

# Conductive Education Occasional Papers Supplement 10

## ABSTRACTS & PROGRAM

of the 10<sup>th</sup> World Congress on Conductive Education,  
Budapest 2020

### *„The Conductor: Attitude, Occupation, Profession”*

Patrons:

János Áder, the President of Hungary  
and his spouse Anita Herczegh

President of the Congress:

Prof. Dr. Béla Merkely,  
Rector of the Semmelweis University

Organizers:

*International András Pető Association (IPA)*

*András Pető Faculty –*

*Semmelweis University (APF)*



„Jóslat az, amit minden nagy tradicionális kultúra és vallás alkalmazott valaha. A jövőmondás pedig ennek lezüllött, babonás, ostoba és hiteltelen vadhajtása. A jövő ugyanis nincs „kész”! Ritka eset, hogy a láthatatlanban már úgy összeállt valami, hogy a megnyilvánuló eseményeket előre is pontosan lehet már látni. A jövő örökké születőben van, alakul, formálódik, s ebből a te szerepedet nem lehet kihagyni, mert te szülsz, alakítod és irányítod a folyamatot.”

Müller Péter - Jósönyv, (részlet)

“Oracle is what every great traditional culture and religion has ever used. And fortune-telling is a depraved, superstitious, foolish, and discredited shoot of it. Namely the future is not „ready”! It is a rare case that something has already been put together in the invisible so that the manifestations can be accurately foreseen. The future is always being born, forming, taking shape, and from this your role cannot be left out, because you give birth, shape and control the process.”

Excerpt from “Oracle” by Péter Müller



# International Pető Association (IPA) & András Pető Faculty – Semmelweis University (APF)

**10<sup>th</sup> World Congress on Conductive Education**  
(Budapest, 27<sup>th</sup> Nov – 2<sup>nd</sup> Dec 2020)

*„The Conductor: Attitude, Occupation, Profession”*

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## **World Congresses on Conductive Education with the Patrons' Names**

**"Preparation for the future"** - 1<sup>st</sup> World Congress on Conductive Education, Budapest, Hungary 1990 (Patron: Árpád Göncz, President of the Republic of Hungary)

**"Continuity and change"** - 2<sup>nd</sup> World Congress on Conductive Education, Budapest, Hungary 1995 (Patrons: the Duchess of Kent, Mr. and Mrs. Göncz)

**"From creation to development"** - 3<sup>rd</sup> World Congress on Conductive Education, Hokkaido, Japan, 1999 (Patrons: His Imperial Highness Prince Takamado, president - the former Ambassador, Mr. Eiji Seki)

**"Celebration and achievement"** - 4<sup>th</sup> World Congress on Conductive Education, London, United Kingdom 2001 (Patron: Viktor Orbán, Prime Minister of the Republic of Hungary)

**"Conductive Education Worldwide – Science and Quality"** -5<sup>th</sup> World Congress on Conductive Education, Budapest, Hungary 2004 (Patron: Péter Medgyessy, Prime Minister of the Republic of Hungary)

**"Tradition and Future"** - 6<sup>th</sup> World Congress on Conductive Education, Gothenburg, Sweden, 19 - 22 Aug 2007 (Patron: Queen Silvia)

**"East Meets West: Adaptation & Development"** - 7<sup>th</sup> World Congress on Conductive Education, Hong Kong, 5-8 Dec 2010 (Patron: Ms TANG Xiaoquan Vice-Chairperson of China Disabled Persons; Mrs. Selina TSANG, Wife of Chief Executive HKSAR)

**"Rhythm and Balance"** - 8<sup>th</sup> World Congress on Conductive Education, Munich, Germany, 9-12 Oct 2013 (Patrons: Princess Ursula of Bavaria (the wife of Prince Leopold of Bavaria, her daughter, Princess Pilar suffers from autism); (Peter Alexander Maffay, musician)

**"Welcome to the Home of Conductive Education"** - 9<sup>th</sup> World Congress on Conductive Education, Budapest, Hungary, December 10-13, 2016 (Patrons: János Áder, President of Hungary and his spouse, Mrs. Anita Herczegh)

**"The Conductor: Attitude, Occupation, Profession"** - 10<sup>th</sup> World Congress on Conductive Education (Budapest, Hungary 27<sup>th</sup> Nov - 1<sup>st</sup> Dec 2020) President of the Congress: Prof. Béla Merkely, rector of the Semmelweis University (Patrons: János Áder, President of Hungary and his spouse, Mrs. Anita Herczegh)

## Committees of the 10<sup>th</sup> World Congress on Conductive Education

### SCIENTIFIC COMMITTEE

- Erzsébet Balogh
- Melanie Brown
- Éva Feketéné Szabó
- Földesi Renáta
- Júlia Horváth
- Zsófia Nádas
- Ibolya Túri
- Rony Schenker

### ADVISORY BOARD

- Beate Höss-Zenker
- Anna Kelemen
- Ildikó Kozma
- Roberta O'Shea
- Ivan Su
- Andrea Zsebe
- Eszter Tóthné Horváth

### ORGANIZING COMMITTEE

- Erika Bejczy
- Andrea Benyovszky
- Pál Csuka
- Eszter Daróczy
- Gabriella Földiné Németh
- Zsófia Horváthné Kállay
- Ildikó Pásztorné Tass
- Dávid Takács
- Zsófia Vona

### PARALLEL WORKSHOPS' DAY

- Anna Klein
- Anna Vargáné Kiss
- Vissi Tímea
- Judit Liptákné Papp

### POST-CONGRESS VISITS' DAY

- Hanna Muzslai-Bízik
- Ádám Makk
- Ágnes Mátyásiné Kiss
- Ildikó Pásztorné Tass

### REGISTRATION COMMITTEE

- Gabriella Földiné Németh
- Ildikó Detre

### WEBSITE

- Zsófia Vona

## HONORARY CONDUCTORS

### 1990

COTTON, Ester, † United Kingdom  
KEIL, Helga, Austria  
LION, Udi, Israel  
LORING, Anita, United Kingdom  
MURAI, Masanao † Japan  
SUTTON, Andrew, United Kingdom

### 1995

BALOGH, Erzsébet, Hungary  
BARKER, Margaret, United Kingdom  
BAWIN, Yves, Belgium  
BIRÓ, Katalin, Hungary  
COTTER, Claire, Australia  
HARTWEGGER, Charlotte, Austria  
LILLEY, Maureen, United Kingdom  
ROBSON, Phil, United Kingdom

### 1999

IMAI, Toru, Japan  
JERNQVIST, Lillemor, United Kingdom  
MEDVECZKY, Erika, Hungary  
PROBERT, Howard, United Kingdom  
TATLOW, Anita, Hong Kong / Ireland

### 2001

CHENG, Clare Yuk Kwan, Hong Kong  
FANG, Marion †, Hong Kong  
HEWSON, Anthony, United Kingdom  
INGEBRIGTSEN, Kjeld, Norway  
RENDER, Marc, Israel

### 2004

COLES Caroline, United Kingdom  
ERDEI, Tamás, Hungary  
SAEZ, Fernanda Esparza, Spain  
O'CONNOR, Joan, Hong Kong  
PINTO, Yossi, Israel  
RÁCZ, János, Hungary  
VOSS, Hubertus von, Germany

**2007**

BALOGH, Margit, † Hungary  
FÖLDINÉ NÉMETH, Gabriella, Hungary  
LIND, Lena, Sweden (2005)  
MURPHY, Ann, New Zealand, (2005)  
MYRLAND, Ole Reidar, Norway  
QUADT, Peter von, Germany  
RIISE, Janne Christine, Norway  
SCHENKER, Rony, Israel  
SU, Ivan Yuen Wang, Hong Kong

**2010**

MAGUIRE, Gillian, United Kingdom  
MOZES, Anete, Israel  
RÁCZ, Katalin, Hungary  
TAUTSCHER-FAK, Bettina, Germany  
WEBER, Karin, Germany  
KAN, Chris Kin-ho, Hong Kong  
YEUNG, Edith Yuk-shan, Hong Kong

**2013**

HÖSS-ZENKER, Beate, Germany  
PERRIN, Norman, United Kingdom

**2016**

BENYOVSZKY, György, Hungary-USA  
HERBST, Patricia, USA  
McDOWELL, Emma, United Kingdom  
MOOS-HLAVACEK, Anita, Germany  
MULLBACK, Lars, Sweden  
VECSERNYÉS, Jolán, Hungary  
VITERBO, Alessandro, Israel  
VOGT, Wolfgang, Germany

## HONORARY CONDUCTORS

**2020**

Congratulations to all new  
Honorary Conductors:

**BETTERMANN,**  
Ulrich  
*Germany*



Entrepreneur, owner of OBO Bettermann Holding, member of World Economic Forum, admirer and major supporter of conductive education

**FALUS,** Iván  
*Hungary*



Professor Emeritus, DSc (Education) of the Hungarian Academy of Sciences, supervisor of doctoral schools (involved in PHD theses of conductors)

**GAROFALO,**  
James V.  
*USA, Michigan*



Professor Emeritus, founder of conductor training at Aquinas College, Grand Rapids with "Pető cooperation" and writer on history of Conductive Education in the USA

**KATÓ,** Ibolya  
*Szekler Land, Romania*



Psychologist, Founder of conductive education and of the conductor training starting in Illyefalva, Romania

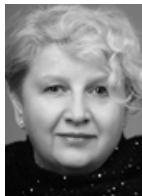


**KNOPKE, Harry**  
*USA, Michigan*



Former President of Aquinas College, recently Head of the Board of Conductive Learning Center of North America

**KRÓL, Maria**  
*Poland*



Medical doctor, Founder and Director of „Krok za krokiem” w Zamościu (for Conductive Education) - permanent professional contact with conductors

**LOTZ, Dieter**  
*Germany*



Retired lecturer of Evangelische Hochschule Nürnberg, special education teacher and anthropologist, involved in conductor training in Germany (Konduktive Mehrfachtherapie)

**O'SHEA, Roberta**  
*USA, Illinois*



PT Professor of Governors State University presenting Conductive Education in detail within the Doctorate in Physical Therapy curriculum at USA (uniquely)

**PAGE, Brent**  
*Canada*



National Manager of Community Services and Conductive Education at March of Dimes Western Canada for long time, President of Association of CE North America (repeatedly)

**PITZ, Elisabeth**  
*Germany*



Sociologist, founder of Fortschritt Cond Ed in Würzburg, diploma on Neuroorth. Disability Management, (Bavarian State Medal for Social Services)

## PLENARY SPEAKERS

### **Hajnalka ÁBRAHÁM**

Postnatal development of the human cerebellum: Morphological alterations in preterms

### **Erzsébet BALOGH**

The cerebellar functions and the Conductive Education

### **Melanie BROWN**

Language as a tool of thinking: the role of rhythmical intention.

### **Éva FEKETÉNÉ SZABÓ**

Changing panorama of people receiving conductive education

### **Renáta FÖLDESI**

The fifties of András Pető in the fifties

### **Tamás FREUND**

Brain waves - memory - creativity: The effects of information overload and our inner world

### **Anna KELEMEN**

Neurology of motivation, will and intention

### **Anna KLEIN**

The Impact of Conductive Education on Learning Ability

### **László MATOS**

Alternating musical development in conductive education

### **Csaba PLÉH**

Learning Plasticity and Developmental Disorders

### **Judit SCHULTHEISZ**

Balance training therapy and researches in early childhood intervention

### **Andrea ZSEBE**

The new challenges to conductive education from the aspect of educational science

### **Mari TERVANIEMI**

Promises of music in education?

### **Eszter TÓTHNÉ HORVÁTH**

Opportunities for Conductive Education, when E- and Tele-rehabilitation takes place

### **Ibolya TÚRI**

Students' views on the conductor profession and on contexts of the training

## HUNGARIAN FORMS OF NEURO-REHABILITATION, PARALLEL WORKSHOPS' DAY

27<sup>th</sup> November 2020 (Friday) of the "10<sup>th</sup> World Congress on Conductive Education" András Pető Faculty of the Semmelweis University,  
Kútvölgyi út 8. 1125 Budapest

<b>09.00 - 11.30</b>	<p>Conductive Education (Pető - Hári - Székely)</p> <p>Anna Klein and other members of András Pető Faculty of Semmelweis University</p>	<p>Developmental Neurology and Neurotherapy during infancy (Katona - Berényi)</p> <p>Marianne Berényi MD &amp; coworkers</p>	<p>Huplé®&amp;Neurohydrotherapy (Schultheisz)</p> <p>Judit Schultheisz MD &amp; coworkers</p>
<b>Break</b>	Break	Break	Break
<b>12.00 - 14.30</b>	<p>Move &amp; Walk (Eszter Tóthné-Horváth)</p> <p>Zsófia Nádas and other members of Move &amp; Walk</p>	<p>BHRG/TSMT (Multisensorial - Lakatos)</p> <p>Anita Madács &amp; Fanni Fenyősi</p>	<p>DSMG Dévény (manual therapy)</p> <p>Margit Klein &amp; Zsuzsa Mézám</p>

Ref. Gallai, Maria; Katona, Ferenc; Balogh, Erzsébet; Schultheisz, Judit; Dévény, Anna; Borbély, Sjoukje:

**Early intervention in Budapest  
Infants & Young Children. 12(3):71-79, January 2000**

**OUTLINE of the Program of the  
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**27<sup>th</sup> Nov 2020 (Fri)**

**28<sup>th</sup> Nov 2020 (Sat)**

**WORKSHOPS' DAY  
(HUNGARIAN FORMS  
OF NEURO-REHABILITATION)**

**DEAN'S RECEPTIONS  
and any other business**

Pető (Pető - Hári - Székely)

NT of infants  
(Katona - Berényi)

Huplé® & Neurohydro-therapy  
(Schultheisz)

Move & Walk  
(Tóthné Horváth)

BHRG/TSMT  
(Lakatos)  
DSMG (Dévény)

Greeting to the Alma Mater  
College Alumni

Invited people were „raised by  
Pető” and their parents

Greeting to the Witnesses from  
András Pető's final years

Greeting to the Honorary  
Conductors

Exe Board meetings and  
Joint Meetings of Associations:  
ECA, IPA, ACENA and other

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**29<sup>th</sup> Nov 2020 (Sun)**

**OPENING CEREMONY - 09.00-10.00**

MEMBERS of superior authorities, support and parents organizations  
goodwill ambassadors

Béla **MERKELY**, Rector of Semmelweis University, President of the Congress

Attila **SZABÓ**, Vice Rector for Clinical Affairs, Semmelweis University

Andrea **ZSEBE**, Dean of the András Pető Faculty, Semmelweis University

Éva **FEKETÉNÉ SZABÓ**, Vice Rector for Strategy and Development, András Pető Faculty, Semmelweis University

**PLENARY TALKS -**

*Chairs:* Éva **FEKETÉNÉ SZABÓ** and Renáta **FÖLDESI**

Andrea **ZSEBE** (20') *The new challenges to conductive education from the aspect of educational science*

Renáta **FÖLDESI** (20') *The fifties of András Pető in the fifties*

Csaba **PLÉH** (30') *Learning Plasticity and Developmental Disorders*

Hajnalka **ÁBRAHÁM** (25') *Postnatal development of the human cerebellum: Morphological alterations in preterms*

Erzsébet **BALOGH** (20') *The cerebellar functions and the Conductive Education*

Anna **KLEIN** (25') *The Impact of Conductive Education on Learning Ability*

**OPEN DISCUSSION TABLE I**

**ON THE CLASSICAL FORM OF CONDUCTOR TRAINING,  
the APF ACITVITIES ABROAD**

**OPEN DISCUSSION TABLE II**

**CONDUCTOR TRAINING VARIATIONS WITH OR WITHOUT HUNGARIAN  
COOPERATION**

**G A L A Dinner**

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**30<sup>th</sup> Nov 2020 (Mon)**

**Placing all the posters  
& Children's Drawings  
from - 7.30 - 8.30  
– obligatory**

**PLENARY TALKS - 09.00-11.30**

*Chairs:* Melanie **BROWN** and Ibolya **TÚRI**

Éva **FEKETÉNÉ SZABÓ** (20') *Changing panorama of people receiving  
conductive education*

Ibolya **TÚRI** (20') *Conductors' Views and Attitudes, Roles and Challenges*

Eszter **TÓTHNÉ HORVÁTH** (25') *Opportunities for Conductive Education,  
when E- and Tele-rehabilitation takes place*

Melanie **BROWN** (30') *Language as a tool of thinking: the role of rhythmical  
intention*

Tamás **FREUND** (45') *Brain waves -memory - creativity: The effects of  
information overload and our inner world*

**OPEN DISCUSSION TABLE III**

**CLASSICAL AND NEW FORMS AND TOOLS IN FACILITATION, ARTS &  
SPORTS, FREE TIME ACTIVITIES IN COND ED**

**3 Parallel Sessions**

**for oral presentations and video projection**

**GENERAL ASSEMBLY of IPA**

**OUTLINE of the Program of the  
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**1<sup>st</sup> Dec 2020 (Tue)**

**Walking along poster street -  
with breakfast box - 8.00 - 8.30**

**EARLY MORNING SESSION in Room B  
starts at - 08.30  
PRESENTATION & DISCUSSION OF POSTERS**

**PLENARY TALKS - 8.30-10.30**  
*Chairs: Roberta O'SHEA and László MATOS*

Judit **SCHULTHEISZ** (20') *Balance training therapy and research in early childhood intervention*  
Anna **KELEMEN** (25') *Neurology of motivation, will and intention*  
Mari **TERVANIEMI** (40') *Promises of music in education?*  
László **MATOS** (25') *Alternating musical development in conductive education*

**3 Parallel Sessions  
for poster introduction  
& oral presentation and  
video projection**

**OPEN DISCUSSION TABLE IV  
CONDUCTIVE EDUCATION/  
IN ADOLESCENT/ADULT AGE**

**CLOSING SUMMARIES**

**CHILDREN'S DRAWING COMPETITION**

**OUTLINE of the Program of the  
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**2<sup>nd</sup> Dec 2020 (Wed)**

**Post-congress day  
Villányi út**

**Post-congress day -  
Kútvölgyi út**

**Individual requests  
for visiting other institutions**



30<sup>th</sup> November (Monday)

**SESSION A / PLENARY Room**

**PLENARY TALKS** 09.00-11.30

**OPEN DISCUSSION TABLE III**

**CLASSICAL AND NEW FORMS AND TOOLS IN FACILITATION, ARTS & SPORTS, FREE TIME ACTIVITIES IN COND ED**

**Session: A1** - 14.00 - 15.00

*Chairs:* Róbert **MASCHER** and Gizella **BACSÓ**

**ARTS & TOOLS IMPLEMENTED IN CONDUCTIVE EDUCATIONAL FRAME**

Róbert **MASCHER**:

*Handicraft techniques to help the employment of people with motor disabilities*

Tiferet **KALIPHA**:

*Emotional emojis*

Ágnes **ISPÁNKI**; Alíz **MURÁNYVÁRI**; Ágnes **SZABICS**:

*Motivated motion. Art pedagogical programs within contemporary art exhibitions*

Gizella **BACSÓ**:

*Preparing Additional Digital Teaching Materials for Biology Lessons, Easily Accessible to Physically Disabled Students*

Rozália **KÉKESINÉ JÁNÓ**:

*Computer assisted writing*

Ruth **COHEN**; Avia **COHEN**; Avi **COLODNER**; Tehila **ZISMAN**:

*Cheers! The first social brewery - brewing change for adults with CP in Israel*

**Session: A2** - 15.00- 17.00

*Chairs:* Claire **COTTER** and Gábor **PINTÉR**

**PRINCIPLES AND THEORY OF CONDUCTIVE EDUCATION IN THE CHANGING TIME**

Éva **FEKETÉNÉ SZABÓ**; Mónika **GRUBER**:

*Conductive pedagogy as a neuropedagogical approach*

Brigitta **BALOGH**:

*Movement, interconnectedness, freedom. András Pető's philosophical anthropology*

Claire **COTTER**:

*What can orthofunction look like in the 21<sup>st</sup> century?*

Gina **SCHERGEN**; Josephine **BOGGS**:

*Multisensory approach to learning: Broadening our scope*

Beate **HÖSS-ZENKER**:

*CE – an educational concept not only for children with handicap in inclusive settings?*

Zsófia **NÁDASI**:

*Pedagogical invention, innovation, diffusion – Conductive Education 3.0*

Theresa **KINNERSLEY**:

*Is the development of expertise an achievable goal?*

Gábor **PINTÉR**:

*Factors of effectiveness and competences in conductive education*

## SESSION B

**Session: B1** - 14.00 - 15.30

*Chairs:* Thorsten **GEGENWARTH** and Mónika **GRUBER**

### **CONDUCTIVE EDUCATION and/in THE EDUCATIONAL SYSTEMS**

Helga **KEIL-BASTENDORFF**; Thorsten **GEGENWARTH**; Márk **PULAY**:

*Move on to Inclusion: An innovative conductive BEST PRACTICE Example from Austria*

Thorsten **GEGENWARTH**:

*Move on to inclusion – Flexible pathways*

Mónika **GRUBER**; Benjámín **FIDEL-SZABÓ**:

*The conductor's increasing role in early-stage development as part of the inter-sectoral cooperation*

Magdolna **MÁTHÉ-TÓTH**; Anita **LAKATOSNÉ PINTÉR**:

*The changed needs and competencies of conductive education specialists. Possibilities of widening the competencies of conductive education specialists during the psycho-diagnostic activities of expert committees of the educational services*

Regina **SZABÓ**:

*Comparative life quality analysis of children, aged between 13-18, living with cerebral palsy, based on segregated or integrated education form*

Naomi **ROTEM**:

*Stronger Together. The Path from Leading a Conductive Group to Process-oriented Group Facilitation*

Orit **DAVIDOWITZ**:

*From challenge to an opportunity. Teaching CE in a heterogeneous group*

Alexander **KOTOV**:

*Implementation of European innovative rehabilitation technologies*

Marina **MAMAEVA**:

*Prospects for Russian-Hungarian cooperation in the field of comprehensive rehabilitation of children with movement disorders, including the method of conductive pedagogy*

**Session: B2** - 15.30 - 17.00

*Chairs:* Roberta **O'SHEA** and Anita **KERESZTÚRY**

### **PHYSICAL AND HEALTH EDUCATION WITH MEASURE**

Anikó **ANTAL**:

*Physical education in inclusive aspect in Pető Institute*

Anita **KERESZTURY**:

*The power of health and intensity in CE*

Judit **SZÁNTÓ**:

*I put my right foot flat, flat, flat*

Roberta **O'SHEA**:

*Movement system diagnoses for neuromuscular conditions: Implications for CE*

Andrea **BENYOVSZKY**; Elizabeth **FILKINS**:

*Non-traditional cases in the conductive group – serving students with Glut1 deficiency syndrome*

László **SZÖGECZKI**:

*Assessing Clients and Writing Notes in Conductive Education Using ICF*

Lauren **GREEN**; Emma **REYNOLDS**; Jim **ZWIEFELHOFER**:

*Measuring Improvement in Quality and Quantity of Sit to Stands Before and After 4 week Intensive Conductive Ed Session*

Márta **RÁCZNÉ KÁRPÁTI**; Agáta **DROTÁR**:

*How can we think together?*

## **SESSION C**

**Session: C1** - 10.00 - 14.00

**ALL VIDEOS**

**Session: C2** 15.45 - 17.00

**ALL VIDEOS**

**in the presence of the authors**

1<sup>st</sup> December (Tuesday) 2020

**SESSION A / PLENARY Room**

**PLENARY TALKS** - 09.00-11.30

**Session A1** - 11.00 - 12.00

*Chairs:* Elisabeth **ROWLEY** and Ibolya **TÚRI**

**CONDUCTIVE EDUCATION AND CONDUCTORS IN THE WORLD**

Kajsa **DAHLQVIST**:

*Move & Walk LSS - how conductive education gives new perspective and added value to the Unique Swedish System for living independently*

Shona **BALLANTYNE**, Jacqueline **BURNS**:

*CE in the most isolated city in the world*

Elizabeth **ROWLEY**:

*The Conductive Group: A Social Basis for Learning in the Modern World*

Alissa **FINLEY**:

*How Conductive Education fits into current Early Childhood laws in Michigan*

Árpádné **SZEPESSY**, Zsuzsanna **TÓTHNÉ ÓBÁNYAI**:

*Therapy methods and development possibilities around Veszprém County*

Cara **BURNS**, Elizabeth **FILKINS**:

*Becoming a Conductor-Teacher in North America*

Nava **NITZAN**:

*What's in it for me??? - Conductor's training for the Y and Z generation*

**Session A2** - 12.00-13.30

*Chairs:* Fanny **GRAU COPPIETERS** and Éva **FEKETÉNÉ SZABÓ**

**ABOUT CONDUCTORS AND HOW THEY DO IT**

Csenge **ANGELI**:

*Examination of the professional quality of life of conductors working in different teams*

Judit **PAZMANY**, Fanny **GRAU COPPIETERS**:

*Goal orientated development of a conductive approach in Conductive education with parents' coaching by using Key Item' Scores*

Zsanett **LŐRINCZ**, Katalin **KÁNTOR**:

*Goal Attainment Scales in the effectiveness assessments of complex movement development*

Hadassah **DINER**, Avia **COHEN**, Avi **COLODNER**, Orly **IDO**:

*From integration to partnership*

Adrienn **ORAVECZ**:

*50 Shades of Conductors*

Joanne **CALLAHAN**, Greg **PAVESICH**:

*Opening Doors & Opening Minds: How to provide sustainable employment for people with disabilities*

## **OPEN DISCUSSION TABLE IV**

### **CONDUCTIVE EDUCATION/ DEVELOPMENT IN ADOLESCENT/ADULT AGE - TRANSITION TO ADULTHOOD WITH CP - PAIN IN CP**

## **SESSION B**

**Session B1-B2** starts at - 08.30 -

### **EARLY MORNING SESSION**

*Chairs:* Eszter **DARÓCZY** and Zsófia **KÁLLAY**

### **PRESENTATION & DISCUSSION OF POSTERS IN SESSION**

László **SZÖGECZKI**:

*Record keeping in CE*

Zsófia **KÁLLAY**:

*The main stages of establishing the theory of Conductive Education*

Tamás **FRANK**:

*The Pesti Napló's image of female teachers in the Klebelsberg era; Visual and Conceptual Representation of Teachers in the 1926 Editions 'Tolnai Világlapja' Journal*

Zsuzsanna **VADÁSZ**:

*Body image appearing in portrayals of the human figure by school age children with CP;*

Júlia **HORVÁTH**:

*Invited commentary to the body scheme - in drawing with hemiplegics*

Péter **BÁBOLNAI**:

*The self image and the development of identity viewed from a person with cerebral palsy*

Tünde **CSÁSZÁR**:

*Investigation of the relationships between mobility and learning abilities by children live with cerebral palsy in continuous conductive education*

Tímea **VISSI**, Regina **FARKAS**, Éva **FEKETÉNÉ SZABÓ**:

*Subjective quality of life (QOL) of children with CP; Measurement of upper extremities movements in children with CP*

Margit **SIRÁLYNÉ HARDI**, Krisztina **PERGE**, Mónika **GRUBER**, Éva

**FEKETÉNÉ SZABÓ**, Eszter **DARÓCZY**, Sanjida **KAMAL**, Zsuzsanna

**CSÁSZÁR**, Ágnes **CSOHÁNY**, Gergely **PATAKI**:

*The Role of Conductive Education Before and After the Separation of Craniopagus Twins: Special Rehabilitation in the Frame of Operation Freedom – a Multi-staged, Multidisciplinary Teamwork*

Krisztina **PERGE**:

*The role of the visiting conductor service in integrated education in Hungary*

## SESSION C

**Session: C1** - 09.00 - 11.00

**ALL VIDEOS WITH 2-MINUTE PAUSES**

**Session: C2** - 11.00 - 13.00

**„LAST CHANCE” to see ALL VIDEOS OF THE 10<sup>th</sup> WORLD CONGRESS ON CONDUCTIVE EDUCATION**

**We are very happy to welcome everyone in this session, but especially the accompanying persons and guests of the Congress' members.**

29<sup>th</sup> Nov 2020 (Sunday)

**OPEN DISCUSSION TABLE I.  
ON THE CONVENTIONAL/  
CLASSICAL FORM OF  
CONDUCTOR TRAINING;**

The Transmission of Knowledge  
Abroad activities The András Pető  
Faculty of Semmelweis University

*Moderators:*

Andrea **ZSEBE** and  
Éva **FEKETÉNÉ SZABÓ**

*Voice of Audience:*

Ildikó **PÁSZTORNÉ TASS** and  
László **MATOS**

*Members:*

- Adrienn **DEÁK**
- Éva **FEKETÉNÉ SZABÓ**
- Renáta **FÖLDESI**
- Júlia **HORVÁTH**
- Zsófia **KÁLLAY**
- Anna **KELEMEN**
- László **MATOS**
- Ildikó **PÁSZTORNÉ TASS**
- Andrea **ZSEBE**
- Ibolya **TÚRI**

**OPEN DISCUSSION TABLE II.  
CONDUCTOR TRAINING  
VARIATIONS  
WITH/OR WITHOUT  
HUNGARIAN COOPERATION**

*Moderators:*

Melanie **BROWN** and  
Andrea **BENYOVSZKY**

*Voice of Audience:*

Zsófia **NÁDASI** and  
Eszter **DARÓCZY**

- **UNITED KINGDOM** -  
Melanie **BROWN**, Theresa  
**KINNERSLEY**, Elizabeth  
**ROWLEY**
- **ISRAEL** - Anna **KLEIN**
- **USA, MICHIGAN**, *Aquinas*  
*College, CLC* Andrea  
**BENYOVSZKY**
- **AUSTRIA, VIENNA** - Bettina  
**TAUSCHER-FAK**
- **BELGIUM** - „*Le Fil Conducteur*”  
Jennifer **MOREAU**
- **USA, ILLINOIS** - Roberta  
**O’SHEA**, Patricia **HERBST**
- **AUSTRALIA** - Claire **COTTER**
- **NORWAY** - Eszter **DARÓCZY**
- **GERMANY** - Kristina **DESITS**,  
Beate **HÖSS-ZENKER**
- **HONG KONG, CHINA** - Ivan  
**SU** by video
- **TRANSYLVANIA**,  
**VOJVODINA** - László **MATOS**

**30<sup>th</sup> Nov 2020 (Monday)****OPEN DISCUSSION TABLE III.  
CLASSICAL & NON-TRADITIONAL  
FORMS & TOOLS OF THE  
FACILITATION  
ARTS & SPORTS, FREE TIME  
ACTIVITIES IN CONDUCTIVE  
EDUCATION***Moderators:*

Ibolya **TÚRI** and  
Eszter **TÓTHNÉ HORVÁTH**

*Voice of audience:*

Anna **KLEIN** and  
Renáta **FÖLDESI**

- Andrea **BENYOVSZKY**  
(Synchronous on-line supplemental Cond Ed)
- Éva **ECKHARDT** (Adaptation... of theatre performances with children with CP ...)
- Tünde **FAZEKAS** (Can Conductive Education be delivered from a distance?)
- Éva **FEKETÉNÉ SZABÓ**
- Renáta **FÖLDESI**
- Patricia **HERBST**
- Beate **HÖSS-ZENKER**
- Anna **KLEIN**
- Ildikó **PÁSZTORNÉ TASS**
- Zsuzsanna **SÁRINGERNÉ SZILÁRD**
- Eszter **TÓTHNÉ HORVÁTH**
- Ibolya **TÚRI**
- Zsuzsanna **VADÁSZ** (Artistic achievements of the last 10 years)

**1<sup>st</sup> Dec 2020 (Tuesday)****OPEN DISCUSSION TABLE IV.  
CONDUCTIVE EDUCATION/  
DEVELOPMENT IN ADOLESCENT/  
ADULT AGE  
TRANSITION TO ADULthood  
WITH CP  
PAIN IN CP***Moderators:*

Roberta **O'SHEA** and  
Ildikó **PÁSZTORNÉ TASS**

*Voice of Audience:*

Zsófia **NÁDASI** and  
László **SZÖGECZKI**

- Katalin **BIRINYI**
- Melanie **BROWN**
- Gábor **BORICS**
- Erika **KOLUMBÁN**
- Lars **MULLBACK**
- Zsófia **NÁDASI**
- Roberta **O'SHEA**
- Brent **PAGE**
- Ildikó **PÁSZTORNÉ TASS**
- Ivan **SU** (video session)
- László **SZÖGECZKI**
- Tímea **VISSI** (Quality of life in adults with cerebral palsy or other physical disabilities; Qualitative study of the factors contributing to social inclusion)



## VIDEO PRESENTATIONS

Mónika **GRUBER**; Benjámín **FIDEL-SZABÓ**:

*Overview Of Conductive Education*

Anna **ÁRMÓS**; Katalin **BIRINYI**; Bianka **BÓDI**; Pálné **CSUKA**; Anna **FEHÉR**; Réka **JUHÁSZ**; Ágnes Judit **TÓTH**:

*Intentions -Introduction of Semmelweis University András Pető  
Rehabilitation and Health Provision Department*

Petra **HORVÁTH**:

*Behind The Scenes – A Day As A Conductor*

Rob **CATTO**; Andrea **KOCZAN**; Krisztina **WEISZHAUPT**:

*Climbing Towards Innovation*

Armin **KORSOS**; William **PRITTS**:

*The Showman*

Ani **HUNT**:

*The Search For Self. A Glimpse Inside The Lives Of Able-Bodied Siblings*

Sabine **WOELKY**; Ulrike **ACHATZ**:

*Hedgehogs In Motion, Conductive Education In Nursery School*

Zsuzsanna **SÁRINGERNÉ SZILÁRD**:

*Using Exercise To Overcome Physical Impairment*

Fanny **GRAU COPPIETERS**; Judit **PAZMANY**:

*Presentation Of An Innovative Project Of Reeducation For Children With Motor  
Disorder At The Initiative Of Families In France: CEC Du Gard*

Emese Celesztza **BALOGH**; László **MATOS**; Hanna **MUZSLAI-BÍZIK**:

*Alumni Counselling For The Students Of The András Pető Faculty*

Ivan Yuen-Wang **SU** :

*The Service Model of SAHK - A New Vista For The Implementation of  
Conductive Education*

Benedek **DOMOKOS**; Zsuzsanna **VADÁSZ**:

*Integration, Art, Development*

Zsuzsanna **VADÁSZ**: & Pupils:

*Pető And Hári: Series Of Portraits Created By Children*

**CONDUCTIVE EDUCATION  
OCCASIONAL PAPERS  
SUPPLEMENT 10**

**ABSTRACT BOOK**

**ÁBRAHÁM, Hajnalka**

**POSTNATAL DEVELOPMENT OF THE HUMAN CEREBELLUM:  
MORPHOLOGICAL ALTERATIONS IN PRETERMS**

Medical School, University of Pécs, Hungary

The continuous increase of survival rate of preterm infants, as a result of the improving perinatal care, is coupled with a growing concern about the neurodevelopmental outcomes of children. The consequences of preterm birth include not only typical motor system perturbations of cerebral palsy, but also impairments in cognitive, behavioral, language, psychological and social domains. Cerebral lesions and neurodevelopmental impairments associated with prematurity are caused by direct injury, or arrested neuronal development.

