

Recent Advances in Conductive Education Abstracts

Volume 4 number 1, June 2005

Conductive Rehabilitation: a rough guide

Andrew Sutton

ABSTRACT Lack of awareness of Conductive Education for adults is rooted in the historical circumstances of this work in Hungary. In the recent history of Conductive Education outside its country of origin, this lack of public awareness has continued under the influence of new social and economic factors. 'Rehabilitation' (medical, social, psychological or educational) appears a useful context for defining this area of conductive work but conductive rehabilitation has yet to create a coherent identity of its own. It is nonetheless represented now in diverse forms in at least seven countries. 'Adult conductors' are in short supply and there is as yet no professional infrastructure for Conductive Education – but a useful literature is emerging. (Author's abstract)

Exactly what is it that you do?

Kari Hapnes

ABSTRACT In addition to usual problems in introducing and communicating conductive services for adults, in Norway communication in a new language has raised particular issues. The word 'conductor' has not been helpful but in Norwegian 'pedagogue' serves an effective, explanatory alternative. Conductive Education for adults is explained to adults in terms of its practical benefits while professionals have required simple but plausible working definition. In one of the world's richest countries a new service that has for the moment to charge fees raises professional suspicion but the great respect paid there to user-choice is a powerful factor in its favour. Three positive principles emerge from the experience so far.

Adult Conductive Education Services at Ontario March of Dimes

Lauri Morris

ABSTRACT Having launched its year-round services for adults in 2000 Ontario March of Dimes offers Conductive Education (CE) programmes for

people of all ages with a range of neurological conditions and abilities. Conductors trained at both the Hungarian Petó Institute and British National Institute for Conductive Education provide the services alongside a Provincial Lead Conductor and National Manager of Conductive Education. A highly motivated team with a variety of skills and training create a positive and uplifting environment. With the demand for CE services on the rise, OMOD is currently recruiting a variety of skilled conductors including further Lead and Senior Conductors to establish new services across the province of Ontario and to expand across Canada. Conductive services provide consultations and continuous assessment through progress reports and family support. OMOD offers a scholarship to Canadian students wishing to train as conductors and will soon have three Canadians training in Britain, as well as working toward establishing a training centre for conductors in Ontario. With funding and awareness being a constant challenge, OMOD maintains its ability to offer quality services and rise to these challenges including the growing demand for CE in Canada. (Author's abstract)

Too old to learn? Adult Conductive Education at the Centre for Conductive Education

Lisa Gombinsky

ABSTRACT Contrary to the author's expectations of the, working in an extensive and comprehensive all-age service for people with cerebral palsy in New South Wales brought Conductive Education to the attention of a large and unexpectedly enthusiastic clientele of adults with cerebral palsy. Within the wider service these adults have provided Conductive Education's prime advocates and the wider service now provides a major resource for the Conductive Education programme. Given these then there are clear advantages setting up a conductive service for adults within a hospitable wider organisational system.

The impact of Conductive Education on quality of life for people with multiple sclerosis, Parkinson's and stroke: an initial investigation

Melanie Brown

ABSTRACT Improvements in quality of life have been a long recognised benefit of Conductive Education in adults. Adult services were first established by the foundation for Conductive Education in Birmingham, England in 1990. Over 2004-5 a programme of recording quality-of-life indices will assemble data to formalise this common experience. The aims, procedure, measures of this study are outlined.

Conductive Education with Adults; a bibliography
Gillian Maguire

ABSTRACT Much has been written about Conductive Education with children and been listed in various bibliographies and publications, but this is the first listing covering adult services worldwide to be published in this format. Work with adults is being increasingly documented as this comprehensive list of seventy-eight items produced by conductors, service users, researchers, health professionals and students shows. Brief annotations are included. All items are available in the National Library of Conductive Education at the National Institute of Conductive Education in Birmingham, England.

Recent Advances in Conductive Education Abstracts

Volume 4 number 2 January 2006

Editorial: What in the world is Conductive Education?

Andrew Sutton

ABSTRACT. The English expression 'Conductive Education' rose originally as a mistranslation from the Hungarian but has subsequently taken a significance of its own around the world. This present issue of Recent Advances in Conductive Education illustrates some of this diversity, drawing particularly upon twenty-first century initiatives. The diversification of practices under this rubric will likely continue to grow. As 'Conductive Education' seems here to stay, then criteria are required to define it. [Author's abstract]

Effects of Conductive Education in a home for children with developmental disabilities.

