



**ALEXANDRU IOAN CUZA
UNIVERSITY of IAȘI**

**Department of Doctoral Studies
Psychology and Education Sciences**

**Role Perceptions of Expressive and Creative Therapists
who Treat Students with Learning Disabilities
in Inclusive Schools**

Scientific Coordinator Assoc: **Prof. Ovidiu Gavrilovici, Ph.D.**

Ph.D. student: **Meytal Fogel-Simhony**

Table of Contents

| | |
|---|-----------|
| INTRODUCTION | 3 |
| .1 THE CONCEPTUAL FRAMEWORK | 7 |
| 2. METHODOLOGY – MIXED METHODS | 8 |
| 2.1 Research design and procedure | 8 |
| 2.2 Instruments | 8 |
| 2.2.1 Interviews (semi-structured in-depth) | 8 |
| 2.2.2 Questionnaire | 8 |
| 3. STUDY 1 – Qualitative Research - Management Team Perceptions Of The Therapists' Role 10 | |
| 3.1 Methodology | 10 |
| 3.1.1 Qualitative research design | 10 |
| 3.1.3 Research Instruments – Semi- Structured In-Depth Interview | 10 |
| 3.2 Findings – Management Team | 11 |
| 3.2 Summary of the qualitative findings – MT and S-CN | 11 |
| 3.3 Discussion – main points | 12 |
| 4. STUDY 2 – Qualitative Research – Self-Perceptions Of The Therapists' Role | 17 |
| 4.1 Methodology | 17 |
| 4.2 Findings - Therapists | 17 |
| 4.3 Discussion – main points | 18 |
| 5. STUDY 3 – Quantitative Research | 24 |
| 5.1 Methodology | 24 |
| 5.1.1 Quantitative Research Design | 24 |
| 5.1.2 Participants and Sampling Method | 24 |
| 5.1.3 Research instrument: Self-report questionnaire | 24 |
| 5.2 The three main aspects of the EC-T's role | 25 |
| 5.2.1 The perceptions of the EC-TH role in the three aspects of the role (Question 1) | 25 |
| 5.2.2 Differences between groups in perceptions of the EC-TH role (Question 1 > Hypothesis 1) | 25 |
| 5.2.3 Correlation between the aspects (Question 2 > Hypothesis 2) | 26 |
| 5.2.4 Correlation with Organizational Tenure (Question-3 > Hypothesis 3) | 26 |
| 5.2.5 Summary of hypothesis testing | 27 |
| 5.3 Discussion- main point | 28 |
| 5.3.1 Research Question 1 | 28 |
| 5.3.2 Research Question 2 | 31 |
| 5.3.3 Research Question 3 | 33 |
| 5.3.4 Research Question 4 - Covid-19 | 34 |
| 6. DISCUSSION AND CONCLUSIONS | 36 |
| 6.1 Conclusions - The EC-TH Role Relationships in the School – Summary of findings | 37 |
| 6.2 Contribution to the Field of Expressive and Creative Therapy | 38 |
| 6.3 Contribution to the Therapeutic Field Within the Educational System | 39 |
| 6.4 Universal Contribution | 39 |
| 6.5 Research Limitations | 40 |
| 6.6 Suggestions for Further Research | 40 |
| 6.7 Applied Recommendations | 40 |
| REFERENCES | 41 |

INTRODUCTION

Learning disabilities are difficulties in acquiring basic learning skills, originating from a neurodevelopmental disorder and are clinically defined as "learning disorders" (DSM-5, 2013). The term "learning disability" includes difficulties with three main skills: writing, reading, and arithmetic. Beyond students' didactic difficulty with learning disabilities, there are also emotional aspects which can sometimes become significant thus adding many challenges such as a lack of self-efficacy, low self-esteem, frustration, and anger as well as other phenomena which require therapeutic attention (El-Dor, 2014; Plotnick, 2008; Menachem & Chen Gal, 2010).

According to Israeli laws of education, any child with special needs is entitled to receive an education which is suited to their needs. Israel has several special education schools which are uniquely adapted to students with learning disabilities. The differences exhibited by the population of students with learning disabilities requires adaptations at all levels within a school. According to said law, the paramedical therapies which are included in the special education curriculum are occupational therapy, speech therapy, physiotherapy, emotional therapy, as well as others. Expressive and Creative Therapy is one of the types of paramedical therapy which can provide help to children with special needs (Israeli Ministry of Education, 2007; Leyser, 2002; Marom et al., 2006).

Expressive and creative therapy is a type of psychological treatment, which similar to psychological treatment, relates to the human soul. Expressive and Creative Therapy can help a variety of difficulties such as: emotional, developmental, social difficulties and even mental disorders. As a result of the rise in number of students diagnosed with learning disabilities over the years and who require a therapeutic setting at school, the number of EC-THs integrated in the educational settings, their significance within the school setting and consequentially, the sum of their allocated hours for work within schools has consequently grown as well. EC-THs are not teachers by profession but rather a part of the paramedical staff working at various educational institutions (Abramovski & Fogel Simhony, 2019; Frostig, & Essex, 1998; Schellhorn, 2015).

Employing therapists in the educational system is complicated as there are essential differences between the nature of teachers' work and that of EC-THs at the school. The training

of EC-THs does not include school setting adaptations, such that therapists who complete a lengthy training focusing on emotional-mental aspects will often start their professional career working in a system that operates using a completely different language, one that may at times even contradicts the therapeutic language. In practice, this forms an encounter between two basically different cultures. EC-THs in schools have several role partners in the circle of the child's care: the homeroom teacher, the S-CN, the principal and the child's parents who are usually unfamiliar with the therapists' training process, nature of their work and the contribution they make to children with learning disabilities under their care. As a result of this encounter, a situation where the therapist's role definition is unclear to the therapist himself as well as to the school staff is created. It is evident that the role definition of those EC-THs who work within a school is still in a process of development. Many parameters affect this process, starting from the therapists' training even prior to their employment and ending with the characteristics of the educational staff at each and any school where therapists eventually work. The role perception of EC-THs at school are impacted by two major topics: one – the nature of the school (special education or inclusive), and the other – the school management team (Nissimov-Nahum, 2013; Ofer-Yarom, 2014; Hazut, 1998).

The term "role" is repeatedly discussed in professional literature and has received several definitions, as each discipline expanded its perspective on the term. An important definition relevant for the current study is "Role theory", which is an important part of organizational psychology and includes many concepts which describe how a role is defined, how role expectations are formed and what affects role conduct. Researchers agree that a role's definition forms an essential setting for employees to best fulfill their role first and foremost towards the organization's goals, secondly, in order to collaborate with colleagues and of course, no less important, for the employees themselves. Researchers also note that an employee's performance in their role depends on the interaction between themselves (the "role holders") and other role partners in the organization. In practice, a reciprocal and permanent process is formed between the employee (the "role holder") and the organization as an overall system which together with the employees' role partners feeds the process of adjusting the employee's and others' expectations of the employee as well as others (Biddle, 1986; Katz & Khan, 1978; Merton, 1957, 1967).

Among the therapist's many role partners, the school principal is the most important as he is the one major figure in the schools' management team (which also includes the vice principal and the S-CN) who leads both educational and learning processes and who together with their

team shape the educational approach within the school. In fact, the school management team will structure the school's climate, comprised as it is from values, expectations, and norms, and thus outlines the thinking and actions of the rest of the school staff, all the more so with regards to change management (Opletka, 2015; Sarel, 2012; Raz, 2012; Keinan, 2018; Regev et al., 2015; Hess, 2009).

Presently, the Ministry of Education has greater understanding of the advantages of expressive and creative therapy and of the uniqueness of the EC-TH within the educational system than it did previously, however at the same time there are many issues that must still be considered. Many studies have been conducted on the considerable significance of integrating expressive and creative therapy in schools (Baliti, 2014; Regev et al., 2016; Ofer-Yarom, 2014), but only few studies deal with perceptions of the role of EC-THs at the school. Even less evident is the perspective of the school management team, who determine the school's policies which are inclusive of the perceived role of EC-THs.

Moreover, no studies have been conducted on this topic within inclusive schools. This area of research is a meaningful and important milestone towards wide and thorough observation and understanding of the meaning of expressive and creative therapy under the ministry of education in general and in inclusive schools in particular.

The lack of understanding of the educational staff concerning the therapeutic setting and the therapist's role is detrimental to the quality of care provided. Moreover, the main client – i.e., student with special needs – cannot fully realize their right to receive optimal treatment. As the school is the body responsible for providing emotional treatment to students, the school principal's conceptions and views on the topic of expressive and creative therapy as well as therapists, carry considerable weight for the therapists, the therapy, and the educational staff.

In light of all the above, the goal of this study is to examine the perceived role of the EC-TH in treating students with learning disabilities, from the perspective of the school management team down to the therapist himself within the setting of an inclusive school. The study will provide the Ministry of Education, Special Education Schools and therapists themselves – a thorough inspection of how the therapist's role is perceived by the rest of the staff, how this affects relationships with the EC-TH as well as the lever of therapy provided at school. Thus, another step towards bridging gaps which exist in the complex relationships

between these two very different approaches within a school (therapeutic and educational) will be possible, as well as being able to enhance and adapt the therapist's work to the system.

In my work as an EC-TH at several junior high and high schools in Israel, I was exposed to diverse work across different teams. As part of my work, I treated students at different schools, each school was comprised of different populations, setting features and work methods in general as well as in the integration of the EC-TH within the school. As stated, the work of the EC-TH within a school involves cross function contact and collaboration with a large number of significant personnel: homeroom teachers, S-CNs, psychologists and school principals. Hence, the perceived role of the EC-TH and the perceived relationship with role partners varies and changes according to the school setting. Above and beyond therapeutic work with students within each school, the EC-TH is expected to perform certain tasks which are adapted to the needs of the schools' educational staff and its specific principals.

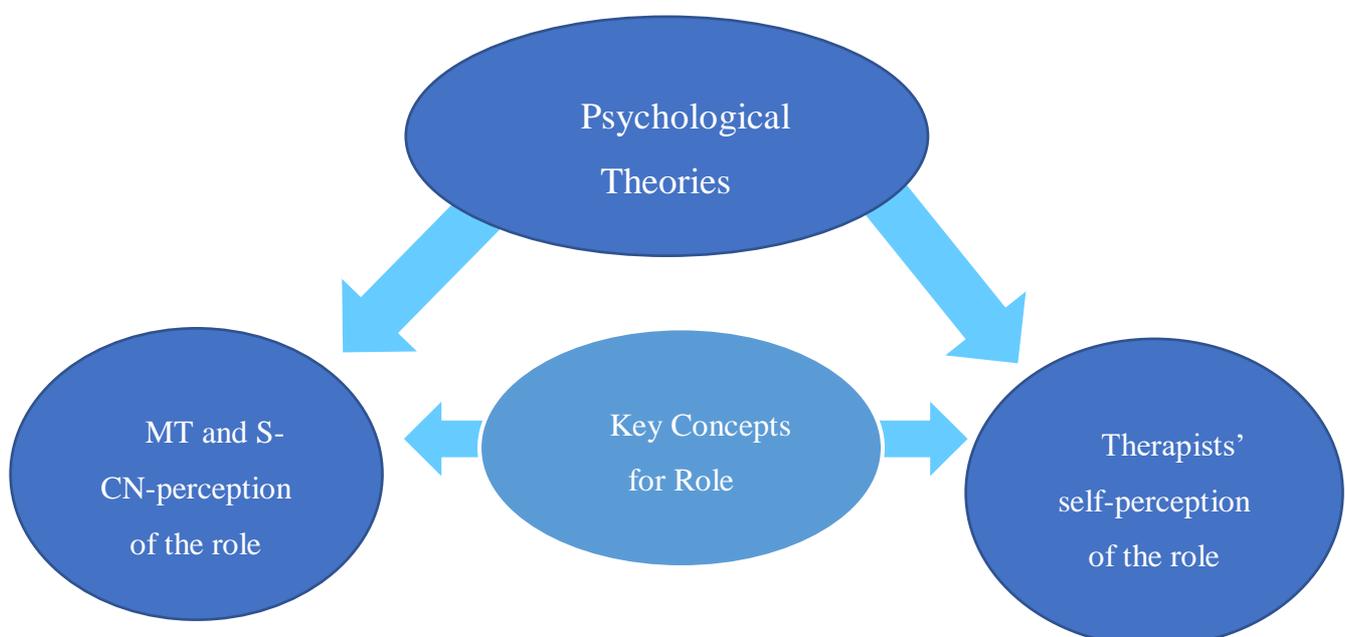
This study has an important contribution to the understanding of the status and the role of the therapist, both on the theoretical level as well as on the applied level. For the theoretical dimension, the study will help understand the complexities of the therapist's therapeutical work within an inclusive school, in the absence of a clear role definition, as well as essential issues with the professional identity of therapists in Israel. For the applied dimension, the study will contribute by rethinking the nature and manner of collaboration within multi-professional teams in general and within a school framework in particular. Moreover, the study will contribute to advancing the professional discourse between the Educational and the Therapeutic languages, on both the professional level between the different teams as well as on the management level.

