

Conductive Education Occasional Papers

Supplement 3

ABSTRACTS

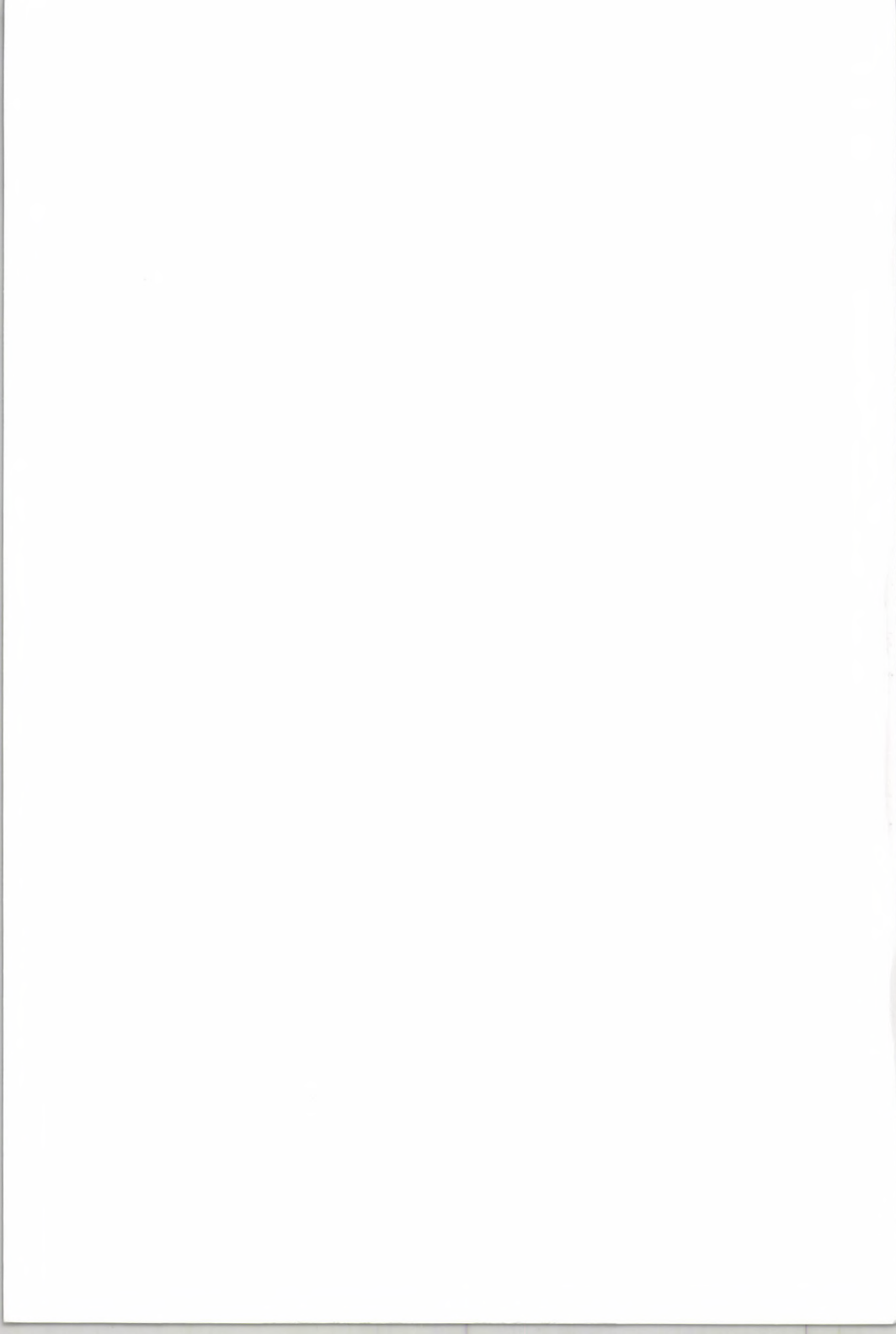
OF THE 4th WORD CONGRESS
ON CONDUCTIVE EDUCATION