Regarding brain development, the period between the 24th and 40th weeks of gestation is critical. During these weeks the volume of the cerebellum increases by 5-fold, while its surface area increases by 30-fold. The great increase of both volume and surface is the consequence of cell proliferation of cerebellar granule cells that is robust during the 3rd trimester of pregnancy, and continues even in the first few postnatal months. Consequently, maturation of cerebellar neurons including the development of their processes and formation of their synaptic connections are long-lasting postnatal events and are not completed by the end of the first postnatal year.

Magnetic resonance imaging (MRI) studies have shown that adolescents born very preterm (< 30 gestational weeks) had significantly smaller cerebellar volume compared with those born at term. Significant association has been found between reduced cerebellar growth, perinatal risk factors and neurodevelopmental outcomes in preterms. In school age, smaller cerebellar volume has been connected with lower IQ scores, language and motor functions.

The results of comparative studies of cell proliferation and migration as well as neurochemical and morphological maturation of cerebellar neurons in preterms and in infants born at term will be presented. Since the kinetic of postnatal proliferation of cerebellar granule cells was not changed significantly in preterms compared with age-matched full-term controls, we suggest that the reason of cerebellar volume reduction found in preterms is most conceivably the altered maturation of neurons including dendritic and axonal development as well as synapse formation. The plasticity of intracerebellar neuronal circuits formed and established postnatally as well as that of the cerebello-cerebral pathways highlights the importance of conductive education.

This work was supported by the Hungarian Brain Research Program NAP 2.0 (2017-1.2.1-NKP-2017-00002), by the Higher Education Institutional Excellence Programme of the Ministry for Innovation and Technology in Hungary, within the framework of the 5th thematic programme of the University of Pécs, by the 20765-3/2018/FEKUTSTRAT.

**ANGELI, Csenge**

**CHALLENGES OF MEASURING MEDICAL REHABILITATION TEAM  
COMMUNICATION**

University of Szeged, Szeged, Hungary

**Introduction**

More and more conductors are working worldwide as members of a multiprofessional rehabilitation team. Effective collaboration with other professionals is sometimes very smooth, but other times the teamwork is a serious difficulty. One indicator of teamwork effectiveness is communication. However it is important to choose correctly which measurement methods to use to measure the quantity and quality of communication. To do this it is necessary to know the specifics of the rehabilitation team and the challenges we have to face during the measurement process.

**Aims**

My aim is to present the methods of medical rehabilitation team communication research and their applicability. I would also like to point out the phenomena and specialities that can cause obstacles to the researcher during the measurement.

**Material and methods**

Data Mining. Searching the national and international literature of the past five years through online search engines and databases. Keywords: interpersonal communication, team communication, team interaction, team dynamics, communication measurement, rehabilitation team communication.

**Result and conclusion**

Although there are many methods for measuring interpersonal communication, there are far fewer that would deal with the issue directly within the medical rehabilitation team. There are several methods known in the literature for measuring communication: image and voice recording, protocol preparation and more. The most important measurement difficulties in this area are the specific communication situations of the team. With the exception of the team meeting, the studies of inter-specialist and specialist-patient interactions are harmed mainly by the constant relocation of the parties (in the case of a visit or patient examination). A combination of methods and an appropriately chosen measuring situation can help to repair the difficulties.

ANGELI, Csenge

**EXAMINATION OF THE PROFESSIONAL QUALITY OF LIFE  
OF CONDUCTORS WORKING IN DIFFERENT TEAMS**

University of Szeged, Szeged, Hungary

**Introduction:** We usually imagine the conductors' activity as part of a homogeneous team, however there is a high number of conductors working in a multiprofessional team. Some of these workplaces have a strict, hierarchical system, for example the health care system. The question is, to what extent can conductor competences be validated under such circumstances? How do conductors feel at these workplaces?

In my presentation, I am showing the results of an online survey made for conductors working in different fields, such as social, educational, and healthcare systems.

**Aims:** The aim of my research is to reveal conductors' perception of their own position and their feelings about their profession live in the field of social and health care in Hungary. Another important goal is to conduct further research built upon the results. A further aim of the research is to raise the interest of students in conductive education and already accomplished educators for the multiprofessional teamwork and to raise their awareness for the challenges and for the importance of conscious preparedness of such work.

**Materials and methods:** Online questionnaire. To create the questionnaire I used the Hungarian version of the Professional Quality of Life Scale (ProQOL5). With this I was able to measure the quality of the feelings related to helping work and the quality of professional life.

I sent the questionnaires online to the study participants. Online sharing: conductor facebook groups, email in workplaces, groupings and organizations.

**Results and conclusion:** Aggregated responses are still being summarized and have not been completed by the deadline for abstract submission. The results are presented in my presentation.

ANTAL, Anikó

**PHYSICAL EDUCATION IN INCLUSIVE ASPECT IN PETŐ INSTITUTE**

András Pető Faculty of Semmelweis University, Budapest, Hungary

**Introduction**

I am Anikó Antal. I have been working as a conductor in the Alma Mater since finishing university ten years ago. For 9 years I have been working with students who don't have problems with motor skills or have just minimal difficulties in gross motor functions. I effectuate their physical education inclusively, twice a week. They take part in these lessons together with children with minimal cerebral palsy. My inclusive attitude has come from both of my studies: college studies in conductive education and university studies in physical education. I needed both to meet the challenges of my profession.

**Aims**

As stated above, my most general and important goal is that in this situation, not only inclusion itself is achieved, but I can effectively develop the children's conditioning and coordination abilities. These special physical education lessons take place twice a week: on Tuesdays and Thursdays in the morning from 8:00 to 9:30. Mostly I use physical education games because, like conductive pedagogy, they develop mental and social skills, but they also provide opportunities for competition and serve the needs of our disabled children. Education for an active lifestyle is a priority for everyone. Conductive pedagogy provides a good basis for a more independent living, with education. However, we should keep in mind that a better quality of life requires condition.

**Materials and methods**

The materials I used were obtained through literature and empirical research. Few people deal with just these two areas. In our school, we provide the system of daily physical education with different sports. For five years we have been using a nationally compulsory test, called National Uniform Student Fitness Test (NETFIT). It was adapted two years ago to suit all students with special needs, so we can do it with all of our students, between the ages of 11 and 16.

**Results and conclusions**

The greatest recognition for me is when I see that the children's motivation for movement has become internal. Especially when they consciously state: I would like to go out to run to release my tension. The key to this is continuous individual feedback to the children. Higher education also benefits from these inclusive P.E. classes, as observing and teaching these lessons are part of conductor students' training.

**ANTAL, Dóra; NÉMETH, Orsolya****DESCRIPTIVE STUDY OF ORAL HEALTH AND DENTAL CARE OF CHILDREN WITH CEREBRAL PALSY DURING CONDUCTIVE EDUCATION**

Faculty of Dentistry of Semmelweis University, Budapest, Hungary

**Introduction**

Regarding to the 2011 census in Hungary children with movement deficiencies can be around 7,000. These children with special health care needs are considered as a vulnerable group even from a dental point of view.

**Aims**

In this year the Pető András Faculty and the Department of Community Dentistry, Semmelweis University started to operate together a dental program to gain comprehensive information on patient's oral health, health behavior, and monitoring dental care.

**Materials and methods**

A total of 199 children (149 children during conductive education, and 50 in mainstream education) have gone through a full pediatric dental examination, children with cerebral palsy have been categorized into five different levels (GMFCS) and children without motor dysfunction into two groups. We analyzed the df-t and DMF-T values. Oral hygiene routine, dental care, gingivitis, demographic characterising, nutritional habits odds ratio to df-t and DMF-T were surveyed.

**Results and conclusion**

The mean df-t and DMF-T was 1.87 and 1.15 in the total of 199, and the worse group was the GMFCS II. The mean restorative index was 18.12% and 27% for deciduous and permanent tooth. Prevalence of gingivitis was 66.7%. The results of our research points to the fact that children with cerebral palsy have difficulties in developing and maintaining proper oral health due to their disadvantages and therefore require special care and attention. With the help of our results and with our study extension, we can create new dental prevention models that help adapt children with special needs to their changed circumstances.

**ÁRMÓS**, Anna; **BIRINYI**, Katalin; **BÓDI**, Bianka; **CSUKA**, Pálné; **FEHÉR**, Anna;  
**JUHÁSZ**, Réka; **TÓTH**, Ágnes Judit

**INTENTIONS - INTRODUCTION OF CONDUCTIVE EDUCATION  
FOR ADULTS AT SEMMELWEIS UNIVERSITY ANDRÁS PETŐ REHABILITATION  
AND HEALTH PROVISION DEPARTMENT**

András Pető Faculty of Semmelweis University, Budapest, Hungary

In this video we would like to introduce the work of our unit, highlight all of the aspects of conductive education used with various aged-groups e.g. group setting, rhythmical intention. We also wish to show how successful conductive education in adulthood is with before and after videos.

The video presents three diagnoses – Parkinson's disease, Multiple Sclerosis and Hemiplegia – and various elements of the complex programs. That was filmed during a two hour long program, in a group setting. As we can see – hear – rhythmical intention is one of the most important tools for the conductors in the group. Proper rhythm can help initiate a movement, even if it leads the patient to a relax of muscles or gives a good approach to move more fluently. We also would like to show the complexity of the programs. Based on the group and the individual goals, all of the participants work towards becoming more independent in every situation. Therefore they accomplish tasks in lying, sitting and standing-walking position, learn how to transfer between positions and develop fine-motor movements, self-care skills and communication as well. The before and after clips are evidence of the success of conductive education in adulthood, show the changes and results in the individuals' independence.

As a summary of facts, we can see that conductive education can help the individuals in adulthood to develop or maintain their independence for a longer period of time with various progressive or non-progressive diagnoses.



**BÁBOLNAI, Péter**

**THE SELF IMAGE AND THE DEVELOPMENT OF IDENTITY  
VIEWED FROM A PERSON WITH CEREBRAL PALSY**

Hospitals and University Clinic of Szabolcs-Szatmár-Bereg County,  
Nyíregyháza, Hungary

The performer is a clinical psychologist and also a person with cerebral palsy. So he is able to contemplate from two perspectives the development of identity and the self image of children with cerebral palsy.

He points the typical pitfalls in the development of atypical children. The parents, the rehabilitator, the therapists and other helpers have got a special role in the everyday life of children with cerebral palsy. Their interaction influences the development of identity and creates the „project child identity”, the „identity with subjective reality” or the „complicated child identity”. Some children with cerebral palsy can become a subject of trauma therapy despite the fact everybody wants to be good enough in helping.

It is not enough to focus on the child and on their family, it is also necessary to involve their social relationships in the cooperation.

**BABOS, Zsuzsanna<sup>1</sup>; KÉKESINÉ JÁNÓ, Rozália<sup>2</sup>**

**COMPUTER ASSISTED WRITING IN THE SERVICE OF INCLUSIVE EDUCATION**

1: András Pető Faculty of Semmelweis University 2: Addetur Baptist Grammar and Secondary Vocational School, Budapest, Hungary

In children with motor disabilities very often both crucial channels of communication, speech and handwriting are also impaired, thus they need an alternative device to express themselves and to transmit their thoughts: the computer.

For students struggling with various motor coordination disorders, malfunctioning of the muscles or other motor impairments, computer typing is the only opportunity to implement writing since their handwriting is difficult or impossible to read and their speech is hardly or not understandable at all. To an individual with motor disability the computer means handwriting, communication, establishing and maintaining contact with the outside world.

Even in the most severe cases, motor disability does not necessarily prevent taking advantage of certain abilities such as learning to type, however, we have to find an adaptable device and typing mode for every child and each symptom complex. Equipment-assisted writing is aimed to enhance and develop intact functions.

The methodology of computer based writing, elaborated and applied to date by Rozália Kékesiné Jánó in school instruction for students with motor and other disabilities, offers disability specific use of the computer expressly for individuals living with motor impairments. The method guarantees that persons with various diagnoses and diverse motor conditions, if necessary with instrumental facilitation, learn to use the computer which is essential for communication and social integration and works as a „pen” for people with disabilities.

Nowadays this training must be a part of instruction for all children and young people living with disabilities. At present students with motor impairments in the Practice Primary School of Semmelweis University's András Pető Faculty are trained in computer typing while students of the undergraduate conductor training at the András Pető Faculty are introduced to the therapeutic use of the Jánó method in the process of conductive education as part of an optional course unit.

It is our common experience that the breakdown by diagnosis has changed, motor disorders have become increasingly complex and severe, this being one of the reasons why adapting computer typing as a subject into conductive development has become necessary. In contrast with the former dominance of paralysis caused by poliomyelitis, today brain damage prevails. Due to the change in diagnoses, the number of students capable to learn touch typing has decreased considerably. Therefore we must look for methods, procedures and

devices which may enable children with motor impairments to use the computer for writing and communicating in an optimal way. Severely afflicted hand motion, highly disturbed motor coordination, strong spasm or hyperkinesia may make it impossible to accomplish legible handwriting. The method originated by Rozália Kékesiné Jánó offers every child an appropriate personal mode of writing and the necessary assistive device for learning computer typing. Her method has verified for several decades that, adjusted to their diagnoses and motor condition, every child with motor impairment can be taught to use the computer for writing in a disability specific fashion. This is of special importance for students with motor disabilities participating in inclusive education since they must learn to accomplish written tasks at an appropriate pace to make evaluation of their work possible. An adequately acquired typing technique will facilitate further learning, participation in integrated education, integration into society and entry to the labour market.

BACSÓ, Gizella

**PREPARING ADDITIONAL DIGITAL TEACHING MATERIALS FOR BIOLOGY LESSONS, EASILY ACCESSIBLE TO PHYSICALLY DISABLED STUDENTS**

András Pető Faculty of Semmelweis University, Budapest, Hungary

In the 21<sup>st</sup> century, the use of teaching materials prepared with ICT equipment instead of printed materials is becoming more and more prominent. This development is not only evident in higher education but also in secondary and elementary schools. As a conductor and biology teacher, as part of my innovator master's programme, I prepare additional teaching materials for elementary school biology lessons that are more easily accessible to physically disabled students.

When preparing additional teaching materials, it is important that students are able to use them independently, easily, and that afterwards, they can conduct self-checks. For objective measurements, tests are needed as well. The thus prepared materials can be utilised – partly or entirely – by other teachers in their conducting or teaching work.

I prepare the additional teaching materials in pptx format, as PowerPoint slides, which the seventh- and eighth-formers are already able to use. In order to compensate for the lack of experience and 'dys' conditions, the texts are brief and formatted as bullet point lists. The slides follow the logic of the syllabus and the structure of the textbook. Colour codes help students memorise the material. When choosing the colours, the special needs of visually impaired students also have to be taken into consideration. Many pictures and figures illustrate the material. The additional teaching material discusses seventh- and eight-form material: relating to the former, the flora and fauna of exotic lands, environmental protection and taxonomy, and to the latter, the basics of human anatomy, vital signs and some common illnesses. Currently, the seventh-form material is underway.

The additional teaching materials do not entirely substitute the textbook. However, as supplements, they make independent learning much easier for students with physical disabilities. The next step is preparing similar additional teaching materials for fifth- and sixth-form nature studies lessons.

BACSÓ, Gizella

**SPECIAL METHODS FOR COMPENSATING THE LEARNING DISABILITIES  
OF CHILDREN WITH CEREBRAL PALSY  
WHEN TEACHING NATURE STUDIES AND BIOLOGY**

András Pető Faculty of Semmelweis University, Budapest, Hungary

Disabled students have to meet the same subject requirements as students attending regular schools. However, children with disabilities are severely handicapped and suffer from various 'dys' conditions. Problems with cognitive and motor functions are often paired with vision or hearing impairment. Lack of experience resulting from physical disabilities or the sociocultural environment is also a common occurrence.

My aim is to consider these handicaps when teaching nature studies and biology, and to help children learn using methods and ideas that allow them to fully grasp the topic. I endeavour to show them as many things outdoors or in movies and pictures as possible. I strive to provide my students with a great amount of flow experience. In order to do that, I use various pieces of ICT equipment during my lessons.

Due to their physical disabilities, many students have difficulties with spatial orientation, which makes teaching and learning cartography extremely difficult. I have always taught in a playful manner, using movement, and now, when teaching this particular topic, I can also utilise pieces of equipment such as the Bee-Bot.

Physical disabilities sometimes hinder students in the use of textbooks, so I try to ensure they have the opportunity to use computers, and I also make the syllabus available on computer. Dyslexic students have trouble reading, which is why I use a special colour-coded algorithm in the textbooks and in the computerised materials, too.

When we play and do exercises during lessons, students can familiarise themselves with simple home appliances and applications used in sports and therapeutics. We have tried products such as the smart T-shirt, which may largely facilitate teaching anatomy in the future.

In the last few years, several of these interesting and playful pieces of equipment have become available. Some of them have even made it to the classroom, and have become a part of teaching. Due to their ability to visually demonstrate teaching materials, they are a great help to students with physical disabilities.

**BALLANTYNE, Shona\***; **BURNS, Jacqueline\*\***

**CONDUCTIVE EDUCATION IN THE MOST ISOLATED CITY IN THE WORLD!**

\*Carson Street School, \*\*Castlereagh School, Perth, Australia

### **Introduction**

As professionals, we constantly need to review our practice to keep it relevant to the demands of a modern society and to meet the ever-changing needs of our students.

In Perth, Western Australia we have faced many challenges over the years when delivering Conductive Education and have had to utilise the flexibility and adaptability that we learnt in our training, both as conductors and teachers, in order to overcome those challenges.

The Australian Federal Government recognised CE as a recommended method of Early Childhood Education for children with cerebral palsy and other associated disabilities, through the 'Better Start' initiative. This initiative has ended with the introduction of the National Disability Insurance Scheme and once again CE is 'locked out'.

### **Aims**

We aim to share our journey of establishing Conductive Education in Perth, Western Australia and how we are adapting our provision to ensure CE is viable as an educational option for all students with a physical disability in this competitive world.

### **Materials and methods**

- What does CE look like in Perth, Western Australia?
- How we overcame the difficulty of obtaining conductors due to strict immigration laws
- The challenges faced on a daily basis
- Establishing a Conductive Education High School Programme
- What's next?

### **Results and conclusions**

Our presentation will highlight how we have addressed the challenge of employing conductors, the competition from therapies and the lack of Conductive Educational provision in our State.

BALOGH, Brigitta

**MOVEMENT, INTERCONNECTEDNESS, FREEDOM.  
ANDRÁS PETŐ'S PHILOSOPHICAL ANTHROPOLOGY**

András Pető Faculty of Semmelweis University, Budapest, Hungary

**Introduction**

It is a commonplace in pedagogical anthropology that every pedagogical theory, and even every pedagogical praxis, presupposes an explicit or hidden anthropology and even ontology. This is why it is of extraordinary importance when the creator of a pedagogical system provides him- or herself a philosophical work that could eventually reveal the deeper foundations of his/her pedagogy. We are exactly in this blissful situation as András Pető's recently discovered philosophical treatise can shed a new light on the philosophical background of his conductive educational system.

**Aims**

The aims of the lecture are: a) to locate Pető's thought in the context of 20<sup>th</sup> century philosophy; b) to reconstruct the main lines of his philosophical anthropology and to trace the role of concepts of movement, interconnectedness and freedom; c) to answer the question if there is a direct connection between Pető's anthropological ideas as they appear in his philosophy and the conductive educational system itself.

**Materials and methods**

The lecture uses the methods of source analysis, hermeneutical and comparative analysis, and theoretical analysis. Its primary source is András Pető's recently discovered philosophical treatise.

**Results and conclusions**

The presented results and conclusions are preliminary findings that provide a starting point for further systematic research: a) Pető's work can be rated in a living tradition of European thought; b) key concepts of movement, interconnectedness and freedom trace an original conception about the human being and his/her possibilities; c) it seems that Pető's anthropological ideas are in a direct connection with his educational system, but this statement still needs a critical verification.

**Balogh, Emese** Celesztza; **MATOS, László**; **MUZSLAI-BÍZIK, Hanna**  
**ALUMNI COUNSELLING FOR STUDENTS OF THE ANDRÁS PETŐ FACULTY**  
 András Pető Faculty of Semmelweis University, Budapest, Hungary

During the academic year 2019/2020 the András Pető Faculty launched its ALUMNI counselling and career guidance, thus widening the scope of services offered to students. In order for the highest possible number of students to find the information on this opportunity, we thought it was important to address them on an appropriate platform; that is how the idea of a film was conceived. On the one hand, the genre is close to the digital generation, on the other hand it is suitable for multifaceted use. The film was produced with the support and contribution of the Centre of Conductive Pedagogy, the Dean's Office and the Studies and Student Affairs Centre and Career Services Office of the András Pető Faculty.

The film aims to provide fast and efficient communication and information on the opportunities offered by the newly created ALUMNI career guidance. The ALUMNI counselling is introduced briefly however with all important details as a service supporting all current students and former graduates concerning their profession, studies, career opportunities, issues of continuing education and employment. The conductor profession raises a number of specific questions. An intimate discussion with the consultant, who is a qualified conductor, may help students overcome deadlocks, dispel doubts and answer questions. The counselling is accessible electronically on the following surface:

*<http://semmelweis.hu/alumni/szolgalatasok/karriertanacsadas/tanacsadas-a-peto-andras-karon/>*

In addition to the consultant's person and information, several students of the Faculty appear in the film. The process of online application for consultation and the procedure of the counselling are presented with their contribution. A student who has already used the service relates on her own experiences, adding a further facet to the film.

As a genre the film makes efficient sharing of the information possible in professional presentations, events, conferences as well as online surfaces and virtual spaces. Thus in the long run it will serve the provision of information and support to students by the Faculty.



**BALOGH, Erzsébet**  
**THE CEREBELLAR FUNCTIONS AND CONDUCTIVE EDUCATION**  
 International Pető Association

The relationship between care, upbringing, and the development of brain structures is called neuroplasticity. In short, neuroplasticity is nothing more than a close relationship between function and developing structures. Evidence of neuroplasticity builds the bridge between philosophers, psychologists, physiologists - and ultimately pedagogy and medicine. It is a known fact that at an early age all types of education are more effective (Maria Montessori), but at a later age - albeit with a different mechanism, it continues to take place (Norman Doidge).

Among the many goals of conductive education (self-esteem, development of moral values and cognitive empathy, building body scheme, etc.), the rapid development of movement coordination is an excellent measurable result. A recognizable speed and significant change in coordination as an early result of conductive education is in any case a valid proof of criteria.

The organ of coordination and an organ of the self-perception of our body (muscles) is the cerebellum (proprioceptive brain). It is an important receiving station for muscle spindles informing about the state of our muscles, impulses from the inner ear, from the labyrinth and already processed impulses from brain hemispheres. If we take the initiative from any direction (intentional movement, sight, hearing, intellect) we can expect a cerebellar neuroplastic response. The cerebellar output to the brain hemispheres, the crossed cerebellar pathway explains an important cognitive development through a successful influence of motor coordination.

**BENYOVSZKY, Andrea; BARKER, Kathleen**

**SYNCHRONOUS ON-LINE SUPPLEMENTAL CONDUCTIVE EDUCATION**

Conductive Learning Center of North America, Grand Rapids, MI, USA

### **Introduction**

The form of Conductive Education as a facilitated learning approach to increase an individual's abilities in motor function, problem solving, cognitive skills and age appropriate social life has relied on a face to face model for more than a half century. In the current world wide context of the health pandemic such a model is not advisable nor practical. Students having experienced this group based educational (re)habilitation model for multiple years may benefit from use of online (video)based synchronous opportunities with conductor teachers as well as joining with former classmates for activity sessions.

### **Discussion**

When the doors of the Conductive Learning Center of North America were closed in March of 2020, due to the COVID-19 virus, the near future of student engagement was put in question. Both the model of delivery of conductive education came into question (efficacy) as well as the financial insecurity that the pandemic created. Past discussions regarding on-line distance learning within the conductive education community was revisited. A decision was made to go forward with requesting from parents (and adult students) their interest level. As a result weekly sessions were scheduled for a total of 34 students, 45% being in the age group of 18-28 years old. One session a week was individualized and the second a convening of a group of five of these students.

In the individual session one conductor assumed the lead role for either the entire session or a fraction of it. One additional conductor teacher attended and was assumed the responsibility of keeping notes of the activities and suggestions for the student(s). After review as a team the summary was provided to the student(s).

The group of students convening for a weekly session had a conductor assigned to lead the activities while one-two additional conductor teachers monitored the actions of their targeted students. Time was allowed for feedback from both the students and the conductor-teachers.

### **Conclusions**

Due to the extensive history each of the students had with the staff of the Conductive Learning Center of North America, expectations on all sides were well known. Feedback and encouragement could be very specific to the individual's abilities and challenges. 100% of the students provided feedback that the sessions were helpful and Conductor-teachers observed a high degree of self-motivation and active participation of all students.

Synchronous distance learning is a skill that conductor-teachers need to build in order to provide a highly effective use of the time a conductor-teacher and student have using this approach.

**BENYOVSZKY, Andrea; FILKINS, Elizabeth**

**NON-TRADITIONAL CASES IN THE CONDUCTIVE GROUP –  
SERVING STUDENTS WITH GLUT1 DEFICIENCY SYNDROME**

Conductive Learning Center of North America, Grand Rapids, MI, USA

### **Introduction**

Providing conductive education programming/ services in North America has taken many forms over a period of more than two decades. Conductor-teachers have a moral responsibility to make an increased effort to implement and guide their practice using high professional standards and provide services for those who can benefit from the CE method.

The application and benefits of conductive education for children with various medical diagnoses (such as Rett syndrome, Angelman syndrome, etc.) has been an ongoing debate. Concurrently, many disorders can be identified today with a specific diagnosis while in the past they would likely have been placed under the CP umbrella. This is especially true when the most prominent symptom is ataxia – such as in GLUT1 deficiency syndrome – which is a neurological disorder that causes a variety of signs and symptoms.

### **Discussion**

Since 1999, Conductive Learning Center of North America has served more than 800 students. From this total number, 7% of students who were enrolled in the program for a minimum of four consecutive weeks had a medical diagnosis of ataxia. Throughout this presentation, four separate cases of students with GLUT1 deficiency (who showed a primary symptom of ataxia) and received CE programming at CLC will be explored.

- All students presented at assessment with ataxia as their primary symptom
- Two students were diagnosed with GLUT1 before six months of age and they showed age appropriate cognitive development. The other two students were diagnosed at age five and twelve and showed mild to moderate cognitive delays respectively
- Three students were diagnosed previous to their enrollment in the program – and the fourth was diagnosed based upon suggestion of further testing for possible under-lying disorders by conductors.
- Each student was enrolled full-time at CLC where conductor-teachers designed traditional conductive education programming with symptom-specific task series within an age appropriate social setting.

### **Conclusions**

Each of these students showed improvement in all developmental areas during enrollment in the CE program; however, each student's learning ability played a relevant role in the speed of development and overall outcomes.

**BROWN, Melanie****LANGUAGE AS A TOOL OF THINKING: THE ROLE OF RHYTHMICAL INTENTION**

National Institute of Conductive Education, Birmingham, UK

Rhythmical intention (RI) is a commonly misunderstood concept in Conductive Education (CE). It has frequently been referred to as 'chanting' and to the observer may appear to be a meaningless count given by the individual. The use of songs is often considered as a musical component in CE and has been commented on by observers many times as a key feature in CE. To a large degree the use of counting and singing in CE has been 'adopted' in the belief that this constitutes an essential part of CE. Whilst this may be the case unless the concept of RI is fully understood the counting and singing merely act as accompanying factors rather than as a form of facilitation for learning. Naturally, it is more fun for children to sing while they are trying to move around, it is also natural for adults to use a count if they are trying to sustain a movement i.e. swimming lengths or running a marathon. These however are not rhythmical intention.

This presentation will consider RI in the light of the connection between thought, language and movement. The presentation will focus on the practical aspects of this and how RI really can become the most powerful facilitator a conductor possesses when teaching children and adults with motor disorders. RI will be shown as a tool for teaching and learning rather than as a method of accompanying movements. Consideration will be given to the impact of remote working on this important concept within CE.

BURNS, Cara; FILKINS, Elizabeth

**BECOMING A CONDUCTOR-TEACHER IN NORTH AMERICA**

Conductive Learning Center of North America, Grand Rapids, MI, USA

**Introduction**

Since 2001, Aquinas College has been enrolling students in the conductor-teacher training program through partnership with Semmelweis University/András Pető Faculty – formerly known as the International Pető Institute in Grand Rapids, Michigan, United States. I was fortunate enough to have been born and raised in Michigan, the only state with a college or university with a conductor-teacher training program in the United States. This presentation will highlight my conductor-teacher training experience which offered many unique opportunities and helped to prepare me professionally for my future career working with individuals with motor disabilities using the method of conductive education.

**Discussion**

I will share/reflect upon some of the unique components of my experience in the conductive education conductor-teacher training program including:

- Small class sizes allowed for the development of interpersonal relationships with professors and Pető Supervisor of the conductive education laboratory school (Conductive Learning Center of North America)
- Course formats ranging from in-person lectures with Pető faculty to distance learning experiences provided opportunities for gaining knowledge under the direction of a number of biomedical and CE experts
- Extensive opportunity for hands on learning within the laboratory school setting in conjunction with “traditional” coursework (min. 10 hours/per for seven semesters prior to student teaching)
- Strong preparation both in theoretical and practical knowledge made for a natural, step by step transition to leadership roles in the classroom
- Studying abroad in Budapest allowed for international experiences at the “Mother Institute” including observing various programs as well as opportunities to further my knowledge on the Hungarian culture
- Opportunities for extensive mentorship from both local conductor-teachers and those traveling from Budapest provided valuable professional development experiences
- In-depth coursework in liberal arts curriculum, pedagogical classes and CE/biomedical content gave an overall well-rounded educational experience

**Conclusion**

Enrollment is now open for the next cohort of conductor-teacher trainees at Aquinas College. I am proud to be a part of the global conductor-teacher community, and I hope many others will have the opportunity to participate in an internationally recognized program in order to expand and enrich the field of conductive education.