1. THE CONCEPTUAL FRAMEWORK

In combined research it is necessary to present the main components dealt with by the research. Defining the main topics according to the research literature and presenting key concepts are very significant for understanding the research rationale and the research boundaries.

This research deals with the role perception of EC-THs working in an inclusive junior high school, according to their perception and that of the management team. The literature review presents theories from three major fields: an educational theory (in the phenomenological approach), psychological theories on relationships (object relations and attachment, intersubjective and family relationships), a sociological theory (on role holders in society and in the organisation). Key concepts (interpersonal relationship, group relationship, role perception, role definition).

Figure 1. The Conceptual Framework of the study



2. METHODOLOGY – MIXED METHODS

2.1 Research design and procedure

The study utilized an exploratory sequential mixed methods design that combines qualitative and quantitative research methodologies, in the understanding that each research method has both advantages and limitations and enables to minimize the weaknesses of each approach, and to maximize the benefits of both paradigms (Bryman, 2008; Creswell, 2013).

This research begun with a qualitative paradigm, using semi-structured in-depth interviews with therapists and management teams, followed by a quantitative paradigm administering questionnaires (constructed based on the results of the interviews) to a larges sample of therapists and management teams, *i.e.*, a cross-sectional survey (Seidman, 2013).

However, the results of the first, qualitative stage will constitute the basis for construction of the questionnaire for the quantitative stage. Then, quantitative research will be conducted by means of questionnaires, and the data for this part will be collected and analysed (Berman, 2017; Mertens, 2010).

2.2 Instruments

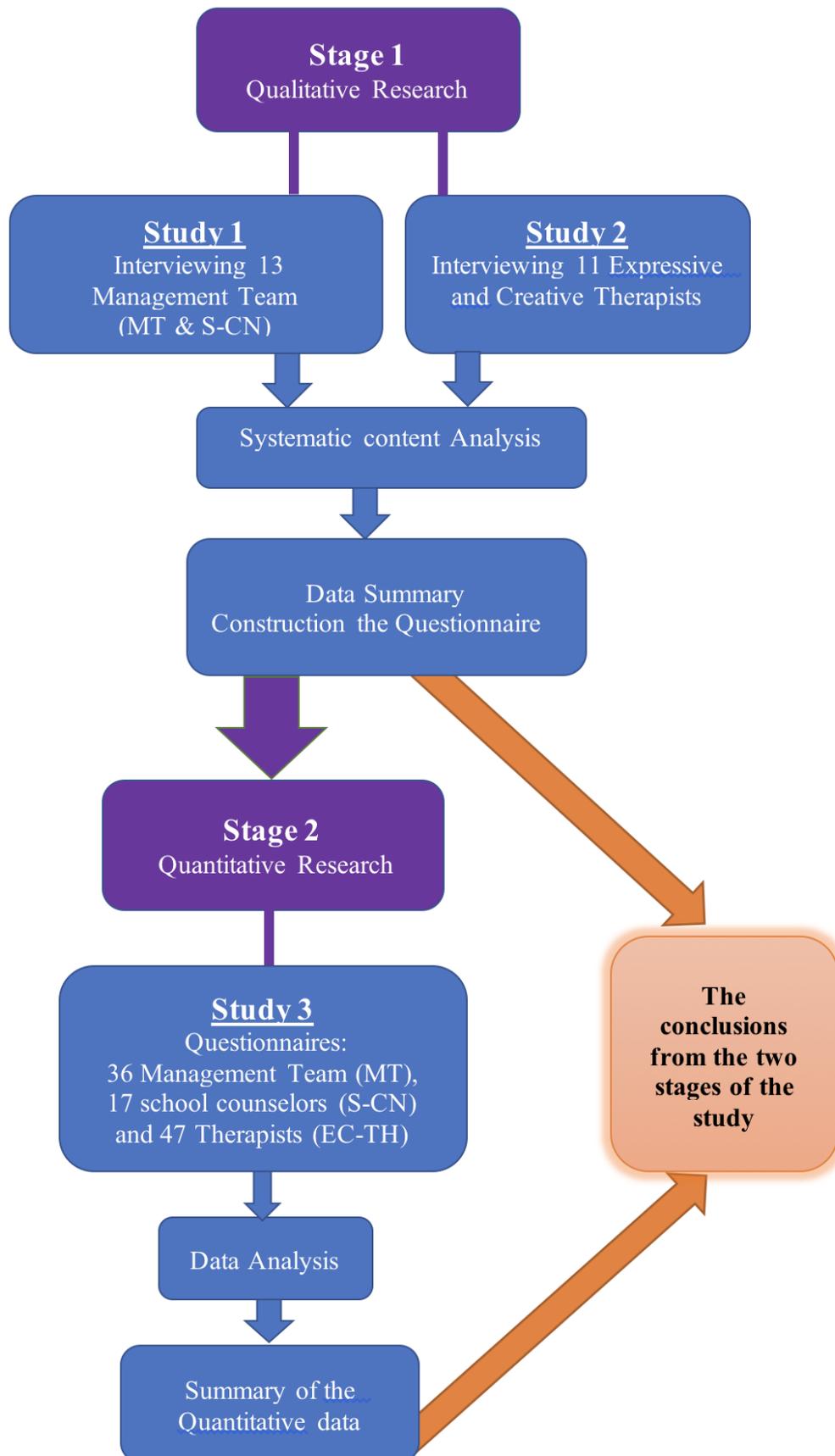
2.2.1 Interviews (semi-structured in-depth)

The data was collected through a semi-structured in-depth interview following an interview guide based on the ethnographic principles (Spradley, 1979). Thus, throughout all stages of the interview the interviewer will have to inspect her relationship with the school management team member (Kaufman, 1994).

2.2.2 Questionnaire

the current study included constructing and validating a new questionnaire. The unique advantage of a survey questionnaire is receiving information from a wide number of participants relatively inexpensively and quickly. In order to reduce response bias, the questionnaire was completely anonymous, without gathering even one identifying detail and not through the researcher's e-mail address (Demetriou el at ,2015; Martin, 2006; Stockemer, 2019).

Figure 2. The exploratory sequential design



3. STUDY 1 – Qualitative Research - Management Team Perceptions Of The Therapists' Role

3.1 Methodology

In this study qualitative research was conducted, to reveal the management team's perceptions of the therapists' role.

3.1.1 Qualitative research design

The purpose of this study is to examine ,via the phenomenological research approach, the significance attributed by the school management team to the various formal and informal functions comprising the role of the EC-TH who work with students with learning disabilities in special education and inclusive schools. The research question is: How does the management team perceive the role of EC-THs in inclusive schools, based on their personal experience with them, as role partners? (Strauss & Corbin, 1998).

This research approach assumes that each respondent, i.e., principal, vice principal of S-CN, have their own unique internal logic. The researcher aspires to share with them their world, perceptions, and understandings.

3.1.3 Research Instruments – Semi- Structured In-Depth Interview

The structured interview guide is constructed based on the literature review on the role of EC-THs. The interview guide (appendix 2) included the following topic: (a) Description of the therapist's role in inclusive schools, (b (Who is the EC-TH; (c) Is there a difference between the perception of the role of the therapist by himself versus the perception by the management time of the school. The questions in the interview guide were formulated widely as central questions, through both inquiry and clarification questions (Padgett, 1998).

- (a) Quality assurance of research instruments – Interview guide - Content, construct, and face validity
- (b) Interview guide Reliability and credibility- Researcher's position

3.2 Findings – Management Team

The list of the final themes and categories that were produced in the systematic content analysis regarding MT members perceptions of the therapist's role is presented in the following table 1: Themes and Categories – role partners: MT members perceptions of the therapist's role

| Themes | Categories |
|---|---|
| 1. The conduct of the management team within the school system versus the therapist | 1.1 Induction of the therapist into the role 1.2 Role definition and coordination of expectations 1.3 Relationship between the school and the MATYA 1.4 The management team's relationship with the therapist 1.5 The management team's perception of their role versus the therapist |
| 2. The management team's perception of therapy at the school | 2.1 The uniqueness of therapy within the educational system 2.2 The therapeutic setting 2.3 The management team's perception of the therapist's role |
| 3. The management team's perception of the nature of the work performed by the therapist in the educational setting | 3.1 Cross-functional teamwork 3.2 The impact of organisational belonging 3.3 Training therapists for work in a school setting 3.4 The therapist's involvement in the school in general 3.5 The therapist's participation in educational roles |
| 4. The management team's perception of the therapist's role in working with the school's populations | 4.1 Perception of the therapist's role with the students 4.2 Perception of the therapist's role with the educational staff 4.3 Perception of the therapist's role in maintaining contact with the students' parents |

3.2 Summary of the qualitative findings – MT and S-CN

According to the MT members and S-CNs, the EC-TH's role has three main aspects, which differ in their importance according to the MTs. According to the findings, the most important aspect is the *organizational-systemic aspect*, followed by the *educational aspect* and finally the *professionalism aspect*.

3.3 Discussion – main points

Study 1 examined the perception of the management team within the pedagogic system of an inclusive school MT (Principal of school, Vice-Principal) and S-CN (school counselors) regarding the role of expressive and creative therapists. The findings address four main themes:

The first theme is the MT's approach to the EC-TH within the school system, deals with the MT's approach towards the therapist within the school setting. Assuming that the MT leads the school's broader staff (beginning with the administrative staff, through to the professional and pedagogic staff), it may be assumed that the nature of this approach will determine the therapist's role within the school. MATYA (the local/regional support centre), is a body within the Ministry of Education responsible for the EC-TH with regards to administrative aspects (scope of the role), responsible for interviewing, selecting, directing, and placing the therapists in a school setting, and professional aspects (providing professional guidance), however in practice the therapist works within the school and with the school staff. Therefore, a therapist who was placed in a school was actually added to the team by MATYA, and in most cases doesn't have the option of choosing the school. Important matter regarding role definition is how the therapist is onboarded into the pedagogic system, since according to the organizational management's approach at the Ministry of Education, MATYA. Kumar et al., (2013) claim that in the case of external (extension) personnel there is a large disparity between the role perception and actual performance of the role. In this case as well, it may be assumed that the disparity exists because the person who recruits for the role, the MATYA coordinator, differs from the school principal who is the actual manager, creating innate differences (Sluss et al, 2011; Oplatka, 2015).

The definition of the organization's goal affects the organization's structure and character. The uniqueness of the pedagogic organization is evident first and foremost in the goal, which has ethical value. Accordingly, the role definitions of workers in pedagogic institutions mostly include the demand for pedagogic features and for upholding values, beyond knowledge of the profession (Thomas, 1976; Oplatka, 2015; Etzioni, 1956; Avisar, 1999).

The status of the school principal is even more significant due to the dual role in managing an inclusive pedagogic system. This is evident in their role both towards the pupils when instilling values, academic and social goals, and in their role towards the staff as a leader spearheading problem solving. The principal's perception of the therapist's role and of the

therapist's status at the school may affect the perception of the entire pedagogic staff and of the pupils. (Avisar, 1999; Etzioni, 1956; Thomas, 1976; Hess, 2009). The therapist's absorption into the school team may be viewed in the same way as that of the adoption of a child that not familiar with the family history (Ishizawa & Kubo, 2014). Similarly, the therapist comes from a therapeutic background and joins the school staff 'the pedagogic family' (Italie, 2019).

Another way to present the relationship between the MT and the therapist is through theories of parenting styles (Baumrind, 1971). Similar to parenting, the therapist's work also comprises the aspect of the MT's control. Intervention by the MT may sometimes be perceived as an attempt at control and be unacceptable by the therapist because often the MT's therapeutic knowledge could be minimal, and therefore would make professional demands from a pedagogic perspective. Baumrind (1971) classified the aspects of parenting into three generalized groups: permissive, authoritarian and authoritative. In this study the researcher sought to use the theory of Maccoby & Martin (1983) which expanded and updated Baumrind's theory and found four styles: 1. Indulgent, 2. Authoritarian, 3. Authoritative, 4. Uninvolved (Yaffe, 2016, 2020). According to the four parenting styles of Kobi & Martin (1983) mentioned above, the MT's behaviour towards the therapist may be examined. Similar to the characteristics of parenting styles, in the relationship between the MT and the therapist during his work at the school. In conclusion, two important components, role definition and expectation setting are critical in the induction process of the therapist and are the responsibility of the MT (Yaffe, 2016, 2020).

The Second theme is The MT's perception of administering therapy within the school setting. It appears that in light of the therapist's uniqueness with regards to their training and position, often the MT's expectations of therapy are forced upon them. Namely, they are burdened with representing the subject of therapy within the school and become the figure representing the entire field of psychological-emotional therapy. It may be assumed that the MT (and thus the pedagogic staff) do not distinguish between therapy as an approach and the therapist as a person, and in their perception the therapist and therapy are one and the same. The principals in the study noted that the therapeutic work carried out within the school differs uniquely from the therapeutic work carried out in a therapeutic setting. It likens the organization to a parent, whose role is to take care of and ensure that the therapist is able to form their professional identity, to develop through a multi-disciplinary dialogue and even exchange knowledge between the various professions working within the system (Kooper-Adar, 2006).

