Sara Rosenblum - CURRICULUM VITAE

Personal Details

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Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Date of Degree
1979-1982	University of Haifa History and Philosophy Department	B.A., History and Philosophy	1982
1984-1985	University of Haifa Occupational Therapy Department	Occupational Therapy Diploma	1986
1991-1995	Hebrew University of Jerusalem Faculty of Medicine, School of Occupational Therapy	M.Sc., Occupational Therapy	1995
1996-2002	Hebrew University of Jerusalem Faculty of Medicine, School of Occupational Therapy	Ph.D., Occupational Therapy	2003

B. Post-Doctoral Studies

Period of Study	Name of Institution, Department and Host	Degree	Year of Completion
2002-2003	Technion – Israel Institute of Technology, Haifa, Machine engineering faculty, Robotic laboratory Head: Prof. Miriam Zakshenhouse	Post-Doctoral Study	2003

Research Grants

Role in Research	Other Researchers	Title	Funded by (C= Competitive Fund)	Sum	Date
Co-PI	Prof. Patrice L. (Tamar) Weiss (Co-PI)	Quantitative characteristics of the handwriting of typical and dysgraphic children	"Ezvonot"	20,000 NIS	1998-1999
Co-PI	Prof. Patrice L. (Tamar) Weiss	Quantitative characteristics of the handwriting of typical and dysgraphic children	Head scientist Ministry of Education, Israel	80,000 NIS	1999-2001

PI	Dr. H. Goldblatt, CI and Dr. I. Duvdevani, (CI)	Personal and environmental factors affecting dropout from school among Ethiopian immigrant youth	The Interdisciplinary Center for Children and Youth, Tel Aviv University (C)	10,000 NIS	2003
Co-PI	Prof. Perla Werner and Dr. Jeremia Heinik (Co-PI)	Assessing the functional relevance of handwriting in the diagnosis and development of Alzheimer's disease: An interdisciplinary approach	The Dean prize	10,000 NIS	2003
Co-PI	Prof. Patrice L. (Tamar) Weiss (Co-PI) and Dan Chevion (Co-PI)	Tele-evaluation of handwriting difficulties	Edmond de Rothschild Caesarea	$16,000	2003-4
Co-PI	Prof. Patrice L. (Tamar) Weiss, (Co-PI)	Novel tools for the evaluation and remediation of handwriting deficiencies of school-age children	Israeli Science Foundation (ISF) (c)	212,000 NIS	2003-4
PI		Computerized system for measurement, analysis and visualization of pen pressure, squeeze and motion	VATAT (c)	$10,000	2004
PI		A prize for researchers who submit proposals to external foundations	University of Haifa, Research Authority prize	10,000 NIS	2004
Co-PI	Prof. N. Josman (Co-PI)	Development of 'Do-Eat' Activity of Daily Living Performance Test for Children	President's Development Fund, University of Haifa	20,000 NIS	2008
Co-PI	Dr. G. Luria (Co-PI)	Validation of the ComPET as deception detection tool	Carmel- Haifa University Economic Corp. Ltd (2009-2010)	60,000 NIS	2009
Co-PI	Prof. B. Engel-Yeger (Co-PI)	The meaning of Aging-relationships between decrees in sensation, executive functions and every day activity performance and participation abilities	Ministry of Health, Israel (c)	100,000 NIS	2012
Co-PI	Prof. Miller (Co-PI)	Assessment of the Effect of Fampyra on the manual function of patients with Multiple Sclerosis	Biogen Idec, Mor, Carmel hospital	$31,000	2013

PUBLICATIONS

♦ **Note: In accordance with accepted procedure for medical and science authorship order, first or last placement of name indicates that author played the major role in the reported study; all other authors are listed in order of relative contribution**

A. Ph.D. DISSERTATION

Title: Comparing the writing process of children with and without handwriting difficulties, using computerized quantitative measures.

Dates of the dissertation: Submitted – December 2002, Approved – April 2003.
Number of pages: 103
Language: English
University: Hebrew University of Jerusalem
Supervisor: Professor Tamar Weiss –University of Haifa, Dr. Shula Parush - The Hebrew University of Jerusalem.
Publications #D.7 ,8 ,9 ,12 ,15 ,18 and 19 are based on the dissertation's findings

B. Articles in Refereed Journals

Note:

Published

1.	**Rosenblum, S.**, Shenkar, R., & Gal, E. (1994). Writing-components, evaluation and treatment. *Israel Journal of Occupational Therapy (IJOT), 3*, H169-H191. Retrieved from http://www.jstor.org/stable/23469522 (In Hebrew)
2.	Gal, E., **Rosenblum, S.**, & Shenkar, R. (1995). Ways of evaluating handwriting components and penmanship resulting thereof. *Israel Journal of Occupational Therapy (IJOT), 4*, H15-H30. Retrieved from http://www.jstor.org/stable/23460602 (In Hebrew)
3.	Shenkar, R., Gal, E., & **Rosenblum, S.** (1995). Approaches and methods of Treatment for Handwriting difficulties. *Israel Journal of Occupational Therapy (IJOT), 4*, H102-H116. Retrieved from http://www.jstor.org/stable/23460037 (In Hebrew)
4.	**Rosenblum, S.**, Katz, N., & Parush, S. (1997). Visumotor performance of new immigrant children from Ethiopia, compared to veteran immigrant children from Ethiopia and Israeli children. *Israel Journal of Occupational Therapy (IJOT), 6*, H1-H19. Retrieved from http://www.jstor.org/stable/23460140 (In Hebrew)
5.	**Rosenblum, S.**, Katz, N., Hahn-Markowitz, J., Mazor-Karsenty, T., & Parush, S. (2000). Environmental influences on perceptual and motor skills of children from immigrant Ethiopian families. *Perceptual and Motor Skills, 90*, 587-594. [I.F. 0.521 (5Y: 0.658), R80/83 Q4 Psychology, Experimental] V CIT.: 10

