through the committee we get requests and explain and there is cooperation, this year is amazing. I think that they understood a bit and less require that in the beginning they were very ... as if sometimes parents intervene in something, but when will they learn, she does not know her written letters and why does my child not write, like, all the time this is perhaps demands, I do not know, we do not have the coordination of expectations in essence at the start of the

year also, we in the first parents' meeting we say this is the curriculum. It's like this and that's how they have to get there, and then the parents, that's how I felt, it was problematic for me, like, because sometimes there is a day when we don't study at all, we go out to the garden and there we study and the parents are always, why didn't you give homework, why did you give a lot, and this year there is none ... lower a gear... this year there isn't that because I think they sat with the children and they saw that their child doesn't want to study all the time, and now they are less, let's say they are coming down on me like this ... Or they demand something from me, they interfere, I don't like being interfered with because I know the work, but I understand that they paid money, that it is also a school that is paid for and they like customers want to know what I did, what they paid for...., and I don't like to give as if a report, well, maybe I need to change myself too, and be ready, so it's also a bit subjective..." (T18)

Z's statements indicate that she speaks about her relationships with the parents in the pre-coronavirus period and in the coronavirus period. It appears that her relationships with the parents of the students in her class improve over the years, but she indicates that there is a difference in her relationships with them between the pre-coronavirus period and the coronavirus period. Her relationships with them in this year were better. According to her, in the pre-coronavirus period the parents would intervene in the curriculum and the learning activities, for example, they would turn to her with questions about the homework, the learning topics, when they will learn, why the children do not know a certain topic, why there is now homework, and so on. They would also turn to her with questions about what they learned in the garden and so on. In her opinion, the parents saw that in the coronavirus period the children do not always have the motivation for the studies and therefore they exhibited less intervention in the curriculum and in the learned topics.

It is possible to see that **L'** also addresses her relationship with the parents. She says, "This is not simple, I also tell you, I am the second year in this position, and I wasn't there before, I always was careful to involve the psychologist, the counselor, and also to learn from them, this gives me support ... really, it helps me greatly, I feel that I am more confident, not only this, there is a staff, they also support, I see people who are really professional ...". Therefore, **L'** thinks that the relationship with the parents is not simple. She asserts that she makes sure to involve the psychologist or the counselor regarding her relationships with the parents in order to strengthen her confidence. In addition, she is helped by the staff members on this issue..."(T9).

E' addresses her role as a homeroom teacher in the previous year and shares with the parents her personal experience. "... I made a very big step backwards after a story that I had last year ... last year I was a homeroom teacher, it doesn't matter, somebody who is totally, totally was not in the issue of teaching, retreats totally from her positions, did not function ... and for all sorts of personal reasons and so, this was for me really really a celebration, I really loved the class, this was a relatively balanced class, relative to the classes with us in the school, relatively many Jews, a strong class, I greatly love strong classes, I really invested like mad, personal conversations, private lessons, and all the time WhatsApp with the parents, telephone, and once for the first time, since generally I was with a strong Arab teacher, then we share between us, I am responsible for the Jews, she is responsible for the Arabs, this was a first time that I truly took upon myself everything, I was really on this kind of high, this also gave me a good feeling, that the class is strengthened, I had many free hours, every free hour I was in the class, with him too many teachers skip, do not come to work and this, so I had many, many hours in the class and I felt that I am doing very meaningful work and ... I saw very great progress, and suddenly at the end of the year, they told me, somebody turned to me from the committee, one of the Jewish mothers ... the Arab parents turned to them that they do not want for me to continue to work in the class because I discriminate between the Jewish children and the Arab children, they ask that I not ... they ask that I not go up a class." (T15)

E's statements indicate that she functioned last year as a sole homeroom teacher in the class since her partner homeroom teacher did not function for personal reasons, so she took upon herself the education of the entire class and was in contact with both the parents of the Jewish students and the parents of the Arab students, something that did not happen to her in the past, since in previous years she was a homeroom teacher with an Arab teacher in the class and the Arab teacher was in contact with the Arab parents, while she was in contact with the Jewish parents. She taught the students for many hours and felt that she is doing meaningful work and that the students advanced, but at the end of the year she was informed by one of the mothers in the class that a group of parents asks that she not continue as a homeroom teacher in the class since she discriminates between the children. In a conversation with her she added that she did not know about this and none of them turned to her on the matter and she was hurt by this act. So from her perspective, the relationships with these parents at the end of the year were not good and their actions hurt her, although she thought they were good. ..."(T15)

Like **E'**, **P'** also presents her personal experience as a homeroom teacher of a class. She says in this context: "The parents with us are a little pressured this year, but ah, we cope with

them alright, ... I have for example now ... a girl ... that the parents of course announced that they want her to leave ... they are not so satisfied with the Arabic, ah, thank God, the Hebrew they cannot point an accusing figure at me but ... you know this is a less nice situation, that now you need to stand with the mother and hear her, there is no problem to hear her of course, this is what I did also over time ... it is that they assert that as if **Z'** does not have Arabic, so they assert in the school that is bilingual then why should she be here? If this way she does not have the Arabic as they want and need, as if you understand, they spoke about the Arabic primarily ... a Jewish girl who does not acquire the Arabic language and they came from precisely an agenda ... so there are amazing parents and there are really difficult parents, and there is one mother that I really needed to put her in her place, since she does not know her place and she already pushed us and pushed us, and this was already not pleasant, so I learned also this year to answer the parents a bit, a bit, even a little bit more assertively, a bit more clearly with them, ah, this is something, that I am happy that happened ... I truly want to end with these parents, I feel that they are exaggerating, I feel that they are as if ... they do not come to us" (T21)

P' reports that the parents in her class are, in her opinion, a little pressured and she deals with them and her relationships with them alright. She maintains that there are wonderful parents and there are difficult parents. There is one mother who wants to remove her daughter from the school since she did not learn Hebrew and she is required to be in contact with her and to hear her. There is one mother who, she says, pushes her into the corner and thus creates an unpleasant feeling. She thinks she has learned this year to be more assertive with the parents and also to answer them.

It is possible to say that the teachers' reports presented above indicate that there are parents with whom the relationship with the teachers is less good and complicated. The teachers' reports indicate that there are different types of relationships between teachers and parents and different types of parents, such as parents with whom there can be no relationship because of their personal situation, parents who intervene with the teachers in the curricula and learning activities, parents who think that their children do not receive equal treatment from the teacher and do not talk about this with the teacher, parents who are pressured who then pressure the teachers, parents who have expectations from their children's studies in the school that are not necessarily expressed in reality and thus they turn to the teachers on this matter and even voice complaints. There are parents who cause the teachers unpleasant feelings. Furthermore, one teacher indicates that she receives the help of the school staff in order to be

in contact with the parents of the students with whom she works; this support reinforces her confidence. This way, in my opinion, can help many teachers in their relationships with the parents.

Beyond this, it is possible to learn from the teachers' reports that their relationships with all the parents are on the one hand good, particularly in the coronavirus period, and on the other hand less good and even complicated.

The Relationships between the Parents of the Students with Learning Disabilities and the Teachers of Their Children of the Parent's Perspective

From the analysis of the interviews with the parents of the bilingual students with learning disabilities, the following things arose regarding the relationship between them and their children's teachers:

V' addresses her relationship with her daughter's teachers in the coronavirus period and says, "... I also send a message, and if I have questions, truly immediately they answer and they are in contact yes, with him especially yes, they had, I could, they had only them, even if there are days where there is a delay, they call, they ask, they send a message ..." (M4)

CH' also addresses the relationship with the teachers in the coronavirus period and notes, "What is good in the school is that they simply care about the students, they do everything to help the child, although I remember that we spoke, that we had a Zoom and **L'** said that this was busy and many students and still she found the half hour, forty minutes for my son, for me this is a lot, this is much, since this child needs this, you understand ..." (M2)

T' adds details and speaks about her relationship with the teachers in the period of distance learning. "All the time ... in contact, even, for example, if she were not to enter a lesson, then immediately they would send me a message that **CH'** did not come, to remind me, if **K'** knows that I am working in the hospital and she knows the situation here in the hospital, it is not easy, if I forget, then she sends me a reminder, it is at that point ..." (M5)

Furthermore, **B'** also addresses his relationship with his daughter's teacher, saying: "If she has difficulties with something, I call, ask, you know ... I create the contact, yes, since sometimes I ... I know it is hard for her and such ... I am ready, always..." (M9)

In addition, **Y'** also speaks about the relationship she has with her daughter's homeroom teachers in the past two years. She says in this context: "**CH'** is amazing, every time I turned to him, he immediately answered, and I have no complaints against him, he is an excellent

teacher, I think that CH' and H' are excellent ... I greatly love them, I greatly love CH' is very, ah, he is always there, always answers, truly, only good words I have to say about him, about E' last year, E' is amazing ... I say that I have an open door for H' always, I always can talk to him..." She adds, "I can communicate with CH', he always will answer me, always will listen, always will try to help ..." (M10)

The parents' statements indicate that they are found in a good and continuous relationship with their children's parents in the coronavirus period. They describe that their children's teachers are available for them and find the time to be with them in a relationship and to speak with them about their children, although they are busy. In addition, it appears that the teachers create a direct relationship with the parents when they see that their children are not going into Zoom; they do this by directly contacting the parents through messages or the phone. It is possible to notice a teacher who reminds the mother before a study session on Zoom since she is aware that the mother is at work and the daughter is at home. In my opinion, it is possible to see from these reports that the teachers display great caring and sensitivity both to the students' needs and to the parents' needs and they exhibit considerable availability and a service ethic for the parents.

Moreover, it appears that there are parents who in the interviews with them address both the relationships they had with the educational staff in the school in the pre-coronavirus period and the relationships with the educational staff in the coronavirus period. This is seen in Y's statements: "In previous years, you know, I was more involved, I would come to the school, I would meet the principal, I would come to the principal and tell her, she needs here, she needs there, here there is not really where to say, there is not really who to talk to, you do not really know, they do not know the girl... I also do not know the new principal, so I also cannot ask, this is how it is until now, I always could turn directly to the principals, this one I do not know ... until now I could turn to the principal, always, any time, any hour, without setting, and they listened and tried to help her, I come to the secretary office, the secretary office is like, this is something else, this is much strength, this is much, there are many pluses in this ..." Y' speaks about the good relationship she had in the past with the school principal, the teachers, and the staff in the school. She notes that she can turn to them with every issue and at all times and obtain help on different matters, in contrast to her relationship with the staff in the coronavirus period. She asserts that in this period there is a new principal in the school, whom she does not know, and therefore she cannot turn to her.

Another example of a mother who addresses the relationship she had with her daughter's teachers in the pre-coronavirus period and the relationship she has with them in the coronavirus period is presented in the following statements of **Z'** in this context: "We are educated all the time in contact, in times that I could come, I would try all the time to come, but if in the beginning of the year I did not always come, at the end of the year I would come, this way, since now also on Zoom we also talked, we set times, as if always I am trying, I say, I must once a year, true that there are twice parents' meetings, so I try if this isn't twice then certainly once in the year, aside from that there is no need as if to see more, ah, they do not complain, they do not call for me, as if there is nothing for which to held these meetings." (M7)

From the statements of **Z'** it is possible to see that her relationship with her daughter's teachers is expressed in the parents' meetings, which in the past were held in the school and in the coronavirus period are held on Zoom.

It can be said that the parents of the bilingual students with learning disabilities report good relationships with their children's teachers. Most of them address the continuous and good relationship they have with the teachers and speak about the teachers' high availability and considerable caring, in particular in the coronavirus period.

8.3. The Environmental Factors

It is possible to say that the environmental factors in the context of the microsystem that influence the educational situation of the bilingual students with learning disabilities are the factors that address the following aspects:

- The external appearance of the bilingual school,
- The work conditions of the teachers in the school,
- The learning environment in the school,
- The learning environment of the students and the teachers in the coronavirus period.

The External Appearance of the Bilingual School

This part describes the external appearance of the school, as it appears to me from my familiarity with the school, Based on my experience

The school is situated on the seam between the Beit Zefafa neighborhood and the Paht neighborhood in Jerusalem (Hand in Hand Association, n.d., Special Plans). In other words, it is found between an Arab neighborhood and a Jewish neighborhood. The school complex

contains preschools, an elementary school, a middle school, and a high school. The high school is found in a new and separate building in this complex.

The main entrance to the elementary school is from the Paht neighborhood. At the entrance to the school there is a guard who monitors the entrance of visitors to the school. The guard has worked for many years in the elementary school and knows the population. To the right of the guard there is the preschool, for children aged three and four years old. From the entrance there is a walking path between two buildings, one a building of preschools, kindergarten, and first grades and the other one a building for students in second and third grades. The building of the students in the preschool, kindergarten, and first grade is shared and serves as a young division building for all of them. The first grade students are permitted to enter the yard of the preschool and kindergarten and play on the apparatuses during the recess. For the most part, in this structure there are two preschool-kindergarten classes and two first grade classes, there are restrooms, a foyer, and annex rooms, which are found at the entrance to the first grade classes and beside the restrooms. It is possible to enter this building from the path that starts from the gate, but it is not possible to enter from this path to the building of the second and third grades.

This path leads to a wide yard, called the “Square of the Flags”, which connects between three main buildings in the school. The first building is the library, which is built in two floors. The second building is built in two floors, when the first floor has the secretary office, the principal’s office, the vice-principal’s office, the teachers’ room, the annex room, and the teachers’ restrooms. The bottom floor has the computer room and the science room / laboratory. The third building is a building also of two floors, when on the first floor the second and third grade students study, on the second floor the fourth and fifth grade students study. The room of the inclusion teachers is found on the first floor, the room of the counselor and psychologist on the second floor; they look like small annex rooms. In addition, there is a foyer as well as an annex room in every building. It should be noted that there is a small path that connects between this structure and the Square of the Flags, which looks like a bridge, and from the path there are stairs to the first floor and the second floor. In addition, from the Square of the Flags it is possible to enter the library. To reach the principal’s room, the secretary’s office, and the teachers’ room it is necessary to go up the stairs that lead to the floor of the Square of the Flags, and to reach the computer room and the science room, it is necessary to go down stairs from the Square of the Flags. The access to the second building is similar – to reach the second and third grades it is necessary to go down a floor from the path or the bridge that goes from the

Square of the Flags, and to reach the fourth and fifth grades it is necessary to go up a floor. It is possible to see that the Square of the Flags is built on pillars, and under the square there are sports fields, which the students use for play. In addition, under the square and beside the fields the sixth grades learn (the entrance is from the field). To reach the fields, it is necessary to go down two floors from the Square of the Flags. It is possible to go down to the fields from the administration building or the building of the first to fifth grades. It should be noted that from the right of the building of the second to fifth grades there is another building, built of two floors, which also connects to the path that goes from the Square of the Flags and reaches both the building of the second to fifth grades and this building, which is used by the middle school students. In the past, the elementary school students also learned in this building.

Near the sixth grades, under the Square of the Flags, there is the janitorial room. The art room is found underneath, between the building of the second to fifth grades and the building of the middle school and beside the fields. In addition, beside the fields are the gym and the amphitheater. The amphitheater is used for assemblies and different activities (the space is not large), and at its end is the new high school building, which is separate from the elementary school building. Moreover, it is possible to see that the school is built in an open space and from a number of buildings that serve different age groups. In its territory there are preschools and kindergartens, the elementary school, the middle school, and the high school. In the Square of the Flags sometimes there are boards that the school staff prepare that address different topics and fields of learning, such as the holidays, the beginning of the year, 'high days'²¹, and so on. Above the Flag of the Squares there is a covering, which protects against the rain, but the rest of the school does not have a covering. The students and the educational staff need to move between the different buildings when they are exposed to rain and cold on blustery days and to sun on hot days.

It's very important to mention that school principals strive to meet the requirement of accessibility (Article 2 of the Convention on the Rights of Persons with Disabilities) (2006, ONZ).

The Work Conditions of Teachers in the School

It can be seen that some of the teachers address in the interviews I held with them their work conditions in the school. In this part I will present their statements in this context. I first

²¹ High days are special days in the bilingual school. They include different and diverse experiential activities that come to summarize a process of learning of different topics and in essence enable a change from the daily routine.

address the work **conditions** of the teachers **in the school** and then their **work conditions**. The teachers' statements in the context of their employment conditions are as follows.

N' speaks about her employment conditions as a teacher in the school and says: "... the Association does not support, the division of the teachers between the Association and the Ministry of Education, As if it reduces the desire, I am like I say, I feel that they are threatening my salary ... since today I am 80%, once I was 60%, this year I am 80% since I do not want the association, I want only the Ministry of Education, this year I am 80%, I do not know what will be next year, suddenly you are a homeroom teacher, but they come and say that they are giving this to the teachers from the Association, so this is a threat, when you feel threatened about your position, not about your salary, you begin to look differently at your place, so the place you live is hard ..." (T14)

T' adds and notes, "I find myself in a defensive position, employed by the Ministry of Education against teachers employed by the association, who have lower conditions, I am not responsible for them, really difficult, and this is not pleasant for the teachers, all this..." (T13)

It appears that both **G'** and **T'** speak about how the employment conditions of the teachers in the school are difficult. They describe their feelings in this context. **N'** relates that she feels that they are threatening her position and her salary, and **T'** notes that she feels in a defensive position in the school since she is employed by the Ministry of Education as opposed to other teachers who are employed by the Hand in Hand Association under worse conditions.

It is possible to see that **P'** also tells about her experience and her feeling regarding the conditions of her employment. She says, "It is hard for me with all this, that I am not the Ministry of Education ... and teachers are employed through the Ministry of Education, you understand, and I am not prepared to wait now 15 and not 12 and not 18 years, like I have friends who waited and are still waiting since I know that I am standing in a line that is very long, you understand, and apparently this will not change soon ... I get up still with a smile, yes, I adore my students, my partner, I love the school and the atmosphere, I already feel that this does not provide for me, this does not check off, satisfaction at work and happiness, but what about my future, I went to learn for a reason and I invested money, so that my salary would be secure, my income would be a bit higher ... after four years of study and it does not matter how much I study or how many in-service training courses I did, and moreover, I have no benefit of payment of financing, as if the financing for the degree or something, there are no rights ... my seventh year is at risk, the seventh year of sabbatical is what I mean ... you

know what, I was willing to give up tenure and therefore I stayed but when I saw when we are not working Ministry of Education and last year we were employed by the Association and one day we were all in danger, in essence we tomorrow do not continue to teach, since we would depend on the parents' payments, which did not arrive and were stopped, because of the coronavirus ... to deal with this threat, and I remember until today, it seems that on the 30th or 31st they said you will be going on unpaid vacation, so the teachers who were Ministry of Education got up and said what does this mean ... I and in essence my partner we could not work, it was as if, for example, a teacher in the first grade ... there was one teacher in essence, the Jewish teacher, the Arab teacher was going on unpaid leave, you understand, and there were like this other classes ... or one teacher remained, or there weren't two teachers remaining, so in essence they could not remove us and there was noise and Yaffa Ben David (the head of the Teachers' Union) made a mess and thank God we were not put on unpaid leave but ... you understand this was really difficult and then the year began and again cuts and again not secure and again and then I said enough, it does not matter, I do not have the strength ... as if suddenly I understood that I have no security, for my work does not give me security and I am looking for security at work, and if I see that my work is not suited to me, what I am looking for, I do not have a reason to remain in it, since I am not secure in it, today I am working, and tomorrow this can be stopped, you understand ..."(T21)

P' describes a situation that occurred in reality, in which her position as a teacher was at risk in the coronavirus period, since she receives her salary from the parents' payments, which were stopped or did not come in because of the coronavirus, so that she felt threatened since she was told at the end of May that she is going on unpaid leave without prior preparation and without salary. This caused her to feel that she does not have economic and occupational security with her job, and she feels these are necessary for her. She adds that in the end she did not go on unpaid leave since a situation was created in which one teacher remained in the class or classes did not have teachers and following the intervention of the head of the Teachers Union, who acted on this matter.

M' says that there are differences between the employment conditions of a teacher who is employed through the Ministry of Education and a teacher who is employed through the Association, when the conditions of the teacher who works through the Ministry of Education are better. She holds that there are gaps in the conditions and although they say that they will equalize the employment conditions of the teachers who work through the Association to those of the teachers who work through the Ministry of Education in actuality they are not equalizing

and the teachers who work through the Association work at lower conditions. She asserts that these teachers do the same work that the teachers employed through the Ministry of Education do and even more and nevertheless their working conditions are lower. In this context she states, “I think the discrimination in the employment conditions that ensure that a teacher who comes and teaches through the Association, the equalization of conditions, and in actuality, come, there is no equalization of conditions ... a teacher of the Ministry of Education receives something and the teacher of the Association receives less and sometimes the teacher of the Association works much harder. So this is not fair, so there is no equalization of the conditions, so you know, there is muttering, a muttering comes in, no one fights, the teachers don't feel that someone is fighting for them ... to take care of them for equalizing conditions, they have nothing, ... nothing and it is difficult ...” (T10)

TH' also addresses the discrepancies between the employment conditions of a teacher who is employed by the Ministry of Education and a teacher who is employed by the Association. She says, “The difficulty that ... there are two teachers, there is a teacher of the Ministry of Education and there is a teacher of the Association. You teach like her, the same hours, but there are no rights, as if, the same thing and it is very difficult for you, that you look, and wow, she gets it good, she has better rights than you, and you not, so why? And this is a little diminishing ... so why ...” (T6)

The statements of **TH'** and **M'** indicate, in my opinion, that the employment conditions of the teachers in the school who are employed by the Ministry of Education are better than those of the teachers employed by the Association, and this discrepancy causes a difficult experience and feeling of lack of satisfaction and fear among the teachers and mainly among teachers who are employed by the Association, who do the same work that the teachers employed by the Ministry of Education do and in the end receive a lower salary. In addition, this situation creates a feeling of discrimination between them and in equality in their rights.

It is possible to see that a number of teachers address in the interviews held with them the working conditions in the school. The statements of two teachers in this context are as follows.

TH' speaks about how the school does not have sufficient spaces and rooms for the students for work and for play, and as she says, “I think that the place was not built properly, let's being like this, why aren't there enough spaces, there aren't enough rooms, there aren't enough boards to do things with, there aren't enough things to attract the children, since I go

to other schools ... how lovely, things that attract the children, here it's very lacking, and always they say there is no money, there is no money, so, I don't know, it is necessary to change things, it is necessary to change things ... I see only walls here, the truth is, I do not see corners that it is nice for the children who have difficulties, a soccer field that the children ... like, there isn't, place for ... a library, it is necessary to change in it many things and it will become the nicest library in the world ...”(T6)

L' describes her work as an inclusion teacher in the school in a small class with another inclusion teacher. She says, “Here in the school ... the classes for inclusion, for example I and R' share one class, a small class, it is clear that it is difficult, our talking and the other children in the lesson Also the talking, also the order of the class, also what I want, also the children, in terms of attention it bothers them that there are people they do not know, who speak, we take them out of the lessons since we want to do for them special conditions, this is not special conditions ...” (T9)

The statements of **TH'** and **L'** indicate that there is a lack of spaces and rooms in the school for work with students. **TH'** notes that there aren't enough spaces and rooms for work with students. She also adds there aren't enough boards that can be used and there isn't enough equipment or apparatus to attract the children. In her opinion, the school library needs renovation. In addition, the students need a soccer field. **L'** describes in her words that she shares a small inclusion class with another inclusion teacher, both of whom teach the students at the same time. In her opinion, it is difficult to share the class with another teacher and teach at the same time. The conversation and the talking distract the students' attention and make it difficult for them. She maintains that the goal of work with these students is to allow them to learn under better conditions that are commensurate with their needs and therefore the inclusion teachers work with them in a separate class and take them out from their homeroom classes. However, the work with them in this manner is not beneficial for them and does not create special conditions for them. It should be noted that **L'** and her partner teach in parallel in a small class because of the lack of learning classrooms. Like the statements of **TH'** and **L'**, most of the teachers report in the questionnaire distributed to them that there are no rooms in the school for individualized work with the students and there is no possibility of teaching in the different learning spaces during the lesson, so that there is a lack of rooms and spaces for learning in the school.

The Learning Environment in the School

A number of voices are heard on the issue of the school cleanliness from the teachers, the parents, and the students. The interviewees' statements in this context are as follows:

A teacher, addresses the topic of the school cleanliness in the school. "I think that there is something that is smaller, but very very important in my opinion, that this is more to keep up the school, more to maintain order, cleanliness, I see I have something to compare to, also now I have a school where I work, a second school, and also as if on the way I passed through a number of places. So it is possible to introduce stricter rules, which are enforced only in the class, one does not go out of the class with food, since when they go out, the entire school simply becomes a landfill little by little, all the wrappers, peels of ... as if you see this, I do not need to explain ... as if it is dirty, as if somehow in such a fancy place, like a campus of a university, it is possible to keep in a far better situation than it is ..." (T22)

The mother also speaks about the school environment and the cleanliness. She notes, "Actually the school is fine, there is the issue of cleanliness, which we have been talking about for several years, uh, they say...that the company that cleans there needs to be replaced, but beyond the cleanliness in the end, the classrooms are perfectly fine..." (M1)

It appears that S' says that it is necessary to maintain more the order and cleanliness in the school. She thinks that it is necessary to have stricter rules in the school in order to maintain cleanliness, for example, to allow the students to eat only in the classroom and not to go out of the classroom with food. In addition, M1 mother mentions that it is necessary to address the topic of the cleanliness in the school and to change the cleaning company. In addition, she thinks that the environment of the school is proper and suitable for the needs of her daughter and the classes are as well. This is similar to the statements of the teacher R', who believes that the school is suitable for students with special needs.

Moreover, it appears that the students also address the topic of the cleanliness of the school. The student speaks about the cleanliness and says, "I do not like that many times the water fountains, let's say I forget many times to bring a bottle, then the water fountains are filthy, there are bits of food and not good things ... and I do not like that the class is very dirty or the cleaning people by mistake took out the desks and all sort of such things ... in terms of the cleaning there are days that it is cleaner and there are days that it is really not..." (S4)

G' adds in this context that, "It is less clean and there are children who need to behave better so that there will be a pleasant atmosphere in the class ... first of all, they throw papers,

mainly the boys ... they throw papers on the floor, even if they drop food, they do not pick up, water is spilled, they will not really clean ...” (S3)

V’ also refers to the cleanliness of the class, “It is rather messy and dirty ... like this is mainly after the last recess since the last recess is the meal ... mainly after the food since the most falls ...”(S6)

Hence, B’, G’, and V’ say that their class is less clean and is rather dirty. G’ and V’ also note that the students are not careful to keep it clean, they do not pick up dropped food, fallen pages, spilled water, etc. B’ adds that the water fountains in her school are not clean and have food remnants. This is similar to the statements of the teacher S’ who claims that it is necessary to maintain more cleanliness in the school and even instill this in the students through various rules. From what the students say, it seems that the students in their class do not take care to keep the class clean. It is possible, in my opinion, that there are not enough rules in the school that address this issue, and there are not enough enforcement measures. In addition, I think that the discourse and engagement in this field is not sufficient, and therefore the school must think of additional ways, which will encourage the students to keep their environment clean.

