

## Recent Advances in Conductive Education Abstracts

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Working together: combining Conductive Education with British education and therapy system for students aged between seven and thirteen

Kristina Guczoghy

**ABSTRACT** The FLAME programme (Function, Language and Movement Education) has been developed at Lord mayor Treloar School in England over a number of years. Two conductors provide this within the wider context of the school's multi-disciplinary team. In-service training for other staff is a significant part of this work and the system continues to develop.

Looking into transition from Conductive Education to preschool education in the case of a child with moderate cerebral palsy

Judit Roth

**ABSTRACT** This paper recounts the progress over five years of a boy with spastic diplegia in the United States. A detailed account of his status at age five, after two years of part-time Conductive Education, includes an account of the daily programme then provided. Recent follow-up data are reported, after four years' placement in regular school.

Plastic Feet

Devon Stoyka

**ABSTRACT** The author summarises her own earlier medical and education history in Ontario and recounts the change that occurred when she met three years ago when she met Conductive Education, a new determination and a new philosophy for living which she now feels an obligation to convey to others.

A personal account of life since Conductive Education

Angie Smith

**ABSTRACT** In England, experiences of therapy for the effects of the author's cerebral palsy were less than productive. Conductive Education produced a transformation and enhanced her personal empowerment. Not everyone in the disabled people's approves of Conductive Education and perhaps particular personal experiences vary. The conductive movement should listen to the experiences of young people who have experienced Conductive Education.

Tsad Kadima: from tradition to renewal

Naomi Rotem

**ABSTRACT** The author provides an overview of the development of the conductive system established by Tsad Kadima. The emerging provision has had to fit into existing Israeli social structure, resulting in a multidisciplinary service with particular tensions over group working, computers and support aids. Toileting regime has also had to adapt. Continuing dialogue leads to continuing change.

Stumble or sprint – what comes after the ‘S’ is up to you

Frederike Hesselmann

**ABSTRACT** The author’s own particular medical history, in Germany, led her to Conductive Education at the age of nineteen. ‘Conductive Education was the new wind in my sails that I needed’. She describes her interaction with a conductor, the freedom that has followed. and the plans that she now makes.