On the topic of recognition, Benjamin (1999, 2002) addresses the mother's initial "recognition" of the infant and institutes this basic concept. This recognition is essential for the infant's development, for seeing himself as separate from the mother. The concept coined by Benjamin (1999, 2002) is "mutual recognition". Consequently, a worker in an organization needs to receive the other's recognition of his professional uniqueness. In fact, the process of accepting therapy into the pedagogic system must include the understanding that education and therapy are different and separate at base.

Another way of looking at the absorption of a therapist into the pedagogic system is similar to the inclusion of a special education pupil into a regular pedagogic setting. Due to the different needs a special education pupil has as opposed to those of regular school pupils, the induction of a therapist into the team of the regular pedagogic staff may be compared to the induction of a special education pupil, both have different and special needs to those offered in a regular pedagogic curriculum (Maegali, 2002; Manor-Binyamini, 2003; Rayter, 1999).

The third theme is the MT's perception of the EC-TH's work within the pedagogic setting deals with the MT's perception of the therapist's work in a pedagogic setting. There are many differences between the work of teachers and the work of a therapist within a school. Through the lens of psycho-pedagogic psychology, it may be assumed that the languages of education and therapy may be confused. In the absence of a process focused on building a shared language framework and when there is no proper healthy communication between colleagues - a charged, tense relationship is formed between the sides, a sense of distrust and even power struggles.

Bion (1961) argues that each group also has a group subconscious, which he called the 'basic assumption group', which includes the aspect of regressive defence mechanisms. The pedagogic staff, comprised of a single group of educators and teachers, may distance the therapist by creating a separation between teachers and therapists. For an individual within a group it is often difficult to accept change and there is a concern that acceptance of the other will cause change, both as an individual and as a group (Greenwald, 2012; Wengrower, 1998). In addition, the relationship of the entire pedagogic staff may be examined similar to the relationship within the family unit. Kern & Peluso (1999) found that family or organizational customs and norms are fit into the unique family or organizational climate; 'sub-system' relationships between family members are similar to coalitions that exist between team

members, and no less in the effects of the parent's parenting style or the organization manager's management style that affects the entire system.

Satir & Baldwin (1983) found four types of communication based on personality types, defined as "non-promoters of cooperation in the family": The Blamer, the Placater, the Distractor and the Super-Reasonable. Based on this theory we shall try to examine the attitudes of the professional staff with whom the therapist works. (1) The Blamer - is in a position of power, allegedly knows everything and is right. May be likened to the position of the school principal. (2) The Distractor - raises irrelevant contents in order to avoid dealing with complex situations. May be likened to the conduct of the school counselor. (3) The Super-Reasonable - rather than emotional, maintains an intellectual position; in fact keeps her/himself out of harm's way. The classroom teacher may be in this communication position. (4) The Placater - calms everyone down, acts out of concern of rejection and often placates. This conduct may be detected in the therapist.

The fourth theme is The MT's perception of the EC-TH's role in working with school populations, focused on the therapist's role as perceived by the MT regarding the therapist's work with the school's three main populations: the pupil-clients, parents of the pupil-clients and the school's pedagogic staff. simultaneously, while all three are in fact the therapist's clients.

The study shows that there are several different management styles, and each manager chose to interact differently with the therapist. It may be assumed that some of the differences derive from the extent of the MT's experience in their role and from their experience of working with therapists, however additional parameters also affect management styles. The influence of the MT on how the therapist's role is perceived throughout the school also derives from the principal's 'psychological capital' in particular, and that of the MT's in general. 'Psychological capital' (Ataria, 2014) is a concept from the field of organizational behaviour and describes a psychological state created from four dimensions: optimism, hope, self-efficacy and resilience.

There are studies that argue that the principal's attachment patterns influence the type of authority a principal exercise within his/her status (Solan & Mikulincer, 2010). Studies have found that attachment patterns are manifested when fulfilling a role, all the more so when the role involves exercising authority similar to that of a principal. Solan and Mikulincer (2010) based their findings on Bowlby's theory which describes three types of attachment patterns. In

fact, an infant's experiences with its caretaker are internalized as "internal working models" that incorporate all of a person's perceptions both of himself and of his environment. These models are significant and accompany a person even into adulthood and in his/her personal, social and professional relationships. When a person reaches a management position and is required to exercise his/her authority, much of it is rooted in his internal working models. The type of authority the principal will choose is influenced by personal characteristics such as the need to control or lack of confidence, these as mentioned earlier, derive from the principal's attachment patterns and also from his internalized behavioural patterns – the internal working models (French & Raven, 1959; Solo & Mikulincer, 2010). Furthermore, studies indicate that there is a relationship between attachment styles and management styles among school principals.

In conclusion, in light of the relationship between attachment patterns and management styles, it appears that several parameters in the MT's attitude towards therapy, affect the relationship it creates vis-à-vis the team and how it conducts itself in a position of authority and decision making (Adizes ,2004; Leibowitz & Raz, 2002).

4. STUDY 2 – Qualitative Research – Self-Perceptions Of The Therapists’ Role

4.1 Methodology

In this study a qualitative research was conducted, to reveal the EC-TSs' self-perceptions of ten EC-THs of a Hebrew speaking junior high inclusive school, with at list two years of experience (Similar to the chapter 3, study 1, see page 12).

4.2 Findings - Therapists

The list of the final themes and categories that were produced in the systematic content analysis regarding the therapists' self-perceptions of their role is presented in the following table 2: Themes and Categories – Therapists' self-perceptions of their role

| 3 Themes | 8 Sub- Themes | 18 Categories |
|---|--|--|
| 1. The uniqueness of therapeutic work in the educational system | 1.1 The therapist’s perception of the integration of therapy and the educational system 1.2 The school’s perception of emotional therapy 1.3 Training and preparation for providing emotional therapy in the educational system 1.4 Professional-system support for the therapist | 1.4.1 EC-TH colleague at the school 1.4.2 The Supervision 1.4.3 The MATYA |
| 2. The therapist’s perception of the nature of work in a school setting | 2.1 The therapist self-perception of his role in the school system | 2.1.1 The therapist self-perception of his role in working with students-clients 2.1.2 The therapist’s relationship with the parents of the students-clients 2.1.3 The therapist self-perception of his role in the school climate |

| 3 Themes | 8 Sub- Themes | 18 Categories |
|--|--|---|
| 3. Organisational and personal aspects of the therapist's experience within the school | 2.1 The therapist's perception of his relationship with the school staff | 2.2.1 The educational staff 2.2.2 School counselor 2.2.3 School psychologist 2.2.4 The school principals |
| | 3.1 The therapist self-perception of his role at the school | 3.1.1 The choice to work within a school setting 3.1.2 Coordinating expectations / role definition 3.1.3 The therapist self-perception of his professional identity 3.1.4 The therapist's perception of the boundaries of his role |
| | 3.2 The therapist's perception of his status within the school system | 3.2.1 The therapist's experience of the staff's professional cooperation 3.2.2 The therapist's experience of belonging to the school system 3.2.3 The therapist's range of independence 3.2.4 Suggestions for strengthening the therapist's sense of belonging |

4.3 Discussion – main points

The first theme is unique nature of therapeutic work conducted within the educational setting. The therapists attested that combining the educational language with the therapeutic language generates a complexity evident in the nature of the school-based therapist's work. The therapist is often in a state of dissonance between the professional commitment to the therapeutic role at hand and concrete difficulties that prevent him from providing therapy at the school according to his training and to the professionalism to which he is committed. The therapist gives priority to the emotional aspect while the educational staff tends to give priority to academic achievements. Naturally, these cannot be automatically applied together but rather only after both factors, education and therapy, are adapted (Regev et al., 2016; Schellhorn, 2015; Ofer-Tarom, 2014; Italic, 2019; Kooper-Adar, 2006; Greenvald, 2012; Beehr, 1995).

After examining this theme from the perspective of two psychological approaches: the psycho-educational and the dynamic, it is evident from the research results that it is necessary to adapt the features of school-based therapeutic work methods to the features of classical psychotherapy methods, as well as to adapt the therapists' training process to the educational system in order to facilitate collaboration between these elements. (Forsting & Essex, 1998; Moriya, 2006; Siano & Hazut, 2003). The findings also reinforce the literature with regard to educators' lack of thorough understanding concerning the therapeutic language, probably since therapy originates from a completely different psychological outlook than the educational outlook.

Further to observing via the method of dynamic psychology, it is possible to examine a situation in which the school system finds it hard to assimilate therapy within it and to work with the therapist. The difficulty of the educational staff to accept the other can be seen as a type of "resistance" to integrating the therapist (with his different work features) in the school's educational culture. Ministry of Education has not yet established a program for training and preparing therapists to provide emotional therapy in the educational system, one that is compatible with the unique manner of this work. Therapeutic work within the educational system is unlike therapeutic work in other therapeutic settings such as therapy centres for educational-psychological services or private clinics. In light of the differences, some of which were presented above, therapists note unequivocally that there is no connection between their theoretical studies of therapy and the practical therapeutic work required of them at the school and that the discrepancies are considerable. Hence, it may be assumed that when all these negative forces exist in a relationship based on daily contact, the therapist feels a lack of belonging to the school system, as will be further elaborated below.

Another issue concerning the uniqueness of therapy in the educational system is the systemic-therapeutic support provided to the therapist. As part of the nature of work in any setting, the emotional/psychotherapist needs professional sources of support and accompaniment, such as a supervisor and colleagues as well as a superior, who understand the therapeutic language and the nature of the therapist's work. In light of the unique work that is not always compatible with the school's educational aims, it is important that the therapists have a support network. The therapists noted the difficulty of receiving supervision that is adapted to their needs as well as the difficulty of receiving support from the MATYA for actually coping with the school system. Social support is considered a person's main support because people are in essence "social animals". (Bowling et al., 2005; Viswesvaran & Sanchez,

1999; Lakey & Cohen, 2000; Cohen & Wills, 1985;). In summary, another therapist working at the school can provide the therapist with significant support.

The second theme speaks of the therapist's perception of the nature of work at the school, The study shows that the therapists experience difficulties forming contact with the clients' parents, following an unclear role perception by the parents and by the educational staff. The therapists attested that there is a difficulty with forming a significant relationship with parents and to meet regularly (Belity et al., 2017; Regev et al., 2016). In addition, the therapists noted the lack of support by the educational system for the therapist-parent relationship, probably due to lack of support and knowledge of the therapist-parent relationship. The literature supports the research findings and indicates the significance of the parents' involvement in therapy provided at school, despite the complexities (Abramovski, 2020c ;Ishai-Karin, 2004). Hence, the lack of a constant therapist-parent relationship might be detrimental to the quality of the therapy. The framework of the therapy also affects its nature and setting, all the more when provided at school, which is a unique therapeutic approach. There are essential differences between therapy provided at a school or at a private clinic in the community. In school-based therapy a large number of people are involved. Recent studies attest (Belity, 2021; Abramovski, 2020a; Abramovski, 2020b) that despite the therapist's and parents' desire to be in contact, they both find it hard to schedule meetings and to maintain consistent communication. Regarding the therapists it seems that the main difficulty is the very limited extent of their position considering their many responsibilities. Moreover, each therapist has a different seniority, experience and therapeutic approach, which affects their perception of the relationship with the parents. Regarding the parents, there are concrete emotional difficulties that arise following the need for therapy and meetings with the therapist. (Belity, 2021; Frostig, & Essex, 1998; Schellhorn, 2015).

When therapy is provided within an educational facility rather than in a therapeutic setting, the place itself affects the nature of the therapy and the therapists' perception of their work and role. First of all, this is evident in the purpose of the therapy. "Climate" is a wide term that attempts to define the organisation's overall atmosphere. In practice, it means the culture reflected by the interpersonal relations between all members of the organisation and compatible with its other features. In the case of a school setting, the climate is affected both by its very definition as a social organisation and by belonging to a larger system. The role of the therapist can have two manifestations with regard to the school climate. The first is as a

member of the educational staff. Another aspect of the therapist's contribution to the climate is the professional aspect (Regev et al., 2015; Pini Tal; n.t).

The second theme is addresses the therapist's perception of his relationship with the school staff, and presents the three spheres of the therapist's role partners at the school who work with the students-clients as well. (Adler & Fisher, 2008; Reiter et al., 2001; Green-Orlovich, 2014). The major advantage of therapy within the school system is the work of a multi-professional team as an ecosystem that combines all the educational and therapeutic elements, such that the therapist works, in practice, with a wide team. The therapist sees the rest of the staff as colleagues for joint work. As stated, the findings show that the staff members mostly do not perceive the therapist's role as does the therapist. The professional connection of the therapist with the educational staff is based first of all on interpersonal relationships, similar to any connection based on object relations. (Winnicott, 1971, 1965). In fact, the attachment pattern internalised by the therapist during childhood has a considerable influence on the nature of the connection and on the therapist's perceptions towards their personal and professional relationships with the principal and with the counsellor (Bowlby, 1988).