**CALLAHAN, Joanne; PAVESICH, Greg**  
**OPENING DOORS & OPENING MINDS:**  
**HOW TO PROVIDE SUSTAINABLE EMPLOYMENT FOR PEOPLE**  
**WITH DISABILITIES**

Center for Independence through Conductive Education, Chicago, IL, USA

### **Introduction**

Working Together Chicago is the employment program of the Center for Independence. As children of conductive education transition into young adulthood, we are left asking, what now? Despite improvement in education, access to rehabilitation, and the laws prohibiting discrimination under the Rehabilitation Act of 1973, people with disabilities still face serious obstacles in accessing the workforce. Personal independence is achieved through employment so with the current un/under employment rate of individuals with disabilities at 70% contributing to 30% of people with disabilities living in poverty, we must ask how we can best provide opportunities, training, and support for employment for students of Conductive Education.

### **Aims**

Identifying an obligation to provide individuals with disabilities an opportunity for employment through a paid internship

Explain sustainable employment through a ten-week paid internship

Importance of productivity and empowerment through mentorship

Redefining job descriptions for people with disabilities through job carving

Explain Working Together Chicago employment model through ten-week paid internships through operational flowchart

How to activate stakeholders by linking opportunities to perpetuate sustainable employment

### **Materials and Methods**

Working Together Chicago Intern placement program

Program Process Flowchart

Video Overview of Working Together Chicago

Mentor Training Video

### **Results and Conclusions**

In just three years, the Working Together Chicago method has placed over 75 people with disabilities in paid internships – 81% of those interns have retained their job and transitioned in sustained employment. By providing a structure and resources to individuals and businesses, employment of an individual with a disability becomes a viable option. Our mentorship program is invaluable in developing jobs through job carving and follow up with business and individuals. Working Together Chicago acts as a one-stop shop to lower unemployment for people with disabilities and enhancing the individual's independence.

**CATTO, Rob; KOCZAN, Andrea; WEISZHAUPT, Krisztina**  
**CLIMBING TOWARDS INNOVATION**

Conductive Education Center of Orlando, Winter Park, FL, USA

### **Introduction**

In today's society, there exist a multitude of methodologies and systems for facilitating education and learning. The specific tools utilized in CE were designed to maximize an individual's independence, while also learning everyday life skills. One of the primary tools frequently used in CE is the ladder/slider, which is a multifunctional equipment that can be utilized to improve and enhance the gross and fine motor skills of those with neurological disorders, such as cerebral palsy and other similar conditions.

### **Aims**

The aim of the interactive ladder project was to integrate the traditional ladder with digital technology and provide individuals with cerebral palsy and other similar disorders equal opportunities and access to digital activities and games.

### **Materials and methods**

The interactive ladder created by the Full Sail University with a partnership of Conductive Education Center of Orlando, captures the benefits of a traditional ladder, but also adds numerous digital benefits, such as, but not limited to, automation, data collection, and the potential for software updates to deliver new and customized therapeutic activities

### **Results and conclusions**

The video presentation will provide insights of the utilization of the ladder. Users utilized the interactive ladder are able to receive feedback on the activities that they participate in and incentives on the activities that are designed to build their motor and cognitive skills. In addition, the interactive ladder also provides activities that are just fun for the user, but still promotes problem solving and various academic skills. Data collection indicates improved eye-hand coordination, visual tracking, and fine motor movements. Furthermore, participants in the project reported increased level of motivation.

**CHEN, Juan**

**STUDY ON GAMIFICATION OF CONDUCTIVE EDUCATION CURRICULUM  
DESIGN FOR CHILDREN WITH CEREBRAL PALSY**

Rehabilitation Center for the Disabled of Guangdong Province, China

Conductive Education curriculum design is based on the development concept of „the whole person“, emphasizing the relevance and integrity of children with cerebral palsy in physical, psychological, social and cognitive. This paper studies the game as the basic form of children’s main body teaching in the Conductive Education theme teaching, through the game transformation of curriculum design, curriculum content, environment creation, auxiliary equipment and teaching aids, to achieve the optimal teaching effect of the integration of knowledge, behavior and meaning of children with cerebral palsy.

Keywords: Conduction Education; Cerebral Palsy; Curriculum design; Game



**CHEN, Min**

**APPLICATION OF CONDUCTION EDUCATION IN PSYCHOLOGICAL BEHAVIOR  
REHABILITATION OF CHILDREN WITH CEREBRAL PALSY**

Rehabilitation Center for the Disabled of Guangdong Province, China

Cerebral Palsy is one of the most common diseases that lead to physical disability in children. It is mainly manifested by persistent dyskinesia and abnormal postures. While it causes physical disorders in children, it also brings many psychological and behavioral problems, which seriously affect the children's Healthy growth and quality of life, and abnormal psychological behavior of Children with Cerebral Palsy have become urgently needed social health issues. Conduction Education is a multidisciplinary education system for comprehensive physical and psychological rehabilitation. Applied to the rehabilitation of Children with Cerebral Palsy, it will improve the abnormal psychology of children, stimulate children's interest in learning, and contribute to the formation of healthy personality.

Keywords: Cerebral Palsy Conduction Education Psychological Behavior

**CHEN, Run Bing\***; **MAI, Xia\***; **CHENG, Yuk Kwan Clare\*\***

**THE USE OF AAC IN CE – A SUCCESS CASE**

\*Disabled Persons' Rehabilitation Centre, Dongguan, China

\*\*New Milestone Project, China Disabled Persons' Federation

AAC (Augmentative Alternative Communication) is a system for assisting the communication for people with verbal impairment. It is a form of expressive "language" other than the verbal form and it can be used for communication as well as expressing thoughts and ideas. This paper will present a success case of using AAC for a child of 5 years old with dystonic type of cerebral palsy for the aim of demonstrating how AAC can be effectively employed in the Conductive Education system for helping children with severe multiple impairment both physically and verbally. Technically, an i-Pad installed with an AAC application developed by a special school for children with profound disability in Hong Kong was used as the AAC tool. A head controlled access switch together with Super-Switch (H-65) produced by RJ Cooper & Associates, Inc. was attached to the special chair which provided stability for the dystonic child. The child sat with both hands grasped a bar at the table top to maintain midline. She then flexed the head to the right to touch the access switch for accessing to the AAC App. Scanning method was used for choosing the targeted picture. The setting was initially used during daily routine and staff of the CE team which is a transdisciplinary team with therapists and special kindergarten teachers communicated with the child using this system in order to help the child master the gadget. The family was involved in the very beginning and assisted in building up the vocabulary. After familiarization with the control, the child used it in communication class and then in other kindergarten programmes. After one academic year, the time that the child required to hit the targeted picture using the scanning method has been shortened from 20 seconds to 2 seconds. The accuracy rate has been improved from one correct in five hits to 3 corrects in five hits. Pictures were replaced with words as the child improved tremendously in word recognition. Besides the improvement in her social interaction with peers and adults, the child has also demonstrated higher motivation in her gross motor and hand function learning classes. She became more proactive and happy. In conclusion, the systematic planning and the team approach in Conductive Education has contributed to the success of use of AAC in children with severe impairment. The early involvement of parents in the whole process is also a key to the success.

Keywords: Conductive Education, non-verbal communication, AAC

**COHEN, Ruth; COHEN, Avia; COLODNER, Avi; ZISMAN, Tehila**  
**CHEERS! THE FIRST SOCIAL BREWERY — BREWING CHANGE**  
**FOR ADULTS WITH CP IN ISRAEL**  
Tsad Kadima, Jerusalem, Israel

## **Introduction**

The „Beera Kadima” (Kadima Beer) brewery is an innovative and groundbreaking project that began three years ago at the center of ‚Tsad Kadima’ in Jerusalem. The center provides a daily framework for the adults with complex physical disabilities (ages 21-45). These people are unable to integrate into academic studies or sheltered employment. The project enables them to participate in a significant occupation which is an age-appropriate, socially acceptable, and trendy activity.

## **Aims**

The objectives of the project are to offer opportunities for employment-capability building, participation in the community, and ultimately, improvement in the quality of life.

## **Materials and Methods**

The project is divided into three stages: studies and preparations, brewing, and then marketing and sales. The brewing is performed in a group setting. The participants partake actively in the various stages of the process, beginning with the planning. The project offers the opportunity for a complex activity and development of a variety of skills that interact with one another in an integrated manner. Additionally, the project encourages motivation for action, creates positive and productive feelings, and fosters a sense of capability.

## **Results and Conclusions**

In its three years of operation, ‚Kadima Beer’ has manufactured and sold thousands of bottles of beer. However, the most important result was raising participants’ motivation, self-efficacy and self-image. The project provides an opportunity for participants to break the boundaries of disability. Participants report that they enjoy the professional knowledge, but mainly of being part of activities like the rest of their peers. Hopefully, the project will bring about social change through the involvement of people with disabilities in the community.

**COTTER, Claire**

**WHAT CAN ORTHOFUNCTION LOOK LIKE IN THE 21<sup>ST</sup> CENTURY?**

Cerebral Palsy Education Centre, Melbourne, Australia

**Introduction**

The aim of conductive education is orthofunction, that is, that the person with a motor disorder „is characterised by a general capacity for adaptation or learning which enables him throughout life to adjust more and more comprehensively to his natural and social environment and on that general capacity his lifelong development depends.” (Hári and Ákos, 1988). For a person with severe cerebral palsy (GMFCS 4,5) and complex communication needs, orthofunction is now a possibility because of the advances in, and use of appropriate teaching-learning strategies, in alternative and augmentative communication, specialised equipment, and technology access.

**Aim**

The aim of this paper is to demonstrate, using a longitudinal case study, what orthofunction can look like in the 21st century for a person with severe cerebral palsy.

**Method**

A case study of a 24-year-old person with cerebral palsy will be presented utilising photos, videos and interviews. The learning requirements, the individual goals and the key strategies from early childhood to adulthood will be highlighted and related to the achievement of orthofunction in all aspects of her life - everyday activities, recreation, work, communication and social connection.

**Conclusions**

While orthofunction has always been a possibility for a person with more moderate cerebral palsy, many people with more severe cerebral palsy have either been denied access to conductive education or have not achieved the highest level of outcomes. Orthofunction is possible and the learning of movement is crucial to this process. To achieve this conductive education requires a more transdisciplinary approach, linking into best practice and professionals with expertise and experience in severe movement and sensory disorders, communication, specialised equipment and technology.

CSÁSZÁR, Tünde

**INVESTIGATION OF THE RELATIONSHIPS BETWEEN MOBILITY AND  
LEARNING ABILITIES BY CHILDREN LIVE WITH CERBRAL PALSY IN  
CONTINUOUS CONDUCTIVE EDUCATION**

András Pető Faculty of Semmelweis University, Budapest, Hungary

One of the propositions of conductive pedagogy is that change in high activity can also result in changes in learning abilities. To verify this, two measuring instruments are used, the Gross Motor Function Measurement (GMFM) and the Hungarian Diagnostic Developmental Examination System (DIFER).

12 children between 7 and 11 take part in the experiment (girls: 2; 16,67%; boys: 10; 83,33%). My aim is to explore the extent and type of relationships. The question: Can the changes in the gross motor function come along the changes in critical elementary abilities? The results could help us setting individual development goals and tasks, correcting them if necessary, measuring the success of development.

Results are still being processed, and based on the preliminary results, the following can be seen: The Pearson correlation coefficients and their associated meanings informed us, When tested with 95% confidence ( $p < 0.05$ ), only significant, positive, strong association with the GMFM values of the subtests was found for the writing motion coordination results ( $r = 0.807$ ;  $p = 0.002$ ). After partial results of the subtests, the GMFM results were also compared with the average performance of the children on the full Difer test, with a statistically significant, positive, medium-strong correlation ( $r = 0.576$ ;  $p = 0.05$ ) with 95% confidence. Children who performed better in GMFM, for example, achieved higher scores, mostly, at least singletonically, in the Difer test, and those with lower GMFM also had lower writing performance. It is important that we cannot yet establish a causal link. So we can't say that since GMFM is lower, so is Difer lower, and vice versa, just because there is a significant synergy between them.

**DAHLQVIST, Kajsa**

**MOVE & WALK LSS - HOW CONDUCTIVE EDUCATION GIVES NEW  
PERSPECTIVE AND ADDED VALUE TO THE UNIQUE SWEDISH SYSTEM  
FOR LIVING INDEPENDENTLY**

Move & Walk, Hisings Backa, Sweden

**Introduction**

Fundamental Law in Sweden regulates that each individual is equal, and has the correct appropriate support based on every individual's unique need. The law, called LSS – the law of support and service for some disabled persons has been practiced in Sweden since 1994, and the purpose was to ensure that persons with special needs received the support in daily life that is required, in order to experience the same human dignity as others, despite their disabilities.

**Method**

Move & Walk LSS mission is, with conductive education as a method, to create a higher quality and more independent way of life for individuals with disabilities. Our clients receive a safe and individually adapted personal service here with us. We offer a transparent and open filial branch where Conductive Education (CE) becomes a natural part of their everyday life in three different LSS-services, Personal assistance, Daily Activity Center and Short-term supervision of children from the age of 12.

**Conclusions**

The implementation of Conductive Education into our LSS services creates a more creative and including environment for both clients as well as our staff. As an added value we can see that CE brings energy to the whole group of both clients and staff, and how the higher level of self-esteem among the clients, helps the staff reaching the main goal in LSS - the independent living of each individual.

**DAVIDOWITZ, Orit**  
**FROM CHALLENGE TO AN OPPORTUNITY**  
**TEACHING CONDUCTIVE EDUCATION IN A HETEROGENEOUS GROUP**  
 Tsad Kadima, Jerusalem, Israel

### **Introduction**

The Conductive Education is a rehabilitative educational approach for children and adults with physical disabilities. In recent years we have seen a dramatic change in the population of children in Tsad Kadima and there are groups where the rate of children with cerebral palsy is less than 50%. Due to various constraints, the pediatric population moving forward includes many children whose main disability is not motor, for example, children with developmental intellectual disabilities, developmental delay, various syndrome behavior problems and more. One of the most prominent principles of the Conductive Education is the group, which is usually built after sorting process and consists of children with identical educational goals. Today, the children In Tsad Kadima are not sorted and there is a great deal of variation between the children.

### **Aims**

The purpose of this work is to present an alternative conductive work program, which is based on an active agenda but adapted to heterogeneous groups, consisting of children with different diagnoses and different functions.

#### **Materials and methods**

Over the years, children without significant motor disabilities have entered Tsad Kadima's frameworks. The heterogeneity of the group required special attention to the principle of differentiation, and finding creative solutions for the participation of all children in the different programs. Initially, an attempt was made to adapt the new children to the old groups and programs, but reconsideration revealed that the agenda had to be changed and the plans adapted to the new groups. Today instead of a motoring program, the children go out every day for active activities in the gym / yard. Instead of a personalized program, centered on functional goals, the new personal program is dedicated to promoting experiences of closeness, connection and mutuality. Cooking, music, dance, story and more were added, depending on the age and interest of the children in the group.

### **Results**

It has also been found that a heterogeneous gene group, whose members are not carefully sorted, may serve educational purposes and can be implemented through key principles of the Conductive Education. The change in the composition of the group requires the building of special plans while balancing individual needs and group activities. Group activity allows each child to leave an inner world limited to a wider world and increases the enjoyment and participation in the fabric of life in the community. It turns out that all special children have normal needs.

**DINER, Hadassah\*; COHEN, Avia\*; COLODNER, Avi\*; IDO, Orly\*\***  
**FROM INTEGRATION TO PARTNERSHIP**  
**A CHANGE IN PERCEPTION OF DISABLED PEOPLE IN ACADEMICS**

\*Tsad Kadima, Jerusalem, Israel

\*\*David Yellin College, Jerusalem, Israel

## **Introduction**

The goal of the “Tsad Kadima” day center, for adults with complex physical disabilities, is to operate as an open center and to involve people in the society. This is accomplished by activities that foster self confidence in a life-long ability to learn. Having this in mind, the Center offers an array of courses to choose from, for personal growth in a number of areas, including academic courses in the community. These academic opportunities are offered to all participants of the day center, and take place in the David Yellin College, the Hebrew University and others.

## **Aims**

This goal offers an emotional and cognitive experience, for the adults with complex physical disabilities from the day center. The academic community, and the students in the teacher training program, benefit too by taking part in the planning and the implementation of the courses.

## **Materials and Methods**

The course in the „David Yellin” College is geared to members of the center who want to broaden their education and knowledge in an academic college setting. The course takes place in semester 1 and 2. The classes are in the form of lectures in the college, followed by excursion. In the first semester the class is led by a conductor / teacher of special education from the „Tsad Kadima” center. The second semester is led by students in their practice.

## **Results and Conclusions**

Offering people with special needs an opportunity for an academic experience, impacts the people in the center and breaks down cognitive and social barriers. It allows people with physical disabilities the opportunity to be part of the academic community.

Integration of the “education and work” college program in all the higher education facilities in Israel, as a basic right for people with disabilities.



**ECKHARDT, Éva**

**ADAPTATION AND DIFFERENTIATED IMPLEMENTATION  
OF THEATRE PERFORMANCES WITH CHILDREN WITH CP  
IN THE FRAME OF EXTRACURRICULAR ACTIVITIES**

András Pető Faculty of Semmelweis University, Budapest, Hungary

Theatre performances, adapted to age and capability to children with cerebral palsy might be a valuable form for development. Playing scenes, roles, characters, working together with others will bring a lot of unusual emotional and cognitive impulses.

Among non-traditional tools of facilitation (arts, sports, free time activities) in conductive education the theatre performances might have an extraordinary importance. However the forms and rules, the possibilities of implementation really require different interest and expertise.

**FAZEKAS, Tünde**

**CAN CONDUCTIVE EDUCATION BE DELIVERED FROM A DISTANCE?**

Move & Walk, Gothenburg, Sweden

Sweden is a long country with 2000 km North-South. A centralised intensive training bound to certain locations involves a lot of travelling for all involved. During the intensive period they miss school, work, normal daily routine and social life. After the first tests with participants from our adult activity care centre, our school and regular intensive training participants it was time to try with a trainee who is at home in their flat surrounded with only their own thing home.

The trainee has athetosis, age-adequate cognitive level with previous experience of CE in group training and individual, her mother is a talented helper with an advanced sense to Conductive Education.

1. Does Conduct-Online work?
2. If it works, does it work only with the classic diagnoses groups, with participants with age-adequate cognitive level assuming a good direct connection with the trainee or their assistant?

One conductor, one IT person and the family (trainee and mother) were involved in the preparations. The preparations started already during a previous "hands on" training by explaining the purpose, communication, how preparation will be done during training.

During the actual online training daily communication and preparation was needed between the conductor and the participants.

The online training was evaluated by questionnaire and interview.

The package included 4 days individual training with 2 hour-sessions.

During our tests Conductive Education could be delivered online. Complexity could be observed with one exception, group interaction, as it was individual training. There is a need of a different leading style, a different communication and preparation both towards the training session and the participants.

Further questions: Could online training work with groups, with participants with other than age-adequate cognitive level or those without previous experience of Conductive Education?

**FEKETÉNÉ SZABÓ, Éva**  
**THE CHANGING PANORAMA OF PEOPLE RECEIVING**  
**CONDUCTIVE EDUCATION**

András Pető Faculty of Semmelweis University, Budapest, Hungary

“Man’s knowledge has become man’s knowledge rather than individual knowledge because he has developed codes in which sound signals correspond to objects and actions and he can learn one of these codes early in life in some mysterious way. Hence, people can communicate their knowledge and teach each other. Much of what we know, and most of the science which we know, was taught to us in this way. This process may be called manifest teaching-learning.” (Wigner)

Recently, there have been reports that the 20th century was made in Budapest (Smil; Perlez: Bárány, Kármán, Neumann, Teller, Szilárd, Wigner, Szent-Györgyi, Békési, Gábor - among them 5 Nobel laureates). The results are traced back to the teachers of the excellent Hungarian secondary schools (with the exception of Bárány). In so far even András Pető could be included in this list considering his education at the superb secondary grammar school of the Premonstratensians in Szombathely. As for the world fame, we can already talk about it because the Pető method is the second most frequently used method in the treatment of cerebral palsy (CP) (Maystone).

Conductive education/pedagogy (CE/CP) was born in Hungary and became part of higher education at college and then at university level (August 1, 2017). The method and the system of CE must be examined and declared as a necessary construct originating from humanitarian (unmet need), medical (insufficient influence), cultural, historical and social influences characteristic of Hungary at that time. The educational / training aspect of all this arose immediately. The suitability and ambition of the people around the formation of CE cannot be ignored (Gusztáv Bárczi, András Pető, Mária Hári, Ily Székely).

In 1950, when the National Institute of Physical Therapy was opened, 195,567 children were born in Hungary, which rose to 223,000 by 1954. According to the European CP incidence data at that time, this number corresponds to 800-1100 CP cases, which, in the absence of other care, represents a very significant social constraint.

The institute registered 592 patients in a single cross-section (December 1968). However, all 1,002 people discharged between 1950 and 1965 would have been controlled in 1968. Of those 866 turned up, of whom 626 were CP cases. Most striking in this cumulative number is the 34% athetosis rate. Of course, this could also mean that other forms of CP had higher losses and less success. This figure does not indicate the spontaneous occurrence, but indeed the greater need for CE.

Over the last ten years, we have been using an increasing proportion of CE from the age of 6 months, based on social expectations. This service is most often offered off site, “outside the gates”, in medical offices or caregiver receptions. This is where consultation, screening and advice are provided. The earliest version of this work was accomplished in university clinics, at the neonatal wards of hospitals.

The series of numbers requiring constant change in care and training tasks, changes in the related professions and the selection appearing in dense clusters working specifically for certain symptoms can be analysed and the content of the training can be updated.

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FEKETÉNÉ SZABÓ, Éva; GRUBER, Mónika

**CONDUCTIVE PEDAGOGY AS A NEUROPEDAGOGICAL APPROACH**

András Pető Faculty of Semmelweis University, Budapest, Hungary

Keywords: neuropedagogy, renewing knowledge, systemic approach, cross-sectoral cooperation, team work

Our professional aim is to determine the position of the conductive education system and to integrate it in the set of pedagogical concepts. Our practical experiences must be rendered comparable with the measurement results of the related branches of science; recognising common strands may form the foundation for professional cooperation in helping special children and their families. A coherent systemic approach, cross-sectoral cooperation between related professions may / will facilitate a deeper understanding of each other's work and borders of competence.

A uniform approach to the qualitatively different, special development process requires multidimensional team work where the conductor is an active member from the earliest age on. Supporting conscious parental behaviour, ensuring understanding and acceptance as general needs of human beings are closely related to conductive education. The common aim is integration in all areas of life.

The principles of CE take account of the facts which have been verified by modern brain sciences, namely that the brain needs to be continuously active for the individual to perform at maximal level. In a controlled, planned system of aims and tasks the damaged brain is capable to efficiently improve its own functions. The functioning of sense organs and perception systems progress permanently in a stimulating environment while also the immune system is strengthened. As a result of physical and mental practising which the CE programme includes in abundance, anatomic changes take place in the motor cortex. Our educational and instructional programmes are conceived in awareness of the sensitive period of the development of the particular cognitive functions, applying our knowledge of developmental psychology. The principle „use it or lose it” penetrates the whole CE system, through the active programmes we strive to achieve a dynamic change of cortical reproductions, to shape body image in the brain through the widely applied comprehensive movement series.

Conscious brain activity, motivated will are facilitated by the predominant social components of CE. These constructive elements, composed by Pető, our traditional and renewed abilities are gathered together and systematised in the unity of goal-task-result-feedback.

During their work conductors act as neuro-pedagogues. They assist in a

comprehensive way the development of cognitive processes by experience through the daily activities of children and adults afflicted with secondary learning disorder due to neurological deficit.

In the practice of our specific pedagogical system we endeavour to detect, prevent and reduce additional plus and minus symptoms of the complex lesion. Our educational system is characterised by a holistic approach and multidisciplinary care. In the presentation the experiences of these components will be summarised.

**FINLEY, Alissa**

**HOW CONDUCTIVE EDUCATION FITS INTO CURRENT  
EARLY CHILDHOOD LAWS IN MICHIGAN**

Conductive Learning Center of North America, Grand Rapids, MI, USA

**Introduction**

The Conductive Learning Center of North America (CLC) has been serving early childhood aged students in Michigan for over two decades. During this time, the national and state policies surrounding early intervention and educational roles are constantly changing and evolving. Currently, early intervention is required by law under the Individuals with Disabilities Education Act (IDEA) Part 3 in every state and territory of the United States. This means that regardless of where a child lives, if they qualify for services, the state is mandated to provide any necessary assistance. In Michigan, the home state of CLC, the current state level early intervention service for helping infants and toddlers and their families who have developmental delays including cerebral palsy or motor delays is referred to as “Early On”. The program is designed to help families receive the social, health, and educational services that can promote the successful development of their infant or toddler.

**Aims**

Within Michigan and around the nation, ever changing early childhood laws and regulations have affected how conductive education (CE) fits into the current educational and state systems. This presentation will explore how current national and state requirements still allow for CE to play a role in early intervention services for early childhood aged students with motor delays.

**Results and Conclusions**

Working alongside the state mandated free early intervention programs, some families may seek out additional services, regardless of the extra cost for families, including CE. In Michigan, the CLC is consistently looking for opportunities to improve early childhood services for families to provide high quality CE programs while also seeking ways to collaborate with state systems to make their services accessible for families who need additional support.

**FLIEGEL, Jennifer; PANDYA, Elizabeth; MOLNAR, Gabriella**  
**BUILDING A NICU GRAD PROGRAM IN A CONDUCTIVE**  
**EDUCATION SETTING**

Center for Independence through Conductive Education, Chicago, IL, USA

### **Introduction**

Best practice and current research support intensive therapeutic model for children at high risk for developing cerebral palsy. The Center has implemented use of GMA, HINE, and TIMP to identify children at risk, support early diagnosis, and provide intensity as warranted. We utilize a transdisciplinary team consisting of conductor, physical and occupational therapist to provide comprehensive and holistic care. This dynamic and collaborative model supports overall development during this time of great neuroplastic potential.

### **Aims**

Age appropriate task series: Much of the daily routine is based off the early diagnostic assessments. We have modelled our task series from TIMP elements and developmental progression of postural control. We emphasize parental involvement and education. Some of this includes education on facilitation, positioning, and equipment use. A critical component of our program is the functional movement transitions and peer driven play inherent in a conductive education setting. A network of parental support is achieved by this program as the parents learn to navigate the many obstacles following a complex perinatal history.

### **Material and Methods**

Following children that are identified with atypical GMA presentation, depressed TIMP, and at risk HINE they are referred to a motor intensive that meets twice weekly for 60 minutes per session. Skilled management of referrals to physiatrist, equipment recommendations, and ongoing parent support and education by specialized motor professionals is essential for children with early diagnosed CP or high risk category.

### **Results and Conclusions**

Our focus is empowering the families and providing best outcomes for this population by introducing intensity at a young age to reduce compensation and support alignment and function.



**FORTSCHRITT TEAM**

**FORTSCHRITT CONDUCTIVE DAY-CARE FACILITIES SINCE 1995**

FortSchriftt Konduktives Förderzentrum gGmbH, Niederpöcking,  
Germany

**Introduction**

FortSchriftt is a non-profit organization that evolved from a self-help group of parents with children with special needs. These parents looked for a suitable way of raising, educating and promoting their children. In its conductive day-care centers FortSchriftt offers conductive education for physically handicapped children and adolescents, as well as conductive training for adults.

**Purpose**

The goal of conductive education is the self-determined participation in everyday life and in society. With the conductive education FortSchriftt provides practical knowledge and skills that are necessary to achieve participation in social as well as in cultural life.

**Achievements**

FortSchriftt enables conductive support for every age group. In addition to supporting around 1,200 children, adolescents and adults so far, FortSchriftt is a pioneer and driver of integration and inclusion in Upper Bavaria. The effort for equal access and equal rights for everyone is part of the philosophy in all 35 FortSchriftt institutions. To get the idea of inclusion accepted as a way of thinking and acting that allows every individual to feel accepted, valued and safe – this is what FortSchriftt stands for.

FÖLDESI, Renáta

**THE FIFTIES OF ANDRÁS PETŐ IN THE FIFTIES**

András Pető Faculty of Semmelweis University, Budapest, Hungary

Most information on Dr. András Pető (1893-1967) can be found in Dr. Hári's book, The History of Conductive Pedagogy. The documentary film „András Pető - Hungarians of the turn of the Century” is extremely valuable, because many of his personal acquaintances talk on how they saw Pető. Myself, in my PhD dissertation tried to understand the profile of this renaissance man based on correspondence and written documents as well as nearly a hundred verbal interviews. After all, we are following his work here in this congress as well.

In the analysis three major life stages of András Pető could be distinguished: Initiation and world-saving (1), threshold stage (2), struggle and endurance of suffering (3). My ambition was to understand, to puzzle out possible causes behind the particular events in Pető's life story and to understand some of his decisions and actions.

I will highlight some of the puzzle pieces from the 1950s. In Hungary and throughout the Soviet occupation zone, behind the iron curtain, not only politicians but also professionals were expected to present Soviet scientific achievements and emphasize their priority. This was not difficult for Pető because he knew, read and applied Pavlov's results on the trophic effect of the brain and the physiological, neural regulation of the cardiovascular circulation. Written proof of this is an article he published in 1925 in the Wiener Medizinische Wochenschrift, which he also mentions in his biography of 1952.

From a long lecture in 1952 and a long publication from 1956 we can learn about the relation between correct nervism known in a good sense and movement therapy and movement education where he of course quotes Soviet authors extensively. He seems to be defending his invention, which by then has already started to mature and the institute that hosts the method and the system of conductive education. In a number of cases Pető was able to deliberately influence his own functioning and working and life circumstances. He exercised his personal free will when he used his personal influence for shaping events in his environment or his own behaviour.

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**FRANK, Tamás**

**THE PESTI NAPLÓ'S IMAGE OF FEMALE TEACHERS IN  
THE KLEBELSBERG ERA**

András Pető Faculty of Semmelweis University, Budapest, Hungary

As a result of World War I and the B-listings of the revolutionary waves, the educational scene witnessed a significant change of number, which had an impact on the previously usual male-female ratio: the proportion of female teachers increased. In the year immediately prior to the war, the 70 percent male teacher rate fell to 59 percent by 1926, which stabilized in the following decade (1928, Asztalos). The process of female emancipation was also supported by the significant expansion of teacher training institutes, which, however, did not succeed in the field of social acceptance, despite the fact that the retreat of male teachers was a spontaneous process.

One of the dimensions of the post-war social change was the shift in the role of women, which had an impact on the working world. The modification is well detectable through the press, so we focused our research on one of the country's largest daily newspapers.

How did a female teacher appear on the pages of Pesti Napló? In which topics could they speak up? In what areas did the male teacher / teacher dichotomy appear?

Keywords: pedagogy, female teacher, press representation, Pesti Napló

FRANK, Tamás

**VISUAL AND CONCEPTUAL REPRESENTATION OF TEACHERS  
IN THE 1926 EDITIONS 'TOLNAI VILÁGLAPJA' JOURNAL**

András Pető Faculty of Semmelweis University, Budapest, Hungary

The *Tolnai Világlapja* is one of the most important weekly newspapers of the period between the two world wars. Featuring rich visual content for every member of the family, the journal is well-balanced at the borderline between lighter, boulevard theme processing and quality journalism, while maintaining a socially diverse and significant reading camp. In March 1926 the VII. provision marked with the name of Kuno Klebelsberg, was adopted and published on the construction of public schools for the benefit of the agricultural population. Following the publication of the law, there was a further expansion of education, which led to an intensification of the discourse on elementary education, regardless of social class. In our research, we investigated the various contents of the 1926 edition of *Tolnai Világlapja*, which affected teachers: how did the politically exposed, spotlighted teaching appear to families? Elements of pictorial representation were investigated by the method of iconology-iconography. How are teachers, men and women portrayed to the reading public? What message do the pictures convey, how do they identify the practice? Our study is partial because the excavated period, though the result of a conscious research decision, is a narrow segment of the Horthy era, but we seek to uncover the teaching image mediated by pages less popular in educational research.

