



# THEORETICAL AND SCIENTIFIC FOUNDATIONS OF PEDAGOGY AND EDUCATION

Collective monograph

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## TABLE OF CONTENTS

1.	<b>CORRECTIONAL PEDAGOGY</b>	
1.1	<b>Kazachiner O.<sup>1</sup>, Boychuk Y.<sup>1</sup></b> <b>TRAINING FUTURE SPECIALISTS IN THE SPHERE OF SPECIAL AND INCLUSIVE EDUCATION IN ISRAEL</b> <sup>1</sup> Department of Human Health, Rehabilitology and Special Psychology, H.S.Skovoroda Kharkiv National Pedagogical University	10
1.2	<b>Kobzieva I.<sup>1</sup>, Perevorska O.<sup>2</sup></b> <b>КОМУНІКАТИВНА ГОТОВНІСТЬ ДІТЕЙ ІЗ ЗАГАЛЬНИМ НЕДОРОЗВИТКОМ МОВЛЕННЯ ЯК ДЕТЕРМІНАНТА СТВОРЕННЯ БЕЗБАР'ЄРНОГО ЖИТТЄВОГО ПРОСТОРУ</b> <sup>1</sup> Educational and Methodological Center for Quality, Assurance in Education of the «Dnipro Academy of Continuing Education» of the the Dnipropetrovsk Oblast Council, Dnipro <sup>2</sup> Oles Honchar Dnipro National University, Faculty of Psychology and Special Education, Department of Pedagogy and Special Education, Dnipro	28
2.	<b>EDUCATION</b>	
2.1	<b>Kobzieva I.<sup>1</sup>, Tikhonov V.<sup>2</sup></b> <b>ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ ЯК СКЛАДНИКА ПРОФЕСІЙНОЇ ПІДГОТОВКИ ЗДОБУВАЧІВ ОСВІТИ</b> <sup>1</sup> Director of the Educational and Methodological Center for Quality, Assurance in Education of the «Dnipro Academy of Continuing Education» of the the Dnipropetrovsk Oblast Council, Dnipro <sup>2</sup> Dnipro Professional College of Radioelectronics, Dnipro	35
2.2	<b>Shelestova L.<sup>1</sup></b> <b>"PICTURE OF THE WORLD" IN THE PROBLEM FIELD OF PHILOSOPHY, PSYCHOLOGY AND PEDAGOGY</b> <sup>1</sup> Department of Didactics at the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine.	44
2.3	<b>Oliinyk O.<sup>1</sup>, Irchyshyna M.<sup>1</sup></b> <b>FEATURES IN INTERPERSONAL RELATIONS AND IN GROUP BEHAVIOR IN THE CONTEXT OF THE LEARNING PROCESS IN HIGHER SCHOOL</b> <sup>1</sup> Department of Ukrainian studies and foreign languages, Dnepropetrovsk state university of internal affairs	62

## SECTION 1. CORRECTIONAL PEDAGOGY

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### **1.1 Training future specialists in the sphere of special and inclusive education in Israel**

The special and inclusive education system in Israel provides services to less than a 10% of the total population and manifests the same systemic trends toward school autonomy and decentralization. These trends, as well as other processes that have come into play historically and currently, will be the focus of this paper.

Two basic principles guide the field of special education in Israel: the promotion of human dignity and the aspiration for equal opportunity. Each and every child is entitled to learn, according to his or her own abilities. In order to provide equal opportunities, a range of special support systems and specifically adapted instructional modes have been developed for children with a variety of difficulties and disabilities.

This paper will provide a brief review of Israeli educational programmes in the sphere of special and inclusive education in different educational establishments, including its major description.

In University of Haifa the teaching certification program was designed to train high quality educators intending to work in various special education settings.

The Special Education Department offers one- or two-year study tracks in three different teaching certificate programs.