6.	Arama, K., #Pinsky, M., #Koren, G., & **Rosenblum, S.** (2002). The hand skills and dexterity in 5-6 year old children of Israeli Ethiopian immigrant parents versus children of Israeli born parents. *Israel Journal of Occupational Therapy (IJOT), 11*, H129-H146. Retrieved from http://www.jstor.org/stable/23467460 (In Hebrew).
7.	**Rosenblum, S.,** Parush, S., & Weiss, P. L. (2003). The In Air phenomenon: temporal and spatial correlates of the handwriting process. *Perceptual and Motor Skills, 96*, 933-954. [I.F. 0.521 (5Y: 0.658), R80/83 Q4 Psychology, Experimental]**.** V CIT.: 69 V
8.	**Rosenblum, S.,** Parush, S., & Weiss, P.L. (2003). Computerized temporal handwriting characteristics of proficient and poor handwriters. *The American Journal of Occupational Therapy, 57*, 129-138. doi:10.5014/ajot.57.2.129 [I.F. 2.021, R19/69 Q2 Rehabilitation] V CIT.:100.
9.	**Rosenblum, S.,** Weiss, P. L., & Parush, S. (2003). Product and process evaluation of handwriting difficulties: A review. *Educational Psychology Review, 15*, 41-81. doi:10.1023/A:1021371425220 [I.F. 2.846, (5Y: 3.974), R7/53, Q1 Psychology, Educational]. V CIT.:161.
10.	**Rosenblum, S.**, Koren, A., Zeidan Naser Aldin, I., Gofer, A., & Josman, N. (2003). The incidence of use of pediatric assessment tools among occupational therapists in Israel. *The Israeli Journal of Occupational Therapy, 13*, H73-H93. Retrieved from http://www.jstor.org/stable/23468842 (In Hebrew).
11.	**Rosenblum, S.**, & Josman, N. (2003). The relationship between postural control and fine manual dexterity. *Physical and Occupational Therapy in Pediatrics, 23*(4), 47-60. doi:10.1080/J006v23n04_04 [I.F. 1.418, R23/69 Q2 Rehabilitation].
12.	**Rosenblum, S.**, Weiss, P. L., & Parush, S. (2004). Handwriting evaluation for developmental dysgraphia: Process versus product. *Reading and Writing, 17*, 433-458. doi:10.1023/B:READ.0000044596.91833.55 [I.F. 1.331 (5Y: 1.828), R41/219 ,Q1 Education & Educational Research].
13.	**Rosenblum, S.**, Argaman, Y., Mendelson, N., & Pais-Aviram, E. (2005). A comparison of visuomotor function between children suspected of having DCD to that of typical children. *The Israel Journal of Occupational Therapy, 14*, H213-H231. Retrieved from http://www.jstor.org/stable/23468921 (In Hebrew). Editor of a Special Issue on Developmental Coordination Disorders.
14.	**Rosenblum, S.**, Yurman, G., Gotfrid, Z., Wolpart, M., & Binyamin, N. (2005). Changes in leisure activity participation of women after undergoing surgical intervention for breast cancer. *The Israel Journal of Occupational Therapy, 14*, H109-H126. Retrieved from http://www.jstor.org/stable/23469031 (In Hebrew).
15.	**Rosenblum, S.** (2005). Using the Alphabet task to differentiate between proficient and non-proficient handwriters. *Perceptual and Motor Skills, 100*, 629-639. [I.F. 0.521 (5Y: 0.658), R80/83 Q4 Psychology, Experimental]
16.	Werner, P., **Rosenblum**, S., Bar-On, G., Heinik, J., & Korczyn, A. (2006). Handwriting process variables discriminating mild Alzheimer's Disease and mild cognitive impairment. *Journal of Gerontology*: *Psychological Sciences, 61B*, P228-P136. [I.F. 2.852 (5Y: 3.434), R19/129 Psychology, Multidisciplinary, 6/31 Q1 Gerontology].

