**CV Nirit Karni-Vizer**

Date: 26/6/22

1. Personal Details
* Full name: Nirit Karni-Vizer
* Date of birth: 2/1978
* Country of birth: Israel
* Citizenship: Israeli
* ID: 034350918
* Family status: Divorcee + 5
* Full home address: Derekh Hayam, 10, Kibbutz Saar, 22805
* Home: 0775542995, 0508842995
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* E-mail address: niritkarni2@gmail.com
1. Higher Education

| **Period of Study** | **Name of Institution****and Department** | **Degree** | **Date of receipt of degree** |
| --- | --- | --- | --- |
| 2002-2005 | Faculty of Education and Faculty of General Studies, University of Haifa | B.A. | 6/2005 |
| 2006-2008 | Special Education, Faculty of Education, University of Haifa Supervisor: Prof. Shunit Reiter | M.A. | 7/2009 |
| 2009-2012 | Special Education, Faculty of Education, University of Haifa Supervisor: Prof. Shunit Reiter  | PhD | 5/2013 |
| 2011-2012 | Special Education, Faculty of Education, University of Haifa | Teaching certificate | 10/2013summa cum laude |
| 2013-2015 | Department of Rehabilitation Sciences, Temple University, USA.Host: Prof. Mark Salzer | Post-doctoral studies | 2015 |

1. Academic Appointments and Academic Administrative Positions in Institutions of Higher Education In chronological order (from old to new)
* Ranks and their date of granting

|  |  |  |
| --- | --- | --- |
| **Years** | **Name of Institution and Department** | **Rank/Position** |
| 2006-2007 | Extension Studies Unit, University of Haifa, Israel | Teacher (Introduction of psychology in education) |
| 2009-2015 | Teacher Training College, Sakhnin, Israel | Teaching fellow with seniority  |
| 2010-2017 | Department of Education, Beit Berl College, Israel | Teaching fellow |
| 2012-2013 | Department of Education, Zefat Academic College, Israel | Teaching fellow |
| 2013-2016 | Faculty of Education, Department of Special Education, University of Haifa, Israel | Research fellow |
| 2013- | Faculty of Education, Department of Special Education, University of Haifa, Israel | Teaching fellow |
| 2015-2019 | Special education program, Department of Education Tel-Hai College, Israel | Lecturer  |
| 2020- | Special education program, Department of Education Tel-Hai College, Israel | Senior Lecturer |

* Appointments and period (year-year)

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| --- | --- | --- |
| **Years** | **Name of Institution and Department** | **Rank/Position** |
| 2008-2009 | Faculty of Education, University of Haifa, Israel | Member, The Educational Vision Partnership of Haifa University Faculty of Education and the city of Nahariya |
| 2012-2013 | College of Sakhnin for Teacher Education, Israel | Member of the research board |
| 2017-2021 | Tel-Hai College, Israel | Member of the College Ethics Committee |
| 2017-2022 | Tel-Hai College, Israel | Member of the Departmental Ethics Committee |
| 2021-2022 | Tel-Hai College, Israel | Member of M.A. Teaching Committee  |
| 2021-2022 | Tel-Hai College, Israel | Member of M.A. Thesis Committee |
| 2021-2022 | Tel-Hai College, Israel | Member of Committee for M.A. Excellence Track |

* Academic administrative positions (year-year)

| **Years** | **Name of Institution and Department** | **Rank/Position** |
| --- | --- | --- |
| 2012-2013 | Zefat Academic College, Israel | Founding DeputyHead, Department of Special Education  |
| 2016-2022 | Education department, Tel-Hai College, Israel | Head, Special Education Program (B.A), Department of Education  |
| 2019-2022 | Tel-Hai College, Israel | Head of cluster, Unique Populations and Special Education Program (M.A.), Department of Education  |

* Faculty, school, or department

| **Years** | **Name of Institution and Department** | **Rank/Position** |
| --- | --- | --- |
| 2015-2016 | Beit Berl College, Israel | Researcher and advisory member of the Ministry of Education program, Master Teachers as Agents of Improvement. |
| 2017-2019 | Tel-Hai College, Israel | Member, Department of Education Committee for Excellence in Teaching  |
| 2017- | Tel-Hai College, Israel | Member, of Department of Education Research Committee  |