**Teaching Certificate in Special Education for Ages 6-21:** The program trains high quality educators wishing to work in special education settings. The course offers a theoretic foundation that will equip teachers to create work plans and learning tools for children from various special needs populations. The program takes a critical perspective and develops students' sensitivity to the special needs of these populations [1].

**Teaching certificate in the Department of Special Education.** The purpose of the program is to train special education teachers for working in special education programs and as school teachers in schools which integrate special education

children in regular settings. Those accepted to the program could focus their studies on two fields they choose, one in their first year of study and the other in the second year: autism, developmental disabilities, hearing impairments, emotional disturbances, and behavior problems [2].

**In Bar-Ilan University** [3] Bachelor's Degree is provided in Faculty of Social Sciences, specialty is *Special Education* – 10.4. Head of the program: Prof. Adina Shamir, Fieldwork Coordinator: Dr. Esther Isman.

### **Master's Programs (M.A.)**

#### **Learning Disabilities**

**Master's degree in Learning Disabilities.** The students are trained in remedial teaching and diagnosis of learning disabilities in children, young adults, and adults while addressing distinct needs. They equip students with the skills to diagnose learning disabilities from the early stages of reading to high school level and beyond into adulthood. Furthermore, they are taught to critically examine existing education programs and develop relevant intervention programs. Students are trained in expertise with up-to-date theoretical and applied knowledge in learning processes, learning disabilities, and research innovation.

**Framework of Studies.** The program offers a comprehensive structure of studies that combine theoretical knowledge and research expertise. Students acquire knowledge in the field of learning disabilities while simultaneously being trained for independent research and clinical work.

**Practicum experience.** Within the structure of the practicum experience, the student is required to diagnose- according to standards- 10 tests and write a comprehensive report on linguistic and academic cognitive functions including appropriate recommendations. Throughout the duration of the degree, the student is required to teach 54 hours of remedial instruction and successfully perform 10 diagnosis tests.

A passing score in the practicum experience course is a requirement in receiving a master's degree in the Learning Disabilities program. (Practicum experience hours are separate from those in frontal lectures).

## Study tracks

### **1. Master's degree with a thesis**

This track is intended for students who wish to obtain an M.A. in learning disabilities requiring research work (thesis) as part of the program of study.

### **2. Master's degree without a thesis**

This track is intended for students who wish to obtain an M.A. in learning disabilities without the requirement of research work (thesis) as part of the program of study. Studies in this track require a final examination of material to be determined by the M.A. Admissions Committee of the School of Education.

### **Completion Courses**

For students who have been accepted to the program, completion courses will be determined in accordance with curriculum (up to three possible courses) in the bachelor's degree.

Duration of studies is two and a half years (five semesters).

Duration of studies is two and a half years (five semesters).

### **Days of Studies**

During the first 4 semesters, studies are on Wednesday and Thursday. Courses consist of frontal lectures whereas Thursday is a full day and Wednesday is from 14:00.

During the 5<sup>th</sup> semester, studies consist of a computerized course alongside test performances that are part of the degree requirements. Beyond the hours of frontal lectures and in coordination with the Hadad Center – 54 hours of remedial instruction and 10 examination performances compulsory as part of the degree requirements.

### **Admission Requirements**

- Applicants must be graduates of a bachelor's degree in the following fields: special education, educational counseling, therapy professionals and paramedical fields such as psychology, occupational therapy, speech therapy, and social work with a grade average of 87 or above from an accredited university or college. 7 or above from an accredited university or college.

- Experience in education or special education



- Recommendations – Academic recommendation and letter of recommendation from an employer
- Successfully pass an interview

### **Special Education**

#### **Master's degree in Special Education**

Studies in the Special Education program are designed for educators and people working in the field of special education in order to deepen training in up-to-date theoretical and scientific knowledge in the field of special education and its practical implication.

Our students acquire extensive and varied knowledge in special education and on the topics of the forensic sciences and the fields of autism, attention deficit disorders, learning disabilities, and intellectual disabilities. The program invites expansive thinking on critical educational issues in numerous special education fields, including various disabilities (autism, intellectual disability, and learning disabilities), socio-emotional problems, metacognition, language thinking, and interpersonal relations.

