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MANAGEMENT OF TUTORING PROGRAMS FOR INCLUDING PUPILS WITH EMOTIONAL AND BEHAVIORAL DISORDERS IN ISRAELI REGULAR SCHOOL

SPECIALITY 531.01. GENERAL THEORY OF EDUCATION

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CONCEPTUAL HIGHLIGHTS OF THE RESEARCH

Research relevance. International statistics reveal that 18% of the worldwide population have psycho-emotional problems that can develop into mental illnesses, aggression, delinquency, rape, crime. In accordance with CIM and DSM, behavioral and emotional disorders, of organic or inorganic etiology, are classified as mental illnesses, falling into the category of children with special educational needs (SEN) [39].

One of the normalization means of these categories of children is inclusion in the regular school, a first step towards social integration. For this purpose, several international normative acts have been drafted recommending equal opportunities for all children, irrespective of their psychological or social issues, thus offering them the right to individualized multidisciplinary services [41], [62], [63], [64].

Description of the situation in the research field and identification of the research problem. Research over the last decades has focused on the theoretical foundation of the importance of including pupils with special educational needs in the regular school, demonstrating the impact of this phenomenon on the social and professional integration of this category of people. Knowing the dynamics of children's development under various conditions opens up new solutions for creating the best means of inclusion, instruction, education, reflected in the international research undertaken Binet A., Simon T., Klump K. L., Kashy D. A., Chiva M., Rutschmann Y., Dool E. A., Gelder M., Gath D., Mayou R., Golu P., Harold I. Kaplan, Benjamin J. Sadock, Ionescu S., Kanner L., Kulsar T., Kupfer D.J., Tredgold A. F., Verza E, Vrăşmaş E., Выготский Л., Лебединская К. С., Лебединский В. В., Моргачёва Е.Н., etc.

In Moldova, the importance ascribed to the inclusion of pupils with SEN in regular secondary schools is confirmed by intense investigations related to this phenomenon, focused on specific directions and categories of subjects: *family-multidisciplinary team-community partnership in the context of inclusive education* (Racu A., Botnari V., Potîng A., Eşanu R.); *classification and school inclusion of children with intellectual disorders, juvenile deviance* (Bucun N., Savca L. Zubenschi E.); *curricular adaptation and evaluation of school progress in the context of inclusive education* (Hadîrcă M., Cazacu, T.); *therapeutic recovery interventions for children with multiple disabilities (*Racu A., Popovici D.V. et al.*); inclusive school management* (*Cojocaru V., Patraşcu Dm., Andriţchi V.); inclusive school* (Chicu V., Cojocaru V., Solovei R.,etc).

Therefore, the scientific and methodical support focuses on the theoretical approaches, which place in the center of their concerns the issue of inclusion and normative education of

children with SEN: *the concept of normativity* (M. Montessori), *the concept of systemic approach* (C. Bârzea), integralist pedagogical paradigm (Callo T.), *socio- pedagogical paradigm* (S. Cristea etc.), *multiple intelligence theory* (H.Gardner), *anthropological approach in pedagogy* (Л.М. Лузина), *synergetic approach* (Băndilă A., Birch A) etc.

The complex of manifestations specific to emotional and behavioral disorders appear and develop more frequently in the context of the mass school, and the specialized multidisciplinary intervention depends, in any context, on managerial competence, on the elaboration of certain educational-therapeutic managerial programs (for organizing and evaluating the activity of intra-school multidisciplinary pedagogical services), as well as on the working experience of teachers with this category of pupils, on the parents' competence in educating their children. At the same time, the special pedagogical services for these children are insufficiently developed compared to the existing need. This affects their rights and mental health, further aggravating the deficiencies which can manifest by triple overlapping disorders: psychic, physical, somatogenic, which makes them more fragile and vulnerable in situations of school and social exclusion, dependent on family and on specialized social assistance services [21]. Tutoring is an inchoative pedagogical service for Israel, but very well developed in the Western European countries and Russia, which plays an important role in assisting children with SEN in the process of inclusion in the regular school [21]. Tutoring programs reflect how the process of school inclusion is to be enhanced. In this context, the opportunity of valorizing the management of tutoring programs directed towards the inclusion of pupils with emotional and behavioral disorders ensues from the *contradictions* between: the peculiarities of pupils with EBD and the insufficient special educational services provided to them in the process of inclusion in the regular school; - the difference between the services provided to pupils with SEN in special education institutions and those provided to pupils with SEN in the regular school; - the difficulties of EBD pupils and their needs to communicate and socialize with peers in the regular school and their rejection by colleagues due to existing stereotypes. - insufficient financial resources allocated to regular schools to meet the needs of EBD pupils in the process of inclusion in the regular school and the inappropriate use of existing resources by the school manager. The above mentioned contradictions are also related to the insufficient research of EBD pupils in the process of inclusion in the regular school as well as to the lack of research on the influence of tutoring on EBD pupils' inclusion in the regular school during transition from the primary to the secondary school.

Thus, **the research problem** is outlined by insufficient valorization in pedagogy of the concept of tutoring and management of tutoring programs for including children with EBD in the Israeli regular school during transition to the secondary school. This indicates on the need to update

school management from the perspective of tutoring programs for pupils with EBD so that they could meet pupils' expectations and create optimum conditions for their development.

The purpose of the work is to conceptualize and determine the educational dimensions of tutoring, to elaborate and validate the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school.*

The research objectives are to determine the specificity of inclusive education in Israel; to examine the traits characteristic of pupils with EBD and their difficulties encountered during the transition from primary to secondary school; to analyze the educational dimensions, the peculiarities of tutoring programs management; to validate the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school.*

The research methodology complied with the aim and objectives launched and included: theoretical methods (synthesis, generalization, comparison, systematization), empirical methods (observation, conversation, interviewing, testing), ascertaining, formative and control experiment, Alpha Cronbach (Cronbach's), T-pupil test for independent samples, T-pupil test for a single sample, analysis of variance indicators.

The novelty and scientific originality of research is ensured by the intra- and interdisciplinary approach of the investigation; the conceptualization of tutoring phenomenon basing on the theory of educational management, the theoretical and practical substantiation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school.*

The important scientific problem solved in this research lies in the elaboration and validation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school,* integrating the theoretical bases and the methodological peculiarities of managing tutoring, which led to the diversification of tutoring forms, optimization of the school manager, teachers, tutors, parents' actions during inclusion, anxiety reduction, self-esteem increase, improvement of communication and EBD pupils' school success.

The theoretical significance of the research is marked by the analysis, specification and delimitation of theoretical references on tutoring, from the managerial and psychopedagogical perspective, tutoring programs management, the substantiation and the validation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*; the delimitation of the interconnection between the school

manager's involvement in the tutoring process and its outcomes reflected in the efficacy of inclusion and transition.

The practical value of the research is strengthened by the elaboration, validation and implementation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*, taking into account the specifics of children with EBD exposed in DSM-V, their related difficulties during the transition to the regular secondary school, as well as the contemporary pedagogical guidelines, aiming at the inclusion of pupils with EBD in the regular school. The management of tutoring programs enhanced the achievement of positive results by diminishing emotions and inadequate behaviors of EBD pupils, by increasing their self-esteem and reducing their anxiety, by positively changing the attitudes of teachers and peers towards them, and by successfully including EBD pupils in the Israeli regular secondary school.

Statements offered for defense: -Tutoring represents one of the basic supportive services that can be provided to EBD pupils for a better inclusion in the regular secondary school; -The elaboration of tutoring programs for EBD pupils supposes a deep analysis of their individual needs so as to identify and achieve optimal solutions aimed at diminishing their negative emotional and behavioral manifestations, externalized through anxiety, negativity, brutality, low self-esteem, etc; - The effective implementation of tutoring programs for including EBD pupils in the regular school depends on the active involvement of the school manager and effective accountability of teachers, parents and tutors during inclusion; The implementation and validation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school* create optimal premises for the efficient progress of EBD pupils inclusion in the regular school.

Implementation of research results. The results of the study are implemented in the development and implementation of practical seminars for teaching and managerial staff from inclusive schools in northern Israel, the Arab sector. The tutoring programs, the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school* are proposed and capitalized in the practical work of inclusive schools.