The Learning Environment of the Parent’s in the Coronavirus Period

Analysis of the parents’ statements in the interviews with them indicates that most of them report that their children with learning disabilities have complete access to a computer and the Internet in their homes and that their children deal properly with the technology and different digital tools required by the distance learning.

The mother addresses her son’s ability at distance learning using technological and digital means and says: “He can go into things, most of the time he is fine and he manages...” (M1).

The parents say, “We have a computer, also a tablet, yes, there is a phone ... like every modern family ... she teaches us also how to use ...” (F1, M1)

Another mother notes in this context, “She has a smartphone that she is connected to, it seems to me that there is no longer a choice ... I have a computer at home but she goes from the smartphone to the Zooms.” (M4)

M9 adds and says on this matter. “She has a computer, we bought her exactly at the start of all this mess ... more or less she succeeds in this issue (digital), we had a number of

mishaps on Zoom ... as if I do not even understand them, but slowly slowly we got along There were a number of problems on Zoom, this does not always flow ... in general ... she manages since I turn on, there were a number of days that we had to go out ... then she would turn on the Zoom alone according to the hours and this ...”.

The parents’ statements indicate that their children have a tablet or smartphone that is accessible for them for learning, that most of them use the technological and digital means correctly, and that for the most part they manage with the distance learning themselves. In addition, it is possible to see that M6 says that her daughter gets along partially with the digital and technological aspects of the distance learning. She holds, “How will I tell you, as if both yes and no ... I do not even know, sometimes she gets angry at this, sometimes she is alright with this, as if half half with this, not good and not bad ... this is a computer we received from the school since I do not have computers for them”

According to M6 mother it is possible to understand that the school made sure to bring a computer to her home for the distance learning period in order to help allow her to learn from the home, since in her home there are no computers. Thus, the school made the learning accessible for M6 mother and enabled her to learn via distance learning and be in contact with the school.

Moreover, it is possible to see that some of the students with learning disabilities learn independently from the home and do not receive learning support from their parents during the morning or afternoon hours, since their parents are at work. Thus, some of them remain alone at home with their siblings and do distance learning, without their parents’ assistance. This can be seen, for example, in the following parents’ reports.

M10 mother says: “He manages, truly ... mostly I am sleeping or I am at work ... I am always on the telephone, you go in, you go out, what are you doing, therefore he is alright, he understood, he got along the entire program ...”

M7’s mother tells that she works during the day and her daughter is required to learn from the home. She says: “... she needed to do everything alone, she is with her brother, because I was all the time at work ... so I would send them the link via WhatsApp ... and they would enter. Sometimes she would miss lessons because ... I would not send her the link in time because of my work.

The mothers’ statements indicate that both of them work and therefore their children were required to learn on their own from the home. However, they describe that they are found

in a relationship with their children during their workday and attempt to ascertain or make certain that they will enter the Zoom lessons. CH's mother tells that the main difficulty in this period for her was that she needed to send her children the links to the Zoom lessons when she is found at work, which made it difficult for her daughter to connect to some of the lessons, since she did not succeed in sending her the link in time and therefore her daughter missed the Zooms.

The statements present above indicate that some of the students learned on their own from the home and did not receive learning support from their home environment during the study day, since their parents were at work and they remained at home alone. In addition, it appears that the parents who worked were required to be in contact with their children during the day in order to make certain that they entered the Zoom lessons. Therefore, it is possible to say, in my opinion, that during their work day they were occupied and involved in their children's curriculum.

The Teaching Environment of the Teachers in the Coronavirus Period of the Teacher's Perspective

In the interviews I held with the teachers, it appears that some of them address their home teaching environment in the distance learning period. The statements of a number of teachers in this context are presented here.

C' says the following in this context. "You know, I, I also have little children at home and I was ... also with them ... so it was not simple, not simple, it was as if really ... difficult, the truth is I said, thank God that my children are not yet in school since this was a horror, as if as a teacher you need to sit with the children of the class and with your children at home, and this is difficult ..."(T5)

TZ' adds to **C'**'s statements and describes her situation in teaching from a distance. "It was very difficult for me Since my husband also works in a bakery, so in the coronavirus period the bakeries worked ... so it was very hard for me, I was always giving to them in one room all the things that they do, what they want, and then after the day of studies I went back to cleaning and working in the home, as if there was double, so sometimes they would enter into my lessons ... mommy, open this for me, mommy, do this for me, mommy, I need to go to the bathroom, it's as if, embarrassing, no choice but ..."(**T18**)

It is possible to see that **SH'** also addresses the situation of working from home. She says: "OK ... to teach from a distance, the first lockdown I nearly threw myself from my

balcony ... first of all, this is something new, you need to teach, you need to also care for your children at home, if I had another one I would have committed suicide, this is a burden, a nightmare, this is a nightmare, you need to make sure that you teach your class and that your son will learn ... this is really a nightmare, in the second lockdown we were more used to this, and I tell you from the perspective of the home and this ...” (T8)

In addition, **TH'** describes her work from the home in the coronavirus period and notes the following. “It will be hard for me in terms of my children, that I leave my children, do what you want, and I will teach the children of other people, as if I am neglecting my children and teaching other children, this is a little not logical ... it was difficult for me ...” (T6)

The statements presented above indicate that it appears that the teachers were asked to teach the students when their own children are found with them at home, a situation that made it very difficult for them to work from home, since they needed to teach their students and concurrently to provide responses to their own children. They employ difficult words like nightmare, horror, very difficult, in order to describe their situation in this period. Some of them describe complicated situations such as engaging their children in the adjacent room when they teach or letting their children do “what they wanted” when they were working, and so on. In addition, they describe their difficult feelings when their children were at home and they were required to teach from a distance. **TH'** says that she feels that she is neglecting her children while she is teaching other children and that this was hard for her. **SH'** tells that she nearly threw herself from her balcony, and so on. Hence, some of the teachers, in my opinion, find it difficult to teach from their home in the coronavirus period since they were asked to teach students at the same time as they needed to deal with the needs of their own children, who are found with them at home. Some of them describe this as a complicated situation that is difficult for them.

8.4. The Teaching and Support Factors

It can be said that the factors of teaching and support in the context of the microsystem that influence the educational situation of the bilingual students with learning disabilities in the bilingual school are the factors addressing the following aspects:

- Ways of teaching and support for students with learning disabilities,
- The inclusion of students with learning disabilities in the school.

Therefore, in my opinion, it can be said that the ways of teaching in the bilingual school are not sufficiently diversified both for the regular population of students and for the population

of students with learning disabilities. The teachers in the school need to diversify their teaching methods and work methods in the classes, to hold more feedback and reflection processes with the students, and to establish follow up and supervision for the students in general and for the students with learning disabilities in particular. In addition, it is necessary to increase the involvement of the students in the lessons and to enable more active learning. I think that it is possible to do this through the correct and intelligent use of diverse teaching methods, different tools for learning, materials suited to the students' needs, and emphasis on active learning.

Ways of Teaching and Support for Students with Learning Disabilities of the Teacher's Perspective

This part presents the topics that arise in the interviews with the teachers, in the context of support and ways of teaching existing in the school for students with learning disabilities, without a clear division between the two components, support and ways of teaching, since the statements refer to both factors, entwined together. **The teachers'** statements in the context of these components are as follows:

H' addresses the support the students receive in the school and says, "I think there is the desire to give help to the students here who need help, whether this is through, I know that the students are strengthened, for example, by the inclusion teachers, they receive the help they need or by the art therapist, I am not sure regarding individualized hours ... now, I say this again, not from a place that I have checked this, but from things that I hear, for me this is very saddening and already we have talked about this with the management and so, the issue that this is not inserted from the beginning of the year into the system, ah, and there are here enough people, they take upon themselves, and I am not certain, that all sorts of children who need an individualized response receive this, again I know that those of inclusion, yes, ah, or those with special needs yes, like hard of hearing or handicap or I don't know, they are special, they do receive ... I hope greatly that they receive all that they need since we hold committees here and there, speak about these issues ... since it is also very difficult, we returned only now to full learning here in the school and also from vacation, so it is possible more to know that this is already not through Zoom, the children are here and in essence they need to receive this help here and not at home, so a good question is whether they receive ..." (T19)

D' adds to H's statements, noting, "They receive help, I think that it is not enough..." (T22)

The statements of **H'** and **D'** indicate that the inclusion students and the special needs students receive in the school different forms of support, such as inclusion hours, art therapy, and so on. In addition, the school holds on their issue different committees, but **H'** notes that she does not know whether other students who need help in the school receive the individualized responses that they are supposed to receive. She adds that the school has returned to full learning in the school after the distance learning, so that in her opinion it will be possible to follow up more after the giving of the individualized hours to the students since they will be provided in the school and not from a distance. **D'** adds that the students with learning disabilities in the school receive help, but she thinks that they do not receive enough help.

Like **H'**, **Z'** also addresses the fact that the students with the learning difficulties receive support from the inclusion teachers in the school who are special teachers for different ways of learning. She says, "... now I know that from the second grade, ah, they begin to receive remedial instruction lessons, with two teachers, an Arab teacher and a Jewish teacher ... this is like a committee, an inclusion committee, a process is necessary ... I think that this is holy work, that these teachers are saving the teacher and the students since they advance, since without this help, I would ask for more hours, but they do not have hours, but this is very very important, that these students receive help since parents, it is impossible to rely on the parents. There are parents who say that the school must, the school says the parents, and so the ball rolls, and the child must advance and for the teacher in the class, she needs direction ... another time the teacher, but she is a regular teacher and does not know how to advance a child, she can explain another time, but she does not know, that this child does not understand how it was explained, it is necessary to explain differently, but the teacher, she does not understand the child's difficulty, this only needs a special teacher, and these students need help, they need ... in previous years I gave an individualized lesson, that the Ministry encourages this, I had really groups ..." (T8)

She describes her ways of work in the school through an example she brings. "I have an idea, let's say, like we did, I and K', we did grade learning, but this is only when I and K' were, she took from the whole class, also hers and also mine, the strong students who know to read and write and advanced them, and I took all the weak students, really weak who cannot without a teacher and I did again for them a review and explanation, and the intermediate children, she gave them an assignment they could do alone, like to copy words, to draw a picture for a word ... to write these words, this was only for the Hebrew lesson, this is only in

the Hebrew lesson, not all the time, this was the first two hours in the morning, she had butterflies, flowers, and stars, butterflies were those who could advance alone, wonderful, and flowers she had to sit with them, and stars were the higher children, as if there was a group ... let's say we took a poem, and then the children, the strong ones could read alone, the intermediate children she reads to them and they search for words that they know and we began letters, come let's say what begins with M in the poem? Where is there R? Color, write, this was also like this." (T8)

It appears that **Z'** addresses two main things, the solution that the students with learning disabilities receive from the inclusion teachers in the school, who in her statements are experts in different ways of learning. In addition, this is a limited number of hours that they can give, although the students need more hours with her. She asserts that the regular teachers in the class need help and direction in their work with children with learning disabilities since she does not always understand the child's difficulty and does not know enough ways to help him in the learning. She adds that in the past she worked with students in groups in an individualized manner. The Ministry of Education budgeted this in different hours. Moreover, she addresses the solutions that are given in the class for students with learning disabilities and brings an example of this, that she and the Jewish homeroom teacher in her parallel class worked together in the Hebrew lessons, dividing the students in both classes into groups and working with them on different levels, when the better students advance alone, the intermediate students work with the parallel teacher, and the weak students with her. Thus, **Z'** presents ways of teaching and support of the students with learning disabilities in the class.

E' also speaks of her ways of work with learning disabled students in her class. She presents another way. Her words in this context are, "We already a year ago succeeded in getting from CH' something that with Z we fought ... there is this book, *Hebrew for the Way*, I do not know whether you know it ... this is Hebrew for Arabic speakers ... for years I would photocopy it but it was forbidden to use it in the class since the Arab parents said in essence, Arabic speakers, their Arabic is excellent and they can learn from the book of the Hebrew speakers, so we would hand out to everyone the book of the Hebrew speakers, but in essence the Arabic speakers could not truly learn from it and then we would photocopy *Hebrew for the Way*, books for Arabs, she said, no, this is it, the teachers say that this is their professional decision, so this is the professional decision, and wow, this is very convenient, listen, this is a book really on a level, its level is relatively low, but it is very very understandable, and the level of the class is also not a high level, it is not a high level, and the children, for example, it

is really convenient to learn with this, ... this saved for me the studies of language, like I always hated to teach Hebrew as a second language since the class was so heterogeneous, and there are children who speak and know Hebrew on the level of the native language and there are children who come from East Jerusalem, they do not even know to read and to write, as if this is something very agitating to get along with ... and this book gave me like an average, good for me to go with it and then I take the *Magic of the Friends* of first grade, the *Magic of the Friends* is how do you call this, this series of books is first grade and this I give to the weak and new children ... just like this as a basis, the beginning of the letters, sounds, and this, and with the rest of the class I work with *Hebrew on the Way*, they can continue to advance with *Walking in the Way of Words* and the excellent children I give the book of the Hebrew speakers, when they finish quickly in the class the *Hebrew on the Way* they can continue to advance with *Walking in the Way of Words*, which is for Hebrew speakers ... with me in the class, for example, *Hebrew on the Way* is a solution for most of the class and *Magic with Friends* I do for the individualized, with the students who have difficulties I do individualized, in the class I less manage to reach them, I try ... but less, let's be direct with ourselves, it's like I am racing with three books in parallel ...” (T15)

It is possible to see that E' speaks of her ways of teaching in the class. She tells that she works with the students in the class with three books that are appropriate to their level, the weak students who did not acquire reading and writing, the intermediate students, and the strong students. She maintains that this work provides a solution for all the students and enables her to teach them. E' adds that in the past she could not work with the students with three books at the same time according to their level, because of the objection on the part of the Arab parents to this, since they wanted their children to learn from the same books that the Hebrew speaking students learn, since they assert that they know the Hebrew language. However, according to E', they do not. Thus, in essence, these students had the books of the Hebrew speakers but in actuality they worked with adjusted materials that E' photocopied for them. E' adds that this is the policy and the approach in the times of the principal Z' and when CH' entered the position of the principal she told the parents that their students do not know the Hebrew language, that their children will not learn from books of the Hebrew speakers since this is the teachers' professional opinion and they will learn from books suitable for them. From her statements it is possible to understand that the ways of teaching and support provided for the students are influenced by the policy and approach the school principal. E' adds that she less succeeds in

reaching in the class the students who have difficulties and she works with them in an individualized manner so that she succeeds in reaching them.

TA' addresses her ways of teaching and support in the class with the students who have learning disabilities. "The teaching ways I attempt to diversify nevertheless, but the diversification in the teaching ways ... this is something important in every class so I think that this also influences them, small groups, as much as possible, one on one, accommodations, what they tell me in the lesson ... but they should receive remedial instruction, one on one teaching of a staff member who is defined for this position ..." (T7)

TA' notes that she uses diverse ways of teaching in the class, works with the students in groups or personally. In addition, she uses learning accommodations for students with learning disabilities. Furthermore, she thinks that students with learning disabilities need to receive also remedial instruction from the teacher, which is defined for the position. (T7)

However, it is possible to see other voices of teachers, who speak about their difficulty with integrating and working with students who have learning disabilities in the lesson and providing for them the support that they need. Their statements in this context are presented as follows.

SH' addresses her work with students who have learning disabilities and difficulties, saying, "I will tell you about two students I have who are as if in inclusion with L' ... it is very difficult, they need one on one and in this class it is very hard to reach them, since there are another few students who have not been diagnosed but are also with difficulties, but I feel that I dedicate to them five minutes in the lesson ..." (T8)

SH' speaks about her difficulty working with the students who have learning disabilities and the students with difficulties in the class and giving them solutions in the class. She says that the students with learning disabilities receive support from the inclusion teacher, but she maintains that she has difficulties reaching them and the students with difficulties in the class, since they need personalized work, one on one work. She feels that she is not devoting enough time to them in the lesson, or as she says, about five minutes.

R' addresses in her words the accommodations existing in the school for students with learning disabilities. She says: "Again this depends on time, on the availability and willingness of the teachers, the homeroom teachers are very busy, I understand that they have a big class with many children, they need to listen to all the children and address everyone's needs, I have more of a possibility, the teachers mediate and explain to the students when they can, if they

have questions they answer, regarding the rest of the accommodations, not so much, for example, I have a student whom I taught arithmetic, she practiced in the lessons the materials that we prepared, of course everything in coordination with her teacher, but there are fewer accommodations ... don't forget this is also the year of coronavirus and the teachers are overloaded ... this also depends on the teacher, there is a teacher who is suitable and there is a teacher who is less, but by and large not so much, I believe, and if not, I want to believe that everyone wants, but they do not always have the tools of special education and do not always know how to do this.” (T22)

R' addresses a number of things in her statements. She notes that the reference to the needs of the students with learning disabilities in the class and the giving of solutions for their needs depends on the teacher, on her availability and willingness. She adds reference to additional aspects in the teacher's work that influence her ability to provide solutions for these students, such as the load at work, the size of the classes, and the providing of solutions for all the students in the class. In her words, the teachers mediate for the students with learning disabilities the material and explain when they can, when these students turn to them with questions they answer. However, they implement less the rest of the accommodations in the classes. In other words, the teachers do not really give the students with learning disabilities and difficulties the required accommodations. In her opinion, this is because of two main reasons: first, the teacher herself (her nature and desire), and second, the regular teachers lack the tools for work with students with learning disabilities and special needs in the class. In other words, they do not know how to work with these students.

Like the statements voiced by **R'** regarding the accommodations provided to the students with learning disabilities in the class, **M'**, who belongs to the educational staff in the school, addresses her experience also as a mother of a student with learning disabilities in the elementary school and tells about the accommodations and support provided to her daughter. “In terms of the inclusion hours, ... you know that if my daughter had received more in the school, I think that she would be in a different place, only now that I read her assessment I saw that the school was obligated to provide help for her with the English language and did not know that, then there were many things I did not know, there were mess-ups, in the elementary there were mess-ups ... there wasn't the pedagogical information in the beginning of the year regarding my daughter and suddenly she would enter the class and suddenly a teacher would obligate her to do a test, but sorry, she is exempt from tests, why does she need to do a test, so

I had to come and explain this every year since they would not transfer this properly, so there were things ...”(T10)

M' tells from her perspective as a mother that her daughter did not receive sufficient inclusion hours in the school from the inclusion teacher, as she should have received. She thinks that if her daughter had received more hours then she would be in a different place. In addition, she says that the pedagogical information about her daughter did not transfer between the teachers properly and every year she was required to explain to the educational staff about her daughter's needs. She brings an example that a teacher required her daughter to do a test in class although she is exempt from tests. So she needed to come to the school and explain again her daughter's needs. Thus, her statements indicate that her daughter did not always receive the accommodations required in the class that she is entitled to receive. This is similar to **R's** statements. In addition, she asserts that there was insufficient transfer of information between the teachers regarding her daughter's needs. Furthermore, she thinks that the inclusion hours that her daughter received were not sufficient and if she had received more hours then she would have progressed more. This is similar to **Z's** statements.

It is possible to say from the statements presented above that the teachers address in their statements, in my opinion, a number of points in the context of the ways of teaching and support for children with learning disabilities, as follows:

- Students with learning disabilities receive support from the inclusion teachers in the school, the hours given to them by the teachers are not sufficient (it should be noted that there are students with learning disabilities in the school who do not receive support from the inclusion teacher). In addition, some of the students receive individualized hours from the school;
- A number of teachers think that the students with learning disabilities and learning difficulties need to receive teaching hours from the inclusion teacher, who in their opinion, is a teacher who is suited to work with them, since she is defined as such and knows diverse ways of work with them;
- Some of the teachers attempt to diversify their ways of teaching in the classes so that they would suit the needs of the students with learning disabilities and give these students different supports, such as work in groups, work with tailored learning materials in the lessons, mediation and explanation, and so on;
- Some of the teachers think that the students with learning disabilities do not receive sufficiently the support and the solutions they need in the class for different reasons,

such as the load in the teacher's work, the teacher's nature, the teacher's degree of willingness and availability, the class size, the teacher's lack of tools and knowledge for work with students with learning disabilities, the personal needs of the student who needs personal and close mediation in the lesson, the needs of all the students, and so on;

- A number of teachers note that the students with learning disabilities do not receive sufficiently the accommodations that they require and that they are eligible to receive;
- It appears that the policy of the school and the approach of the school principal influence the ways of teaching and work of the teacher in the classes with the students with learning disabilities and the support given to them. This, for example, can be seen in examples presented regarding the work materials in the class tailored to the students' needs and the transfer of information between teachers on the students with learning disabilities.

Ways of Teaching and Support for Students with Learning Disabilities of the Parent's Perspective

It can be said that some of the parents address in their statements the topic of the ways of teaching and support in the school. Their statements in this context are presented as follows.

In the interview with the mother, she says the following things in the context of the ways of teaching and support that her son receives in the school. "The only thing that he receives is the wonderful R', this is after I flipped tables there in the school, last year there wasn't ... they did not give him hours at all. I all the time said when he was in the first grade and in the second grade that the child needs help, the child needs help, and they were, not, not ok, until in the third grade I said that's it, I went and did an assessment on my own and I put this on the table and told them now you call a committee for me. It cannot be that my child will develop here gaps and the teachers will tell me it's ok, everything is ok, no, he was not ok. And this is it, so in essence the truth is ... a type of process and they decided ... you do not understand this is on the level that I wanted to bring even at my expense a teacher for remedial instruction to the school and they did not agree ... I told them please, my child has three times a week he has tennis, this is something he succeeds in. This is something he is good in, this is something that raises his self-confidence ... he does not have time, the child, also afternoon to learn remedial instruction and all this. Let me bring a teacher who will sit with him in one of the lessons, there are many lessons that he is not there, since he needs help. Let me bring a teacher at my expense, she will come twice a week into the school and will simply teach him

since there is no more time, he does not have more time. I also did not really want to stop him with the sport that he is so good in, no, she did not agree, between D' and Z' there was a principal ... this was not relevant, but in the end they brought for us R' ...” (M5)

M5 mother addresses the accommodations and support that he receives in the class. “... a number of times I asked them even in arithmetic, explain to the teachers, for example: word problems are problematic for T', somebody who will read this to him is necessary, he cannot do a test with a word problem like every other child, all sorts of small things. But ok, coronavirus came ... I think that he needed far many more individualized hours. ... and this is primarily ... this school is excellent for good children, also not for the really really excellent since then they miss out. But for good students ... a child who has a physical difficulty, an emotional one, a learning one, I think that it is not easy to be in the school, the parents need to give much ... of themselves in the afternoon hours and all so that the child will be whole, and alright. I think that in this case ... this school could have give more to such children ... as if there is not the extra, there is not the additional drop of more to build a curriculum for the child, that integrates all, all the subject teachers, ... I do not know truly it can be because after the assessment ... he receives the hours of a month something like this and it's done, and we were already in coronavirus, it could be because of this. But by and large this is the issue ... and truly the subject teachers will understand ... that if it is possible to build for him a test that is multiple choice, you know, such thing, so this will not frustrate him, it could be that they were there and such and because of the coronavirus it missed ...”.

M5 mother speaks about how she shared with the school her son's need to receive help but the school said he was fine and did not receive individualized help. She says that she was forced to independently take her son for an assessment to examine whether he has difficulties and only when she brought his assessment to the school and showed them he has difficulties and that he is not fine as they claim and stood up for this was he given a committee and begin to receive a solution and work with an inclusion teacher in the school. She notes that the school did not consent for her to bring a teacher of remedial instruction privately to work with him in the school, since he finishes learning late and is not available for learning in the afterschool hours. It should be noted that on this issue the education system in Israel is a public system and does not allow parents to bring private teachers for their children into the school during the school hours. Moreover, she adds that her son does not receive sufficient individualized hours, that the information on his difficulties, is not sufficiently clear and understood for the subjects teachers. In addition, his curriculum does not integrate the subject teachers, according to her.

She shares that she thinks the school is suited to good children and less for students with difficulties.

Similarly, M8 mother speaks about her daughter's difficulties and about the way to identify them and cope with them in the school. "...when it was hard for in the beginning, in my opinion, it was far easier to correct, if they would tell me, listen, here she has difficulty and here she has difficulty, and not tell me she is a good girl and she does and she puts forth effort and she listens, if I had known in the first grade, at the start of the second grade, that something needs emphasis, then it would be a lot easier than now ... then they began to tell me the vocabulary but they did not emphasize, they only emphasized the Hebrew ... nobody told me she has a problem also with arithmetic and also with Hebrew and also in this, so alright, I come from Russia, I did not learn in Israel, like I studied grades ten, eleven, and twelve, when there are already scores and all ... I did not do elementary school in Israel, I do not know what this means, masters, partially masters, and only in the third and fourth grades they began to write masters, masters partially, before this they wrote, good, alright, excellent, I do not understand it this way ... not what she does and what she does not know and mainly when the teachers write ... the reference to everything, so they write, you are a good child, you are an intelligent student, you try hard, you participate in lessons, from my perspective this is nice ... but in the end it becomes clear that this is not exactly nice ...".

She adds and describes how she saw that her daughter has difficulties. "... last year mainly when they began already problems with multiplication and she did not want to do homework and she began to evade it ... a response that I no longer want to do since it does not work out for her since she does not succeed in doing this ... I think that it was possible to prevent this before ..."(M8) According to her, her daughter receives today support from the inclusion teacher in the school. She says in this context: "We do not speak with R', let's say every day but yes they share what is done and how this advances and why it is necessary to put emphasis and I yes am satisfied with R' in general, there is nobody like her." (M8)

M8 mother says that in the first and second grades that the school did not report to her that her daughter has difficulties in the academic field. She notes that the assessments she received in the elementary classes appeared to be good since she did not know the terms accepted in the elementary school, which indicate the child's lack of mastery in certain topics in the academic field, because she grew up in another country. In addition, she maintains that the teachers used their assessments in language that indicate that her daughter's functioning is normal in the school and do not indicate difficulty. She adds that she saw that her daughter had

difficulty in the academic domain only when she saw her daughter avoiding her homework since she is not succeeding to prepare it. She asserts that it was possible to help her daughter earlier and to identify her difficulties at a younger age. This is similar to the statements of T's mother. Both parents opine that the school did not see their children's difficulties at a younger age and also did not provide appropriate solutions. Today her daughter receives support from the inclusion teacher, and it appears that the mother is satisfied with the teacher's work with her daughter.

Moreover, additional parents in the interviews with them address the ways of teaching and support that their children receive in the school.