17.	**Rosenblum, S.**, Goldstand, S., & Parush, S. (2006). The relationship between biomechanical ergonomic factors, handwriting product quality, handwriting efficiency, and computerized handwriting process measures in children with and without handwriting difficulties. *American Journal of Occupational Therapy, 60*, 28-39. doi:10.5014/ajot.60.1.28 [I.F. 2.021), R19/69 Q2 Rehabilitation].
18.	**Rosenblum, S.**, Dvorkin, A., & Weiss, P. L. (2006). Automatic segmentation as a tool for examining the handwriting process of children with dysgraphic and proficient handwriting. *Human Movement Science, 25*, 608-621. doi:10.1016/j.humov.2006.07.005 (Special issue about Handwriting). [I.F. 2.027 (5Y: 2.478), R33/83 Q2 Psychology, Experimental]
19.	**Rosenblum, S.**, Chevion, D., & Weiss, P. L.T. (2006) Using data visualization and signal processing to characterize the handwriting process. *Pediatric Rehabilitation, 9*, 404-417. doi:10.1080/13638490600667964 [I.F. 1.475 (5Y: 1.861), R30/63 Q3 Rehabilitation].
20.	**Rosenblum, S.** (2006). The development and standardization of the Children Activity Scales (ChAS-P/T) for the early identification of children with Developmental Coordination Disorders (DCD). *Child Care Health and Development*, *32*, 619-632. Doi:10.1111/j.1365-2214.2006.00687.x (Special issue about DCD. [I.F. 1.832 (5Y: 2.048), R31/65 Q2 Psychology, Developmental].
21.	**Rosenblum, S.**, & Werner P. (2006). Assessing the handwriting process in healthy elderly persons using a computerized system. *Aging Clinical and Experimental Research, 18*, 433-439. doi:10.1007/BF03324840 [I.F. 1.138 (5Y: 1.393), R37/49 Q4 Geriatrics & Gerontology].
22.	Weintraub, N., **Rosenblum, S.**, Lahav O., Erez, N., Traub-Bar Ilan, R., Lifsits, N., ... Sharon, G. (2007). A position paper – The role of occupational therapists among individuals with LD, *The Israel Journal of Occupational Therapy, 16*, H131-H135. Retrieved from http://www.jstor.org/stable/23468890 (In Hebrew).
23.	**Rosenblum, S.**, & Weintraub, N. (2007). Learning disabilities and occupational therapy: Review of research and practice as reflected in the IJOT. *The Israel Journal of Occupational Therapy, 16*, H137-H158. Retrieved from http://www.jstor.org/stable/23468891 (In Hebrew).
24.	Goldblatt, H., & **Rosenblum, S.** (2007). Navigating among worlds – The experience of Ethiopian adolescents in Israel. *Journal of Adolescent Research, 22*, 585-611. doi:10.1177/0743558407303165 [I.F. 1.218 (5Y: 1.691), R48/65 Q3 Psychology, Developmental]. V CIT.:27
25.	**Rosenblum, S.**, Goldblatt, H., & Moin, V. (2008). The hidden dropout phenomenon among immigrant high-school students: The case of Ethiopian adolescents in Israel – a pilot study. *School Psychology International, 29*, 105-127. doi:10.1177/0143034307088506. V CIT.: 19
26.	**Rosenblum, S.** (2008). Development, reliability and validity of the Handwriting Proficiency Screening Questionnaire (HPSQ). *American Journal of Occupational Therapy, 62*, 298-307. doi:10.5014/ajot.62.3.298 [I.F. 2.021, R19/69 Q2 Rehabilitation]. V CIT.: 38

27.	**Rosenblum, S.**, Epsztein, L., & Josman, N. (2008). Handwriting performance of children with Attention Deficit Hyperactive Disorders: A pilot study. *Physical and Occupational Therapy in Pediatrics, 28*, 219-234. doi:10.1080/01942630802224934 [I.F. 1.418, R23/69 Q2 Rehabilitation] V CIT: 24.
28.	**Rosenblum, S.**, & Livneh-Zirinsky, M. (2008). Handwriting process and product characteristics of children diagnosed with Developmental Coordination Disorder. *Human Movement Science, 27*, 200-214. doi:10.1016/j.humov.2008.02.011 Special issue about DCD. [I.F. 2.027 (5Y: 2.478), R33/83 Q2 Psychology, Experimental].
29.	**Rosenblum, S.**, & Frisch C. (2008). Dysgraphia – characteristics and evaluation method – contribution of research to clinical reasoning process. *The Israel Journal of Occupational Therapy, 17*, H155-H175. Retrieved from http://www.jstor.org/stable/23470635 (In Hebrew).
30.	**Rosenblum, S.** (2008). Characteristics and evaluation methods of developmental dysgraphia: Research contribution to educational and clinical reasoning. *Handwriting Today*, pp. 1-9.
31.	**Rosenblum, S.**, & Eduardo-Roman, H. (2009). Fluctuation analysis of proficient and dysgraphic handwritings in children. *EPL–Europhysics Letters, 85*, 58007. doi:10.1209/0295-5075/85/58007 [I.F. 2.269 (5Y: 2.112), R17/78 Q1 Physics, Multi-disciplinary].
32.	Engel-Yeger, B., Nagauker-Yanuv, L., & **Rosenblum, S.** (2009). Handwriting performance: The relationships between process and product measures, children's self-reports, and perceived self-efficacy. *American Journal of Occupational Therapy, 63*, 182-192. doi:10.5014/ajot.63.2.182 [I.F. 2.021, R19/69 Q2 Rehabilitation].
33.	Zlotnik, S., Sachs, D., **Rosenblum, S.**, Shpasser R., & Josman, N. (2009). The use of the Dynamic Interactional Model in self-care and motor intervention following traumatic brain injury: Explanatory case studies. *American Journal of Occupational Therapy, 63*, 549-58. doi:10.5014/ajot.63.5.549 [I.F. 2.021, R19/69 Q2 Rehabilitation].
34.	Yaacobi K., #Cohen, Y., #Hess, A. & **Rosenblum, S.** (2009). Organization on time and participation abilities among people with PTSD- following a shell shock. *The Israel Journal of Occupational Therapy, 18*, H303-320 (in Hebrew)
35.	Engel-Yeger, B., Josman, N., & **Rosenblum, S.** (2009). Behavioral Assessment of the Dysexecutive Syndrome for Children (BADS-C): An examination of construct validity. *Neuropsychological Rehabilitation, 19*, 662-676. doi:10.1080/09602010802622730 [I.F. 2.068 (5Y: 2.758), R36/74 Q2 Psychology].
36.	Luria, G., & **Rosenblum, S.** (2010). Comparing the handwriting behaviors of true and false writing with computerized handwriting measures. *Applied Cognitive Psychology, 24*, 1115–1128. doi:10.1002/acp.1621 [I.F. 1.414 (5Y: 1.987), R58/83 Q3 Psychology, Experimental] Received great interest and worldwide publication in the media
37.	Kirby, A., Edwards, L., Sugden, D., & **Rosenblum, S.** (2010). The development and standardization of the Adult Developmental Co-ordination Disorders/Dyspraxia Checklist (ADC). *Research in Developmental Disabilities, 31*, 131-139. doi:10.1016/j.ridd.2009.08.010 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation].