The approval and validation of scientific results. The scientific results of the research were presented and approved at the meetings of the Department of Pedagogy and General Psychology of TSU, from Chişinau during 2012-2018. Important aspects of the study were presented, discussed and approved through publications at various national and international scientific symposia and forums, and in scientific journals: The rights and services of children with special needs in Israel. In: Educaţia din perspectiva valorilor, Materialele conferinţei cu participare

internațională, UPS "Ion Creangă", 2013, pp. 247-282; Pupils with learning disabilities in their transition from elementary schools to comprehensive high schools. In: Eficientizarea învăţământului-Vector al politicilor educaţionale moderne, Materialele Conferinţei ştiinţifice international din 11-12 decembrie 2014, IŞE, pp. 500-507. The parental awareness about the difficulties of their ADHD children. In: Educaţia pentru dezvoltare durabilă: inovaţie, competitivitate, eficienţă, Materialele Conferinţei ştiinţifice international din 18-19 oct. 2013, IŞE, Chişinău, pp. 265-270; Peculiarities of pupils with emotional and behavioral disorders and their inclusion in regular secondary schools. In: Актуальные научные исследования в современном мире, 7(27) Украина 2017, pp.25-30, ISSN 2524-0986; precum şi în reviste ştiinţifice de profil: The Management of tutoring programs for integrating PSN in regular schools. In: Univers Pedagogic, 2016, nr. 2 (50), pp. 23-29; Management of tutorial programs for integrating pupils with learning difficulties in public schools. In: Artă şi educaţie artistică, Revista de cultură, ştiinţă şi practică educaţională, 2015, nr.1, p. 59-66; The management of tutorial programs for integrating pupils with learning disorders in regular Arabic schools. In: Acta et Commentationes, Ştiinţe ale educaţiei, 2015, nr 1 (6), pp.4-11; Aspects of special education in the world and in Israel: legislation, implementation and future possibilities. In: Artă şi educaţie artistică, Revista de cultură, ştiinţă şi practică educaţională, 2013, nr. 2(22) pp. 15-21.

Publications: the research results are reflected in 8 publications (4 articles in educational journals, 4 articles at national and international conferences).

Thesis volume and structure: introduction, 3 chapters, general conclusions and recommendations, bibliography of 204 titles, 140 pages of basic text, 12 appendixes, 26 tables, 6 figures.

Keywords: tutoring programs, management, pupils with EBD, school transition, inclusion, program coordinator, program managers, tutors, anxiety, tutors, pedagogic model, operational demarche.

CONTENT OF THE THESIS

The **Introduction** presents the actuality and importance of the research theme, problem, purpose and objectives; identifies the epistemological reference points of the research, the scientific and praxiological value of the study, which theoretically and methodologically support the novelty and the scientific originality of the investigation.

CHAPTER 1, Theoretical approaches on the management of educational programs from the perspective of inclusive education, reflects the theoretical study of the problem, including the particularities of the educational management based on the theories elaborated by the researchers A. Ţârcă [17], I. Jinga [10] A. Gherguţ [9], V. Crudu, Dm. Patraşcu [8], Y. Oplatka

[52] etc. The synthesis of these theories allows us to assume that *educational management can be defined as a set of principles, functions, rules and methods of management that ensure the achievement of the objectives of the educational system to high quality standards.* According to A. Ghergut [9, p.28], educational management represents a methodology of global, optimal and strategic approach to all educational activities. In our research, educational management is approached as a strategic methodology aimed at facilitating the inclusion of pupils with SEN in transition from primary to secondary education throughout educational tutoring programs. In the key of these ideas, are exposed the characteristics of educational programs based on the concepts developed by J. Kauffman [47, p.49], F. Voiculescu [18, p.56], I. Maciuc [11, p.72], who assert that the purpose of any educational program is to meet certain educational needs. Starting from this postulate, researcher J. Kauffman elaborated the Discrepancy Model, which was later taken over and developed by other researchers, according to which the educational needs can be determined by analyzing the discrepancy between the desired situation and the current situation. The Romanian researcher F. Voiculescu [18, p.27] proposes an operational approach to defining and analyzing educational needs, based on the Discrepancy Model, consisting of three stages: (1) Analyzing and describing the desired situation; (2) Analysis and statement of the current situation; (3) Comparing the two situations and revealing the discrepancy between them. It emphasizes the idea that the success and quality of an educational program depend on its management [8, p.32]. An effective and efficient program management is the basic factor that favors the educational institution's vision change on a particular phenomenon (inclusion of pupils with special educational needs) and ensures the achievement of the proposed strategic objectives.

Synthesizing the references from the literature [8], [9], [19] and related fields [13], [17] we enumerate the following defining notes of program management at the level of school organization: an assembly of dynamic processes carried out in well defined contexts, where resources are organized and used in a controlled and structured manner in order to achieve the objectives; a combination of attitudes, approaches and techniques that can be applied to a wide range of concrete tasks that lead to the goals to be achieved; successful management by the management team and project teams of the change that the program will produce. It has been established that program management is a methodological strategy of implementing, coordinating, monitoring, continuous evaluation, operative regulation of managerial products aimed at high level performance achievement of strategic, tactical and operational objectives [19, p.46]. The same chapter presents a retrospective synthesis of the theoretical approaches, which place in the center of their concerns the issue of inclusion and normalization of the education of children with SEN [4], [13], [16], [58] and reflects the current trends of inclusive education management.

Among the theoretical approaches that focus on the issue of inclusion and normalization of education of children with SEN, we can quote: normalization concept [6, p.157]; systemic approach (C. Bârzea, 1995, Беспалько В. П., Данилов М. А., Ильина Т. А., Андреев В. И); integralist pedagogical paradigm [Callo T., 5]; socio-pedagogical paradigm (Th. Kuhn, 1963, Lipsky I. A, 2004); multiple intelligence theory, [40, p. 36]; anthropological approach to pedagogy [24, p.25]; competence approach or competence pedagogy [18, p.17]; synergistic approach, (Bandilă A., Rusu C., (1999), Birch A., Hayard S., (1999), Creţu R., (2010) [ibidem]; theoretical approaches to the etiology and manifestations of EBD, and heories on inclusion and education of pupils with SEN: Dobrescu Iu., (2005), Gherguţ A., (2006), Goleman D., (2008), Golu F., (2009), Kaplan G., (2003), Preda V., (2010), Verza E., (2010), Vrăşmaş E., Vrăşmaş T., (2011), Амасьянц Р., Амасьянц Э., (2009), Верхотурова Н., (2010), Выго́тский Л., (1930), Лебединский М., Лебединская К., (1983), Лубовский В., (1989), Сухарева Г., (1994) etc. [24].

Over the years, the education of people with special needs has been subject to various challenges dictated by epoch and politics. At present, thanks to the normalization concept developed by researcher S.Riter [54, p.32]. The analysis of literature on inclusive education management [13], [22] has made it possible to note that in Republic of Moldova it is done at three levels: (1) national (educational policy), (2) district level and (3) school unit. In Israel, the inclusion of pupils with SEN is achieved at five levels: (1) at national level; (2) at the level of main administrative districts (called mehozot), (3) subdistrict (nafot), (4) territorial regions, (5) school unit [13], [14], [31]. In recent years, school institutions have been encouraged to develop individual policies to streamline the inclusion of pupils with SEN by developing and implementing different educational programs to support these pupils.

CHAPTER 2, Educational and managerial implications of tutoring programs for including pupils with emotional and behavioral disorders in regular secondary school, points out the psycho pedagogic benchmarks of educational tutoring and tutoring programs for children with special educational needs and exposes the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school.* In the literature [27], [43] *tutoring* is defined as a supplementary activity in a certain field necessary for the pupil, with the help of a tutor specially prepared for it. Several types and forms of tutoring have been identified and analyzed: peer tutoring, cross-age tutoring, on-line tutoring, group tutoring, etc. [32], [49]. It has been demonstrated that effective tutoring programs involve clear objectives and adequate management [30].

In this perspective, it is viewed the correlation between the success of tutoring programs implementation and the involvement of the inclusive school manager in terms of managerial

responsibilities [28], [29], [59]. There have been identified several factors that influence the success of tutoring programs aimed at including EBD pupils in the regular school, especially during transition from primary to secondary school: selecting tutors and participants with defining roles and responsibilities, objectives and content of tutoring programs, available resources (costs, content, resources: media, literature, involved professionals, materials for activities, etc.), implementation, supervision. Appropriate training of pupils participating in the tutoring program requires that they were accepted by school and parents. [28], [45]. In order to increase the acceptance of the program by the teachers and their commitment to the program, it is necessary to organize a training that addresses several aspects, including: (a) understanding the purpose and characteristics of the peer tutoring program; or cross-age tutoring; (b) preparing educational materials; and (c) the development of interactive and problem-solving skills by pupils [56], [60].