* Field

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| --- | --- | --- |
| **Years** | **Name of Institution and Department** | **Rank/Position** |
| 2017- | Tel-Hai College, Israel | Member, Collegewide Research Committee |
| 2018-2019 | Tel-Hai College, Israel | Member, Collegewide Staff Committee  |

1. Teaching

| **Years** | **Name of Course** | **Level** |
| --- | --- | --- |
| 2010- present | Introduction to special education | Undergraduate |
| 2010- 2018 | Child development, identification of disabilities. | Undergraduate |
| 2010-2016 | Pervasive Developmental Disorder  | Undergraduate |
| 2010-2015 | Inclusion of children and adults with disabilities in the community  | Undergraduate |
| 2013-2014 | Seminar on the vocational and social education of young and adults with developmental disabilities | Graduate |
| 2013- present | Intellectual developmental disabilities | Undergraduate |
| 2013- present | Seminar on Verbal Violence at schools and intervention programs  | Undergraduate |
| 2016- present | Behavioral problems and interventions to reduce violence in schools | Undergraduate |
| 2016- present | Integration from a humanistic and educational perspective | Undergraduate |
| 2016- present | Emotional and behavioral disorders of children with learning disabilities | Undergraduate |
| 2016- present | People with disabilities in postmodern society: critical issues  | Undergraduate |
| 2017- present | Autistic spectrum disorder  | Undergraduate |
| 2017- 2019 | Learning and attention disabilities in a multi-system perspective | Graduate |
| 2018- present | Violence in schools | Graduate |
| 2019- present | Seminar on Integration and inclusion in postmodern vision | Graduate |
| 2019- present | Emotional, behavioral and violent disorders in the special education system and in inclusion | Graduate |
| 2019- present | Issues in intellectual developmental disabilities | Graduate |

1. Supervision of Graduate Students

| **Years** | **Institution/Field** | **Degree** | **Student name** | **Honors** |
| --- | --- | --- | --- | --- |
| 2013-2015 | Oranim Academic College of Education/ The effect of parental involvement on the work of teachers in the classroom: A comparison between collective and urban schools | M. Ed. | Beky Charboni  | cum laude |
| 2020-2021 | Tel-Hai Academic College /The relationship processes of siblings of people with IDD from the point of view of the siblings and their partners | M. A. | Michal Shamai Kaplan - co-supervision with Prof Sharon Snir |  |
| 2021- | Tel-Hai Academic College /Perceptions and experiences of school principals on inclusion reform as it is implemented in the education system | M. A. | Adi Kotlaker - co-supervision with Prof Sharon Snir |  |
| 2021- | Tel-Hai Academic College / The experiences of rehabilitation instructors in their work with mental contenders | M. A. | Liat Omansky - co-supervision with Prof Sharon Snir |  |

1. Research Grants

| **Years** | **Research subject**  | **Grantor of grant** | **Grant sum** | **Role in research** | **Collaborators** | **Related publications**  |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | Exploring the effects of verbal violence on community participation | Deans incentive grant | $5,000 | CO-PI | Prof. Mark Salzer (PI) | 8 |
| 2014 | Reports of people with developmental and intellectual disabilities on verbal violence directed at them in various housing frameworks | Keren Shalem – The Central Fund for the Development of Services for the Retarded in the Local Councils | NIS100,000 | PI | Prof. Shunit Reiter (CO-PI) |  |
| \*2017 | The contribution of an intervention program based on the "cycle of internalized learning" to coping with verbal violence and improving the quality of life of people with IDD living in different house settings | Shalem Fund: The Central Fund for the Development of Services for the Retarded in the Local Councils | NIS 100,000 | PI | Dr. Ran Numan (CI) |  |
| \*2017 | The relationship between the principle of normalization and the humanistic approach as expressed in the work of service providers, quality of life, sense of self-efficacy and future orientation of adults with IDD as a service provider | Shalem Fund: The Central Fund for the Development of Services for the Retarded in the Local Councils | NIS 100,000 | CO-PI | Prof. Shunit Reiter (PI) and Dr. Ran Numan (CO-PI) |  |
| \*2017 | The effect of verbal violence on body image | Tel-Hai College | NIS 10,000 | PI |  |  |
| \*2019 | Verbal violence among people with mental illness | MOU | NIS 5,000 | PI |  |  |

1. Awards and Fellowships In chronological order (from old to new), with an asterisk marking publications since the last promotion

 2008-2009 Scholarship for excellence from University of Haifa. (NIS 10,000)

\*2018-2019 Reward for excellence in teaching from Tel-Hai College.