M2 mother says in the interview with her: "We receive the help of R' from the class, I think, that B' we began ... I do not think that there is something special she receives, you intend that ... in tests and such ... also tests, also work in the class, the teacher goes to her, explains to her separately, reads to her, she has nothing special...".

M10 mother notes that her son receives the following support. "English, a little, yes, with D' ... also arithmetic with R', with a number of children ... in Hebrew, this is it, and also R' says he is really satisfied ...".

In addition, M4 mother speaks about the solutions that he receives in the school. "They would call her, R', she does perhaps two years I think, simply now it's coronavirus, last year he does nothing, but before this he does ... V' now received accommodations, addition, like he was approved for the addition of time...".

The parents report in this context. "She learns like everyone ... she has a small group in mathematics who learn ... not individualized, one on one." (F1,M1)

M2 mother adds, "... she does not receive anything because of the coronavirus ... aside from R' she has no other help." B's mother says in this context: "It is a problem, aside from A' who gave her and also R' from arithmetic who promised me that she would take her but in the meantime did not take her, this is when I turned to her personally, to the arithmetic teacher, she promised she would take her also to the class, also in Zoom ...".

It is possible to see, in my opinion, that some of the parents report that the children with learning disabilities receive individualized responses and responses in the class. The individualized responses in the school primarily address work with the inclusion teachers in the school with their children. It appears that the inclusion teachers do not teach all the students with learning disabilities in the school. The additional individualized responses mentioned in

the parents' statements address the individualized lessons with the subject teachers, which a few students receive with them, such as mathematics and English. The parents' statements indicate that a few students with learning disabilities receive support in the class. The students who receive support in the class mainly receive support addressing their learning accommodations, such as mediation, explanation, reading, time extension, and so on, and less solutions that address the ways of teaching and learning in the class. This is similar to the reports of the teachers and the students in the questionnaires distributed to them. It is further seen that most of the parents report that they are satisfied with the work of the inclusion teachers with the students.

In addition, it is important to address in my opinion the voice of two mothers who note that the school does not see their children's difficulties at a young age and does not identify in time their needs and consequently did not give them interventions and support suitable for them at a young age but rather at a later age, after their difficulties were discovered and revealed to the parents and staff members. Hence, the statements that arise from the parents' reports are similar to those that arise from the teachers' reports. This is similar to the reports that arise regarding the school resources in the questionnaires distributed to the teachers.

The Inclusion of Students with Learning Disabilities in the School of the Teacher's Perspective

In the interviews held with the teachers, it appears that some of them address the topic of the inclusion of students with learning disabilities in the bilingual school. Their statements in this context are presented as follows.

T22 says, "... as if on the one hand I think that that the bilingualism makes it difficult for them ... since already it is hard for them, and then another language, for example in sixth grade, when I see the spelling mistakes of the children in Hebrew, and this sets me off, as if, I do not think that in the sixth grade there need to be such spelling mistakes."

T9 adds to her words and notes, "I do not want to tell you no or yes, precisely the children with learning disabilities we know that this is very critical for them, the exposure to a number of languages. There are here children in the third grade or fourth grade and they still do not have the language well established and they are allowed to learn another language and another language, I think this creates not only learning problems but also emotional problems, also social problems, many problems, and this creates many things, what can be said, good things, it is possible to say from this perspective there is something good ... that the child, that

he will feel that he is like all regular children, that he is accepted as he is, in a normal environment with all the children ...”.

T22 statements indicate that she thinks that the bilingualism in the school makes it difficult for the students with learning disabilities since in her opinion it is hard enough for them the one language so that it is not necessary to add for them another language, in which there is also a difficulty. L’ adds that on the one hand the inclusion of students with learning disabilities in the school is less good, that there are students in the school whose first language is not well established and yet they learn other languages, and this creates in her opinion not only difficulties in learning but also emotional, social, and other difficulties. On the other hand, the inclusion of students with learning disabilities in the school gives these children an opportunity for inclusion like any regular child and enables the children to be accepted as they are, in a normal environment.

T8 addresses the topic of the inclusion of students with learning disabilities and asserts that in the bilingual school, in which there are two languages, the inclusion of students with learning disabilities makes it difficult for them even more in academic terms. However, in social terms it is good for them. She maintains, “I will tell you about two students with me who are as if in inclusion with L’, it can be said that they have difficulties. In the bilingual school it is very difficult for them because this is two languages, when they have Arabic they are lost, when they have Hebrew they are pitiful, as if such a school heaps further difficulties on them academically. I am talking about academically, but socially I see that they get along ...”

T6 also addresses the topic of the inclusion and says, “I will tell you, every child with difficulty who comes to such a school, his difficulty remains, his difficulty will remain, they are bilingual, first of all bilingual, this is not prohibited, I cannot say forbidden, this is not my place to say forbidden, but a child with difficulties, this place is not suited for him ... why? When a child comes, he speaks Arabic and here he has to learn two languages, the first language, this is hard, since I see this, this is very hard to learn two languages at the same time, I know that in the schools they learn Arabic, with us now in Beit Zefafa we learn Arabic and English but this is not the same thing, here you need the same, letters, syllables, to read a book, as if, you understand, in the years I was here, most of the children with difficulty remained with difficulty, even if they advanced a little in reading, but the difficulty will remain and I know that most of the children that I saw and that were with me left the school, like in the sixth grade they left, since it was hard for them, hard, hard to learn two languages ... in the same place.”

It appears that **T6** holds that the bilingual school is not suited for students with difficulties, students who have difficulties and need to acquire two languages at the same time find it difficult to acquire two languages in parallel since they acquire the foundation stones of the language in two languages, they learn letters, syllables. She opines that most of the students who have difficulties left the school in the sixth grade since it is hard for them to learn two languages in parallel.

TA' also addresses the topic of the inclusion of students with learning disabilities in the school, saying: "It is hard for them in general ... I do not know whether it is hard for them in another school, I think not, I think that in our school there is the ability to help more, but if ... the disability is on the basis of language, then it is very hard, then it is hard. I know that there are many learning disabilities that are not on the basis of language and there I think that we can help and there is the possibility of advancing and going to the children and if they are in the large class then it is hard but it is done. But on the basis of language this is even harder, it's a pity ..."(T7)

It is possible to understand from these statements that **TA'** thinks that it is possible to include the students with learning disabilities that are not language-based in the school and to advance them and to work with them in a large class despite the difficulty. However, it is difficult to integrate students with language difficulties in the school. In other words, it is harder to integrate students with language difficulties in the school than students with learning disabilities that are not language-based.

Moreover, it is possible to see that **M'** speaks about the inclusion in the bilingual school and says, "... the inclusion is suitable in terms of to integrate, to see the children how they accept and help an inclusion child be accepted in society, to help him, but for the child himself this does not give, this does not give ... to demand from a special education child, come, you already have your package ... learning disability. My daughter was learning disabled, but again even if we look at the child with a learning disability then this depends on what learning disability and if I look at the disability that M' had, then why push another language on her, but in the end she absorbed it ..." (T10)

It appears that **M'** thinks that the advantages of the inclusion are for the other children in the class who learn to accept others and to help the others integrate into society. However, she asserts that for the child the inclusion does not help. She thinks it is not necessary to "push" on the child with a learning disability another language since the child has difficulties and does

not need further difficulties. However, she says that her daughter with learning difficulties who studied in the bilingual school in the end learned both languages.

Moreover, it can be seen that **N'** speaks about the topic of the inclusion of students with learning disabilities in the school and addresses primarily the aspect of the ways of teaching and support that are given to the student with learning disabilities in the framework of the school. In this context she says, "The integration of bilingual students with learning difficulties, no, first of all it is harder, two hours of special education with the inclusion teacher in the class socially yes ... academically I, no, no ... there is no strictness with us in the school ... if there were individualized hours, this is one, two I always say a waste of money ... do assessments and do not receive ... their accommodations, also the types of test that the teacher does, is not suited for the student, also the ways of teaching, I speak about myself, what I succeed in the test, this is when I and he are one on one, I can do for him something suitable in the learning ... sometimes, but generally in our school ... a student with difficulty ... he receives his hours properly, accommodations on paper correctly, but there is no curriculum, I am also the coordination of inclusion and integration, I see this ... I say this, inclusion and integration with us do not work as they should, it is hard also ..." (T14)

It can be seen that **N'** thinks that the student with learning disabilities can integrate socially in the school but finds it difficult to integrate academically. This is similar to the statements of **T9** and **T8'**. She holds that these students cannot integrate in the school for the following reasons:

- The student with learning disabilities does not receive sufficient individualized hours. The student receives two hours from the inclusion teachers, and this is not enough for work with him. According to **N'**, there are not enough individualized hours in the school to give to the student;
- The students with learning disabilities do assessments but do not receive the accommodations they deserve. It appears that the teachers find it difficult to provide the students with their learning accommodations. **N'** notes that as a teacher she can give accommodations on a test to a student only when she works with the student in an individualized manner and not in the class framework;
- There is no curriculum in the school appropriate for students with learning disabilities.

Moreover, the statements of most of the teachers presented above indicate that most of them think that the students with learning disabilities find it difficult to integrate into the bilingual school academically, since they are required to learn two languages in parallel. The

teachers maintain that the student with learning disabilities has difficulties with the acquisition of one language and therefore the acquisition of another language makes it harder and adds to the difficulties. In other words, they think and ask if the student with learning disabilities had difficulties mastering the first language then why add another language that will place further difficulties. Moreover, it appears that some of them think that the students with learning disabilities can integrate socially in the school, according to the data arising in the part speaking about the relationships of the bilingual students with their peers.

These statements indicate that the teachers think that the bilingual students find it difficult to integrate in terms of learning in the school because of their need to master two languages in parallel, while they have not mastered one language. It is possible, in my opinion, that this thought derives from the need of the school to strengthen and improve its organizational culture regarding the work with students with learning disabilities according to the statements mentioned in this chapter. In other words, it appears that the ways of teaching and learning in the school are not sufficiently diverse and need improvement, which needs to establish ways of follow up and supervision after the students, to hold more processes of feedback and reflection with the students, to increase the students' involvement in the lessons, and to enable more active learning that is more relevant to the students. In addition, it is necessary to develop mechanisms and resources that will help the school both identify the students with learning disabilities and identify the needs of the teachers who work with these students and to provide different solutions both for teachers and for students, through systemic thinking, pooling of resources, and intelligent use of support and forces found inside and outside of the school. Furthermore, it is necessary to build programs suitable for the needs of students with learning disabilities that increase the involvement of these students in the lessons and reinforce the collaborations and knowledge of the teachers regarding the needs of students with learning disabilities so that if there is an improvement in the organizational culture of the school and in all the components mentioned above, there will also be a change in the ability of the school to integrate the students with learning disabilities in the academic field. In other words, the students with learning disabilities can better integrate in the school in the academic field.

9. Conclusions and Recommendations

9.1. Conclusions

This part presents the conclusions that address the educational situations of bilingual students with learning disabilities in the context of the three systems of the model of Bronfenbrenner (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998) – the chronosystem, the macrosystem, and the microsystem.

9.1.1. Conclusions in the Context of the Chronosystem

The conclusions that address the educational situations of bilingual students with learning disabilities in the context of the chronosystem refer to the period of the global coronavirus. In this period, many schools around the world closed, and the learning was shifted to the online environment. This period is characterized by the fact that many students learned online from their homes and many teachers taught from a distance. The conclusions of the present research study in the context of the chronosystem are presented as follows:

- The creation of a global framework that operates in the international dimension in periods of emergency like in the coronavirus pandemic period, with the objective of helping the different countries around the world to build systems to allow distance learning and minimize educational disruptions, and that enables contact with the students and preservation of social networks. In addition, this framework should provide services of counseling and support for governments and states on the topics of technical assistance and distance learning in order to enable equal education for students around the world and to prevent situations of risk among them. In addition, this framework creates a platform that allows the Ministers of Education from around the world to meet, to share experiences, and to speak about the countries' needs and in essence creates relationships and connections between the countries, enables peer learning, sharing of experiences and information and thinking about the shared needs, and even connects the countries to international factors that provide different services, such as technological services.
- It is important to explore and address the specific needs of special populations of students, such as students with learning disabilities, special education students, and bilingual students, in periods of emergency such as the coronavirus pandemic. In addition, it is important to think about ways that encourage collaborations between

countries and enable equal education to these students and students from underserved populations in the world in emergency periods.

- The population of teachers in the world in emergency periods such as the coronavirus pandemic period should be addressed and their needs and the ways in which it is possible to meet their needs should be examined. Opportunities for digital learning and technology among the teachers should be created and the communities of teachers should be developed and encouraged to create collaborations inside and outside of the school. The aim is to empower the teachers and encourage them for change and innovation in emergency periods.

9.1.2. Conclusions in the Context of the Macrosystem

The conclusions that refer to the educational situations of bilingual students with learning disabilities in the context of the macrosystem address two main aspects. The first is the legal act, which is necessary and very important for the education system in Israel (Compulsory Education Law, 1949: Nevo Website, n.d.; State Education Law: State of Israel, 1953), which constitutes the foundation and basis for the policy, perceptions, and processes of the education system in Israel. In addition, it includes the most important foundation stone in special education, from which the policy is derived: the perception and actions of the Ministry of Education, regarding the population of students with special needs (Special Education Law, 1988, the State of Israel). The second aspect is the security act in a time of emergency, which is essential and very important to the education system in Israel in the period of the coronavirus pandemic, addressing the guidelines and outlines for the educational institutions in the coronavirus period that reflect its policy and educational perception and constitute the infrastructure for the educational work of the schools in this period (Ministry of Education, 2020A; Ministry of Education, 2020B).

Conclusions in the Legal Aspect

- The educational perception of the State is that the Compulsory Education Law applies to all children in Israel aged three to eighteen and that every student is entitled to learn in an educational institution. The law imposes on every parent the duty to send his child to an educational institution and to make certain he attends school. In addition, it enables the parents to choose the educational institution their child will learn in. However, the Compulsory Education Law does not specifically address diverse populations of students and does not emphasize whether the law applies to them too

and whether they are entitled to free education, such as the population of students with learning disabilities, students with special needs, bilingual students, bilingual students with learning disabilities, the Arab population, and different minorities. Moreover, it is not clear whether the law imposes the responsibility for education also on the parents of the students mentioned above and whether there is the expectation from their parents that the students will come regularly to the school. In addition, this law does not say explicitly that these parents have the right of choice about the educational institution that they want their child to learn in and they have the right to choose the educational way most suited to them for their children's education.

- The educational perception of the State of Israel determines a uniform curriculum for the entire education system and all the students in Israel (State Education Law, 1953). However, it appears that a uniform curriculum in education does not address the unique needs of the population of students with learning disabilities and students with special needs, since it addresses a general curriculum and broad and generic goals, which are suitable for the regular population of students and not the population of students with learning disabilities or special needs. In addition, the uniform curriculum does not address the specific needs of bilingual students who come from different cultural, religious, and/or national backgrounds and who need curricula suited to their needs and different from the curricula of the regular population of students. In addition, it is important to combine in the curriculum of the education system between the general goals of the system and the goals suited to the unique population of students such as students with learning disabilities, students with special needs, and bilingual students.
- The State of Israel defines the obligation of the education system to provide education for students with special needs. In addition, it appears that the education system promotes a perception of the inclusion of special education in the regular framework while building an educational setting that supports the students and their diverse needs in the school (Special Education Law, 1988). However, it is possible to see that there is a gap between the educational perception and the support and solution received in the schools in actuality by students with common disabilities, such as students **with learning disabilities**, students with ADHD, and students with language and/or developmental delay. This is because of the lack in personnel in teaching and because of the lower budgets that they receive because of their disability. In addition, it seems that the teachers in the regular schools lack the knowledge and skills and tools

appropriate for work with special education students, since they do not have the appropriate training.

Conclusions in the Security Aspect

- The Ministry of Education in Israel presents to the schools and public in Israel guidelines for the correct preparation and management of the routine of activity adjusted to the educational institution in the coronavirus period, with the return to the routine in the schools, after a not-short period of school closures and distance learning, so that the education system begins to return to the school in a gradual and graduated manner. It appears that the goal of the guidelines is to help the principals and educational staffs to prepare correctly for the learning routine in the educational institution and manage an adjusted routine in the educational institution in the coronavirus period. However, they require cognitive and behavioral flexibility that will facilitate a slightly different look also at familiar and routine concepts such as class, recess, playing in the yard, lesson, and so on. This look presents a challenge to the educational institutions, educational staff, principals, students, parents, and community. In addition, it is possible to see that the guidelines are very general and do not refer to details, for example, they present procedures but do not explain how it is possible to implement them in the field or who are the factors that accompany the schools in the process of their return to routine. In addition, it appears that the guidelines of the Ministry of Education on the topic of the correct preparation of the educational institution for an adjusted routine in the coronavirus period barely addresses diverse populations of students, such as students with special needs, bilingual students, students at risk, weak populations, and so on.
- The Ministry of Education presents the work model in the elementary schools in the coronavirus period with the return to the routine of activity in the schools. According to this model, students in the first to third grades learn in the schools and the students in the fourth to sixth grades learn from the home. It appears that the model does not describe and explain how it is possible to return the young grades to the school, with their division into groups, since contact and mobility between them are not possible, and in parallel to teach the students in the upper grades who remained at home synchronously or asynchronously. In addition, the model does not guide the school how it is possible to carry out the deployment model. Furthermore, it does not refer to the school's need for additional personnel that will provide a solution for the students who

are found in the school and who learn in groups and in parallel for students who learn from the home. It should be noted that the work model addresses the population of special education students who learn in the regular schools.

9.1.3. Conclusions in the Context of the Microsystem

General Conclusions

- The bilingual schools in Israel call for a shared and equal life of Jews and Arabs, with connection to different cultural spaces, the Arab space, the Jewish space, and the shared space. In addition, it calls for the equal presence of the two languages, Arabic and Hebrew, in the school and in teaching carried out in two languages by two teachers, a Jewish teacher and an Arab teacher, who are partners. The learning in the two languages and the speaking in the two languages gives an equal status to the two languages and makes equally present both Arab culture and the Jewish culture. In addition, it enables an open multicultural dialogue that provides a description and broad interpretation of the social reality and exposure to different viewpoints. This is despite the challenging reality of life in Israel and the historic conflict between Arabs and Jews that greatly influences everyday life in Israel and relationships between Arabs and Jews. In addition, the bilingual schools provide the possibility of knowing another and holding a conversation with another (who is a Jew or an Arab), which barely is possible in everyday life in Israel, because of the complex relationships between Jews and Arabs and because of the Jewish-Arab conflict. In addition, it appears that the vision, perception, and policy of the bilingual schools address the Arab population and the Jewish population, but does not address additional populations of students, such as students with learning disabilities, students with special needs, immigrant children, and others.
- The bilingual school in Jerusalem is the largest school of the bilingual education institutions. The bilingual perception at the basis of the school aspires for every student to master his second language as he has mastered his first language. It appears that this aspiration does not meet the test of reality, since the mastery of the Arab students of the Hebrew language is better than the mastery of the Jewish students of the Arabic language, for two reasons. The first reason is that their parents know the language and can help them acquire it, and the second reason is that they have an interest in acquiring and a need to acquire the Hebrew language since knowing the language will help them with their integration in Israel. Furthermore, the parents of the Jewish students do not

know Arabic and thus they cannot help their children acquire it. In addition, they do not think that the acquisition and mastery of Arabic are necessary and meaningful for them. Moreover, it is possible to see that the population of students in the school is composed of children with different cultural backgrounds, such as Jews, Muslims, Christian, Druze, Circassians, and Armenians. Hence the bilingual school in Jerusalem provides expression for the Arab, Jewish, and Christian population, but it is not clear that it does so for other cultures. Additionally, it appears that its perception does not address the unique populations of students such as students with learning disabilities, students with special needs, and so on.

- The bilingual school in Jerusalem shifted to distance learning in the coronavirus period. It appears that the school in this period was careful to maintain a relationship with the students and with the parents and to update them about the curriculum in general. In addition, the teachers encouraged the students and the parents to share with them their thoughts and emotions, created possibilities for social, emotional, and academic meetings among the students, assigned different tasks and learning assignments, and repeatedly emphasized that the students and the parents could turn to them on different matters and that they were a resource for them.

Conclusions regarding the Four Factors

The conclusions that address the educational situations of bilingual students with learning disabilities in the context of the microsystem in this part address four primary factors: formal factors, personal factors, environmental factors, and teaching and support factors.

Conclusions regarding Formal Factors

Conclusions regarding Formal Factors in the Coronavirus Period

- The main principles that arise in the context of the vision, perception, and school policy in the coronavirus period are the implementation of the model of bilingual education in the school, reference to the cultural aspect of each one of the students alongside reference to the shared cultural space of all the cultures, reference to the academic aspect and to the learning contents in the core subjects and different areas of knowledge, partnership with the parents, reinforcement of the relationship between the school and the parents and the school community members, and the creation of a caring, supportive, and warm environment for the child and his family.

- It appears that in the coronavirus period the teaching in the classes for the most part is the teaching of a single teacher in the classroom, in contrast to the school perception that calls for joint teaching of two teachers. In addition, Jewish and Arab students learn together the two languages and the two religions, there is no division into Arabic speakers and Hebrew speakers or first language and second language, as there is in the pre-coronavirus period. Furthermore, it appears that the students learn together all the religions and are not divided into groups according to their religion. Moreover, most of the parents report that the teachers attempted to maintain contact with the students and the parents in the coronavirus period. However, it is possible to note that a few parents assert that the relationship between the teachers and the students in the coronavirus period was different from the relationship between the teachers and the students in the pre-coronavirus period, especially in the ways of conduct.

Conclusions regarding Formal Factors in the Pre-Coronavirus Period

The main principles that arise from the teachers' and parents' statements regarding the vision, perception, and school policy in the pre-coronavirus period are that the Jewish and Arab students learn together, that the school allows the individual to express himself, his desires, and his feelings, that the teachers' approach to the students is caring and humane, that the school has the ability to accept the other who is different. A last principle that arises is the principle of bilingualism in the school, which is expressed in two languages, two nations, two teachers. In addition, it appears that some of the teachers addressed the principle of bilingualism in the school, while most of the parents did not refer to this criterion. Moreover, it appears that some of the parents hold that the school cares about the students and the approach towards them is humane. Furthermore, the school's strength is its sense of family and intimacy.

It can be said that the main differences between the reference of the teachers and the reference of the parents to the principles mentioned above are that most of the teachers addressed the principle of the uniqueness of the school that is expressed in the bilingual educational model, the population of Jewish and Arab students, and the ability to know one another while the parents barely addressed this. In addition, most of the parents referred to the principles of a caring and humane approach to the students and a feeling of belonging and family in the school.

Conclusions regarding Personal Factors

- It can be said that the personal factors in the context of the microsystem that influence the educational situation of bilingual students with learning disabilities in the bilingual school are factors that address the following aspects: the organizational context, the context of the educational staff, the context of the population of students in the school, the context of the students with learning disabilities, and the context of the parents of the students with learning disabilities.
- It appears that there are two main stories of the establishment of the school. The first is the ideological story – that a group of Jewish and Arab parents wanted their children to learn together. The second is the pragmatic story – that a group of Arab parents understood that they do not have an Israeli school in Jerusalem since twenty years ago there were only Arab schools in East Jerusalem (and the students' high school matriculation certification is Jordanian) and it was not possible for them to open a school without Jewish students, so the idea to be together with Jews was more logical for them since this is a group of parents who came to Jerusalem from the region of North Israel. In other words, this is an Arab population from the north of Israel, which is different from the Arab population in East Jerusalem. In addition, it seems that with the growth of the school programs and ways of teaching and learning developed that were commensurate with the spirit of the school, according to the needs, the population, and changes that occur over the years.
- It appears that the changes of the principals in the bilingual school greatly influenced the feelings and experiences of the educational staff, both on the level of the staff and on the personal level of each individual in the staff. It is possible to see that in recent years the feelings of the staff were negative. They felt that there is no factor in the school to help them, support them, and calm them. In addition, the interpersonal relationships between them were difficult and not pleasant. However, a new spirit in the school was brought by the new school principal and caused a better feeling in the staff. Furthermore, it is possible to see that the change of the principals in the school influenced both the parents and the students.
- The main topics that arose from the teachers' statements in the context of the relationships between the staff members in the school are:

- It is possible to speak with the staff members in the school about anything, difficult issues, conflicts, and complex political situations, diverse topics, and different feelings.
- The staff works together and in collaboration. The staff members help one another, are concerned about one another, and are considerate of one another.
- Negative feelings of the staff members regarding the complicated relationships between the staff members in the school are expressed in conflicts between teachers, competition between teachers, a feeling of lack of knowing and lack of unity, lack of support, not receiving help, and lack of cooperation. At the same time, it appears that some of the staff members still hope and believe that the situation in the school can be better through the strengthening of the relationships between the staff members, the improvement of the interpersonal relationships, and the cohesion of the staff. This will, in their opinion, lead to the improvement in the status and situation of the school and influence both the school community and the students.
- The bilingual elementary school calls for the joint teaching of two teachers in the classroom, an Arab teacher and a Jewish teacher. It appears that some of the teachers think that they have a good relationship with their peer teacher, that there is cooperation between them, that they listen to one another and seek counsel from one another. However, it can be seen that there are cases in which there is barely any cooperation between the teachers in the classroom and they barely teach together in the classroom.
- The topic of the friendship and relationships between the Arab students and the Jewish students is a topic that the school addresses. The dilemma on this matter is whether to enable children to create relationships between them automatically without acting in order to forge relationships between the populations of students or to act and be involved in this issue in order to strengthen the relationship between the Jewish children and the Arab children. The teachers' reports indicate that for the most part the Jewish students and the Arab students play together at school but there are cases in which they do not play together and need the mediation of an adult to encourage them to play together. It is possible that the Arab students play less with the Jewish students since the number of Arab students in the class is higher than the number of Jewish students in the class and thus there is no balance between them. In addition, it is possible that

the coronavirus period influenced the relationship between the students and their ability to create social relationships between them.

- It can be said that the population of students in the school is composed at the declared level of a diverse population of students. However, in recent years there has been a change in the composition of students in the school. Jewish students are leaving the school for different reasons, and new Arab students are coming to the school from different motives, which influence the school perception, the composition of the students in the classes, and the study subjects and teaching methods in the school. In addition, it appears that there are differences between the perception of the Jewish population of the school and the perception of the Arab population of the school. The Jews come to the school from an agenda to know the other, while the Arabs want the school to address more the academic aspect and excellence and less the values perspective. In addition, it can be seen that there is a gap between the ideology of the school and the perception of the Arab population of the role of the bilingual school. Hence, the school has a number of challenges: the encouragement of the registration of Jewish students to the school and the prevention of additional departure and the discovery of the way to bridge between the perception of the Arab population regarding the school and the approach of the Jewish population regarding the school and to bridge between the ideology of the school and the perception of the Arab population of the role of the bilingual school.
- It appears that most of the teachers report that they support and help the students with learning difficulties in the academic aspect and few of them speak about their support of these students in the emotional aspect. The support in the academic aspect is expressed in explanation, mediation, providing suitable materials, and learning accommodations. The support in the emotional aspect is primarily expressed in the personal relationship and ability to speak personally with these students. In addition, it appears that most of the mothers think that the homeroom teachers have a good relationship with their children. However, it is possible to see that a few mothers say that the relationships between their children and their teachers are not necessarily good. Furthermore, most of the bilingual students with learning disabilities report the good relationships they have with their teachers. At the same time, it is possible to see that a few students report that their relationships with their teachers are not good and are even tense.