Within the same chapter are presented the peculiarities of pupils with emotional and behavioral disorders (EBD) and the specificity of their inclusion in the regular school during the transition from the primary to the secondary school. EBD is a generic term that includes several distinct diagnoses, such as anxiety disorder, manic-depressive disorder, oppositional disorder, etc. These disorders are also called "emotional disorders" [20], [39], [46]. According to ICD-10 (International Classification of Diseases) [39], emotional and behavioral disorders are found under codes: F90- hyperkinetic disorders, F91-behavioral disorders, F92-mixed emotional and behavioral disorders, F93-emotional disorders with onset in childhood; F94-disorders of social functioning with onset in childhood and adolescence, F98-other emotional and behavioral disorders with onset in childhood or adolescence [46].

Following the synthesis and analysis of the field studies [46], [47], it was concluded that pupils with EBD exhibit multiple difficulties: academic, emotional, behavioral or medical, which pose significant challenges for their education and approach within school. During classes, the pupil with EBD often exhibits inappropriate behaviors: is impulsive, brutal, can not concentrate, can not work in groups, is concerned with activities other than what is required, disrupts teaching activities, shows resistance to compliance behavior [55, p.56] intimidates, brutalizes, aggresses colleagues, frequently absences, accuses other people of inappropriate behavior, low self-esteem, disrespect social rules of proximity and personal property, etc. [20], [49]. It has been established that a pupil with a EBD is eligible to participate in an educational program on the basis of a report, which will include: (1) documentation of all supplementary services he/she received in the school; (2) psycho-pedagogical assessment; (3) the report on conduct observation over a period of time; (4) social history, which will include data on the origin of the pupil's current problems, the professional services he has received outside the school; (5) written analysis of the duration,

frequency and intensity of emotional and behavioral disorders [33], [49]. The determination of EBD pupils' peculiarities allowed to highlight a number of strategies that can be explored to eradicate these disorders, such as: developing a behavioral management system, forming social skills, adapting training to the pupil's needs, using adequate training materials and means, peer support, intensification of social relations, meditation, tutoring, professional collaboration in order to improve EBD pupils' achievements, self-representation, and self-esteem and consequently to reduce their anxiety [37], [43 , p.38]. Researchers R. Thompson [59] and M. Leary [49] have shown that stimulating positive behavior is the most effective means of eliminating negative behavior. Researchers P. Coombs [38], R. Loeber [51], R. Lisi [50] pointed out that pupils with EBD have a psycho-emotional benefit when they work together with their peers. This idea was also emphasized by Russian researchers L. L. Vygotsky, V. Lebedinsky [24] who, through their investigations, demonstrated the importance of social interaction in child development: *an important indicator of child development is not just what he can do alone but, rather, what he can do with the help of others.*

The problems specific to pupils with EBD in Israel are aggravated during the transition from the primary (grade 6) to the secondary (grade 7) school, which occurs at the age of 12-13 [67], a period marked by a series of psychophysiological, emotional, mentality changes, with major implications at behavioral level, social interaction [13], [58], [30], integration into the new school environment, academic difficulties etc. Under these conditions, EBD pupils are more stressed than their healthy peers, fact caused by the inappropriate reaction of colleagues and teachers, often generating social disability, a more dangerous phenomenon than mental disorder itself. Researches in the field [36], [47] have shown that self-concept and self-esteem have a mediating impact on the behavior and emotional aspect of pupils that are important indicators of school success, or this happens, only in the case of successful inclusion of EBD pupils. Taking into account the particularities of the EBD pupils' inclusion in the regular school, the specifics of the educational programs management as well as the characteristics of the tutoring and tutoring programs, it was developed *The Pedagogical model of managing tutoring programs for including EBD pupils in the regular secondary school* presented in figure 2.1.

The model includes several components: The conceptual component (principles, strategies and functions); The procedural component (management processes with the following stages: predictive, operational, measuring and interpreting the results.); Execution process, achieved through direct and indirect managerial actions on the teaching staff and tutors responsible for

THE PEDAGOGICAL MODEL of MANAGING TUTORING PROGRAMS for INCLUDING EBD PUPILS in the REGULAR SECONDARY SCHOOL

A. CONCEPTUAL COMPONENT

VIEW- PURPOSE

MISSION-DESTINATION

PRINCIPLES:
- Equity; - Selecting the involved staff and tutors; - Division of roles and responsibilities; - Unity of leadership and responsibility; - Professional competence and motivation of the persons involved;
- Flexibility; and - Economic efficiency.

FUNCTIONS:
- Diagnosis - analysis of the incipient situation of EBD pupils' inclusion; - Designing / planning; Programming - developing tutoring programs; - Organization; Motivation; Implementation; Coordination; Control and Analysis.

B. PROCEDURAL COMPONENT OF MANAGEMENT

MANAGEMENT PROCESSES:

The managers involved are acting through certain tools and means on the teachers responsible for integrating EBD pupils, the multidisciplinary committee, tutors, parents and other community agents.

Phases of the management process: 1. Foresight phase - establishing the objectives of EBD pupils' inclusion, strategic decision making, focusing on anticipating unpredictable outcomes, selecting and implementing the necessary modalities, methods, organizational solutions, motivation, monitoring, coordination, evaluation according to the evolution EBD pupil's inclusionin the regular school.

2. Operational phase – involvement of staff and tutors in the process of inclusion of pupils with EBD, coordination and training of staff in the optimal realization of organizational objectives. Operational management is effective and involves the implementation of current decisions, mainly related to the production process.

3. Phase of results measurement and interpretation - achieved through the exercise of evaluation / control function, according to the objectives and criteria set in the first phase. This phase corresponds to the post-operative management (concluding character) that closes a managerial cycle and prepares the conditions for the next.

EXECUTION PROCESSES:

It is achieved through direct and indirect actions of teaching staff and tutors responsible for the IEP, TIP and tutoring inclusion programs on pupils with EBD, providing a set of multidisciplinary products and services corresponding to organizational objectives.

STAFFING
Forming the inclusion Commission, definition, division and assumption of responsibilities

LEADING
Monitoring tutoring programs, collaborating with school leaders, parents, community

REGULATION
Feedback and evaluation of tutoring programs

EBD PUPILS' NEEDS INTERVENTION PROGRAM

Multidisciplinary intraschool commission

Individualized educational plan IEP

Individualized tutoring plan ITP

Inclusion indicators:- self-esteem; - reduced anxiety; teachers and peers' positive attitude towards including EBD pupils in the regular school
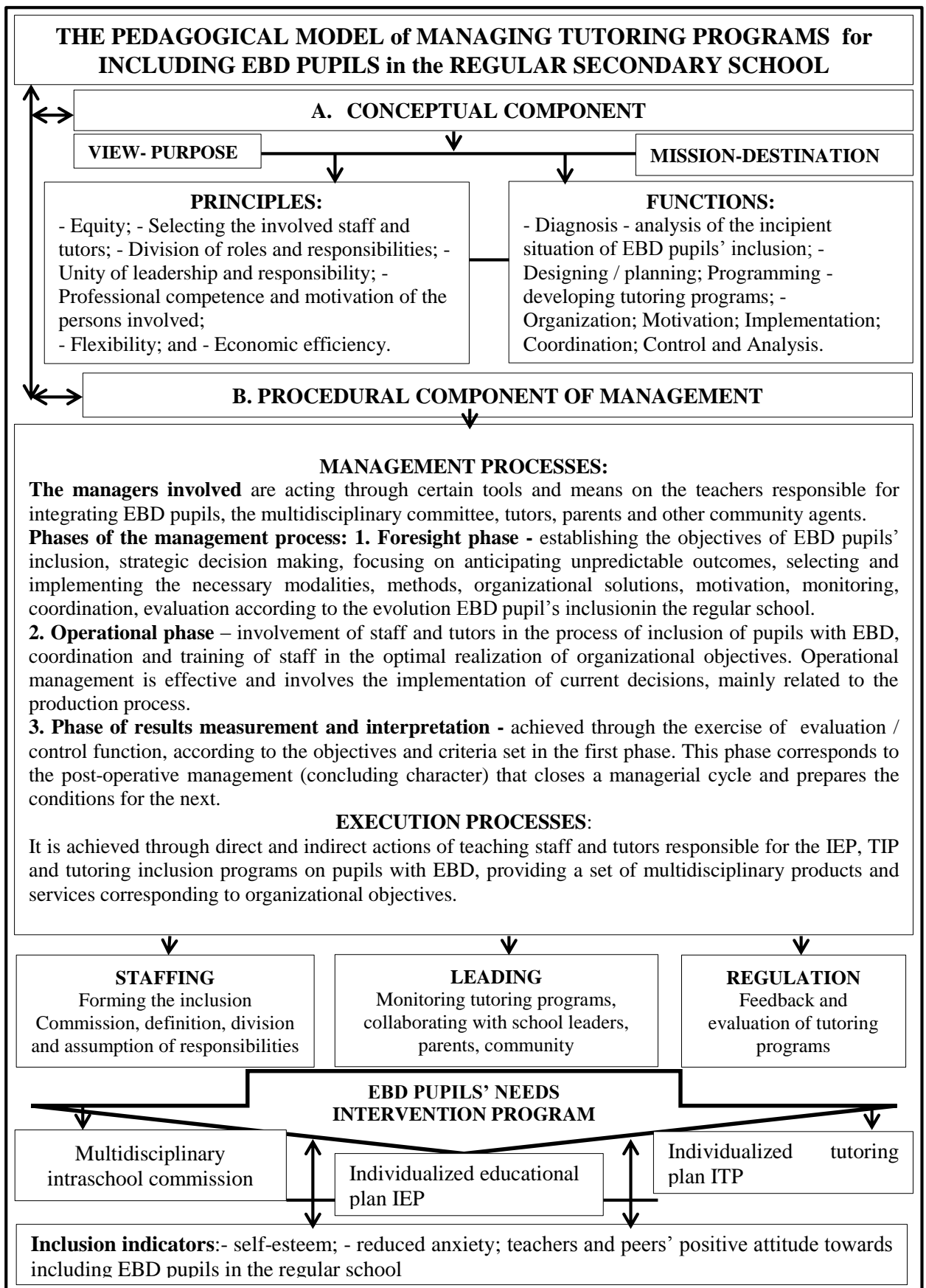
Fig. 2.1. Pedagogical model of managing tutoring programs for including pupils with EBD in the regular school