\*2019-2020 Reward for excellence in teaching from Tel-Hai College.

\*2020 Reward for excellence in teaching from Tel-Hai College.

\*2021 Reward for excellence in teaching from Tel-Hai College.

1. Active Participation in Conferences In chronological order (from old to new), with an asterisk marking publications since the last promotion

| **Date** | **Name of Conference** | **Title of Lecture** | **Place of Conference** |
| --- | --- | --- | --- |
| June 24-27, 2009 | The 2nd Asia-Pacific Conference of the International Association for the Scientific Study of Intellectual Disability IASSID | Verbal violence among students with intellectual disabilities: An examination of the effectiveness of an intervention program in lowering the use | Singapore |
| June 24-27, 2009 | The 2nd Asia-Pacific Conference of the International Association for the Scientific Study of Intellectual Disability IASSID | Students with Intellectual disabilities in university: A course in citizenship education (with Prof. Shunit Reiter and Dr. Itay Hess) | Singapore |
| April 15-18,2010 | International Conference on Special Education (ICOSE) 2010 | Israeli Arab teachers' attitudes on inclusion of students with disabilities | Cyprus |
| August 1-5, 2011  | Beginning a New Chapter, Center of AAC, University of Pretoria | Attitudes towards school inclusion: Israeli Arabs and American teachers (with Prof. Shunit Reiter and Prof. Diane Bryen) | South Africa |
| May 10-12, 2012 | International Conference on Special Education (ICOSE) 2012 | The impact of teachers' management strategies on classroom climate: A focus on antisocial and violent behaviors | Cyprus |
| July 4-9, 2012 | International Association for the Scientific Study of Intellectual Disabilities **-** IASSID World Congress 2012 | Perceptions of inclusion held by Israeli Arab teachers | Canada |
| September 18-20, 2015 | International Conference on Special Education Research (ICSER) 2015 | Violence among students with and without special needs in regular education | China |
| \*November 13-16, 2017 | IASSIDD 2017 4TH Asia-Pacific Regional Congress  | Verbal violence among children with intellectual developmental disabilities: Running an intervention program to change the culture of verbal discourse | Thailand |
| \*November 13-16, 2017 | IASSIDD 2017 4TH Asia-Pacific Regional Congress | Verbal violence towards people with intellectual disabilities | Thailand |

**International Conferences - Held in Israel**

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| --- | --- | --- | --- |
| **Date** | **Name of Conference** | **Title of Lecture** | **Place of Conference** |
| July 5-7, 2011 | Beit Issie Shapiro 5th International Conference on Disabilities | Findings of research on Israeli Arab teachers' attitudes on inclusion of students with disabilities | Israel |
| July 8, 2015 | Beit Issie Shapiro 6th International Conference on Disabilities: Unity & Diversity in Action | Verbal violence among children with intellectual developmental disabilities: Running an intervention program to change the culture of verbal discourse | Israel |

**Local Conferences**

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| --- | --- | --- | --- |
| **Date** | **Name of Conference** | **Title of Lecture** | **Place of Conference** |
| June 28-29, 2011 | The 13th Galilee Research Conference: New Research on theGalileeRegion | Israeli Arab teachers' attitudes on inclusion of students with disabilities in junior high schools | Tel-Hai College |
| \*June 22, 2016 | Shalem Fund "Full Knowledge" Study Symposium  | The experience of adults with intellectual developmental disabilities with verbal violence: Comparison between adults living at home, in the community and residential settings  | Beit Yehoshua |
| \*April 4-6 2017 | The 19 nd Galilee Research Conference: New Research on theGalileeRegion | Verbal violence towards people with developmental mental disabilities living in different housing settings  | Tel-Hai College |
| \*April 25-28 2021 | The 23 nd Galilee Research Conference: New Research on theGalileeRegion | The contribution of intervention program based on " The Cycle of Internalized Learning (CIL)" to deal with verbal violence and improve the quality of life of people with IDD living in domestic housing settings | Tel-Hai College |
| \*June 20, 2021 | Conference: attitudes, knowledge and dealing with learning disabilities in Arab society | Teachers' attitudes towards the integration of students with disabilities - differences between Arab and Jewish society in Israel | Online conference |
| \*March 23-24 2022 | The 24 nd Galilee Research Conference: New Research on theGalileeRegion | Verbal violence against people with IDD living in the periphery | Tel-Hai College |