Keywords: press representation, iconology-iconography, teaching, Tolnai Világlapja

**FRITZSCHE, Margit; JUHÁSZ, Mónika**

**DIFFERENTIATION OPPORTUNITIES FOR CHILDREN WITH VISION  
IMPAIRMENT IN THE CONDUCTIVE EDUCATION CONCEPT**

Pfennigparade Phoenix Schulen und Kitas GmbH, Munich, Germany

### **Introduction**

These days conductors are confronted by various mixed diagnoses. Therefore, we would like to offer some solutions for those who suffer from neurological movement disorders paired with different levels and kinds of eyesight problems. These approved solutions include games and support material by an example in the toddler group where we have four children aged 2-3 years old.

### **Aims**

In a changed stimulus processing, these children could not use information about movement, spatial awareness, shape and background or forms. It is necessary to differentiate the perception in different areas of Conductive Education. We include special design of the learning environment, different selections of materials and modification of conductive tools. Advice and support for parents and collaboration with therapeutic staff in the field of early vision support is essential.

### **Materials and methods**

When the child's development process of vision is disturbed, it happens either on the eye itself, or in areas of the brain. These children need special supplies and compensation strategies in the development phases to be able to see.

Special low vision criteria for the environment and for treatment-material are optimal lighting, colour and contrast, magnification and distance plus reduced complexity.

The progression with visually impaired children can be organized through passive experience as well as through active generation of sounds. Active production requires the child can move; it must be optimally positioned according to its physical conditions. Vibration and sounds are experienced emotionally with the body.

Body contact has an important role for the child at each level of communication. Children are motivated to self-vocalization by body- and finger play, songs and motion games and the use of the voice with songs and language of the contact person.

### **Results and conclusions**

Result of the described method is the overall improved integration of each affected child into the conductive toddler group. The differentiation of conductive support material for their further development is the target.

In our work with severely visually impaired children we integrate low vision criteria in the Conductive Education concept.

**FÜLLE, Daniela; TAUTSCHER-FAK, Bettina**  
**MASTER OF SCIENCE IN CONDUCTIVE EDUCATION –**  
**AN INNOVATIVE MASTER PROGRAMME IN AUSTRIA**  
 Helga Keil-Bastendorff Privatstiftung, Vienna, Austria

### **Introduction & Previous achievements**

The need for academisation and professionalisation of CE-experienced pedagogues, therapists and other professionals, who have successfully completed a further education course in the field of Conductive Education, is evident. The “Master of Science”-degree is well known, acknowledged and recognised in the German speaking Europe – in contrast to the conductor’s profession. To proceed towards visibility and recognition of CE professionals, funding and financing of CE practice, the implementation of a postgraduate MSc course was the logical consequence.

Since four decades of cooperation, including European projects and partnerships criteria, modules and organisational basics for European Advanced Training in the field of CE had been elaborated. Measurement systems had been compared, scientific knowledge and academisation was initiated:

2000-2003 Sokrates Comenius

2010-2012 Grundtvig, Leonardo

2013-2015 Comenius

Many years of preparatory work, always in consultation with the Pető Institute and the European CE partners, resulted in training courses for pedagogues and therapists: Multitherapy-Pedagogue (Vienna, KFI), Pedagogic Therapeutic Conductor (Munich, Pfennigparade), Academic Multitherapy-Conductor (Vienna, KFI and University of Vienna)

After all these experiences now, the time is ready for an MSc Course!

### **Aims**

- Unique combination of practice, theory, and science
- visibility in science and in general public
- academisation
- compliance with European standards

### **Methods** – the hard facts of the MSc program:

- Three-part master program, 5 semesters, 120 ECTS
  - o Certificate program: University of Vienna, 30 ECTS
  - o Academic Expert: Danube University Krems, 30 ECTS
  - o Master of Science: Danube Univ. Krems, 60 ECTS, incl. Master thesis
- Post gradual, extra occupational
- Unique Cooperation of Helga Keil-Bastendorff Privatstiftung, University of Vienna and Danube University Krems
- Practice oriented, blended learning, theory-practice transfer

**Conclusion**

The MSc graduates in CE will be all set for the challenges that leaders in CE institutions outside Hungary are facing. Well-founded knowledge – combined with good practical competences, scientific skills and leadership competences – will make them valuable and perfectly well trained experts for CE work on a higher level and improved visibility for CE in science and public.



GEGENWARTH, Thorsten

## **MOVE ON TO INCLUSION – FLEXIBLE PATHWAYS TOWARDS PROFESSIONALISATION IN CONDUCTIVE EDUCATION**

Helga Keil-Bastendorff Privatstiftung, Vienna, Austria

### **Introduction**

The debate about professionalisation in the field of education is nothing new. Since the 1970s the issues of professionalisation and professionalism affect the debates in the field of education. It is a common understanding that well qualified staff is needed to support learners in their learning and to provide the ground for evidence-based research.

### **Aims**

A lot of different European projects dealt with the challenge to find ways for the sustainable professionalisation of the applied methods and staff. At the beginning of the debate around quality and professionalism, the preoccupations and tasks in this sector are mainly linked to the teaching role. But yet, the scope of the occupational field has extended and various tasks and activities like e. g. counselling, organising or managing are comprised in the field of education. Focusing on children, teachers presently need to have general pedagogical competences to teach children of all grades, and are expected to have competences in managing highly heterogeneous groups in inclusive settings.

### **Materials and methods**

The lecture presents two contrasting types of professionalism:

1. the concept of science-based professionalism
2. the concept of “bottom up” pedagogic professionalism

The concept of science-based professionalism is characterised by an ambition to develop theories that can be translated into more or less-direct prescriptions for the development of the profession; the concept of “bottom up” pedagogic professionalism, in contrast, originates in basic mistrust of this ambition and instead aims to develop a “hands on” thorough understanding of the paradoxes and antinomies of education.

### **Results and conclusion**

In general it can be said that professional work concerning the treatment and change of persons has its problem less in the application of high-quality knowledge than in the limitations of the applicability of such knowledge in complex, case-varying and therefore hardly standardisable work situations. The gap between theory and practice does not, however, mean that pedagogic professionalism can do without theoretical knowledge. Pedagogic professionalism is neither about determining nor about predicting their outcome, but about analysing the complexity of educational situations.

**GRAU COPPIETERS, Fanny; PAZMANY, Judit; PUJALTE, Heidi**  
**ADAPTED SPORT FOR CHILDREN WITH MOTOR DISORDER**  
**WITH ALL TERRAIN WHEELCHAIRS - HIPPOCAMPE**

Centre d'éducation conductive du Gard, Clarensac, France

### **Introduction**

The conductive education center of Gard opened in January 2015 in the South of France. We have since welcomed 84 children. Actions aimed at families and facilitating inclusive education complete the care. Access to leisure is offered occasionally by going out to the swimming pool or to cultural activities. However, since the opening, no sports action had been implemented on a regular basis.

### **Aim**

Develop an adapted sport and access to leisure activity, including families and developing team spirit.

The action was implemented in 2019, with the introduction of "hippocampe" racing in our center. Hippocampe (seahorse) is a French all-terrain wheelchair which provides access to outdoor recreation (running, hiking, swimming). This chair must be pushed by an adult, so team of runners / pushers was formed around the children whose families volunteered. The parents of the children and professionals of the CEC also joined the team. Regular training sessions were organized and the team participated in a monthly race in regional competitions. A crowdfunding action made it possible to finance several wheelchairs. This action has enabled our children to experience: team spirit and competition, pleasure of access to team sport, endurance, axial tone, inclusion, enhancement, family leisure. The race team has shown a strong impact on the image and communication of the center at the regional level.

### **Results and conclusion**

The development of an adapted sport action, "hippocampe" racing, has had a very positive impact on the cohesion of children, families and the associative team. This cohesion is beneficial for their performance in the conductive program.

Keywords: Adapted sport, inclusive leisure, all-terrain wheelchair

**GRAU COPPIETERS, Fanny; PAZMANY, Judit**  
**FAMILY CENTERED REEDUCATION SYSTEM WITH A HOLISTIC**  
**APPROACH? CONDUCTIVE EDUCATION AT THE CEC DU GARD**

Centre d'éducation conductive du Gard, Clarensac, France

**Introduction**

In the CE center CEC du Gard in Southern France children may participate all year round or in block courses. Those who are already integrated in a school system may participate with individual planning for a shared school schedule, with 2-3 days in our CE program and the other days in mainstream school program, allowing to associate specialized and ordinary education.

Conductive Education is experiencing a growing interest among families and professionals in France.

**Aim**

The primary aim of this poster presentation is to show the changes in the everyday life of children with motor disorder with the innovative conductive teaching and learning.

Materials and methods:

Presentation of the characteristics and results of our conductive program, using the database of the last 5 years.

**Results and conclusion**

Global re-education

Parents' coaching/support and their consequences in everyday life

Increased functionality

Positive approach

Possibility to associate with specialized and ordinary education system

Keywords: conductive education, innovative approach, global reeducation, parents' coaching, motor disorder, family centered reeducation

**GRAU COPPIETERS, Fanny; PAZMANY, Judit**  
**HOW COULD ACTIVE LEARNING CHANGE THE EVERYDAY LIFE**  
**OF CHILDREN WITH MOTOR DISORDER?**

Centre d'éducation conductive du Gard, Clarensac, France

**Introduction**

The conductive education program leads children to a higher level of autonomy by teaching them to solve problems. In our center we provide goal orientated group sessions that requires parental participation as well, in order to enable the families to use their tasks learnt at the center in their home environment too.

**Aim**

The main of this poster presentation is to show the possible changes in every day life of children with motor disorder with conductive learning and the consequences of these changes for the family.

**Materials and methods**

We used the International Classification of Functioning. (ICF). We developed a score adapted to our program and limited it to 10 items. We collected data from 41 children during the initial assessment and at the end of the first block course. We compared the results.

In a second time, we sent our questionnaire to all families participating to explore concrete changes in daily life.

We processed and analyzed all data collected.

**Results and conclusion**

First results show a significant gain in functionality for children, as well as positive changes in the quality of daily life of the family.

The evaluation by ICF deserves to be enriched with more items. The evaluation should be repeated regularly to show the evolution over time.

Keywords : conductive education, quality of life, teaching-learning process, parental involvement, family, functionality, ICF

**GRAU COPPIETERS**, Fanny; **PAZMANY**, Judit

**PRESENTATION OF AN INNOVATIVE PROJECT OF REEDUCATION FOR CHILDREN WITH MOTOR DISORDER AT THE INITIATIVE OF FAMILIES IN FRANCE: CONDUCTIVE EDUCATION CENTER OF GARD**

Centre d'éducation conductive du Gard, Clarensac, France

### **Introduction**

Film (5'30min) <https://youtu.be/b7eow484VnA>

Language: French with English subtitles presenting an innovative project for children with motor disorders associating:

- Parental initiative
- Global rehabilitation based on conductive education
- Parents coaching
- Support for families

### **Aim**

The film allows you to discover the center and its history. Created in 2015 by the family of a child with motor disorder, it proposes an innovative approach. Managed voluntarily by families, it welcomes children from 1 to 10 years in block-courses or all-year round sessions. It purposes holistic approach and group programs

### **Material and methods**

The film presents the main principles and characteristics of the center CEC du Gard in south France. Family testimonies, it opens the door on parental guidance and support for families.

Keywords : conductive education, parents' involvement, parental initiative, support for families, motor disorder, innovative centre, global reeducation

**GREEN**, Lauren; **REYNOLDS**, Emma; **ZWIEFELHOFER**, Jim

**MEASURING IMPROVEMENT IN QUALITY AND QUANTITY OF SIT TO STANDS BEFORE AND AFTER 4 WEEK INTENSIVE CONDUCTIVE ED SESSION**

Center For Independence Through Conductive Education,  
Countryside, IL, USA

### **Introduction**

Conductive education (CE) utilizes many principles including task series, intensity and neuroplasticity to improve overall function and independence in daily activities of children and adults with motor dysfunction disorders. Our focus was to take an everyday task performed within CE sessions, the sit to stand transition, and use it as a standard of measurement to track improvement of overall strength and quality of performance of the task during a 4-week intensive CE session. Through frequency of task series, children demonstrate consistent improvement in overall strength and coordination that ultimately transfers to the sit to stand transition and activities of daily living. The mode of measurement is the sit to stand transition, a sit is frequently used throughout the day and is an effective measure of overall functionality.

### **Aims**

Demonstrate CE intensive programing improves overall functional mobility. Utilize functional task to measure change in individual strength and quality of transitional task.

### **Materials and Methods**

CE approach to strengthening and intensive motor training to improve functional mobility.

Wall rack, stool/bench

Functional Independence Measure (FIM), 1-5 quality scale of performance

### **Results and Conclusions**

Intensive motor training through conductive education improves overall strength and quality infunctional mobility tasks, demonstrated through ability to complete increased repetitions and improved quality of sit to stand transitions over the course of a 4-week session.

**GRUBER, Mónika; FIDEL-SZABÓ, Benjámín**

**OVERVIEW OF CONDUCTIVE EDUCATION DETAILS OF THE COMPLEX  
DEVELOPMENT PROCESS IN A BREAKDOWN BY AGE GROUPS**

András Pető Faculty of Semmelweis University, Budapest, Hungary

The basic principles, the building blocks and the professional programme of conductive education can be applied from infancy through the whole lifespan if there is bilateral activity and cooperation in the process. Joint activities and interactive development, which is possible from the earliest age, regardless of the state of motion. The film shows the curve that we can follow according to age groups based on the development milestones of the lifespan.

The parts of these are the trinity of early development and care, the child, the parent (as partner) and the professional conductor.

The rich tools package of the group participating in reversed integration is presented as a part of kindergarten education, whereby effective, complex psychomotor development is made in a playful, cooperative form. Visiting a class at the Villányi út school, we can check out the conductor's efforts, the opportunities to create the conditions of effective learning by providing ideal educational circumstances and appropriate tools, where the students become active participants in acquiring the academic skills.

The rehabilitation of Multiple Sclerosis, Parkinson and aphasia is carried out at the Pető András Rehabilitation Unit. The results of modern brain science verify the efficiency of our basic rehabilitation tools and methods, the summary highlights rhythmic intending as motivation and dynamism, as well as individually differentiated tasks and the usage of the building power of the community.

GRUBER, Mónika; FIDEL-SZABÓ, Benjámín

**THE CONDUCTOR'S INCREASING ROLE IN EARLY-STAGE DEVELOPMENT  
AS PART OF THE INTER-SECTORAL COOPERATION**

András Pető Faculty of Semmelweis University, Budapest, Hungary

Keywords: professional transparency, uniform child journey, expanding knowledge base, conductorship as a profession

Professionally speaking, our aim is to approach the results of the conductive education system in a multifaceted fashion, and to understand not only the special values, but also the human factors. What makes this profession special and distinct, as well as optionally extendable and linkable to other supplementary academic knowledge and therapeutic competences? It is important to make the content of conductorship as a profession transparent as well as understandable to technical and non-technical people.

As a form of pedagogical rehabilitation, conductive education activates and stimulates communication between damaged nerve cells through dynamic interactions and continually gives feedback to confirm correct problem solving. In addition to the complex pedagogical methods, we also rely on psychological processes in pursuing subsequent integration. The transparency of our profession is important. To this end, we overview the multifaceted and comprehensive development opportunity conductors apply to support the basic principle that they can be the professionals coordinating and integrating the development of children in a professional team.

Conductors can apply their knowledge and competences in neurology, neuropsychology and child psychology in all developing, rehabilitating and supportive sectors and they can create something new for the differentiated needs. They are familiar with the related professions and fields, can direct children in a targeted way and their pedagogical rehabilitation activities contribute to individual children's journeys.

To work efficiently, responsible professionals must continually expand their professional knowledge, explore the context of their profession and fine-tune their cooperation and emotional intelligence.

A typical ambition of conductors is to supplement their basic qualification in a targeted manner, according to age, their priorities, and individual motivations in complex development.

Conductors working in public education often specialise in special needs education because of concurrent dysfunctions and potential secondary learning disabilities. This knowledge ensures that children receive continually expanding and complex development from well-trained and sensitive professionals at the same place.



Early conductive education is characterised by systematic family care which is a priority of the specially trained professional working in the Family Support and Child Welfare Service.

We summarise early development opportunities with a focus on conductive education and list the development procedures created and introduced with conductorship. By tradition, we support the development of babies with various development patterns and requiring psychomotor development and their parents from the earliest age and we are also involved in neurorehabilitation. We notice observable signs and direct the baby to the necessary examinations accordingly.

By acquiring the supplementary knowledge and qualifications, the conductor can become a confident professional team member in all sectors of development.

**HAMPUK, Beáta**

**CONDUCTIVE EDUCATION ACCORDING TO PETŐ IN GERMAN**

András Pető Faculty of Semmelweis University, Budapest, Hungary

„Show me, how I can achieve the goal with my abilities.” András Pető

Conductive Education is a holistic approach that respects the child's personality including its motor skills, its intelligence, speech and its social-emotional skills.

Conventional methods rely on exercises conducted separately by different therapeutic and pedagogic experts to attain a wide range of goals. Our approach is different; instead of specialized exercises, we concentrate on training methods that are suitable for children, motivate them, and can be adjusted according to their everyday needs. The target-oriented motions and activities help to foster the child's motion consciousness and therefore its self-responsibility and self-adjustment and -control.

Exercises in small groups or therapies conducted in the same room help to foster social skills, learning skills, and motivation. In the therapeutic setting, singing and rhythmic speaking (rhythmical intention) help to shape cognitive learning. The multifunctional Pető furniture in our health practice (flatbed, post and rungchair, wallbars) help children to attain their independence from outside assistance more quickly.

The conductive, multi-therapeutical Pető concept is thus an active therapeutic approach which respects your child's personality in every single learning steps and helps it to reach its full potential systematically. The approach has a proven record of success regarding self-support as well as social and occupational inclusion in later stages in life.

**HAZAN**, Liat; **DINER**, Hadassah; **COHEN**, Avia

**FOOTBALL – NOT WHAT YOU THINK IT IS INTRODUCING A UNIQUE AND COMPLEX PROGRAM FOR DEVELOPING AND PRESERVING COGNITIVE SKILLS AMONG ADULTS WITH PHYSICAL DISABILITY**

Tsad Kadima, Jerusalem, Israel

### **Introduction**

Tsad Kadima's day center for adults with complex physical disability operates according to an educational – social-psychological power-based vision in order to ensure optimal conditions for developing autonomy, quality of life, and life-long realization of the individual's potential.

Upon completion of their formal studies in the educational system, Tsad Kadima's day center offers young adults a choice of learning opportunities in a variety of activities. The aim is to foster further independence and personal growth in different life-areas (education, employment, social, health, and leisure).

### **Aims Materials and Methods**

Through their involvement in football, day center participants experience meaningful and authentic learning that is enjoyable and that arouses motivation. This type of learning stimulates and preserves skills such as attention, concentration, memory, managerial, social, thought, analytical, and problem solving in cultural situations. Similarly, it provides opportunities for communication and social interaction. It enables learning more about football for those who are interested in the game, who enjoy watching football matches, and who are fans of the different clubs. Participants gain proficiency in the rules of the game and the different roles of players on the field, as well as an understanding of strategies and tactics.

### **Results and Conclusions**

The day center's football club is a unique group comprised of individuals who are football enthusiasts and who have opted to learn more about the various aspects of the game. For this reason a syllabus has been written for a course which will foster, develop, and preserve a variety of learning skills.

HOLLÓSY, Helga

**CONDUCTIVE EDUCATION IN FRANCE**

András Pető Faculty of Semmelweis University, Budapest, Hungary

Conductive education originates from Hungary and has gradually become well-known all over the world. Belgium was the first francophone country to introduce it as early as in the middle of the 1970s.

Beginning with the 1990s more and more French families have come to Budapest in search of care and development for their motor disabled children.

Although the program proved to be highly efficient, French families found that their frequent trips and numerous lengthy stays in Budapest meant a great challenge to them. Initiated by French families living in Hungary for the sake of their children in therapy the French Embassy had an analysis made about conductive education in 1998-1999.

Favourable assessment could have supported the official recognition and the introduction of the method in France. Instead, conductive education was heavily criticized and its efficiency was questioned.

Twenty years later another even broader analysis was carried out about conductive education in France, but without any considerable change. Still there has constantly been great demand for it among affected French families.

Parents are of the view that the same kind of global and complex care and development is not available in the established traditional French system.

After the year 2000 the unofficial introduction of conductive education started in France.

The first courses took place in 2003 and the first French centre was founded in Pouilly-sur-Loire in 2008 by a parent after 15 round trips in two years to Budapest with her child.

She decided that in the future it must be the method that has to travel to France and not her to Hungary.

Now there are eight small conductive centres in France working as „family enterprises“ with sponsors and partners but without government subvention.

Maintenance costs and course fees constitute huge financial burdens to the families concerned as it is not part of social security, parents do not get any reimbursement.

French conductive education centres form a federation called FEPEC (= Fédération des Établissements Privés d'Éducation Conductive) that fights for improving the situation of French conductive education. Its headquarters are in Bayeux (<http://www.fepec.org>).

To sum up it can be stated that the situation of French conductive education is contradictory: it is not supported by the official supply system although parents find it successful and have created several conductive centres in the country out of their own resources.

**Keywords:** conductive education, child with disability, development, care

HORVÁTH, Petra

**BEHIND THE SCENES – A DAY AS A CONDUCTOR**

András Pető Faculty of Semmelweis University, Budapest, Hungary

The key person of conductive pedagogy is the conductor. What exactly does this mean? That they possess competencies which can fulfil the process of conductive education. The conductor places the child at the centre, always plays, works, learns and develops with them and never instead of them. Always builds on the capacities of the individual, sets an attainable goal and shows the way. Teaches connections, motivates, activates. One of their most important objectives is that the child also wants the attainment of the goal using their creative capacities in the process. They believe and also lead to believe that the individual is capable of going beyond his/her own limits, of developing and learning. Besides all of this, they are passionate, imaginative, patient, spontaneous and consistent at the same time.

The aim of my work was to create a video material, which follows the key person of conductive pedagogy throughout one of their days. The recordings follow every single point of the daily routine, with its beauties and difficulties as well. They highlight that the key role is not only present during the above mentioned situations but also when a “goal-task” slowly forms into a routine activity.

This video provides an insight behind the scenes, where we conductors are simultaneously prompters, operating the lights, designing the decoration and keeping the entire play together. We are responsible for the possibility of realising the full potential of the “wonder inherent in humans”.

I designed the video such that it has the activity, spirit, personality and soul of the conductor at its core. And sometimes this can be a fragile or even difficult moment. However, I found that most importantly, the film should reveal that: “The conductor respects the person, knows, and if necessary, proves that human traits apply to everybody, that they are present even in the case of severe impairment. Everybody is capable of carrying out work that is important to others, of becoming useful. Every person has a desire for getting to know the world, for making friends, for communicating with them and other fellow human beings, for mutual experiences, laughter.”

The entire film features the experts of the Conductive Practice Elementary School, who we, the next generation must look up to, from whom we can and must learn. They are conductors on a daily basis, in the beautiful and the difficult moments.

HORVÁTH, Petra

**... SO THAT OUR HEARTBEATS ARE CLOSER**

András Pető Faculty of Semmelweis University, Budapest, Hungary

"The one who doesn't only want to hear but also understand, should sit next to me so that our heartbeats are closer." The quote by Ferenc Birtalan is the best expression of the message of my poster. During the conductor training we receive, gain and experience a vast knowledge, which has destined us to guide the lives of our pupils towards a constructive way of living. The development of movement, cognitive functions and social competencies are under scrutiny most frequently. However, there is a peculiar component, an essential detail of a holistic approach, the development of the spirit.

The aim of my poster was to capture and reveal those little moments constitute the heart and soul of conductive pedagogy. At the centre of this is the relationship between the child and the conductor along with essential life experiences such as trust, love, perseverance, togetherness, mutual goals, mutual development, humour, care, independence.

My documentation encompasses two years, during which I tried to capture those moments that would often just slip by. The everyday rush does not always allow the opportunity to stop and admire one tiny detail or another. However, these are hiding in a certain step or a touch of a ring.

In the initial phase of the research, I conducted casuistic photo documentation following the daily routine of eight groups of the Conductive Practice Elementary School. It was an important factor that the photos are taken without disturbing the colleagues or our pupils with my presence. There were no artificially created situations, nor set situations. The groups were going through the programmes of their daily routine. In the second phase of the research, beyond the programmes of the daily routine I aimed to be present at every event (e.g. Parasport day, Pető music afternoon, recital competition), workshops (e.g. drama, boccia). To be present as a conductor and as a photographer.

During the interpretation and processing of the materials I sought to conserve the essence of Professor Pető's conductive pedagogy. My goal was to shine a light on the method from an angle that is known to everybody, as they see the results but not necessarily knowing the bumpy road leading to them. Only the conductor and their pupil are present over the course of overcoming obstacles. The two of them fight together for things, which our society completely takes for granted. But what exactly is happening in the meantime? The pictures are speaking for themselves.

**HORVÁTH TÓTHNÉ, Eszter**

**OPPORTUNITIES FOR CONDUCTIVE EDUCATION, WHEN E- AND  
TELEREHABILITATION TAKES PLACE. CONDUCT-ONLINE, AS THE NEW  
MODEL TO MEET THE DEMAND OF THE WORLD AFTER DIGITALIZATION IN  
THE SOCIETY**

Move & Walk, Sweden

The world is changing. In the last 5-10 years we were witnessing a paradigm change in society, especially when it comes to commerce and social communication. At the same time, CE as a complex knowledge and understanding, has been delivered mostly in the same way as it was 10-15 or even 30 years ago.

As we can experience a social development with a change in behaviour regarding communication, commerce and more, that is affecting us in the world of CE, there is a need to generate a developing process to challenge ourselves and try to meet our customers, our students online.

The basic goal of CE is to guide people with brain damage in the central nervous system towards development in order to grow and become independent individuals as far as possible.

Customers want help when it suits them according to their own time schedules; they expect support to be shaped according to their needs and that it be available according to their personal requirements. The use of modern technological tools is now commonplace for most people, regardless of age.

For decades, we have participated in dialogues with conductor colleagues on questions such as – What is the real Conductive Pedagogy? What did András Pető say? Should we return to traditions? But we rarely had any dialogue about how to meet the future and the development of society. Should we continue to work with CE in the future, as we have done for all these decades? Or should we adapt our knowledge to the new world? Digitalization has changed in the way we conduct commerce and the way we view support, and the way we gain access to services within social functions such as care, school, etc. Recent technological developments have paved the way for a paradigm shift in the accessibility of educational, medical as well as rehabilitation services.

Customers/market needs:

- Support when it suits their own timing – they no longer want to change their rhythm of life to fit into an existing or suitable group
- Support nearby or in their home, school and everyday activities
- Daily support – at home between interval training periods
- Simplicity during training sessions. Today it is difficult to arrange everything around fixed interval training periods. Traveling, leave from

work, missing family members, coordination with personal assistance in other places is expensive and burdens the family.

The need of the society:

- Less environmental impact through less travel
- Less financial impact
- Less travel expenses regarding personal assistance, etc.

Organization needs:

- We are losing customers because we cannot be flexible enough to offer suitable training time periods to meet everyone's needs
- Conductor competence is a scarce resource. Academic education is lacking in Sweden and therefore the recruitment period becomes long and expensive
- Rental costs are high; our existing premises are almost full
- Our service offering must follow demand otherwise there is a risk that we will not be able to maintain the business.

#### CONDUCT-ONLINE

Move & Walk in Sweden, offers interval CE program online (telerehabilitation) as a complement to the traditionally intensive training periods or as a standalone training (telerehabilitation only). The training can be done in groups or in individual form. The Conduct-Online method is used today both in intensive interval activities, at school and in the Adult Activity Centre, with great appreciation from both customers and employees.

Conductive Education (CE) is a multidisciplinary and complex method designed to support the development and learning of people with central nervous system injuries. Move & Walk has over the past 22 years designed various service offerings where CE can provide an active lifestyle for customers, students, users and others as a tool. The interval training program is today tasked with delivering training for patients with Cerebral Palsy, CP-like symptoms, and congenital or acquired brain injury during a 2-4-week period (a so-called intensive training period). During these periods, conductors shape the program so that the accompanying persons (guardians and/or assistants) are able to gain a greater understanding of the patient's needs and learn different approaches to facilitate the patient so that they can achieve increased participation, self-assurance and thus an improved quality of life.

We have realized that today's social developments as well as a change in our customers' expectations regarding the availability of our services will lead to the need to reformulate our rehabilitation services. Patients use medical services online more and more and we see that the profession needs to clarify which healthcare services can be provided on the new platforms. Can rehabilitation also be delivered online? We realize that we cannot and do not wish to deliver exactly the same service online that we deliver "face to face". What is it then that



we can deliver if we meet customers online on a video channel?

#### Research & Development

In 2018, we conducted research with NICE (National Institute for Conductive Education, City University, Birmingham, UK) and CLC (Conductive Learning Center, Aquinas College, Grand Rapids, USA) to discuss, investigate and analyse Conduct-Online from the profession's point of view. What issues do we need to address in order to meet customers' expectations? To which customers can/should we offer this arrangement? We identified risk factors, professional competence, technical requirements and process changes based on which we designed a layout to be able to test Conduct-online. During a time period, we conducted tests in different constellations to get answers to our questions and to identify possible limits for telerehabilitation. The results were striking. Conductors were able to quickly change their usual educational arrangement, find their communication style and identify preparatory routines to ensure that online training can flow smoothly.

However, we believe it is of utmost importance that a conductor should assess each individual case whether the training can/should be done online or "face to face".

When Covid-19 hit the world in March 2020 and changed the possibility to meet our clients/families face to face at our center, we were already prepared. We turned most of our services to online or remote. Families, our colleagues and decision makers have understood that conduct-online service is a good complement to the traditional CE services. Exactly in that moment when we could understand and accept that we do not want to deliver the same Conductive Educational service remote as we deliver face to face, it was easier to adapt our knowledge and create a new model of CE service.

HÖSS-ZENKER, Beate

**CE – AN EDUCATIONAL CONCEPT NOT ONLY FOR CHILDREN  
WITH HANDICAP IN INCLUSIVE SETTINGS?**

Pfennigparade Phoenix Schools and Kitas GmbH, Munich, Germany

Conductive education as a concept for non-disabled children – can we realize a challenge and a logical further development of Pető's philosophy?

With the demand for inclusion, teaching methods which address a special group of children or adolescents, have been regarded with suspicion in the past, even if their aim is to help individuals determine their lives as independently as possible and take part in society. Also the concept or the system of Conductive Education, which above all gives specific support for a certain group of human beings with special needs, must always deal with the collective situation and must be oriented to the future – perhaps also as an educational concept for all children like the Montessori concept has been developed since the 1980s up to present.

Is curative pedagogy and therapeutic support for children in special needs institutions equivalent to exclusion? Or can this specific support – i.e. support by special education and therapy – conversely even be used to generally accompany the development of any child? New perspectives for educational work in general and particularly for conductive education with children with and without special needs is the outcome of this. Conductive education must help this balance between the demands of the individual child with a specific handicap and the social goal of participation with equal rights for all. Moreover – conductive education must be developed further so that it will be used in all inclusive settings and also comprise a viable educational concept for children without any special need for conduction.

The following questions must be answered:

- How will conductors make their contribution to the demands arising from the UN convention? How can conductors find its place as a teaching person based on therapeutic-conductive methods in inclusive settings as well in the future.
- What paths are we already taking in inclusive settings with conductive education and which ones do we still want to take in the future?
- Can conductive education with its specific movement-oriented concept and special principles such as rhythm, structure and orientation to the family also develop into a general educational concept that will be in demand?
- Can and should conductors also work in the standard school system of the future that includes all children? What role will conductors play in those professional teams? What can they contribute?

- Do we need full-fledged conductor training in order to apply conductive education or do we primarily contribute to spreading it if partial contents of the concept of conductive education are also integrated into the training of pre-school teachers and other teachers and therapists for the benefit of all children?
- How do we maintain the effectivity of conductive education for children in inclusive settings?

## Conclusion

In the meantime, Conductive Education has developed further all over the world and in Germany as a general and comprehensive system of upbringing and teaching for human beings with special needs/handicap. It is effective as a general conductive system for children with a handicap, but, unfortunately, it constantly has to prove its attractiveness. In the future, conductive education must meet the requirements of the UN Convention for Persons with Disabilities to an even greater degree and also **be offered as an educational concept for all children with an emphasis on encouraging movement and sports in addition to being used in conductive centres**. We must ensure adequate training for conductors that is oriented to future developments.