38.	Josman, N., # Goffer, A., & **Rosenblum, S.** (2010). Development and standardization of the "Do-Eat" Activity of Daily Living Performance test for children. *American Journal of Occupational Therapy, 64*, 47-58. doi:10.5014/ajot.64.1.47 [I.F. 2.021, R19/69 Q2 Rehabilitation].
39.	Engel-Yeger, B., **Rosenblum, S.**, & Josman, N. (2010). Movement Assessment Battery for children (M-ABC): Establishing construct validity for Israeli children. *Research in Developmental Disabilities, 31*, 87-96. doi:10.1016/j.ridd.2009.08.001 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation].
40.	**Rosenblum, S.**, Aloni, T., & Josman, N. (2010). Relationships between handwriting performance and organizational abilities among children with and without dysgraphia: A preliminary study. *Research in Developmental Disabilities, 31*, 502-509. doi:10.1016/j.ridd.2009.10.016 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation].
41.	**Rosenblum, S.**, Dekel, T., Gurevitz, I., Werner, P. & Heinik, J. (2010). Handwriting process variables among elderly people with mild Major Depressive Disorder: A preliminary study. *Aging Clinical and Experimental Research, 22*, 141-147. doi:10.1007/BF03324787 [I.F. 1.138 (5Y: 1.393), R37/49 Q4 Geriatrics & Gerontology].
42.	**Rosenblum, S.**, & Weiss, P. L. (2010). Evaluating functional decline in patients with Multiple Sclerosis. *Research in Developmental Disabilities, 31*, 577-586. doi:10.1016/j.ridd.2009.12.008 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation].
43.	# Gilboa, Y., **Rosenblum, S.**, Fattal-Valevski, A., & Josman, N. (2010). Application of International Classification of Functioning, Disability and Health Model for children with neurofibromatosis type 1: A Review. *Developmental Medicine and Child Neurology, 52*, 612-619. doi:10.1111/j.1469-8749.2010.03624.x [I.F. 3.292 (5Y: 3.665), R8/118 Q1 Pediatrics].
44.	Gilboa, Y., Josman, N., Fattal-Valevski, A., Toledano-Alhadef, H., & **Rosenblum, S.** (2010). The handwriting performance of children with NF1. *Research in Developmental Disabilities, 31*, 929-935. doi:10.1016/j.ridd.2010.03.005 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation].
45.	**Rosenblum, S.**, Sachs, D., & Schreuer, N. (2010). Reliability and validity of the Children's Leisure Assessment Scale. *American Journal of Occupational Therapy, 64,* 633–641. doi:10.5014/ajot.2010.08173 [I.F. 2.021, R19/69 Q2 Rehabilitation].
46.	Poon, K. W, Li-Tsang, C. W. P., Weiss, T. P. L. & **Rosenblum, S.** (2010). The effect of a computerized visual perception and visual-motor integration training program on improving Chinese handwriting of children with handwriting difficulties. *Research in Developmental Disabilities, 31,* 1552-1560. doi:10.1016/j.ridd.2010.06.001 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation].
47.	Heinik, J. Wenre, P., Dekel, T. Gurevitz, I., & **Rosenblum, S.** (2010). Computerized kinematic analysis of the clock drawing task in elderly people with mild Major Depressive-Disorder: An exploratory study. *International Psychogeriatrics, 22*, 479-488. doi:10.1017/S1041610209991360 [I.F. 1.892 (5Y: 2.306), R26/49 Geriatrics & Gerontology].

