

The Group in Conductive Education

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Very little so far has been written in any detail about the practical aspects of Conductive Education making it hard to compile bibliographies such as this. Apart from three student dissertations, the selection below comprises small sections within other more general publications or papers about CE, but they do provide basic information about the group and its significance in CE. All items are available in the National Library of Conductive Education.

- ▲ BEDI, S. (2000) How is social interaction encouraged within the Conductive Education group? Unpublished dissertation. (C17)

BILLINGTON, I. (2003) Gruppens betydning. In Billington, I. *Pető-metoden – en tverrfaglig utfordring*. Oslo: Damm and Son. (C3)

- ▲ BROWN, M. (1991) The effect of community on the personality; the role and importance of the group in Conductive Education. Unpublished dissertation. (C2)

BROWN, M. and MIKULA-TOTH, A. (1997) The conductive group. In Brown, M. and Mikula-Toth, A., *Adult Conductive Education*. Cheltenham: Stanley Thornes, pp. 19-23. (C7)

COTTON, E. and KINSMAN, R. (1983) The structure of groups. In Cotton, E. and Kinsman, R. *Conductive Education for adult hemiplegia*. Edinburgh: Churchill Livingstone, pp.6-7. (C7)

- ▲ CROSSLAND, A. (2000) The psychological dynamics of the group in Conductive Education; an individual case study. Unpublished dissertation. (F1)

DANIELCZYK, M. (2003) Das Gruppenprinzip. In Danielczyk, D., *Konduktive Förderung bei Erwachsenen; Konzept nach András Pető*. München: Richard Pflaum Verlag, pp.33-37. (C7)

DEMACK, A. (2004) The power of the group. In International Pető Institute, Abstracts of the 5th world congress on Conductive Education. Budapest: IPI, pp.66-67. (Conf C3)

FINK, A. (1998) Das Gruppenprinzip. In Fink, A., *Praxis der konduktiven Förderung nach A. Pető*. Munich: Ernst Renhardt, pp.62-64. (C3)

HARI, M. (2004) Introducing conductive pedagogy, 1968. In Maguire, G. and Sutton, A., ed., *Mária Hári on conductive pedagogy*. Birmingham: Foundation for Conductive Education, pp.33-43. (C3)

HARI, M. (1980) The group. In Hári, M., *What will the student learn during training?* Budapest: Pető Institute, pp.75-83.[English translation of *Mit ismer meg a hallgató képzése folyamán?*, pp.40-45] (H5g)

HÁRI, M. and ÁKOS, K. (1988) Conductive groups. *In* Hári, M. and Ákos, K., *Conductive Education*. London: Routledge, pp.205-209. (C2)

HÁRI, M. and ÁKOS, K. (1988) Fitting into a group and integration. *In* Hári, M. and Ákos, K., *Conductive Education*. London: Routledge, pp.212-213. (C2)

- ▲ HARRIS, K. (1993) Conductive Education; group practices and tasks; notes taken at 3rd year lectures at the Pető Institute 1992-1993. Unpublished notes. (H3)

LAMBERT, M. (1989) Notes on a lecture by M.Hári on theory of Conductive Education; concepts of intention and the group. Unpublished notes. (H6a)

PETŐ, A. (n.d.) Undated letter to Ester Cotton. *In* Jernqvist, L. ed. (2005) *Pető's letters to Ester Cotton; 1965-1966*. CD-ROM. Cumbernauld: Jenqvist. (C1)

SEGLOW, D. (1994) The parent and child group. *In* Russell, A. and Cotton, E., ed., *The Pető system and its evolution in Britain*. London: Acorn Foundation, pp.199-210. (C3)

SUTTON, A. (1986) The group. *In* Cottam, P. and Sutton, A., ed., *Conductive Education; a system for overcoming motor disorder*. Beckenham: Croom Helm, pp.70-72.(C3)

SUTTON, A., comp. (2000) The individual and the group: resolving the paradox. A brief reader. Unpublished collection. (H6r)

WEBER, K. (1998) Bedeutung un Wirkungen der Gruppe. *In* Weber, K., *Einführung in das System Konduktiver Förderung und Rehabilitation*. Dortmund: Verlag Modernes Lernen, pp.131-137. (C2)

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