We have many questions to be answered concerning the future of CE – with the common collaboration of all stakeholders of CE we will achieve at the worldwide acceptance of CE in different forms, in diversity and inclusive settings.

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**HUANG, Huijin**

**CHARACTERISTICS AND INTERVENTION OF PARENTS' PARENTAL  
PRESSURE IN THE CONDUCTIVE EDUCATION OF CHILDREN WITH  
CEREBRAL PALSY**

Rehabilitation Center for the Disabled of Guangdong Province, China

The rehabilitation education of children with cerebral palsy is long-term and arduous. The parents bear the multiple pressures of the society and family. Conductive Education develops rapidly under the promotion of the rehabilitation and disability prevention project of children with cerebral palsy in the new mileage of the Yangtze River. The parents participate in the rehabilitation process as the second guide. Since 2008, Guangdong disabled rehabilitation center has been engaged in the rehabilitation of 2-6-year-old children with cerebral palsy Carry out Conductive Education. In this paper, Abidin was used to compile a brief table of parental stress indicators, to investigate the level and characteristics of parental stress of children with cerebral palsy, and to review the intervention strategies of parents in the Conductive Education system. Based on the research results, the feasible intervention methods and existing problems of parents' work in Conductive Education were summarized.

Keywords: Parenting stress Conductive Education  
Parents of children with cerebral palsy

**HUNT, Ani**

**THE SEARCH FOR SELF.**

**A GLIMPSE INSIDE THE LIVES OF ABLE-BODIED SIBLINGS**

Center for Independence Through Conductive Education,  
Countryside, IL, United States

**Introduction**

Anyone with a child who has a developmental disability will likely tell you that parenting someone with a disability isn't quite the same as parenting an able-bodied child, especially if the child requires assistance with activities of daily living and / or has secondary issues related to disability, health, academics, etc. How does this affect siblings?

**Aims**

The purpose of this study is to determine the scope of impact that being a sibling of someone with a disability has on the sibling. I will be investigating both positive impact as well as negative impact. It is possible that in some cases there will be little to no impact felt by a sibling.

This study will examine the degree to which an able-bodied sibling is able to individuate from their sibling with a disability.

Are siblings who are presently living with or have lived with a sibling with a disability able to form their own unique identity apart from that of their sibling with a disability?

**Materials and Methods**

I will be gathering data for the study using surveys and interviews with siblings for which I will obtain informed consent. My sample will include individuals ranging in age from 5 to 30 years.

Participants will include siblings of Center clients as well as siblings of individuals with disabilities who are not affiliated with Center for Independence.

**Results and Conclusions**

Results from the data gathered regarding the degree to which an able-bodied sibling is able to individuate from their sibling with a disability will be discussed.

**ISPÁNKI, Ágnes\*** ; **MURÁNYVÁRI, Alíz;** **SZABICS, Ágnes\*\***  
**MOTIVATED MOTION ART PEDAGOGICAL PROGRAMS WITHIN**  
**CONTEMPORARY ART EXHIBITIONS**

\* András Pető Faculty of Semmelweis University, Budapest, Hungary

\*\* BTM-Budapest Gallery, Budapest, Hungary

Since 2016, colleagues of the András Pető Conductive Practice Preschool of the Semmelweis University and the Budapest History Museum – Budapest Gallery have jointly organized art pedagogical programs within contemporary art exhibitions. Each program designed for the children at the conductive practice preschool is based on a story about the exhibited works. The programs thus generate situations in which the participants also have opportunities to be creative. As the participants create objects and pictures, specific indirect motions are captured by actions and through emotional involvement. These motions then can be applied to other areas of life. The participants in the sessions tackle unusual tasks using specially devised tools created for them; for example, they use brushes affixed to long sticks, pencils glued together at one point, or pens that can be moved with yarn. As the children listen to the story, they develop their ability to think, imagine, and create visually, and they also improve their movement coordination, their fine and gross motor skills, and their hand-eye coordination.

The main goal of the program is to develop and put into use a complex pedagogical method which combines conductive and visual education. The complexity of the art pedagogical methods used in contemporary art exhibitions corresponds in many respects with the holistic approaches of conductive pedagogy, which relies on activity-based and experiential learning. The loose, informal atmosphere in the exhibition space has a positive effect on children's self-confidence, thus reducing anxieties, negative self-image, and insecurity, and the activities improve their coordination and their problem-solving and cognitive abilities as they grow into independent art-loving and museum-going adults. For the past three years, we have organized sessions in this spirit at the Castle Museum of the Budapest History Museum, the Budapest Gallery, and the New Budapest Gallery.

**JELENICS, Alexandra; SZENDREI, Eszter; PÁSZTORNÉ TASS, Ildikó**  
**OPPORTUNITIES OF MEASUREMENT IN CONDUCTIVE EDUCATION OF**  
**ADULTS WITH NEUROLOGICAL CONDITIONS: PARKINSON'S DISEASE**  
 András Pető Faculty of Semmelweis University, Budapest, Hungary

### **Introduction:**

This poster presents an analysis of the achievements of those adults with neurological conditions, specifically Parkinson's disease, who took part in Conductive Education at the András Pető Rehabilitation and Health Care Department from June 2019 – until January 2020.

### **Aims:**

Our goal was to assess the condition of adult clients with Parkinson's disease. We wanted to evaluate if the Barthel ADL index could be used to measure adults attending conductive education.

### **Materials and Methods:**

In 2019-2020, 77 adults with Parkinson's disease took part in CE at the rehabilitation department, mostly twice a week, for 2 hours. Control measure data were collected in January 2020, in 41 cases (57.14%). There were 21 participants in the beginners' group and 19 in the advanced group. Features of the participants: 19 male, 21 female, 48.78% of the clients had mild, 51.21% had moderate-severe type of Parkinson's disease.

We collected data with the **Barthel ADL Index**, and **Observation in Conductive Education (OCE)**, a general list of aspects for the observation of the development of adults receiving CE and for the registration of their development, written by Katalin Birinyi, Zoltánné Gergely, Ágnes Tóth, Istvánné Tarczay, Judit Urbán, Katalin Jenes (Adults' Department, MPANNI, 2006), based on the child version written by Júlia Horváth, Ildikó Kozma, Anikó Salga (MPANNI, 2000).

### **Results and Conclusion:**

During the period of a 7-month investigation the Barthel ADL Index did not detect any changes.

Development or a deteriorating condition was registered in some categories by the observation tools (OCE).

In the beginners' group 14% (3 persons) improvement was measured especially in the category of self-care functions (buttoning) and standing up from sitting position. The social relationship initiative also improved. However, in 14% of the group (3 persons) deteriorations of the status were found, specifically displacement, sitting, differentiated finger movements and walking. In the advanced group 8.47% improvement and 1.73% deterioration tendency was detected. Upper limb movements showed significant improvement.

**JIAJIA**, Liu

**STUDY ON LANGUAGE REHABILITATION OF CHILDREN  
WITH DYSTONIC CEREBRAL PALSY**

Rehabilitation Center for the Disabled of Guangdong Province, China

In addition to dyskinesia, most of the children with dystonic type of Cerebral Palsy are accompanied by language barrier. The dyskinesia and postural control caused by the injury of Extrapyramidal System have a direct impact on the language production, most of which are dyskinesia. In clinical work, it is necessary to carry out detailed examination and evaluation on the medical history, sensory movement, construction and cognition of the children's voice organs, focusing on the body posture control and positioning, mouth and face perception, movement and construction of voice organs, eating and other aspects of language rehabilitation training. At the same time, AAC and Conductive Education can be used to improve children's cognitive, life self-care, social skills and other aspects of ability, promote the progress of children's language function, so as to maximize the effect of children's language rehabilitation.

Keywords: Cerebral Palsy, Motor Dysarthria, Speech Rehabilitation, AAC, Conductive Education



**KALIPHA, Tiferet**  
**EMOTIONAL EMOJIES**  
 Tsad Kadima, Jerusalem, Israel

### **Introduction**

The 21st century brought a technological development and created alternative supportive communication tools to enable the child to be an active partner. The alternative tools are characterized by the child's inquiries aimed at fulfilling its immediate needs and to put his attention for conversation with the teacher or his friends. A guiding principle in the CE is a transition from a dysfunctional to an orthofunctional personality and we must emphasize this principle in the use of alternative communication as well. Such as frustration and anger. While promoting the use of alternative communication, to share experiences and emotional discourse, there has been an increase in children's motivation to use the Symbol's board in general and to express emotions in particular.

### **Aims**

The purpose of the project is to increase motivation and willingness to use a communication board and encourage the expression of emotions by introducing elements for sharing from the personal and family world of the children.

#### **Materials and methods**

During four months as part of the morning session at the kindergarten, three children were asked to communicate with each other through the Symbol Board in order to open the meeting in a positive experience. Initially it was done by the leading staff member when he himself shares with the children his or her own emotions or emotional experience and then performed. These are the children mainly through pictures from their daily experiences, the same experiences were put into the board by the parents of children and staff during the week. In addition, when a situation was created in the kindergarten to express emotion from one of the children, the team was instructed to ask one of the children with the board to express their feelings about their friend and later when one of those children experienced an emotional event we were asked to express his feelings through the board.

### **Results**

Contrary to the idea that the purpose of the Symbol boards is environmentally oriented to understand and satisfy the needs of the child, it is precisely the experiences that gave the children motivation to talk and initiate a conversation. More children started to use the board and the children showed increasing interest in bringing personal experiences through the board and even demanded it from the environment.

The emotional connection between the child and the conductor and motivating for activity which is the basis for learning in other areas of life, and the boards became relevant to the children precisely by using them in the experiential and emotional context and hence, they were also used to satisfy the needs that the observer sees as basic.

**KÁLLAY, Zsófia**

**THE MAIN STAGES OF ESTABLISHING THE THEORY  
OF CONDUCTIVE EDUCATION**

András Pető Faculty of Semmelweis University, Budapest, Hungary

**Introduction**

There is a great significance of research and introduction of the aims of establishing the theory of conductive education. Recognition of the development trends, effects the improvement of the conception of conductive education, and its practice. Which also provides a frame for the practice of conductive education.

How the experiences, recognitions and fundamental conceptions of the border disciplines and the experiences of the research completed in the practice of CE and the experience of the knowledge gained on cerebral palsy, appeared, integrated into the next phase of creating the theory and supported its reorganization into a new unit.

**Aims**

According to the research strategy of the András Pető Faculty, the description of the theory of conductive education, the systematization and analyzation of the documents of related education science, have been started.

The aim of this complex research is to introduce the main stages of establishing the theory of conductive education.

**Materials and Methods**

The stages of the establishment of the theory are based on the analyzation of the documents, written by András Pető, Mária Hári and their colleagues.

**Results and Conclusion**

The development of the theory of conductive education shows a great effort to get from movement therapy to the direction of the applied pedagogy and to describe itself.

It is connected and closely related to its practice. The experiences of the practice became more interpretable by the frame of the theory.

The poster gives a visual introduction of the characteristics of the different theoretical conceptions of conductive education: e.g.: professional terminology, applied equipment, special methods.

By now the own professional terminology, languages and conceptual system of conductive education have improved and formulated its own theory and independent institutional system.

**KARA, Fruzsina; PÁSZTORNÉ TASS, Ildikó**

**OPPORTUNITIES OF MEASUREMENT IN CONDUCTIVE EDUCATION OF  
ADULTS WITH NEUROLOGICAL CONDITIONS: HEMIPARESIS AFTER A  
STROKE**

András Pető Faculty of Semmelweis University, Budapest, Hungary

**Introduction:**

This poster presents an analysis of the achievements of those adults with neurological conditions, specifically with hemiparesis after a stroke, who took part in Conductive Education at the András Pető Rehabilitation and Health Care Department from June 2019 until January 2020.

**Aims:**

Our goal was to assess the condition of adult clients with post-stroke hemiparesis with a standardized test. We wanted to evaluate if the Barthel ADL index could be used to measure adults attending conductive education.

**Materials and Methods:**

In 2019-2020, 18 adults (45% of participants) with hemiparesis after a stroke were evaluated, who took part in CE twice a week for 2 hours. Data were collected in June 2019, October 2019 and January 2020. Features of the participants: 6 male, 12 female, 6 of them with left sided hemiparesis, 12 clients with right sided hemiparesis, 39% of the cases live with aphasia as well.

Methods needed to be found that could be used by conductors. We collected data with the Barthel ADL Index, and Observation in Conductive Education (OCE), a general list of aspects for the observation of the development of adults receiving CE and for the registration of their development, written by Katalin Birinyi, Zoltánné Gergely, Ágnes Tóth, Istvánné Tarczay, Judit Urbán, Katalin Jenés (Adults' Department, MPANNI, 2006), based on the child version written by Júlia Horváth, Ildikó Kozma, Anikó Salga (MPANNI, 2000).

**Results and Conclusion:**

During the period of a 7-month investigation the Barthel ADL Index did not detect any changes.

Development was registered in all categories by the observation tools (OCE).

- changing position: improvement 9%
- moving, walking: improvement 7%
- manipulation, upper limb functions: improvement 13%
- speech and communication: improvement 1%
- self-care: improvement 10%
- cognition: improvement 3%
- social behaviour: improvement 3%

This poster will provide an overview of the achievements of adults with hemiparesis after a stroke and show that adults can learn and achieve throughout their lives.

**KEIL-BASTENDORFF**, Helga; **GEGENWARTH**, Thorsten; **PULAY**, Márk  
**MOVE ON TO INCLUSION:**

**AN INNOVATIVE CONDUCTIVE BEST PRACTICE EXAMPLE FROM AUSTRIA**

Helga Keil-Bastendorff Privatstiftung, Vienna, Austria

## **A. LECTURE**

### **I. INTRODUCTION**

Let's end the debate about whether to include students with severe disabilities. Let's focus on how and when and where. This lecture reflects current possibilities on the basis of a project that combines several dimensions under one roof: A conductive, inclusive and innovative living- and working - project for severely handicapped young grown-ups.

### **II. AIMS**

The new settings are:

1. Conductive and inclusive offers
  - a) must take place well-balanced during the whole daily schedule especially for the above mentioned target group in order to avoid social segregation:
  - b) sequences with social inclusion follow on special conductive training times
  - c) for our clients with multiple handicaps the whole conductive working staff must bring some essential requirements as:
    - the ability of sensitive communication and patience,
    - the knowledge of "Alternative and Assistive Communication" (AAC),
    - the readiness always to give enough time for care-giving and
    - for the most active performance of daily activities.
  - d) daily manual stretching and mobilization exercises must take place, individually performed

#### **2. Inclusion as part of a biological farm**

with bio-vegetable production, a horse yard with 30 horses and stables with therapy animals (for animal- based therapies), with green pastures, gardens and a small wood. All participants can live with house animals and are surrounded by the animal farm and by the daily actions of the lightly handicapped pupils, who attend our farming school, by guests, customers and horse owners etc. The common spirit is targeted to ecological and natural living.

### III. MATERIALS AND PRECONDITIONS

#### 1. Inclusive living-group

a modern new building for our inclusive living-group is a ground-level house, fully accessible for wheelchair users, lightful, each living- and sleeping-room with direct entrance into the garden. The staff consists of nurses, educators and conductive trained experts.

#### 2. Inclusive “Day-group”

occupied together with multiple media activities our severely handicapped clients learn how they can access the IT world with individualized assistive technologies and ACC devices. Conductive approach takes place in many activities.

### IV. CONCLUSION

Since the ratification of the UN Convention on the Rights of Persons various Inclusion strategies have been discussed. These practical examples show how social inclusion, i.e. living and working together can come to life in a naturally stimulating learning situation.

#### B. AS COMPLETION

All together 3-5 minutes lasting video sequences or photographs are planned.

**KÉKESINÉ JÁNÓ, Rozália**  
**COMPUTER ASSISTED WRITING**

Addetur Baptist Grammar and Secondary Vocational School, Budapest, Hungary

### **Introduction**

Each thing has its own method and this lacking we can never reach the aim set.  
(Roger Bacon)

In respect of social relations, the rapidly developing information technology provides great help to persons with motor disabilities. The head mouse as well as eye controlled and thought controlled computers present a future vision of hope to our children since with the help of high technology equal opportunities may become a reality.

### **Aims**

Assist the acceptance of motor disability as a condition by applying a therapy which makes it easier for our students to follow the rocky road to equal opportunities. For every young person with motor disability the aim is to learn computer typing at a level appropriate for their condition, since that is the socially most widely accepted form of communication.

### **Introduction of the „János” method**

The methodology of computer assisted writing offers disability-specific use of the computer for children, youths and persons whose handwriting is hardly or not legible at all, whose speech is difficult or impossible to understand or whose handwriting is very slow due to their condition. The method ensures that individuals with different diagnoses and various motor conditions, if necessary with instrumental facilitation, learn to use the computer which is crucial for communication and social integration and functions as a „pen” for people with disabilities.

### **Results, conclusions**

My professional experience of the past forty years has proved that every person with motor disability can be taught to use the computer for writing at some level subject to their condition. The most tangible success is when young people with disabilities manage to enter the labour market and become tax-paying citizens of our society. To achieve this, however, they have to develop aiming movements at a very early age (they learn handwriting and computer typing simultaneously) and attain writing skills that are practicable during the learning process so that they can acquire a profession and indeed get into the labour market.

**KELEMEN, Anna**

**NEUROLOGY OF MOTIVATION, WILL AND INTENTION**

András Pető Faculty of Semmelweis University, Budapest, Hungary

Motivation, active participation in daily routine and conductive task series as well as the use of intention activating practices are all the hallmarks of conductive education.

Motivation is defined as the energizing of behaviour in pursuit of a goal. The extrinsic motivating techniques are used to enhance intrinsic motivation.

Intrinsically motivated exploratory behaviours are phylogenetically ancient tendencies that are subserved by dopaminergic systems. Studies also suggest that intrinsic motivation is associated with patterns of activity across large-scale neural networks, namely, those that support salience detection, attentional control and self-referential cognition.

Emerging evidences suggest that efficient cognitive and motor functioning requires the integration of separate, but interconnected cortical networks in the brain. The empirically based, particularly important element of conductive education is rhythmical intention. Functional imaging and neurophysiological evidences support the existence of 3 crucial, separated, but related networks for attention, intention and motor control. Task-related measures of brain activity suggest that a frontoparietal network is associated with the control of attention, frontal with intention.

**KERESZTURY, Anita**

**THE POWER OF HEALTH AND INTENSITY IN CONDUCTIVE EDUCATION**

Center for Independence Through Conductive Education,  
Countryside, IL, USA

**Introduction**

How many of us involved in the community of individuals with cerebral palsy have been asked the questions:

- How many hours a week should one attend the program and why?
- What general health condition will people with cerebral palsy need to focus on?

**Aims**

Parents are challenged to provide a healthy way of living for their children with disabilities. Our parents must make difficult decisions to decide the optimal time to devote to conductive education as the variety of therapy programs are increasing. These specific challenges are impacting us, conductive education centers, and we need to be able to give a convincing answer.

Objective: The presenter will discuss the benefit of intensity along with promoting the importance of the healthy way of living.

**Materials and Methods**

- The supporting data comes directly from our team's ongoing data collection. The creation and adoption of a common set of tools to document program outcomes. For example: The Functional Independence Measure (FIM) scale as a common tool used in other fields focused on rehabilitation.
- Research on Physical Activity and Health among People with Disabilities: A Consensus Statement Human Engineering Research Laboratories, VA Pittsburgh Health Care system, Pittsburgh, Pennsylvania, PA and University of Pittsburgh, 15206
- Impact of Iron Deficiency Anemia on Functional Abilities and Muscle Strength in Children with Spastic Cerebral Palsy El Shemy, SA Amer FE, Madani HA/2019
- Book Reference: Anders Hansen: The Real Happy Pill

**Results and Conclusion**

The importance of health education can be a crucial aspect of promoting the necessity of lifelong learning and the promotion of overall wellness to prevent secondary components in the community of people with cerebral palsy.



**KINNERSLEY, Theresa**

**IS THE DEVELOPMENT OF EXPERTISE AN ACHIEVABLE GOAL?**

NICE, Centre for Movement Disorders, Birmingham, United Kingdom

**Introduction**

The focus of this presentation is upon the findings of a research thesis in which the aim was to explore conductor's perceptions of expertise, and to use these perceptions to construct a Strengths based, Self-assessment CPD tool.

**Aims**

The aim of the presentation is to share the journey of this thesis, with particular focus upon the findings and conclusions. These relate primarily to the journey the conductor travels from novice to expert, the factors that may influence the trajectory of this journey, and of the need to learn with others in order to be able to develop not only the detail of practice, but also a strategic and comprehensive awareness of the issues that influence development and understanding of the 'bigger picture'.

**Materials and methods**

The findings of this study are based upon interviews with 20 conductors working in CE centres in the UK. Conductors were both Hungarian and UK trained, and worked in a range of CE centres and schools. Bipolar construct pairs were elicited from these interviews. The data was analysed both quantitatively and thematically. Subsequent analysis generated items for inclusion in a questionnaire.

**Results and conclusions**

Initial testing indicates that this questionnaire has relevance and potential to be effective as a tool for guiding professional development. As a Strengths-based, self-assessment CPD tool, conductors were enabled to reflect upon their strengths, and set goals for future professional development, within a holistic framework completely aligned with conductive pedagogy.

KLEIN, Anna

**IMPACT OF CONDUCTIVE PEDAGOGY ON LEARNING ABILITY**

András Pető Faculty of Semmelweis University, Budapest, Hungary

Learning ability in other words adaptation is learning to learn. If we consider learning ability as a psychic system, the following major subsystems can be distinguished: motor ability, orientation ability, cognitive ability, communicative ability, creative ability, social ability.

Conductive pedagogy is based on the realization that in cases of cerebral palsy, succeeding in age-appropriate requirements, adaptation is impossible because the damaged brain has not learned how to organize the simplest of functions of personality. Coordinated operation of various functions allows for successful adaptation to the environment. Lack of this coordination causes learning disability. Conductive pedagogy aspires to eliminate learning disability.

Different types and degrees of mobility impairment are only one of the dysfunctions in the cerebral palsy syndrome. At the same time, orthomotoric movement is the basis of all kinds of learning abilities, it is the origin and impulsion for the development of higher psychic functions. The goal of conductive pedagogy is to create or restore the ability to learn by learning through orthomotoric functioning. Orthomotoric movement is not a goal in conductive pedagogy, but a primary tool in the process of developing learning ability. The structured functioning of various components of the personality is created through learning and this learning can be influenced by the means of pedagogy. A learning environment must be created that provides the conditions that will meet the ever-present biological and social needs. Applying these conditions allows that the necessary learning processes can be initiated and developed.

In this paper we consider those conditions and resources applied by conductive pedagogy that are needed for successful learning. We analyze the learning model of conductive pedagogy: motivation (goal, task), intention, acquisition of experience and knowledge (task, task series), practice application, problem solving activity. We take into consideration those didactic principles that are absolutely essential for carrying on a successful conductive teaching. The distinguishing feature of the conductor's attitude is that in all his/her rehabilitative practices he/she strives to uphold these principles.

KOLLER, Henrietta; PÁSZTORNÉ TASS, Ildikó

**OPPORTUNITIES OF MEASUREMENT IN CONDUCTIVE EDUCATION OF ADULTS WITH NEUROLOGICAL CONDITIONS: MULTIPLE SCLEROSIS**

András Pető Faculty of Semmelweis University, Budapest, Hungary

**Introduction:**

This poster presents an analysis of the achievements of those adults with neurological conditions, specifically with Multiple Sclerosis (MS), who took part in Conductive Education at the András Pető Rehabilitation and Health Care Department from June 2019 – until January 2020.

**Aims:**

Our goal was to assess the condition of adult clients with MS. We wanted to evaluate if the Barthel ADL index could be used to measure adults attending conductive education.

**Materials and Methods**

In 2019-2020, 38 adults with MS took part in CE at the rehabilitation department, mostly once a week for 2 hours. Control measure data were collected in January 2020, in 20 cases (52,6%), 7 male, 13 female, 65% of the clients have mild, 30% have moderate, and the remaining 5% severe type of MS.

We collected data with the Barthel ADL Index, and Observation in Conductive Education (OCE), a general list of aspects for the observation of the development of adults receiving CE and for the registration of their development, written by Katalin Birinyi, Zoltánné Gergely, Ágnes Tóth, Istvánné Tarczay, Judit Urbán, Katalin Jenes (Adults' Department, MPANNI, 2006), based on the child version written by Júlia Horváth, Ildikó Kozma, Anikó Salga (MPANNI, 2000).

**Results and Conclusion:**

During the period of a 7-month investigation the Barthel ADL Index did not detect any changes.

Development was registered in some categories by the observation tools (OCE).

- changing position: improvement 0,099%
- moving, walking: 5,305% **deteriorating condition**
- manipulation, upper limb functions: improvement 0,045%
- speech and communication: improvement 1,696%
- self-care: 3,025% **deteriorating condition**
- cognition: improvement 2,238%
- social behaviour: improvement 12,667%

Based on the observation categories, the patients' overall condition deteriorated by 0.003 percent during the study period. The 12.677% improvement in social behaviour is outstanding.

**KONDÁKOR, Ágnes**

**INTEGRATED CONDUCTIVE PEDAGOGY METHODOLOGY INSTITUTE,  
PROFESSIONAL SERVICE, INTENSIVE INTERVAL TRAINING I**

András Pető Faculty of Semmelweis University, Budapest, Hungary

**Subject:**

Presentation of the operation, goals, activities of the area, illustrating the agenda, the task series, and the cognitive program through photos. Presentation of the group profile.

In this poster, we would like to generally demonstrate the Intensive Interval Education, the versatile task system, and the specifications of the group using a mind map. Photos are inserted for illustration.

**The branches of the mind map:**

- Features of the mommy group and the program
- Conductive education of low age children and/or babies with dysfunctions, dealing with them together with the family
- Developing the conductive approach of parents
- Occupation opportunities, aspects of group organization
- Admission of newcomer children, integrating them to the group
- The significance of the group
- The importance of the agenda
- Characteristics of leading a program

The mind map illustrates the group's diverse work, the roles of the conductors and the stated goals.

Besides developing the children, it can be seen how the systematic occupation with the families and the constant presence of the parents requires continuous understanding, empathy, extensive knowledge, and professional skills of the conductors.

**KONDÁKOR, Ágnes; KENESEI, Dorottya; GALANKÓ, Luca**  
**INTEGRATED CONDUCTIVE PEDAGOGY METHODOLOGY INSTITUTE,**  
**PROFESSIONAL SERVICE, INTENSIVE INTERVAL TRAINING II**  
 András Pető Faculty of Semmelweis University, Budapest, Hungary

In the poster we would outline the relationship between the daily routine, the content and aims of the tasks, and the cognitive program.

**Example:**

According to the daily routine: **Learning how to change place and position starting from a lying position** in an advanced-intermediate mixed group, the cognitive theme is the body parts and sense organs, especially the eyes as sense organs and vision as perception-sensation.

According to the daily routine: **Learning how to change place and position as part of standing – walking** in an advanced-intermediate mixed group, the cognitive theme is the body parts and sense organs, especially the ears as sense organs and hearing as perception-sensation.

According to the daily routine: **Learning how to change place and position in sitting position** at the plinth, the cognitive theme is the body parts and sense organs, developing the auditory and the visual memory, gadgeteering – making musical instruments.

Depending on the style and size of the poster, the goals of the activities may also be stated.

**Aims of the tasks and the session:**

1. Creating adequate group atmosphere and conditions for learning
2. Raising and maintaining awareness, introducing the theme and motivation of the day
3. Developing and maintaining orthofunctional positions in different situations
4. Establishing and maintaining modes for change of place and position
5. Prevention of abnormal associated movements
6. Differentiated task solutions according to the dysfunction
7. Improving eye-hand coordination
8. Improving manipulation and game activities
9. Improving speech and intelligence
10. Establishing the parents' conductive approach, teaching them the appropriate facilitating methods and the application of the tasks in daily life.

**KORSOS, Armin; PRITTS, William**

**THE SHOWMAN**

Center for Independence through Conductive Education  
Countryside, IL, USA

Justin is a 32 year' old man, living with Cerebral Palsy. This is his story told in an untraditional way about living as an independent adult with physical disability. Showing how his life intertwines with his love for wrestling and how it changed his life.

KOTOV, Alexander

**IMPLEMENTATION OF EUROPEAN INNOVATIVE REHABILITATION TECHNOLOGIES, IN PARTICULAR, THE COMPLEX DEVELOPMENT METHOD OF ANDRÁS PETŐ IN REHABILITATION PRACTICE IN RUSSIA**

Orel State University named after I.S. Turgenev, Orel, Russian Federation

In recent decades, the attitude of society towards a disabled person has begun to change utterly, recognizing him as an equal and worthy member of society, but having its own additional problems. Today, as never before, the growing role of rehabilitation in the system of providing medical, psychological, pedagogical and social assistance to the population of all ages and for all types of diseases is recognized. In domestic health care so far, various areas of rehabilitation have developed in parallel. In this connection, it has become necessary to unite the efforts of doctors, teachers, and social workers in order to create comprehensive rehabilitation methods and programmes in the interests of patients, and to borrow the European experience of rehabilitation.

Currently, Orel State University named after I.S. Turgenev built a holistic model of branch interaction of social institutions (medical, social and educational institutions, family) in the comprehensive rehabilitation of persons with ICP in Orel region, and the provision of scientific and methodological assistance in their rehabilitation support. In this model, cooperation is an integral part of the entire rehabilitation process. The built-up model for the rehabilitation of children with partner institutions is based on the method of conductive pedagogy, borrowed from European experience. This experience was borrowed at András Pető Faculty of Semmelweis University in Budapest (Hungary). The Conductive Education's origin lies in the works of Professor András Pető, who founded the National Institute of Motor Therapy, András Pető Faculty of Semmelweis University. This Faculty is a member and close collaborator of European Conductive Association (ECA), which is an officially registered body aims to ensure quality in academically training and conductive working performance within the EU. The ECA is involved in many EU Projects and Partnerships to improve and spread Conductive Education. With the support of ECA several European Projects and Partnerships were carried out. It is very important for us to study and use the results and experience of the ECA, because it can help us to improve our Conductive Education competence.

Implementation of European innovative rehabilitation technologies, in particular, the complex development method of András Pető in rehabilitation practice in Russia.

Orel State University named after I.S. Turgenev was founded in 1919. The University implements 422 basic and supplementary educational programs. It is the only university in the region, which implements a multidisciplinary continuous training of specialists of all levels in engineering, pedagogical, medical, natural-science and humanities education.

There are 17474 students from 87 countries studying there and 12683 of

them are full-time students.

The University has 3 affiliated branches, 18 institutes and faculties, 102 departments providing educational programs.

The University develops its leading positions in research and development in the following areas: saving technologies in the socio-economic sphere, linguistics, special pedagogy and psychology, research of historical and cultural heritage, chemistry and biochemistry of processes, instrumentation and automated control systems, IT technologies and cyber security, biomedical photonics, medical technologies, agricultural and food biotechnologies.

The group of scientists from Orel State University became interested in the problems of rehabilitation of patients of various profiles and people with ICP in 2017. Scientific laboratory „Innovative technologies for the comprehensive rehabilitation of patients of various profiles“ was created within the framework of the Institute of Pedagogy and Psychology. It is important that at present, the Memorandum has been signed with András Pető Faculty of Semmelweis University, Budapest (Hungary).



LENGYEL, János

**CONDUCTIVE EDUCATION AND CORRECTIONAL PEDAGOGY.  
SIMILARITIES AND DIFFERENCES**

András Pető Faculty of Semmelweis University, Budapest, Hungary

Both Conductive Education (CE) and Correctional Pedagogy (CorrPed) are educational methods to facilitate the re-integration of people with disabilities into society, to help them obtain the highest possible amount of independence and to support their families. However, they apply different methods and target different audiences.

CE is a world-renowned holistic physical rehabilitation and special needs education method based on the work of physician Prof. András Pető. It has been successfully applied for close to 75 years in Hungary and around the world to help people with special physical, mental and/or emotional needs.