48.	Ricon, T., **Rosenblum, S.**, & Schreuer, N. (2010). Using problem based learning in training health professionals: Should it suit the individual's learning style? *Creative Education, 1*, 25-32. doi:10.4236/ce.2010.11005.
49.	Engel-Yeger, B. & **Rosenblum, S. (**2010). The effects of protracted graphomotor tasks on tripod pinch strength and handwriting performance in children with dysgraphia. *Disability & Rehabilitation, 32*, 1749-1757. [I.F. 1.837 (5Y: 1.973), R18/63 Q2 rehabilitation].
50.	Goldblatt, H., & **Rosenblum, S.** (2011). Between "there" and "here" – values, needs and dreams of immigrant Jewish Ethiopian youth in Israel. *Megamot, 47*, 593-615. (In Hebrew).
51.	Gilboa, Y., **Rosenblum, S.**, Fattal-Valevski, A., Rizzo, A., & Josman, N. (2011). Using a Virtual Classroom environment to describe the attention deficits profile of children with Neurofibromatosis type 1. *Research in Developmental Disabilities*, 32, 2608-2613.doi:10.1016/j.ridd.2011.06.014 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation].
52.	**Rosenblum, S.** (2012). Reliability and validity of the Time Organization and Participation Scale (TOPS). *Neuropsychological Rehabilitation, 22,* 65-84. doi:10.1080/09602011.2011.640465 [I.F. 2.068 (5Y: 2.758), R36/74 Q2 Psychology]
53.	Luria, G., & **Rosenblum, S.** (2012). A Computerised Multidimensional Measurement of Mental Workload via Handwriting. *Behavior Research Methods, 44*, 575-586. doi:10.3758/s13428-011-0159-8 [I.F. 2.458 (5Y: 4.986), R2/13 Q1 Psychology, Mathematical].
54.	Engel-Yeger, B., & **Rosenblum, S.** (2012). Can gymnastic teacher predict leisure activity preference among children with Developmental Coordination Disorders (DCD)? *Research in Developmental Disabilities, 33*, 1006-1013. doi:10.1016/j.ridd.2012.01.005 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation]
55.	Gilboa, Y., & **Rosenblum, S.** (2012). The uniqueness of occupational therapy intervention among ultra-Orthodox Jewish *Children. Israel Journal of Occupational Therapy, 21*, H7-H18 (In Hebrew).
56.	Engel-Yeger, B., Hus, S., & **Rosenblum, S.** (2012). Age effects on sensory-processing abilities and their impact on handwriting. *Canadian Journal of Occupational Therapy, 79*, 264-274. doi:10.2182/cjot.2012.79.5.2 [I.F. 0.742, R53/63 Q4 Rehabilitation]
57.	**Rosenblum, S.**, Engel Yeger, B., & Fogel, Y. (2013). Age-related changes in executive control and their relationships with handwriting performance features. *Human Movement Science, 32*, 363-76. doi:10.1016/j.humov.2012.12.008 [I.F. 2.027 (5Y: 2.478), R33/83 Q2 Psychology, Experimental].
58.	**Rosenblum, S.** (2013). Handwriting measures as reflectors of Executive Functions among adults with Developmental Coordination Disorders (DCD). *Frontiers in Psychology, 4*, 357-367. doi:10.3389/fpsyg.2013.00357 [I.F. 2.843 (5Y: 2.869), R20/129 Q1 Psychology, Multidisciplinary].

59.	**Rosenblum, S.**, Samuel, M., Zlotnik, S., Erikh, I., & Schlesinger, I. (2013). Handwriting as an objective tool for Parkinson's disease diagnosis. *Journal of Neurology, 260*, 2357-2361. doi:10.1007/s00415-013-6996-x [I.F. 3.841 (5Y: 3.745), R37/194 Q1 Clinical Neurology] Received great interest and worldwide publication in the media.
60.	**Rosenblum, S.**, Aassy Margieh, J., & Engel-Yeger, B. (2013). Handwriting features of children with developmental coordination disorder–Results of triangular evaluation. *Research in Developmental Disabilities, 34*, 4134-4141. doi:10.1016/j.ridd.2013.08.009 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation]
61.	**Rosenblum, S**., & Regev, N. (2013). Timing abilities among children with developmental coordination disorders (DCD) in comparison to children with typical development. *Research in developmental disabilities, 34*(1), 218-227. doi:10.1016/j.ridd.2013.08.009 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation].
62.	Schreuer, N. Zaksh, D., & **Rosenblum, S.** (2014). Participation in leisure activities: differences between children with and without physical disabilities. *Research in Developmental Disabilities, 35*, 223-233. doi:10.1016/j.ridd.2013.10.001 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation]
63.	Gilboa, Y., Josman, N., Fattal-Valevski, A., Toledano-Alhadef, H., & **Rosenblum, S.** (2014). Underlying mechanisms of writing difficulties among children with Neurofibromatosis type 1. *Research in Developmental Disabilities, 35*, 1310-1316. doi:10.1016/j.ridd.2014.03.021 [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation]
64.	**Rosenblum, S.**, & Engel-Yeger, B. (2014). Predicting participation of children with DCD. *Current Developmental Disorders Reports, 1*, 109-117. doi:10.1007/s40474-014-0014-6 (Special issue about DCD).
65.	Frisch, C., & **Rosenblum, S**. (2014). Reliability and validity of the Executive Function and Occupational Routines Scale (EFORTS). *Research in developmental disabilities, 35*(9), 2148-2157. [I.F. 2.735 (5Y: 2.869), R1/37 Q1 Education, Special, R2/69 Q1 Rehabilitation]
66.	**Rosenblum, S.,** Frisch, C., Deutsh-Castel, T., & Josman, N. (2014). Daily functioning profile of children with attention deficit hyperactive disorder: A pilot study using an ecological assessment. *Neuropsychological rehabilitation*, (ahead-of-print), 1-17. [I.F. 2.068 (5Y: 2.758), R36/74 Q3 Psychology]
67.	Schneider, E., & **Rosenblum, S.** (2014). Development, reliability and validity of "My Child's Play" questionnaire. *American Journal of Occupational Therapy*, 68(3), 277-85 (23 p). [I.F. 2.021, R22/70 Q2 Rehabilitation]
68.	Gilboa, Y., **Rosenblum, S**., Fattal-Valevski, A., Toledano-Alhadef, H., & Josman, N. (2014). Is there a relationship between executive functions and academic success in children with neurofibromatosis type 1?. *Neuropsychological rehabilitation, 24*, 918-935. [I.F. 2.068 (5Y: 2.758), R36/74 Q3 Psychology]