Graduates of the program serve in key positions in the special education system in Israel, including professional training and management positions.

#### **Framework of Studies**

The program includes extensive theoretical courses and practicum in dynamic diagnosis and accredits a Master's degree in Special Education. Studies include courses such as socio-emotional functioning and neurological aspects of communication, brain and cognition, theoretical and applied aspects of learning disabilities and instruction, memory disorders, mechanisms of conservation and compensation in a population with intellectual disabilities.

This program is designed for teachers, therapy professionals, educational counselors, kindergarten teachers, psychologists, speech therapists and graduates of B.A. degrees in all fields of the social sciences. There is a preference for students with work experience in special education.

The duration of studies is two years (four semesters) and are taught on Sundays and Thursdays.

**Course Completion.** The number of completion courses (up to 3 possible courses) will be determined based on applicant's study background.

In addition, the students are required to complete the basic studies in Judaism and English, as detailed on the website of the M.A. Admissions Committee (Hebrew) [4]:

### **Study Course**

The Special Education program has two main tracks:

#### **Track A- Master's degree with a thesis**

This track is intended for students interested in obtaining a master's degree (M.A.) with a written research work (thesis) as part of their studies. Students who choose this track are under the guidance of academic faculty who are leading researchers in their respective fields. Students can specialize in social-emotional or cognitive issues in various disabilities (learning disability, language impairment, autism, emotional disorders, intellectual disability, and sensory impairment).

The academic theoretical courses in this track consist of 18 hours per year. After completion of the academic theoretical studies, students are given an additional (third) year to submit their thesis.

#### **Track B – Master's degree without a thesis**

This program is intended for students who wish to obtain an M.A. without a written research work (thesis). The program offers a variety of courses that encompass academic-cognitive and social-emotional issues in children with diverse disabilities. Studies include the acquisition of theoretical knowledge and professional skills, and participation in research courses. Students studying in this track are required to pass a final examination on learned material to be determined by the M.A. Committee of the School of Education.

### **Admission requirements**

Applicants must



- Be bachelor's degree graduates in education or similar fields (e.g. psychology, brain science, behavioral sciences, etc.) with an average grade of 85 or above from an accredited university or college
- Have experience in education or special education
- Provide recommendations- an academic recommendation and a letter of recommendation from an employer
- Pass a personal interview

### **Special Education – Autism Spectrum Disorder (ASD)**

#### **Master's degree – Special Education in ASD**

Studies in the Special Education in ASD program provide students with expertise in theoretical and practical knowledge when working with students on the autism spectrum. The program accredits an M.A. degree with a certificate indicating completion of studies in Special Education with a specialization in autism.

The program is designed for special education teachers, educational counselors, therapy professionals, special education counselors, and graduates of a bachelor's degree in similar fields such as psychology, occupational therapy, speech therapy, and social work. Experience with children with autism is required.

#### **Framework of Studies**

The duration of studies is two years (four semesters). Students have the option of extending to five semesters.

Courses are taught on Sundays during the first year of study and Thursdays during the second year of study. An additional half-day should be allocated for methodological courses to take place in the afternoon hours during one of the years.

Students study theoretical courses on subjects such as diagnosis and intervention, neurological characteristics in autism, socio-emotional functioning, sensorimotor characteristics, communication-language functioning, and dynamics in work with parents.

In the practicum course, students focus on practical training in therapeutic-educational work with school-age children on the autism spectrum. Training focuses on the following:

- Social-emotional-communicative functioning including the intervention program «*Ani Bi'Kvutza*»

- Models for successive intervention such as cognitive-behavioral intervention
- Remedial instruction adapted to children on the autism spectrum, cognitive and academic functioning

- Treatment of behavioral problems
- Sensory profiles and their impact on processes of social interaction

### **Admission Requirements**

- Applicants must be graduates of a bachelor's degree in Special Education or in similar fields or fields of therapy and paramedical care such as psychology, brain sciences, behavioral sciences, occupational therapy, speech therapy, social work, etc. with the average grade of 87 or above from an accredited university or college.

