This raises questions regarding the essence of the intervention and its objectives.

First, a conceptual distinction must be made between acceptance and the existence of a close friend; both constructs refer to social adaptation, but the lens of observation is different. The context of friendship is dyadic and therefore also mutual, while acceptance is a one-directional construct that examines the way in which other children perceive the student.

**Is it necessary to intervene in the context of socially neglected students?**

These students are not considered to be students at risk, contrary to rejected students.

This does not mean that all the students should be accepted to the same extent, but rather that they should be instilled with the ability to blend in socially. Today non-cognitive skills are considered to be significant for success in life.

Social support is the condition in which the individual feels cared about, esteemed and valued by the people is his close environment, and is actually the opposite of social neglect.

The following are some strategies described by the participants in the study:

A study based on method X allows us to learn from the teachers' successes, but at the same time allows us to learn about their outlooks.

,in accordance with the phenomenon known as X.

Standing in front of an entire class and a lack of therapy training may arouse in teachers the need to think about their students in terms of molds, which is liable to lead to stereotypical observation. Likewise, this may make it difficult for teachers to discern the nuances in their students' characteristics.

**The teacher's perception of success in the support** o**f a socially neglected student**

In the description of peer involvement, no distinction was made between acceptance and the existence of a close, mutual friendship. Apparently, either the teachers are not aware of this distinction or they perceive the student's social adaptation (acclimation?) as being of one piece. This distinction is especially important in the age of Facebook, when there is a tendency to refer to both constructs in terms of "friends".

In the criteria of the teachers regarding what they consider to be success in the support process.

This finding raises a number of issues on the ideological plane that should be addressed in subsequent studies: Firstly, Is the promotion of students' acceptance an educational objective? (It is generally accepted to view the second support aim as an educational objective.) Secondly, if success in social integration is measured by normative criteria, what about legitimization of the diversity of social behavior among the students? Thirdly, does the success (as described by the study's participants) benefit the socially neglected student? Or does it serve an emotional need of the teacher as well, such as the need to gain favor with the students? (See reference at…)

In the strategies that arose in the study