69.	Luria, G., Kahana, A., & **Rosenblum, S**. (2014). Detection of Deception Via Handwriting Behaviors Using a Computerized Tool: Toward an Evaluation of Malingering. *Cognitive Computation, 6*, 849-855. [I.F. 1.440, (5Y: 1.731) R61/123 Q2 Computer science, Artificial intelligence]
70.	Sharfi, K., & **Rosenblum, S**. (2014) Learning disabilities among adults: An Application of the ICF model as a key for the understanding of individual needs – A position paper. *MIFGASH to educational social work*, M. Margalit (Ed.) special issue – learning disabilities and attention disorders, theory, research and policy, 39 pp. 205-220. In Hebrew
71.	Sharfi, K., & **Rosenblum, S**. (2014). Activity and participation characteristics of adults with learning disabilities – A review. *PloS ONE, 9*(9) e106657. [I.F. 3.534 (5Y: 4.015), R8/55, Q1 Multidisciplinary Sciences]
72.	Shooman, L. T., & **Rosenblum, S.** (2014). Drawing Proficiency Screening Questionnaire (DPSQ): Development, reliability and validity. *American Journal of Occupational Therapy* 68(6) e227-e233. [I.F. 2.021, R19/69 Q2 Rehabilitation]
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2.	Josman, N., & **Rosenblum, S.** (2011). A Meta-cognitive model for children with atypical brain development. In N. Katz (Ed.), *Cognition, occupation, and participation across the life span* (3rd ed., pp. 223-247). Bethesda, MD: AOTA press. (Authors contributed equally to this chapter).
3.	Gilboa, Y., **Rosenblum, S.**, Fattal-Valevski, A., & Josman, N. (2013). Children with NF1 - Functioning in the Classroom. In M. A. Karajannis & J. Allen (Eds.), *Neurofibromatosis: Symptoms, treatment and prognosis* (169-187). Hauppauge, NY: NOVA Science.
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7.	**Rosenblum, S.**, Samuel, M., Zlotnik, S., & Schlesinger, I. (2009). Handwriting performance measures of 'real life' tasks: A comparison between the performance of patients with Parkinson's disease and controls. *Advances in Graphonomics* (pp. 43-47). Dijon, France: University de Bougogne.
8.	Gafni-Lachter, L., & **Rosenblum, S.** (2009). Temporal aspects of handwriting skill development – a computerized study utilizing the ComPET. *Advances in Graphonomics* (pp. 71-74). Dijon, France: University de Bougogne.
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10.	**Rosenblum, S.**, Aassy Margieh, J., & Engel-Yeger, B. (2013). Handwriting features of children with developmental coordination disorders – results of triangular evaluation. In M. Nakagawa (Ed.), *16th International Graphonomics Society Conference*. Nara, Japan.

I. Other Publications

Published

	1.	**Rosenblum, S.** (1994). Assessment of learning difficulties and learning potential among Ethiopian immigrant children, using an experimental testing system. In G. Noam (Ed.) *Achievements and Challenges in the Absorption of Ethiopian Immigrants*. Jerusalem: Brookdale Institute of Gerontology. (In Hebrew)
	2.	**Rosenblum, S.** (2002). A center for advancing and developing immigrant adolescents from Ethiopia with learning difficulties. In Z. Shtayyn (Ed.), *"Meal Umeever" more about children in risk. "Ashalim" members products collection 1998-2001*. Jerusalem, Israel: Ashalim, Joint. (In Hebrew).