SCOPE
FOR PEOPLE WITH CEREBRAL PALSY

2001 LONDON





**4TH WORLD CONGRESS ON
CONDUCTIVE EDUCATION,
LONDON, UK 2001**

Patron: the Hungarian Prime Minister

**Convened by SCOPE in Partnership with
International Pető Institute & International
Pető Association**

**Conductive Education in 21st Century
“Celebration and Achievement”
12th -14th September 2001**

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PETŐ[®] BOOKS

HONORARY CONDUCTOR AWARD

The College Senate of the International Pető Institute gives the Honorary Conductor Award. It was established in 1990 to recognise the work of non-conductors in the field, which is well known both in the homeland and internationally. Nominations are initiated by leading persons and are submitted to the International Pető Association Executive Committee. The IPA Nominating Committee considers the person's contribution to the development of Conductive Education and its deserving of wider and more formal recognition. The final nomination is submitted to the Senate of the International Pető Institute College who are authorised to make a final decision about acceptance.

Previous recipients of the award have been

Ester Cotton, 1990	Phil Robson, 1994
Helga Keil, 1990	Dr. Erzsébet Balogh, 1995
Dr. Masanao Murai, 1990	Margaret Barker, 1995
Udi Lion, 1990	Charlotte Hartweger, 1995
Anita Loring, 1990	Maureen Lilley, 1995
Andrew Sutton, 1990	
	Toru Imai, 1999
Yves Bawin, 1995	Dr. Lillemor Jernqvist, 1999
Dr. Katalin Bíró, 1995	Dr. Erika Medveczky, 1999
Claire Cotter, 1995	Howard Probert, 1999
	Anita Tatlow, 1999

Congratulations to the new appointed Honorary Conductors in 2001

Marc Render
Anthony Hewson
Marion Fang
Clare Cheng
Kjeld Ingebrigtsen

MEMBERS OF THE SCIENTIFIC COMMITTEE TO THE 4TH WORLD CONGRESS ON CONDUCTIVE EDUCATION

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Horváth, Júlia

Kozma, Ildikó

Tatlow, Anita

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Pulay, Éva

Földiné Németh, Gabriella

The Scientific Committee is obliged to the following persons for accepting the invitation to be and would like to introduce them by quoting their thoughts.

PLENARY SPEAKERS

OF THE 4TH WORLD CONGRESS ON CONDUCTIVE EDUCATION IN LONDON 12-14 SEPTEMBER 2001

Plan table of the plenary speakers:

Hámori, József.....	(14 th Sept)
Hári, Mária	(13 th Sept)
Hegarty, Seamus.....	(13 th Sept)
Kozma, Ildikó	(14 th Sept)
Salga, Anikó	(14 th Sept)
Scrutton, David.....	(14 th Sept)
Sutton, Andrew.....	(14 th Sept)
Woolfson, Lisa	(14 th Sept)

HÁMORI, Dr József MD, PhD

Professor, Head of the Anatomical Institute of Semmelweis Medical University,
Budapest, Hungary

NURTURING AND THE DEVELOPING BRAIN: A NEUROSCIENTIST'S VIEW

The 'conductive education' method aims, in most cases successfully, at keeping disabled children to learn and live an independent life, and to become active, creative members of the society. As in many cases in medical history, the Pető conductive education technique became an internationally and scientifically accepted, successful method of education, although its neurobiological basis was not clarified in full extent yet. Of course, Pető and the members of his school based an ingenious method on solid scientific knowledge by perceiving the importance of the remarkable neurological as well as psychological flexibility of the developing nervous system of the children."

(Hámori, József (1997): Neuronal plasticity as the neurobiological basis of conductive education. *Conductive Education, Occasional Papers*, 1:21-37, Trentham Books Ltd. Stoke on Trent, UK)

HÁRI, Dr Mária MD, OBE, Dr.h.c.

Professor Emeritus, former director of the International Pető Institute,
Budapest, Hungary

INCLUSION THROUGH THE INTERACTION OF CONDUCTIVE EDUCATION

„All the organizations, which create the appearance or disappearance of a movement (the restriction of superfluous movements and muscle tone being a positive factor in an action), must be linked by intention.”