The family is the primary group in which the child learns about relationships, mutual relations, emulating behaviour as well as to be part of a group. such that any future relationships they have will be based on attachment patterns internalised in object relations within the basic family unit. Studies show that one's relationship and family dynamics as engrained in childhood are manifested in their interactions as an adult also in interpersonal relations, spousal relations and relationships in the workplace (Bowlby, 1988; Solan & Mikulincer, 2010; Hazan & Shaver, 1990). This leads to the conclusion that all workers in the school's educational staff, act according to the behaviour patterns of their home relationships. According to Minuchin's (1974) family theory, "The structural approach" the family relationship is examined by observing the inner codes and relations by three main parameters of the relationship: the system's limits, laws regarding closeness and distance, and the nature of the system. According to this theory it may be said that the structure of the relationships among the school staff affects their perceived connection with the therapist.

The third theme is organisational and personal aspects of the therapist at the school. The research findings reflect that the reasons for choosing to work in an educational system did not stem specifically from familiarity with the nature of work in this setting or from a wish to work with adolescents, rather were mainly considerations of personal convenience that are

essentially family-based. This theme reflects a fundamental issue with regard to the therapist's identity in dimensions of identity, professional identity, and parental identity. Psychological theories regarding "identity" (Kohut, 1987; Erikson, 1950) claim that one's identity is a dynamic conception that is constructed and expanded over the years in light of the spheres of affiliation generated – work, family. Hence, it may be concluded that three identities are included in one's choice of profession for parents, in this case school-based therapists: personal identity, professional identity, and parental identity, three identities that constantly interact and that influence each other: **1. Personal identity of the self** – Self-identity is the full answer to the question "Who am I?". (Adams et al., 2006; Marcia, 1980; Ibarra, 1999; Tzuriel, 1990). The meaning of self-identity is one's perception of himself as an independent, distinctive, whole and unified entity (Erikson, 1950). **2. Professional self-identity** – Professional identity is in fact another layer on top of the personal identity as it is based on the same components – values, beliefs, experiences and motives, but from professional perspectives. (Adams et al., 2006; Ibarra, 1999; Weintraub, 2009). **3. Parental/maternal self-identity** – Winnicott (1964, 1971) claims that a parent is only born when his child is born, such that it is not possible to formulate an identity as a parent until becoming parents in practice. Once the parent is born, this role becomes a major issue in one's life. Parenting brings with it a self-parental identity that represents one's thinking in the parental role and is based on the two other self-identities (personal and professional). The concept of "role" is a major issue from both psychological-sociological aspects and personal-social aspects, and in organisational psychology accordingly also from professional aspects. As stated, the role is comprised of several features, where role perception is a fundamental component of the worker's role. Since the therapist's role definition is in fact a general, fundamentally wide framework, as evident in the *guidelines* (Ministry of Education, 2016), it receives its contents and form in two ways – according to the personal perception of the therapist performing the role and according to the needs and expectations of the school staff.

The second subtheme is the therapist's perception of his position in the school system. This subtheme includes the therapist's personal feeling and perception of his position in the staff, professionally and communally. The research findings portray the difficulty experienced by the therapist both regarding the lack of professional cooperation by the educational and MT, and also as manifested in the feeling of non-recognition of the therapist's professional autonomy by the two types of staff. We shall examine the relationship between the educational staff and the therapist through the theory of the intersubjective approach, from dynamic

psychology, on the interpersonal connection between subjects (Malchiodi & Crenshaw, 2015; Kahn, 1996; Sullivan, 1953; Stolorow, 1996). The intersubjective theory claims that most of the therapy occurs within the relationship contained in the therapist-client connection. The therapist who is part of the educational staff sees the staff as colleagues in the development of the student-client, partners and equivalents. Both have a similar aim, which is to treat the student. While the therapist sees himself as part of the educational staff in a subject-subject relationship, the educational staff see the therapist as a separate object who is external to them.

Regarding the therapist's feeling of not being recognized or appreciated as a professional authority by the school's staff, It may be concluded that the therapists find themselves in a situation of "one versus many" and in most cases do not manage to instil the therapeutic language in the educational system and to lead the desired shift in the systemic thinking. Regarding the professional status of a therapist who works in an educational setting, here too it is possible to examine the relationship between the therapist and the school staff based on a theory from Minuchin's (1974) familial-structural psychology. Every family unit structure is based on two main pillars that create a dilemma on the personal and familial level. An additional view of the therapist's status will be examined through Bowen's (1976) family theory. This approach too argues that the family is a complete family unit and the axis that family members traverse is from separateness to closeness.

5. STUDY 3 – Quantitative Research

5.1 Methodology

In the quantitative phase three self-report questionnaires were constructed and validated, for EC-THs' S-CNs and MT members.

5.1.1 Quantitative Research Design

Quantitative research is referred to as collecting and analyzing numerical data using formal, rigorous, mathematical-based methods to generate and refine knowledge explaining phenomena in large samples. In the current study, a quantitative cross-sectional descriptive and correlative study design (Hayut, 2012) was utilized to compare levels of the (1) organizational systemic (2) therapeutic (3) Educational dimensions that have emerged from study 1 and 2 among EC-THs', S-CNs, and MT members and their correlations with seniority.

5.1.2 Participants and Sampling Method

The respondents were gathered by non-probable convenience sampling method: snowball, as follows; requests were sent to relevant professional networks of school's therapists, S-CNs and therapists who expressed willingness to participate in the study.

The questionnaire was sent as an online link. Research sample (frequencies and percent).

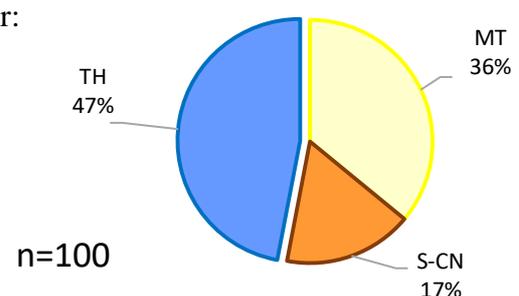
Figure 4. Research sample (percents)

In this table and onwards, the following initials stand for:

MT = Management team

S-CN = School Counselor

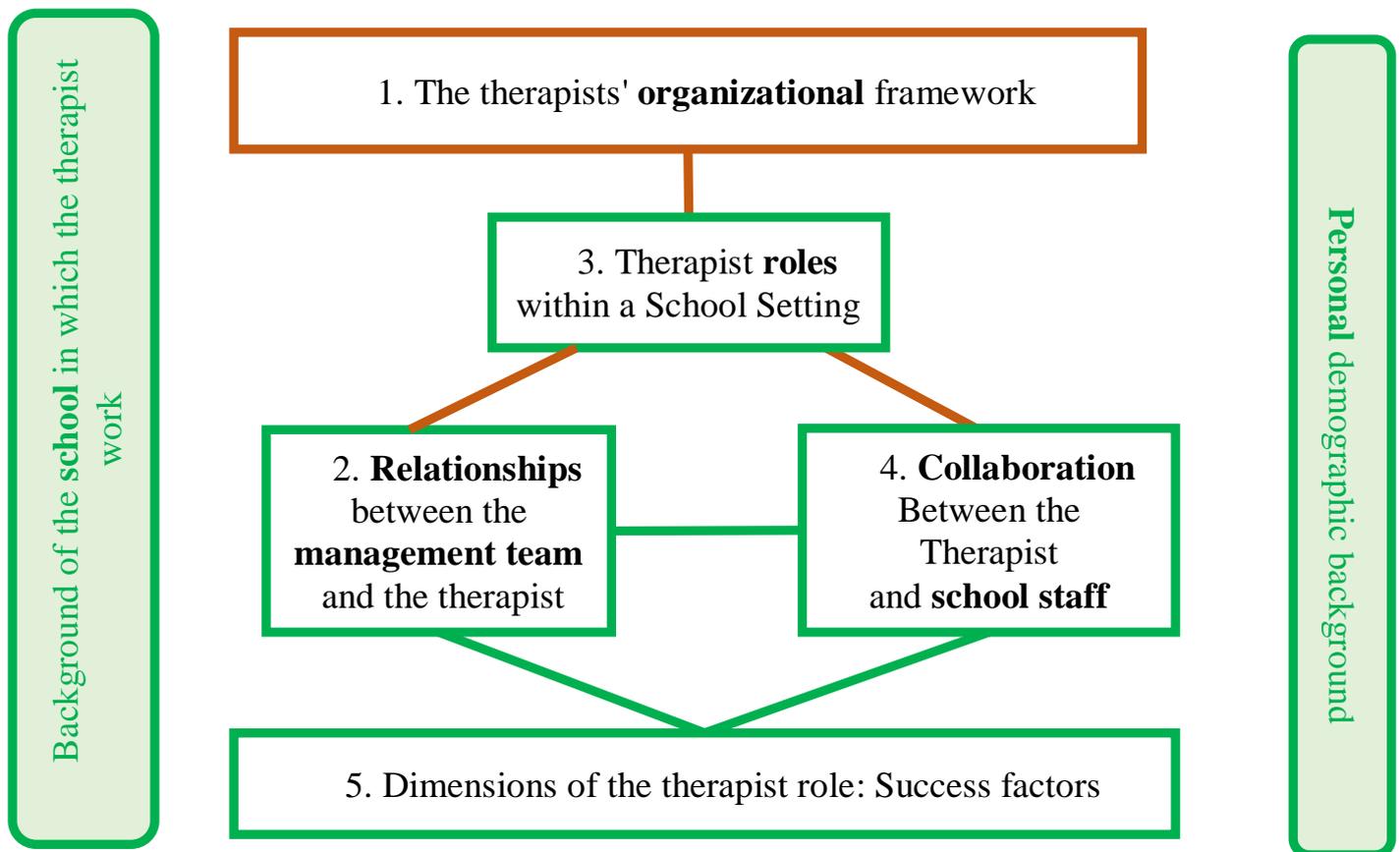
EC-TH = Expressive and Creative Therapists



5.1.3 Research instrument: Self-report questionnaire

The questionnaire was based on two main sources: The literature review (Ofer-Yarom, 2014; Snir et al., 2018; Wengrower, 2001) and the themes that were produce from analysis of interviewees answers. The construction and validation of the questionnaire is described, followed by introducing the final version of the questionnaire. Finally, the variables measuring the three main aspects of the EC-T's role were defined.

Figure 5. The inter-relationships between the categories that were derived from the interview' themes – A grounded theory model



5.2 The three main aspects of the EC-T's role

Organizational-systemic aspects (role status and positioning), Therapeutic aspects (role definition and authorities), and Educational aspects (the contribution to the schools)?

5.2.1 The perceptions of the EC-TH role in the three aspects of the role (Question 1)

The first research question: How do EC-THs, S-CNs and MT members perceive the role of the EC-TH in the education system regarding the 3 aspects.

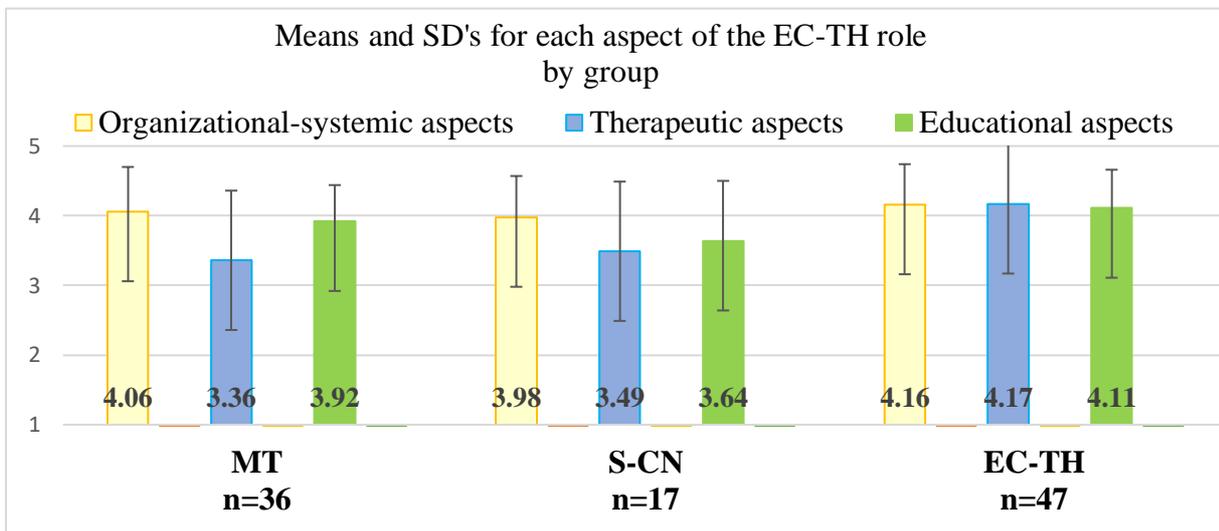
5.2.2 Differences between groups in perceptions of the EC-TH role (Question 1 > Hypothesis 1)

Differences will be found in the perceptions of the EX-EC-TH role according to MT members, S-CNs and EC-THs; the perceptions of the EC-THs of their role will be found higher, in comparison to MT members, S-CNs in all aspects.

In order to examine this hypothesis, three indices were calculated for each aspect.