References in the media About My Work:

Radio and television interviews

- 2003, August 8; 2004, July 21: Reshet Aleph, Hakol Zafuy – Developmental aspects, Developmental Coordination Disorders
- 2007 August: Channel 7 – Ethiopian adolescents
- Television program– Chanel 8 – about my handwriting study
- 2009, February: Galey Zahal, 60 Seconds – New research by Rosenblum and Goldblatt: Army service as a melting pot for adolescents immigrants from Ethiopia
- 5.2015: People: channel 2 about my handwriting evaluation system:

  http://www.mako.co.il/mako-vod#/mako-vod-keshet/people-s5/VOD-81c168a2e9e3d41006.htm?sCh=8cd5ac7175d29410&pId=957463908

- Radio : Interview- Keren Noybach – clumsiness 17/6/15

Newspapers and Magazines

- 2004, October 25: *Yediot Aharonot, Zemanim Moderniyyim* – A matter of time: A new study by Rosenblum
- 2004, December 20: *Yediot Aharonot*, p. 20 – A fatal game: Boys and girls (interview)
- 2005, April: *Galileo, 31*, p. 8 – A computerized system for handwriting evaluation: Study done by Rosenblum.
- 2005, September 11: *Ynet Parents* – Quality time. http://www.ynet.co.il/articles/0,7340,L-3088617,00.html
- 2008, April: *Haifa Time* magazine, p. 8 – A study about hidden dropout among adolescents from Ethiopia: Rosenblum, Moin and Golblatt
- 2010 *Chidren's Play* (the fun village) Parents and Children magazine, pages 18-20 – Following the lost time (interview)
- 6.2015: HAARETZ- the diagnosis: clumsiness (7.6.2015).

References of our study about lie detection (with Luria G., September 2009, no.36)

- Academic Channel, University of Haifa http://actv.haifa.ac.il/programs/Item.aspx?it=1590
- Interviews were done for Arutz 2 (Israeli television, Erev Hadash and morning), the Russian and German Radio.

- Study descriptions at the national radio of the USA , and at the U.S.-based Time magazine: http://www.sciencefriday.com:80/arts/2009/09/the-pen-doesnt-lie/
- *Maariv*: True or false? The system will recognize based on your handwriting
- A description of our study about line detection is now appears at 24 international web sites, among them: *Scientific American*: Head Lines: Handwriting Reveals Liars – a study by Luria and Rosenblum, http://www.scientificamerican.com/article.cfm?id=head-lines-mind-jan-2010&SID=mail&sc=emailfriend

***2014: following an article about Parkinson Diagnosis (no. 59):**

- http://www.sciencedaily.com/releases/2013/09/130909105033.htm
- http://www.examiner.com/article/handwriting-as-an-diagnostic-tool-the-early-detection-of-parkinson-s-disease
- http://www.jpost.com/Health-and-Science/Handwriting-assessment-can-be-used-for-early-detection-of-Parkinsons-disease-325798
- http://israel21c.org/health/scientists-discover-handwriting-can-diagnose-parkinsons/
- http://www.ad.nl/ad/nl/4560/Gezond/article/detail/3507094/2013/09/10/Parkinson-vroeg-zichtbaar-aan-handschrift.dhtml
- http://www.boston.com/news/world/middle-east/2014/02/23/handwriting-offers-clues-early-parkinson detection/9dIW9mrZV3BHzTBhW7qrUJ/video.html
- http://www.reuters.com/video/2014/02/24/reuters-tv-handwriting-offers-clues-to-early-parkin?videoId=282671670&videoChannel=118065
- http://israel21c.org/health/scientists-discover-handwriting-can-diagnose-parkinsons/
- http://parkinsonhope.org/early-diagnosis-of-parkinsons-by-handwriting-analysis/
- http://www.jpost.com/Health-and-Science/Handwriting-assessment-can-be-used-for-early-detection-of-Parkinsons-disease-325798
- http://timesofindia.indiatimes.com/life-style/health-fitness/health/Handwriting-helps-diagnose-Parkinsons-early/articleshow/22627004.cms

J. Other Works Connected With my Scholarly Field

- Developing a Hebrew version to the PEGS evaluation tool as part as Anya Hillel-Miller thesis, with Prof. Naomi Josman. This tool was published and marketed by Scytex (3.2011).
- Developing an evaluation tool Do-Eat as part of Ayelet Goffer Thesis with Prof. Naomi Josman. The tool is marketed by Maddack/Amazon Company, the USA (5.2014). https://www.youtube.com/watch?v=6dI7F0-4goI

  http://www.amazon.com/Maddak-718290000-Performance-Assessment-Children/dp/B00O8VV952

- Developing and supervising school project for enhancing strength of children with hidden disability http://www.youtube.com/watch?v=UJLvp_Ky000

Summary of my Activities and Future Plans

Throughout my academic career, I have incorporated in research my experience as a high school teacher for underprivileged pupils, 23 years of clinical experience as an occupational therapist, including 10 years working as a member of a multidisciplinary team in a number of hospital units (orthopedics, hand rehabilitation, pediatric neurology, intensive care) and five years managing a multidisciplinary team at a center for adolescents with learning disabilities. All these activities inspired the drive to identify the most fruitful questions for further research, to learn to read "different languages", to incorporate knowledge from various disciplines and to study different populations and age groups while implementing both qualitative and quantitative research methods. The uniqueness of my studies lies in capturing peoples' knowledge and experiences by interviews, beside gathering knowledge from the literature, towards establishing the research question. The purpose of all the studies is always to 'return' to them with a scientifically proven and evidenced based 'solution' to their state of dysfunction or functional deficits caused by developmental delay or disease.