Russian Institutes and professionals have demonstrated interest in the method by:

Russian college students attending CE studies in Budapest until 1997;

- Preparing scientific articles, like the article of Mikhail Shifrin on the Pető method and on Prof. Pető;
- Publishing compilations of studies by Hungarian professionals on CE, for example by Marina Mamaeva (the director of Stella Publishing House, St. Petersburg) in the journal *Piatiminutka*;
- Establishing partnerships with the Pető Institute (currently the András Pető Faculty of the Semmelweis University); partnerships have been established by various Russian colleges (e.g. Nekrasov Pedagogical College, St. Petersburg), universities and rehabilitation centres (e.g. in Moscow, Yekaterinburg, and Oryol); and
- Regularly sending Russian children to attend rehabilitation in Budapest.

CE studies consist of 8 university semesters (for a BA degree). Close to half of the curriculum is hands-on-training. Certified CE trainers are called 'conductors'. Conductors can work with people of all ages.

The CorrPed method is taught at various levels (vocational training, college [diploma], and university [degree]) in Russia. While the CorrPed method was first described in 1929 (P. V. Kaschenko, V. V. Murashev), it became recognized as a profession in 1988 (G. F. Kumarina).

The Nekrasov Pedagogical College of St. Petersburg and the András Pető Faculty of the Semmelweis University have established a multi-year partnership. As part of this agreement, Hungarian CE professionals participate in the international training events hosted in Russia, and Russian CorrPed professionals attend professional development short courses in Budapest. Furthermore, student exchange programs between the two institutions also form part of the

partnership and allow students to learn about the different methods applied in CE and CorrPed.

Close to 3,200 hundred students attend Nekrasov Pedagogical College learning under the guidance of almost 160 instructors. The students gain practical experience in almost 80 different fields. The practice oriented education has three directions of specialization: adaptive physical education, special pre-school education, and correctional pedagogy in primary education. Students graduate in three years with a college diploma, and can upgrade to a university degree with two extra years of studies.

Although CorrPed and CE work with similar terms, the interpretation of these terms can be very different. „Conductors“ in CE work in homogeneous teams. Furthermore, these teams work with groups of individuals. Typical CE patients have no to only mild mental disabilities, but they all have physical disabilities.

In CorrPed, although there are a few excellent specialized institutes (e.g. for blind and visually impaired people, or for people with motor disabilities), educational groups are typically not formed along specific disabilities. Furthermore, patients with similar disabilities are treated either individually or in small groups removed from the larger group. Lastly, instead of a homogeneous team, the work of the various professionals is managed by the correctional pedagogue. CE targets all age groups, including adult rehabilitation after stroke, accidents or Parkinson disease. The specific terms used in CE, like facilitation and rhythmical intention are not known/used by other rehabilitation methods.

**LESZKÓ, Dóra; PÁZMÁNDI, Eszter Melinda; SÁRINGERNÉ SZILÁRD, Zsuzsanna**  
**RECREATIONAL OPPORTUNITIES OF PEOPLE WITH**  
**CEREBRAL PALSY IN HUNGARY**

András Pető Faculty of Semmelweis University, Budapest, Hungary

Nowadays, leisure has got a greater role and became more significant than before. After the Stoke Mandaville games in 1948, the organisers have quickly realised how important sports can be for people with motor disabilities. Even though many pioneers like Csíkszentmihályi have mentioned the advantages of regular physical activity, the number of institutions and professionals are still low.

Recreational sport is just as important for people living with Cerebral Palsy as it is for individuals with typical development – through leisure, they can all experience flow and the autotelic experience. First hypothesis (H1): based on a randomised sample of individuals, the population considers disabled people's leisure insignificant. In this context, the second hypothesis (H2) was that there is a significantly low number of venues in Hungary that can facilitate people with motor disabilities. H3 was to determine whether there are any Paralympic sports that people with CP can engage in for leisure or competitive sport purposes.

We have examined our hypotheses with 3 methods: systematic review, questionnaires (in Budapest at Semmelweis University and the Rehabilitation Clinic in Debrecen) and also used Microsoft Excel program to do a chi-squared test. We used the FOVESZ database to determine the exact number of sport associations in the country. After reviewing the Paralympic sports, we created a chart to visually symbolise which type of sports would benefit different types of impairment considering both leisure and professional aspects.

The recreational opportunities for people with motor disabilities are limited in Hungary. To bring change to the field, not only infrastructural but professional development is also mandatory. As proven by our study, people with Cerebral Palsy have the inner motivation to do regular physical activity – it is mostly the environmental capability that prevents them.

As soon as professionals can show a strategy and adapt recreational activities to the individuals' needs, they will be able to find new goals, create methods to deal with everyday challenges and have a better quality of life.

Keywords: Cerebral Palsy, recreation, sport, Paralympics

**LIN; Ying Hua\***; **CHEN Zhan Hua\***; **WEI Jin Feng\***; **CHENG, Yuk Kwan Clare\*\***  
**E LEARNING @ SILVER LINING ~ CONTINUAL EDUCATION AND**  
**REHABILITATION FOR CHILDREN LIVING IN MOUNTAINOUS REGION**

\*Silver Lining Social Work Service Centre, Guangxi, China

\*\*Silver Lining Foundation, Hong Kong, China

The Silver Lining Social Work Service Centre, Guangxi, China was established in 2010 as a non-government and non-profit organization. The Centre provides education and rehabilitation based on the principles of Conductive Education for children with cerebral palsy and delayed development from impoverished families, mostly living in mountainous region in Guangxi. For different reasons, some children have to return to their hometown before they complete primary education which the Centre provides. The majority of these children are not admitted to the local schools at their hometown. Even for those who can be admitted to local schools, they do not have any support on their rehabilitation which is vital to maintain their motor function. In order to sustain the progress of these children, the Centre has initiated an outreach community support program for these children living in mountainous regions since 2015. A therapist, a teacher and a social worker forms as a consultation team and visit these children twice a year to provide rehabilitation and education support as well as family care. However, the frequency of visits deem inadequate to meet the complex demand. Moreover, the remoteness of the mountainous regions makes it infeasible for more frequent visits. A distant learning via internet was improvised in 2017 for making up the inadequacy.

The e Learning Project at Silver Lining runs daily for 5 days per week for two categories of children learning from home. One category is for children who are without schooling. They are catered with one cognitive lesson and one motor class. Another category is for children who attend school. This category has after school programs mainly on motor training. Twice yearly home visits by therapists, teachers and social workers are carried on. Family camps and rehabilitation equipment are also provided as family support. We also experimented to link up a regular school via internet so that our children at home can “attend” classes at the regular school.

This paper will present the principles in setting up the e learning project and the strategies to ensure perseverance in daily attendance.

Keyword: Internet, e-learning, distant learning

LŐRINCZ, Zsanett; KÁNTOR, Katalin

**GOAL ATTAINMENT SCALES IN THE EFFECTIVENESS ASSESSMENTS OF  
COMPLEX MOVEMENT DEVELOPMENT**

Jósa András University Clinic, Nyíregyháza, Hungary

The rehabilitation searches always for the combination of the most effective methods. How can a passive therapy be complemented with an active one? Which combination is more effective: massage and conductive education in groups or massage and classic physiotherapy in individual form?

10 children (2-7 years old) took part in a two week long interval therapy two times from October 2018 till February 2019 at the Pediatric Rehabilitation Centre in Nyíregyháza. During the two weeks they had a 90 minute physiotherapy in individual form and a massage every day and a quarter year later a 90 minute conductive education in groups and a massage. In the research were used Grated goal attainment scales. The passive and the active goals were defined by the cooperation of child, parents and therapist. At the beginning and at the end of each two weeks interval there were used Time Up and Go (as functional measurement) and Easy Attention Test (not standardised measurement) and the Goal Attainment Scales were also defined and measured.

After the two two-weeks interval was proved by Time Up and Go and also by Easy Attention Test a significant improvement in both combination (individual classic physiotherapy and massage, conductive education in groups and massage). The goals of the Goal Attainment Scales were relevantly defined because all of the children completely or partly reached the defined goals. The parents reported that they could use and adapt all tasks and skills they have learned during the intervals at home.

**MALLETT, Susie**

**'GETTING TO KNOW YOU, GETTING TO KNOW ALL ABOUT YOU.' (1)**

Nuremberg, Germany

### **Introduction**

Getting to know one self is difficult process. Looking in a mirror at the physical self can be as difficult recognising the inner self.

The expressions we see on our faces aid in discovering emotions and character; the positions of limbs, head or feet help to create our body image. The mirror can be used to practice movements, adjust clothing, put on makeup and tidy hair. These are only possible by looking in the mirror.

### **Aims**

For many this is difficult because of physical or more often psychological reasons; it is practiced in our conductive programmes.

We can take weeks, months or years to really see what is reflected back from a mirror.

### **Methods**

Art is a useful tool to encourage clients to develop skills and personality. Through the 'Self Portraits' project, clients develop creative skills and physical abilities and get to know themselves!

Learning about types of paper and brushes, hardness of pencils and looking closely at the anatomy of the face can distract from the often very difficult hurdle of looking in a mirror.

### **Results and conclusions**

The resulting portrait collection has been exhibited several times. Clients hear the positive comments from viewers, an extra bonus to help development of body image and self awareness. No one knows how many hours it took to get over the hurdles, the portraits reveal the successes.

### **References**

- (1) Getting to Know You, 1951, show tune from Rodgers and Hammerstein musical The King and I.

MAMAEVA, Marina

**PROSPECTS FOR RUSSIAN-HUNGARIAN COOPERATION IN THE FIELD OF COMPREHENSIVE REHABILITATION OF CHILDREN WITH MOVEMENT DISORDERS, INCLUDING THE METHOD OF CONDUCTIVE PEDAGOGY**

Stella Publishing House, Saint Petersburg, Russia

The history of Russian-Hungarian cooperation in the field of comprehensive rehabilitation of children with movement disorders (cerebral palsy) began in the 1990s, but did not have much development.

I first learned about the method of conductive pedagogy more than 8 years ago while studying Hungarian programs of sanatorium rehabilitation. The essence of the method was clear and simple, like all genius. The only thing that was not clear was why such an effective method of rehabilitation of children with movement disorders, developed 70 years ago and successfully used in many countries of the world, is practically unknown and is not used in Russia. There was only a short practice in Moscow, when every month groups of children with cerebral palsy were sent to the Pető Institute of conductive pedagogy in Budapest for one course of rehabilitation at the expense of the government of the capital.

Finding out the level of awareness of our specialists about the method of conductive pedagogy, it became clear to me that most Russian rehabilitation specialists have no idea about the method and its effectiveness, but formally list it in rehabilitation programs for children with cerebral palsy.

In this regard, the Society of specialists „International medical cooperation” has been working hard since 2012 to ensure that the method of conductive pedagogy is included in the programs of comprehensive rehabilitation of Russian patients with movement disorders not formally, but actually. In addition to scientific and educational work, we were able to initiate the conclusion of cooperation agreements between Russian universities from St. Petersburg and Orel and the faculty of conductive pedagogy of Semmelweis University. As a result, there is a prospect of training Russian specialists in Budapest in order to master the method of conductive pedagogy.

**MARK, Szilvia; ZWIEFELHOFER, Jim**

**PUTTING CONDUCTIVE EDUCATION LIFE SKILLS TO USE IN THE COMMUNITY**

Center for Independence through Conductive Education  
Countryside, IL, USA

**Introduction**

A Conductive Education classroom can be set up in many creative ways to emulate life outside our walls. However, sometimes bringing Conductive Education outside our walls and into the community, can prove to be extremely effective at reinforcing the many CE principles our children and young adults with motor dysfunction disorders practice in our classrooms. Many times, these children and young adults, and their families, have difficulty implementing the life skills and functional abilities that they have learned, into their communities. Being able to practice what they have learned in a real-life setting, not only strengthens their neuroplasticity, but it helps them problem solve and understand the real struggles that may arise.

**Aims**

To improve life skills, orthofunctionality, and neuroplasticity through “real-life” practice.

To improve more complex problem-solving skills.

To be exposed to possible difficulties within the community and be able to discuss adaptations and suitable “work arounds”.

To improve overall independence and community involvement.

**Materials and Methods**

CE approach for open peer discussion, and learning life skills

Technology

Transportation

Community organizations, i.e. supermarkets, retail stores, libraries, gas stations, etc.

**Results and Conclusion:**

They understand that CE has a purpose and that they can utilize the skills learned in a CE environment to navigate their communities and become productive members of society.



MAROSY, Judit

**ENGLISH TEACHERS FOR PEOPLE WITH DISABILITIES****Introducing a campaign using English Language Teaching (ELT) to raise awareness about issues affecting people with mobility disability.****A SAMPLE LESSON (Wheelchair Etiquette)**

András Pető Faculty of Semmelweis University, Budapest, Hungary

The Disabled Access Friendly campaign aims to inform students about issues affecting people with mobility disability. It reaches young people through the teaching of English as a foreign language. The project provides teachers, of all levels, with free material. This can be used as additional material, project work and examination practice, but at the same time provides students with the information necessary to allow them to put themselves in the shoes of someone with a mobility disability, and stimulates them to understand others and to think how others feel.

Although based in Greece, the project is equally accessible by and relevant to ELT teachers worldwide, as it is not culturally bound. It is internet based, uses the English language, and the teaching material provided has no expiry date and can be used over and over again for new classes of students.

This material builds EFL skills and offers exam practice, but at the same time gives information on mobility disability, so students can:

- Become more sensitive, understanding and supportive
- Project themselves into someone else's position
- Initiate changes for the better

**Wheelchair Etiquette (A sample lesson)**

It features a relevant, thought-provoking reading and question sets that you won't find in most textbooks. Through various practice exercises, students gain speaking confidence, allowing them to join real-world discussions outside of class.

**MASCHER, Róbert**

**HANDICRAFT TECHNIQUES TO HELP THE EMPLOYMENT  
OF PEOPLE WITH MOTOR DISABILITIES**

András Pető Faculty of Semmelweis University, Budapest, Hungary

### **Introduction and aims**

The purpose of conductive education is to enable disabled people to work and to lead an active, meaningful and independent life. Our conductors are constantly working to achieve this goal, as we cannot overlook the fact that the young people who have completed our schools have several decades of active years ahead of them. In addition to my work in the conductor training, I consider it my priority to help our pupils learn as much as possible about the job opportunities available and develop the manual skills that can help them get to work.

### **Materials and methods**

I focused my attention on two areas, the first of which is the monitoring of the professions facing our pupils. In the conductor training, we introduce new procedures and try them out continuously during teaching practices.

The second is to get to know the inclusive workplaces available in order to get a realistic picture of the job opportunities facing our pupils. In addition to workshops and interviews, my research also involved gathering international experiences and data from institutions.

### **Results and conclusions**

In my presentation, I will give examples of collaborative workshops, employment organizations. It became clear that within the András Pető Faculty it would be difficult to carry out a multi-professional training course on its own. Success requires the involvement of collaborative institutions with an educational team and workshop.

I also believe that our students in Pető will be much more successful if they are given more manual activities at primary school. Examples will be shown in my presentation.

Of course, for our young people it is a fundamental condition to be aware of what their diagnosis allows.

There are many ways to apply the results. This may include the organization of workshop visits and professional demonstrations, or furthermore, the creation of a stand-alone workshop where our young people will be able to produce a variety of products as well as our own Pető-Brand items.

**MÁTHÉ TÓTH, Magdolna\***; **LAKATOSNÉ PINTÉR, Anita\*\***

**THE CHANGED NEEDS AND COMPETENCIES OF CONDUCTIVE EDUCATION SPECIALISTS. POSSIBILITIES OF WIDENING THE COMPETENCE OF CONDUCTIVE EDUCATION SPECIALISTS DURING THE PSYCHO-DIAGNOSTIC ACTIVITIES OF EXPERT COMMITTEES OF THE EDUCATIONAL SERVICES**

\*Hétvezér Primary School, Székesfehérvár, Hungary, \*\* Fejér County Expert Committee of Educational Services, Székesfehérvár, Hungary

The presentation is divided into two parts. The first part, based on statistical data, outlines the job opportunities, duties and tasks of conductive education specialists working outside the András Pető Faculty of Semmelweis University in Hungary. It highlights the fact that the range of people we serve in public education, health care, charities, and the public sphere is increasingly diverse in terms of diagnosis, with a clear minority of pure hereditary Cerebral Palsy against other conditions. This is the case despite the fact that according to the current regulators - in line with the training and output requirements of the András Pető Faculty - conductive education specialists are entitled to care for children with movement disabilities.

This anomaly triggered a conductive education specialist working in public education to start a process that will hopefully lead to the widening and dissemination of conductive education specialists' competence.

It can be proven, that conductive education specialists with their complex approach and extensive knowledge are valuable members of a system which is struggling with the shortage of specialists. Conductive education specialists play an important role in the integrated public education and in the development of social attitudes. Due to the initiative for the extension of the competence, the Department of Public Education and Administration of the Ministry of Human Resources has issued guidelines regarding special education and conductive education qualifications. These guidelines provide legal and regulated methods for conductive education specialists and their employers on how to join to the rehabilitation of children without Cerebral Palsy.

The second part of the presentation is strongly connected to the first part. It summarises the experiences of a conductive education specialist working in the county expert committee of educational services. As a result of psycho-diagnostic work, the speaker will examine where in policies and recommendations conductive education specialists' competences appear and what professional reasons justify conductive education specialists' involvement in care for children who tackle with integration and learning difficulties, behaviour disorders and who have special educational needs.

In addition to the above mentioned goals, the speakers would like to help and be the active participants of the expansion and reform of the education of college students. The speakers hope for an improved involvement of conductive education specialists in special education.

**MATOS, László**

**ALTERNATIVE POSSIBILITIES TO DEVELOP MUSIC IN  
CONDUCTIVE GROUPS**

András Pető Faculty of Semmelweis University, Budapest, Hungary

Basic Conditions for Musical Activities:

1. Perception or the correct function of analysts.
2. Motoring capabilities:
  - the correct breathing activities,
  - correct movement of the larynx,
  - coordinated movement,
  - manual skill.
3. Ability to reproduce:
  - musical memory,
  - internal hearing,
  - musical fantasy.

Difficulties in the Musical Development of a Motor Disabled Child

Role of the Musical Education in Conductive Pedagogy

What to Do for Musical Development in a Conductive Group?

1. Development of rhythmical qualities
  - a) Improvement of senses for the meter
  - b) Sounding rhymes and/or the rhythm of the song
  - c) Emphasizing the accents
  - d) Connecting the measure and the rhythm of the song
2. Development of singing abilities
3. Improvement of the sense for the pitch
4. Sense for the tone
5. Ability to listen to music

Possibilities for Looking for Directions in the Areas of Musical Development and Therapy in a Conductive Group

1. The system of colored score: the Ulwila method
2. Rainbow music book and scores
3. Various types of chime sets
4. Types of metallophone
5. A series of boom whackers

**MCALINDON, Pete; WEISZHAUPT, Krisztina**

**GAMING FOR DATA COLLECTION IN CE**

Conductive Education Center of Orlando, Winter Park, FL, USA

### **Introduction**

One of the major criticism of the conductive education system is the lack of objective and reliable quantitative research data on the impact of CE on motor skills. A partnership between the Conductive Education Center of Orlando and Blue Orb Inc. intended to address the issue and develop a system to collect quantitative data.

### **Aims**

The aim of the partnership was to develop a reliable gaming system that measures progress, and collects data on the impact of CE on motor skills.

### **Materials and methods**

During gameplay the students control an avatar via their physical movements using a depth sensing camera. These games require students to perform high intensity physical movements that push them to their limits over multiple 90-second-long intervals.

### **Results and conclusions**

With each game providing dozens of analyzed motions we track how well a student can maintain their endurance throughout a game as well as track how well they have improved at performing the target motions over a semester or even years. We built a web panel specifically for the conductors at CECO as well as the students' parents. The website allows parents and staff to see how well a student's range of motion has developed over time as well as detailed analytics from every game session. These reports help keep parents in the loop as to how well their child is progressing at CECO and gives them another perspective on which skills their child needs to focus on.

**NAW, Eh Hsar Htoo; U, Tha Uke**  
**ENLIGHTENMENT OF MYANMAR'S CHILDREN**  
**REHABILITATION THROUGH CE**

Eden Centre for Disabled Children, Myanmar

### **Introduction**

Eden Centre for Disabled Children (ECDC) was established in April 2000 and was the first non-government and non-profit organization for children with physical and intellectual disabilities in Myanmar. Among various types of disabilities, Cerebral palsy (CP) are the most in ECDC.

According to 'The 2014 Myanmar Population and Housing Census' report the total population in Myanmar are 51,486,253 and under 14 years are 14,399,569, 28.6%.

Physical rehabilitation was the main focus in ECDC since the beginning as only physiotherapists but not special education teachers were available in the country. Parent involvement in whole rehabilitation processes was also neglected. Family members were dependent on service provider to maximize the child's potential. Community participation by children with disabilities was very rare. ECDC has tried her best to promote disability awareness and yet community attitude was still unfavorable. Except for those with very mild impairment, very few children from ECDC could access regular education.

In 2018, ECDC had a chance to learn Conductive Education (CE) from 'Silver Lining Foundation (SLF)', Nanning, China. Nanning SLF has successfully implemented CE for more than ten years under the supervision of Dr Clare Cheng, Honorary Conductor from Hong Kong. We find the uniqueness of CE approach can enrich existing ECDC's ultimate goals in maximizing the potential of the children and family members to live with dignity.

### **Purpose / Method**

ECDC has started CE program in May, 2018, with 2 pilot groups, each with 6 children (age range: 3 to 10 years; 7 boys, 5 girls; GMFCS level 2 to 5). Parent's willingness to accompany their children in the whole day learning was the major selection criterion. We set up a CE team with 1 social worker, being the team leader, 1 physiotherapist, 2 teachers and 1 accountant. We renovated two classrooms and a common daily living area for mobility, toileting and transfer. CE furniture was made and teaching material was prepared according to the advice of Dr Clare Cheng and SLF coordination team. ECDC team and SLF team met regularly in direct contact or via internet for children selection, assessment, program planning and other logistics.

The arrangement we made at ECDC for this new CE program include whole day schedule for CE classes with parents involvement along service provision as facilitators to the children. Monthly outing and parent workshops were conducted regularly. The assessment tools from SLF were combined into existing ECDC's assessment forms. Curriculum was designed by teachers from SLF under

the supervision of Dr Clare Cheng. The holistic approach was implemented by the transdisciplinary model under CE principles.

## Results

Before CE was introduced, ECDC tried hard to build the capacity and competence of their staff by relying on multi-profession inputs from various overseas experts. ECDC created its own assessment forms by combining Carolina and Brigrance for early intervention and junior program (under 14 years) and for 15 years and above, up to 18 years, the assessment forms and curriculum was developed by our adviser from Singapore in 2014. The whole rehabilitation was focused on the assessment of six domains, namely (PCUSEMCC) Physical (fine motor), Communication, Understanding (Cognitive), Moral and Creativity, Social and Emotion and Caring for Self. We adopted a multidisciplinary model. Our focus was solely on the children's disability and they were made to become passive service recipients. Parent support was solely relied on the social worker. Parents had low expectation from their children concerning their independence.

After CE was introduced at ECDC, we were able to achieve the ultimate goals of empowering the parents and building up self-esteem of the children, which was set but not achieved with previous effort. The following table shows the comparison in different stake holders of the organization and the organization itself before and after CE was introduced.

Before Conductive Education	After Conductive Education
<p><u>1.The service providers</u></p> <ul style="list-style-type: none"> <li>• Multidisciplinary approach</li> <li>• Focus on child physical abilities</li> <li>• No specific major program for parents</li> <li>• Giver, Helper mindset,</li> <li>• Control the decision in habilitation of the child,</li> </ul>	<p><u>1.The service providers</u></p> <ul style="list-style-type: none"> <li>• Transdisciplinary approach</li> <li>• Parent centre approach</li> <li>• Mostly prioritize parents' role for the whole process of children's development</li> <li>• Facilitate and empower the children and parents in the processes of learning and development</li> </ul>
<p><u>2.The Children</u></p> <ul style="list-style-type: none"> <li>• Passive service recipients</li> <li>• The rights of the children to education, rehabilitation and friendship were aware but the children were not proactive in the process.</li> <li>• Disability oriented approach</li> </ul>	<p><u>2.The Children</u></p> <ul style="list-style-type: none"> <li>• Active participants</li> <li>• Control whole activities</li> <li>• Key player</li> <li>• Have confidence and self esteem</li> <li>• Accept own identity</li> <li>• Satisfy for what he can do</li> </ul>

<p><u>3.The Parents</u></p> <ul style="list-style-type: none"> <li>• Low expectation on the children because they assume that their children cannot learn as other children</li> <li>• Passive participants in the whole rehabilitation processes</li> <li>• Depend on service provider for the children's improvement</li> <li>• Assume that parents have responsibility to taking care of the children's whole life because they will never become independent.</li> </ul>	<p><u>3.The Parents</u></p> <ul style="list-style-type: none"> <li>• Very high expectation on the children because they know that their children can learn as other children if the programs meet the needs of the children's learning ability</li> <li>• Recognize themselves as key persons to provide necessary services with the support of professions</li> <li>• Parent's role is to maximize the child's potential</li> <li>• Play as a main stakeholder in rehabilitation processes</li> </ul>
<p><u>4.The Organization</u></p> <ul style="list-style-type: none"> <li>• A place where children with disabilities can access their rights such as education, rehabilitation and social care services, peer relationship, etc.</li> <li>• A place where the children can reach their maximum potential</li> <li>• No major activity for parents, no budget allocation for parents</li> </ul>	<p><u>4.The Organization</u></p> <ul style="list-style-type: none"> <li>• A place where children with disabilities can find the meaning of lives</li> <li>• An organization who help parents to have hope and joy (free from bondages)</li> <li>• Have separate budget for parent programs to empower parents</li> </ul>

## Discussion

ECDC was established 20 years ago and was the first and only service provision centre in the country for children with physical and intellectual disabilities. With the mission to provide quality service to these children, ECDC has sought many approaches to upgrade the skills of the staff. Not until ECDC staff had a chance to learn Conductive Education systematically from SLF and Hong Kong, ECDC was far from her ultimate goal of helping these children to live a dignity life. We recognize that CE is not simply a technique but a comprehensive system which facilitates the holistic development of children with cerebral palsy and empowerment for the families. Such comprehensive system is particularly relevant for developing countries like Myanmar.

In Myanmar, as the political climate is changing and progressing, more and more opportunities for education are open to children with disabilities. Disability awareness is also improving after the first disability legislation was approved in Myanmar on June 2015. All these contribute to a fertile soil for CE to grow



and consolidate in Myanmar. Within nearly one and half year of implementing CE principles in ECDC, we have witnessed a significant change not only in the children and their parents but also in the culture of the organization. CE opens a new horizon for the service of ECDC.

There are still a lot more for us to learn in CE as we are now only at the beginning. The need for a comprehensive system for the holistic development of children with cerebral palsy in developing countries like ours is tremendous, we bear a vision that ECDC will be an organization to share Conductive Education principles in Myanmar and the nearby regions so as to benefit more children with cerebral palsy and other neurological impairment.

*Keywords:* Conductive Education, Cerebral Palsy, family-centred approach, transdisciplinary model

**NÁDASI, Zsófia**

**PEDAGOGICAL INVENTION, INNOVATION, DIFFUSION  
- CONDUCTIVE EDUCATION 3.0**

Move & Walk, Gothenburg, Sweden

This presentation will describe different definitions of innovation within pedagogical sciences, define the spreading process of Conductive Education (CE) as pedagogical innovation and will explain what “Conductive Education 3.0” represents.

How could Conductive Education evolve to a worldwide known educational concept and at the same time still struggle for survival?

A short case study will be shown about the financial support of CE worldwide based on questionnaire responses from conductor colleagues.

Move & Walks results will be introduced in detail including all those indispensable professional decisions that developed conductive education's acceptance nationwide in Sweden.

Three areas will be deepened as CE integrated and today available in the education system, in re/habilitation and social services.

In conclusion, the characteristics of “Conductive Education 3.0” will be specified as it represents the priority needs of local families, the integration and acceptance of a given culture and authorities along with the professional improvement and adaptation of the traditional spirit.

Our mission is to create a mutually beneficial cooperation locally to produce high quality of pedagogical synergy within Conductive Education variations however never losing sight of the original ethos of CE.

NITZAN, Nava

**WHAT'S IN IT FOR ME???****CONDUCTOR'S TRAINING FOR THE Y AND Z GENERATION**

Tsad Kadima, Jerusalem, Israel

**Introduction**

The Y generation differs in almost every aspect from its prior generations: The concepts of employment and education and ways of consuming information, data and communication are constantly changing and its impact on society is growing, undermining the obvious and requiring out-of-the-box thinking.

What is the cultural DNA of young people today? And how does it affect the educational system, and the future of conductive education and Tsad Kadima? How do the characteristics of the Y generation affect the training of young staff and its integration within Tsad Kadima's frameworks?

Tsad Kadima's training system has undergone many changes over the decades, the training program started from the late 1980s, for the X generation as formal 4 year training at the Pető Institute. After several years, the program was conducted in Israel and Hungary. In recent years, the program is being implemented in Israel, undergoing re-examination and adaptation to changes in the characteristics of the current generation.

**Objectives**

- To adapt the need for an educational-rehabilitation staff in the educational system in Israel, for the Z generation teachers.
- To bring conductive teaching skills in new ways.
- To implement professional standards in forward-looking frameworks based on the principles of Conductive education.

**Method**

Contemporary training was adjusted according to the characteristics of Tsad Kadima's target population.

The teaching methods have been adapted for independent investigation and use of technological aids and curriculum is aimed at assimilating the conductor's skills in the changing world.

The training program has undergone changes in the way of which the Y generation consume their education, and learning takes place in original ways.

**Results and conclusions**

This model gives a linguistic expression to the uniqueness of the Y generation. Training today is characterized by rapid pace, active learning, knowledge acquisition from various sources, and understanding processes in action.

It allows young employees to integrate into Tsad Kadima's frameworks and learn about the approach to mentoring in a creative and different way.

**ORAVECZ, Adrienn**  
**50 SHADES OF CONDUCTORS**

Eszterházy Károly University, Eger, Hungary

### **Aims**

First and foremost, the aim of this presentation is to give more insight into how conductors work outside Hungary. Túri (2019) defines the conductor as a person who is responsible for the efficiency of the conductive pedagogy. She is responsible for all the elements of the learning process. They are not simple pedagogues because they have gained greater knowledge as to how to assist the integration process of people with cerebral palsy. They have to be also qualified in other areas of special pedagogy especially abroad where they have to work very often in multidisciplinary teams. The second purpose of this scientific lecture is to collect some ideas for what could be done to improve conductive training here in Hungary and to collect some good practices from abroad to enhance and enrich the social, pedagogical inclusion process for people with disabilities.

### **Materials and methods**

33 structured interviews were made with conductors from Hungary and abroad who have foreign working experiences. The questions focused on the following topics: 1. Working Experiences 2. Diagnoses 3. Daily challenges of working abroad as a conductor and necessary conductor competences to be successful in another cultural setting. 4. Memories with Mária Hári and the significance of her international work. What could be done to develop international connections? 5. How does Conductive Education exist at present in different foreign countries. 6. The evaluation of CE by other professionals and by parents. 7. Good practices from abroad.

### **Results**

The interviews will reveal some useful tips, ideas as to how to improve the integration process of people with CP as well as the conductor training and the international connections between the Pető András Faculty and other Conductive Centers.

O'SHEA, Roberta

**MOVEMENT SYSTEM DIAGNOSES FOR NEUROMUSCULAR CONDITIONS:  
IMPLICATIONS FOR CONDUCTIVE EDUCATION**

Governors State University, University Park, IL, USA

Dr Shirley Sahrman created a method of classifying musculoskeletal impairments. Recently Dr. Patti Scheets modified the Sahrman classification for individuals with neuromotor impairments. This presentation will propose the Scheets classifications for the use in Conductive Education to standardized describing persons movement abilities. Additionally, by using this classification, conductors and therapists can create CE programming based in contemporary evidence and consider a new way to classify and more clearly describe a client's movement abilities.

