

## Recent Advances in Conductive Education Abstracts

### Volume 1 Number 1, December 2001

Dyspraxia and Conductive Education across the age range  
Kari Hapnes

**ABSTRACT** Conductive Education for children with 'dyspraxia' (developmental co-ordination disorder) began at the National Institute for Conductive Education in response to parental demand. Typical patterns of difficulty are described for age groups four-six years, six-ten years and over ten years in age. Conductive Education appears an appropriate to these complex children because of the inter-relatedness of this approach.

Conductive Education and the use of rhythmical intention for people with Parkinson's  
Melanie Brown

**ABSTRACT** Twenty-one people with Parkinson's disease were investigated to illuminate the relationship between their internal rhythm, rhythmical intention, the drug cycle and voluntary movements.. Main findings, that the role of practice is negligible, that peak drug dosage does not correlate with the highest level of rhythm and/or quality of movements, that time since diagnosis does not correlate with ability to access movement through use of external cues and that influence of external cues upon internal rhythm is constant across the drug cycle, have implications for the applicability of Conductive Education.

The transition from childhood into adulthood  
Agnes Mikula-Toth and Melanie Brown

Critical issues in conductor training  
Tünde Rozsahegyi

**ABSTRACT** Experience of conductor-training at the National Institute of Conductive Education since 1997 raises critical issues that include provision of appropriate practical experiences for students, the participation of practising conductors in the training, within-course demands and the ever-widening nature of conductive practice. Implications of these are discussed.

Conductive Education: sink or swim?  
Andrew Sutton

**ABSTRACT** Established conductive settings around the world are now reviewing their aims and activities. Meanwhile the centrifugal 'explosion' of interests continues, with local constraints provided by local circumstances, especially financial, affecting the nature of Conductive Education. Can the system maintain its identity and integrity in this process of diversification? Pragmatic change is inevitable but not necessarily

opposed to 'pure' Conductive Education. Four lines of action are proposed to ensure the survival and development of the conductive essence in the process of change, articulation of conductive practice and its outcomes, greater academic greatly expanded and publication, increased engagement with views of Conductive Education, and creation of a firmer definition of what is Conductive Education and what is not as essential prerequisite to securing our own identity.

## **Volume 1 Number 2, July 2002**

A parent's overview of Conductive Education in the United States, then and now  
Gerry Rosenberg

**ABSTRACT** Writing in 1994 the author recounted how North America was lagging behind in its take-up of Conductive Education and suggested five possible reasons. Already, however, private vacation schemes were beginning, along with the first signs of professional interest in the US and Canada, and it was already apparent that particular North American solutions would be required. In 2002 the author looks back and reflects upon the limitation of piecemeal service-development, examining the contradictions between Conductive Education and the inclusion philosophy, feeling 'Vietnamized' by the dominant institutions providing for his child.

Oh, Canada: experiences from the frontier  
Lisa Gombinsky

**ABSTRACT** The Conductive Education service established by the Ontario March of Dimes (OMOD) began with an adult program but its strategic plans incorporate programs for children and professional training, with empirical research an important component. Size is identified as a particular factor in the development of Conductive Education in North America, in respect both of geographical distances and the weight of many adult participants. A pervasive feature of work at OMOD is the struggle of everyone involved in establishing and developing Conductive Education, with especial acknowledgment to the vital and enthusiastic contribution of adult participants.

Describing a new model of Conductive Education and preliminary investigation of its success within a public school system  
Roberta O'Shea

**ABSTRACT** A repeated-measures study measured changes in functional skills using the *Pediatric Evaluation of Disability Inventory (PEDI)* over a one-year period. Members of the experimental group attend a year-round Conductive Education program as well as their own inclusive school settings. The control group of children attended Conductive Education in the summer only. Results indicate that the experimental group made significant gains in the areas of self care ( $p = .03$ ), mobility ( $p = .004$ ), social function ( $p = .018$ ). The control group used less caregiver assistance for mobility ( $p = .012$ ). When teaming inclusive education and intensive motor therapy in a year-round program, children with cerebral palsy demonstrate significant gains in independent functional skills. This project demonstrates an effective model for delivering appropriate inclusive education and intense functional skills training.

Although small in sample size, this study offers the first empirical data investigating the effectiveness of transdisciplinary Conductive Education with children fully included in their home schools. The significant results indicate that using a transdisciplinary model Conductive Education in conjunction with an inclusive school setting may allow children to develop and improve functional skills and independence. (Author's abstract)

The role of Conductive Education and other complimentary practices within mandated US educational services: is it possible?

Christine. Pawelski

**ABSTRACT** Parents seeking alternative or complementary approaches for children with disabilities challenge an established system of special education in the United States that is the product of long historical development. Powerful ideas have been enshrined in laws that would seem to ensure successful special educational programming: least restrictive environment, due process, individual educational planning, specialist and technology strategies, and standardisation of practice to establish professional credentials. These may have to be reconsidered or modified to accommodate to Conductive Education – and/or Conductive Education may have to adapt to integrate to be accepted in this new context.