My future goal is to continue to increase the knowledge and to deepen the insight received by utilization of my recently developed theoretical model– *Daily Function Homeostasis (DayFunHome*). This model was constructed based on extensive and rich data gathered from numerous evaluation and intervention studies performed among varied populations and the literature.

The DayFunHome enables analysis of individuals' functional status, to develop awareness and strategy implementation aimed to improve quality of life. The *DayFunHome* model assists in gaining better insight into the interactions between *activity* performance and *participation* abilities as well as varied *body functions* (e.g., cognitive, motor, sensory) and *environmental factors*, of people faced with **functional deficits** in everyday life. This perspective is in line with the call to acquire deeper knowledge of these concepts which was raised by the World Health Organization (WHO) in its International Classification of Functioning Disability and Health (ICF) published to describe and evaluate **health/ability or diseased/disability**. In fact, the concepts included in the *DayFunHome* fill the grey area that remains between what the individual feels concerning what happens to him while performing his own daily

function actions, and what medical doctors inquire based on the diagnosis and statistical manual (DSM-5).

I believe that development of evaluation tools which are sensitive enough to daily function events and to detect actual human performance, may contribute to early and improved diagnosis. Early or improved diagnosis will enable development of focused quality-of-life promoting intervention methods among people with developmental delays and other varied diseases along the life cycle. My studies indicate that focusing on daily functional deficits without delay, may prevent future socio-emotional complications and health status deterioration.

In search of a technique to document the handwriting process, as an example of complex human activity/actual human performance, I developed a non-language-dependent software (POET, now called ComPET) that supplies objective measures, while a person writes on an electronic tablet (digitizer). The development is an ongoing process, as I continually develop sophisticated data analysis techniques while examining their sensitivity among various populations. 25 studies already completed have shown that the ComPET is sensitive to age-related developmental changes, to performance decline in aging and to performance deficits in various populations, e.g., children with Dysgraphia, Developmental Coordination Disorders (DCD, "clumsiness"), Attention Deficit Hyperactivity Disorder (ADHD), and adults with Multiple Sclerosis (MS), Alzheimer's disease, Depression and Parkinson. My handwriting studies, including an exhaustive review, have been cited in leading journals such as *Journal of Child Neurology*, *DMC Neurology* and *Human Movement Science*, endorsing the advantages of the ComPET's objective measures including its distinctly created term "in-air motion". The ComPET tool for analysis of *brain-hand function dysfunction* was in a process of patent registration by Carmel Ltd., the technology transfer organization (TTO) of the University of Haifa.

Most of my studies were conducted with at least one collaborator from another discipline (e.g., medicine, nursing, computer science, social work, human resources, physics), a demanding process that enriches the research and is bound to lead to novel, unexpected results. For example, the published study about early detection of Parkinson disease through handwriting process measures was conducted in cooperation with a neurologist and signal processing expert. This study evoked great interest and was recently published in communication networks in Israel and abroad. The studies have established the reliability and validity of the system and have all been published in

leading worldwide journals. Analysis of the handwriting data collected thus far from approximately 2500 participants from different age groups, who speak different languages and with different pathologies, shows the importance of such biomarkers to enable better insight of functional deficits as reflected through real functional human performance.

In order to further enhance the knowledge about function and dysfunction and to provide additional validation for the measures received from ComPET, I have begun development of standardized self-/parent report questionnaires. Here, the underlying assumption is that little things that occur to people in their everyday performance (such as "I forgot the way back home") may in fact be the initial signs of pathological development or of developmental delay. Currently, there is a lack of standardized practical tools for identifying these subtle everyday experiences. Among the questionnaires I have developed: (1)e the ChAS/PT (Children Activity Scale – for parents and teachers) for early detection of children with clumsiness (DCD), through examining details of their everyday performance. (2) the Handwriting Proficiency Screening questionnaire (HPSQ) for early detection of handwriting difficulties in class. Both these tools have been frequently cited and are being studied today worldwide, such as in Hong Kong, Greece, England, Malaysia, Indonesia, Thailand, Brazil, Ithaca NY, Belgium, India, Turkey, Spain, and France.

Other tools that have aroused considerable international interest are the Do-Eat assessment for instrumental activities of daily living among children, the leisure scale for children and adolescents (CLASS) and a short and practical scale to evaluate deficits in organization in time along the individual's life cycle (Time Organization and Participation- TOPS). Incorporating those developed tools in my studies enables me to enrich the knowledge about human daily function and the amount of Homeostasis in daily function and to describe it with the theoretical model I developed (the DayFunHome).

As head the laboratory for Complex Human Activity and Participation (CHAP) at the University of Haifa I am involved in collaborative studies with colleagues from France, England, Austria, Spain, Italy, Canada and Thailand. My personal preference are studies focused particularly on populations with *Hidden disabilities,* as ADHD, DCD, learning disabilities (LD) and chronic illness aimed to obtain better insight about their daily function characteristics based on the *DayFunHome* model. Several intervention methods have been developed and are being studied by a number of my

PhD students based on this model for populations such as students with dysgraphia, with LD, with ADHD and chronic conditions as Celiac Disease.