The lecture will present the 9 movement classifications derived for persons with neuromuscular impairments. These classifications/movement diagnoses are known as:

1. Movement Pattern Coordination Deficit: The primary movement dysfunction is the inability to coordinate an intersegmental task because of a deficit in timing and sequencing of one segment in relationship to another. The movement dysfunction in the lower extremity is primarily observed during postural control tasks and in the upper extremity during in hand manipulation and grasp and release of different objects coupled with reach. Motor performance typically improves with practice and instruction.
2. Force Production Deficit: The primary movement fault is weakness. The origin of the weakness may be muscle, neuromuscular junction, peripheral nerve, or central nervous system dysfunction. The presentation may be focal (one joint), segmental (generalized to an extremity or body region), or related to fatigue (of skeletal muscle rather than cardiopulmonary capacity).
3. Fractionated Movement Deficit: The primary movement dysfunction is the inability to fractionate movement associated with moderate or greater hyperexcitability. May describe the upper or lower extremity or both. Always associated with central neurological deficit.
4. Postural Vertical Deficit: The primary movement dysfunction is inaccurate perception of vertical orientation resulting in postural control deficits and the tendency to resist correction of center of mass alignment. The condition may be in the medial/lateral or anterior/posterior direction.
5. Sensory Selection And Weighting Deficit: The primary movement dysfunction is the inability to maintain postural orientation or motor performance as a result of decreased ability to screen for and attend to appropriate sensory inputs. Patients may demonstrate sensory seeking or sensory avoidance behaviors.
6. Sensory Detection Deficit. The primary movement dysfunction is the

inability to execute intersegmental movement due to lack of joint position sense or multi-sensory failure affecting joint position sense, vision, and/or the vestibular system. May involve Upper Extremity, Lower Extremity, or both.

7. Hypokinesia: The primary movement dysfunction is related to slowness in initiating and executing movement. May be associated with stopping of ongoing movement.
8. Dysmetria: The primary movement dysfunction is related to the inability to grade forces appropriately for the distance and speed aspects of a task. Rapid movements are generally too large, and slow movements are generally too small for their intended purpose. Performance deteriorates with faster speeds. May involve Upper Extremity, Lower Extremity, or both. Generally associated with cerebellar dysfunction.
9. Cognitive Deficit: The primary deficit in movement is impaired motor control related to lack of arousal, attention, or ability to apply meaning to situation that is appropriate for age.

In conclusion, there are various ways to classify individuals based on medical diagnosis. For example, children with CP are classified into Gross Motor Functional Classification Scale, individuals with hypertonia are classified using the Modified Ashworth or Tardieu scale. The Scheets and Sahrman model do not classify the person based on diagnosis, but on impairment regardless of diagnosis. This allows the conductor, therapists, and physicians to be more flexible when determining intervention trajectories and plans. Using the Movement Systems Diagnosis provides conductors and therapists flexibility to identify specific impairments and design CE programs that more specifically target the persons capacity and performance.

**PÁSZTORNÉ TASS, Ildikó**

**ANDRÁS PETŐ REHABILITATION AND HEALTH CARE DEPARTMENT  
REHABILITATION SERVICES FOR CHILDREN AND ADULTS**

András Pető Faculty of Semmelweis University, Budapest, Hungary

## **Introduction**

Conductive education (CE) is an effective educational system for the rehabilitation of people with motor disabilities caused by damage to the central nervous system, mainly in the pre-, peri- or postnatal period of life. CE cannot be regarded as a necessary recommendation for any disease or group of dysfunctions, but it has a holistic, multidisciplinary approach and practice.

CE, as created by András Pető has been accessible also to adults with motor disabilities for more than 70 years. Achievements like re-learning walking, improvement of posture and motor coordination, re-gaining independence, taking up employment and self-fulfilment are assigned by many clients to this system and the conductors. CE is recommended for patients with Parkinson's disease, multiple sclerosis, ataxia, hemiparesis after a stroke and traumatic brain injury.

In Hungary the benefits in kind and cash benefits are provided by the National Health Insurance (Hungarian acronym NEAK) to the insured persons. Benefits in kind include cost-free health care services such as primary health care, specialised outpatient care, certain dental care, rehabilitation.

The András Pető Rehabilitation and Health Care Department was established in 2017. Since August 2018 rehabilitation services (for children and adults) are available free of charge, financial costs are covered by the National Health Insurance.

## **Aims**

Examination of trends and changes of the past 1.5 years.

## **Materials and Methods**

Analysis of headcount data based on daily reports.

## **Results and Conclusion**

The number of adult clients, especially those with Parkinson's disease, increased steadily during the study period. Child rehabilitation was launched in March 2019. By the end of the year, 110 new cases entered our field of vision.

This poster provides an overview of the improvement of the rehabilitation department.

**PAZMANY, Judit; GRAU COPPIETERS, Fanny**  
**GOAL ORIENTATED DEVELOPMENT OF A CONDUCTIVE APPROACH**  
**IN CONDUCTIVE EDUCATION WITH PARENTS' COACHING**  
**BY USING KEY ITEM' SCORES**

Centre d'éducation conductive du Gard, Clarensac, France

### **Introduction**

In the CE center CEC du Gard in the South of France children may participate all year round, every weekday or in part-time in shared schooling with mainstream education, or in block courses. Their individual planning demands a regular and structured work and documentation from the conductor in order to achieve the highest level of active participation from the child, as well as a constructive and efficient approach from the parents. Without this work, it would not be possible to develop this conductive approach in every social environment which surrounds the child.

### **Aim**

It is necessary to enable the child to apply the tasks learnt at the center in their everyday life. The whole family must learn to maintain the level of autonomy achieved by establishing an active daily routine. With more than 20 years of experience in parents' coaching with young children in conductive education, we developed our program, our system of communication and our documentation of our conductors' work. We would like to share some of the aspects and results of this work, which illustrate the most recent recommendations in France and with the philosophy and principles of Conductive Education.

### **Materials and methods**

The aim of this presentation is to show the potential problems and solutions that we may face in a teaching-learning process with parents' involvement, and for our system to ensure a comprehensive conductive education for the families that they can comprehend and follow by using a Key Item in all the main domains of development.

### **Results and conclusion**

90 percent of our children had their initial assessment in our center. The feedback we receive from the families is very positive. 70% of the families we have in our care return regularly for repetitive block courses, several times a year for an on-going follow-up and learning.

### *Keywords*

Parents' coaching, goal oriented teaching, key items, global program



PAZMANY, Judit; GRAU COPPIETERS, Fanny

**LOCKDOWN: DISASTER OR OPPORTUNITY? PARENTS COACHING IN THE SOUTH OF FRANCE, CEC DU GARD**

Centre d'éducation conductive du Gard, Clarensac, France

**Introduction:** Living in isolation is not something that we were prepared for, nor something that we were expecting to experience one day. Families with children with motor disorder may find this situation particularly hard to live with, as all re-education services were closed down. There is an on-going national survey questioning French families, who have children with a handicap about their experiences during isolation (ECHO) - the result is quite devastating so far. Many parents feel that they were left alone and helpless, they witnessed their child's as a result of the lack of stimulation and mobilisation. However, they could have experienced this situation differently. Conductive Education with parental guidance (parents' coaching) may be a powerful tool to assist families in any type of situation, where there are only family members around, and children are in a challenging situation, testing their level of independence

**Aim:** Our aim was to investigate if the parents' coaching has an impact on the quality of family life and the ongoing development of the child during the lockdown period.

**Method:** We conducted a transversal and descriptive study to investigate the main aspects of life in lockdown with children with motor disorder. The data we collected were issues of an anonymous survey that we sent to families who have experience in parents' coaching in Conductive Education. Our results may be put in perspective with other studies conducted nationwide among families with handicap but without parents' coaching in conductive education.

**Results and conclusion:** According to our results, parents in our care and with our coaching have shown a very high level of confidence with their own skills in caring to the needs of their children. They were confident in motivating and assisting them in all areas of their development. Families who spent more time in conductive education with parents' coaching were visibly more confident and serene during the lockdown period, and they claimed that their child continued to progress at home. We experienced a very positive feedback on the impact of the parental guidance, which they consider the major assistance they had in this period. 100% of parents would recommend the system of parents' coaching in conductive education to other families after the lockdown experience. These results made us even more convinced that our choice of the parental guidance project was the right one for our families.

*Keywords:*

Parents' coaching, family centred program, conductive education, lockdown

**PAZMANY, Judit; GRAU COPPIETERS, Fanny**

**PARENTS COACHING: AN INNOVATIVE TOOL IN THE REEDUCATION OF CHILDREN WITH MOTOR DISORDER. WHY AND HOW CAN WE INTEGRATE FAMILY MEMBERS IN THE TEACHING-LEARNING PROCESS?**

Centre d'éducation conductive du Gard, Clarensac, France

### **Introduction**

In most services for children with motor disorder, parents usually do not take part in the reeducation process. However, a lot of families face difficulties in the everyday care, and seek for support. Current recommendations advise the inclusion of families in the reeducation process as well as their training and support.

Furthermore, families are more and more in demand. At the CEC du Gard we propose a complete work of guidance, and parental support to take care of these issues.

### **Aim**

We show some ways of parents' involvement in our Conductive (re)Education program with the powerful tool of parents' coaching.

The poster attempts to show the main principles of parents' coaching in CE and the interface between everyday educational needs.

### **Material, methods**

Introduction of everyday work, questionnaire

### **Results and conclusion**

Parents' coaching in CE may help the parents to:

Find their role as a parent

Better understand the potential of their children that lead to realistic expectations

Assist their children in a more adequate way

Have individual aims and tasks that they apply at home

Find support from peers

PERGE, Krisztina

**THE ROLE OF THE VISITING CONDUCTOR SERVICE IN INTEGRATED EDUCATION IN HUNGARY** (lecture)

András Pető Faculty of Semmelweis University, Budapest, Hungary

Since 2015 on-site development activity has been provided by the conductors of the Visiting Conductor Service of Semmelweis University's András Pető Faculty in public education institutions all over Hungary. The majority of the clientele are children with cerebral palsy who were previously in permanent conductive education for 1-3 years and are now integrated in mainstream education.

Aims of the service include observation of the children's development, assessing their progress, following their career in integrated education, consultation with parents and teachers as well as measuring and evaluating parents' and the institutions' satisfaction. Data are analysed, closer and more distant aims, optimal environment and infrastructure are defined and documented in a standardised procedure.

It is worth analysing the data of the children participating in the development according to location, institution, age group, gender and diagnosis. On the basis of the findings consequences can be drawn about integrated education implemented in the scope of Hungarian public education in the 21st century.

Conductors of the Unit provide development to children and students with special educational needs both with CP and with other diagnoses, based on the type of professional service specified in their expert statement. In the Hungarian public education system the conductor as a professional supporting integration and promoting learning skills has an eminent role in children's successful integration.

PERGE, Krisztina et al

**THE ROLE OF THE VISITING CONDUCTOR SERVICE IN INTEGRATED EDUCATION IN HUNGARY** (poster)

András Pető Faculty of Semmelweis University, Budapest, Hungary

Conductors of the Visiting Conductor Service of Semmelweis University's András Pető Faculty often make the experience that proper postures are almost never or only insufficiently and appropriate solutions of the movement tasks only partially retained and there is no progress. The unfavourable effect of frontal instruction on posture is seen also among children attending the primary school of the Institute. Disadvantageous use of special aids by the children and deficient knowledge of the utility of those aids by the parents are also often perceived.

Children in both pre-and primary school communities find it hard to accept being different from others and having dysfunctions and special educational needs.

In most cases we can observe that as parents are repeatedly confronted with the negative symptoms of CP and the real perspectives of their children's progress, they are facing difficulties with orienting themselves among various development methods, pedagogies and therapies which makes the situation even worse. This circumstance reveals that during the development phase at our Institute we have to make it sure they have understood the prognosis concerning the whole life cycle.

In addition to promoting motor development our essential duties include assisting parents, supporting acceptance (self, parents, relatives, children's communities, teachers) and offering regular consultation and discussions. Conductors have a crucial role in the integration of children with special educational needs.

**PINTER, Anna Maria; HADHÁZI, Zsuzsanna**  
**BULL'S EYE - ARCHERY FOR EVERYBODY!**

Pfennigparade Phoenix Schools and Kitas GmbH, Munich, Germany

As an inclusive sport, archery promotes and trains numerous physical, mental and social skills.

### **Introduction**

Archery is one of the oldest sports practiced by humans. It is largely suitable and learnable through creative measures and adaptations, including for individuals with physical limitations. It offers a good opportunity to gain more experience and control over one's own body. Besides the varied encourage and therapeutic effects, it helps to reflect and interpret one's own behaviour. It supports social skills and participative processes in which the whole family, siblings, grandparents and friends can have fun together.

### **Aims**

To provide insight, without being exhaustive, into how archery is well suited in the broadest sense as a therapeutic and educational tool. In addition to learning a new form of movement, archers receive holistic conduction and, above all, their personalities are positively shaped and strengthened. As a further aim, we want to show how closely related conductive features and archery training are in practice.

### **Materials and methods**

The different physical and mental abilities, positive attitudes and values that are brought about by regular archery training have been captured in the photographs and show how fun and motivation, concentration, inner calm, self-esteem, discipline, coordination, perception, fine motor skills and strength are cultivated in practice.

An individually developed shooting process is made possible by the use of gripping and holding devices and tensioning and release devices combined with conductive methods such as rhythmic intention and manual, medial and verbal facilitation. All of this is further reinforced by the positive effect of the group and the methodically structured training sequences /1. Theory - safety rules, 2. Warm-up phase, 3. Technical exercises, 4. Preparing to shoot, 5. Shooting with an individual shooting sequence, 6. Shooting game, 7. Evaluation/

### **Results and conclusions**

Regardless of physical constitution, type of handicap, level of education, language or age, archers can train together and spend their free time meaningfully, indoors and even outdoors in nature, thus contributing to successful and enhanced inclusion.

PINTÉR, Gábor

**FACTORS OF EFFECTIVENESS AND COMPETENCES IN  
CONDUCTIVE EDUCATION**

András Pető Faculty of Semmelweis University, Budapest, Hungary

**Introduction:** In our research we were aiming to explore the system of factors for effectiveness in conductive education and the system of competences provided by the conductors themselves. We were also trying to understand how these two systems are interrelated. The relationship itself between the child and the professional is the conveying force from one system to the other. When considering one factor of success (like e.g. achieving a goal feeling like an intrinsic reward) we may say there are several competences of the conductor playing a positive part (like using rhythm and tunes for setting the right pace for motor moves). It surely works in a reciprocal way too, meaning that one competence is able to trigger more than one factors.

**Aims:** We were aiming at mapping how the attitude of the conductor will have a significant impact on the child. We also planned on grouping these factors so they form a valid cluster, on the other hand we also tried to make a list of the professional competences of the conductor to see how those assist them in achieving their goals. After having set up these areas we were also hoping to determine what the interrelation between them is.

**Materials and methods:** For us to conclude this survey we first needed to line up all the potential factors, driving forces and competences. As to determine which elements to figure on the list we did a thorough research and we also consulted our conductors. We put together two separate questionnaires. The third part of the test was examining how the competences and the factors are related. Our research was done in our Pető András Faculty in 2018, involving 202 conductors who work on a daily basis.

**Results and conclusions:** Our results show the ranks of importance and prevalence of the factors of success and of the said competences, in a weighted order. We compare the work of the different units of our Institute and the achieved results by our conductors and them being compared to other conductors working across the country. Both the factors and the competences were aligned in 4-4 valid factors. While looking for the interrelations and the underlying driving forces behind the results achieved we identified 35 patterns. We even organized a workshop for our conductors in order to point out the importance of the relationship between their work and the achieved results.

The applied methodology and the results of our studies may serve as a professional basis for exploration and further research of theories, thus becoming the subject matter for PhD studies. They may help us achieve a better understanding of the development of our children and for our conductors to further improve. When we manage to have a deeper understanding of how conductive pedagogy works efficiently we are also able to improve the training of our teaching conductors.

**RÁCZNÉ KÁRPÁTI, Márta; DROTÁR, Agáta**

**HOW CAN WE THINK TOGETHER?**

**(JOINT SUCCESSES OF A CONDUCTOR AND A VOJTA THERAPIST)**

Hospitals and University Clinic of Szabolcs-Szatmár-Bereg County, Nyíregyháza,  
Hungary

András Pető and Václav Vojta influenced the methodology and the practice of rehabilitation in the 20th century. Both created a special system for people with cerebral palsy or other movement problems: Vojta created a neurophysiological therapy, Pető created a pedagogical system.

In our everyday practice we experienced several times that the two perspectives can complete each other.

The development of a little girl with an extremely rare disease will be presented. She was born with the deletion of the 17th chromosome. There is only one patient with the same disease registered worldwide, so the doctors could not predict for the parents what to hope.

Her life began with a maximal passivity: no locomotion, no communication, no play. The family began Vojta therapy at the Pediatric Rehabilitation Centre in Nyíregyháza. They come every week for therapy and the mother continued the therapy at home. After a year the attention of the girl was better so they could start with Conductive Education. She came with her mother every week for an hour. Every season they came for an intensive interval therapy to the Pediatric Rehabilitation Centre. Her development was slow, but fluent. The results of our joint work are: crawling, sitting, verticalisation, explorative manipulation, communication, imitation and attachment.

The development of this girl proved that Vojta therapy and Conductive Education can be an effective combination in the rehabilitation.

**RÁCZNÉ KÁRPÁTI, Márta; LŐRINCZ, Zsanett**  
**CONDUCTIVE EDUCATION SUMMER CAMPS**  
**WITH MULTIDISCIPLINARY BACKGROUND**

Hospitals and University Clinic of Szabolcs-Szatmár-Bereg County,  
Nyíregyháza, Hungary

Since 2012 Conductive Education Summer Camps have been organised at the Pediatric Rehabilitation Centre in Nyíregyháza. The goals of these camps are the development of movements, of coordination, of condition and of personality.

The participants (5-10 kids) are children/youth with cerebral palsy, they usually take part in therapy in our institute. There are some children too, who are not able to come to the Pediatric Rehabilitation Centre usually, but they join in an intensive interval multidisciplinary development with pleasure. The camps are organised in several age groups: for preschooler, for school kids and for teens. The two week program consists of Conductive Education, physiotherapy, massages and swimming. The development of personality is supported by creative therapy, adventure programs and lessons about self-knowledge and job orientation conducted by psychologists.

The children/youth come year after year in the Conductive Education Summer Camps. They report that these camps are the most important camps for them in the summer time. They become friends and keep contact with each other, and as youth they come back as helper in the organisation of the camps for the younger.



ROTEM, Naomi

**STRONGER TOGETHER. THE PATH FROM LEADING A CONDUCTIVE GROUP TO PROCESS-ORIENTED GROUP FACILITATION**

Tsad Kadima, Jerusalem, Israel

**Introduction**

In the early days of my career as a young conductor, I was impressed by the power of the conductor to influence and create functional change. The feeling that accompanies someone who helps a child learn to walk, to eat, to be independent, is strong and moving. Over time, the focus of my interest changed from dealing with bodily functions to the question of motivation – what is it that stimulates a person with disabilities to develop their personal identity and personality. The more I acquired knowledge and experience over the years, I found that the power that motivates and enables the educational conductive process stems from the group.

In recent years, I chose to deepen my learning on groups, with the goal of strengthening the role of the conductive group and making the learning & development processes more efficient by means of group work.

**Aims**

The objective of the group was to create a safe social space that would deal with personal development and allow its members to grow and develop. None of the group members had a job, and the majority of them were looking to expand their social circles, add meaning to their lives and to make a change in their current lifestyles.

**Materials and methods**

In this lecture, I will present my work as a group facilitator for adults with physical disabilities.

The group was established by myself, together with a woman with cerebral palsy whom I met at the beginning of my work at Tsad Kadima.

The group consisted of 6-8 people with physical disabilities, either congenital or acquired, who were 30 years of age or older, women and men, with a range of family situations, all with normal intelligence. The group met once a week for two hours.

**Conclusions**

The process of working in the group, accompanied by the pedagogical conductive tools, supported the creation of active movement and growth in every one of the group members.

The power of the group to allow the individual to dream and act, transformed the group into an engine for creating change and action, for example, in finding employment, moving into independent housing, enrolling in educational programs and more.

The conductive facilitation whose core is about leading and building the functional tasks within the daily routines and personal development, made way to personal growth and development, enabled by the group's process-oriented facilitation and self-reflection, using the power of the group as a mirror to the awakening individual.

**ROTH, Judit (USA); SZILÁGYI, Ákos (Hungary)**

**THE LASTING EFFECTS OF CONDUCTIVE EDUCATION  
TRAINING AND PRACTICE ON ITS PROFESSIONALS WHO HAVE  
PURSUED OTHER CAREERS**

Preliminary Study Requested by the Scientific Committee of the 10<sup>th</sup> World Congress

## **I. Introduction**

The Conductor profession is more than half a century old. Within that, the college level training has a history of at least three decades which produced 2,256 graduates. This provides an opportunity to consider the impact, tradition, and imprint of the training not only on those actively practicing conductive education but also on those who at some point left the profession, and chose a different career path.

We are focusing on this for several reasons:

First, throughout history, those with a wide range of professional training and knowledge have achieved groundbreaking success in other professions, and many times these encounters have helped to radically renew a discipline. Just think of times when mathematics met economics, or when the technical sciences met medicine. In our case, we expect a more modest effect; however, we would underrate the effect of conductor training if we did not take this into account. In this study, we will focus on the effects of training on the conductors' latter professional lives.

Second, in the case of lifelong learning, and in many cases when professionals switch careers 3-4 times during their lifetime, it is critical what basis conductor training has given or will give in the future to further learning and professional adaptations.

Third, conductors, even according to external observers, form a specific, well-grasped, recognizable population with strong subcultural traits. Getting to know the different segments of this population is an old task for us. Conductors that left the field and chose a different career path is an exciting segment to focus on.

## **II. Research methodology**

In the first round, we conducted qualitative interviews with those - known to us - that left the field. The response rate of 89% was a very positive feedback. In addition to some demographic characteristics, our focus was to find out: the locations and types of facilities the conductors worked at; the reason they left the profession and chose a different career path; the effect of the conductor training, knowledge, experience, attitudes, and habits had on their later careers. We also wanted to indirectly explore emotional attitudes and elements they miss the most from conductive education. In the second round, based on the results

of the interviews, we will obtain further data to support and to extend this study.

### **III. Initial results**

The emotional attitude of the respondents towards their former profession and their professional community was higher than expected.

The different generations and their career trajectory can be distinguished relatively well: the younger ones ran shorter but more varied paths than the slightly older generations.

In most cases, those who left the field didn't necessarily want to leave conductive education behind. Many left due to existential reasons such as work was not available in their geographical area or due to the high physical demands of the profession. We also spoke with those who consciously and with a laser focus built up their new career.

The team, the group, and - interestingly, athlete-like traits - such as perseverance, regularity, discipline and organization, as well as the high demand for performance, life-long learning are also important keywords in the positive footprints that are passed on.

At this stage of the study, the main conclusion is that the conductor training and experience have clearly given a positive motivational basis to those who choose to pursue other careers. Conductors are able to use transferable skills in their new professions.

**ROWLEY, Elizabeth**

**THE CONDUCTIVE GROUP:**

**A SOCIAL BASIS FOR LEARNING IN THE MODERN WORLD**

NICE Centre for Movement Disorders, Birmingham, United Kingdom

**Introduction**

The conductive group is fundamental to the practice of Conductive Education (CE) and provides the Conductor with an effective pedagogic tool for the development of individual personality. Linking social and psychological aspects of learning, the use of this 'psycho-social' tool recognises the importance of cultural influences and shared meaningful experiences, with the individual responding to and developing goals in relation to his social context. Since its origins, the practice of CE has evolved to meet the demands of an increasingly wide range of socio-cultural contexts; what has been the impact of this upon the socio-cultural structure of the conductive group and its influence upon the individual?

**Aims**

The aim of this lecture is to present some of the relevant theoretical underpinnings of the conductive group, raise some challenges to the group approach in the light of today's focus on the individual and to pose the question of whether we are in danger of losing this unique and powerful tool.

**Materials and Methods**

In teaching and researching this topic, the speaker has considered a range of current educational contexts and their impact upon the use of the group as a pedagogic tool. The impact of such contexts upon the conductive group will be discussed, underpinning theories presented and questions posed regarding challenges to conductive practice.

**Results and Conclusions**

As CE develops around the world, the need to 'fit into' various socio-cultural contexts, to gain acceptance and often funding, can at times pose a challenge to the group approach. This seems particularly so in the light of today's focus on the individual; thus the question arises whether we are increasingly being required to adopt an approach to planning that starts with the individual, rather than the group? Are we in danger of losing this unique and powerful tool?

SÁRINGERNÉ SZILÁRD, Zsuzsanna

**USING EXERCISE TO OVERCOME PHYSICAL IMPAIRMENT**

András Pető Faculty of Semmelweis University, Budapest, Hungary

**Aims**

Physical impairment coupled with health loss is a visible state, which often means locomotory impairments and the use of appliances. The lack of exercise causes a decline in active lifestyle, which results in health loss. Those who don't know me judge my health by the way that I walk. I have MS, which impacts my walking, I am unable to run, sometimes I need an orthosis or a cane to walk. Those who know me, also know that sports has been in my everyday life since childhood, after graduating as a physical education teacher and a swimming coach I have spent a life teaching the young, the old and future professionals how to maintain a health conscious lifestyle.

**Materials And Methods**

I use my own experience to raise awareness for regular exercise, so that sedentary lifestyle does not cause physical impairment and that active lifestyle brings health gains for those living with chronic diseases.

**Results**

Why am I physically active? I show that there always is a way. I exercise to maintain morphological and functional unity in my body, to prevent abnormal posture and movement, obesity, deformities of the lower limb and spine, cardio-vascular problems and to reduce the chronic pain I have because of MS. Everybody should have the some motivation for exercise.

**Conclusions**

Everybody must find the kind of exercise that they are capable of. I swim, work out at the gym and do preventive gymnastics. The result of this regime is that my everyday life is like that of anyone else, I work, do exercise, organize programs, travel. My only physical impairment comes from MS, while my dedication to exercise is unbroken. I am able to exercise, after a training my walking is easier, I am relaxed, even the pain subsides somewhat.

*Keywords:* MS, sports exercise, health gains, active life

**SCHERGEN, Gina; BOGGS, Josephine**

**MULTISENSORY APPROACH TO LEARNING: BROADENING OUR SCOPE**

Center for Independence through Conductive Education,  
Countryside, IL, USA

### **Introduction**

The diagnosis of Cerebral Palsy is happening much earlier. This early diagnosis of CP is then becoming more of an umbrella diagnosis for children exhibiting a variety of neurological deficits, not limited to neuromotor abilities, but including brain malformations and sensory processing disorders. Conductive education programming now has to broaden its scope of practice to address these sensory processing deficits in addition to its typical motor training programming.

### **Aims**

To identify methods of incorporating sensory-based interventions into Conductive Education programs in order to provide an appropriate multisensory approach to learning and improving orthofunction for children diagnosed with Cerebral Palsy.

### **Materials & Methods**

- Evaluate children with a transdisciplinary team of professionals to determine neurological, motor, and sensory needs.
- Develop individualized aims focused on overall independence and orthofunction.
- Integrate motivating sensory activities into the conductive education program to support sensory processing with use of proprioceptive, vestibular, and oral sensory activities to address the needs of a larger population of clients.

### **Results & Conclusions**

Incorporating multisensory interventions into the conductive education setting, increases our scope of practice and enables conductive education to benefit a larger more diverse clientele.

SCHULTHEISZ, Judit

**BALANCE TRAINING THERAPY AND RESEARCHES IN EARLY CHILDHOOD INTERVENTION (HUPLE® PROGRAM)**

Gézengúz Foundation, Budapest, Hungary

**Introduction:**

Early childhood intervention covers the areas of secondary prevention, habilitation and rehabilitation, which begins early, even right after the NICU period, and regular control lasts until the beginning of school. The quality of medical attendance of children with special needs has changed dynamically in the last decades. Keystones of early therapy in Gézengúz Foundation in Hungary consist of different coherent parts, which are early sensory stimulating program, neurodevelopmental treatment, neuro-hydrotherapy and balance training therapy (Huple®-program)

**Method:**

Huple® is a special equipment for balance training and vestibular stimulation, which is used in the early intervention of infants and children from the beginning of life. The program supports the ontogenetical development of children in various situations and positions. The first step of the early intervention is a complex neurologic examination, in which Huple® is also included. During therapy even on land or in the water – we focus on supporting the regulation of central nervous system, development of the postural control and coordinated movement of the extremities, which is also based on the postural stabilization.

**Results:**

Effect of Huple® is affirmed by a research, in which we found that development of the postural control in hypotonic children was better after six weeks balance training than in the control group.

**Conclusion:**

Huple® can also be attached by a recently developed special 3D acceleration sensor so that we can make quantitative examination of balance skills, and we can follow up the effectiveness of the therapy.

SIPEKI, Irén

**MOTIVATION AND BEHAVIOR SETTling IN CHILDREN  
GROUPS WITH MANY PROBLEMS**

András Pető Faculty of Semmelweis University, Budapest, Hungary

The number of children who require special training has significantly increased in our educational system. The diagnosis is often accompanied by secondary behavioral deficits. There are children with behavioral deficits in the integrated education, who are not even diagnosed or whose condition is not making it necessary to be diagnosed. It's a major challenge for the employees of the domestic educational system to handle children with emotional and behavioral deficits with the proper pedagogical tools.

Our research is looking for the main drives that could be integrated in the everyday educational practice. It's based on established psychological grounds such as metalization strengthening and effective adjustment of motivational needs. The emotional relationship between the teacher and student assures the bridge to these grounds.



**SIPOSNÉ BIRKÁS, Melinda; KISS, Anna**  
**CONDUCTIVE VOCATIONAL SCHOOL**

András Pető Faculty of Semmelweis University, Budapest, Hungary

## **Introduction**

Following the growing social demand, from September of 2019, we started vocational training in the practice area of the Pető András Faculty of Semmelweis University, the methodological centre of conductive development. We have endeavoured to introduce a form of education that will enable severely physically and mentally handicapped youngsters graduating from the 8th grade to continue their secondary education, join work activities, and apply the learned forms of mobility.

## **Aims**

The poster presents our educational work at Conductive Practice Vocational School, that focuses on ensuring the individual needs and development of students with disabilities, conducting, providing extra-curricular learning situations, and creating an atmosphere that supports the development of their personality.

The poster also introduces our Open Wednesday program that combines external life management techniques, lifestyle elements, safe and expedient use of public transportation, emergency avoidance training, services, shopping, and administration. All of which are gradually becoming more self-contained in communication, in relationships and transport.

Our main goal is to find new directions and ways of development through the application and use of the conductive education system, based on our existing traditions and best practices.

## **Materials and methods**

The presentation material is a poster with pictures and short attention-grabbing articles to highlight the activities of the vocational school. From an action-oriented perspective, through small-scale theory-building, we look for solutions to specific situations and problems.

## **Results and conclusions**

At the moment, our training system is in the development phase, therefore only partial results can be reported. Our goal is to introduce our new special conductive vocational training.

**SIRÁLYNÉ HARDI**, Margit<sup>1,2</sup>; **PERGE**, Krisztina<sup>2</sup>; **GRUBER**, Mónika<sup>2</sup>;  
**FEKETÉNÉ SZABÓ**, Éva<sup>2</sup>; **DARÓCZY**, Eszter<sup>2</sup>; **KAMAL**, Sanjida<sup>1</sup>;  
**CSÁSZÁR**, Zsuzsanna<sup>1</sup>; **CSOHÁNY**, Ágnes<sup>3</sup>; **PATAKI**, Gergely<sup>1,4</sup>

## **THE ROLE OF CONDUCTIVE EDUCATION BEFORE AND AFTER THE SEPARATION OF CRANIOPAGUS TWINS: SPECIAL REHABILITATION IN THE FRAME OF OPERATION FREEDOM – A MULTISTAGED, MULTIDISCIPLINARY TEAMWORK**

1. Action for Defenceless People Foundation 2. András Pető Faculty of Semmelweis University 3. Bethesda Children's Hospital 4. St. John's Hospital and North Buda Unified Hospitals, Budapest, Hungary

### **Introduction**

Conjoined or Siamese twins are born from approximately every 50 000 births (Potter, 1961). Attachment at the skull (craniopagus malformation) is very rare: only 2 to 6% of all cases, which makes the incidence of craniopagus twins one in 2.5 million births (Drummond et al., 1991). Only a limited number of separations were attempted worldwide in the past decades, with high mortality rates (Johnson and Weir, 2016). The preparations, the separation and the subsequent rehabilitation to provide enhanced quality of life pose a unique challenge to surgeons and rehabilitation experts, with medical, psychosocial, and ethical dilemmas emerging in the course of treatment. In our actual case of craniopagus twins with special anatomical challenges, the separation and rehabilitation with conductive education was carried out by carefully planned multistaged, multidisciplinary approach.

### **Aims**

Our aim is to provide details on the role of conductive education in the separation and rehabilitation of craniopagus twins.