Multiple and Oneway analysis of each aspect of the EC-TH role by group (MT members, S-CNs, and EC-THs) was calculated. The results are presented in the following figure:

Figure 6. Means and SD's for each aspect of the EC-TH role by group



5.2.3 Correlation between the aspects (Question 2 > Hypothesis 2)

The second research question: What are the correlations between the three aspects of the EC-TH role?

(2a) The correlations between the Organizational-systemic aspects of the EC-TH role and its Therapeutic aspects will be found low and not significant.

(2b) Positive correlations will be found between the Therapeutic aspects of the EC-TH role and its Educational aspects according to all respondents (MT members, S-CNs and EC-THs).

(2c) Positive correlations will be found between the Organizational-systemic aspects of the EC-TH role and its Educational aspects according to all respondents (MT members, S-CNs and EC-THs).

5.2.4 Correlation with Organizational Tenure (Question-3 > Hypothesis 3)

The third research question: What are the correlations between the Organizational Tenure and perceptions of the characteristics of the three aspects of the EC-TH role?

Spearman correlations were calculated to estimate the relationships between Seniority with the aspect of the EC-TH role.

(3) **positive correlations** will be found between Organizational Tenure and perceptions of the characteristics of the three aspects of the EC-TH role.

Seniority was measured by two variables: Years of experience in the respondents' current role (all respondents); EC-TH's years of experience since graduation. This hypothesis was **refuted**; the correlations between years of experience in the respondents' current role among all respondents, and the correlations between EC-TH's years of experience since graduation – and perceptions of the three aspects of EC-TH role, were not found significant.

5.2.5 Summary of hypothesis testing

Table 3: Summary of research hypotheses

| # | Question | Hypothesis | Confirmed/refuted | Analysis |
|---|--|--|---|---|
| 1 | How do EC-THs, S-CNs and MT members perceive the role of the EC-TH (EC-TH) in the education system regarding: Organizational-systemic aspects (role status and positioning), Therapeutic aspects (role definition and authorities), and Educational aspects (the contribution to the schools)? | Differences will be found in the perceptions of the EX-EC-TH role according to MT members, S-CNs and EC-THs; the perceptions of the EC-THs of their role will be found higher, in comparison to MT members, S-CNs in all aspects: (1) Organizational-systemic aspects, (2) Therapeutic aspects, and (3) Educational aspects. | Confirmed – regarding the Therapeutic aspects And Educational aspects (EC-TH perceive these aspects higher), but not regarding the Organizational-systemic aspects | Multiple and Oneway Analysis of variance of the EC-TH role aspects by group |
| 2 | What are the correlations between the three aspects of the EC-TH role: Organizational-systemic aspects (role status and positioning), Therapeutic aspects (role definition and authorities), and Educational aspects (the contribution to the schools)? | (2a) The correlations between the Organizational-systemic aspects of the EC-TH role and its Therapeutic aspects will be found low and not significant. | Confirmed | Spearman correlation coefficients (ρ) |
| | | (2b) Positive correlations will be found between the Therapeutic aspects of the EC-TH role and its Educational aspects according to all respondents (MT members, S-CNs and EC-THs). | Confirmed | Spearman correlation coefficients (ρ) |

| # | Question | Hypothesis | Confirmed/refuted | Analysis |
|---|---|--|--|--|
| | | (2c) Positive correlations will be found between the Organizational-systemic aspects of the EC-TH role and its Educational aspects according to all respondents (MT members, S-CNs and EC-THs). | Confirmed significantly among EC-THs Not confirmed among S-CNs (insignificant positive correlation) Not confirmed among MT (insignificant and low correlation) | Spearman correlation coefficients (ρ) |
| 3 | What are the correlations between the Organizational Tenure and perceptions of the characteristics of the three aspects of the EC-TH role: Organizational-systemic aspects (role status and positioning), Therapeutic aspects (role definition and authorities), and Educational aspects (the contribution to the schools)? | positive correlations will be found between Organizational Tenure and perceptions of the characteristics of the three aspects of the EC-TH role: Organizational-systemic aspects (role status and positioning), Therapeutic aspects (role definition and authorities), and Educational aspects (the contribution to the schools) among all respondents (MT members, S-CNs and EC-THs). | Refuted ; the correlations between years of experience in the respondents' current role among all respondents, and the correlations between EC-TH's years of experience since graduation – and perceptions of the three aspects of EC-TH role, were not found significant | Spearman correlation coefficients (ρ) |

5.3 Discussion- main point

The focus of the current third study is to examine the perceptions of the EC-TH' role through a quantitative method of inquiry, according to their role partners: MT members and S-CNs, and according to the EC-THs' self-perceptions.

5.3.1 Research Question 1

The respondents have different perceptions regarding their acquaintance and understanding of the essence of EC-TH role and its positioning in school as a unique expert. A possible explanation for these findings stems mainly from differences in the self-perception of the EC-TH role compared to the perception of the role partners. The various findings that emerged in response to the first research question point to one noticeable common theme: the lack of explicit recognition and definition of the therapist's role is a role of profession– its implications on the EC-TH role and their position within the school from both occupational and practical implications. Defining a job as a profession would frame this occupation as a professional position by three main characteristics: First, job fulfilment requires a high-level of

specialization based on training and talent. The second characteristic is the ability of the role holder to work independently, without a constant need for guidance or supervision. The third characteristic is that the role holder acts out of the wellbeing of society (Dingwall & Lewis, 1983; Abbott, 1991; Frieman, 2001). The therapist's job as a professional within his/her school - meets these criteria. In order to fulfil this role, training is required for the appropriate people, the EC-TH works independently with the pupils under their care, for the benefit of their ability to function both in their current school and in the future in society - as graduates with education and training.

However, the EC-TH role has not yet been defined as a professional occupation in Israel and the main issue is that the EC-THs are required to obtain official certification – they are not required to obtain a license to work in their field.-it may be assumed that some of the complex and different perceptions of the EC-TH role lay in the differences between these roles within the educational system.-The EC-TH's role has different aspects which point to their areas of responsibility for the various roles within the school. This finding reinforces the previous finding since the various aspects, which the three groups of respondents rated as the most important aspect in the EC-TH role, are of significance. According to the management level (managers/counselors), the organizational-systemic aspect is the most important while according to the EC-TH the therapeutic aspect is the most important. However, it is important to mention that the MT's first and foremost form of training is educational and tailored to the characteristics and requirements of the educational system (Adler & Fisher, 2008; Opletka, 2015). In contrast to the management team, the EC-THs ranked first the therapeutic aspect, which constitutes their main role, followed by the organizational aspect and lastly the educational aspect. The ministry of education's guidelines includes the definition of the therapist's role within the school and its desired status, however this definition is set out in general terms and does not highlight the therapist's unique role.

These findings are consistent with the research literature on the role perception of EC-TH by educators, their role partners, who regard them as an educational function of equal importance to other roles, but with specific training that is in fact psychological, and whose expertise is slightly different to that of teachers and other staff members on the team. The difficulty is manifested in the profound lack of understanding of the aspects of the therapeutic role such as setting and confidentiality, and the expectation of “being aligned” with educational aspects (Green-Orlovich, 2014; Belity, 2014; Keinan, 2014). It can be concluded that the uniqueness of the role is reflected first and foremost in the fact that it is an autonomous,

professional occupation within the school, but to some extent overlaps with other therapeutic professions, outside the school.

EC-TH would fall under psychology and psychological therapy as a profession, both of which deal with the condition of the human soul through emotional therapy (treating a wide range of pupils' difficulties, such as emotional, developmental, social, or mental conditions). The perception of the role as a professional occupation also leans on its moral and ethical aspects. Moral authority is one of the three pillars of a professions' base of authority. The source of the moral authority relies on the fact that the incumbent will act according to values that will be directed at the benefit of the public, in counselling, applying judgment and in this case also in the provision of therapeutic care (Hodson & Sullivan, 2007).

The professional autonomy of the EC-THs' is embedded not only in responsibility and authority regarding usage and distribution of budget and resources, it refers also to independence in their decision making .With regards to decision making on the budget of EC-TH's work on the one hand, and the nature of the therapy given to each pupil on the other, it is evident that therapists perceive themselves as a therapeutic authority responsible for making autonomous decisions regarding their work, as opposed to the principal and counselor (as would be anticipated). Additionally, the EC-TH's agree more than their role partners, that they have the exclusive authority to decide the nature of the therapeutic encounter with the pupil.

These perceptions, according to which the use of the budget and decisions regarding the nature of the therapeutic session are in fact under the authority of the EC-TH's themselves, are part of the profession's characteristics (Hotho, 2008; Mieg, 2006) i.e., the therapist's professional autonomy.

It is important therefore to develop communication and collaboration within the school, so that each role holder can contribute his or her knowledge for the overall benefit of pupils. The basis for this communication lies in all role holders' mutual recognition of the essence of their roles and those of their partners, and recognition of the boundaries of their roles and those of their partners (Branch, 2002; Dvir & Schatz-Oppenheimer, 2011; Hasson-Gilad, 2014). The therapist's therapeutic authority derives from the role partners' recognition of the EC-TH as an expert in their professional field (Levine, 1980; Olesen, 2001; Patton, 1990).

5.3.2 Research Question 2

This finding reflects the relationship between the therapeutic aspect, which is reflected in the therapist's specialization, and the therapist's participation as a role partner within the educational staff, which is the organizational aspect. Similarly, it was found that the EC-THs contribution to the school as a whole was rated as moderately important by the principals, and only slightly important by the counselors. Further reinforcement of this was in the finding that EC-THs rated themselves higher since they consider themselves a therapeutic authority within the school, while counselors and principals rated their contribution as lower.

At the organizational level, increasing the scope of the EC-TH position at the school is important since it enables therapists to be part of the system on a daily basis, and their involvement in school activities will increase accordingly. The EC-THs can act as a therapeutic authority at the school, particularly in certain situations and during times of crisis etc. Much of the therapist's work in treating pupils is also reflected in the collaboration with other role partners at the school (Branch, 2002; Somech & Drach-Zahavy, 2007; Manor-Binyamini, 2007).

The literature reinforces the findings in that several articles address the importance of teamwork within a school setting. Schools that are considered more successful are those which invest in developing the team and creating collaboration among staff members. There are various styles of teamwork in schools as well. Peled (1991) describes an effective work group as a collection of individuals who see themselves as a group, collaborate and also find satisfaction from their sense of belonging. This definition describes an educational staff who come from different professions working together within the school. Manor-Binyamini (2003) distinguishes between teamwork - which refers to a group of people from the same field working towards a single purpose, and multidisciplinary teamwork - which relates to the collaboration of different people from different areas of expertise. The latter is relevant to the collaboration that takes place between therapists and educators within a school setting. In conclusion, the work of a multidisciplinary team in the educational setting is of great importance for the pupil's growth and development. Many studies indicate that the contribution of this teamwork is in that "the whole is greater than the sum of its parts" and it is all the more important to include the therapist in these sessions, and hence the connection between the organizational aspect and the therapeutic aspect.

Hypothesis (2b) This finding is shared by the three groups and there is a positive and significant correlation between the therapeutic aspect and the educational aspect. Respondents see a close connection between the unique professionalism of the EC-THs role and its educational contribution to the school as a whole. A possible explanation can be found in the fact that emotional therapy for special education pupils in particular and the unique professional presence of EC-THs throughout the school, is clearly visible to members of the MT and is significant to the school setting. These findings strengthen the visible correlation that the MT see between themselves as a group and the EX-TH, as well as the contribution the EC-TH has on the entire school as a therapy professional.

Many studies in the professional literature discuss the significance of integrating therapy within the educational system in light of the fundamental differences that exist between the educational and therapeutic disciplines (Regev et al, 2016; Greenwald, 2012; Menchem & Chen-Gal, 2010). According to researchers, the gap in perceptions, attitudes, language and conduct between the disciplines are not easy to bridge between, since their approaches are fundamentally different. However, it can be seen that they both share a common goal, which is the well-being of the child-student-client (Ofar-Yarom, 2007; Snir & Regev, 2018; Nisimov-Nahum, 1999; Nisimov-Nahum, 2013; Ministry of Education, 2016; Ministry of Education, 2011; Regev et al., 2016).

In fact, within the organizational structure of the educational system in Israel, a role has been allocated for emotional therapy – namely, the educational psychologist (which is defined as a profession, (Psychological Counseling Service, 2010) Educational psychology deals with several aspects of the child's development within the community. In light of the lack of educational psychologist, whereby the role of the educational psychologist is insufficient to deal with the growing number of tasks, and the large number of pupils who fall under their responsibility - it can be assumed that the educational system found it necessary to integrate therapists, who also come from a mental health background, hold a master's degree adapted to working with children and have permanent presence within the school in order to work more closely with special education pupils. It is in this particular choice of the educational system, that the recognition and importance of the therapists' educational–therapeutic role becomes evident.

Hypothesis (2c) The group of therapists found a positive correlation between these aspects because it can be assumed that they find a connection between their role as part of the

organizational team along with their role as a contributor to the team itself. Since they perceive their role in the school organization, as an additional part of their choice to work with an educational staff in the system (Manor-Binyamini, 2009; Adoni-Kroyanker et al., 2019). The EC-THs clearly perceive that their role may contribute not only to the pupils in their care and under their responsibility but also to the school as a whole, moreover therapists see themselves as role partners of all staff members (beyond having a unique professional role aimed at caring for special education students).