inclusion by means of IEP, ITP and tutoring programs, on pupils with EBD, providing a set of multidisciplinary products and services corresponding to organizational objectives. These management processes are in fact outlined in the managerial responsibilities of leading the school as a whole. The *Managerial Responsibilities* component reflects those aspects of management that need to be addressed during the implementation of tutoring programs: design, organization, staffing, leadership and regulation. or greater efficiency, it is advisable to take into account the principles of tutoring: increasing EBD pupil's motivation; monitoring during tutoring sessions; modeling positive behavior. Appropriate implementation of the model is reflected by the indicators of pupil inclusion in the regular school: self-esteem and anxiety of EBD pupils involved in the tutoring program as well as teachers' attitudes towards the school manager's integration practices. The quality of the proposed model is expressed by *the following criteria*: **functionality**, diagnosed with objective parameters: equipment, space, literature, etc; **efficiency** (pedagogical efficiency-the ratio of the results and the resources allocated; educational efficacy- expresses the ratio of educational results and educational objectives; and general managerial efficiency: positive performance dynamics, curriculum implementation, etc.) [10, p.198].

In order to show how the system functions in practice, we projected an *Operational demarche of tutoring programs management for including pupils with EBD in regular secondary school* whose objectives were: to correlate theoretical and practical aspects of educational management from the perspective of including EBD in regular secondary schools, to adequately assume and achieve managerial responsibilities by the participants in the program. Under the tutoring program, the primary school manager has the following responsibilities: to inform about the available tutoring programs, to distribute information, to explain the benefits of the program to all participants in the program, to provide the necessary resources, to be the link between the school and the tutoring program by organizing guidance and guidance meetings for the teaching staff, by disseminating information about pupils' progress, by stimulating professional development [14, p.267]. The secondary school manager will also be involved in developing tutoring programs, in selecting tutors and designating the secondary school curriculum coordinator who will be responsible for coordinating the activity of tutors, communicating with their parents, and informing them about their success. Given the fact that inclusive practices are still little explored, as well as the management of educational programs for pupils with SEN, an important role in the tutoring process falls to the program manager [12], [43] both in the primary and secondary school.

In this context, there have been determined the following competencies necessary to *tutoring program managers*: to determine the direction of the tutoring program, according to the

IEP; to motivate participants in the program; to build and lead the team; to identify and solve problems; to negotiate with team members in order to achieve the objectives of the program; to communicate permanently with the participants in the program; to organize activities, resources, documents, contracts, etc; to establish and manage the program budget [55].
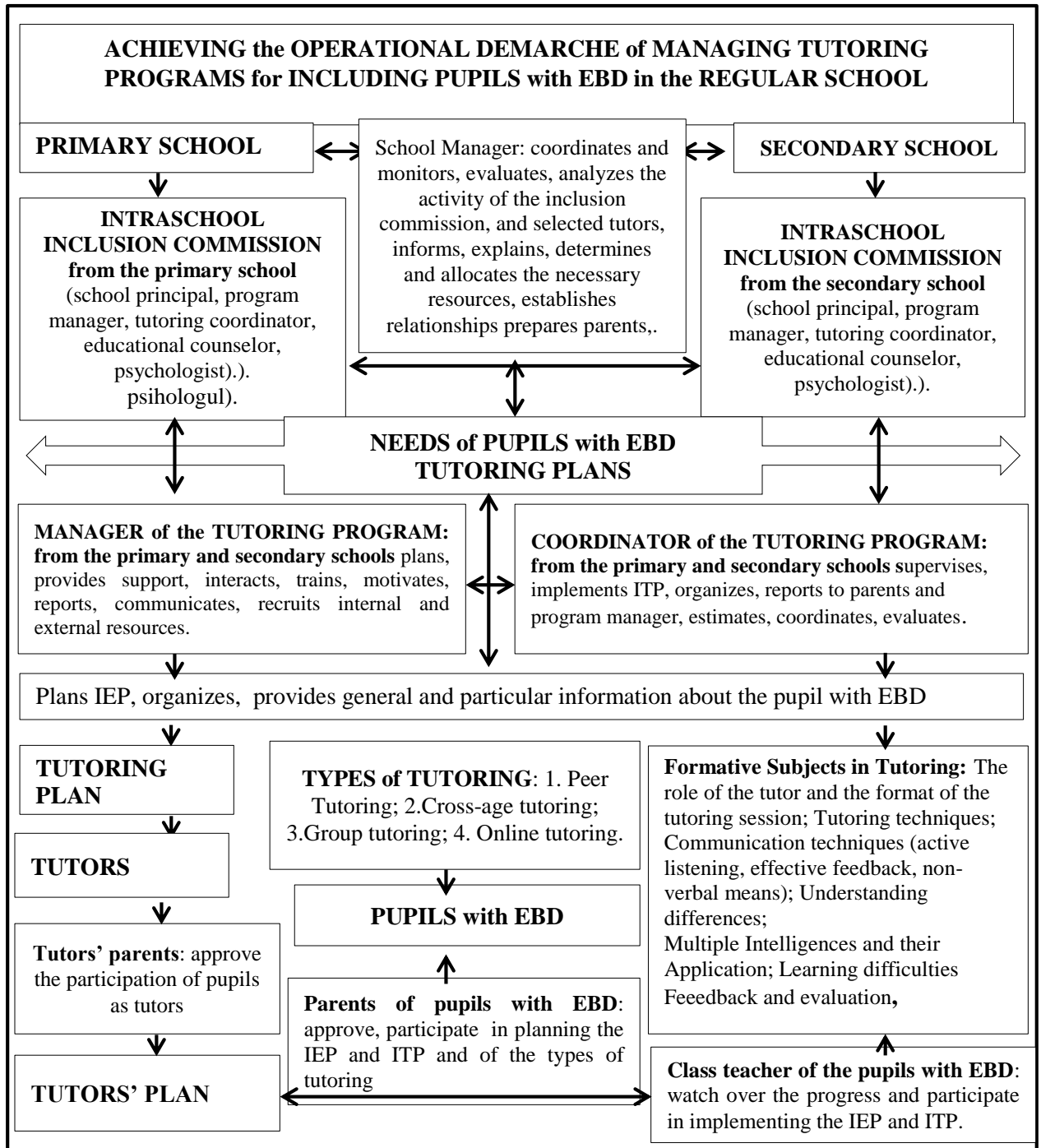
ACHIEVING the OPERATIONAL DEMARCHE of MANAGING TUTORING PROGRAMS for INCLUDING PUPILS with EBD in the REGULAR SCHOOL

PRIMARY SCHOOL ⟷ School Manager: coordinates and monitors, evaluates, analyzes the activity of the inclusion commission, and selected tutors, informs, explains, determines and allocates the necessary resources, establishes relationships prepares parents,. ⟷ **SECONDARY SCHOOL**

INTRASCHOOL INCLUSION COMMISSION from the primary school (school principal, program manager, tutoring coordinator, educational counselor, psychologist).). psihologul).

INTRASCHOOL INCLUSION COMMISSION from the secondary school (school principal, program manager, tutoring coordinator, educational counselor, psychologist).).

NEEDS of PUPILS with EBD TUTORING PLANS

MANAGER of the TUTORING PROGRAM: from the primary and secondary schools plans, provides support, interacts, trains, motivates, reports, communicates, recruits internal and external resources.