“Action originates from the selection which is linked to intention. Intention and achievement, which follows it, constitute the unity of the expression, and it is this, which has to be learnt. The combination cannot be separated artificially. It is a whole. When one learns an action, that is to say to reach a deliberate goal, it is not the visible series of actions, which one learns but the correct intention. If we begin by analysing the phenomenon of action, we will notice the quite ordinary way in which an action becomes effective only after having been organized orthofunctionally.”

(Hári, Mária (1990): The human principle in Conductive Education International Pető Institute, Budapest)

HEGARTY, Dr Seamus Hdip in Ed, PhD

National Foundation for Educational Research, Editor European Journal of Special
Needs Education,
Slough, Berkshire, United Kingdom

INCLUSIVE EDUCATION IN THE 21ST CENTURY

„The child is a social being as well as an individual and is a member of various social groupings – family, neighbourhood, social class, ethnic group, language community. This is the arena in which environmental factors come into play. These factors are not in themselves the direct cause of learning difficulties but rather provide the context in which certain development should take place within the child. If this development does take place the child is set to grow in learning in a way that will be regarded as normal; if it does not the child is likely to experience learning difficulty.” „Integration is, in the end, a moral issue revolving round the rights of individuals and society’s willingness to acknowledge these rights in effective terms. There are three rights that concern us here: the right to education; the right to equality of educational opportunity; and the right to participate in society.”

(Hegarty, Seamus (1993): Meeting Special Needs in Ordinary Schools. 2nd Edition, London, Cassell)

KOZMA, Ms Ildikó MEd, MA, Dr.h.c.

College Professor, General Director of the International Pető Institute,
President of the International Pető Association,
Budapest, Hungary

TOOLS FOR THE DEVELOPMENT OF CONDUCTIVE EDUCATION

“The rapid growth in demand for CE has been caused – though not exclusively – by the wide publicity CE has received in the past decade (Sutton, 1988). A part must certainly be played here by the feelings of innovative specialists on the one hand, and some parents on the other hand, that the management of cerebral palsy is inadequate, both from professional point of view and with regard to service provision. Another indication of this is the debates which have developed on question related to the subject such as the integration of disabled people into school or into society, the role taken on by parents and families and home-based vs. centre-based provision.”

(Kozma, Ildikó (1995): The basic principles and present practice of conductive education *European Journal of Special Needs Education* 10(2): 111-123)

SALGA, Ms Anikó MEd

Director of Operation of the International Pető Institute
Budapest, Hungary

THEORETICAL AND PRACTICAL ISSUES OF QUALITY MANAGEMENT IN CONDUCTIVE EDUCATION (THE MODEL INTRODUCED IN THE PETŐ INSTITUTE)

Be critical. Do not fill in yes if you cannot prove and find evidence for the outcome. If your department is not responsible for that particular outcome, say so and do not fill in yes because you have assumed that someone else is doing it. You, as a department, have to find hard evidence (written papers, statements, etc.) to convince the senior manager that you have achieved that outcome and you can prove it. With every standard and outcome you have to ask yourself, where is the evidence that will prove that this is happening, done and achieved. All the evidence will be noted and will be used for the discussions with the audit team on their visit.”

SCRUTTON, Mr David MSc, MCSP

Institute of Child Health and Guy's, Kings & St. Thomas' Medical Schools,
University of London,
London, United Kingdom

EARLY HIP DYSPLASIA IN BILATERAL CEREBRAL PALSY

„Scrutton has stated what he feels should be the aims of the therapist working with the cerebral-palsied child.” „What should some of the outcome measures be? First would be to watch for the development of fixed deformities, contractures, dislocation of the hips, etc., which good therapist believed can be prevented.”

(Bax, Martin (1986): Aims and outcomes of therapy for the cerebral-palsied child. *Developmental Medicine & Child Neurology* 28:695-696)

„The migration percentages for normal population 15 month – 5 years: maximum 23%.”...”Hip is usually considered to be subluxed if the migration is equal to or greater than 33%.”

(Scrutton, David and Baird, G. (1997): Surveillance measures of the hip of the children with bilateral cerebral palsy *Archives Diseases in Childhood* 56(4): 381-384)

SUTTON, Mr Andrew MPhil

Director of the Foundation for Conductive Education

Birmingham, United Kingdom

CONDUCTIVE EDUCATION: SINK OR SWIM?