Existing literature reinforces these findings in terms of the definition of roles and the organizational structure within the school setting. The purpose of the organizational structure at schools is to enable the work processes of all teams to be conducted in the most optimal manner and in order to achieve the goals of the organization as a whole. The structure and hierarchy of roles within the organization, impacts the perception of the therapist's role.

The school principal has many responsibilities and a wide range of tasks, he has the absolute right to decide on everything that happens within their school however in practice, it appears that principals prefer collaboration with and involvement of the educational staff (Hutton, 2017; Kamel, 2002). It is apparent that since the principal perceives the treatment of the emotional needs and aspects of the school as falling under the educational counselor's remit and in addition, the therapist's specific role is unclear to them, the chances of being assisted by the therapist for the benefit of teamwork in promoting school goals does not materialize. It can be concluded that the organizational aspect of the systemic work is in fact the result of a combination between the therapeutic and the educational aspects. The correlation between the therapeutic and educational aspects has already been proven however due to the fact that not all staff may be aware of the significance of the therapist's role, they are unable to see their contributions in the organizations educational setting.

5.3.3 Research Question 3

No correlation was found between seniority in the position and the perception of the EC-TH's role in all three aspects. The lack of correlation between seniority in the position and the perception of the EC-TH's role may be explained by the fact that EC-THs working at schools come from a professional therapeutic rather than an educational background, and therefore the factor that influences his/her perception of the role, is the therapeutic perception of his/her role regardless of their seniority. Accordingly, it can be assumed that EC-THs' perception of the nature of their role within the school setting, in fact, stems from the root of their therapeutic

perception in relation to the educational system according to the three different aspects examined in the questionnaire (Nissimov-Nahum, 2013; Schwarz, 2014; Eyal-Cohen et al., 2020; Ofer-Yarom, 2007).

In this regard, the research literature presents two approaches that relate to these findings: on the one hand, although seniority in general may seem to be a significant factor regarding job perception (Fischer, 2008; Nir & Zilberstein-levy, 2006), on the other hand, studies indicate that it is not the only factor. According to researchers (Ng, & Feldman, 2010; Tesluk, & Jacobs, 1998) there are also other factors which influence perception: Research literature dealing with seniority in a role indicates that seniority in a school is related to professional development there in general, and in the type of relationship with the other role holders, in particular.

It's possible explanation to the role perception which lays in the management style which principals may adopt, influenced by the way they perceive the role and the presence of an EC-TH within the school and hence, there is no correlation between their seniority in the role and their perception, but rather the connection is to their style of management. The nature of fulfilling a principal's role in an educational system in general and in a school in particular, affects the overall perception of the educational staff (Hess, 2009; Leyser et al., 2001; Adler & Fisher, 2008). It can be assumed that if the principal acts collaboratively with the staff and embraces positive change, it follows that the principal will perceive the role of the EC-TH as an integral part of the school staff (Bush, & Glover 2014; Pasher & Ish-Shalom, 1989; Kamel, 2002).

Furthermore, this finding reinforces the two findings of previous research questions one and two, so that in fact role perception of the EC-TH does not derive from seniority but lays in the combination of the three aspects found (systemic, therapeutic, organizational).

5.3.4 Research Question 4 - Covid-19

The nature of work in schools all over the world changed as a result of the COVID-19 pandemic, which broke out whilst conducting this research. As such, additional questions arose during the study which crafted an additional, fourth, research question. Research question four focused on the COVID-19 pandemic and its effect on the EC-TH. Therapeutic work is characterized by face-to-face contact, in a space within the school and as part of the student's learning curriculum. The Covid-19 pandemic disrupted this therapeutic setting. The difficulties werw also from to anxieties and heightened emotions during the closure, or, "lockdown"

period(s), which increased pressure on children (Dubey et al., 2020; Jones et al., 2021). During this critical time, the role of the EC-TH was put to the test (Shofar-Engelhardt 2020; Schillstein, 2020; Schnitzer-Messiah 2020). On the one hand, as a therapeutic figure their presence can significantly contribute, however on the other hand they are unable to use their “artistic tools”. Therefore, five questions were added to the current study, two of which present significant findings:

The findings indicate that (4a) with regards to strengthening the therapist's relationship with the educational staff during the Covid-19 Pandemic, there is a key difference between the groups since the therapists ranked themselves highly (i.e. in their view the relationship strengthened) compared to the principal and counselors who gave a low ranking. Furthermore, in finding (4b) as well, the principal finds that the presence of the EC-TH decreased significantly following distanced learning during the Covid-19 period, compared to the EC-TH who did not find that their presence decreased during this time.

In fact, these two results point to a single aspect, namely, the significant differences that exist between the perceptions of the therapist and those of the principal and counselor, as seen from two different angles. In fact, the discrepancies between the principal and counselor and the EC-TH's perception of their own role in their own teamwork with the educational staff, emerge from these two findings: While the EC-THs views themselves as an active partner of the educational staff, being present for both staff and pupils - the principal perceives the therapist's role as remote and less present. A possible explanation for these findings lays in the findings of the first and second research questions, which reflect the discrepancies in how EC-TH's role is perceived and how the EC-THs perceive their role, whereby therapists view their role as a therapeutic role however the principal and counselor view it first and foremost as an organizational one.

6. DISCUSSION AND CONCLUSIONS

This research aims to examine the role perception of EC-THs who treat students with learning disabilities in inclusive schools and to reveal the therapist's perceptions of their role within the educational system as well as those of S-CNs and MTs (principals and vice principals). The study presents complexities in the relationship between the therapist and the school staff from a professional-systemic aspect and raises possible explanations for the difficulties pertaining to the therapist's sense of belonging to the school system, while analyzing and observing several theories such as organizational psychology, family psychology, group dynamics and a dynamic approach to psychology. Another objective of the research is to examine the differences between the perceptions of the three research populations – therapists, principals, and counselors – and to reveal the correlations between these three mentioned aspects (organizational, therapeutic, and educational) of the therapist's role as well as possible correlations with various background data.

Due to the period of time in which the questionnaire was distributed (in the midst of COVID-19), an important and unique opportunity to explore the possible impact of COVID-19 on the role perception and the therapist's contribution to the school presented itself. Therefore, unique questions aimed at learning about features of the relationship between the therapist and the educational staff in a crisis were inserted in to the quantitative research.

At the time these lines are being written, Israel's educational system is the main employer of expressive and creative therapists in the country. At the same time, therapist's role definition as it is written today does not reflect the unique characteristics of their role nor the nature of their collaborative work within the educational system, leaving their professional status unclear. It is notable that this research is a first in its field and hence the main goal is to describe the role perception as seen by the two main role partners in the school: the principal and the school counselor, versus the therapist, in order to reveal similarities and differences.

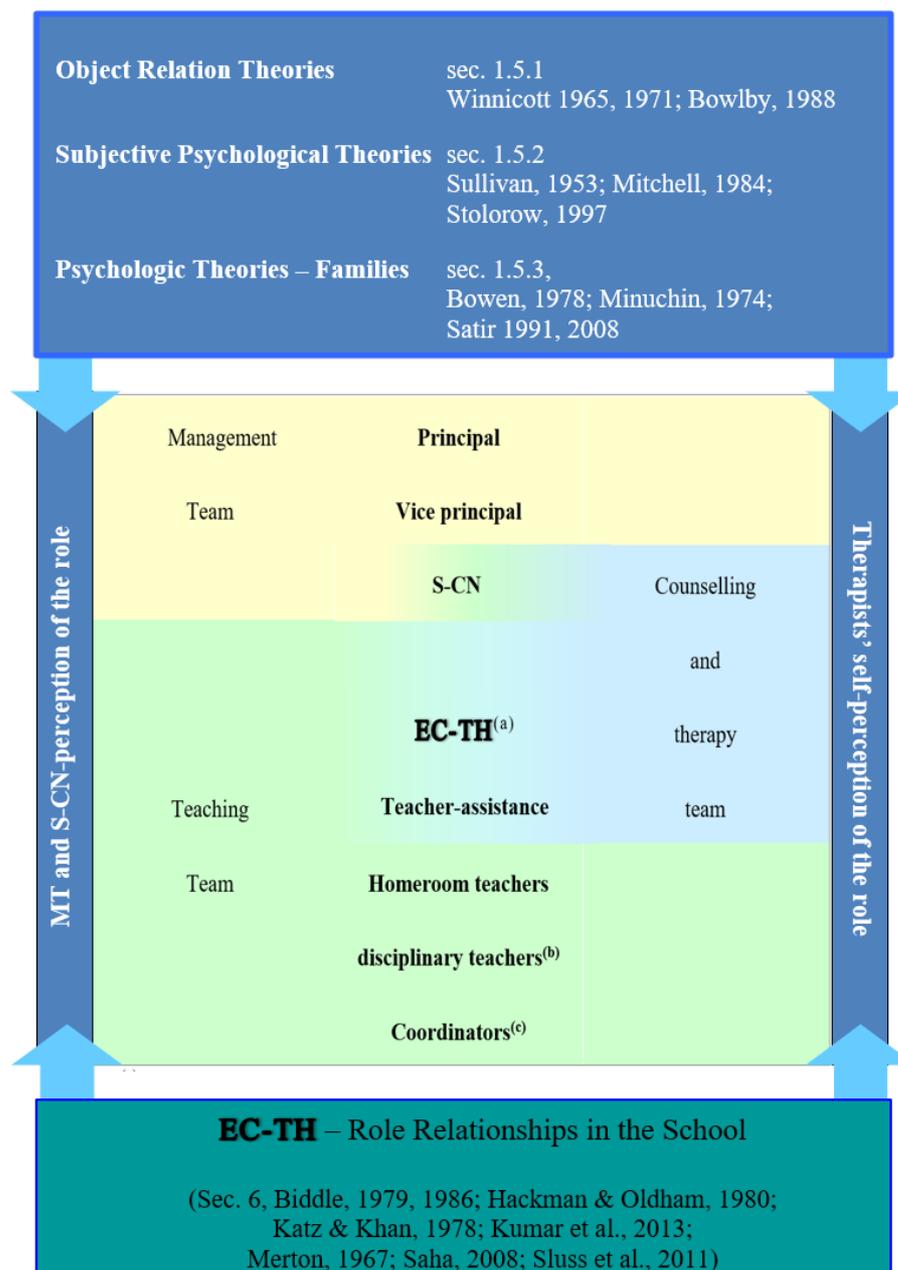
The study was conducted using the mixed methodology approach: Study 1 - Part I of the qualitative research: the management team's perceptions of the therapists' role, analysis of the qualitative interviews of the MT and SC (13). Study 2 - Part II of the qualitative research: self-perceptions of the therapists' role, findings from the EC-TH interviews (11). The analysis of both aforementioned studies generated the study 3 - a quantitative research of all 3 groups and comparisons between EC-TH, MT and SC (100).

6.1 Conclusions - The EC-TH Role Relationships in the School – Summary of findings

The main conclusion of the research, which close the gap in theoretical and practical knowledge regarding therapeutic and educational approaches within a school, of the EC-THs and their role partners. The findings of the research are anchored in the theoretical background.

Figure 7. The EC-TH Role Relationships in the School –

Summary of findings in light of the theoretical background



According to figure 7, in which the findings are anchored in the theoretical background, the conclusions based on this research findings are in line with the Work Redesign theory of

Hackman and Oldham, 1980 (figure 2). The three studies conducted in this research on the role perception of the therapist lead to a several conclusions, but they emphasize a specific important point: a comprehensive definition of the role of the EC-therapist in school will depend mainly by legislation, which will legally anchor this occupation as a profession. As presented in the work re-design model (Hackman & Oldham, 1980), as well as the findings of this research, it is necessary that certain characteristics of their role such as role identity, role autonomy and role importance, should be predefined, as a prerequisite for enhancement of motivation to fulfill the job, higher satisfaction in role performance and better efficacy in their work. When these necessary conditions are met, therapists should be able to work from a psychological state of mind in which they feel a sense of purpose, responsibility and thus be able to recognize the positive outcomes of their work. A future legislation of a Therapist Law may impart a professional framework that recognizes the unique skills and training of the therapist. Subsequently, the definition of their status in educational frameworks will be clear and lead to better and more optimal outcomes.

6.2 Contribution to the Field of Expressive and Creative Therapy

The goal of this study is to learn about the different components of the work carried out by EC-THs in light of an incomplete role definition by the educational system, where a major contributor to this problem is found to be the lack of relevant legislation which defines their stature. Non-promotion of this legislation doesn't merely represent a technical delay to a formal process but rather acts as an obstruction with has significant implications on the occupation itself and prevents an advancement of a constitutional/legal definition of their role as a profession in Israel while in many countries around the world, this role has been defined as such for years. As such, the role definition of therapists in the educational system is not clear to the therapists themselves nor to their role partners as well. It may be assumed that this phenomenon exists in multi-disciplinary work in any educational setting which includes therapists, and where their role description does not include role expectations, the boundaries of said role and the employee's autonomy to perform in their role. Accordingly, the therapists' remuneration is affected as well and is not in alignment with the required level of education and resources they invest in their actual work and personal and professional development. Considering the above, it seems that all art therapists should form an association and strive to have their occupation recognized as a profession by means of legislation.