- At least two years of experience in special education – autism
- Recommendations – Academic recommendation and letter of recommendation from an employer
- Successfully pass an interview

### **Special Education - specialization in intellectual disability**

**Master's degree in Special Education with specialization in intellectual disability**

According to the new special education law, it is within each parents' rights to choose the school in which their child studies. Thus, special needs populations such as students with developmental and intellectual disabilities will attend regular school systems.

The UN Convention on Human Rights (2006) states: «[countries] shall ensure an inclusive education system at all levels and lifelong learning directed to the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential».

Bar-Ilan University's Special Education with specialization in intellectual disability program is designed to do just that- highlight those inherent abilities in all people with severe or borderline intellectual disability.

The students become professionals from the field of education, social work, and paramedical fields who are taught the theoretical and empirical information on the abilities of people with intellectual disability. The program covers subjects such as language and thinking of people with disabilities, diagnosis of reading difficulties and development of intervention programs, social and emotional problems, autism, etc. and integrates knowledge from the fields of education, genetics, and neuroscience relevant to the field of intellectual disability. Our graduates go on to serve in key positions in the system of mental disabilities, including professional training and management positions.

#### Framework of studies

The program comprises of theoretical courses that include: retention and compensation mechanisms present in the intellectual disability population, syndromes, brain and cognition, memory disorders, socio-emotional functioning and neurological aspects of lingual-communicative and autism. The specialization also includes 3 practicum courses – a unique experience in working with children and adults with intellectual disabilities (all within the university walls):

- «Otzmot» project – Academic enrichment for adults with developmental intellectual disability
- «Baker Center» – Imparting an e-book story to young children with intellectual disabilities
- Identification of reading difficulties in the population with intellectual disability

The program is built for the following professionals: Teachers, educational counselors, preschool teachers, psychologists, speech therapists, and graduates of a bachelor's degree of all programs in the humanities and social sciences. Prior experience with special education is not a requirement.

For students the program is taught over 2 years (4 semesters). Studies during the first year are on Thursdays and the second year on Sundays.

There may be changes in the curriculum and study days from academic year to academic year.

### Study Tracks

**Track A** – Master's degree with thesis (18 course credits)

**Track B** – Master's degree without a thesis (22 course credits)

*\*Students studying in track A have the possibility of obtaining a research grant of 7,000 NIS from the «Keren Fund» according to the criteria appearing on the fund's website. Details can be found at Prof. Lifshitz.*

Opening the program depends on the number of registrants.

### Admission requirements

- Applicants must be bachelor's degree graduates in special education or similar fields (e.g. psychology, brain science, behavioral sciences, etc.) with an average grade of 85 or above from an accredited university or college
- Experience preferred in education or special education
- Provide recommendations- an academic recommendation and a letter of recommendation from an employer
- Pass a personal interview

### **Child Development**

#### **Master's degree in the Child Development program**

The child development program in the School of Education at Bar-Ilan University was founded by the late Prof. Yaakov Rand and the late Prof. Pnina Klein; both of whom were recipients of the Israel Prize for Education.

It is the first study program in the field of child development established in Israel. Over the years, they have accumulated extensive knowledge, experience, and repute in Israel and abroad.

The program aims:

1. To train outstanding graduate and doctoral students with a focus on early childhood research (birth to 8).
2. To qualify educators and therapy professionals in the early detection of developmental risk factors

3. To qualify educators and therapy professionals who wish to specialize in instruction, counseling, supervision and management of early childhood education (birth to 3).