COORDINATOR of the TUTORING PROGRAM: from the primary and secondary schools supervises, implements ITP, organizes, reports to parents and program manager, estimates, coordinates, evaluates.

Plans IEP, organizes, provides general and particular information about the pupil with EBD

TUTORING PLAN

TUTORS

Tutors' parents: approve the participation of pupils as tutors

TUTORS' PLAN

TYPES of TUTORING: 1. Peer Tutoring; 2.Cross-age tutoring; 3.Group tutoring; 4. Online tutoring.

PUPILS with EBD

Parents of pupils with EBD: approve, participate in planning the IEP and ITP and of the types of tutoring

Formative Subjects in Tutoring: The role of the tutor and the format of the tutoring session; Tutoring techniques; Communication techniques (active listening, effective feedback, non-verbal means); Understanding differences;
Multiple Intelligences and their Application; Learning difficulties Feeedback and evaluation,

Class teacher of the pupils with EBD: watch over the progress and participate in implementing the IEP and ITP.

Fig. 2.2. The operational demarche of managing tutoring programs for including pupils with EBD in the regular school

Strong collaboration between the school manager, program manager and program coordinator is a basic component of all tutoring programs. They should share common visions and expectations, regularly communicate within the school structure, establish a fruitful connection

between tutoring activities and those performed during classes, stimulate the participants in the program and increase their accountability towards the activities falling to them. The Program Manager and the tutoring coordinator of primary and secondary school have the responsibility to develop the IEP, which will include ITP, support tutors and class teachers in coaching, co-tutoring, co-planning. The involvement of EBD pupils' parents [33] in the tutoring program is a valuable resource in getting constant feedback on the progress of the child with EBD, beyond the program. It is recommended that pupils with EBD be continually encouraged to express their views.

CHAPTER 3, Management methodology of tutoring programs for including pupils with emotional and behavioral disorders in regular secondary school, contains the pedagogical experiment organized in three stages: *ascertaining experiment, formative experiment and control experiment*. According to J. Kauffman's **Discrepancy Model** [47], all educational programs are launched to meet educational needs. Our research is based on the fact that pupils with EBD have multiple educational needs such as the inability to manage their emotions, uncontrolled reactions, aggressive compartments, low self-esteem, difficulty in coping with change, school transition, communication with peers, given their problematic behavior during classes and games, the negative attitude of teachers and colleagues towards them, etc. In addition, their dismissal by colleagues generates stress, depression and anxiety, thus increasing the possibility of school drop-out, especially in difficult times such as school transition. They also show distrust in themselves, are self-critical, and hardly make friends [51]. One of the basic factors that can positively affect the self-esteem of pupils with EBD is acceptance by peers. At the age of preadolescence, peers are the most important people in a pupil's life, hence the need for others to have a positive attitude towards EBD pupils and their inclusion in the regular school. Researcher P.H. Coombs [38] recommends the enhancement of explicit self-esteem by reducing EBD pupils' self-criticism, which can later reduce anxiety and improve the attitudes of colleagues and teachers towards them. M. Leary and L. Shreindorfer [49] have demonstrated the correlation between self-esteem and school success, and the postulate that self-esteem influences behavior has been a benchmark for social sciences, as well as the fact that augmentation of self-value will encourage socially appreciated constructive behavior. On the basis of the theoretical arguments set out above, the following **research variables were chosen**:

Table 3.1. Research variables

Dependent variables	Independent variable
1.Self-esteem of tutees with EBD	1.School principal's practices of involvement in the tutoring process
2.Anxiety of tutees with EBD	
3.Tutors and teachers' attitudes towards the inclusion of pupils with EBD in the regular secondary school	

Pupils with EBD participating in the experiment were selected according to the following criteria: age, diagnosis, associated problems and school success. It was chosen the category of 6th grade pupils, the final grade of the primary school stage in Israel, due to the fact that the transition to the secondary stage, coinciding with the onset of preadolescence, is a period marked by multiple psychophysiological, mentality problems that enhance during transition, especially in the case of pupils with EBD [43], [53].

The underlying research hypothesis implies that the success of tutoring programs depends on their management. The working hypothesis is: tutoring management, based on the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*, will contribute to reducing anxiety, increasing self-esteem, diminishing emotions and negative behaviors, facilitating the successful inclusion of pupils with EBD in the Israeli regular school.

The objectives of ascertaining experiment focused on: (O1) examining differences ithe school team members' points of view regarding the school principal's practices of involvement in managing tutoring programs; (O2) pointing out differences in tutors and teachers' attitudes towards including pupils with special educational needs in the regular secondary school; (O3) checking the level of tutees' self-esteem and anxiety. After the validation and approval of the *Questionnaire on the managers' practices of involvement in tutoring programs*, there were measured the dependent and independent variables in both the experimental and control groups. First, the level of the variable associated with the school manager's involvement in tutoring programs was measured.

Table 3.3. Statistic differences related to survey factors, various divisions

Total score		Staff	Tutors	All
	M	1.38	2.33	1.79
	SD	.21	.68	.67
1.School's principal's practices of involvement in the tutoring program	M	1.08	1.29	1.17
	SD	.09	.73	.48
2.The effectiveness and achievements of the tutoring program	M	1.31	1.90	1.56
	SD	.38	.57	.55
3.Teamwork and participation of various factors in the tutoring process	M	1.79	3.97	2.74
	SD	.34	1.50	1.48

Analyzing the data presented in Table 3.1, there will be observed relatively low values of the factors studied in both groups. Teachers do not fully understand their role as regards inclusion of pupils with EBD. Of the three factors, the factor related to the practices of involvement of the school manager in the tutoring programs has the lowest value. This could be explained by the fact that the manager needs support in addressing this category of pupils in terms of tutoring programs.

As a result, the other variables appear in the same light, given their dependence on the manager's management practices. Table 3.4. presents the results of the test on *tutors' attitude towards the inclusion of pupils with EBD*. The data shown in the table indicates that tutors are somehow indifferent towards the inclusion of EBD pupils, given the lack of information on the issues related to this category of pupils.

Table 3.4. Statistic differences related to tutors' attitudes towards inclusion (CATCH scale)

		GI (n=15)	GC (n=15)	Total (n=30)
Tutors closeness to inclusion	M	1.11	1.18	1.15
	SD	.49	.65	.56
Detachment to inclusion	M	2.86	2.80	2.83
	SD	.51	.68	.59

To test teachers' attitudes towards inclusion, it was used a T-Test comparison that examined three aspects: social, psychological and academic. Table 3.5. shows the means and the standard deviations for each subset of teachers. The results do not indicate significant differences between the two groups 3.09 to 2.79, but they talk about some skepticism regarding the inclusion of EBD pupils in the regular school. The data presented in the table gives an important indication for the design of the formative program, showing also the impassibility of the tutors towards the inclusion of pupils with EBD, the lack of information regarding the problems of pupils with EBD. In order to measure teachers' attitudes towards inclusion, the CATCH test developed by Larrive & Cook was used presented in the thesis, table 3.10, p.107. The obtained results do not show significant differences between the two groups but reflect skepticism regarding the inclusion of pupils with EBD in the regular school. Finally, the anxiety and self-esteem of EBD pupils involved in the experiment were evaluated.

Table 3.5. Statistic differences related to tutees' anxiety indices and self-esteem

	Alpha Cronbach	Mean	SD	Number of items	Range
Anxiety	.78	33.96	8.86	41	0-82
Somatic Symptoms	.70	0.71	0.71	13	0-2
Generalized Anxiety disorder	.36	0.91	0.27	9	0-2
Separation Anxiety disorder	.40	0.92	0.35	8	0-2
Social Anxiety disorder	.46	0.97	0.36	7	0-2
School Avoidance	.49	0.60	0.44	4	0-2
Self- Esteem	.90	2.54	0.61	10	1-4

The data presented in Table 3.5 reflect a high level of all components of EBD pupils' anxiety and a low level of self-esteem, fact speaking about the need to develop and implement a formative program focused on the effective management of tutoring programs that will have a positive impact on the normalization of these variables in the context of transition to the secondary school, and, consequently, will lead to their efficient inclusion in the regular school.

The formative experiment was organized on the basis of several theories related to the inclusion of pupils with EBD: *total inclusion theory* (W. Sailor), *normalization theory* (S. Riter), *social integration theory* (L.S. Vygotsky), *theory of compensation mechanisms* (V.V. Lebedinsky), theories related to the *educability of children with SEN* (J.M. Gaspard Itard, E. Seguin and M. Montessori), the peculiarities of pupils with EBD (specified in DSM-5, ICD, IDEA) and the *Discrepancy Model* (J. Kauffman).