- It is possible to see that the parents of the bilingual students with learning disabilities provide learning support and emotional support to their children. However, it appears that in their reports they refer more to their involvement in the learning aspect and less to the emotional aspect. Similarly, most of the bilingual students with learning disabilities refer to their parents' support of them in the academic aspect and less in the emotional aspect.
- It appears that most of the teachers, parents, and bilingual students think that the social situation of students with learning disabilities is good and that the relationships between them and their classmates are good. However, some of the teachers think that the social situation of these students is less good.
- Most of the teachers report that the relationships between them and the students' parents are good. Some of them maintain that their relationships with the parents strengthened in the coronavirus period because they were partners in the children's learning and even listened to their children's lessons. Furthermore, they think that their relationships with the parents grew stronger since they were with them in a continuous relationship both through Zoom and through WhatsApp messages, both group and personal. However, it is possible to notice teachers who report less good relationships they had with the parents of the students in their classes. In addition, it seems that there are different types of relationships between teachers and parents and different types of parents. Like the teachers, the parents of the bilingual students with learning disabilities report good relationships they have with their children's teachers. Most of them address the continuous and good relationship that they have with the teachers and speak about the teachers' great availability and considerable caring. They in particular mention the good, continuous, and available relationship they have with their children's teachers in the coronavirus period.

Conclusions regarding Environmental Factors

- It appears that there are differences between the conditions of employment of teachers who are employed through the Ministry of Education and teachers who are employed through the Association, when the conditions of employment of the teachers who are employed by the Ministry of Education are better than those of the teachers employed by the Association. This discrepancy causes a difficult experience and feeling of dissatisfaction and fear among the teachers and mainly among teachers who are employed by the Association, who do the same work that the teachers employed by the

Ministry of Education do and in the end receive a lower salary. In addition, this discrepancy creates a feeling of discrimination between them and inequality in their rights. Furthermore, it is possible to see that there is a lack of spaces and rooms in the school for the teachers' work with the students both during the lessons and for the individualized or group work with students.

- It is possible to say that most of the interviewees – the teachers, the parents, and the students – think that the school environment is normal and pleasant for learning. In addition, it is suitable and accessible for the needs of the bilingual students with learning disabilities. It appears that it is necessary to better maintain order and cleanliness in the school and even to instill this in the students through different rules that will encourage the students to maintain the school cleanliness. In addition, the bilingual students with learning disabilities report that the students in their class do not maintain the cleanliness of the classroom.
- Most of the parents report that their children have a computer, tablet, or smartphone accessible for them in the coronavirus period, most of them use technological and digital means properly, and for the most part they get along with distance learning on their own. In addition, it appears that some of the students learned by themselves from the home and did not receive academic support from their home environment during the study day in the coronavirus period, since their parents were at work and they remained alone at home. Furthermore, the parents who worked needed to be in contact with their children during the day in order to make certain that they entered Zoom lessons and hence they are involved in their children's curriculum although they were busy.
- The teachers' statements indicate that they were asked to teach in the coronavirus period the students from a distance at the same time that their own children were with them at home, and this situation made working from home very difficult for them, since they needed to teach students and at the same time to provide a solution for their own children. Some of the teachers use difficult words like nightmare, horror, and very difficult to describe their situation in this period.

Conclusions regarding Teaching and Support Factors

It is possible to say that the teachers refer in their statements to a number of things in the context of the ways of teaching and support for students with learning disabilities in the school, as follows:

- Students with learning disabilities receive support from the inclusion teachers in the school. The hours given to the students by the inclusion teachers are not sufficient (it should be noted that there are students with learning disabilities who do not receive support from the inclusion teacher). In addition, some of the students receive individualized hours in the school.
- A number of teachers think that students with learning disabilities and academic difficulties need to receive hours of teaching and support mainly from the inclusion teacher, since their opinion is that she is the professional teacher, who is suitable for work with them. They think this since this is her role definition and since she knows diverse ways of work with these students.
- Some of the teachers attempt to diversify their ways of teaching in the classes so that they would suit the needs of the students with learning disabilities and give these students different support, such as work in groups, work with tailored learning materials in the lessons, mediation and explanation, and so on.
- Some of the teachers think that the students with learning disabilities do not receive adequate support and the solutions they need in the class for a number of reasons, such as the workload in the teacher's job, the teacher's character, the teacher's degree of availability and willingness, the class size, the teachers' lack of tools and knowledge on the work with students with learning disabilities, the personal needs of a student, who needs, for example, personal and close mediation, the needs of all the students, and so on.
- Some of the teachers speak about their difficulty with integrating and working with students who have learning disabilities in the lesson and giving them the support and help they need.
- A number of teachers note that the students with learning disabilities do not receive the accommodations they need and are eligible to receive.
- It appears that the school policy and approach of the principal in the school influence the ways of teaching and work with the teachers in the classes with students with learning disabilities and the support given to them. For example, this can be seen in the examples brought regarding the work materials in the class adjusted to the students' needs and the transmission of information between teachers about the students with learning disabilities.

- It is possible to see that some of the parents of the bilingual students with learning disabilities report that their children receive individualized solutions and solutions in the class. The individualized solutions in the school address primarily the work of the inclusion teachers in the school with their children. It appears that the inclusion teachers do not teach all the students with the learning disabilities in the school. The additional individualized solutions mentioned in the parents' statements address the individualized lessons with the subject teachers that individual students receive, such as in mathematics and in English. The parents' statements indicate that a few students with learning disabilities receive support in the class. The students who receive support in the class primarily receive solutions that address the learning accommodations, such as mediation, explanation, reading, time addition, and so on and less receive solutions that address the ways of teaching and learning in the class. In addition, a few parents noted that the school did not see their children's difficulties at a young age and did not identify their needs in time and consequently they were not given the intervention and support suitable for them at a younger age but at a later age, after their difficulties were discovered and revealed to the parents and staff members.
- Most of the teachers think that the students with learning disabilities find it difficult to integrate into the bilingual school in terms of the learning, since they need to learn two languages in parallel. The teachers maintain that the student with learning disabilities has difficulties with the acquisition of one language and therefore the acquisition of another language makes it harder for him and adds to his difficulties. In other words, they think and ask if the student with the learning disabilities has difficulties with the acquisition of the first language, then why is it necessary to add another language, which will increase his difficulties. Moreover, it appears that some of them think that the students with learning disabilities can fit in socially in the school.

9.2. Recommendations

This chapter presents the recommendations from the research study, addressing the educational situations of bilingual students with learning disabilities in the context of the three following systems, according to the model of Bronfenbrenner (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998): the chronosystem, the macrosystem, and the microsystem.

9.2.1. Recommendations in the Context of the Chronosystem

The recommendations that address the educational situations of the bilingual students with learning disabilities in the context of the chronosystem refer to the period of the global coronavirus crisis. The recommendations of the present research study in the context of the chronosystem are presented as follows:

- To create a regular framework and platform for different countries around the world that will allow them to meet continuously and to discuss educational phenomena and issues that arise around the world in the different countries, to enable joint thinking, discourse, peer learning, and identification of needs, development of ways and resources for the best dealing with the different educational phenomena and issues, while pooling resources and consulting with experts and organizations from around the world in different areas, in order to help learn about the phenomena and issues and find diverse ways to deal with them, like UNESCO did in the coronavirus period.
- To continue to study and research the topic of education around the world in the coronavirus period in general and in particular the closing of educational institutions and the phenomenon of distance learning, its influences and implications on the educational systems around the world, on the educational institutions, on the educational staffs, on the students' parents, and mainly on the students, so as to learn the causes, symptoms, implications, needs, and ways of coping, while comparing between different data and findings that arise between the different countries and regions in the world.
- To research and investigate in-depth the topic of education in the world in the coronavirus period in a unique population of students such as special education students, **students with learning disabilities, bilingual students**, students from a different cultural background, students at risk, etc. in general and the population of students with learning disabilities and students with special needs in particular. In other words, to research and investigate in-depth the topic of the closing of educational institutions around the world and distance learning in diverse populations of students and mainly among students with learning disabilities and special needs and specifically bilingual students and bilingual students with learning disabilities.
- To create the equality of opportunities in education and to enable an equal approach to education and learning among weaker populations around the world and especially among the population of students with learning disabilities and special needs around

the world, in the period of distance learning and online learning, by making accessible and developing technological means and digital means commensurate with the needs of these unique populations in general and the needs of the population of students with learning disabilities and special needs in particular and by providing solutions suitable to their needs. In addition, to provide solutions for additional populations, such as the bilingual population, for example, in the development of technological means that will help them in the distance learning of different languages.

- To learn about the entire population of the teachers in the world in the coronavirus period and specifically about the population of the teachers working with students with learning disabilities and special needs, to know their responses to the phenomenon of the closing of the educational institutions and the transition to online learning and distance teaching, to understand their needs and ways of coping, and to think about the best ways to meet their needs and provide for them solutions, as well as ways to strengthen them and empower them in their work. In addition, to focus on the special needs of the teachers who work with bilingual students with learning disabilities and to think about ways to help them in their work, for example, in teaching material from a distance to bilingual students who have not mastered two languages.
- To build a document of principles and a “toolkit” for schools and teachers to help them in their work with students with learning disabilities and special needs. To build a document of principles that explains to the schools and teachers about the population of students with learning disabilities and special needs and their needs in the period of online or distance learning, which explains to them about their ways of work with them and gives them guidelines. In addition, the construction of a “toolkit” that will help the teachers in their work with these students in the coronavirus period and in the periods of online learning and distance teaching and enables them to know a variety of tools, methods, and ways of work with students who have learning disabilities and special needs and to find ways that will provide solutions both for the students’ needs and for their personal needs. It should be noted that a unique “toolkit” should be developed, similar to the toolkit proposed above for the teachers who work with the population of bilingual students with learning disabilities.

9.2.2. Recommendations in the Context of the Macrosystem

The recommendations that address the educational situations of bilingual students with learning disabilities in the context of the macrosystem refer to two main aspects. The first aspect is the legal act, and the second aspect is the security act in a time of emergency.

Recommendations in the Legal Aspect

- To insert into the Compulsory Education Law (1949) specific references to diverse populations of students, such as special education children, learning disabled children, bilingual children, children at risk, and so on and to explain explicitly that the Compulsory Education Law applies to them and that their parents have the obligation to see to their regular attendance in the educational institutions. To address explicitly the right of choice of the parents of students from different populations, for example students with special needs, students with learning disabilities, bilingual students, and so on. In other words, this law does not state explicitly that these students have the right of choice both regarding the educational institution that they want their child to learn in and regarding their right to choose the educational path that is most suitable in their opinion for the education of their child.
- To combine in the curricula of the Ministry of Education the general objectives mentioned in State Education (1954) and the specific objectives suitable for the needs of different types of populations, for example, the population with learning disabilities, the bilingual population, the population with special needs, and the Arab population.
- To think about ways that will help the schools provide solutions and support suitable for the students with disabilities who are defined as disabled at high frequency such as learning disabilities, since they receive lower budgets than do students whose disability is defined at a low frequency, in order to enable the optimal integration of these students in the regular schools.
- To build a special and immediate national program with experts from different fields so as to think about different ways with the aim of encouraging the recruitment of personnel for teaching with reference to the improvement of the teachers' work conditions, the increase of their salary, the increase of the professional prestige, and the providing of a solution for their needs.
- To think about infrastructures and programs that will encourage paramedical therapists and emotional therapists to work in the educational institutions with reference to the

improvement in their work conditions, the increase of their salary, and the solution for their needs.

- To train the regular teachers to work with students who have special needs and learning disabilities, to enrich their professional knowledge relative to the students' special needs and learning disabilities, to allow them to know the skills and tools for work with these students, and to provide them with different support and solutions, according to their needs.
- To insert into the Special Education Law specific reference to different characteristics of students with learning disabilities or special needs, such as bilingualism, cultural background, civilian status, and so on, so that the educational institutions can address in their work with these students not only their disability but also their other characteristics. For example, tailored work materials that address their language or their cultures and holidays, discourse on their culture and their civil status in the Land of Israel, and so on.

Recommendations in the Security Aspect

- To address the following information in the document that discusses guidelines and procedures for the proper preparation of the educational institution for the return to the studies in the school and management of the routine in the coronavirus period (Ministry of Education, 2021).
- To explain to the schools how to implement the guidelines in the schools and how to teach in the schools during the coronavirus period and even to present examples of this.
- To explain about the factors that are at the disposal of the schools and that accompany them in the process of their return to routine, in the transition from distance learning to learning in the school in the coronavirus period.
- To involve representatives of the teachers in Israel in the writing of the guidelines and procedures and to consult with them about the roles expected of them in the coronavirus period when the learning is shifting from distance learning to learning in the school. In addition, to ask their opinion about their role in this period, since the guidelines written address the roles of the teachers in the coronavirus period that are not related necessarily to education and require of them effort and additional roles.
- To integrate in this document specific reference suitable to diverse populations of students such as students with learning disabilities, students with special needs, students at risk, bilingual students, and so on, for example, to explain how the population of

students with learning disabilities is supposed to act regarding the guidelines, what is required of them, which solutions and support they need, and how it is possible to implement them, and so on.

- It is recommended to address the following parameters in a document that will present an outline for the conduct of students in the elementary schools and the work routine of these schools in the coronavirus period:
 - To write clearly for the educational staffs the guidelines and do not excessively focus on details.
 - To explain to the educational staffs how they must act in the pedagogical, emotional, and social domains with the return to the studies in the school. In other words, to explain to the educational staffs what are the contents and topics they must engage in and how to implement them in actuality, in practice, in the lessons and meetings with the students both in learning in the school and in online learning.
 - To explain to the schools how it is possible to implement the proposed learning model in a way that will provide solutions to the students found in the schools and the students who learn from the home and with reference to the guidelines of the Ministry of Health and the Ministry of Education.
 - To explain about the factors that are at the disposal of the school principal and that accompany the principal in the process of the return to the learning routine in the school.
 - To explain to the staffs in the school how they must act in order to implement the guidelines regarding the return of the special education students to the learning in the school and their integration into the educational framework. In other words, to broaden and explain how the teachers return to the routine of activity in the school and provide different solutions for the students, both their students who come to the school and their students who are found in the home.
 - To make certain that the technological infrastructures are available for the teachers in the school both in terms of accessibility to computers and in terms of accessibility to the Internet, since they are required to teach students who come to the school and in parallel to teach online the students who are learning from their homes.
 - To think about ways to help the educational staffs implement the different directives and guidelines in the schools and to present them to them. In addition, to create different platforms to enable the schools to learn from one another about different ways to implement the learning model.

9.2.3. Recommendations in the Context of the Microsystem

The recommendations that address the educational situations of bilingual students with learning disabilities in the context of the microsystem address four main factors: formal factors, personal factors, environmental factors, and teaching and support factors. This part presents the recommendations in the context of the macrosystem regarding each one of these four factors.

Recommendations regarding the Formal Factors

- It is recommended that the relationship between the school and the parents of the students in the bilingual school address two main dimensions: first, the general dimension, which speaks about the policy and general perception of the school and second, the personal dimension, which addresses the student himself, his needs, and his family.
- It is recommended that the school's main principles, vision, and perception will combine between two important components: first, the bilingual educational model that enables the Jewish and the Arab students to learn together and to know one another and second, the personal and caring approach to the students and the feeling of family and belonging to the school community.
- It is recommended to attempt to preserve the bilingual educational model in periods of distance learning like the coronavirus crisis period in some of the hours of study. In other words, it is recommended to enable joint lessons for both teachers to be held in parallel according to the educational model of the school, to divide the students in the class into small groups, for example, according to first language and second language, to enable them to strengthen the language abilities of the students according to their abilities. In addition, to enable all students to learn their religion with a group of students from an identical cultural background in order to strengthen their identity and increase their sense of belonging.
- It is recommended to attempt to establish a regular management staff in the school that knows and preserves the basic elements and themes in the school and constitutes a support and address for the educational staff, the students, and the parents in complex times and during crises, such as the change of principals, the coronavirus crisis, and so on. In other words, it is recommended to establish a regular management staff in the school that is not composed of one person, which on the one hand knows and preserves the basic principles of the school and on the other hand includes, listens, and sees to the

needs of the staff, the students, and the parents, so as to reinforce the school community and its abilities and feelings, and to prevent feelings of loneliness, loss, or disintegration at times of changes among its members such as change of principals or the coronavirus period.

Recommendations regarding the Personal Factors

- To strengthen the relationships between the members of the educational staff and to act to form the staff in diverse and different ways, in order to improve the interpersonal relationships between the staff members, to create a better atmosphere between them, to encourage collaborations, and to increase the feelings of caring and empathy among them. This may lead, in my opinion, to improvement also in the status and situation of the school and influence both the school community and the students.
- To develop in the educational staff the skills and tools that will help them deal with the needs of the bilingual students with learning disabilities and with the needs of other diverse populations, such as the population of bilingual students, the population of students with special needs, etc. In addition it is recommended to support and help the teachers in the school deal with different difficulties of students and specifically students with learning disabilities. Moreover, it is recommended to encourage peer learning in the staff in this context.
- To strengthen the relationships and collaborations between teachers who teach in the teaching pair, or in other words, between the teachers who teach together the students in certain lessons, so that they can hold joint teaching in the class, build together the curriculum and the lessons, set together ways for managing the class, connect with the students and with the parents – and in addition, so that they can be helped by one another and can think together. It is recommended to do this through a joint hour for the two teachers, which is set in their schedule and enables them to work together and plan the learning process. In addition, it is recommended to set a constant hour in the schedule for a personal meeting of the two teachers with the school counselor so they can discuss and work on the relationships between them; this does not have to be every week, but rather, for example, once every two weeks. In addition, it is recommended to use other ways to strengthen the relationship between them.
- To strengthen the relationships between the students in the classes and to improve the relationships between them through social and experiential activity and through

learning tasks that offer work with the peers. To create opportunities to know other students in the class who are not close friends with the students in different ways.

- To strengthen the relationships between the Arab students and the Jewish students in the class through social activities and different learning tasks in the learning routine that invites joint work of Arab students and Jewish students. In addition, to create opportunities for getting to know the other side through learning or social activity that addresses the social or religious curricula, for example, getting to know different customs. In addition, to encourage meetings between the Arab students and the Jewish students inside and outside of the school.
- To strengthen the relationships between the parents of the students in the class through different activities held inside and outside of the school and the school territory, such as joint trips, picnics, etc. In addition, to offer the parents meetings on different topics in order to allow them to meet with one another. Moreover, to encourage the parents to know one another through the joint meetings on cultural and religious topics, such as workshops and lectures on the subject of customs, etc. Furthermore, to promote the awareness of the parents of the importance of the relationship between the Jewish children and the Arab children in the class and the importance of their influence on their children for the reinforcement of these relationships.
- To think about ways to encourage the registration of Jewish students to the school and to prevent the departure of Jewish students from the school, with reference to the reality of life in Jerusalem and to the situation of the Jewish and Arab populations in the city. It is recommended to seek the help of factors inside and outside of the school to help the school market itself and to promote itself in the Jewish population.
- To attempt to balance between the number of Arab students in the classroom and the number of Jewish students in the classroom in different ways, even if this necessitates the school to accept fewer Arab students in the coming years.
- To formulate a clear and defined policy for the registration of students to the school, for example, to inform the parents about the school's perception and obligation to the vision through a personal contract, etc.
- To bridge between the perception of the Arab population regarding the school and the approach of the Jewish perception regarding the school in different ways, for example, to inform the parents about the perception of the school and obligation to the vision through a personal contract or personal activity in the field, to hold discussion evenings

between them on different topics or dilemmas that pertain to the approaches to the school or to their outlook on education in the school, and so on.

- To bridge between the ideology of the school and the perception of the Arab population of the role of the bilingual school in different ways, for example, to discuss with the parents the principles of the school, to explain to them the rationale and to think with them about ways of achieving it, to listen to the parents' requests and to think how it is possible to implement some of them, and so on.
- To think about ways to help the teachers reinforce their relationship with their bilingual students with learning disabilities in periods of emergency of distance learning, such as in the coronavirus crisis period, and specifically the emotional relationship between them. It is possible that the relationship between the students with learning disabilities and their teachers needs to include a physical meeting between them, face-to-face, since their relationship was held for the most part through technological means and sometimes the students with learning disabilities found it difficult to maintain a relationship in this way. In other words, to create opportunities for a physical encounter between the teachers and the students with learning disabilities in a regular format, for example, once a week, as customary for example in special education or students with special education who learn in the regular schools. Students in special education or students with special needs came to learn in the schools on certain days a week, while the rest of the students in the school learned from a distance, this in order to strengthen them in the learning field and to maintain an emotional relationship with them. In addition, to encourage the teachers to use tools and ways that created opportunities for emotional discourse with their students who have learning disabilities and will strengthen the relationship between them in this aspect.
- To strengthen the relationship between the parents and their bilingual children with the learning disabilities and to raise the awareness of the parents for the support of their children both in the learning facet and in the emotional facet, when it is important to inform them about different ways to strengthen the relationship in the emotional aspect. This can be done, for example, using workshops for the parents for these students, which explain to them the students' needs and difficulties and show them ways that will help them help their children with the academic difficulties both in the emotional aspect and in the learning aspect. In addition, they enable them to learn from one another, to share their personal coping with their children, and encourage them to discuss.

- To think about ways that will help the bilingual students with learning disabilities to strengthen their classmates in the period of emergency of distance learning as well as in the coronavirus period. In addition, to hold group meetings with the students with learning disabilities and to teach them different instruments that will encourage them to maintain the relationship with friends from a distance. Furthermore, to hold with them a conversation on the issue and to encourage them to turn to their friends and initiate with them conversations in different ways. Moreover, to enable them to speak freely on the topic and to encourage them to share ideas that will help them in the field.
- To teach the teachers different technological instruments that enable the students to carry out learning tasks in a group manner also from a distance, in order to encourage the students to work together and to strengthen the relationships between them and especially the students with learning disabilities. In addition, to think about the division ahead of time of the students into learning groups, in order to facilitate the integration and work of the students with learning disabilities in the group.
- To strengthen the relationships between the teachers and the parents of all the students in the school in different ways, such as:
 - To enrich the teachers with knowledge and tools on the topic of the relationships between teachers and parents. To expose them to the parents' experiences, attitudes, and perceptions regarding their children's teachers, to show them the tools and skills that will help them in their work with the parents, etc.
 - To help them develop a conversation with the parents, to involve the parents in their children's learning process, and to increase their involvement. In addition, to help them know their boundaries and to stand on them in their relationship with the parents.
 - To teach them to write personal programs for the students with difficulties in different areas in general and students with learning disabilities in particular.
 - To build regular contact with the parents.
 - To receive support and help from the educational staff in the school regarding the teachers' relationships with the parents.
 - To enable them to try to deal with different situations with the parents through the descriptions of the case, workshops, discourse, and peer learning.
 - To develop awareness of the parents' family or personal situation and to exhibit empathy and sensitivity to their needs, for example, parents who work in the

coronavirus period and cannot be with children at home and support their learning, parents whose economic situation is low, etc.

- To maintain a continuous relationship between the teachers and the parents of the students with learning disabilities in different ways at any time, to update the parents continuously about their child's situation, to involve them in their child's personal program, to build shared goals for the parents and the school in the work with the student, to determine regular schedule for discussion, and to connect with the parents, to be helped by factors in the school and factors in the community in the work with the student, and so on.

Recommendations regarding the Environmental Factors

It is recommended that the bilingual school improve the following aspects in its environment.

- To make sure the employment conditions are equal between the teachers employed by the Hand in Hand Association and the teachers employed by the Ministry of Education.
- To designate different spaces for learning, so that the teachers can teach in them during the lesson and use them in their work with the students, for example, in work in groups. To designate rooms or spaces for individualized work with students.
- To develop the technological and digital infrastructure in the school, to see to the availability of the Internet in all the study classes, and to make sure additional digital equipment is available in the school, to be at the disposal of the teachers and the students.
- To maintain the cleanliness of the classrooms and public areas, to act to promote the awareness of the topic, and to increase the enforcement in this issue.
- To develop the awareness of the needs of the students and the needs of the teachers in the periods of emergency of distance learning, to think about ways to help the students in learning in their home environment and ways to help the teachers work in their home environment. To hold both with the students and with the teachers a conversation on the issue, to ask about their emotions, and to think together with them on the means that will help them in this period.

Recommendations regarding the Teaching and Support Factors

Recommendations regarding the Teaching Factors

- It is recommended that the teachers in the school diversify their teaching methods and ways of work in the classes, hold more processes of feedback and reflection with the students, establish ways of follow up and supervision of the students in general and for students with learning disabilities in particular. In addition, it is recommended that the teachers increase the involvement of the students in the lessons and enable more active learning. It is possible to do this through the correct and intelligent use of diverse teaching methods, different tools for learning, materials suited to the students' needs, and emphasis on active learning.
- It is recommended that the teachers in the school think about the ways of teaching and learning that on the one hand give the students important and considerable knowledge that helps them also outside of the school and on the other hand inspires in them curiosity and interest and enables them to enjoy the learning.
- It is recommended that the teachers in the school develop by themselves teaching methods, tools, and materials suited to the different needs of their students and specifically their bilingual students with learning disabilities, help one another, and learn from one another.
- It is recommended that the teachers in the school write personal programs for the students with learning disabilities, with clear and defined goals, help the staff members write them, involve the students with learning disabilities and their parents in the program. In addition, it is recommended that they follow up after the implementation of the program.

Recommendations regarding the Support Factors

- It is recommended that the school establish, develop, and promote mechanisms and work methods that will help it both identify the needs of the students with learning disabilities and identify the needs of the teachers who work with these students.
- It is recommended that the school provide different and diverse solutions both for the students with learning disabilities and for the teachers who work with students with learning disabilities, with systemic reference to all the resources existing inside and outside of the school, the pooling of resources, and the intelligent and correct division of these resources.

- It is recommended that the school make certain of the development of the resources that will support the inclusion and integration of students with special needs in general and learning disabled students in particular among the teaching staff. For example, the teachers should know a range of tools and skills for work with students with learning disabilities inside and outside of the classroom, support and consulting for teachers in the school in issues and questions regarding the work with these students, etc., adjusted teaching in the class for these students, accommodations for students with special needs or with learning disabilities both in the ways of teaching and learning and accommodations in the ways of testing according to the students' needs, and so on.