“Distinction has to be made between the notions of, on the one hand a 'disorder' and on the other, a 'disability' or 'handicap'. Conductive education distinguishes between these on the developmental plane, one in which development is seen as closely dependent upon educational input. Children or adult patients may suffer from a physiological condition that has a deleterious effect upon the control of movement. This effect is the motor disorder. If the children or adults receive no help – or an inappropriate intervention – then the developmental effects of this disorder will be a disability or handicap.”

WOOLFSON, Dr Lisa MAppSci, PhD

Senior Educational Psychologist, Department of Educational Studies,
University of Strathclyde,
Glasgow, Scotland, United Kingdom

BEYOND CHILD OUTCOMES: THEORETICAL ISSUES IN EVALUATING REHABILITATION PROGRAMMES FOR YOUNG CHILDREN WITH CEREBRAL PALSY

“Early intervention programmes are of particular relevance to infants with cerebral palsy because motor difficulties can limit the sensori-motor experiences available to them, affecting subsequent learning and developmental progress. Helping these children access the learning experiences normally available to disabled infants would seem to be an important intervention goal, but there has been less focus on examining studies of the effectiveness of early educational intervention for this population, where developmental domains in addition to the motor are targeted.”

“Criteria for inclusion: (a) ... children ... with a diagnosis of cerebral palsy ... (b) the intervention was 'educational' – i.e. targeted across a number of developmental domains.”

“Ten studies were found that met the above criteria. These were classified into two groups: (1) multi-domain developmental stimulation programmes, and (2) conductive education.”

(Woolfson, Lisa H. (1999): Educational interventions for infants and pre-school children with cerebral palsy: methodological difficulties and future directions in evaluation research *European Journal of Special Needs Education* 14(3): 240-253)

4TH WORLD CONGRESS ON CONDUCTIVE EDUCATION

September 2001, London

Welcome to the 4th World Congress on Conductive Education, being held in London, September 2001. The 1st and 2nd of the previous world congresses were organised by the Pető Institute in Budapest, Hungary and the 3rd was held at the Warashibe Institute, in Urakawa, Japan.

The world congress on Conductive Education has always had a high profile through its professionalism and the level of distinguished patronage. Árpád Göncz, His Excellency The President of the Hungarian Republic, Her Royal Highness The Duchess of Kent, His Imperial Highness Prince Takamado and his wife addressed the previous congresses.

Two years ago for the first time in the congresses' life, the Executive Board of the International Pető Association made a hard decision among strong, competing applicants for the congress organisation. The ever-growing interest in Conductive Education continues and the length of time between congresses is decreasing. There is an increasing international awareness and the size of the clientele of Conductive Education represents a great professional responsibility. It is my pleasure to take part in this Congress and see how the knowledge, experience and professionalism in Conductive Education has grown worldwide.

This Congress, at which delegates from all over the world will be assembled, is patronised by Viktor Orbán His Excellence The Prime Minister of Hungary and His Grace The Duke of Westminster. The 4th World Congress of Conductive Education is organised by SCOPE with the support of the International Pető Institute and the International Pető Association and it shows the good practice of international co-operation for future actions.