4. To train educators and therapy professionals to work with young children and their families.

The program is designed for early childhood educators, therapy professionals, practitioners working in the field, and interested students who wish to acquire professional knowledge and partake in research in the field of child development. Our students are taught with a strong focus on the social-emotional, sensory, motor and cognitive development of infants and toddlers, including early detection of challenges in these areas while accounting for the importance of the quality of adult-child interactions and other environmental variables. They learn to identify risk factors that can occur during the development process, diagnose quality learning environments for infants and young children – both within the family setting and in out-of-home care and education frameworks (such as day care centers, nursery schools and kindergartens). In addition, they are qualified to create relevant educational intervention programs and properly share acquired knowledge with the families, caregivers, and other educators with whom they work.

This program includes practical training designed to prepare students for work in early childhood education and care. Students acquire the proper knowledge and skills to assess and measure child development using various methods, including skills acquired through observation of real-time practice. Studies focus on the social-emotional, sensory, motor and cognitive development of the child while considering the quality of the family life (i.e. the parent-child relationship), the educational-pedagogical environment, and the quality of the parent-teacher relationship. In addition, students are taught to develop intervention programs tailored to the individual needs of children, create age-appropriate settings of play, and use research-based tools in order to enhance the quality of interaction between them and the children with whom they work.

The program includes academic-research training for outstanding students, with the goal of conducting first-class academic work and publication in leading journals in the field (i.e. Child Development, Reading and Writing, etc.).

### **Framework of studies**

Studies are spread over two years, a total of four semesters (students in the thesis track can receive an extension of three years). The program is structured and students must study the full curriculum and meet all the study requirements in each year of study. The program includes theoretical and research studies alongside practicum courses.

Each student must register, as part of his or her studies, to one of the two practicum course options:

#### **(A) Practical training in educational intervention in early childhood**

Training in educational intervention is a requirement for the specialization in early childhood instruction and educational counseling (ages birth to 3) when receiving a government diploma (see below).

#### **(B) Inborn and acquired self-regulation – Interaction with parents and caregivers**

The practicum course in inborn and acquired self-regulation is a requirement for the specialization in parental counseling according to the mediation model (see below).

Both practicum courses also give specific attention to the subject of language development.

In addition, the students are required to complete basic studies in Judaism and English, as detailed on the website of the M.A. committee <http://graduate-school.biu.ac.il/takanon> (Hebrew)

### **Admission requirements**

1. Applicants must be bachelor's degree graduates with an average grade of 85 or above, with preference given to graduates of education, occupational therapy, speech therapy, physiotherapy, psychology, social work, cognitive/brain sciences or related fields.

2. Applicants must have experience in education and work with young children (ages birth to 8) or with their families.

3. Applicants who have completed their studies in fields other than early childhood, therapeutic, para-medical, or psychology are required to take two completion courses:

1. Developmental Psychology
2. Physiological Psychology

The abovementioned courses can be studied concurrently with graduate studies at an accredited academic institution on the condition that the applicant has received a grade of 80 or above.

Alternately, completion courses can also include:

1. Emotional Development in early childhood and school age
2. Language Development in early childhood and school age
3. Social Development in early childhood and school age
4. The Brain and Language

### **Study tracks**

#### **Track A – Master’s degree with a thesis**

This track is intended for students interested in receiving a master's degree in the Child Development program, including writing a thesis as part of the curriculum. The theoretical studies are 18 weekly hours and take place over a period of two years with the possibility of an extension for another year. The studies take place on Sundays and / or Mondays, wherein each year of study, there is the possibility to study one day a week.

Course structure and days of study are subject to change from academic year to academic year.

#### **Track B – Master’s degree without a thesis**

This track is intended for students interested in obtaining a master's degree in the Child Development program without writing a thesis. The theoretical studies are 22 weekly hours and take place over two years. They include a broad theoretical and research-oriented foundation in the field of child development. The studies take place on Sundays and/or Mondays, wherein each year of study there is the possibility to study one day a week.



Those studying in this track are required to pass a final examination on the material to be determined by the M.A. Committee of the School of Education.