The objectives of the formative experiment were: implementation of the *Operational Demarche of managing tutoring programs for including pupils with EBD in the regular school* in the context of the *Pedagogical Model of managing tutoring programs for including pupils with EBD in the regular school*; increasing self-esteem and reducing anxiety over the transition from primary to secondary school; developing tutors and teachers' positive attitudes towards pupils with EBD.

The formative experiment focused on two main directions: (1) guiding, motivating and training the participants in the formative experiment; (2) organizing, monitoring and evaluating tutoring activities. *The first direction* viewed to develop a set of skills required during tutoring. For this purpose, four training modules (2 hours each) were designed for all participants in the tutoring program, addressed as seminars and workshops: 1. The role of the tutor and the format of the tutoring session. Tutoring techniques; 2. Communication techniques: Active listening, effective feedback and non-verbal means; 3. Understanding Differences: Multiple Intelligences and their Application. The peculiarities of pupils with EBD. 4. Feedback and evaluation [30]. The subjects approached within the formative program and the developed plan of the actions stipulated in the *Operational Demarche of managing tutoring programs for including pupils with EBD in the regular school* are presented in thesis, tables 3.12, page 110, and 3.13, page 112.

Due to the involvement of the school principal, who explained the benefits of the program to the teaching and tutoring staff involved in the intervention process, the seminars succeeded to raise their interest in tutoring and always ended with discussions and questions that intensified their motivation to participate in the program. The sessions were organized prior to the launch of the tutoring program and were moderated by the program manager, program coordinator, school manager, special education professionals.

The tutors participating in the program had the opportunity to know the pupils in different ways. They received information on the peculiarities of pupils with EBD and their rights [27] according to the Special Education Law of Israel, practiced simulation activities on how children with EBD feel, behave, or think in different situations.

The Educational Counselor and Tutoring Program Coordinator organized various activities with tutors before they met with pupils participating in the program, explaining how they should organize tutoring activities. It was very important for tutors to understand the difficulties of pupils with EBD and their causes. The formative program helped tutors to be more prepared for tutoring and more self-confident. *The second direction* concerned the conduct of the tutoring process. Prior to launching the tutorial program, the coordinator and the program manager familiarized tutors with the individual tutoring program for pupils with EBD, that materialized the individual needs of each of them. The contents of the activities explored during the tutoring sessions were of a social nature and aimed at facilitating the inclusion of pupils with EBD in the regular school after the transition to the secondary school, by implementing *the Operational Demarche of managing tutoring programs for including pupils with EBD in the regular school* in the context of the *Pedagogical Model of managing tutoring programs for including pupils with EBD in the regular school,* with the active involvement of the school manager.

As pupils of the 8th and 9th grades, the tutors discussed with the tutees about the difficulties they had in the process of transition from the primary to the secondary school, about their everyday life difficulties, to make them understand that they are not the only ones who face difficulties, and their anxiety is a normal phenomenon. After tutoring sessions, tutors informed the coordinator about pupil's progress, the problems faced during tutoring activities. Among the activities aimed at developing self-esteem, reducing anxiety and developing the positive attitude of tutors towards the inclusion of pupils with EBD in the regular school, we can mention the following games, described in details in this thesis on page 113-115: - Association of emotions; - Ball games, - Name games (also known as adjectives), - Problem solving Wheel, - Representation of emotions; - Social stories; - Mute talking. The activities organized by tutors as part of tutoring programs are presented in Annex 10. The activities specified in the individualized educational program were tailored to the individual needs of pupils with EBD.

The validation experiment aimed at checking the effectiveness of implementing *the Operational Demarche of managing tutoring programs for including pupils with EBD in the regular school* in the context of the *Pedagogical Model of managing tutoring programs for including pupils with EBD in the regular school,* in relation to selected inclusion indicators. Pupils with EBD have been exposed to the same measurements as at ascertaining stage.The obtained results showed differences between the level of pupils in the experimental group and those in the control group. In order to verify the effectiveness of the formative intervention, the values obtained before and after the intervention were compared.

Table 3.6. indicates an increase in the overall value of all experimental group indices in the control stage relative to the general value of the indices at ascertaining stage, from 1.82 to 4.42. In the control group, this value drops from 2.61 to 1.49. The results of the ANOVA test support the data previously obtained and the hypothesis that the control group will not demonstrate significant changes with respect to the experimental group.

Table 3.6. Descriptive statistics for survey factors - a comparison between control and intervention groups

		AE		VE		AE	VE	IG	CG
		IG (n=10)	CG (n=7)	IG (n=10)	CG (n=7)	All (n=17)	All (n=17)	All (n=10)	All (n=7)
Total score	M	1.38	2.50	4.55	1.53	1.99	2.86	2.90	2.02
	SD	.21	.89	.22	.44	.87	1.57	1.63	.85
School principal's practices of involvement in the tutoring program	M	1.07	2.24	4.81	1.56	1.70	2.99	2.86	1.90
	SD	.10	.99	.21	.59	.94	1.70	1.91	.88
The effectiveness and achievements of the tutoring program	M	1.32	2.70	4.38	1.55	2.06	2.80	2.78	2.13
	SD	.39	1.11	.41	.60	1.10	1.52	1.61	1.05
Teamwork and participation of various factors in the tutoring process	M	1.82	2.61	4.42	1.49	2.24	2.78	3.07	2.05
	SD	.34	.84	.67	.30	.76	1.56	1.43	.84

These interactions are represented by Figures 3.3.a - 3.3.d (p. 120, thesis) that indicate the formative effect of the intervention (F = 38.57, p <.001, partial stage = .45) F = 51.51, p <.001, partial stage = 0.52), and the interaction effect (F = 182.62, p <0.001, partial stage = 0.80) for the overall score. The interaction analysis, shown in the figures, indicates the resulting changes. As described above, the experimental group constantly shows a significant increase in all variables, while the control group registers a certain decrease.

Table 3.7. Descriptive statistics for survey factors, various divisions

		AE		VE		AE	VE	Staff	Tutors
		Staff	Tutors	Staff	Tutors	All	All	All	All
Total score	M	1.38	2.33	4.55	4.54	1.79	4.55	2.83	3.49
	SD	.21	.68	.22	.13	.67	.18	1.63	1.22
School principal's practices of involvement in the tutoring program	M	1.08	1.29	4.81	4.04	1.17	4.42	2.79	2.73
	SD	.09	.73	.21	.37	.48	.49	1.90	1.51
The effectiveness and achievements of the tutoring program	M	1.31	1.90	4.38	4.82	1.56	4.60	2.72	3.43
	SD	.38	.57	.41	.05	.55	.36	1.61	1.54
Teamwork and participation of various factors in the tutoring process	M	1.79	3.97	4.42	4.85	2.74	4.64	3.00	4.43
	SD	.34	1.50	.67	.35	1.48	.56	1.43	1.13

Table 3.7. provides an explanation of the effect produced in response to the intervention program. The table shows the evolution of observed values at both staff and tutors' level. For example, the value of the first factor, *school principal's practices of involvement in the tutoring program*, rose

from 1.08 to 4.81 after the intervention. The tutors showed an increase, from 1.29 to 4.04, at the value of the attitude towards the inclusion of children with SEN.

Table 3.8. Compared average values related to tutors' attitudes towards Inclusion (CATCH) scale

		AE		VE		AE	VE	IG	CG
		IG (n=15)	CG (n=15)	IG (n=15)	CGl (n=15)	All (n=30)	All (n=30)	All (n=15)	All (n=15)
Tutors' closeness to inclusion	M	1.11	1.18	2.86	1.07	1.15	1.97	1.99	1.13
	SD	.49	.65	.21	.32	.56	.96	.97	.50
Detachment to inclusion	M	2.86	2.80	1.16	2.94	2.83	2.10	2.01	2.87
	SD	.51	.68	.25	.38	.59	.96	.96	.54
Closeness to inclusion	M	1.08	1.17	2.89	1.07	1.12	1.98	1.98	1.12
	SD	.48	.65	.22	.33	.56	.97	.10	.50

The results of the ANOVA test showed a difference between the values reported by the teachers and tutors at the level of the two measurements, between the values reported by EG and CG and between the values of each of the groups at the level of the two measurements.

Comparing the results relative to observed variables in IG and CG, it was found an increase in the two components of *Attitude towards Inclusion* and a decrease in the component value detachment towards inclusion in the Intervention Group (IG).