6.3 Contribution to the Therapeutic Field Within the Educational System

Systemic work and multi-professional collaboration by the staff are very important for students' advancements at school. In order to produce optimal benefits from the therapist's professional-therapeutic presence from all three aspects discussed in this study (organizational, educational, therapeutic), it is important that the MATYA instruct the school to become familiar with the therapist's role and fields of responsibility (role features and areas in which the therapist can be of assistance) and the therapist's identity, as well as providing organized information on how to consult with a therapist when necessary. The study clearly displays the problems entailed by the current status quo, whereby no clear definition of the school-based therapist's role exists. In the current state of affairs, the process of passing legislation concerning therapists has been trudging for nearly a decade and no solution is forthcoming. For the students' benefits first and foremost, it is important that the education system in general and each individual school independently take responsibility for proper, organized and professional conduct concerning the integration of therapists within the educational setting and form a communication model for bridging the differences between the different schools of thought.

6.4 Universal Contribution

The first contribution of this study is evident in its construction of a quantitative research tool – a questionnaire that was both constructed and validated, which enhances the database of professional and academic research. A questionnaire based on the themes from the qualitative study as well as on other studies in the field was built for this study. This questionnaire is the first of its kind to focus on the role perception of school-based therapists in Israel and is comprised of the three aspects: organisational, therapeutic and educational, which were uncovered in the qualitative study. Another contribution is manifested in the thinking about the topic of collaboration between different organizations and occupations which work together in a multi-professional team under one roof and require a common and shared language. Additionally, by conducting a relationship analysis using two approaches: a systemic perspective according to organisational psychology and an interpersonal perspective according to dynamic psychology.

6.5 Research Limitations

- This study explored inclusive schools only. Schools defined as belonging to other therapeutic categories were not included (special education, post-hospitalization, behavioral problems, communication problems, etc.).
- The study did not explore therapists in their first year in the educational system (rather only therapists beginning from their second year).
- Because COVID-19 emerged, it became impossible to receive the cooperation of all three functionaries at the school level, hence it isn't possible to compare respondents from each school.

6.6 Suggestions for Further Research

- It is advisable to explore the research questions while comparing between primary schools and junior and high schools.
- It is important to compare the role perception of therapists in their first year at work prior to participating in an education adjustment course, versus therapists who have been working for at least two years.
- It is important to compare perceptions of principals with prior experience working with therapists to those who have no prior experience.

6.7 Applied Recommendations

- A detailed coordination and expectation alignment meeting should be conducted between the school staff, the therapist and their role partners prior to the therapist start date at school.
- The MATYA is responsible for providing the therapist with work regulations that are adapted to the educational system, as they do for educational psychologists. In addition The Ministry of Education should generate a clear and organized school onboarding process for therapists, through the MATYA.
- A training course for educators and teaching staff should be built with the goal to outline the characteristics of therapy as well as principals of the therapeutic process and the differences between the educational and therapeutic practices.
- Actions should be taken to legislate a "Practicing Therapist Law" to recognize Expressive and Creative Therapy as a licensed profession.

REFERENCES

- Abbott, A. (1991). *The order of professionalization: An empirical analysis*. Work and Occupations,
- Abramovski, G. (2020a). Mothers' perception of their involvement in expressive and creative therapy provided to their children at a special education school. *Advances in Social Sciences Research Journal*, 7(3) 162-176.
- Abramovski, G. (2020b). Factors affecting mothers' satisfaction with expressive and creative therapy provided to adolescents with learning disabilities: self-efficacy, stress and duration of therapy. *Advances in Social Sciences Research Journal*, 7(8) 202-217.
- Abramovski, G. (2020c). *The perceptions and expectations of mothers of children with learning disabilities regarding expressive and creative therapy*. Unpublished doctoral dissertation. Alexandru Ioan Cuza University of IASI.
- Abramovski, G., & Fogel Simhony, M. (2019). Integrating art therapy in schools: a systematic literature review. *Studia Universitatis Babeş-Bolyai Psychologia-Paedagogia*, 64(1), 45–58. <https://doi.org/10.24193/subbpsyped.2019.1.03>
- Adams, K., Hean, S., Sturgis, P., & Clark, J. M. (2006). Investigating the factors influencing professional identity of first-year health and social care students. *Learning in health and social care*, 5(2), 55-68.
- Adizes, I. (2004). *Managing corporate lifecycles*. The Adizes institute.
- Adler, H. & Fisher, G. (2008). *Role perception of school principals in Israel: Report of a professional committee for formulating recommendations for Ministry of Education policy*. Avnei Rosha, Israeli Institute for School Leadership.
- Adoni-Kroyanker, M., Regev, D., Snir, S., Orkibi, H., & Shakarov, I. (2019). Practices and challenges in implementing art therapy in the school system. *International Journal of Art Therapy*, 24(1), 40-49.
- Ataria, C. (2014). HaKeshet Bein HaHon HaPrichology Shel Menahel Beit HaSafer LaHon HaPsichology Shel Tzevet Hanihul: HaHashlachot Al HaToztarim BeRamat HaPrat VeHaTzevet. The link between school leader's psychological capital and team psychological capital: How does it relate to individual and team outcomes? (Thesis). Faculty of Education, University of Haifa.
- Avisar, G. (1999). Menahel Beit HaSefer KeSochen Shinuy BeTahalich Shiluv HaTAlmid HaCharig BaKita HaRegila *The school principal and inclusion: the role played by*

- the principal with regards to establishing in school inclusive policies and inclusive behaviors.* University of Haifa Faculty of Education Department of Education.
- Baumrind, D. (1971). *Current patterns of parental authority.* American Psychological Association
- Beehr, T. A. (1995). *Psychological stress in the workplace.* Routledge.
- Belity, I., (2021). Working with parents within the education system. In: D. Regev, & S. Snir (Eds.) (2021). *Integrating arts therapies into education: a collective volume* (pp. 13-28). Routledge.
- Belity, I., Regev, D., & Snir, S. (2017). Supervisors' perceptions of art therapy in the Israeli education system. *International Journal of Art Therapy*, 22(3), 96-105.
- Belity, I. (2014). *TeFisatan Shel Merakzot Tchum (Madrichot) Et HaTipul BeEmtzaum Omanut, Kefi SheHu Meyusam BeVatey Sefer BeMa'arechet Hachinuch* [The perception of art therapy, as implemented in schools, by the field coordinators (Supervisors)]. University of Haifa, Israel.
- Benjamin, J. (1999). Afterword: Recognition and destruction. In: Relational Psychoanalysis: the emergence of a tradition (pp. 201–210). In S. A. Mitchell & L. Aron (Eds.). The Analytic Press.
- Benjamin, J. (2002). The rhythm of recognition comments on the work of Louis Sander. *Psychoanalytic Dialogues*, 12(1), 43-53,
- Biddle, B. J. (1986). Recent Developments in role theory. *Annual Review of Sociology*, 12, 67-92.
- Bion, W. R. (1961). *Experiences in groups and other papers.* Tavistock.
- Bowen, M. (1976). Theory in the practice of psychotherapy. *Family therapy: Theory and practice*, 4(1), 2-90.
- Bowlby, J. (1988). *A Secure Base: parent-child attachment and healthy human development.* Routledge.
- Branch, S. (2002). *Who will I be when I leave university: the development of professional identity.* <https://ubwp.buffalo.edu/ccvillage/wp-content/uploads/sites/74/2017/06/Who-will-I-be-when-I-leave-University.pdf>
- Bush, T., & Glover, D. (2014). School leadership models: What do we know? *School Leadership & Management*, 34(5), 553-571
- Bryman, A.(2008). *Social Research Methods.* Oxford University Press.
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98, 310-357.

- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.
- Demetriou, C. & Özer, B. & Essau, C. (2015). Self-Report Questionnaires. *The Encyclopedia of Clinical Psychology*. 10.1002/9781118625392.wbecp507.
- Dingwall, R., & Lewis, P. S. C. (1983). *The sociology of the professions: Lawyers, doctors and others*. Macmillan; St Martin's Press. doi: 10.5752 / P.1809-6182.2019v17n3p47
- Dubey, S., Biswas, P., Ghosh, R., Chatterjee, S., Dubey, M. J., Chatterjee, S., ... & Lavie, C. J. (2020). Psychosocial impact of COVID-19. *Diabetes & Metabolic Syndrome: Clinical Research & Reviews*, 14 (5), 779-788.
- El-Dor, Y. (2014). Learning disabilities: the ministry of education's policy – in light of the past and facing the future. *Mifgash: journal of social-educational work*, 39, 255-270.
- Erikson, E.H. (1950). *Childhood and society*. W.W. Norton.
- Etzioni, A. (1956). Ekronot hamivne hairguni shel mosdot hinuch [The organizational structure of educational institutions]. *Megamot*, 7(3), 244-253
<https://www.jstor.org/stable/23642543>
- Eyal-Cohen, D., Regev, D., Snir, S., & Bat-Or, M. (2020). Developing the professional identity of art therapy students as reflected in art therapy simulation sessions. *The Arts in Psychotherapy*, 71, 101706.
- Fischer, R. (2008) Rewarding seniority: exploring cultural and organizational predictors of seniority allocations. *The Journal of Social Psychology*, 148(2), 167-186. DOI: 10.3200/SOCP.148.2.167-186
- French, J. R. P., & Raven, B. H. (1959). The bases of social power. In D. Cartwright & A. F. Zander (Eds.), *Group dynamics: Research and theory* (pp. 607-623). Harper and Row.
- Frostig, K., & Essex, M. (1998). *Expressive arts therapies in schools. A supervision and program development guide*. Charles C. Thomas.
- Green-Orlovich, A. (2014). *Bechinat Tpisatam Sell Metaplim BeOamanut Chzutit Et Atipul BeEamazaut Oamonut*. [Examining the perception of art therapy, as implemented in schools, by the art therapists] (Master's thesis). University of Haifa, Israel.
- Greenwald, N. (2012). *Chasiva Tipulit Bemisgeret Chinucit*. [Therapeutic approaches within educational frameworks]. *Psychoactualiya – Quarterly of the Israel Psychologists' Association*, 26-38. http://www.psychology.org.il/sites/psycho/UserContent/files/psycho-actualia/psycho4_12.pdf
- Hackman, J. R., & Oldham, G. R. (1980). *Work Redesign*. Pearson Education.

- Hasson-Gilad, D. R. (2014). *Hazehut Hamikzoeet shel rakaz haaraha habeit sifri: Tfisot vezipiot shel anshei hinuh* [The professional identity of the school evaluation-coordinator: Educators' perceptions and expectations]. Unpublished PhD dissertation, University of Haifa, Faculty of Education. Department of Learning, Instruction and Teacher Education.
- Hazan, C., & Shaver, P. (1990). Love and work: An attachment-theoretical perspective. *Journal of Personality and Social Psychology*, 59, 270-280.
- Hazut, T. (2000). *Tipul BeAemzaut Omanuyot Be Israel Likrat Senat 2000*. [Art therapy in Israel towards 2000. Portrait of a profession]. *ISER: Issues in Special Education and Rehabilitation*, 13(2), 61-70.
- Hess, I. (2009). Principals in inclusion: The association between principals' attitudes to inclusion and teachers' attitudes to inclusion and their perception of the school climate. *ISER: Issues in Special Education & Rehabilitation*, 24, 73-80.
- Hodson, R., & Sullivan, T. A. (2007). Professions and professionals. In R. Hodson & T. A. Sullivan, *The social organization of work* (pp. 257-285). Thomson Wadsworth.
- Hotho, S. (2008). Professional identity – product of structure, product of choice: Linking changing professional identity and changing professions. *Journal of Organizational Change Management*, 21, 721-742. <https://parents.education.gov.il/prhnet/special-education/educational-frames/support-center>
- Hutton, D. M. (2017). Leadership performance model for the effective school headmaster. *Journal of School Leadership*, 27(4), 553-580. <https://doi.org/10.1177/105268461702700404>
- Ibarra, H. (1999). Provisional selves: Experimenting with image and identity in professional adaptation. *Administrative science quarterly*, 44(4), 764-79
- Ishai-Karin, N. (2004). *Chasufim BaTzariach – HaHorim B'eyney HaMetplim*. [Exposed in the turret – therapists' views of parents]. <http://www.hebpsy.net/community.asp?id=37&article=341>
- Ishizawa, H., & Kubo, K. (2014). Factors affecting adoption decisions: Child and parental characteristics. *Journal of Family Issues*, 35(5), 627-653 <https://doi.org/10.1177/0192513X13514408>
- Italie, L. (2019). *The first analytical meeting with the school*. Retrieved from: <https://www.hebpsy.net/articles.asp?id=3859>