### **Practicum**

The aim of the practicum course is to train professionals with expertise in evaluation and promotion of quality education related care and practice and to deepen the understanding of the unique needs of very young children who are integrated into pre-school settings. In the framework of the course, students are trained to work with infants and toddlers by combining theoretical knowledge in the field of early childhood development and education (birth to 3 years of age) and its implementation in the field in accordance with the document of standard for educational frameworks for toddlers (2011). This document constitutes part of the provisions of the Supervision of Day Care Law proposed by the Ministry of Welfare.

In the unique training process at Bar-Ilan University, students acquire tools and approaches to improve the quality of education and care given to infants and toddlers. The training includes hands-on experience in public and private daycare centers, with babies and toddlers from the age of birth up to 3 years old, once a week for 5 hours. During the course of study students learn:

1. To observe and evaluate the individual developmental needs of infants and toddlers.
2. The practical application of developmental and pedagogical principles adapted to the age and needs of children
3. To use tools to assess the quality of various educational frameworks
4. To evaluate the quality of interaction between adults and children in their care using the More Intelligent and Sensitive Child (MISC) developed by Prof. Pnina Klein.

Training takes place over one academic school year, including the semester vacation. Throughout the academic year, every student receives three weeks of personal instruction on the premises by a professional counselor on behalf of the university. The training is based, among other things, on the evaluation of video recordings of students during interactions with children in the educational setting.

The practical training process in the field is accompanied by two courses:

«Educational Intervention in Early Childhood», in which students analyze and process professional dilemmas based on the practical experience of the students in the field while connecting the relevant theoretical knowledge in the fields of development, treatment, education, and pedagogy of early childhood.

«Education and Early Childhood Care», which deals with a variety of issues related to early childhood education policy in Israel, evaluation of the quality of activity in educational-therapeutic frameworks, and early childhood development.

**Practicum courses** are designed for candidates with experience in the field of care and education in preschool frameworks, such as daycare principals and supervisors, kindergarten teachers, speech therapists, occupational therapists, mental health therapists, and social workers.

The practicum training enables (subject to individual basis) continued specialization in educational counseling and instruction in early childhood educational setting (Hebrew). The specialization is in cooperation with the Ministry of Labor and Welfare and provides a government diploma, which allows work in educational counseling and instruction in early childhood education. The specialization studies are subject to additional tuition.

### Practicum

Inborn and acquired self-regulation: Interaction with parents and caregivers

Self-regulation is a vital human capability that serves as the basis for the development of many abilities and skills and has a significant impact on one's functioning throughout life. Many studies on child development link the ability to self-regulate with optimal development. Other studies associate self-regulation disorders with developmental difficulties and psychopathology.

The ability to self-regulate develops rapidly in the first two years of life based on two main components:

1. Inborn neurobiological processes that affect how the infant and child respond to sensory stimuli and events in their environment (sensory processing).
2. Interpersonal processes that occur in daily interaction with parents and primary caregivers (parent-child relationships).

The practicum consists of four semester courses. Two courses (theoretical workshop and practicum – Dr. Jagerman) include a theoretical review of individual differences between children in their inborn neurophysiologic capacity for sensory processing and self-regulation, while the other two courses deal with the acquired component of self-regulation (theoretical and practical) and central theories on the subject of parent-child relationships and ways of assessment and quality.

In the theoretical workshop, students will learn up-to-date theories surrounding sensory processing and self-regulation for understanding sensory processes, and the effect these processes have on the child's ability for self-regulation and adaptive behavior. Emphasis will be placed on the impact of these individual differences among children on the quality of interaction with the adults who care for them, and on the understanding of the processes of mutual regulation in the child-therapist interaction as the basis for the child's development. As part of the practicum, the students will experiment with analyzing their interactions with a young child photographed on video. In analyzing the photographed interactions, emphasis will be placed on interpreting the child's behavior through understanding his sensory-logical profile, as well as on the processes of mutual regulation and interaction mediation.