Table 3.8. Statistic differences regarding anxiety indices and self esteem (AE vs CE, IG vs CG)

Indicators		AE		CE		AE	CE	EG	CG
		IG (n=15)	CG (n=15)	IG (n=15)	CG (n=15)	total (n=30)	Total (n=30)	total (n=30)	Total (n=30)
Anxiety	M	27.43	37.68	31.80	39.90	37.55	35.84	34.74	38.79
	SD	7.60	9.06	10.45	7.73	8.12	9.86	9.30	8.28
Somatic symptoms	M	.71	.82	.70	.85	.76	.77	.70	.83
	SD	.25	.26	.38	.32	.25	.35	.31	.28
Generalized anxiety	M	.92	.86	.86	.86	.89	.86	.89	.86
	SD	.22	.27	.23	.22	.24	.22	.22	.23
Social anxiety	M	1.06	.99	.78	1.10	1.02	.94	.92	1.04
	SD	.26	.46	.39	.34	.36	.39	.35	.40
School avoidance	M	.52	.57	.68	.63	.55	.65	.59	.60
	SD	.49	.49	.49	.45	.44	.45	.44	.45
Self esteem	M	2.13	1.97	2.94	2.22	2.05	2.58	2.54	2.10
	SD	.63	.27	2.54	.21	.48	.41	.60	.27

The value of *tutors' closeness to inclusion* has increased under the influence of the formative experiment (t = -10.44, p> .001; t = -0.88, p <.001), while *detachment to inclusion* component index has decreased (t = -10.88, p <.001). The results confirm that the management of tutoring programs contributes to the inclusion of children with EBD in regular school. The results of the experiment have shown that the practices of involvement of the school manager in the implementation of the tutoring program have a significant impact on its effectiveness. As a result,

an improvement of the indicators related to the practice of involvement of the school manager in the tutoring program after the implementation *the Operational Demarche of managing tutoring programs for including pupils with EBD in the regular school* was revealed.

After the implementation of the formative program, an increase in the variable of self-esteem was observed. In relation to anxiety, the index of separation and social anxiety showed the tendency to decrease. After the intervention, pupils with EBD mentioned that they did not feel afraid of the transition from the primary to the secondary school because they know their rights and know whom to address if necessary. They expressed the joy of having made friends among secondary school pupils who understood and respected them. The involvement of cross-age pupils as tutors for the inclusion of pupils with SEN is not expensive and tutoring becomes more effective if managed and monitored by the school manager and the members of the multidisciplinary intra-school committee. The tutors participating in the program reported that the support of the two primary and secondary school' professionals was of great benefit to them and contributed to the achievement of the objectives of the tutoring program. It has also been shown that there is a positive correlation between the success of the tutoring program and the school manager's managerial practices. The school principals, the teachers and the tutors involved in the program mentioned that explaining the peculiarities of EBD pupils within the sessions and seminars organized during intervention contributed to the formation of a positive attitude towards them and their inclusion in the regular school. The results of the repeated measurements at the level of the investigated variables confirmed the effectiveness of the *Pedagogical Model* and *Operational demarche of tutoring program management for including pupils with EBD in the regular secondary school*.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical and practical results obtained through the effected research contributed to the solution of the **scientific problem that** consists in the elaboration and validation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school,* integrating the theoretical bases and the methodological peculiarities of managing tutoring, which led to the diversification of tutoring forms, optimization of the school manager, teachers, tutors, parents' actions during inclusion, EBD pupils' anxiety reduction, self-esteem increase, and improvement of their communication skills and school success. The synthesis of the research revealed the following significant aspects:

1. The theoretical framework of the research determined that the success of implementing tutoring programs depends on management. It has been established that the management of tutoring programs instigates vision, mission, planning, coordination, control, taking into account available resources, in order to carry out tutoring activities, thus contributing to the effectiveness of meeting the expected (strategic, tactical and operational) objectives, producing the expected effect. In this context, it was proposed the dynamization of the managerial staff activity within the program through the distribution of managerial responsibilities, through involvement and through personal, and reciprocal permanent feedback, in order to remove possible impediments with negative effects on the results of the program and tutees respectively [29, p.62].

2. The inclusion of pupils with SEN in the regular school represents a humanistic approach and a trend of contemporary pedagogy, through which the process of social normalization is carried out. It was found that the appropriate management by the school manager of material resources for children with SEN in the process of inclusion in the regular school by providing appropriate additional educational services is one of the factors that ensure inclusion in the regular school [31], [32].

3. The results obtained proved to be relevant, due to the fact that there were taken into account the specifics of EBD pupils, the problems they face (anxiety, self-esteem, attitude of peers and teachers) during transition from the primary to the secondary school, and the multiple educational needs required for effective inclusion: pedagogical support, tutoring, educational services [33]. This was supported by the progressive changes obtained in the investigation group versus the control group, fact confirming the hypotheses of the research.

4. Research has confirmed that tutoring with its forms (peer tutoring, cross-age tutoring, group tutoring, on-line tutoring) is an inexpensive and efficient supplementary service to support pupils with EBD in their inclusion in the regular school. The study confirmed the need to know the individual particularities of pupils with EBD in the achievement of an individualized tutoring

program. It has been demonstrated the need for the effective involvement of the school manager, the training and accountability of teachers and tutors, the involvement of parents in the process of inclusion of pupils with EBD in the regular school. The research confirmed the positive impact of tutoring on the inclusion of EBD pupils in the regular school, the prevention of school dropout in the transition from primary to secondary school [27] [28].

5. It has been demonstrated that the school manager is the person responsible for managing the process of inclusion of pupils with SEN, including those with EBD, and it is important that they have the necessary resources and effective management. Therefore, the successful achievement of tutoring programs largely depends on the ability of the manager to engage in the process of inclusion, to understand the prerogatives of inclusion, to efficiently manage the resources available for the inclusion process, to assess the dynamics of the individual inclusion of pupils with the EBD, to intervene with promising solutions to the issues raised, to evaluate the staff responsible for inclusion, to monitor the effectiveness of tutoring programs [28, p. 26]. It has been established that parents and other adults can cause the negative behaviors of EBD pupils to escalate due to the lack of knowledge of the specific peculiarities of these pupils. Therefore, prior to the implementation of the tutoring program, it is necessary that a trained specialist provided sensitive information to parents and adults on the individual specificity of children with EBD.

6. The results of the pedagogical experiment demonstrate the validity and functionality of the *Pedagogical model and Operational demarche of tutorial programs management for including pupils with EBD in the regular school* by highlighting the role of the school manager in the efficient management of tutoring programs, by empowering teachers, tutors and parents, and by changing the attitudes of peers and teachers towards the inclusion of pupils with EBD in the regular school.

7. The research confirmed the hypothesis of the research: the management of tutoring programs, based on *Pedagogical model and Operational demarche of tutorial programs management for including pupils with EBD in the regular school* contributed to reducing anxiety, increasing self-esteem, diminishing emotions and negative behaviors, facilitating the successful inclusion of EBD pupils in the Israeli regular school. Therefore, the success of tutoring programs depends on their management.

Recommendations:

-**for the Israeli educational system**: to support the continuous training of teachers on the extent of inclusion of pupils with SEN in the regular school; - to develop programs for supporting pupils with EBD for their inclusion in the regular school and their further professional integration; -

to motivate the didactic activity of teachers in heterogeneous classes; - to transform the school into a positive learning environment.

-**for inclusive school managers in Israel**: to organize thematic seminars on the peculiarities of pupils with EBD; to provide information on the availability of supplementary services offered to pupils with the EBD; to anticipate preparatory activities for the transition from primary to secondary, especially for pupils with EBD; involve children with EBD and their parents in activities that could diminish negative behaviors; organize workshops to support and guide parents of pupils with TEC, using video modeling, group work, etc.

-**for the educational system of the Republic of Moldova**: from the analysis of research literature [4], [13], [14], regarding the inclusion of pupils with SEN in the Republic of Moldova, we can offer some suggestions: - to identify as early as possible the categories of pupils with SEN for an efficient inclusion, in accordance with their capacities, possibilities and needs; - to develop special educational services for pupils with SEN; - implement the practice of tutoring on a voluntary basis; - organize support and guidance activities for parents of pupils with EBD; - to ensure their easier transition from primary education to secondary education.

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ADNOTARE

Atami Kamli, Managementul programelor de tutorat pentru incluziunea elevilor cu tulburări emoționale și de comportament în școala de cultură generală din Israel, teză de doctor în științe pedagogice, Chișinău, 2019

Structura tezei: introducere, 3 capitole, concluzii, recomandări, bibliografie, 140 de pagini de text de bază, 12 anexe, 26 tabele, 6 figuri. Rezultatele sunt publicate în 8 lucrări științifice.

Cuvinte-cheie: programe de tutorat, management, elevi cu TEC, tranziție, incluziune, coordonator de program, manageri de program, tutori, anxietate, demers pedagogic.