Adri Vermeer, and others

ABSTRACT Account is given of the results of a two year intervention study on the effects of Conductive Education (CE) in children with developmental disabilities, living in a home for these children in South Africa. The design of the study was a repeated measurement design (five measurements) with an experimental group (N=10) following a daily training in CE and a reference group (N=10) following the daily routine of the home. Supposed effects were on functional abilities (PEDI), quantity (GMFM) and quality of motor skills (GMPM) in the children and on the interaction style (Intervention Observation Instrument) and the attitude towards the new programme (MPOC-SP) in the childcare workers. No significant results could be established over time. Nevertheless, the children showed progress on 22 of the 24 measured variables in the expected direction. Explanations are given for these results. The childcare workers showed already at the start of the CE programme a positive attitude towards the new programme which did not change during the intervention period.

Bringing Conductive Education to Mexico.

Márgara Millán and Servando Gajá

ABSTRACT. Beginning in 2001 a parent-led non-profit organisation has developed a conductive school, growing in that time from five to twenty children aged from babies to adolescents. During that time also, four Mexican students qualified on the two-year conductor training course in Navarre, Spain, and returned to work at the school, and offer short courses. Creative arts have been an important part of the children's work and its promotion, and a film on the children's experience of CE won a prize as the best Mexican TV documentary of the year. Financing the programme has been a major limiting factor

and, despite some official support over 2005, the financial future remains unclear, with continuing struggle against medical and educational opinion along the road to incorporating CE within the system of public education.

The Golden State-a golden opportunity?

Rachael Skinner

ABSTRACT. Against a general background of sparse CE services in the United States there are six centres in California. The development of the longest established, Beginning Steps to Independence, is described. The centre, a parent-led non-profit organisation, opened in 1997. Successful 'vendorization' has enabled official funding for children under three years of age but local school districts resist participation, forcing drawn-out legal battles, with consequently fewer school-age children now attending. For under-threes there is a predominantly home-based service for at-risk children and their families and a centre-based 'Mommy and Me' class. There is a full-time year-round programme for children aged three to seven and an after-school follow-up programme to eleven. Advantages for CE in California are official concern for early intervention, good inter-agency co-operation and the weather. The author outlines wider difficulties for long-term US-wide establishment familiar in many countries where CE is being attempted.

Cerebral Palsy Solutions, Coaching and Consulting Inc: A Conductive Education-focused consulting firm in the United States.

Judit Roth

ABSTRACT. The author's personal experience is that becoming a 'consultant' in Conductive Education requires preparation, personal, professional/academic and social, and establishment of a web-site. Then in her first year of operation she served 23 clients in two countries. Most sought-after services have been advice for existing CE programmes, help for programmes at the start-up phase and recruitment of conductors. This first year's experience have suggested some of the challenges to working in this way and given cause to reflect upon some of the personal and professional qualities required.

Conductive Education School Kuwait: a paradigm of reality.

Judit Szathmáry

ABSTRACT. In 1996 all Kuwaiti children with special educational needs were granted official funding. In 2002 the author was invited to help create a two-year strategic plan to set up Conductive Education services in Kuwait. Following this preliminary work she arrived in Kuwait in May 2003, staff were recruited and the building completed. The new school opened in the September with four classes of pupils and by September 2005 it

served 132 children, with motor disorders and other disabilities, in 23 classes. Children with motor disorders learn in CE classes, those with other neurological difficulties in classes with conductive input. The school is established under government regulations for private education and subject to independent inspection on a British model, earning strong approval for the quality of its service.

Experiences of Conductive Education in a maintained school.

Natalie Fitzpatrick

ABSTRACT This report describes experiences of developing Conductive Education (CE) in a maintained Special School, Villa Real School, Consett, County Durham. The author also investigated the effectiveness of CE within Villa Real School over its initial year by investigating the levels of knowledge, understanding and beliefs of CE amongst Villa Real Schools' adult community, including parents, teaching staff, non-teaching staff, therapists and governors, as without the support of those, CE can not be implemented or indeed continue. Questionnaires were completed and returned to Villa Real School for analysis. The results suggest that the respondents now have a basic understanding of CE and its underlying principles and of those who may benefit from CE. The value of CE and progress of students in the past year was acknowledged, suggesting support for the school's and Education Authority's developments within CE. Although the respondents felt that CE principles could be integrated into the daily routine of special schools, they felt that their confidence in doing so would be enhanced by an increase in training and further experience. (Author's abstract)

Meeting points: Gino Gschwend and conductive pedagogy.

László Szögeczki

ABSTRACT. The author introduces Gschwend's understanding of neuronal plasticity through the operation of the 'Global System' and its partial systems. This theory's particular importance for rehabilitation lies in its implication that it is essential for therapeutic intervention to involve the most diverse stimulation. The processes involved can be expressed mathematically and aspects of conductive-pedagogical practice, as exemplified by Hári, sit readily with this theoretical model.