In the framework of the theoretical course about work with parents, students will familiarize themselves with the main processes related to parent-child relationships in the first years of life and the role of the parents in its various aspects and characteristics in this context. In addition, the course will include an introduction on recent approaches to working with parents of young children, based on major theoretical models as well as intervention studies. The purpose of the practicum course in the parent-child relationship is to enable students to familiarize themselves with key tools for assessing the quality of the interaction between the child and the parent, both in research and in the clinical field of preschool age education. In the span of the practicum course, the students will practice analyzing parent-child interactions with a young child filmed on video. The analysis of the filmed interactions will focus on observing the parent's behavior, the child's behavior and the interaction between them, with an emphasis on parental behaviors that promote development.

### **Continuing Education in parental counseling in self-regulation based on the mediation model**

There is an option for students to continue their studies beyond the scope of the practicum course in Inborn and acquired self-regulation toward a certification in a research-based intervention program to promote the quality of parent-child interaction according to the methodological approach. The training will emphasize parent-child interaction for children with regulatory difficulties. The students will acquire practical tools that will enable them to instruct parents of young children in their work. Students who complete their continuing studies will receive a certificate from the Harris program – Bar-Ilan University.

So we can present the educational institutions, departments and specialties in Israel, where the people can get professional training in the sphere of special and inclusive education (table 1):

Table 1

Educational institutions, departments and specialties, where the people can get professional training in the sphere of special and inclusive education in Israel

Educational institution	Department	Specialty
University of Haifa	The Special Education Department	Special Education
Bar-Ilan University	Faculty of Social Sciences	<i>Bachelor's Degree</i> 1) Special Education <i>Master's Programs (M.A.)</i> 1) Learning Disabilities 2) Special Education 3) Special Education – ASD 4) Special Education – specialization in intellectual disability 5) Child Development

Sapir College		<i>Bachelor's Degree</i> 1) Therapy and rehabilitation (hydrotherapy, rehabilitation with animals)
The Academic College of Tel Aviv-Yaffo	The MTA School of Psychology	Master's in Psychology program
Levinsky College of Education		<i>Bachelor of Education Degree B.Ed</i> 1) Special Education 2) Early Childhood Education combined with Special Education  Studies at the Eilat Campus Bachelor of Education Degree B.Ed. 1) Special Education  <i>Master of Education Degree M.Ed.</i> 1) Special Education 2) Master's Degree M.A.A.T Therapy through the Arts – Music Therapy
The David Yellin Academic College of Education (Jerusalem)	Special and Distinctive Units in the College 1) The Institute for Education of Sustainable development and social entrepreneurship 2) The Etgar (challenge) Center – Providing Support and Empowerment for Students with learning disabilities and special needs 3) The Challenge Center ETGAR– Support and Empowerment for Students	<i>M.A.A.T – Master's in Art Therapy in the following fields</i> 1) Visual art 2) Movement and dance 3) Music 3) Bibliotherapy  <i>M.A.A.T in Art Therapy for experienced therapists with a diploma in the following fields</i> 1) Visual art 2) Movement and dance 3) Music Bibliotherapy  <i>M.Ed Master's in Education</i> 1) Master's degree in Inclusion of Pupils with Learning and Behavioral Difficulties  <i>In addition in the College</i> 1) Animal-assisted therapy program – qualification extension

The Gordon College of Education in Haifa		<i>Academic programs:</i> 1) The Special Education Program (Ages 6-21) 2) The Social-Community Education Program (Informal Education Program)
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So we can make a conclusion that Israel is one of the countries where people can get proper professional training in the sphere of special and inclusive education in different educational establishments in the cities of Haifa, Jerusalem, Tel-Aviv, Yaffo and others. The experience of Israeli professional training in the sphere of special and inclusive education can be successfully used in different countries of the world in the process of preparing specialists for working with different children with special educational needs.