General Recommendations for the Ministry of Education

- To determine the policy, principles, and ways of action in the Israeli education system regarding the bilingual population in Israel in general and the bilingual population with learning disabilities in particular.
- To determine the factor in the Ministry of Education that is responsible directly for the needs of the bilingual students, students from a different cultural background, or immigrant students and that provides different solutions for these students and their parents and follows up after their progress and integration in the schools.
- To build intervention programs that address both the special needs of the bilingual population and the needs of the bilingual students with learning disabilities, in order to improve their learning achievements and abilities in the emotional, social, and behavioral fields, so as to bring about their best integration into the educational institutions.
- To enrich the knowledge of the teachers regarding the characteristics of the bilingual students and their needs in general and the bilingual students with learning disabilities and their needs in particular, through lectures, workshops, and different activities.
- To help the teachers develop skills, tools, ways of teaching, and materials both in their work with the bilingual students and in their work with the bilingual students with learning disabilities.
- To enrich the knowledge of the parents of the bilingual students with learning disabilities regarding the characteristics of bilingualism and the characteristics of learning disabilities. In addition, to help them develop tools and ways that will help them in the raising of their children and in their involvement in the programs of their children in the educational institutions.

- To develop ways and means that will reinforce the relationship between the bilingual child with learning disabilities and his environment and additional broad circles surrounding him, which will lead to the gradual change in the perceptions and approaches about the population of bilingual children with learning disabilities in Israel.
- To find additional ways to reinforce the relationship between the departments in the Ministry of Education that provide solutions for the population of Jewish students and the departments in the Ministry of Education that provide solutions for the population of Arab students, with specific reference to the needs of the population of bilingual students, both Arab and Jewish.

References

- Abrams, J. C. (1986). On Learning Disabilities: Affective Considerations. *Journal of Reading, Writing, and Learning Disabilities International*, 2 (3), 189-196.
- Abu Rabia, S. (2018). The Effect of Degrees of Bilingualism on Metacognitive Linguistic Skills. *International Journal of Bilingualism*, 23(1).
- Abu Rabia, S., & Sanitsky, E. (2010). Advantages of Bilinguals over Monolinguals in Learning a Third Language. *Journal of Bilingual Research*, 33, 173-199.
- Adams, M. J. (1990). *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: MIT Press.
- After, A., Hatav, Y., Weizman, A., & Tiano, S. (2010). *Psychiatry of the Adolescent Child*. Dionon Press. (Hebrew)
- Angrosino, M.V. (2007). *Doing Ethnographic and Observational Research*. London, Los Angeles, New Dehli, Singapore and Eashington D.
- Al Ghazali, F. (2006). *First Language Acquisition vs. Second Language Learning: What Is the Difference?* The University of Birmingham / The Centre for English Language Studies (CELS).
- Al-Dhuwaihi, A. (2019). The Role of the School in Supporting the Minority Language Used in the Arabic Community Living in London. *International Journal of Applied Engineering Research*, 14 (24), 4415-4421.
- Al-Dor, Y. (2014). Learning Disabilities: Policy of the Ministry of Education – Picture of the Situation with a Look to the Past and the Future, *Encounter for Educational-Social Work*, 29, 255-270. (Hebrew)
- Al-Haj, M. (1996). *Education among the Arabs in Israel; Control and Social Change*. Jerusalem: Magnes Press. (Hebrew)
- Al-Haj, M. (2000). Identity and Orientation among Arabs in Israel: A Situation of a Dual Periphery, in R. Gabizon & D. Hacker (Eds.), *The Jewish Arab Division in Israel: A Reader* (pp. 13-34). Jerusalem: The Israeli Institute for Democracy. (Hebrew)
- Almassi, A., & Weissblay, A. (2020). *The Population of Bedouin in the Negev: A Selection of Data*. HaKnesset. (Hebrew)
- Alperson, B., Dubi, T., & Stackerman, D. (2006). *To Be Citizens in Israel, in a Jewish and Democratic State*. Jerusalem: Ministry of Education. (Hebrew)
- Amara, M. (2014). The 'Hand in Hand' Model of Bilingual Education: Vision and Challenges, In S. Dunitze-Schmidt & E. Inbar Luria (Eds.), *Issues in Teaching Languages in Israel*, Part 2 (pp. 56-73). Tel Aviv: Mofet Institute. (Hebrew)
- American Psychiatric Association (APA). (1980). *Diagnostic and Statistical Manual of Mental Disorders*, 3rd ed. (DSM-III). Washington, DC: American Psychiatric Association.
- American Psychiatric Association (APA). (1987). *Diagnostic and Statistical Manual of Mental Disorders*, 3rd ed. Revised (DSM-III-R). Washington, DC: American Psychiatric Association.
- American Psychiatric Association (APA). (1994). *Diagnostic and Statistical Manual of Mental Disorders*, (4th ed.) (DSM-IV). Washington, DC: American Psychiatric Association.
- American Psychiatric Association (APA). (2000). *Diagnostic and Statistical Manual of Mental Disorders*, (4th ed.) Text revision (DSM-IV). Washington, DC: American Psychiatric Association.
- American Psychiatric Association (APA). (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.) (DSM-5). American Psychiatric Association Publications.
- Amitai, G., & Gompel, T. (2014). Emotional-Behavioral, Social, and Motivational Characteristics among Adolescent Girls at Risk with Learning Disabilities, *Learning Disabilities and Attention Disorders: Theory, Research, and Policy*, 22, 39. (Hebrew)

- Anghel, B., Cabrales, A., & Carro, J. M. (2016). Evaluating a Bilingual Education Program in Spain: The Impact beyond Foreign Language Learning. *Economic Inquiry*, 54, 2, April, 1202–1223.
- Angrosino, M.V. (2007). *Doing Ethnographic and Observational Research*. London, Los Angeles, New Dehli, Singapore and Eashington D.
- Antshel, K. M., & Joseph, G. R. (2006). Maternal Stress in Nonverbal Learning Disorder: A Comparison with Reading Disorder. *Journal of Learning Disabilities*, 39, 194-205.
- Archard, D., & Skivenes, M. (2009). Balancing a Child's Best Interests and a Child's Views, *International Journal of Children's Rights*, 17, 1–21.
- Aren Einrich, Y. (2013). Learning Disability or Learning Disorder? Diagnosing Learning Difficulties according to the DSM5 (Electronic version). Retrieved on May, 10, 2022 from: <http://www.hebpsy.net/articles.asp?id=3043> (Hebrew)
- Arieli, M. (1989). The Meaning of Action in the Educational Context: On the Action Approach and Its Implementation in the Sociology of Education. In A. Belchinsky (Ed.), *The Book of Yizchak – Articles and Statements of Thought on Topics of Education* (pp. 154-167). Tel Aviv: Ministry of Education and Culture. (Hebrew)
- Armon-Lotem, S. (2014). Being a Bilingual Child: Myths and Research. *Hed Haulpan Hachadash*, Volume 102.
- Armon-Lotem, S., Adam, G., Siege-Haddad, E., & Walters, J. (2008). Verb Inflection as Indicators of Bilingual SLI: Task Effects and Cross-Linguistic Differences. *Child Language Seminar Electronic Proceedings*.
- Armon-Lotem, S., Danon, G. & Walters, J. (2008). The Use of Prepositions by Bilingual SLI Children: The Relative Contribution of Representation and Processing. *Proceedings of the Generative Assembly on Language*, pp. 41-46.
- Avraham, T., & Nissan, A. (2021). *Realization of the Workforce in the Education System in Israel: A Comparative Look*, Kahelet Forum for Policy, National Sovereignty, Freedom of the Individual, Position Paper 73. (Hebrew)
- Ayalon, H., Blass, N., Peniger, Y., & Shavit, Y. (2019). *Inequality in Education: From Research to Policy*. Jerusalem: Taub Center for the Research of Social Policy in Israel. (Hebrew)
- Babakr, Z. H., Mohamedamin, P., & Kakamad, K. (2019). Piaget's Cognitive Developmental Theory: Critical Review. *Education Quarterly Reviews*, 2 (3), 517-524.
- Baddeley, A. D., & Hitch, G. J. (2000). Development of Working Memory: Should the Pascual-Leone and the Baddeley and Hitch Models Be Merged?, *Journal of Experimental Child Psychology*, 77(2), 128-137.
- Bak, Th., & Alladi, S. (2014). Can Being Bilingual Affect the Onset of Dementia? *Future Neurology*, 9,101–103.
- Baker, C. (2001). *Foundations of Bilingual Education and Bilingualism* (3rd ed.). Cleverdon: Multilingual Matters.
- Baker, C. (2007). Becoming Bilingual through Bilingual Education. In P. Auer, & L. Wei (Eds.), *Handbook of Multilingualism And Multilingual Communication* (pp. 131-152). Berlin, Germany: Muton de Gruyte.
- Baker, C. (2011). *Foundation of Bilingual Education and Bilingualism* (5th ed.) Bristol England: Multilingual Matters.
- Baker, D. B., & McCal, K. (1995). Parenting Stress in Parents of Children with Attention-Deficit Hyperactivity Disorder and Parents of Children with Learning Disabilities. *Journal of Child and Family Studies*, 4(1), 57–68.
- Baker-Ericzen, M. J., Brookman-Frazee, L., & Stahmer, A. (2005). Stress Levels and Adaptability in Parents of Toddlers with and without Autism Spectrum Disorders. *Research and Practice for Persons with Severe Disability*, 30,194–204.

- Bakker, J.T.A., Denessen, E., Bosman, A.M.T., Krijger, E.M., & Bouts, L. (2007). Sociometric Status and Self-image of Children with Specific and General Learning Disabilities in Dutch General and Special Education Classes. *Learning Disability Quarterly*, 30 (1), 47-62.
- Baldwin, J. M. (1906). *Thought and Things: A Study of the Development and Meaning of Thought, or Genetic Logic*. New York, NY: Macmillan Publishing.
- Bamiou, D.E., Musiek, F.E., & Luxon, L.M. (2001). Aetiology and Clinical Presentations of Auditory Processing Disorders—A Review. *Archives of Disease in Childhood*, 85, 361–365.
- Barac, R., & Bialystok, E. (2012). Bilingual Effects on Cognitive and Linguistic Development: Role of Language, Cultural Background, and Education. *Child Development*, 83, 413–422.
- Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K., & Blanco, D. (2007). Two-Way and Monolingual Immersion in Preschool Education: An Experimental Comparison. *Early Childhood Research Quarterly*, 22 (3), 277–293.
- Barron-Hauwert, S. (2004). *Strategies for Bilingual Families: The One-Parent-One-Language Approach*. England: Multilingual Matters.
- Barron-Hauwert, S. (2011). *Bilingual Siblings. Language Use in Families*. Multilingual Matters.
- Barrouillet, P. (2015). Theories of Cognitive Development: From Piaget to Today. *Developmental Review*, 38, 1-12.
- Bart, E., Spiegel, A., & Malach, G. (2020). *One of Five Students: Ultra-Orthodox Education in Israel*, The Israeli Institute for Democracy. (Hebrew)
- Barton, E. E., & Smith, B. J. (2014). *Brief Fact Sheet of Research on Preschool Inclusion*. Denver: Pyramid Plus, The Colorado Center for Social Emotional Competence and Inclusion.
- Basman-Mor, N. (2016). Multiculturalism, *Lexi-Kaye*, 6, 19-21. (Hebrew)
- Becker, A., & Rom, A. (2006). Preservation of the Mother Tongue in Children: Attitudes of Early Childhood Educators and Immigrant Parents from the USSR. *Hed Hagan (Echo of the Kindergarten)*, 26-38. (Hebrew)
- Bekerman, Z. (2005). Complex Contexts and Ideologies: Bilingual Education in Conflict-Ridden Areas. *Identity and Education*, 4(1), 1-20.
- Ben Gurion, D. (1955). Speech in the Knesset, November 2, 1955. From: Speeches in the Knesset, 19, 230. Retrieved on January 12, 2022 from: https://fs.knesset.gov.il/3/Plenum/3_ptm_251309.pdf (Hebrew)
- Ben Raphael, E., & Ben Haim, L. (2007). *Jewish Identities in an Era of Multiple Modernities*. The Open University: Raanana (Hebrew)
- Ben-David, D. (2010). Achievements in Education – A Contemporary International Comparison, In D. Ben-David (Ed.), *Report of the State of the Country: Society, Economics, and Policy, 2010*. Taub Center for the Research of Social Policy in Israel. (Hebrew)
- Ben-David, D. (2018). The Education System Endangers the Future of the State of Israel, *Haaretz*, August 30, 2018. (Hebrew)
- Bender, W. B., & Wall, M. E. (1994). Social-Emotional Development of Students with Learning Disabilities. *Learning Disability Quarterly*, 17, 323-341.
- Beres, A. M. (2015). An Overview of Translanguaging: 20 Years of ‘Giving Voice to Those Who Do Not Speak’. *Translation and Translanguaging in Multilingual Contexts*, 1(1), 103-118.
- Beresford, B. (1996). Coping with the Care of a Severely Disabled Child, *Health and Social Care in the Community*, 4(1), 30-40.
- Bhattacharjee, Y. (2012). Why Bilinguals Are Smarter. *New York Times*. Retrieved on August 17, 2022 from https://gaeloideachas.ie/wp-content/uploads/2017/06/Why-Bilinguals-Are-Smarter_alt.pdf

- Bialystok, E. (1997). Effects of Bilingualism and Biliteracy on Children's Emerging Concepts of Print, *Developmental Psychology*, 33(3), 429–440.
- Bialystok, E. (2000). *Language Processing in Bilingual Children*. New York: Cambridge University Press.
- Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy, and Cognition*. New York: Cambridge University Press.
- Bialystok, E. (2006). Effect of Bilingualism and Computer Video Game Experience on the Simon Task, *Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale*, 60(1), 68–79.
- Bialystok, E. (2009). Bilingualism: The Good, the Bad, and the Indifferent, *Bilingualism: Language and Cognition*, 12(1), 3–11.
- Bialystok, E. (2010). Global-Local and Trail-Making Tasks by Monolingual and Bilingual Children: Beyond Inhibition. *Dev. Psychol.*, 46(1), 93–105.
- Bialystok, E. (2017). The Bilingual Adaptation: How Minds Accommodate Experience. *Psychological Bulletin*, 143, 233–262.
- Bialystok, E. (2018). Bilingual Education for Young Children: Review of the Effects and Consequences. *International Journal of Bilingual Education and Bilingualism*, 21(6), 666–679. doi:10.1080/13670050.2016.1203859.
- Bialystok, E., & Craik, F. I. M. (2010). Cognitive and Linguistic Processing in the Bilingual Mind, *Current Directions in Psychological Science*, 19(1), 19–23.
- Bialystok, E., & Feng, X. (2009). Language Proficiency and Executive Control in Proactive Interference: Evidence from Monolingual and Bilingual Children and Adults. *Brain Language*, 109(2–3), 93–100.
- Bialystok, E., & Hakuta, K. (1994). *In Other Words*. BasicBook.
- Bialystok, E., & Martin-Rhee, M. (2004). Attention and Inhibition in Bilingual Children: Evidence from the Dimensional Change Card Sort Task. *Developmental Science*, 7(3), 325–339.
- Bialystok, E., Abutalebi, J., Bak, Th., Burke, D.M., & Kroll, J.F. (2016). Aging in Two Languages: Implications for Public Health. *Ageing Research Reviews*, 27, 56–60.
- Bialystok, E., Barac, R., Blaye, A., & PoulinDubois, D. (2010). Word Mapping and Executive Functioning in Young Monolingual and Bilingual Children. *Journal of Cognition & Development*, 11(4), 485–508.
- Bialystok, E., Craik, F. I. M., & Freedman, M. (2007). Bilingualism as a Protection against the Onset of Symptoms of Dementia. *Neuropsychologia*, 45(2), 459–464
- Bialystok, E., Craik, F. I. M., & Luk, G. (2008). Cognitive Control and Lexical Access in Younger and Older Bilinguals. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 34, 859–873.
- Bialystok, E., Craik, F. I. M., & Luk, G. (2012). Bilingualism: Consequences for Mind and Brain. *Trends in Cognitive Sciences*, 16, 240–250.
- Bialystok, E., Luk, G., Peets, K. F., & Yang, S. (2010). Receptive Vocabulary Differences in Monolingual and Bilingual Children. *Bilingualism, Language and Cognition*, 13, 525–531.
- Biordi, D.L., & Nicholson, N.R. (2009). Social Isolation. In: P. D. Larsen & I. M. Lubkin (Eds.). *Chronic Illness: Impact and Intervention* (pp. 85–115). Sudbury: Jones and Bartlett.
- Bitman, A., Beyt-Marom, R., & Ben-Atar Cohen, I. (1992). *Personality: Theory and Research*. The Open University Press. (Hebrew)
- Blagoni, R., Poropat Jeletić, N., & Ježični, P. (2015). *Ogledi Iz Obiteljskoga Planiranja Dvojezičnosti*. Pula: Sveučilište Jurja Dobrile u Puli.

- Blass, N. (2011). *Have the Achievements of the Education System in Israel Worsened in Recent Years? Policy Paper Number 2011.01*. Taub Center for the Research of Social Policy in Israel. (Hebrew)
- Blass, N. (2017). *The Academic Achievements of Arab Students*. Jerusalem: Taub Center for the Research of Social Policy in Israel. (Hebrew)
- Blass, N. (2018). *The Education System: A Look from above, Report on the State of the Country: Society, Economics, and Policy 2018*. Jerusalem: Taub Center for the Research of Social Policy in Israel. (Hebrew)
- Blass, N., & Lior, A. (2002). *Special Education in Israel and Policy of Integration*, Jerusalem: Center for the Research of Social Policy in Israel. (Hebrew)
- Blatt, M. M., & Kohlberg, L. (1975). The Effects of Classroom Moral Discussion upon Children's Level of Moral Judgment. *Journal of Moral Education*, 4(2), 129-161.
- Blom, E., Boerma, T., Bosma, E., Cornips, L., & Everaert, E. (2017). Cognitive Advantages of Bilingual Children in Different Sociolinguistic Contexts. *Frontiers in Psychology*, 8, Article 552.
- Blom, E., Küntay, A. C., Messer, M., Verhagen, J., & Leseman, P. (2014). The Benefits of Being Bilingual: Working Memory in Bilingual Turkish – Dutch Children. *Journal of Experimental Child Psychology*, 128, 105–119.
- Bloomfield, L. (1933). *Language*. New York: Holt.
- Blos, P. (1984). Son and Father, *Journal of American Psychoanalytic Association*, 32, 301-324.
- Bodan, M. A. (1999). *Piaget*, Tel Aviv: Dvir. (Hebrew)
- Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods* (3rd Ed.). Boston: Allyn and Bacon.
- Borman, G. D., & Dowling, P. M. (2008). Teacher Attrition and Retention: A Meta-Analytic and Narrative Review of the Research. *Review of Educational Research*, 78(3), 397-409
- Bouko, C., Carton, J., Limacher-Riebold, U. O'Malley, M.P., & Rosenback, R. (2019). *How to Raise a Bilingual Child. Practical Guide for Parents with Ready-To-Use Activities*. Preserving and Promoting Europe's Cultural and Linguistic Heritage (PEACH).
- Bourdieu, P. (1991). *Language and Symbolic Power*. Cambridge, MA: Harvard University Press..
- Breger, L. (2017). *From Instinct to Identity, The Development of Personality* (first published 2009). New York.
- Brendtro, L. (2006). The Vision of Urie Bronfenbrenner: Adults Who Are Crazy about Kids. *Reclaiming Children and Youth: The Journal of Strength-based Interventions*. 15.
- Brendtro, L., Ness, A. and Mitchell, M. (2005). *No Disposable Kids*. Bloomington, IN: National Educational Service.
- Brennan, S. (2002). 'Children's Choices or Children's Interests: Which do their Rights Protect?' In: D. Archard & C. Macleod (Eds.), *The Moral and Political Status of Children: New Essays* (pp. 53-69). Oxford: Oxford University Press.
- Bronfenbrenner, U. (1977). Toward an Experimental Ecology of Human Development, *American Psychologist*. 32 (7), 513–531.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U. (1986). Ecology of the Family as a Context for Human Development: Research perspectives. *Developmental Psychology*, 22.742–723 ,(6)
- Bronfenbrenner, U. (1992). Ecological Systems Theory. In R. Vasta (Ed.), *Six Theories of Child Development: Revised Formulations and Current Issues* (pp. 187–249). Jessica Kingsley Publishers.
- Bronfenbrenner, U. (1994). Ecological Models of Human Development. In *International Encyclopedia of Education* (Vol. 3, 2nd ed.). Oxford: Elsevier.

- Bronfenbrenner, U. (2005). Ecological Systems Theory (1992). In U. Bronfenbrenner (Ed.), *Making Human Beings Human :Bioecological Perspectives on Human Development* (pp. 106–173). Sage Publications Ltd.
- Bronfenbrenner, U., & Morris, P. A. (1998). The Ecology of Developmental Processes, w: W.Damon (Series Ed.) and R. M. Lerner (Vol. Ed.), *Handbook of Child Psychology: Vol. 1. Theoretical Models of Human Development* (5th ed., pp. 993-1028). New York: John Wiley.
- Brown, W. H., Odom, S. L., McConnell, S. R., & Rathel, J. M. (2008). Peer Interaction Interventions for Preschool Children with Developmental Difficulties. In W. Brown, S. Odom, & S. R. McConnell (Eds.), *Social Competence of Young Children: Risk, Disability, and Intervention* (2nd ed., pp. 141–165). Baltimore, MD: Paul H. Brookes.
- Bruchin, A. (1990). *The Behavior of Parents of Children with Mental Retardation, Sense of Stress, and Their Perception of Their Role as Parents*. Master Thesis, Ramat Gan: Bar Ilan University. (Hebrew)
- Bruck, M., & Genesee, F. (1995). Phonological Awareness in Young Second Language Learners. *Journal of Child Language*, 22(2), 307–324.
- Brueggemann, A. E., Kamphaus, R. W., & Dombrowski, S. C. (2008). An Impairment Model of Learning Disability Diagnosis. *Professional Psychology: Research and Practice*, 39(4), 424–430.
- Bull, N. J. (1969). *Moral Judgment from Childhood to Adolescence*. London: Routledge & Kegan Paul.
- Burkhauser, S. (2017). How Much Do School Principals Matter When It Comes to Teacher Working Conditions? *Educational Evaluation and Policy Analysis*, 39(1), 126-145.
- Buysee, V., & Bailey, B.D. (1993). Behavioral and Developmental Outcomes in Young Children with Disabilities in Integrated and Segregated Settings: A Review of Comparative Studies, *The Journal of Special Education*, 26, 434-459.
- Caldas, S. J., & Caron-Caldas, S. (2000). Case-Study in Family French-Immersion and Academic Achievement. *Applied Psycholinguistics*, 21 (3), September, 365-381.
- Calderon, M. E., & Minaya-Rowe, L. (2003). *Designing and Implementing Two Way Bilingual Programs: A Step by Step Guide for Administrators, Teachers, and Parents*.
- Carey, S., Zaitchik, D., & Bascandzhev, I. (2015). Theories of Development: In Dialog with Jean Piaget, *Developmental Review*, 38, 36-54.
- Cenoz, J. (2013). Defining Multilingualism, *Annual Review of Applied Linguistics*, 33, 3-18.
- Cenoz, J. (2015). Content-Based Instruction and Content and Language Integrated Learning: The Same or Different? *Language, Culture and Curriculum*, 28(1), 8-24.
- Cenoz, J., Genesee, F., & Gorter, D. (2014). Critical Analysis of CLIL: Taking Stock and Looking forward. *Applied Linguistics*, 35(3), 243-262.
- Center, Y., Ward, J., & Ferguson, C. (1991). Towards an Index to Evaluate the Integration of Children with Disabilities into Regular Classes, *Educational Psychology*, 11(1), 77-95.
- Central Bureau of Statistics (2013). *Society in Israel – From Where to Where? Report Number 6*. (Hebrew)
- Chandramuki, D., Venkatakrishnashastry, I., & Vranda, M. N. (2012). Attitudes of Parents towards Children with Specific Learning Disabilities. *Disability, CBR and Inclusive Development*, 23, 63, 9.
- Chang, M. Y., & Hsu, L. L. (2007). The Perceptions of Taiwanese Families Who Have Children with Learning Disability. *Journal of Clinical Nursing*, 16(12).
- Charles, S. T., & Carstensen, L. L. (2010). Social and Emotional Aging. *Annual Review of Psychology*, 61, 383-409
- Cheng, N. H. (2021). Explore the Difference between Bilingual and Monolingual Children. *Advances in Social Science, Education and Humanities Research*, 638.

- Chernovisky, M., & Feldman, D. (2018). *The Backdoor of Education in Israel, The Ultra-Orthodox Education System: A Picture of the Situation and Policy Recommendations*. (Hebrew)
- Chien, W. T., & Lee, I. Y. M. (2013). An Exploratory Study of Parents' Perceived Educational Needs for Parenting a Child with Learning Disabilities. *Asian Nursing Research*, 7, 16-25.
- Chomsky, N. (1986). *Knowledge of Language: It's Nature, Origin and Use*. Westport: CT: Praeger.
- Chukwu, N. E., Okoye, U. O., Onyeneho, N. G., & Okeibunor, J. C. (2019). Coping Strategies of Families of Persons with Learning Disability in Imo State of Nigeria. *Journal of Health, Population and Nutrition*, 38 (1):9.
- Claudy, T. (2002). *Social Competence in Early Childhood, in Preschool, and in Childhood: Development, Assessment, Cultivation, and Dealing with Difficulties*. (Hebrew)
- Cobb, C. (2015). Principals Play Many Parts: A Review of the Research on School Principals as Special Education Leaders 2001-2011. *International Journal of Inclusive Education*, 19(3), 213-234.
- Cole, C.M., Waldron, N., & Majd, M. (2004). Academic Progress of Students across Inclusive and Traditional Settings, *Mental Retardation*, 42,136-144.
- Cook, L., & Friend, M. (2004). Co-Teaching: Principles, Practices, and Pragmatics. Participants Guide. Paper presented at New Mexico Public Education Department Quarterly Special Education Meeting, April 29, Albuquerque. Santa Fe, NM: New Mexico Public Education Department.
- Cooper, T. C. (1987). Foreign Language Study and SAT-Verbal Scores. *Modern Language Journal*, 71 (4), 381–387.
- Corradini, E., Borthwick, K., & Gallagher-Brett, A. (2016). *Employability for Languages: A Handbook*. Retrieved from <https://files.eric.ed.gov/fulltext/ED566902.pdf>
- Cortiella, C., & Horowitz, S. H. (2014). *The State of Learning Disabilities: Facts, Trends and Emerging Issues*. New York: National Center for Learning Disabilities.
- Costa, A., Hernández, M., & Sebastián-Gallés, N. (2008). Bilingualism Aids Conflict Resolution: Evidence from the ANT Task. *Cognition*, 106, 59–86.
- Coyle, D., Hood, P., & Marsh, D. (2010). *Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Cummins, J. (1983). Language Proficiency and Academic Achievement. In: J. W. Oller (Ed.), *Current Issues in Language Testing Research*, Rowley. Mass: Newbury House.
- Cummins, J. (1984). *Bilingualism and Special Education: Issues in Assessment and Pedagogy*.
- Cummins, J. (1991). Language Shift and Language Learning in the Transition from Home to School, *Journal of Education*, 173(2), 85-98.
- Cummins, J. (1998). Immersion Education for the Millennium: What Have We Learned from 30 Years of Research on Second Language Immersion?. In: M. R. Childs & R. M. Bostwick (Eds.), *Learning through Two Languages: Research and Practice* (pp. 34-37). Katoh Gakuen, Japan.
- Cummins, J. (2000). *Language, Power and Pedagogy*. Clevedon: Multilingual Matters Ltd.
- Cummins, J. (2017). Teaching for Transfer in Multilingual School Contexts. In O. García, A. M. Y. Lin, & S. May (Eds.), *Bilingual and Multilingual Education* (pp. 103-115). Springer.
- Cuskelly, M., Chant, D., & Hayes, A. (1998). Behaviour Problems in the Siblings of Children with Down Syndrome Associations with Family Responsibilities and Parental Stress. *International Journal of Disability, Development and Education*, 45(3), 295-312.
- Daniel, M. (2014). *Child Development*. Tel Aviv: Ministry of Finance, Department for Professional Training and Development of Personnel, Pedagogy Field. (Hebrew)
- Danielson, M. L., Bitsko, R. H., Ghandour, R. M., Holbrook, J. R., Kogan, M. D., & Blumberg, S. J. (2018). Prevalence of Parent-Reported ADHD Diagnosis and Associated Treatment among U.S. Children and Adolescents, *Journal of Clinical Child & Adolescent Psychology*, 47, 2, 199-212.