### **Materials and methods**

Conductive education methods have been applied in the pair of craniopagus Bangladeshi twins since their age of 2.5: during the expander insertion and dilation period in Hungary, and as part of the rehabilitation process after the separation of their skulls and brains in Bangladesh, in line with the subsequent cranial reconstruction.

### **Results and conclusions**

Conductive education in a multidisciplinary international environment is highly effective and should be considered as a standard to help the rehabilitation and psychosocial development of conjoined, craniopagus twins.

SU, Ivan Yuen-wang

**THE SERVICE MODEL OF SAHK - A NEW VISTA FOR  
THE IMPLEMENTATION OF CONDUCTIVE EDUCATION (CE)**

SAHK, Hong Kong, China

In 2008, our ex-CEO, Mr C. F. Fong, consolidated the Association's service logics into a 7-storey house model that governs its service design and delivery with our values and beliefs founded on CE placed at the rooftop. Adopting CE is a challenging but rewarding decision in transforming our previously fragmented multidisciplinary practice into a coordinated transdisciplinary practice. Philosophically, CE is a human approach that emphasizes life-course, daily-living, personal and ecological orientation for the upbringing of a healthy personality. Operationally, it is a holistic approach that brings together motor, cognitive and emotional abilities through a well-structured whole day programme implemented by the whole staff team. These constitute the top 3 levels of the Model.

In HK, CE is an open system which is continually interacting with other therapeutic techniques and assistive technologies and enriching itself by assimilating suitable ones into the system. Complimentary to such assimilated therapies and modalities are the pedagogical conductive methods for instilling intrinsic motivation of their recipients. The real life and routine-based interventions of the CE system provides a leverage to consolidate and translate their therapeutic outcomes into meaningful tasks for: (a) building competence through integrated and routine learning; (b) experiencing autonomy through self-directed learning; and (c) developing connectedness through real-life learning. Our beneficiaries have then been extended to cover all people with life-long or life-altering disabilities, both developmental and acquired, with an ultimate goal of cultivating a positive and resilient personality. These constitute the bottom 3 levels of the Model.

The fourth level is our core service delivery process that can be best illustrated by the WHO-ICF framework in which CE can be viewed as a systematic therapeutic-pedagogical method that has successfully bridged the gap between one's "capacity to do activity" and "performance in real-life participation" through a 3-pronged approach: (a) integrating body-mind function; (b) adapting physical environment; and (c) strengthening social and personal resources of its clients. This service model has transformed SAHK towards a competitive service provider designed to put our service users first. It is cascaded from top-down and across the organisation and has become our corporate culture.

SZABÓ, Regina

**COMPARATIVE LIFE QUALITY ANALYSIS OF CHILDREN,  
AGED BETWEEN 13-18, LIVING WITH CEREBRAL PALSY, BASED  
ON SEGREGATED OR INTEGRATED EDUCATION FORM**

András Pető Faculty of Semmelweis University, Budapest, Hungary

The theme of my research is to study the quality of life of children living with cerebral palsy, aged between 13 and 18, the focus point of the research being a comparative analysis of these subjects' quality of life based on their integrated or segregated education form.

The goal of my project is to compare the quality of life of these children, aged between 13 and 18, living with cerebral palsy, by comparing the students integrated in normal schools with students educated segregated and gathering data of the population living with cerebral palsy.

In the course of the research I had three main research questions. First, I've analysed if there is a general difference of life quality in the selected population. The second topic was to analyse the results to compare the life quality in the population based on genders and different cerebral palsy types. Lastly, I was curious if there is a correlation between the seriousness of the disability and the life quality in the population.

During the questionnaire research, 38 children with cerebral palsy were involved, of whom 22 children were integrated in normal education and 16 of them learned in segregated education.

In the project two questionnaires were used, one of them being the Cerebral Palsy Quality of Life questionnaire made specific for people with cerebral palsy; the other was the Gross Motor Function Classification System.

The results of the research are the following: there is no significant life quality difference between the subjects in general, neither based on genders. Furthermore, there is no correlation between the life quality and the seriousness of the cerebral palsy in the population.

In summary, this project was eye-opener research, specifically in Hungary, where this is the first time, that a life-quality questionnaire is applied to analyse the quality of life of people with cerebral palsy. I hope that this research and its results will make a strong basis for future projects in the topic inside the András Pető Institute, in Hungary and internationally too.

SZÁNTÓ, Judit

**"I PUT MY RIGHT FOOT FLAT, FLAT, FLAT"**

Schrëtt fir Schrëtt Asb, Bereldange, Luxemburg

The question is how a physiotherapist can get involved in the process of conductive pedagogy by helping with the guidance of the dysfunctional person in solving the given task. The tonic disorder of persons with CNS injuries manifests in their posture and their pathological movement pattern occurring during voluntary movement.

The initial positions of the task sequences provide an opportunity to observe the posture, while the execution of the tasks allows the observation of the movement pattern.

To be able to successfully complete the task is the primary goal of the initial position of the task for the disabled person, but only the appropriate initial position ensures the success of the task. When performing a task starting from a supine position, the posture and movement pattern can be observed without the modifying effect of the ground reaction force exerting an effect upwards through the soles.

The pelvic and hip joint position created by the muscles around the hip predestines the holding and movement of the lower limb, which runs as a specific posture pattern throughout the limb and appears in the form of a specific movement pattern. Thus, analytical observation of the muscles around the hips, especially the muscles bridging two or more joints, is crucial from the viewpoint of reappraisal. This can be observed during any task of the supine task sequence. In my presentation, I will show what kind of pelvic postures and hip joint situations are created by the tonic disorders of different hip muscles and how they affect flexion-extension movement while placing the foot on its sole and placing the leg in an extended position.

This not only prepares for the possibility of reappraisal, but also minimizes situations and movement patterns that increase hip luxation.

A physiotherapist can get involved in these analytical observations by exploring the deviations in the functioning of muscles and muscle chains, thus helping the work of the conductor.

**SZEPESSY, Árpádné; TÓTHNÉ ÓBÁNYAI, Zsuzsanna**  
**THERAPY METHODS AND DEVELOPMENT POSSIBILITIES**  
**AROUND VESZPRÉM COUNTY**

Voluntas Association, Balatonfüred, Hungary

In the presentation we are showing the research, conducted by the Voluntas Association in Veszprém County, through the example of the experienced hardships during the development of a mentally healthy boy with CP, as well as the Advisory Booklet for Parents, created by the Association.

### **Aims**

The presentation consists of three sections, first, we demonstrate the difficulties, families of children with CP experience, focusing on development possibilities of the previously mentioned boy. We tell, how a family's destiny became the starting point of the association and how the professionals working with the children became essential part of the association.

The second section will show the results of the online research about the development opportunities, both governmental and private, for children in Veszprems county. We demonstrate the methods, locations, regularity and financialization as well as the age required for participation for all of the reached professionals.

The third section presents the professional innovation of the Consulting Booklet for Parents, the professional deficiencies we experienced during edition, as well as the specialties and the professional's opinions about the booklet.

### **Methodology**

The first section is a case report; the second presents the analysis of an online survey, with statistical figures and graphs. The third part is to present our basic principles of publication editing.

### **Results, conclusions**

The presentation uses individual examples to create an overall picture about the anomalies and deficiencies of the public health service, backed up with research results, and sets an example with an innovative solution to decrease professional deficiencies.

SZÖGECZKI, László

**ASSESSING CLIENTS AND WRITING NOTES IN CONDUCTIVE EDUCATION  
USING ICF**

Integrative After School Service, Munich, Germany

**Introduction**

The International Classification of Functioning, Disability and Health (ICF) is a framework for describing and organising information on functioning and disability. It provides a standard language and a conceptual basis for the definition and measurement of health and disability. ICF is being used in CE across Europe including UK since 2010.

The ICF Checklist is a practical tool to elicit and record information for clients and professionals on the functioning and disability of an involved individual. This information can be summarized for case records (for example in clinical practice, /special/ education, rehabilitation or social work).

**Aims**

The first Checklist for CE was put together in 2010 in Newcastle, UK and since it has been developed several times at several places but unfortunately it was never a specific CE terminology introduced to them. The speaker aims to introduce CE facilitation terminology and the relevant coding system which is easy to learn and implement to ICF and to use for clientele to better understand how learners getting along during CE. Also, there is going to be introduced a CE-ICF Assessment Form and Development Report Form.

**Methods**

In researching this topic the speaker has considered a range of case recording contexts applied in CE and ICF, at the same time he has considered the philosophy and methodology of CE to place this in context.

**Conclusions**

ICF has not become popular at CE centres in Europe and elsewhere but it is being used continuously in UK and in some particular institutions in Germany and USA, too. This has made sense since ICF's understanding on disability allows a complex and a broad view and can be as professional as informative for professionals and clientele at the same time.

The usage of ICF specific coding system and the introduced CE terminology is practical and useful however, it needs to be educated for both professionals and customers.

SZÖGECZKI, László

**RECORD KEEPING IN CONDUCTIVE EDUCATION**

Integrative After School Service, Munich, Germany

**Introduction**

Record keeping is an important part of Conductive Education (CE). Good record-keeping is enhancing communication and mutual understanding between clients, conductors and other professionals. Additionally, the information content of a record may be used for other purposes such as monitoring the quality, effectiveness of operations, or researching CE. CE has its own terminology and vocabulary to be used however, having reviewed numerous cases, there is no unity around the world how to implement it into record keeping. The current diversity in CE record keeping requires unification.

**Aims**

The author proposes a particular conceptual framework to use unified coding system for record keeping in CE. He aims to discuss with the audience the structure which should ease everyday footage as well as to write deeper thoughts in short with reflect the full range of values at CE.

**Methods**

In researching this topic the author has considered a range of case recording contexts applied in CE, at the same time he has considered the philosophy and methodology of CE to place this in context.

**Conclusions**

Record writing is a primary method of generating data in CE. Although record keeping takes time and discipline, most conductors emphasize the importance of accurate and prompt writing. Good records are concrete, behavioural, descriptive, and chronological. In creating useful records it is crucial to exercise a well-meaning coding system. With the aim to develop CE worldwide, it is inevitable to find our way to unify our coding way.



**TERVANIEMI, Mari**  
**PROMISES OF MUSIC IN EDUCATION?**  
 University of Helsinki, Helsinki, Finland

Learning in the school is targeted to promote academic skills and knowledge. However, in the future, successful learning will largely be manifested by the students' global and transferable skills, such as analytical thinking, collaboration, and social skills. In my contribution, I will introduce the promises of music to support learning toward success in such a new framework. I will review empirical evidence about the effects of music learning on neurocognitive development in formal and informal settings as well as in music interventions. I will also illustrate music projects established in community settings in the US, in China, and in Finland.

These initiatives are based on the power of music to facilitate human social and cognitive development. Music is a form of art and communication that has been an essential part of human society since its early days. Prior studies indicate that music is a strong stimulus also for the human brain, engaging the auditory cortex and additionally a broad network of temporal, frontal, parietal, cerebellar, and limbic brain areas that govern sound perception, syntactic and semantic processing, attention and memory, emotion and mood regulation as well as motor skills. The basic auditory and musical skills start developing already in utero, and babies are born with a natural preference for music and singing. Music has important roles throughout life, ranging from emotional self-regulation, mood enhancement, and identity formation to promoting the development of verbal, motor, cognitive, and social skills and maintaining their healthy functioning in old age. Music can also be used as a part of treatment in illnesses, which involve affective, attention, memory, communication, or motor deficits.

By this overview, I wish to stimulate discussion about the roles which music could have in promoting learning and, further, about new means to investigate it.

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TÚRI, Ibolya

## THE DEVELOPMENT OF STUDENT CONDUCTORS' SYSTEM OF VIEWS IN THE COURSE OF CONDUCTOR TRAINING

András Pető Faculty of Semmelweis University, Budapest, Hungary

### Introduction

As known from previous studies, teacher candidates have relevant views related to the training in respect of themselves and their future profession already at their entry to the training<sup>1</sup>, and the quality of their subsequent pedagogical practice is influenced by their personality, their technical knowledge and the role model they play as well as the balance of those<sup>2</sup>. My motives for choosing this subject matter included the consolidation of recent societal expectations for supporting integrative and inclusive education which has an impact on the role and the task of conductor training and the circumstance that view studies that are widely applied in teacher research are lacking in studies directed at conductors.

### Aims

I examined student conductors' system of views and its formation as follows:

1. Views concerning the conductor profession, including those in respect of a) the conductor's role and activity, b) general and personal factors determining the choice of career as a conductor, c) acceptance of diversity and special educational needs, d) integration and inclusive education, and
2. views concerning conductor training, including those in respect of a) the perception of conductor training and b) whether conductors' skills can be acquired.

### Methods, tools

I chose mixed methods and adopted the embedded mixed methods design. For assessing the hypotheses of the study I used the questionnaire (self-designed 1 to 5 Likert scale), the concept map and metaphor creation as well as the semi structured interview. For analysing the attitude scale I employed an SPSS application, for the content analysis of the metaphors, concept maps and interviews I used my own category coding system as well as MAXQDA, a software supporting qualitative text analysis.

### Results, conclusion

Students' concept of the conductor change during the training, interpretations stressing educational, managerial or creative features emerge in addition to the emphasis on the supportive, assistive and interdisciplinary character of

the job. There were changes also regarding the conductor's activity; candidates highlighted complexity and the presence of interdisciplinary competences.

Regarding the acquisition of the conductor profession, views supporting individual and independent experiences and learning from practical situations and from each other became more explicit.

Students' views regarding inclusive education and integration changed to a small degree.

Beliefs regarding general and personal choice of career did not change, students decide for the conductor profession primarily because they are committed to it and like working with children.

They are sensitive towards recognising and accepting individual needs and special educational needs already at entry to the training.

The views of candidates and qualified professionals partly diverge in respect of conductor training and the role of certain contents in the process of becoming a conductor, especially regarding the emphasis on the role of conductive pedagogical contents.

<sup>1</sup>Dudás, 2007

<sup>2</sup>Fűzi, 2012

TÚRI, Ibolya

**STUDENTS' VIEWS ON THE CONDUCTOR PROFESSION  
AND ON CONTEXTS OF THE TRAINING**

András Pető Faculty of Semmelweis University, Budapest, Hungary

**Introduction**

Factors that may influence the candidates' decision for teaching as a career may include their interests, own aspects of career choice, prior experiences in their personal and school lives, impressions gathered during their time at school and teacher models.<sup>1</sup> The views originating from these have an impact on their thinking, participation in the training and later practice as a teacher.<sup>2</sup> At the time of admission we have no information about trainee conductors' beliefs regarding the conductor profession and the training. Information on the development of these beliefs and the views of other professionals participating in conductor training regarding the conductors' role and profession is also lacking.

**Aims**

In the scope of a correlation analysis of my doctoral research I examined the connection between the views of students, teaching staff and conductors and the interaction of their beliefs. I was looking for correlations between the conductor's role and activity and the conductor's self image, their own self image as a pedagogue and the characterisation of the conductor's personality, the body of knowledge seen as necessary for the conductor's activity and the emphasis on particular contents of the training as well as aspects of their choice of career and the characterisation of the conductor.

**Sample, methods**

During the correlation analysis answers to about 380 questionnaires for students, conductors and teaching staff were examined. Methods of the correlation analysis were primarily variance analysis, cross-tab analysis and correlation.

**Results, conclusions**

As for the correlation between the conductor's role and activity and the conductor's self image, significant correlation was found between the personal understanding of role and activity and its manifestation in the conductor's self image, the emphasis in the activity. A strong correlation was seen in the motivation to choose a career as a conductor and the answers characterising the conductor. Stressing specific subjects is in a significant correlation with which area of the training the respondent deems crucial for becoming a successful conductor.

It is recommended to explore conductor students' views, to carry out further surveys into the students' career orientation and the development of identity to support concepts of training development at a later date.

<sup>1</sup>Falus, 2004; Dombi, 1999; Köcséné, 2007

<sup>2</sup>M. Nádas, 1999; Szivák, 1999, Falus, 2001; Dudás, 2007; Kálmán, 2013

**VADÁSZ, Zsuzsanna**

**ARTISTIC ACHIEVEMENTS OF THE LAST 10 YEARS**

András Pető Faculty of Semmelweis University, Budapest, Hungary

In the past 10 years students from our school have participated in several drawing competitions and talent support programs. Several exhibitions and one auction were organised from children's works. The results speak for themselves.

Pictures, pieces of art and details of the creative process will be presented to provide a comprehensive view of how students of our school are educated in art and through art and how artistic talents are supported.

**VADÁSZ, Zsuzsanna**

**BODY IMAGE APPEARING IN PORTRAYALS OF THE HUMAN FIGURE  
BY SCHOOL AGE CHILDREN WITH CP**

András Pető Faculty of Semmelweis University, Budapest, Hungary

In portrayals of the human figure by children with CP, subconscious representation of the impairment in accordance with their diagnosis can be observed.

The affliction remains indicated until they learn to consciously depict their limbs with the accurate proportions as part of the learning process. Subconscious contents are manifested in spontaneous representations of the human figure over a longer period of time, through sizes, shapes and colours. These are telltale clues about the child. With conductive development the changes in bodily experiences and learning can be traced in the progress of drawing skills as well.

VISSI, Tímea

**QUALITATIVE STUDY OF THE FACTORS CONTRIBUTING TO SOCIAL INCLUSION**

András Pető Faculty of Semmelweis University – Doctoral School of Education,  
Eötvös Loránd University, Budapest, Hungary

**Introduction**

In Norway, the social model of disability is commonly agreed upon. The social model is meaning that disability occurs not as a medical condition, but as the attitudes, requirements and structures of society. The goal is to break down social barriers and thereby create an inclusive society.

**Aims (Answer my questions)**

Which factors help and hinder the process of social inclusion based on the experiences and wording of the Norwegian persons with CP? How do participants judge the current level of their social inclusion? Does received support help their social inclusion process? Among the factors appearing in childhood, which is considered important in social inclusion: example, their development, social contacts, school successes or failures etc.

**Material and methods**

The data generating was based on participant observation, life story interviews, subjective inclusion index and timeline methods. The chosen method of analysis is Grounded Theory (GT). For the analysis the atlas.ti.8 software was used.

**Results, conclusion**

Based on the analysis of the participant observation's field diary and the life story interviews the most common codes are: Support, Self-determination, Disability and inaccessibility, and Social relations. Thus, participants determine what is most important in terms of social inclusion. Of the appearing factors in childhood the most important is the relationship with peers and family. Development and school education are rarely mentioned as a factor of the social inclusion. Based on the analysis of the timelines, positive elements dominated. The obstacles were seen more as a temporary barrier that needed to be overcome. In the presentation, I would like to address common elements as well as present a special life path that is significantly different from the others.

VISSI, Tímea

**QUALITY OF LIFE IN ADULTS WITH CEREBRAL PALSY  
OR OTHER PHYSICAL DISABILITIES**

András Pető Faculty of Semmelweis University – Doctoral School of Education,  
Eötvös Loránd University, Budapest, Hungary

**Introduction**

The Personal Outcomes Scale is a questionnaire for assessing the quality of life of an individual, based on the interpretation of quality of life published by the Association for the Scientific Study of Intellectual and Developmental Disabilities in 2002. The questionnaire was translated into Hungarian in 2014, however it has not been tested since.

**Aims**

This poster presents the outcomes of the pilot test of the Hungarian version of the Personal Outcomes Scale in adults living with physical disability.

**Methods**

Quality of life, demographic, and personal variables were collected and examined. 87 adults with physical disability were involved in the study, 39 persons living with cerebral palsy and 48 persons living with some other physical disability. Associations were studied using multivariate regression analyses.

**Results and conclusion**

Using a regression model, we found that out of the variables, cerebral palsy ( $\beta=0,432$ ,  $p=0.020$ ) and higher educational attainment ( $\beta=0,346$ ,  $p=0.011$ ) had a positive effect, and institutional life ( $\beta=-0,367$ ,  $p=0.05$ ) had a negative effect on the quality of life. A study of individual effects of demographic variables revealed that women considered their quality of life significantly better ( $p=0.047$ ), and with the progression of age, the judgement of the quality of life decreased ( $p=0.06$ ). The questionnaire tested proved suitable for appraising the quality of life of persons with physical disability and may also be appropriate for measuring and comparing the quality of life of individuals living with other disabilities.



**VISSI, Tímea\***; **FARKAS, Regina\*\***; **FEKETÉNÉ SZABÓ, Éva\*\*\***  
**SUBJECTIVE QUALITY OF LIFE (QOL) OF CHILDREN WITH CP**

\*András Pető Faculty of Semmelweis University – Doctoral School of Education, Eötvös Loránd University, \*\* Cseperedő Family Nursery and Development Center, \*\*\* András Pető Faculty of Semmelweis University, Budapest, Hungary

## **Introduction**

The „Measurements in Conductive Education” research team of the Semmelweis University András Pető Faculty (SUAPF) produced the official Hungarian version of Cerebral Palsy Quality of Life (CPQOL) in the spring of 2017. The specialty of the CPQOL is that it does not measure the ability of the child to engage in an activity, but how satisfied she/he is with it. The CPQOL was tested on children with cerebral palsy (CP) and their parents in the school of SUAPF, and on integrated educated children with CP and their parents.

## **Aims**

Assessment of QOL of children with CP. Comparison of child and proxy responses. Studying of the effects of background variables on QOL. Comparative analysis of the QOL of segregated and integrated educated children with CP.

## **Materials and methods**

Data collection lasted from autumn 2017 to spring 2018. Two instruments were used: CPQOL to assess the subjective quality of life and Gross Motor Classification System (GMFCS) to classify the level of the gross motor skills.

## **Results and conclusions**

The dominance of positive responses among children and their parents was prevalent in both groups. There was a significant difference between the views of children with CP and their parents in the „Pain and impact of disability” domain ( $t=3,295$ ;  $p=0,003$ ). Children attributed significantly less impact of pain and disability to their QOL than their parents. There was no correlation between the QOL and the background variables, and between the QOL and the GMFCS level. Segregated educated children rated their QOL higher, the difference is significant in School wellbeing ( $p=0,022$ ) and in Social wellbeing ( $p=0,003$ ) domains.

**VISSI, Tímea\***; **FEKETÉNÉ SZABÓ, Éva\*\***

**MEASUREMENT OF UPPER EXTREMITIES MOVEMENTS IN CHILDREN WITH CP**

\*András Pető Faculty of Semmelweis University – Doctoral School of Education, Eötvös Loránd University, \*\* András Pető Faculty of Semmelweis University, Budapest, Hungary

## **Introduction**

The „Measurements in Conductive Education” research team of the Semmelweis University András Pető Faculty (SUAPF) – besides measuring and classifying gross motor skills and measurement of learning skills – set a trying of Quality of Upper Extremity Skills Test (QUEST) in autumn 2019.

## **Aims**

- Possibilities of using QUEST among children with CP.
- Measurement of upper extremities movements in children with CP of the SUAPF's kindergarten and school.
- In the case of positive experiences, the introduction of QUEST to record the baseline conditions and to monitor changes.

## **Methods**

Two instruments were used: QUEST to assess the quality of upper extremities movements and Gross Motor Classification System (GMFCS) to classify the level of the gross motor skills.

## **Results and conclusions**

71 children were involved in this study (6 kindergarten age, 25 school age and 30 teenagers; 46,48% girls and 53,52% boys; 12,2% GMFCS1, 21,05% GMFCS2, 26,31% GMFCS3, 22,8% GMFCS4, 17,54% GMFCS5).

I will add more: is there a correlation between the gross motor skills level and QUEST index? And if yes (it is expectable), is the correlation significant or not? How does the QUEST index change with age?

The QUEST has proven to be able to assess the quality of upper extremities skills of children with CP and is being implemented in the SUAPF's kindergarten and school.

**WOELKY, Sabine; ACHATZ, Ulrike**

**HEDGEHOGS IN MOTION, CONDUCTIVE EDUCATION IN NURSERY SCHOOL**

Cooperative Mensch eG, Berlin, Germany

### **Introduction**

Within the integrative nursery school Cooperative Mensch eG the group „Hedgehogs“ has been working on the basis of conductive education since 1990. It is the first and longest existing kindergarten group applying this concept in Germany. Up to eight children aged two to seven years with a disorder of the central nervous system play, learn and move throughout the conductive day at school. Usually they stay together in this group for three to four years. They are accompanied by a pedagogic-therapeutic conductor, two educators, an occupational therapist and a physiotherapist.

### **Aim**

This film intends to provide insight into a typical day of the „Hedgehogs“. Every day gives the children a chance to master many diverse challenges and offers an inexhaustible source for the transfer of learned exercises.

The conductor teaches and guides the whole group on all areas of development (physical, emotional, social, cognitive and educational). At the same time she<sup>1</sup> has the individual in view. In their familiar group the children succeed in being active themselves with great joy and at the same time with high concentration. The video also shows how the conductive furniture and the easily accessible rings and stick support and motivate the children. They also combine two functions in one – they are at the same time training device and toy in one.

### **Conclusion**

Children with disabilities have to train acquired skills in meaningful contexts on a daily basis and for years. The conductor and the multidisciplinary team support the children in this process and at the same time serve as a role model for this lifelong learning.

The success, progress and joy of the children confirms us again and again to practice this complex form of education.

*<sup>1</sup>In our case the conductor is female*

WU, Xia Peng\*; CHENG, Yuk Kwan Clare\*\*

**TRIAL AND EXPLORATION ON THE MODEL OF CONDUCTIVE EDUCATION  
~ FROM CHINA TO MYANMAR**

\*Silver Lining Foundation, China \*\*Silver Lining Foundation, Hong Kong

In 2010 The Silver Lining Foundation introduced the principles of Conductive Education to China with the support from Dr Clare Cheng, Hon Conductor of The International Peto Institute and Hon CEO of the Foundation. The Silver Lining Social Work Service Centre, a non-profit making rehabilitation centre, was then set up in Nanning, Guangxi adapting the system of CE to the local culture and resources. With the concerted effort of rehabilitation, education and social work professionals for nearly a decade, a transdisciplinary team model was well formed to fulfill the mission in serving the children and their families.

The service of Silver Lining Foundation has been extended to Myanmar on request by the patron of the Foundation since 2017. It was realized that the situation of children with cerebral palsy and their families was similar to that in China 10 years ago. The Board of the Foundation owed the success of the Guangxi Centre to the principles of CE and felt the commitment to assist other developing area.

This paper will present the strategies and steps to promote CE in Myanmar based on the experience in Silver Lining Social Work Service Centre in Nanning, Guangxi. The Eden Centre for Disabled Children in Yangon which has been established for 10 years was identified as a good local partner. In 2 years, the system of CE was grounded in the early intervention section of Eden Centre. This paper will present the changes in Eden Centre exemplifying the significance of CE in uncovering the potential of children and families in developing countries.

*Keywords:* Conductive Education, developing country, cerebral palsy

**ZIMMERMANN, Felizitas**  
**BOWLBY, BUBER & PETŐ -**

**THE SIGNIFICANCE OF CREATING RELATIONSHIP IN THE CONTEXT  
OF THE PROFESSIONAL CARE OF CHILDREN WITH DISABILITIES**

Pfennigparade Phoenix Schulen und Kitas GmbH, Munich, Germany

Caregiver—child relationships are foundational to the child's development and central to efforts to promote well-being and learning.

The theory of attachment, established in the 1950s by the English psychiatrist and psychoanalyst, John Bowlby, states that babies develop a specific emotional bond to a primary attachment figure on the basis of a biologically predetermined system of behaviour. The attachment bond secures the survival of the child. Responding sensitively and appropriately to the child's needs leads to a secure attachment. The quality of the attachment of a child to its main caregiver has a strong impact on its development, while a secure attachment is the best precondition for the child's mental and physical health.

Creating a secure relationship is also significant for educational and therapeutic staff taking care of children. Professional caregivers are important attachment figures for the children and compensate for the parents while the child is separated from them.

The creation of caregiver-child relationships can be considered as a basis variable of conductive education. Bowlby's work on attachment influenced Pető and he implemented the conductor as a stable attachment figure in conductive child care.

Another important source of inspiration was the work of Austrian philosopher and educationist Martin Buber. According to Buber, human life finds its meaningfulness in relationships. In contrast to the mode of „experience“, in which the object of experience is viewed as a thing to be utilized, in the mode of „encounter“, we enter into a relationship with the object encountered, we participate in something with that object, and both the I and the You are transformed by the relation between them. Education in this context, is seen as a reciprocal process.

On the background of these theories, the poster will illustrate how caregiver-child relationships in the conductive settings can be created.

**ZSEBE, Andrea**

**THE NEW CHALLENGES TO CONDUCTIVE EDUCATION  
FROM THE ASPECT OF EDUCATIONAL SCIENCE**

András Pető Faculty of Semmelweis University, Budapest, Hungary

The system of conductive education has been at the service of persons with dominantly motor disability caused by damage to the nervous system for more than a half century.

The originator of the method used and applied the achievements of medicine and recognised that with the principles and the theoretical and practical experience of pedagogy added conductive development may reach completion.

In our study we aimed to assess how the pedagogical specificities of conductive education are reflected in the theory and even more in the practice of the method. The success of our education and development work is based on its sound theoretical background which includes the latest research results of medicine, the principles of pedagogy and the specific content of conductive pedagogy.

In respect of the verification of our results, in the practice oriented higher education level training launched 53 years ago, initially greater emphasis was placed on observation and recording of the experiences. In the past three decades, however, impact assessments and empirical surveys have been carried out regularly in order to find nodes that would justify our results.

Our present study is aimed to confirm the common features and the connections between education science and conductive pedagogy. We examined how the unity of goal, task and activity, regarded as the keystone of pedagogy, appears in the planned, conscious and value oriented conductive education process.

For this purpose we adopted the document analysis method, structure analysis of our theoretical training and questioning of participants of our practical training. On evaluating the outcomes the data were recorded in two aspects: the connection between education and activity and the process of activity.

With the help of the outcomes we now have a better understanding of the theoretical contents of the pedagogical goals, of how the tasks related to the goals are built one upon the other and of the position of requirements and expectations in the development activity.

The findings proved the activity centred and value oriented functioning of the education process, that is, the supportive impact of the theory behind the success.

In resumption of the programme we think it will be essential to study further major pillars of pedagogy such as the factors and methods of education and the role of pedagogical impacts behind the success of conductive education.

ZSEBE, Andrea; MÁTYÁSINÉ KISS, Ágnes

**RAISING PUBLIC AWARENESS THROUGH SENSITISATION PROGRAMMES**

András Pető Faculty of Semmelweis University, Budapest, Hungary

For students at the András Pető Faculty of Semmelweis University (SU APF) educating children with motor disabilities and with intact development together is a natural and constructive pedagogical task. In Hungarian public education there are numerous examples of good practice where inclusive education is operated successfully, which may pave the way and set an example for all institutions of education and instruction. Raising awareness among mainstream pupils and preparing teachers and parents as well as ensuring the essential material conditions, however, is indispensable for efficient and successful integrated education.

The project „Effective Integrated Education – Conscious Cooperation” in the scope of the European Union’s Social Renewal Operational Programme 3.4.2, which already contained certain elements of the programme, can be seen as the antecedent of the research. The study involved mainstream kindergarten groups and lower primary school classes that were open to cooperation and testing of the programme. The syllabus of an optional course unit offered in BA level conductor training was conceived as part of the programme. Participants of the study comprised 70 pre-school and 110 lower primary school age children, 20 teachers, 170 parents, 26 students and 3 lecturers. Methods applied included questionnaires, a sensitisation programme and an effectiveness check. Preparation of the sensitisation programme was preceded by transmitting basic theoretical knowledge available in the subject to students of the BA level conductor training. The programme was elaborated in collective team work by the students and the lecturers. Implementation of the sensitisation programme was organised separately in the pre- and primary school settings, considering the specificities of the given age group.

It can be regarded as results of the study first, that children had real experiences in respect of motor disability, possible ways to provide help, and acceptance, on the other hand, that pedagogical tools of sensitisation have become part of the curriculum of BA level conductor training within the framework of an optional course unit, and thus the students’ set of methodological tools has been enhanced. We see it as a further result that through the experiences indirectly gathered by parents and teachers involved in the study our programme has become one of the good practices of social sensitisation. Finally, it is also a result that a collection of games for shaping attitudes has been created, where each element prepares for successful integrated education. On the basis of the results we believe the sensitisation programme is suitable for use by any kindergarten group or school class.

We think the future social benefit of the programme we developed is that as a result of similar programmes spreading in the institutions without considerable financial input the number of inclusive mainstream institutions will increase and the appropriately prepared pedagogical environment will be a guarantee of long term sustainability.

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