- Jones, E. A., Mitra, A. K., & Bhuiyan, A. R. (2021). Impact of COVID-19 on Mental Health in Adolescents: A Systematic Review. *International journal of environmental research and public health*, 18(5), 2470
- Kahn., E. (1996). The intersubjective perspective and the client-centered: are they one at their core? *Psychotherapy*, 33(1), 30-42
- Kamel, S., (2002). Transforming Leadership of Principals as A Factor in Enhancing Teamwork and in Contributing to Teacher Promotion. Sent- Petersburg University. Doctoral Degree.
- Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations*. New York. Wiley.
- Kaufman, S.R. (1994). In-depth interviewing. In J.F. Gubrium & A. Sankar (Eds.), *Qualitative methods in aging research* (pp.123-136). Thousand Oaks, CA: Sage.
- Keinan, V. (2014). Homeroom teachers' Perceptions of Art Therapy as Applied in School Settings (Master's thesis). University of Haifa, Israel.
- Keinan, V. (2018). Points of encounter in the work of homeroom teachers and art therapists and their impact on therapy provided at the school. In S. Snir, & D. Regev (Eds.), *When the creative art therapies and the Israeli educational system meet: Features applications* (pp. 131-153). The Emili Sagol Creative Arts Therapies Research Center, Haifa University. (in Hebrew)
- Kern, R. M., & Peluso, P. R. (1999). Using individual psychology concepts to compare family systems processes and organizational behavior. *The Family Journal*, 7(3), 236-244.
- kohut, H. (1987). *The Kohut seminars on self-psychology and psychotherapy with adolescents and young adults*. (M. Elson, Ed.). W. W. Norton & Company.
- Kooper-Adar, R. (2006). Art therapy professionals within organizations: Beloved child, stepchild, or rejected other. *Organizational Analysis*, 10, 55-69. (in Hebrew)
- Kumar, P., Kaur, P., & Kalra, R. K. (2013). Role expectations, role perceptions and role performance of extension personnel. In: *American International Journal of Research in Humanities, Arts and Social Sciences*, 4(1), 6-13.
- Lakey, B., Cohen, S., (2000). Social Support Theory and Measurement. In: *Social Support Measurement and Intervention* (pp.29-52)
- Leibowitz, S. & Raz, M. (2002). The association between attachment styles and management styles. *Talelei Orot*, 10, 251-273. [Hebrew]
- Levine, A. (1980). *Why innovation fails*. Albany, State University of New York.

- Leyser, Y. (2002). Many Questions and A Search for Answers As We Enter The New Millennium. *ISER: Issues in Special Education & Rehabilitation*.
<http://www.jstor.org/stable/23453602>.
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen (Series Ed.) & E. M. Hetherington (Vol. Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (pp. 1-101). John Wiley.
- Malchiodi, C. A., & Crenshaw, D. A. (Eds.). (2015). *Creative arts and play therapy for attachment problems*. Guilford Publications.
- Manor-Binyamini, I. (2007). Model for inter-disciplinary team work on the topic of inclusion (pp. 399-431). In G. Avisar, Y. Leyser, & S. Reiter (Eds.), *Shilouvim: The inclusion of students with special needs in schools*. Achva. [Hebrew]
- Manor-Binyamini, I. (2009). *Inter-disciplinary team work – theory, research, and implementation*. Publication Division, Ministry of Education. [Hebrew]
- Manor-Binyamini, I., (2003). Collaborative Inter-Disciplinary Teamwork In A Special Education School *Issues in Special Education & Rehabilitation*, 18(1), 61-74.
<http://www.jstor.org/stable/2345380>
- Marcia, J. E. (1980). Identity in adolescence. In J. Adelson (Ed.), *Handbook of Adolescent Psychology*. Wiley
- Marom, M., Bar-Siman Tov, K., Karon, P., & Koren, P. (2006). Inclusion of children with special needs in the regular education system – Literature review. Center for Research on Disabilities and the Employment of Special Populations. [Hebrew]
- Martin, E (2006). *Survey Questionnaire Construction*. U. S. Census Bureau, Washington D.C.
- Menachem, M., & Chen-Gal, S. (2010). *Psychotherapy in schools*. Retrieved from:
<http://cms.education.gov.il/EducationCMS/Units/Shefi/YedaMiktzoeiHachshara/TochniotLemiot/ShiluvPsichoterapyaBietSifrit.htm> (accessed 21 April 2018)
- Mertens, M.D (2010). *Research and Evaluation in Education and Psychology*. SAGE: USA
- Merton, R. K. (1957). The role-set: Problems in sociological theory. *The British Journal of Sociology*, 8, 106-120.
- Merton, R. K. (1967). *Social Theory and Social Structure*. The Free Press.
- Mieg, H. A. (2006). Social and sociological factors in the development of expertise. In: K. A. Ericsson, N. Charness, P. J. Feltovich, & T. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 743-760). Cambridge University.

- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.
- Moriya, D. (2006). Ethical Issues in School Art Therapy. *Art Therapy: Journal of the American Art Therapy Association*, 23(2) pp. 59-65
- Nir, A. E., & Zilberstein-Levy, R. (2006). Planning for academic excellence: Tenure and professional considerations. *Studies in Higher education*, 31(5), 537-554.
<https://doi.org/10.1080/03075070600922725>
- Nisimov-Nahum, E. (2013). *Colors of soul and mind: Art therapy for children who behave aggressively*. Mofet Institute. [Hebrew]
- Nissimov-Nahum, E. (1999). Combining therapeutic methods in art therapy. *ISER: Issues in Special Education & Rehabilitation*, 14, 99-103.
<http://www.jstor.com/stable/23452536>
- Ofer-Yarom, M. (2007). *Therapeutic Culture within the Framework of Educational Culture. The Self-Image of Art Therapists Working in the Educational System*. (Thesis). Ramat Gan: School of Education, Bar-Ilan University. (in Hebrew)
- Ofer-Yarom, M. (2014). *Co-therapy by an educator and a therapist: Group art-therapy at special education school - From field work to a theoretic model*. (Ph.D. Thesis).
- Olesen, H. S. (2001). Professional identity as learning processes in life histories. *The Journal of Workplace Learning*, 13, 290-297.
- Oplatka, I. (2015). *The Essentials of Educational Administration- leadership and management in the educational organization*.
<https://kotar.cet.ac.il/KotarApp/Viewer.aspx?nBookID=103433397#4.2386.6.default>
- Padgett, D. K. (1998). *Qualitative methods in social work research: Challenges and rewards*. New York University.
- Pasher, E. & Ish-Shalom, H. (1989). Democratizing administration in schools-team administration. *Studies in Education*, 49/50, 153-164.
- Patton, M. Q., (1990). The challenge of being a profession. *Evaluation Practice*, 11, 45-51.
- Peled, D. & Brunstein Klomek, A. (2018). What does the supervisor need? The connection between the personal, training and environmental characteristics of the trainer to the development and personal capabilities of the trainee. *Psychoactualia*, 73, 18-27.
- Peled, M., (1991). Highschool department faculties as an effective workgroup. *ource: Movement: Journal of Physical Education & Sport Sciences*. published by: Academic College at Wingate. <https://www.jstor.org/stable/23631805>

- Raz, D. (2012). To Be A School Counseling in Special Education: Role Characteristics and Function. Master's Degree in the Department of special education & school counseling, Tel Aviv University
- Regev, D., Green-Orlovich, A., & Snir, S. (2015). Art therapy in schools–The therapist's perspective. *The Arts in Psychotherapy*, 45, 47-55.
- Regev, D., Snir, S., Alkara, M., Belity, I., Green-Orlovich, A., Daoud, H., . . . Keinan, V. (2016). Art therapy in the Israeli education system – An update. *Academic Journal of Creative Art Therapies*, 6(1), 575-591. (in Hebrew)
- Reiter, S., Avisar, G., & Leyzer, Y. (2001). The school principal as a crucial factor in introducing inclusion of students with special needs. *ISER: Issues in Special Education and Rehabilitation*, 16(2), 5-16. [Hebrew]
- Sarel, D. (2012). How can a school principal assist best emotional processes in his school, Retrieved from <https://www.hebpsy.net/articles.asp?id=2742>[Hebrew]
- Satir, M. V., & Baldwin, M. (1983). *Satir step by step: A guide to creating change in families*. Palo Alto, CA: Science and Behavior Books.
- Schellhorn, M. E. (2015). *The Value of Art Therapy in Schools: Collation by a Triangulation of Stakeholders' Surveys* (Doctoral dissertation).
- Schillstein, J. (2020). *Emotional Coping with Epidemics: Between Personal Resilience and Community Resilience*. Hebrew Psychology. Retrieved from <https://www.hebpsy.net/articles.asp?id=3979>
- Schnitzer-Messiah, D. (2020). *A quiet place where the mind will rest: online treatment in the days of Corona and a transitional space*. Hebrew Psychology. Retrieved from <https://www.hebpsy.net/articles.asp?id=4027>
- Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York, Teachers College Press.
- Shofar-Engelhard, E. (2020). *Stay in the frame: The encounter through the body in the computer screen arena in child psychotherapy*. Hebrew Psychology. Retrieved from <https://www.hebpsy.net/articles.asp?id=3994>
- Siano, J. & Hazut, T. (2003). *Ethics rules in the Israeli Association of Art and Expressive Therapy: Proposal*. In G. Shefler, Y. Akmon, & G. Weil (Eds.), *Ethical issues in the counseling and mental therapy professions* (pp. 414-441). Magnes. [Hebrew]
- Sluss, D. M., Rolf, V.D., & Thompson, B., (2011). *Role Theory in Organizations: A Relational Perspective*. in S. Zedeck (Ed.), *Handbook of I/O-Psychology*. Washington: APA.

- Snir, S., & Regev, D. (2018). State of affairs: The art therapy profession in Israel's educational system. In S. Snir, & D. Regev (Eds.), *When the creative art therapies and the Israeli educational system meet: Features applications* (pp. 11-30). The Emili Sagol Creative Arts Therapies Research Center, Haifa University. [Hebrew]
- Snir, S., Regev, D., Keinan, V., Abd El Kader-Shahada, H., Salamey, A., Mekel, D., ... & Alkara, M. (2018). *Art therapy in the Israeli education system—a qualitative meta-analysis*. *International Journal of Art Therapy*, 23(4), 169-179.
- Solan, M. & Mikulincer, M. (2010). Attachment patterns and enforcing authority while fulfilling a role. Retrieved from <https://www.hebpsy.net/articles.asp?id=2484> [Hebrew]
- Somech, A., & Drach-Zahavy, A. (2007). Schools as team-based organizations: A structure-process-outcomes approach. *Group Dynamics: Theory, Research, and Practice*, 11(4), 305
- Spradley, J.P. (1979). *The ethnographic interview*. Holt Reinhart & Winston.
- Stockemer, D. (2019). *Quantitative Methods for the Social Sciences*. Springer University of Ottawa School of Political Studies
- Stolorow, R. D. George., E. A. (1996). *The Intersubjective Perspective*. *Psychoanalytic Review*, Volume 83: pp. 181-194
- Strauss, A. L., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- Sullivan, H. S. (1953). *The Interpersonal Theory of Psychiatry*. W.W. Norton.
- Tesluk, P. E., & Jacobs, R. R. (1998). Toward an integrated model of work experience. *Personnel psychology*, 51(2), 321-355. <https://doi.org/10.1111/j.1744-6570.1998.tb00728.x>
- Thomas, A.R., (1976). The organizational climate of schools. *International Review of Education*, 22(4), 441-463. <https://doi.org/10.1007/BF00598815>
- Tzurial D. (1990). 'Ego identity' versus 'identity diffusion' at adolescence: Developmental and educational aspects. *Megamot*. Pp. 484-509. <http://www.jstor.com/stable/23656182> [Hebrew]
- Viswesvaran, C., Sanchez, J. I., & Fisher, J. (1999). The role of social support in the process of work stress: A meta-analysis. *Journal of vocational behavior*, 54(2), 314-334.
- Weintraub, N. (2009) *Through the Looking Glass: A Voyage in Search of Professional Identity as an Occupational Therapist*. Published By: Israeli Society of Occupational Therapy(4) 18 , pp. H249-H272. <https://www.jstor.org/stable/23469975>

- Wengrower, H. (1998). Dancing together at different rhythms with the same partner. *ISER: Issues in Special Education & Rehabilitation*, 13(2), 117-124.
<https://www.jstor.org/stable/23452503>
- Wengrower, H. (2001). Arts and therapies in educational settings: An intercultural encounter. *The Arts in Psychotherapy*, 28, 109-115.
- Winnicott, D. W. (1964). *The child, the family and the outside world*. Penguin Books.
- Winnicott, D. W. (1965). *The Maturation Processes and the Facilitating Environment: Studies in the Theory of Emotional Development*. The Hogarth Press and the Institute of Psycho-Analysis.
- Winnicott, D. W., (1971). *Playing and Reality*. Tavistock Publications.
- Yaffe, Y. (2016). Parenting styles, parental involvement in the school, and the educational and academic functioning of children with special needs integrated in mainstream schools. *Menituk Leshiluv, Ministry of Education and Culture, Society and Youth Administration*, July (19) 253-274. [Hebrew]
- Yaffe, Y. (2020). Parental authority: A contemporary integrative-theoretical conceptualization. *A Closer Look at Parenting Styles and Practices*; Roman, N., Ed, 73-96.