

Recent Advances in Conductive Education Abstracts

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Hungary, México, England and Brazil:
one family's experience of Conductive Education

Leticia Búriago Tomelin Kuerten

ABSTRACT. This article tells the story of one family's first experiences of Conductive Education, starting in early 2005 with planning a trip to Hungary, then a short time spent in México in July of that year, finally spending the following year in England. The article describes how the children evolved during this period, what their parents learned and the family's plan to introduce the concept of Conductive Education in their own country, Brazil.

Conductive Education from scratch: starting up a new Conductive Education centre

Rachael Skinner

ABSTRACT. As new conductive programmes start up across the globe the same issues and difficulties arise, conductors' developing professionalism requires them to be involved in this process. The author has gathered ideas and suggestions to assist in the development of emerging conductive programmes. These should be explicitly defined as such from the outset with conductors having a necessary role in this. The plan should be public and transparent, and initial guidelines should then be adhered to. From the outset Conductive Education should be defined, the nature of services described and financial questions addressed. This can then be presented as a users' handbook to the benefit of those directly involved and perhaps more widely to Conductive Education as a whole.

A conductor's dilemma; a personal reflection

Lisa Gombinsky

ABSTRACT. The author draws upon problems arising in maintaining a service for adults following a reorganisation that dispersed conductors, and the great difficulty in promoting the psycho-social benefits of Conductive Education as opposed to the image of 'exercise'. Participants begin the conductive programme with generally movement-oriented aims but benefits experienced are predominantly psycho-social. In its reduced state the programme no longer 'feels like' Conductive Education to the conductor – but it is still appreciated by service-providers and service users. The conductor's dilemma is whether the accommodation achieved is in contradiction to the long term interests of Conductive Education.

Adapting a US telephone questionnaire for administration in the UK

Hilary Nelson

ABSTRACT. A telephone survey of parents' perceptions of the benefits of short conductive programmes, developed in the United States to provide evidence towards securing public funding, has been trialled with 20 parents whose children had just completed an analogous program in the United Kingdom. The UK adaptation and administration of the original Likert-scale questionnaire are described. Internal consistency (Cronbach's *alpha* was found to be 0.92. Possible further development and use of this instrument were proposed.

Introducing conductive pedagogy into a mainstream primary school: an interim communication

Wendy Baker, Andrew Sutton and István Szücs

ABSTRACT. Following on from the pioneering work of the Dynamite Project, a two-year pilot project has been established between the National Institute of Conductive Education and an inclusive local mainstream school that has a concentration of pupils with physical disabilities. A central aim has been to establish conductive pedagogy as an integral part of inclusive classrooms and the life of the school. The article reports on the experience of this project's first year, suggests some tentative conclusions from this and looks forward to what happens next.