- De Houwer, A. (1995). Bilingual Language Acquisition. In: P. Fletcher & B. McWhinney (Eds.), *The Handbook of Child Language* (pp. 219-250). Cambridge: Mass: Blackwell.
- De Houwer, A. (2003). Trilingual Input and Children's Language Use in Trilingual Families in Flanders. In C. Hoffmann & J. Ytsma (Eds.), *Trilingualism in Family, School and Community*. Multilingual Matters. 118-135.
- De Houwer, A. (2009). *Bilingual First Language Acquisition*. Multilingual Matters.
- Delcenserie, A., & Genesee, F. (2016). The Effects of Age of Acquisition on Verbal Memory in Bilinguals. *International Journal of Bilingualism*. doi: 10.1177/1367006916639158
- Denzin, N. K. (2012). Triangulation 2.0. *Journal of Mixed Methods Research*, 6(2), 80-88. doi:10.1177/1558689812437186.
- Denzin, N. K., & Lincoln, Y. S. (2000). Introduction: The Discipline and Practice of Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd Edition, pp. 1-28). London: Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.) (1994). *Handbook of Qualitative Research*. London: Sage Publication.
- Denzin, N. K., & Lincoln, Y. S. (Eds.) (2011). *The Sage Handbook of Qualitative Research* (4th ed.). Thousand Oaks, CA: Sage.
- Dey, I. (1993). *Qualitative Data Analysis*. London: Routledge.
- Diamond, A. (2013). Executive Functions. *Annual Review of Psychology*, 64(1), 135-168.
- Diebold, J., & Richard, A. (1961). Incipient Bilingualism. *Language*, 37, 97-112.
- Dimond, G. (2015). *The World until Yesterday: What Can We Learn from Traditional Societies?* Raanana: Am Oved. (Hebrew)
- Division for Early Childhood / National Association for the Education of Young Children. (2009). *Early Childhood Inclusion*. A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Dorsey, E. M., Mouzourou, C., Park, H., & Ostrosky, M.M. (2016). Teacher Perceptions of Two Multi-Component Interventions: Disability Awareness and Science. *Topics in Early Childhood Special Education*, 36(2), 1-12.
- Dulay, H., Burt, M. & Krashen, S. (1982). *Language Two*. New York: Oxford University Press.
- Dunitze-Schmidt, S. (2003). Language Preservation or Language Loss? Russian Immigrants among Immigrants from the FSU in Israel. *Hed Haulpan Hachadash*, 85, 57-64. (Hebrew)
- Dunitze-Schmidt, S., & Zuzovsky, R. (2015). Supply and Demand of Teachers in the Education System: The School Perspective. *Dapim (Pages): Journal for Study and Research in Education*. (Hebrew)
- Durand, T. M. (2011). Latino Parental Involvement in Kindergarten: Findings from the Early Childhood Longitudinal Study. *Hispanic Journal of Behavioral Sciences*, 33(4), 469-489.
- Dushnik, L., & Sabar Ben-Yehoshua, N. (2001). Ethics of Qualitative Research. In N. Sabar Ben-Yehoshua (Ed.), *Trends and Currents in Qualitative Research* (pp. 343-368). Dvir Press. (Hebrew)
- Dyson, L. L. (1996). The Experiences of Families of Children with Learning Disabilities: Parental Stress, Family Functioning, and Sibling Self-Concept. *Journal of Learning Disabilities*, 29 (3), 280-286.
- Dyson, L. L. (2010). Unanticipated Effects of Children with Learning Disabilities on Their Families. *Learning Disability Quarterly*, 33, 1, 43-55.
- Eddy, L. L., & Engel, J. M. (2008). The Impact of Child Disability Type on the Family. *Rehabilitation Nursing*, 33, 98-103.

- Egaña, E. A., Cenoz, J., & Gorter, D. (2015). Teachers' Beliefs in Multilingual Education in the Basque Country and in Friesland, *Journal of Immersion and Content-Based Language Education*, 3(2), 169-193.
- Elior, R. (2011). *Education for Culture in a Multicultural Society*, 9, 41-50. The Hebrew University, The School of Education. (Hebrew)
- Elitzur, A., Tiano, S., Munitz, H., & Neuman, M. (2016). *Selected Chapters in Psychiatry* (6th Edition). Dionon. (Hebrew)
- Erikson, E. H. (1950). *Childhood and Society*. New York: W. W. Norton.
- Erikson, E. H. (1960). *Childhood and Society: Psychology of the Person in the Changes of Time*. Raanana: Sifriat HaPoalim. (Hebrew)
- Erikson, E. H. (1968). *Identity: Youth and Crisis*. New York: W.W. Norton.
- Erikson, E. H. (1985). *The Life Cycle Completed: A Review*. W. W. Norton.
- Estell, D.B., Jones, M.H., Pearl, R., Van Acker, R., Farmer, T.W., & Rodkin, P.C. (2008). Peer Groups, Popularity, and Social Preference: Trajectories of Social Functioning among Students with and without Learning Disabilities, *Journal of Learning Disabilities*, 41, 5-14.
- Eurydice (2002). *The Teaching Profession in Europe: Profile, Trends and Concerns Report II: Teacher Supply and Demand at General Lower Secondary Level. Key Topics in Education in Europe*. Brussels: European Commission / Eurydice.
- Ewen, R. E. (2014). *An Introduction to Theories of Personality* (7th Edition). New York: Psychology Press.
- Ezer, H. (2004). *Multiculturalism in Society and the School: Educational and Literary Aspects*, Raanana: The Open University. (Hebrew)
- Falik, L. H. (1995). Family Patterns of Reaction to a Child with a Learning Disability: A Mediation Perspective, *Journal of Learning Disabilities*, 28, 6, 335-341.
- Fancher, R. E., & Rutherford, A. (2012). *The Pioneers of Psychology: History*. New York: W.W. Norton.
- Fantuzzo, J., McWayne, C., Perry, M. A., & Childs, S. (2004). Multiple Dimensions of Family Involvement and Their Relations to Behavioral and Learning Competencies for Urban, Low-Income Children. *School Psychology Review*, 33(4), 467-480.
- Faraone, S. V., & Larsson, H. (2019). Genetics of Attention Deficit Hyperactivity Disorder, *Molecular Psychiatry*, 24, 562-575.
- Feijin, R., & Barak, D. (1991). The Principles in Group Work with Parents of Exceptional Children Who Suffer from Learning and Adjustment Difficulties, *Society and Welfare*, 11(3), 421-442. (Hebrew)
- Fenson, L., Marchman, V., A., Thal, D., J., Dale, P., H., Reznick, J., S., & Bates, E. (1991). *MacArthur-Bates CDI Words and Sentences*.
- Ferguson, C. (195). Diglossia, *Word* 15 (2), 325-340.
- Fetterman, D. M. (1989). *Ethnography: Step by Step*. London: Sage Publications.
- Fillmore, L. W. (1991). When Learning a Second Language Means Losing the First. *Early Childhood Research Quarterly*, 6(3), 323-346.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London: Sage Publications.
- Flores, N., & Beardsmore, H. B. (2015). Programs and Structures in Bilingual and Multilingual Education. In W. E. Wright, S. Boun & O. García (Eds.), *The Handbook of Bilingual and Multilingual Education* (pp. 203-222). Chichester, UK: John Wiley & Sons
- Flyvbjerg, B. (2011). Case Study. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 301-316). Thousand Oaks, CA: Sage.

- Franceschini, S., Bertoni, S., Giancesini, T., Gori, S., Facchetti, A (2017). A Different Vision of Dyslexia: Local Precedence on Global Perception. *Scientific Reports*. Dec 12.
- Fredman, M. (2011). Recommendations for Working with Bilingual Children (Updated May 2011).
- Freedman, S. (1996). Role of Self Object Experiences in Affective Development during Latency. *Psychoanalytic Psychology*, 13(1), 101–127.
- Freud, A. (1937). *The Ego and the Mechanisms of Defense*. London: Hogarth and the Institute of Psycho-Analysis.
- Freud, A. (1977). *The Ego and the Mechanisms of Defense*. Tel Aviv: Dvir. (Hebrew)
- Friedman, L. J. (2000). *Identity's Architect: A Biography of Erik H. Erikson*. Cambridge, Mass.: Harvard University Press.
- Friend, M., & Cook, L. (1995). Co-Teaching: Guidelines for Creating Effective Practices, *Focus on Exceptional Children*, 28(3).
- Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-teaching: An Illustration of the Complexity of Collaboration in Special Education, *Journal of Educational and Psychological Consultation*. 20 (1), February, 9–27.
- Fuller, G. B., & Rankin, R. E. (1994). Differences in the Levels of Parental Stress among Mothers of Learning Disabled, Emotionally Impaired and Regular School Children. *Perceptual and Motor Skills*, 78, 583-592.
- Gadamer, H.G. (1996). *Truth and Method* (2nd Ed.). New York: Continuum.
- Gainsley, S. (2013). Building Friendships in Preschool. *Curriculum Newsletter from High-Scope Foundation*, 27(1), 1-18.
- Gallagher, E. (2013). Bilingual Transformation: The Effects of Globalization on Bilingual Education. *Illinois Schools Journal*, 93(1/2).
- Garcia, E. E. (1983). *Early Childhood Bilingualism*. Albuquerque, NM: University of New Mexico Press.
- Garcia, O. (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Malden MA: Wiley-Blackwell.
- Garcia, O., & Baker, C. (2007). *Bilingual Education: An Introductory Reader*.
- García, O., & Lin, A. M. (2017). Extending Understandings of Bilingual and Multilingual Education. In O. García, A. M. Y. Lin, & S. May (Eds.), *Bilingual and Multilingual Education* (pp. 1-20). Springer.
- Garcia, O., & Lin, A.M.Y., & May, S. (Eds.) (2017). *Encyclopedia of Language and Education: Bilingual and Multilingual Education* (3rd edition). Springer International Publishing AG.
- García, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. Basingstoke: Palgrave Macmillan.
- Garcia-Sierra, A., Ramírez-Esparza, N., & Kuhl, P. K. (2016). Relationships between Quantity of Language Input and Brain Responses in Bilingual and Monolingual Infants. *International Journal of Psychophysiology*, 110, 1–17.
- Garton, A., & Pratt, C. (1989). *Learning to Be Literate: The Development of Spoken and Written Language*. Oxford: Blackwell.
- Gay, G. (1995). A Multicultural School Curriculum. In C. A. Grant & M. Gomez (Eds.), *Making School Multicultural: Campus and Classroom* (pp. 37-54). Englewood Cliffs, NJ: Merrill/Prentice Hall.
- Genesee, F. (2004). What Do We Know about Bilingual Education for Majority Language Students. In T.K. Bhatia & W. Ritchie (Eds.), *Handbook of Bilingualism and Multiculturalism* (pp. 547-576), Malden, MA: Blackwell.

- Gerber, P. J. (2012). The Impact of Learning Disabilities on Adulthood: A Review of the Evidenced-Based Literature for Research and Practice in Adult Education. *Journal of Learning Disabilities*, 45(1), 31–46.
- Geva, E., & Wiener, J. (2015). *Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescent: A Practitioner's Guide*. New York, NY: Springer.
- Gibbs, J. C., Basinger, K. S., & Grime, R. L. (2003). Moral Judgment Maturity: From Clinical to Standard Measures. *Positive Psychological Assessment: A Handbook of Models and Measures* (pp. 361-373). Washington, DC: American Psychology Association.
- Gilat, Y., & Wangerovitz, N. (2018). The Status of the Teacher in Israeli Society of Today, *Dapim (Pages): Journal for Study and Research in Education*, 68, 11-27. (Hebrew)
- Girtz, K. (1990). *Interpretations of Cultures*. Jerusalem: Keter. (Hebrew)
- Glidden, L. M., Billings, F. J., & Jobe, B. M. (2006). Personality, Coping Style and Well-Being of Parents Rearing Children with Developmental Disabilities. *Journal of Intellectual Disability Research*, 50, 949–962.
- Gort, M., & Sembiente, S. (2015). Navigating Hybridized Language Learning Spaces through Translanguaging Pedagogy: Dual Language Preschool Teachers' Linguaging Practices in Support of Emergent Bilingual Children's Performance of Academic Discourse. *International Multilingual Research Journal*, 9(1), 7-25.
- Graphy Fisher, H. (2015). *Socially Rejected Children – Theory, Research, and Treatment*. Tel Aviv: Ressler Press. (Hebrew)
- Grosjean, F. (2010). *Bilingual: Life and Reality*. Cambridge, MA, and London: Harvard University Press..
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth Generation Evaluation*. Newbury Park, CA: Sage Publication.
- Guba, E., & Lincoln, Y. S. (1981). *Effective Evaluation*. San Francisco: Jossey-Bass.
- Gunnerud, H. L., Ten Braak, D., Reikerås, E. K. L., Donolato, E., & Melby-Lervåg, M. (2020). Is Bilingualism Related to a Cognitive Advantage in Children? A Systematic Review and Meta-Analysis. *Psychological Bulletin*, 146(12), 1059-1083.
- Hadad Haj-Yahia, N., & Rodnizky, A. (2018). Changes throughout the 1970s: Developmental Observation of Social Challenges. The Arab Education System in Israel: A Picture of the Situation and Challenges for the Future, *Et HaSadeh (Pen of the Field)*, 19. Joint Israel. (Hebrew)
- Hakanasson, G., Salameh, E. K., & Nettelbladt, U. (2003). Measuring Language Proficiency in Bilingual Children. Swedish-Arabic Bilingual Children with and without Language Impairment. *Linguistics*, Volume 41, pp. 255-288.
- Hakuta, K., Goto-Butler, Y., & Witt, D. (2000). *How Long Does It Take English Learners to Attain Proficiency?* Venue: University of California Linguistic Minority Research Institute, Policy Report 2000-2001.
- Hamers, J. F., & Blanc, M. H. A. (1989). *Bilingualism and Bilinguality*. Cambridge University Press.
- Hammill, D. D. (1993). A Brief Look at the Learning Disabilities Movement in the United States, *Journal of Learning Disabilities*, 26, 295-310.
- Hand in Hand Association (n.d.). Hand in Hand Website. Retrieved on February 27, 2022 from: <https://www.hih.org.il> (Hebrew/Arabic)
- Hand in Hand Association (n.d.). Max Rayne Bilingual School Website, Hand in Hand Association. https://www.hih.org.il/area/jerusalem_school/ (Hebrew)
- Hand in Hand Association (n.d.). Special Plans in the Elementary School. Retrieved March 1, 2023 from: https://www.hih.org.il/area/jerusalem_programs_primary (Hebrew)

- Hand in Hand Association (n.d.). The Educational Vision of the Hand in Hand Association. Retrieved March 1, 2023 from: <https://www.resourcecenter.hih.org.il/wp-content/uploads/2023/02/%D7%94%D7%97%D7%96%D7%95%D7%9F-%D7%94%D7%97%D7%99%D7%A0%D7%95%D7%9B%D7%99-%D7%A9%D7%9C-%D7%A2%D7%9E%D7%95%D7%AA%D7%AA-%D7%99%D7%93-%D7%91%D7%99%D7%93.pdf> (Hebrew)
- Hand in Hand Association (n.d.). Welcome to the Hand in Hand Galilee School Video. Retrieved on June 17, 2022 from: <https://www.youtube.com/user/handinhandil?feature=guide>
- Harakabi, A., & Mandel-Levy, N. (Eds.) (2014). *Education for All – and for Each One in the Education System in Israel*. Jerusalem: The Initiative for Applied Research in Education, The Israeli National Academy for the Sciences. (Hebrew)
- Harding, E., & Riley, P. (1986). *The Bilingual Family: A Handbook for Parents*. Cambridge: Cambridge University Press..
- Harel, E. (2016). Importance of Play in Teaching a Second / Foreign Language. *Echo of the New Ulpan (Hebrew as a Second Language Education Setting)*, 105. (Hebrew)
- Harpaz, Y. (2011). A State Does Not Make Peace with Its Citizens. *Hed HaChinuch (Echo of the Kindergarten)*, February, 38-43. (Hebrew)
- Hart, B., & Risley, T. R. (1995). *Meaningful Differences in the Everyday Experiences of Young American Children*. Baltimore: Brookes Publishing.
- Harte, H. (2010). The Project Approach: A Strategy for Inclusive Classrooms, *Young Exceptional Children*, 13: 15-27.
- Hartnett, J., Weed, S. McCoy, A., Theiss, D., & Nickens, N. (2013). Co-Teaching: A New Partnership during Student Teaching, *SRATE Journal*, 23(1), 1-12.
- Hassall, R., Rose, J., & McDonald, J. (2005). Parenting Stress in Mothers of Children with an Intellectual Disability: The Effects of Parental Cognitions in relation to Child Characteristics and Family Support, *Journal of Intellectual Disability Research*, 49, 405–418.
- Hastings, R. (2002). Parental Stress and Behaviour Problems of Children with Developmental Disabilities. *Journal of Intellectual Development Disability*, 2, 149–160.
- Heiman, T. (2002). Parents of Children with Disabilities: Resilience, Coping and Future Expectations. *Journal of Developmental and Physical Disabilities*, 14(2), 159-171.
- Heller, M., Bell, L. A., Daveluy, M., McLaughlin, M., & Noël, H. (2016). *Sustaining the Nation: The Making and Moving of Language and Nation*, Oxford: Oxford University Press.
- Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. *Annual Synthesis*.
- Hill, B. (2007). Understanding the Rights of the Child: Theory and Practice, *Family in the Law*, 1, 13-29. (Hebrew)
- Hoff, E., & Core, C. (2013). What Clinicians Need to Know about Bilingual Development. *Seminars in Speech and Language*, 36(2), 89-99.
- Hoff, E., Core, C., Place, S., Rumiche, R., Señor, M., & Parra, M. (2012). Dual Language Exposure and Early Bilingual Development. *Journal of Child Language*, 39, 1-27.
- Hoffman, C. (1991). *An Introduction to Bilingualism*.. Longman: Linguistic Library.
- Hornby, G., & Witte, C. (2010). Parent Involvement in Inclusive Primary Schools in New Zealand: Implications for Improving Practice and for Teacher Education. *International Journal of Whole Schooling*, 6(1), 27-38
- Horowitz, T. (1991). Awareness without Legitimacy: Responses of the Education System in Israel to Intercultural Differences, *Studies in Education*, 55/56, 9-18. (Hebrew)

- Huebner, T. (2006). Bangkok's Linguistic Landscapes: Environmental Print, Codemixing and Language Change, *International Journal of Multilingualism*, 3(1), 31-51.
- Hymes, D. (1977). *Foundation in Sociolinguistics: An Ethnographic Approach*. London: Tavistock.
- Ianco-Worrall, A. D. (1972). Bilingualism and Cognitive Development, *Child Development*, 43, 1390-1400.
- Ingersoll, R. M. (2003). The Teacher Shortage: Myth or Reality? *Educational Horizons*, 81(3), 146-152.
- Ingersoll, R. M., & Perda, D. (2010). Is the Supply of Mathematics and Science Teachers Sufficient? *American Educational Research Journal*, 47(3), 563-594.
- International Association for the Evaluation of Educational Achievement – IEA (n.d.). PIRLS, Retrieved on June 1, 2023 from: <https://www.iea.nl/studies/iea/pirls>.
- International Association for the Evaluation of Educational Achievement – IEA (n.d.). TIMSS - Trends in International Mathematics and Science Study. Retrieved on June 1, 2023 from: <https://www.iea.nl/studies/iea/timss>.
- Izikovitz, R., & Beck, A. (1991). Models Guiding the Education of Immigrant Children in Israel, *Studies in Education*, 55, 33-50. (Hebrew)
- Jabarin, Y., & Igbaria, A. (2010). *Education in Waiting: The Government Policy and Civic Initiatives for the Advancement of Arab Education in Israel*. Nazareth: Dirasat Arab Center for Law and Policy. (Hebrew)
- Janarthanan, S. D. (2017). Visual Processing Disorder in Children. *Ophthalmol Open Journal*, 2(2): 45-47
- Jary, D, & Jary, J. (1995). Case Study. In *Collins Dictionary of Sociology* (2nd Ed., p. 62). Glasgow: Harper Collins.
- Johnson, D. C. (2013). *Language Policy*. London: Palgrave Macmillan.
- Jones, T. (2018). The Joys and Benefits of Bilingualism. Retrieved on November 10, 2022 from: <https://www.theguardian.com/commentisfree/2018/jan/21/the-joys-and-benefits-of-bilingualism>.
- Jorgensen, D. L. (1989). *Participant Observation: A Methodology for Human Studies*. London: Sage Publications.
- Jovanova, N.C., & Radojichikj, D.D. (2013). Parents of Children with Developmental Disabilities: Stress and Support. *Journal of Special Education Rehabilitation*, 14(1-2), 7-19.
- Kachergin, E. (2009). *Learning with Disorder: A Sociological Look at the Field of Learning Disabilities in Israel*. Doctoral Dissertation. Tel Aviv: Tel Aviv University. (Hebrew)
- Kachergin, E. (2017). The Conceptual Incarnations of Learning Disabilities in the Manual for the Assessment of Mental Disorders of the American Psychiatric Association, *Studies in Education*, 15-16, 338-360. (Hebrew)
- Kalambouka, A., Farrell, P., Dyson, A., & Kaplan, I. (2007). The Impact of Placing Pupils with Special Educational Needs in Mainstream Schools on the Achievement of Their Peers, *Educational Research*, 49, 365-382.
- Karande, S., Mehta, V., & Kulkarni, M. (2007). Impact of an Education Program on Parental Knowledge of Specific Learning Disability, *Indian J Med Science*, 61, 398-406.
- Kaufman, D. (2005). Acquisition, Attrition and Revitalization of Hebrew in Immigrant Children. In: D. Ravid & H. Bat -Zeeve Shyldkrot (Eds.), *Perspectives on Language and Language Development* (pp. 407-418). Dordrecht: Kluwer.
- Kaushanskaya, M., & Marian, V. (2009). Bilingualism Reduces Native-Language Interference during Novel-Word Learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 35(3), 829-835.