1. Non-Academic Activity & Positions

2005-2008 Director of a branch of AKIM – the national organization for people with intellectual disabilities and their families

2012-2013 Director of Social Education, Kibbutz Saar

2016-2017 Member of the Board of Directors of the Community Council in Kibbutz Saar

2016- Chair, Mourning Committee, Kibbutz Saar

1. Attached Documents

Photocopies of the following certificates (for first appointment only):

* Doctorate, Master's, Bachelor's
* Other certification and letters of recommendation
1. Publications In chronological order (from old to new), with an asterisk marking publications since the last promotion
	1. M.A. thesis - Mapping the verbal violence among children with intellectual disabilities in the special education school: Examining the efficiency of an intervention program aimed at reducing the level of verbal violence. Department of Education, Faculty of Education, University of Haifa. Supervisor: Prof. Shunit Reiter, 7/2009 (Heb.).
	2. Ph.D. thesis - Violence among students with special needs integrated into regular education: Impact of a program to increase awareness of violence and encourage self-advocacy abilities as a factor in reducing violence. Department of Special Education, the Faculty of Education, University of Haifa. Supervisor: Prof. Shunit Reiter, 5/2013. (Heb.).
	3. Books – None.
	4. Edited books – None
	5. Articles in refereed journals

*Published and accepted*

1. **Karni-Vizer, N**., & Reiter, S. (2009). Mapping expressions of verbal violence among children with intellectual disabilities in special education: The examination of the effectiveness of an intervention program in lowering the use of verbal violence. *Issues in Special Education & Inclusion, 24*(2), 5-19. (Heb.).
2. **Karni-Vizer, N**., & Reiter, S. (2010). Israeli Arab teachers' attitudes on inclusion of students with disabilities in juniors' high schools. *Issues in Special Education & Inclusion, 25I* 35-46. (Heb.).
3. **Karni-Vizer, N**., Reiter, S., & Bryen, D. N., (2011). Israeli Arab teachers' attitudes on inclusion of students with disabilities.  *International Journal of Developmental Disabilities, 57,* 123 – 132. (SJR IF =0.55., R 10/111 in developmental and educational psychology (Q3), Scopus = Q3, CiteScore: 0.49. in psychiatry and mental health 377/494 23th). 11 citations.
4. **Karni-Vizer, N**., & Reiter, S. (2014). Organizational conditions and school culture fostering inclusive education: Findings of research among Israeli Arab teachers. *International Journal of Developmental Disabilities, 60*(4), 205-214*.* (SJR IF =0.55., R 10/111 in developmental and educational psychology (Q3), Scopus = Q3, CiteScore: 0.49. in psychiatry and mental health 377/494 23th). 7 citations
5. **Karni–Vizer, N**. (2014). Effectiveness of an intervention on verbal violence among students with intellectual disabilities. *International Journal of Secondary Education, 2*(5),87-93. 6 citations
6. **Karni–Vizer, N**. (2015). Verbal violence among children with intellectual disabilities: Running intervention program to change the culture of verbal discourse [Article in special issue, Voices of people with disabilities in Israeli society]. *Israel Studies in Language and Society* *7*(1-2),91-111. (Heb.).
7. **Karni–Vizer, N**. (2015). Violence among students with and without special needs in regular education. *Open Journal of Social Sciences 3*(9),77-82. 6 citations
8. \***Karni-Vizer, N**., Salzer, M. (2016). Verbal violence experiences of adults with mental illnesses. *Psychiatric Rehabilitation Journal*, *39*(4), 299-304. (SJR IF =2.84., R 10/111 in rehabilitation (Q1) Scopus = Q1, CiteScore: 2.78. in health profession 1/16 96th). 12 citations
9. \*Neeman, A., Roe, D., **Karni-Vizer, N**., Karnieli-Miler, O. (2016). Exploring the process of self-disclosure from the perspective of people coping with Schizophrenia. *Society and Welfare, 37*(1), 161-186(Heb.).
10. \***Karni-Vizer, N.** (2018).Verbal violence towards people with intellectual developmental disabilities living in different residential settings, *Issues in Special Education & Inclusion*, 29(1), 147-164. (Heb.).
11. \***Karni-Vizer, N.,** & Walter, O. (2018). The impact of verbal violence on body investment and self-worth among college students. *Journal of Aggression, Maltreatment & Trauma, 29, 314-331.* <https://doi.org/10.1080/10926771.2018.1550831>. (SJR IF = 1.15., R 122/262 in clinical psychology (Q2), Scopus = Q2, CiteScore: 1.15, R 6/17 59th in health professions). 7 citations
12. \***Karni-Vizer, N.** (2020). Teachers' perceptions of religious education about integrated students with special needs into regular education. *Issues in Special Education & Inclusion*, *30*, 115-129. (Heb.).
13. **Karni-Vizer, N.** (2020). Inclusive education in state religious schools: the perceptions of the teachers on inclusion. *International Journal of Inclusive Education*. (SJR IF = 1.3., R 122/262 education (Q1), Scopus = Q2, CiteScore: 1.58, R 267/1040 74th in social sciences - education).
14. Salzer, M., & Karni-Vizer, N. (2020). The impact of verbal violence on recovery: A mediation study. *Community Mental Health Journal, (on-line)* https://doi.org/10.1007/s10597-020-00707-3. (SJR IF =1.60., 76 out of 246 on the Health (Social Science) list 189 out of 489 on the Public Health, Environmental and Occupational Health list 210 out of 494 on the Psychiatry and Mental Health list (Q2) Scopus = Q2, CiteScore 2019: 2.4).