Scopul cercetării constă în conceptualizarea și determinarea dimensiunilor educaționale ale tutoratului, elaborarea și validarea *Modelului pedagogic și demersului operațional de management al programelor de tutorat pentru incluziunea elevilor cu TEC în școala de cultură generală din Israel.*

Obiectivele cercetării: rezidă în determinarea specificului educației incluzive în Israel; examinarea trăsăturilor caracteristice elevilor cu TEC și a dificultăților întâmpinate de ei; analiza dimensiunilor educaționale, a particularităților de management a programelor de tutorat; validarea *Modelului pedagogic și demersului operațional de management al programelor de tutorat pentru incluziunea elevilor cu TEC în școala de cultură generală din Israel.*

Noutatea și originalitatea științifică a cercetării este asigurată de abordarea investigației la nivel intra-și interdisciplinar; conceptualizarea tutoratului în baza teoriei managementului educațional, fundamentarea conceptului teoretico-practic al *Modelului pedagogic și demersului operațional de management al programelor de tutorat pentru incluziunea elevilor cu TEC în școala de cultură generală din Israel.*

Problema științifică soluționată rezidă în fundamentarea conceptuală și praxiologică a Modelului pedagogic și demersului operațional de management al programelor de tutorat pentru incluziunea elevilor cu TEC în școala de cultură generală, ceea ce a condus la optimizarea acțiunilor managerului școlar, cadrelor didactice, tutorilor, și părinților în vederea facilizării incluziunii elevilor cu TEC în școala de cultură generală din Israel.

Semnificația teoretică a cercetării: este susținută de analiza, specificarea și delimitarea reperelor teoretice privind tutoratul, din perspectva managerială și psihopedagogică, managementul programelor de tutorat, fundamentarea și validarea *Modelului pedagogic și demersului operațional de management al programelor de tutorat pentru incluziunea elevilor cu TEC în școala de cultură generală din Israel.*

Valoarea practică a cercetării reprezintă Managementul programelor de tutorat, centrarea pedagogică pe elevii cu TEC, în obținerea rezultatelor pozitive de diminuare a emoțiilor și comportamentelor inadecvate ale elevilor cu TEC, prin sporirea stimei de sine, reducerea anxietății, schimbarea pozitivă a atitudinii profesorilor și semenilor față de acești elevi și atingerea obiectivelor de realizare reușită a incluziunii elevilor cu TEC în școala generală.

Implementarea rezultatelor științifice ale cercetării constă în realizarea seminarelor practice pentru personalul didactic și managerial din școlile incluzive din nordul Israelului, sectorul arab. Programele de tutorat și *Modelul pedagogic de management al programelor de tutorat pentru incluziunea elevilor cu TEC propuse ai fost valorificate în activitatea școlilor incluzive.*

АННОТАЦИЯ

Атами Камли, Менеджмент тьюторских программ для инклюзии учащихся с эмоциональными и поведенческими нарушениями в общеобразовательную школу, диссертация на соискание ученой степени доктора педагогики, Кишинёв, 2019

Структура диссертации: введение, 3 главы, выводы, рекомендации, библиография из 204 названий, 140 страниц основного текста, 12 приложений, 26 таблиц, 6 фигур.

Полученные результаты опубликованы в 8 научных работах.

Ключевые слова: тьютор, тьюторские программы, менеджмент, учащиеся с эмоциональными и поведенческими нарушениями (ЭПН), управление.

Область исследования: педагогика.

Цель работы состоит в создании, обосновании и валидации сонцепции *Педагогической модели и операционно-процессуального менеджмента тьюторских программ, для инклюзии учащихся с ЭПН в общеобразовательную школу Израиля.*

Задачи исследования: теоретическое и практическое выявление значимости тьюторства, изучение особенностей детей с ЭПН, выявлении трудностей с которыми они сталкиваются при переходе от начальной к средней ступени обучения, валидация *Педагогической модели и операционно-процессуального менеджмента тьюторских программ, для инклюзии учащихся с ЭПН в общеобразовательную школу Израиля.*

Новизна и оригинальность исследования: заключается в разработке внедрения и применения тьюторских программ менеджмента, на базе современных образовательных теории менеджмента; в создании и апробировании теоретической и практической концепция Педагогической модели и операционно-процессуального менеджмента тьюторских программ, для инклюзии учащихся с ЭПН в общеобразовательную школу.

Значимая научная проблема, решённая в исследовании, заключается в обосновании и апробировании концепции Педагогической модели и операционно-процессуального менеджмента тьюторских программ, для инклюзии учащихся с ЭПН в общеобразовательную школу, что позволило оптимизировать действия менеджеров школ, педагогических кадров, тьюторов, родителей в фасилитации процесса инклюзии учащихся с ЭПН в общеобразовательную школу Израиля.

Прикладное значение исследования заключается в апробировании и внедрении *Педагогической модели и операционно-процессуального менеджмента тьюторских программ, для инклюзии учащихся с ЭПН в общеобразовательную школу,* с учётом индивидуальных характерных проблем с которыми сталкиваются учащиеся с ЭПН в процессе инклюзии, их специфических особенностей в соответствии с DSM – V и современными направлениями инклюзии. Данные действия реализованы в достижении положительных результатов в улучшении поведения, повышении самооценки, снижении уровня тревожности, позитивное изменение отношения педагогических кадров и сверстников по отношению к инклюзии учащимся с ЭПН в общеобразовательную школу.

Результаты внедрения: результаты исследования были использованы в проведении семинаров для персонала инклюзивных школ. Разработанные тьюторские программы, Педагогическая *модель и операционно-процессуального менеджмента тьюторских программ* для инклюзии учащихся с ЭПН в общеобразовательную школу Израиля, были представлены педагогическим кадрам и внедрены ими в практику.

ADNOTATION

Atamni Kamli, Management of tutoring programs for including pupils with emotional and behavioral disorders in regular school, Doctoral thesis in Pedagogy, Chişinău, 2019

Thesis structure: introduction, 3 chapters, general conclusions and recommendations, bibliography of 204 titles, 140 pages of basic text, 12 appendixes, 26 tables, 6 figures.

Keywords: tutoring programs, management, EBD, inclusion, transition, regular secondary schools, school principal, program manager, tutors, anxiety, Pedagogical demarche etc.

Field of study: pedagogy

The purpose of the work is to conceptualize and determine the educational dimensions of tutoring, to elaborate and validate the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school.*

The research objectives are to determine the specificity of inclusive education in Israel; to examine the traits characteristic of pupils with EBD and their difficulties encountered during the transition from primary to secondary school; to analyze the educational dimensions, the peculiarities of tutoring programs management; to validate the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school.*

The novelty and scientific originality of research is ensured by the intra- and interdisciplinary approach of the investigation; the conceptualization of tutoring phenomenon basing on the theory of educational management, the theoretical and practical substantiation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school.*

The solved scientific problem lies in the managerial application of pedagogical tutoring programs to facilitate the inclusion of pupils with EBD in the regular school, during transition from primary to secondary education.

The theoretical significance of the research is marked by the analysis, specification and delimitation of theoretical references on tutoring, from the managerial and psychopedagogical perspective, tutoring programs management, the substantiation and the validation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*; the delimitation of the interconnection between the school manager's involvement in the tutoring process and its outcomes reflected in the efficacy of inclusion and transition.

The practical value of the research is strengthened by the elaboration, validation and implementation of the *Pedagogical model and Operational demarche of managing tutoring programs for including pupils with EBD in the regular school*, taking into account the specifics of children with EBD exposed in DSM-V, their related difficulties during the transition to the regular secondary school, as well as the contemporary pedagogical guidelines, aiming at the inclusion of pupils with EBD in the regular school. The management of tutoring programs enhanced the achievement of positive results by diminishing emotions and inadequate behaviors of EBD pupils, by increasing their self-esteem and reducing their anxiety, positively changing the attitudes of teachers and peers towards them, and by successfully including EBD pupils in the Israeli regular secondary school.

Implementation of scientific results: The didactic materials elaborated during the investigation were implemented in the frame of formative seminars for the didactic staff from inclusive schools, in the educational process carried out in Israeli schools, as well as by means of publications in educational journals and scientific communications.

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SPECIALITATEA 531.01. TEORIA GENERALĂ A EDUCAȚIEI

Autoreferatul tezei de doctor în științe pedagogice

CHIȘINĂU, 2019

ATAMNI KAMLI

MANAGEMENT OF TUTORING PROGRAMS FOR INCLUDING PUPILS WITH EMOTIONAL AND BEHAVIORAL DISORDERS IN ISRAELI REGULAR SCHOOL

531.01 – GENERAL THEORY OF EDUCATION

Abstract of the PhD thesis in pedagogic sciences

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