- Kaushanskaya, M., Gross, M., & Buac, M. (2014). Effects of Classroom Bilingualism on Task-Shifting, Verbal Memory, and Word Learning in Children, *Developmental Science*, 17, 564–583.
- Kavale, K. A., & Forness, S. R. (2000). What Definitions of Learning Disabilities Say and Don't Say: A Critical Analysis, *Journal of Learning Disabilities*, 33(3), 239–256.
- Kavale, K. A., Spaulding, L. S., & Beam, A. P. (2009). A Time to Define: Making the Specific Learning Disability Definition Prescribe Specific Learning Disability. *Learning Disability Quarterly*, 32(1), 39–48.
- Kay, W. (1970). *Moral Development*, London: Unwin Education Books.
- Kearney, P. M., & Griffin, T. (2001). Between Joy and Sorrow: Being a Parent of a Child with Developmental Disability. *Journal of Advanced Nursing*, 34, 582-592.
- Keller, D., & Honig, A.S. (2004). Maternal and Paternal Stress in Families with School-Aged Children with Disabilities. *American Journal of Orthopsychiatry*, 74, 337-348.
- Keller-Margulis, M., Payun, A., Jaspers, K.E., & Brewton, C. (2016) Validity and Diagnostic Accuracy of Written Expression Curriculum-Based Measurement for Students with Diverse Language Background, *Reading Difficulties*, 32 (2),174-198.
- Kester, E., Stubbe, E. & Peña, D., 2002. Language Ability Assessment of Spanish-English Bilinguals: Future Directions. Practical Assessment. *Research & Evaluation*, 8(4).
- Kfir, D., Rash, N., Adler, H., & Safran, K. (1993). *Integration in Education: Policy and Performance*. Jerusalem: The Hebrew University: The Institute for the Research of Cultivation in Education. (Hebrew)
- Kimmerling, B. (1995). *Between Society and State: Sociology of Politics*, Raanana: The Open University. (Hebrew)
- Kirk, S. A. (1963). Behavioral Diagnosis and Remediation of Learning Disabilities. *Proceedings of the Annual Meeting of the Conference on Exploration into the Problems of the Perceptually Handicapped Child*. Vol. 1, Evanston, IL.
- Klein, M. (1975). *Love, Guilt, and Reparation*. London: Hogarth.
- Klein, M. (2003). *Select Writings*. Tel Aviv: Tolaat Sefarim. (Hebrew)
- Klein, M., Heimann, P., Isaacs, S., & Riviere, J. (1952). *Developments in Psychoanalysis*. London: Hogarth.
- Klingner, J., Vaughn, S., Schumn, J.S., Cohen, P., & Forgan, J.W. (1998). Inclusion or Pull-Out, Which Do Children Prefer, *Journal of Learning Disabilities*, 31(2), 148-158.
- Kohlberg, L. (1969). Stage and Sequence: The Cognitive Development Approach to Socialization. In D. A. Goslin (Ed.), *Handbook of Socialization Theory and Research* (pp. 347-480). Chicago: Rand McNally.
- Kohli, A., Sharma, S., & Padhy, S. K. (2018). Specific Learning Disabilities: Issues that Remain Unanswered, *Indian Journal of Psychological Medicine*, September-October.
- KolZchut Association (2021). Mandatory Education for the Children of Foreigners. Retrieved on December 21, 2022 from: https://www.kolzchut.org.il/he/%D7%97%D7%99%D7%A0%D7%95%D7%9A_%D7%97%D7%95%D7%91%D7%94_%D7%9C%D7%99%D7%9C%D7%93%D7%99_%D7%96%D7%A8%D7%99%D7%9D Hebrew)
- KolZchut Association (n.d.). Immigrant Students and Returning Residents. Retrieved on December 21, 2022 from: https://www.kolzchut.org.il/he/%D7%AA%D7%9C%D7%9E%D7%99%D7%93%D7%99%D7%9D_%D7%A2%D7%95%D7%9C%D7%99%D7%9D_%D7%95%D7%AA%D7%95%D7%A9%D7%91%D7%99%D7%9D_%D7%97%D7%95%D7%96%D7%A8%D7%99%D7%9D (Hebrew)

- Kozminsky, L. (2004). *Speaking for Themselves. Self-Advocacy of Learners with Learning Disabilities*. Mofet Institute. (Hebrew)
- Krishnamurti, S. (2015). Application of Neural Network Modeling to Identify Auditory Processing Disorders in School-Age Children, *Advances in Artificial Neural Systems*.
- Kroll, J. F., Dussias, P. E., Bice, K., & Perrotti, L. (2015). Bilingualism, Mind, and Brain. *Annu. Rev. Linguist.*, 1(1), 377-394. <http://www.annualreviews.org/doi/pdf/10.1146/annurev-linguist-030514-124937>
- Kronenberger, W. G., & Dunn, D. W. (2003). Learning Disorders, *Neurologic Clinics*, November.
- Lambert, W. E. (1975). Culture and Language as Factors in Learning and Education. In Wolfgang A. (Ed.), *Education of Immigrant Students*. Toronto: Ontario Institute for Studies in Education.
- Lambert, W. E. (1977). The Effects of Bilingualism on the Individual: Cognitive and Socio-Cultural Consequences. In Hornby P.A. (Ed.), *Bilingualism: Psychological, Social and Educational Implications*. New York: Academic.
- Lambert, W. E. (1981). Bilingualism and Language Acquisition. In H. Winitz (Ed.), *Native Language and Foreign Language Acquisition*. New York: New York Academy of Science.
- Lambert, W. E., & Taylor, M. D. (1996). Language in the Lives of Ethnic Minorities: Cuban American Families in Miami. *Applied Linguistics*, 17(4), 22-34.
- Lanza, E. (2007). Multilingualism and the Family, In P. Auer & Li Wei (Eds.), *Handbook of Multilingualism and Multilingual Communication* (pp. 45-67). De Gruyter Mouton.
- Lardieri, L. A., Blacher, J., & Swanson, H. L. (2000). Sibling Relationships and Parent Stress in Families of Children with and without Learning Disabilities. *Learning Disability Quarterly*, 23(2), 105-116.
- Lasić, I. (2009). Dvojezičan (hrvatsko-njemački) odgoj malog Špire (u dobi od prve do treće godine), *Strani jezici*, 4 (39), 1-17.
- Lau, S. M. C., Juby-Smith, B., & Desbiens, I. (2017). Translanguaging for Transgressive Praxis: Promoting Critical Literacy in a Multiage Bilingual Classroom, *Critical Inquiry in Language Studies*, 14(1), 99-127.
- Lebrun, N., & Beardsmore, H. (1993). Trilingual Education in the Grand Duchy of Luxembourg. In: H. B. Lebrun (Ed.), *European Models of Bilingual Education*.
- Lev Shalem, A. (2013). *Alone and Together – Reciprocal Relationships between the Individual and the Group*, The Ministry of Education, The Administration for Science and Technology. (Hebrew)
- Levy, R. (2009). *The Exceptional Child – The Right and the Challenge to Care for Him*, Jerusalem: Eshelim. (Hebrew)
- Levy-Shif, R., & Shulman, S. (1998). Families with a Child Who Suffers from Developmental Handicap: Parental Functioning, In A. Duvdevani, M. Hovey, A. Rimerman, & A. Ramot (Eds.), *Parenting and Developmental Handicap in Israel*, Jerusalem: Magnes. (Hebrew)
- Lewin-Epstein, N., & Cohen, Y. (2018). Ethnic Origin and Identity in the Jewish Population of Israel. *Journal of Ethnic and Migration Studies*, 45(11), 2118–2137.
- Lightbown, P.M., & Spada, N. (1999). *How Languages Are Learned*. Oxford, OUP.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverley Hills: Sage Publications.
- Lindsay, G. (2007). Annual Review: Educational Psychology and the Effectiveness of Inclusive Education/Mainstreaming, *British Journal of Educational Psychology*, 77,1-24.
- Lisk, M., & Horowitz, D. (1990). Distresses in Utopia – Israel, A Society in Overload. Tel Aviv: Am Oved. (Hebrew)
- Little, L. (2002). Differences in Stress and Coping for Mothers and Fathers of Children with Asperger's Syndrome and Nonverbal Learning Disorders. *Pediatric Nursing*, 28(6), 582-583.

- Lotherington, H. (2013). Creating Third Spaces in the Linguistically Heterogeneous Classroom for the Advancement of Plurilingualism, *TESOL Quarterly*, 47(3), 619-625.
- Mackey, W. F. (1967). *Bilingualism as a Word Problem, E.R. Adair Memorial*. Montreal: Harvest House.
- MacSwan, J. (2017). A Multilingual Perspective on Translanguaging, *American Educational Research Journal*, 54(1), 167-201.
- Maital, S. L., Dromi, E., Sagi, A., & Bornstein, M. H. (2000). The Hebrew Communicative Development Inventory: Language Specific Properties and Cross-Linguistic Generalizations. *Journal of Child Language*, 27, 43-67.
- Mak, W. S., & Ho, S. M. (2007). Care Giving Perceptions of Chinese Mothers of Children with Intellectual Disability in Hong Kong. *Journal of Applied Research in Intellectual Disabilities*, 20, 145–156.
- Makri–Botsari, E., Polychroni, E., & Megani, E. (2001). Personality Characteristics of Greek Mothers of Children with Special Needs Who Are Involved in Special Needs Support Centres. *Mediterranean Journal of Educational Studies*, 6(2), 113-140.
- Malik, F. (2018). *Developmental Stages of Social Emotional Development in Children*. StatPearls [Internet].
- Margalit, A., & Halbertal, M. (1998). Liberalism and the Right to Culture. In M. Moutner, A. Sagi, & R. Shamir (Eds.), *Multiculturalism in Jewish and Democratic Society* (pp. 93-106). Tel Aviv: Ramot Press. (Hebrew)
- Margalit, M. (1997). Directions of Development in Special Education in Israel. Taub Center for the Research of Social Policy in Israel. (Hebrew)
- Margalit, M. (1999). Loneliness and Coherence among Preschool Children with Learning Disabilities. *Journal of Learning Disabilities*, 31(2), 173-180.
- Margalit, M. (1999). Special Education, In: E. Peled (Ed.), *Jubilee for the Education System in Israel*, Ministry of Education, Culture, and Sport (Hebrew)
- Margalit, M. (2000). *Learning Disability in the Classroom, Educational Dilemmas in the New Reality*. (Hebrew)
- Margalit, M. (2014). Learning Disabilities – A Neurodevelopmental Model – After 15 Years, *Meeting for Social Educational Work*, 22 (39), 15-34. (Hebrew)
- Margalit, M., & Heiman, T. (1986). Family Climate and Anxiety in Families with Learning Disabled Boys, *Journal of the American Academy of Child Psychiatry*, 24, 841-846.
- Margalit, M., & Tur-Kaspa, H. (1998). Learning Disabilities: A Multidimensional Neurodevelopmental Model, *Psychology*, 6, 61-76. (Hebrew)
- Margolis, A. E., Broitman, J., Davis, J. M., Alexander, L., Hamilton, A., Liao, Z., Banker, S., Thomas, L., Ramphal, B., Salum, G. A., Merikangas, K., Goldsmith, J., Paus, T., Keyes, K., & Milham, M. P. (2020). Estimated Prevalence of Nonverbal Learning Disability among North American Children and Adolescents. *JAMA Network Open*, 3(4). doi:10.1001/jamanetworkopen.2020.2551
- Margolis, J. (2008). What Will Keep Today’s Teachers Teaching? Looking for a Hook as a New Career Cycle Emerges. *Teacher College Record*, 110(1), 160-194
- Marian, V., Chabal, S., Bartolotti, J., Bradley, K., & Hernandez, A.E. (2014). Differential Recruitment of Executive Control Regions during Phonological Competition in Monolinguals and Bilinguals, *Brain & Language*, 139, 108-117.
- Marinis, T., & Chondrogianni, V. (2011). Comprehension of Reflexives and Pronouns in Sequential Bilingual Children: Do They Pattern Similarly to L1 Children, L2 Adults, or Children with Specific Language Impairment? *Journal of Neurolinguistics*, 2(2), 202–212.
- Marshall, C., & Rossman, G. B. (1989). *Designing Qualitative Research*. London: Sage Publications.

- Martin-Rhee, M. M., & Bialystok, E. (2008). The Development of Two Types of Inhibitory Control in Monolingual and Bilingual Children. *Bilingualism: Language and Cognition*, 11(1), 81–93.
- Mason, J. (1996). *Qualitative Researching*. London: Sage Publications.
- Maykut, P., & Morehouse, R. (1994). *Beginning Qualitative Research: A Philosophic and Practical Guide*. London: The Falmer Press.
- McCubbin, H. I., & Patterson, J. M. (1983). Family Transitions: Adaptation to Stress. In H. I. McCubbin & C. R. Figley (Eds.), *Stress and the Family. Coping with Normative Transitions*. New York: Brunner/Mazel, Publications.
- Meijer, J. W. (1999). *Financing of Special Needs Education*. European Agency for Development in Special Needs Education, Middelfart.
- Meyers Joint Brookdale (2017). *The Bedouin in the Negev: Facts and Numbers*. (Hebrew)
- Micallef, L. A. (2016). Auditory Processing Disorder (APD): Progress in Diagnostics So Far. A Mini-Review on Imaging Techniques, *The Journal of International Advanced Otolaryngology*, 11(3), February, 257-261.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2nd Ed.). Thousand Oaks: Sage Publications.
- Ministry of Education (2000). *Director General's Circular 2000/10(A)*. June 1, 2000. (Hebrew)
- Ministry of Education (2009). *Director General's Circular 2009/1(A), Promotion of a Safe Climate and Coping with Events of Violence in the Education Institutions*. September 2009. (Hebrew)
- Ministry of Education (2017). *Director General's Circular, The Absorption and Integration of Immigrant Students and Returning Residents in the 2017-2018 School Year*. Retrieved on February 27, 2023 from <http://meyda.education.gov.il/files/olim/HozerMankal-9-2017.pdf> (Hebrew)
- Ministry of Education (2019). Emergency Procedures in the Education System, Circular of the Director General of the Ministry of Education, January 3, 2019. Retrieved on August 12, 2022 from: https://apps.education.gov.il/Mankal/horaa.aspx?siduri=218#_Toc256000249 (Hebrew)
- Ministry of Education (2020A). Lifestyles in the Education Institution in the Coronavirus Period – Guidelines for the Preparation of the Education Institution. April 28, 2020. The Pedagogical Administration, Department of Health Supervision. Retrieved on August 12, 2022 from: <https://meyda.education.gov.il/files/tzafon/MitveHazaraLShigra/OrhotHaimBmosadHinuhKoronaEarhut.pdf> (Hebrew)
- Ministry of Education (2020B). Outline for the Conduct of Students in the Elementary School: The Work Routine in the Coronavirus Period. April 28, 2020. The Pedagogical Administration, Department A of Elementary Education. Retrieved on August 12, 2022 from <https://meyda.education.gov.il/files/tzafon/MitveHazaraLShigra/MitveHazaraKoronaEsodi.pdf> (Hebrew)
- Ministry of Education (2021). Emergency in Real Time – Procedures and Guidelines for Conduct and Distance Learning in an Emergency, Updated Procedure as of September 2021. Retrieved on September 1, 2022 from: <https://meyda.education.gov.il/files/ananchinuchi/emergency-procedure.pdf> (Hebrew)
- Ministry of Education (n.d.). *Language Education in Israel: A Profile for Teaching Hebrew as the Mother Tongue*. (Hebrew)
- Ministry of Education (n.d.). Teaching Workers Portal – Pedagogical Space, Policy Documents on the Absorption of Immigration. Retrieved on September 2, 2022 from the Website of the Ministry of Education: <http://cms.education.gov.il/EducationCMS/UNITS/Olim> (Hebrew)
- Ministry of Education and Culture (1976). *General Director's Circular*. April. (Hebrew)
- Ministry of Education Website (n.d.). Rights of the Student: Laws and Conventions. Retrieved on June 11, 2023 from: <https://cms.education.gov.il/educationcms/units/zchuyot/chukimveamanot/chukim/choklimud.htm> (Hebrew)

- Ministry of Education, Culture, and Sport (1992). *Special Circular D*. December. (Hebrew)
- Ministry of Education, Culture, and Sport (2004). *Director General's Circular 4(B): Accommodations in the Ways of Testing for Testing Students with Learning Disabilities, Internal and External Frameworks*. December. (Hebrew)
- Ministry of Education, The Psychological Counseling Service (2023). *From Disabilities to Learning: The Systemic Program for Treatment of Students with Learning Disabilities and Attention Disorders*. (Hebrew)
- Mitchell, S. A., & Black, M. J. (2006). *Freud and Beyond: A History of Modern Psychoanalytic Thought*. Tolaat Sfarim Press. (Hebrew)
- Mochnik, M. (1996). Expression of Time, Mode, and Aspect in New Hebrew, *Hebrew Linguistics*, 27, 29-45. (Hebrew)
- Modi, S., R., B., & Kanakamma, L. (2021). Effect of Remedial Teaching on Academic Performance of Poorly Performing Students in Pharmacology: A Quasi Experimental Study, *Journal of Clinical and Diagnostic Research*, November, 13(11).
- Mofield, E. L. (2019). Benefits and Barriers to Collaboration and Co-Teaching: Examining Perspectives of Gifted Education Teachers and General Education Teachers, *Gifted Child Today*, 43 (1), December, 20–33.
- Monikdam-Givon, Y. (2022). *Helping Students with Learning Disabilities and ADHD in the Education System: Attitudes of the Organizations of Civil Society regarding Government Policy*. Knesset Center of Research and Information. (Hebrew)
- Morag, T. (Ed.) (2010). *The Rights of the Child and Hebrew Law*, Ramot: Tel Aviv University. (Hebrew)
- Moreno, S., Bialystok, E., Wodniecka, Z., & Alain, C. (2010). Conflict Resolution in Sentence Processing by Bilinguals. *Journal of Neurolinguistics*, 23(6), 564-579.
- Mor-Sommerfeld, A. (2005). Bilingual Education in Areas of Conflict – Bridging and Sharing. *Race Equality Teaching*, 24, 31-42.
- Moshel, A. (Ed.) (1993). *Integration of Students with Disability in Regular Education – A Review of the Professional Literature*. Jerusalem: Henrietta Szold Institute. (Hebrew)
- Moutner, M., Sagi, A., & Shamir, R. (1998). Musings on Multiculturalism in Israel. In M. Moutner, A. Sagi, & R. Shamir (Eds.), *Multiculturalism in Jewish and Democratic Society* (pp. 93-106). Tel Aviv: Ramot Press. (Hebrew)
- Myklebust, J.O. (2007). Diverging Paths in Upper Secondary Education: Competence Attainment among Students with Special Educational Needs, *International Journal of Inclusive Education*, 11, 215-231.
- Nagy, W. E. (2007). Metalinguistic Awareness and the Vocabulary Comprehension Connection. In R. K. Wagner, A. E. Muse, & K. R. Tannenbaum (Eds.), *Vocabulary Acquisition: Implications for Reading Comprehension* (pp. 52 - 77). New York: Guilford Press.
- Namazi, M., & Thordardottir, E. (2010). A Working Memory, Not Bilingual Advantage, in Controlled Attention, *International Journal of Bilingual Education and Bilingualism*, 13, 597–616.
- Natan, G. (2012). *Children of Foreign Workers and Asylum Seekers in the Education System*. Knesset: Center of Research and Information. (Hebrew)
- National Authority for Measurement and Assessment – RAMA (2013). *Report Monitoring the Level of Violence in the Schools according to the Students' Reports*. (Hebrew)
- National Authority for Measurement and Assessment – RAMA (2017). *Meyzav 2017: Climate Data and Pedagogical Environment*. RAMA and the Ministry of Education. (Hebrew)
- National Joint Committee on Learning Disabilities (NJCLD) (1988). *Position Statements on Learning Disabilities*. Austin, TX.

- National Joint Committee on Learning Disabilities (NJCLD) (1994). Learning disabilities: Issues on definition. *Collective Perspectives on Issues Affecting Learning Disabilities: Position Papers and Statements* (pp. 6-66). Austin, TX: Pro-ED.
- National Joint Committee on Learning Disabilities (NJCLD) (2011). Learning Disabilities Implications for Policy regarding Research and Practice: A Report by National Joint Committee on Learning Disabilities. *Learning Disability Quarterly*, 34(4), 237-241.
- National Joint Committee on Learning Disabilities (NJCLD) (2016). *Learning Disabilities and Achieving High Quality Education Standards* (pp. 1-6). December. Retrieved on March 1, 2022 from: <https://njcld.org/wp-content/uploads/2017/10/njcld-hqes-full-report-dec-2016.pdf>
- Newman, L. (2005). *Family Involvement in the Educational Development of Youth with Disabilities: A Special Topic Report of Findings from the National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International.
- Nicpon, M. F., Doobay, A. F., & Assouline, S. G. (2010). Parent, Teacher, and Self Perceptions of Psychosocial Functioning in Intellectually Gifted Children and Adolescents with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 40(8), 1028-1038.
- Nitsch, C. (2009). The Age of Second Language Acquisition Determines the Variability in Activation Elicited by Narration in Three Languages in Broca's & Wernicke's Area in Neuropsychologia. *Neuropsychologia*, 47, 625-633.
- Norberg, K. (2000). Intercultural Education and Teacher Education in Sweden. *Teaching and Teacher Education*, 16 (4), 511-519.
- Nowell, B. L., & Salem, D. A. (2007). The Impact of Special Education Mediation on Parent-School Relationships: Parents' Perspective. *Remedial and Special Education*, 28(5), 304-315.
- Nowicky, E. A. (2003). A Meta-Analysis of the Social Competence of Children with Learning Disabilities Compared to Classmates of Low and Average to High Achievement, *Learning Disability Quarterly*, 26, 171-188.
- Odom, S. L., Buysse, V., & Soukakou, E. (2011). Inclusion for Young Children with Disabilities: A Quarter Century of Research Perspectives. *Journal of Early Intervention*, 33, 344-356.
- Odom, S. L., Zercher, C., Li, S., Marquart, J. M., Sandall, S., & Brown, W. H. (2006). Social Acceptance and Rejection of Preschool Children with Disabilities: A Mixed Method Analysis. *Journal of Educational Psychology*, 98, 807-823.
- Oller, D. K., Pearson, B. Z., & Cobo-Lewis, A.B. (2007). Profile Effects in Early Bilingual Language and Literacy, *Applied Psycholinguistics*, 28,191-230.
- Olstein, A. (1998). Another Language in Early Childhood. *Hed Hagan (Echo of the Kindergarten)*, 62(4), 392-395.
- Olstein, A., & Nissim-Amati, F. (2008). Acquisition of Language in the Context of Multiculturalism and Multilingualism. Being Tri-Lingual or Multi-Lingual: Is There a Price?. *Hed Haulpan Hachadash*, 94, 3-17. (Hebrew)
- Or, I. G., & Shohamy, E. (2016). Contrasting Arabic and Hebrew Textbooks in Israel: A Focus on Culture. In X. Curdt-Christiansen, & C. Weninger (Eds.), *Language, Ideology and Education: The Politics of Textbooks in Language Education* (pp. 109-125). Abingdon: Routledge.
- Organisation for Economic Co-operation and Development - OECD (2014). *Education at a Glance 2014: OECD Indicators*. Retrieved on April 1, 2023 from: <http://www.oecd.org/education/Education-at-a-Glance-2014.pdf>
- Organisation for Economic Co-operation and Development - OECD (2014). Indicator B1: How Much Is Spent per Student?, *Education at a Glance 2014: OECD Indicators*, OECD Publishing.
- Organisation for Economic Co-operation and Development - OECD (2016). *How Teachers Teach and Students Learn: Successful Strategies for School*. Paris: OECD Publishing.

- Organisation for Economic Co-operation and Development – OECD (2018). *Equity in Education: Breaking down Barriers to Social Mobility*. PISA. Paris: OECD Publishing.
- Organisation for Economic Co-operation and Development – OECD (2018). *Stat, Education at a Glance 2018, Teachers' Actual Salaries: Trends in Average Actual Teachers' Salaries, in National Currency*, September 11, 2018.
- Organisation for Economic Co-operation and Development - OECD (2020). How Can Teachers and School Systems Respond to the COVID-19 Pandemic? Some Lessons from TALIS. March 23, 2020. Retrieved on May 19, 2022 from: <https://oecdedutoday.com/how-teachers-school-systems-respond-coronavirus-talis>
- Organisation for Economic Co-operation and Development – OECD (n.d.). PISA 2018 Results, Retrieved on June 1, 2023 from: <https://www.oecd.org/pisa/publications/pisa-2018-results.htm>.
- Otu, P. A., Orji, E., & Zuba, U. A. (2016). Learning Disabilities and Its Psychological Consequences on School Children's Academic Performance, *International Journal of Academia*, 2 (1), December.
- Pain, H. (1999). Coping with a Child with Disabilities from the Parents' Perspective: The Function of Information, *Child: Care, Health and Development*, 25(4), 299-312.
- Palmer, D. K., Martínez, R. A., Mateus, S. G., & Henderson, K. (2014). Reframing the Debate on Language Separation: Toward a Vision for Translanguaging Pedagogies in the Dual Language Classroom, *The Modern Language Journal*.
- Paradis, J. (2005). Grammatical Morphology in Children Learning English as a Second Language: Implication of Similarities with Specific Language Impairment. *Language, Speech and Hearing Research*, 43, 834-847.
- Paradis, J. (2007). Bilingual children with Specific Language Impairment: Theoretical and Applied Issues, *Applied Psycholinguistics*, 28, 551–564.
- Paradis, J., & Genesee, F. (1996). Syntactic Acquisition in Bilingual Children. *Studies in Second Language Acquisition*, 18, 1-25.
- Paradis, J., Crago, M., & Genesee, F. (2005/2006). Domain-Specific versus Domain General Theories of the Deficit in SLI: Object Pronoun Acquisition by French English Bilingual Children, *Language Acquisition*, 33-62.
- Paradis, J., Crago, M., Genesee, F., & Rice, M. (2003). Bilingual Children with Specific Language Impairment: How Do They Compare with Monolingual Peers?. *Journal of Speech, Language and Hearing Research*, 46, 1-15.
- Paradis, J., Genesee, F., & Crago, M. (2011). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning* (2nd Edition). Baltimore, MD: Brookes.
- Paradis, M., & Crago, P. (2004). Comparing L2 and SLI Grammars in Child French. In P. Prévost & J. Paradis (Eds.), *The Acquisition of French in Different Contexts: Focus on Functional Categories*. John Benjamins Publishing.
- Pasternak, R. (2003). *Chapters in the Sociology of Education*, Raanana: The Open University. (Hebrew)
- Pattanayak, R. D., Sagar, R., & Choudhary, V. (2014). Care Giver Perspectives Based of Focus Group Discussion: Parental, Burden, Experiences and Unmet Needs. In: R. Sagar & R. D. Pattanayak (Eds.). *Specific Learning Disorder: Indian Scenario*. New Delhi, India: Department of Science and Technology (DST), A.I.I.M.S.
- Patton, M. Q. (1980). *Qualitative Evaluation Methods*. Beverley Hills: Sage publications.
- Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods* (2nd Ed). Newbury: Sage.
- Pelham, S. D., & Abrams, L. (2013). Cognitive Advantages and Disadvantages in Early and Late Bilinguals, *Journal of Experimental Psychology: Learning, Memory, and Cognition*, December.

- Peniger, Y., Macdussy, E., & Ayalon, H. (2016). Inequality in the Completion of the Undergraduate Degree: Social Background, Previous Learning Achievements, and Institutional Characteristics, *Israeli Sociology*, 18(1), 82-104. (Hebrew)
- Peres, Y., & Ben Raphael, A. (2016). *Closeness and Argument: Divisions in Israeli Society*. Tel Aviv: Am Oved. (Hebrew)
- Petani, R., Vrkić Dimić, J., & Bartolčić, V. (2021). *Growing Up Conditions in Bilingual Families: The Perspective of Parents and Children*. 15th International Technology, Education and Development Conference.
- Peters, J., & Pearce, J. (2012). Relationships and Early Career Teacher Resilience: A Role for School Principals. *Teachers and Teaching: Theory and Practice*, 18(2), 249-262.
- Phillipson, M. (1972). Phenomenological Philosophy and Sociology. In P. Filmer, M. Phillipson, D. Silverman & D. Wash (Eds.), *New Directions in Sociological Theory* (pp. 119-165). London: Collier Macmillan.
- Piaget, J. (1969). *Six Essays on Mental Development*, Sifriat Poalim (Hebrew)
- Piaget, J. (1983). Piaget's Theory. In P. Mussen (Ed.), *Handbook of Child Psychology*. Wiley.
- Piccardo, E. (2013). Plurilingualism and Curriculum Design: Toward a Synergic Vision. *TESOL Quarterly*, 47(3), 600-614.
- Pierce, A. (1992). *Language Acquisition and Syntactic Theory: A Comparative Analysis of French and English Child Grammars*. Dordrecht, Netherlands: Kluwer Print.
- Piller, I., & Gerber, L. (2018). Family Language Policy between the Bilingual Advantage and the Monolingual Mindset, *International Journal of Bilingual Education and Bilingualism*.
- Platt, J. (1992). Case Study in American Methodological Thought. *Current Sociology*, 40(1), 17-48.
- Plotnik, R. (2008). *To Grow up Differently: The Emotional and Social World of Children with Learning Disabilities and Attention Disorders*, Holon: Yesod. (Hebrew)
- Portocarrero, J. S., Burright, R. G., & Donovick, P. J. (2007). Vocabulary and Verbal Fluency of Bilingual and Monolingual College Students. *Archives of Clinical Neuropsychology*, 22, 415-422.
- Prior, A. (2012). Too Much of a Good Thing: Stronger Bilingual Inhibition Leads to Larger Lag-2 Task Repetition Costs. *Cognition*, 125, 1-12.
- Prior, A., & MacWhinney, B. (2010). A Bilingual Advantage in Task Switching. *Bilingualism: Language and Cognition*, 13, 253-262.
- Quesada Pacheco, A. (2011). Issues on Raising a Bilingual Child in Costa Rica: A Myth or a Reality? *Revista Electrónica Actualidades Investigativas en Educación*, 11, 2, 1-21.
- Ravid, D., & Tolchinsky, L. (2002). Developing Linguistic Literacy: A Comprehensive Model. *Journal of Child Language*, 29, 419 - 448.
- Recht, N. (2006). *The Fighting in Lebanon, Summer 2006*. Center for Educational Technology. (Hebrew)
- Reichl, N., & Rav, A. (2007). The Education System and the Circassian Identity in Kfar Kama, *Horizons in Geography, Minorities in Israel*, 68/69, 202-223. (Hebrew)
- Reid, D. K., & Button, L. J. (1995). Anna's Story: Narratives of Personal Experience about Being Labeled Learning Disabled. *Journal of Learning Disabilities*, 28 (10), 602-614.
- Reiter, S. (1999). The Quality of Life of the Child with Special Needs in light of the Extension of the Principle of Normalization, *Issues in Special Education and Rehabilitation*, 14(2), 61-69. (Hebrew)
- Reiter, Y., & Cohen, E. (Eds.) (2012). *Information Portfolio: Arab Society in Israel* (2nd Ed.). Neve Ilan: Abraham Fund Initiatives. (Hebrew)
- Rekhes, E. (2007). The Evolvement of an Arab-Palestinian National Minority in Israel, *Israel Studies*, 12(3).