**Accepted – Ander minor revisions**

1. Neuman, R., Reiter, S. & Karni, N. (2022). Expressions of a humanistic orientation among service providers supporting adults with Intellectual Disabilities. *Journal of Intellectual Disabilities*.

* 1. Articles or chapters in refereed books

*Published and accepted*

1. Karni-Vizer, N., Reiter, S. (March, 2013). Attitudes towards autism among Israeli Arab teachers college students. In Michael Fitzgerald (Ed.), *Autism spectrum disorders: From genes to environment/2.* [InTech](http://www.intechweb.org/). doi:10.5772/54845. p. 27 – 44.
2. Karni, N. (January, 2013). Teachers from the Arab sector talk about the implementation of inclusion. In Gilada Avissar & Shunit Reiter (Eds.), *Inclusiveness: From theory to practice* (pp. 109- 130). Haifa, Israel: Ahva. (Heb.).
	1. Refereed conference proceedings – None.

1. Verbal violence among students with intellectual disabilities: An examination of the effectiveness of an intervention program in lowering the use. Journal of policy and practice in intellectual disabilities. The 2nd Asia-Pacific Conference of the International Association for the Scientific Study of Intellectual Disability IASSID, 2009. P. 121.

2. Students with Intellectual Disabilities in the University: A course in citizenship education. Journal of policy and practice in intellectual disabilities. The 2nd Asia-Pacific Conference of the International Association for the Scientific Study of Intellectual Disability IASSID, 2009. P. 144.

3. Israeli Arab teachers' attitudes on inclusion of students with disabilities. Beit Issie Shapiro 5th International Conference on Disabilities. P. A-12.

4. Perceptions of inclusion held by Israeli Arab Teachers. Journal of Intellectual Disabilities Research. International Association for the Scientific Study of

Intellectual Disabilities - IASSID World Congress 2012. P. 714.

5. Violence among students with and without special needs in regular education. Biology and Medicine & Education & Psychology International Conference on Special Education Research (ICSER 2015). P. 30.

6. Verbal Violence among Children with Intellectual Developmental Disabilities: Running an Intervention Program to Change the Culture of Verbal Discourse. IASSIDD 2017 4TH Asia-Pacific Regional Congress. P. 62.

7. Verbal violence towards people with intellectual disabilities. IASSIDD 2017 4TH Asia-Pacific Regional Congress. P. 45.

* 1. Other articles – None.
	2. Research reports –
1. Reiter, S., Berkowitz, T.,& **Karni-Vizer, N.** (December, 2008). Students with special need study at the university using computers for citizenship education. Research report, Keren Shalem, December, 2008. Haifa: MISHAL, the Israeli University Center on Disabilities, Education, Empowerment & Research, University of Haifa, Haifa. (Hebrew).
2. Reiter, S., **Karni-Vizer, N.** (October, 2015). The experience of adults with intellectual developmental disabilities with verbal violence: Comparison between adults living at home, in the community and residential settings. A final report to Keren Shalem (Hebrew).
3. Avissar, G., **Karni-Vizer, N.,** Revhon-Damti, N. (September, 2016). Master teachers as agents of improvement: Assessment of the training program: Evaluation research. Keshet Center – Educational Research Center, Beit Berl College. (Hebrew).
4. **Karni-Vizer, N.** & Neuman, R. (December, 2020). The contribution of intervention program based on " The Cycle of Internalized Learning (CIL)" to deal with verbal violence and improve the quality of life of people with intellectual developmental disabilities living in domestic housing settings. A final report to Keren Shalem (Hebrew).
5. Reiter S., Neuman, R. & **Karni-Vizer, N.** (December, 2020). The expression of a humanist orientation in the perception and attitude of service providers who accompany and support people with IDD and in the perception of service recipients regarding their abilities and their lives. A final report to Keren Shalem (Hebrew).
	1. Articles in preparation
6. Karni-Vizer, N. Verbal violence towards people with intellectual developmental disabilities.
7. Karni-Vizer, N. & Salzer, M. The experience of verbal violence among people with and without disabilities - a comparison research.
8. Karni-Vizer, N. & Salzer, M. People with IDD expose to verbal violence in community research and residential housing.
9. Neuman, R. & Karni-Vizer, N. Contribution of intervention program to deal with verbal violence and improve the quality of life of people with IDD living in domestic housing settings.
10. Karni-Vizer, N. Verbal violence against peoples with disabilities in colleges: What students say.
11. 5. Karni-Vizer, N., Snir, S., & Shamay, S. The experience of entering into a couple relationship and living in a relationship among siblings for people with Intellectual Disabilities, from the perspective of siblings and in-laws
12. Miscellaneous
* Public or other positions in professional fields – None.
* Special contribution to the college or the community - Writing undergraduate and graduate programs in special education and assisting in writing program and establishment of a research master's degree in special education. Two years ago, I invited Prof. Mark Seltzer from Temple University in Philadelphia, which deals with community participation of people with mental illnesses, to the education conference at Tel-Hai as a key lecturer. Through my ties with Professor Salzer, broad cooperation was established between Temple University and Tel-Hai College in the areas of research, academic instruction (building joint courses), and exchange of students and lecturers. We are now at the stage of building and formalizing this relationship.
* Non-academic achievements – None.
* Membership in editorial boards of journals –

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| **Years** | **Editorial Assignments** |
| 2010-2013 | **Assistant editor**, *Issues in Special Education & Inclusion*, Kunin-Lunenfeld Chair of Special Education, Faculty of Education, University of Haifa. [Hebrew]. |
| 2014-2015 | **Secondary editor**, *Issues in Special Education & Inclusion,* Kunin-Lunenfeld Chair of Special Education, Faculty of Education, University of Haifa. [Hebrew]. |
| 2015-2017 | **Editorial staff member,** *Cogent Education Journal.* |

* Reviewer for refereed journals

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| **Years** |  |
| 2016- | *Cogent Education Journal* |
| 2016- | *Issues in Special Education & Inclusion* |

* Organization of conferences –

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| --- | --- | --- | --- | --- |
| **Year** | **Name of****Conference** | **Place of****Conference** | **Subject of Conference** | **Role** |
| April 4-6 2017 | The 19 nd Galilee Research Conference, Tel-Hai College  | Tel-Hai College, Israel | New research on theGalileeregion | Head of the organization team, by virtue of my position as head of the Special Education Program of the Department of Education  |

* Prizes – None.
1. References

Full name, academic rank, name of institution, address of institution, phone, fax and e-mail of reference