- Rest, J. R. (1979). *Development in Judging Moral Issues*. Minneapolis: Minnesota University Press.
- Rock, E. E., Fessler, M. A., & Church, R. P. (1997). The Concomitance of Learning Disabilities and Emotional Behavioral Disorder: A Conceptual Model, *Journal of Learning Disabilities*, 30, 245-263.
- Roitman, M. (1989). Projective Identification: Key to Understanding Interpersonal and Group Processes, *Sihot (Conversations)*, 3 (2). (Hebrew)
- Romaine, S. (1995). *Bilingualism (Language in Society)* (2nd ed.), Oxford: Blackwell, 61.
- Rosenback, R. (2014). *Bringing up a Bilingual Child* (1st Edition).
- Rossell, C. H., & Baker, K. (1996). The Educational Effectiveness of Bilingual Education. *Research in the Teaching of English*, 30:7-74.
- Roweng, B. (2017). *How Are Inclusive Education Resource Centre Supported Students with Special Needs Experiencing Education in Regular Classroom Settings in the Town Schools in Western Province of Papua New Guinea? A Case Study Approach*, Master Thesis, University of Waikato.
- Ruijs, N.M., & Peetsma, T.T.D. (2009). Effects of Inclusion on Students with and without Special Educational Needs Reviewed, *Educational Research Review*, 4, 67-79.
- Russell, F. (2003). The Expectations of Parents of Disabled Children. *British Journal of Special Education*, 30, 144-149.
- Saban, I., & Amara, M. H., 2002. The Status of Arabic in Israel: Reflections on the Power of Law to Produce Social Change. *Israel Law Review*, 36(2), 5-39.
- Sabar Ben-Yehoshua, N. (2016). Ethnography in Education. In N. Sabar Ben-Yehoshua (Ed.), *Trends and Currents in Qualitative Research: Perceptions, Strategies, and Advanced Instruments* (pp. 86-118). Tel Aviv: Mofet Institute. (Hebrew)
- Sahu, A., Bhargava, R., Sagar, R., & Mehta, M. (2018). Perception of Families of Children with Specific Learning Disorder: An Exploratory Study, *Indian Journal of Psychological Medicine*, 40: 5, 406-413.
- Saiegh-Haddad, E. (2003). Linguistic Distance and Initial Reading Acquisition: The Case of Arabic Diglossia. *Applied Psycholinguistics*, 24, 431-451.
- Saiegh-Haddad, E., & Henkin-Roitfarb, R. (2014). The Structure of Arabic Language and Orthography. In E. Saiegh – Haddad & M. Joshi (Eds.), *Handbook of Arabic Literacy*. Springer: The Netherlands.
- Sailor, W. (1991). Special Education in the Restructured School, *Remedial and Special Education*, 12(6), 8-22.
- Samootha, S. (2012). *Don't Break Things: Measure of Arab-Jew Relationships in Israel*, Israeli Institute for Democracy. (Hebrew)
- Sanders, J. L. & Morgan, S. B. (1997). Family Stress and Adjustment as Perceived by Parents of Children with Autism or Down Syndrome: Implications for Intervention. *Child and Family Behavior Therapy*, 19, 4, 15-32.
- Santiago, P. (2002). *Teacher Demand and Supply: Improving Teaching Quality and Addressing Teacher Shortages*. OECD Education Working Paper No. 1. Paris: OECD.
- Santrock, J. W. (2016). *Topical Approach to Life Development* (8th Edition). New York: McGraw Hill.
- Sarnoff, C. A. (1987). *Psychotherapeutic Strategies in the Latency Years*. Northvale, NJ: Aronson.
- Saunders, G. (1982). *Bilingual Children: Guidance for the Family*. Clevedon: Multilingual Matters.
- Sayer, P. (2013). Translanguaging, TexMex, and Bilingual Pedagogy: Emergent Bilinguals Learning through the Vernacular, *TESOL Quarterly*, 47(1), 63-88.
- Scanlon, D. (2013). Specific Learning Disability and Its Newest Definition: Which Is Comprehensive? and Which Is Insufficient? *Journal of Learning Disabilities*, 46(1), 26-33.
- Schalock, R. (2013). Quality of Life in Persons with Intellectual Disabilities and Mental Health Problems: An Explorative Study, *The Scientific World Journal*, 2013.

- Schwartz, A.E., Hopkins, B.G., & Stiefel, L. (2021). The Effects of Special Education on the Academic Performance of Students with Learning Disabilities. *Journal of Policy Analysis and Management*, 41(1).
- Schwartz, M., & Asli, A. (2014) Bilingual Teachers' Language Strategies: The Case of an Arabic-Hebrew Kindergarten in Israel, *Teaching and Teacher Education*, 38, 22-32.
- Sciarra, D. (1999). The Role of the Qualitative Researcher. In M. S. Kopele & L. A. Sucuki (Eds.), *Using Qualitative Method in Psychology*. London: Sage Publications.
- Segal, H. (1998). *Melanie Klein*. Tel Aviv: Am Oved. (Hebrew)
- Seidman, I. E. (1991). *Interviewing as Qualitative Research*. New York: Teachers College Press.
- Serrata, C.A. (2012). Psychosocial Aspects of Parenting a Child with Autism. *Journal of Applied Rehabilitation Counseling*, 43(4), 29–35.
- Shenfield, S. D. (1999). The Circassians A Forgotten Genocide. In M. Levene & P. Roberts (Eds.), *The Massacre in History* (pp. 149-184), Berghahn Books.
- Shifman, E. (2016). Changes in the Divisions Customary in the Education System: Between Multiculturalism and Arrangements, B. Bashir, G. Ben-Porat, & Y. Yonah (Eds.), *Public Policy and Multiculturalism* (pp. 13-51). Jerusalem: Van Lear Institute and HaKibbutz HaMeuchad Press. (Hebrew)
- Shkedi, A. (2003). *Words that Try to Touch*. Tel Aviv: Tel Aviv University, Ramot Press. (Hebrew)
- Shlanger, Z. (2000). On Mutual Respect and Self-Respect, In Haraven & H Baram (Eds.), *Human Dignity or Humiliation: Tension of Human Dignity in Israel* (pp. 34-43). Jerusalem and Tel Aviv: HaKibbutz HaMeuchad and Van Lear Institute. (Hebrew)
- Shrafi, K., & Rosenblum, S. (2014). Learning Disabilities among Adults: The Implementation of the International Classification of Functioning, Disability and Health (ICF) as Key to the Understanding of the Individual's Needs – Position Paper, *Encounter for Educational Social Work*, 22, 39. (Hebrew)
- Shtendel, A. (1992). *Arabs of Israel*. Academon Press. (Hebrew)
- Shukla, P., & Agrawal, G. (2015). Awareness of Learning Disabilities among Teachers of Primary Schools, *Online Journal of Multidisciplinary Research (OJMR)*, 1(1), April.
- Silver, L. (2012). An Insightful Q&A with Dr. Larry Silver: An Inside Look at DSM 5. Learning Disabilities Association of America.
- Silverman, D. (Ed.). (2011). *Qualitative Research: Issues of Theory, Method and Practice* (3rd Ed.). Los Angeles: Sage.
- Simon, A., & Easvaradoss, V. (2015). Caregiver Burden in Learning Disability. *International Journal of Indian Psychology*, 86, 90.
- Simon, V., Czobor, P., Bálint S., Mészáros, A., & Bitter, I. (2009). Prevalence and Correlates of Adult Attention-Deficit Hyperactivity Disorder: A Meta-Analysis, *British Journal of Psychiatry*, 194(3), 204–211.
- Sirs, G. (2000). *The Mothers of Psychoanalysis: Helene Deutsch, Karen Horney, Anna Freud, and Melanie Klein*. Tel Aviv: Dvir. (Hebrew)
- Skaalvik, E., & Skaalvik, S. (2010). Teacher Self-Efficacy and Teacher Burnout: A Study of Relations. *Teaching and Teacher Education*, 26(4), 1059-1069.
- Slavin, R. E., Madden, N., Calderón, M., Chamberlain, A., & Hennessy, M. (2011). Reading and Language Outcomes of a Multiyear Randomized Evaluation of Transitional Bilingual Education, *Educational Evaluation and Policy Analysis*, 33:47–58.
- Smythe, I., Everatt, J., & Salter, R. (2005). *The International Book of Dyslexia: A Guide to Practice and Resources*. Edinburgh, UK: John Wiley & Sons.
- Sohlberg, S. (2007). *Psychology of Child and Adolescent* (2nd Edition), Magnes Press. (Hebrew)

- Spolsky, B. (1989). *Conditions for Second Language Learning*. Oxford: Oxford University Press.
- Spolsky, B., & Shohamy, E. (1999). Language in Israeli Society and Education. *International Journal of the Sociology of Language*, 137, 93-114.
- Sroufe, L., Cooper, R., & DeHart, G. (2004). *The Child's Development, Its Nature and Course*. Tel Aviv: The Open University. (Hebrew)
- Stake, R. E. (1994). Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 236-247). Thousand Oaks: Sage.
- Stake, R. E. (2000). Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd Ed.) (pp. 435-454). Thousand Oaks: Sage.
- Stake, R. E. (2008). Qualitative Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of Qualitative Inquiry* (pp. 119-149). Thousand Oaks, CA: Sage.
- State Comptroller of Israel (2017). *The Ministry of Education, the General Supervision of the Schools: State Comptroller Report, 67B for the Year 2016*. Jerusalem. (Hebrew)
- State Comptroller of Israel (2019). *Annual Reports 69B: Personnel in Teaching – Planning, Training, and Placement*, May 6, 2019. (Hebrew)
- State of Israel (1949). *Compulsory Education Law*. (Hebrew)
- State of Israel (1950). *Law of Return*. (Hebrew)
- State of Israel (1952). *Citizenship Law*. (Hebrew)
- State of Israel (1953). *Entry into Israel Law*. (Hebrew)
- State of Israel (1953). State Education Law, 1953. Knesset Website: https://fs.knesset.gov.il/2/law/2_lsr_208355.PDF (Hebrew)
- State of Israel (1953). *State Education Law*. (Hebrew)
- State of Israel (1969). *Supervision of the Schools Law*. (Hebrew)
- State of Israel (1974). *Entry into Israel Regulations, 1974: Regulation 5A*. (Hebrew)
- State of Israel (1988). *Special Education Law*. (Hebrew)
- State of Israel (1991). *Foreign Workers Law*. (Hebrew)
- State of Israel (1997). *Long Learning Day and Enrichment Studies Law*. (Hebrew)
- State of Israel (1998). *Equality of Rights for People with Disabilities Law*. (Hebrew)
- State of Israel (2000). *School Student's Rights Law*. (Hebrew)
- State of Israel (2001). *Free Education for Sick Children Law*. (Hebrew)
- State of Israel (2002). *Amendment to the Special Education Law*. (Hebrew)
- State of Israel (2002). Special Education Law (Amendment Number 7). Retrieved on March 21, 2022 from: Knesset Website: http://fs.knesset.gov.il/15/law/15_lsr_300594.pdf (Hebrew)
- State of Israel (2003). *Amendment Number 6 to the State Education Law*. (Hebrew)
- State of Israel (2007). *Student's Rights Law*. (Hebrew)
- State of Israel (2018). Special Education Law (Amendment Number 11). Retrieved on March 21, 2022 from: Knesset Website: https://fs.knesset.gov.il/20/law/20_lsr_504077.pdf (Hebrew)
- State of Israel, Archives (1949). Compulsory Education Law, 1949. From: In the End Everything Begins with Education, The Streams in Education and Their Relationships, 1948-1953. Retrieved on April 1, 2022 from: <https://catalog.archives.gov.il/chapter/importance-of-education/> (Hebrew)
- State of Israel, Archives (1953). State Education Law, 1953 – Leading to the Elimination of Streams in Education. From: In the End Everything Begins with Education, The Streams in Education and Their Relationships, 1948-1953. Retrieved on April 1, 2022 from: <https://catalog.archives.gov.il/chapter/%D7%97%D7%95%D7%A7->

[%D7%97%D7%99%D7%A0%D7%95%D7%9A-%D7%9E%D7%9E%D7%9C%D7%9B%D7%AA%D7%99-%D7%94%D7%AA%D7%A9%D7%99%D7%92-1953/](#) (Hebrew)

Storr, A. (1993). *Freud: A Short Critical Introduction*. Aliyat HaGag Press. (Hebrew)

Strain, P. S. (2014). *Inclusion for Preschool Children with Disabilities: What We Know and What We Should Be Doing*. Denver: Pyramid Plus, The Colorado Center for Social Emotional Competence and Inclusion.

Strauss, A., & Corbin, J. M. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. London: Sage Publications.

Sun, H., Ng, S. C., O'Brien, B. A., & Fritzsche, T. (2020). Child, Family, and School Factors in Bilingual Preschoolers' Vocabulary Development in Heritage Languages. *Journal of Child Language*, 47(4), 817-843.

Swars, S., Meyers, B., Mays, L., & Lake, B. (2009). A Two-Dimensional Model of Teacher Retention and Mobility. *Journal of Teacher Education*, 60(2), 168-183.

Taderera, C. & Hall, H. (2017). Challenges Faced by Parents of Children with Learning Disabilities in Opuwo, Namibia. *African Journal of Disability*, 6, 283.

Tamir, Y. (1998). Two Concepts of Multiculturalism. In M. Moutner, A. Sagi, & R. Shamir (Eds.), *Multiculturalism in Jewish and Democratic Society* (pp. 79-92). Tel Aviv: Ramot Press. (Hebrew)

Tamir, Y. (2016). *Who Is Afraid of Equality: On Education and Society in Israel*. Tel Aviv: Yediot Sefarim. (Hebrew)

Tannenbaum, M. (2002). Family Relations and Mother Tongue Preservation among Immigrant Children. *Hed Haulpan Hachadash*, 85, 39-48.

Taylor, Z. (2005). The Politics of Recognition, in A. Nachtumi (Ed.), *Multiculturalism in the Test of Israel* (pp. 21-52). Jerusalem: Magnes Press. (Hebrew)

The Nation's Report Card. National Assessment of Educational Progress. Retrieved on January 1, 2022 from: nationsreportcard.gov.

Thomas, W. P. (1993). Academic Achievement through Japanese, Spanish, or French: The First Two Years of Partial Immersion. *Modern Language Journal*, 77 (2), 170-180.

Thordardottir, E., Weismer, E. S. & Smith, M. E. (1997). Vocabulary Learning in Monolingual and Bilingual Clinical Intervention, *Child Language. Teaching and Therapy*, 13, 215-227.

Tokuhama-Espinosa, T. (Ed.) (2003). *The Multilingual Mind, Issues Discussed by, for, and about People Living with Many Languages*, London: Praeger.

Triandis, H. C., Adamopoulos, J., & Brinberg, D. (1984). Perspectives and Issues in the Study of Attitudes. In R. L. Jones (Ed.), *Attitudes and Attitude Change in Special Education: Theory and Practice* (pp. 21-40). Reston, VA: The Council of Exceptional Children.

Tucker, G. R. (1999). *A Global Perspective on Bilingualism and Bilingual Education*. Washington, DC: Center for Applied Linguistics.

Turiel, E. (1966). An Experimental Test for the Sequentiality of Developmental Stages in the Child's Moral Judgments. *Journal of Personality and Social Psychology*, 3(6), 611- 618.

Tzach, G. (2014). *From the DSM-IV to DSM-5 – Changes in Assessment: Scientific and Clinical Perspectives*. (Hebrew)

Tzur, B., Segal, M., & Rom, A. (2012). *And the Child Says: The Acquisition of Language and Communication in Childhood*, Raanana: Mofet Institute. (Hebrew)

UNESCO - The United Nations Educational, Scientific and Cultural Organization (2020). Half of World's Student Population Not Attending School: UNESCO Launches Global Coalition to Accelerate Deployment of Remote Learning Solutions. March 19, 2020. Retrieved on February 2, 2022 from:

<https://en.unesco.org/news/half-worlds-student-population-not-attending-school-unesco-launches-global-coalition-accelerate>

United Nations Children's Fund (UNICEF) (n.d.). United Nations Convention on the Rights of the Child. 2006. Retrieved on June 2, 2023 from: <https://www.unicef.org/au/united-nations-convention-on-the-rights-of-the-child>.

United Nations High Commissioner for Refugees – UNHCR (2010). *Global Trends: Refugees, Asylum-Seekers, Returnees, Internally Displaced and Stateless Persons*, Geneva: UNHCR.

United Nations High Commissioner for Refugees – UNHCR (2018). *Forced Displacement in 2017: Global Trends*. Retrieved on August 13, 2022 from: <http://www.unhcr.org/5b27be547.pdf>, pp. 2-3.

Van Dijk, T. A. (2001). Critical Discourse Analysis. In D. Tannen, D. Schiffrin, & H. Hamilton (Eds.), *The Handbook of Discourse Analysis* (pp. 352-371). Oxford, UK: Blackwell.

Vargan, Y., & Fidelman, A. (2009). *The Education System in Israel – Main Issues in the Work of the Education Committee*. (Hebrew)

Vincent, A.C., Elenjickal, M.G, & Sukumaran, T.U. (2020). Effect of Remedial Teaching on the Scholastic Performance of Children with Learning Disability, *International Journal of Contemporary Pediatrics*, 7(3), 487-490.

Vitman, D., & Borin, K. (2006). *Attitudes of Young Teachers versus Veteran Teachers towards Multicultural and Bilingual Children*. Kibbutzim Seminar.

Volzer, M. (2003). Which Rights Do Cultural Communities Have? In O. Nachtomi (Ed.), *Multiculturalism in the Israeli Test* (pp. 53-61). Tel Hai Academic College and Magness Press, The Hebrew University. (Hebrew)

Von Glazerfeld, E. (1995). Piaget's Constructivist Theory of Knowledge, in *Radical Constructivism* (pp. 53-75), London: The Falmer Press.

Vujnović Malivuk, K., & Palmović, M. (2015). Dvojezično usvajanje jezika: povezanost s jezičnim teškoćama i nejezičnim sposobnostima, *Logopedija*, 5 (1), 20-24.

Waggoner, K., & Wilgosh, L. (1990). Concerns of Families of Children with Learning Disabilities. *Journal of Learning Disabilities*, 23(2).

Wagner, A. (2003). Also in Kindergarten: A Teacher's Guide and a Kindergarten Staff. In: N. Kadmen (Ed.), *Bilingualism and Multiculturalism: Implications for Immigrant Absorption in Kindergartens*, Ministry of Education.

Wagner, A. (2008). Bilingualism and Multiculturalism – Educational and Therapeutic Implications. Lecture in a Speech Therapy Conference, Nazareth. (Hebrew)

Walters, J. (2005). *Bilingualism: The Sociopragmatic-Psycholinguistic Interface*. Hillsdale, NJ: Lawrence Erlbaum.

Webb, J., Abdelrahim, S., Mahmoud-Tabana, S., & Banes, L. (2022). *REEd Framework for Bilingual Family-School Partnerships*. University of California, Davis Resourcing Excellence in Education (REEd).

Weiss, H. B., Kreider, H., Lopez, M. E., & Chatman-Nelson, C. M. (2014). *Preparing Educators to Engage Families: Case Studies Using an Ecological Framework*. Thousand Oaks, CA: SAGE.

Weissblay, E. (2012). *The Elementary Schools in Recognized Unofficial Education in the Years 2000-2012*. Jerusalem: Knesset – Center for Research and Information. (Hebrew)

Weissblay, E. (2013a). *The Education System in Israel – Main Issues Discussed in the Committee of Education, Culture, and Sport*. April 21, 2013. Knesset – Center for Research and Information. (Hebrew)

Weissblay, E. (2013b). *The Status of the Teacher in Israel and in the OECD Countries – Training, Accreditation, Salary, and Work Conditions*. Knesset – Center for Research and Information. (Hebrew)

- Weissblay, E. (2015). *The Education of Children with Special Needs in Israel – Data and Select Issues*, Submitted to the Committee of Education, Culture, and Sport. Knesset – Center for Research and Information. (Hebrew)
- Weissblay, E. (2017). *The Arameans in the Middle East and in Israel: Historical Background, National Identity in Our Time and Governmental Policy*. HaKnesset. (Hebrew)
- Weissblay, E. (2019). *The Special Education System: A Concise Review*. Submitted to the Committee of Education, Culture, and Sport of the Knesset for the Beginning of the 21st Knesset Committee's Work, as a Part of a Series of Introductory Documents on the Subjects of Education and Culture. Knesset – Center for Research and Information. (Hebrew)
- Weissblay, E. (2020). *Distance Learning in a Time of Emergency Following the Closure of Education Institutions with the Spread of the Coronavirus*. Knesset Center of Research and Science. (Hebrew)
- Weissblay, E. (2023). *Shortage of Teachers*. Knesset: Center of Information and Research. Retrieved on June 1, 2023 from: https://fs.knesset.gov.il/globaldocs/MMM/09f3dfaf-607c-ed11-8150-005056aac6c3/2_09f3dfaf-607c-ed11-8150-005056aac6c3_11_19858.pdf
- Weissblay, E., & Winniger, A. (2015). *The Education System in Israel – Select Issues in the Field of Practice of the Committee of Education, Culture, and Sport of the Knesset*. Knesset – Center for Research and Information. (Hebrew)
- Wikipedia (n.d.). Talmud. Retrieved on April 4, 2021 from: <https://en.wikipedia.org/wiki/Talmud>
- Winnicott, D. W. (1971). Mirror-role of Mother and Family in Child Development. in D. W. Winnicott (Ed.), *Playing and Reality* (pp. 130-138). Harmondsworth: Penguin.
- Winnicott, D. W. (1971A). The Use of an Object in Relating through Identifications, in D. W. Winnicott (Ed.), *Playing and Reality* (pp. 86-95). London: Tavistock.
- Winnicott, D. W. (1971B). Transitional Objects and Transitional Phenomenon, in D. W. Winnicott (Ed.), *Playing and Reality* (pp. 1-260). London: Tavistock.
- Winnicott, D. W. (2004). *Playing and Reality*. Tel Aviv: Am Oved Press. (Hebrew)
- Winniger, A. (2018). *A Look at Arab Education, towards the Discussion in the Committee of Education, Culture, and Sport of the Knesset on the Topic of the Start of the School Year in the Arab Sector*. Knesset: Center for Research and Information. (Hebrew)
- Winniger, A. (2019). Bilingual (Hebrew-Arabic) Institutions in the Education System. Knesset: Center of Research and Information. (Hebrew)
- World Health Organization (WHO) (2007). *International Statistical Classification of Diseases and Related Health Problems* (10th revision). Retrieved on April 1, 2023 from: <https://icd.who.int/browse10/2010/en>
- World Health Organization (WHO) (2023). *ICD-11 for Mortality and Morbidity Statistics*. Retrieved on June 20, 2023 from: <https://icd.who.int/browse11/l-m/en#/http://id.who.int/icd/entity/2099676649>
- Yaffe, Y. (2016). Styles of Parenting, Involvement of Parents in the School, and Functioning of Students with Special Needs in Regular Education, *From Disconnection to Integration*, 19. (Hebrew)
- Yin, R. K. (1981). The Case Study Crisis: Some Answers. *Administrative Science Quarterly*, 26, 58-65.
- Yin, R. K. (1994). *Case Study Research: Design and Methods*. Sage Publications.
- Yin, R. K. (2012). *Applications of Case study Research* (3rd Ed.). California: Sage Publications.
- Yingli, L., Sina, W., & Lihong, L. (2012). Influence of Bilingual Experience on Cognitive Ability, *Advances in Psychological Science*, 20 (7), 995– 1002.
- Yolak, B. B. (2019). The Contribution of Remedial Courses on the Academic and Social Lives of Secondary School Students. *Journal of Education*.

- Yonah, Y., & Shenhav, Y. (2005). *Multiculturalism – What Is It? On the Politics of Difference in Israel*. Tel Aviv: Babel. (Hebrew)
- Zadoniasky-Erich, S., Rachel, Y., & Guberman, E. (2016). Education of Children from Diverse Cultural and Language Backgrounds, *Echo of the New Ulpan* &, 105. (Hebrew)
- Zagier, E. (1998). The Druze in Israel. In S. Aharoni & M. Aharoni (Eds.), *People and Actions in Israel*, Maxim. (Hebrew)
- Zdorenko, T., & Paradis, J. (2008). The Acquisition of Articles in Child L2 English. *Second Language Research*, 24, 227-250
- Zelasko, N., & Antunez, B. (2000). If Your Child Learns in Two Languages. National Clearinghouse for Bilingual Education. Retrieved on May 31, 2022 from <https://files.eric.ed.gov/fulltext/ED447713.pdf>.
- Zhang, C. (2021). The Advantages and Disadvantages of Learning a Second Language Early. *Advances in Social Science, Education and Humanities Research*. Proceedings of the 2021 International Conference on Social Development and Media Communication (SDMC 2021).
- Zhang, M. (2021). Bilingual and Monolingual Parents' Beliefs about Bilingualism and Bilingual Education. *Advances in Social Science, Education and Humanities Research*, 637.
- Zurer, B. (2008). *Raising a Bilingual Child*. New York: Random House.