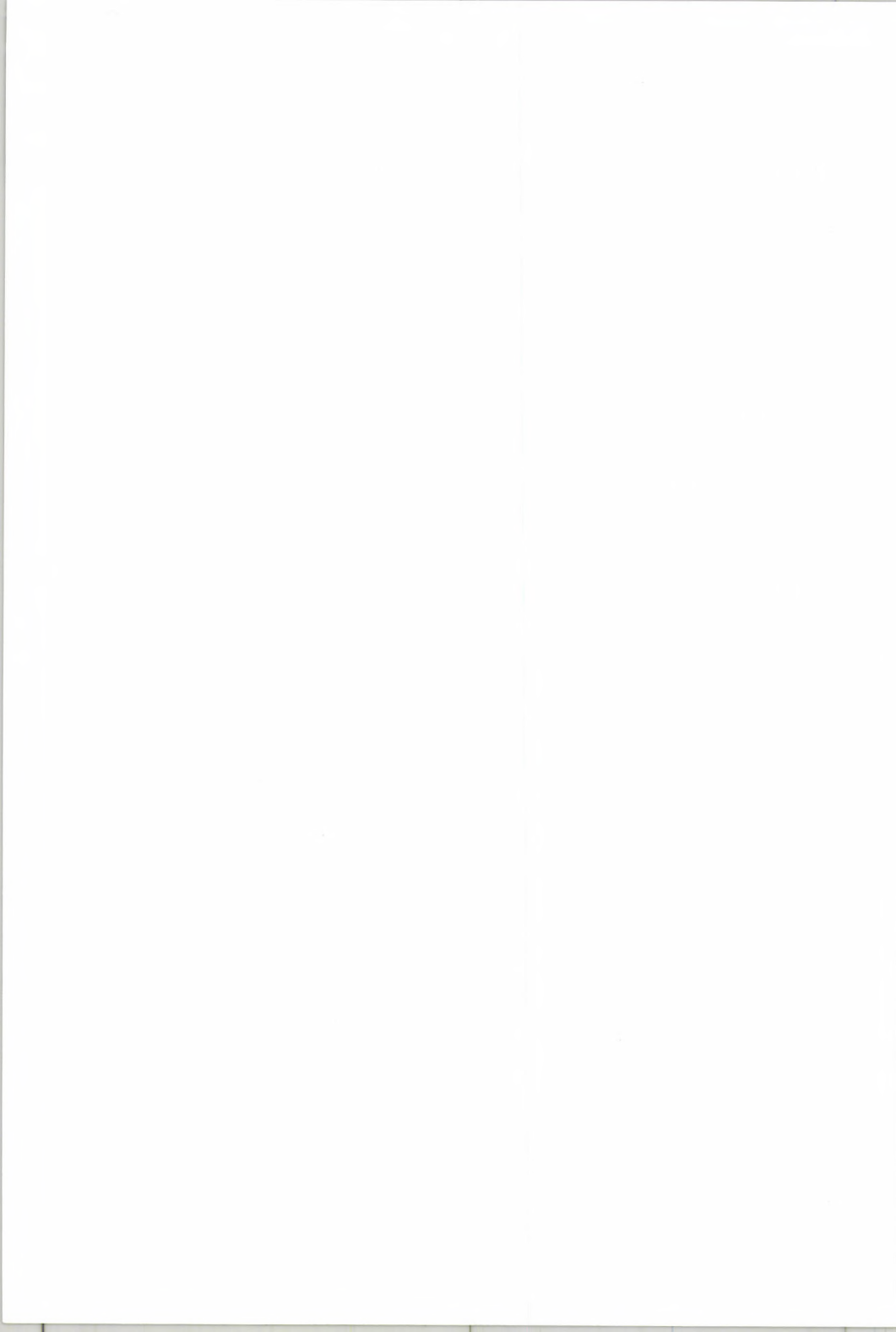
This Congress aims to extend the knowledge of those already involved in Conductive Education, provides opportunity to networking, gives introductory opportunities for the exploration of conductive educational offers, encourages young professionals to introduce themselves at an international

level. During the congress advancements in theory and practice will be highlighted in different ways, with plenary and parallel lectures, videos and posters. They will demonstrate the political, philosophical, methodological, social, educational, health, training, organisational and many other aspects of Conductive Education and the recent and upcoming challenges also. From the Congress you will be able to take home this exceptional Congress Book, Supplement N°3 of the Conductive Education Occasional Papers with informative summaries of lectures, papers and posters. I hope that this will prove to be of value in your future work and for those of your colleagues who will not have the possibility to attend the Congress. Formal and informal opportunities for professional discussions, exchange of ideas and debates are also planned. The breaks are also useful to meet your friends, new ones as well as older acquaintances.

As President of the International Pető András Association it is a pleasure and honour for me to express the greatest gratitude to all of you and extend a warm welcome to this significant Congress. I hope you will find it very valuable, well worth taking part in and really enjoyable!

Steliko Koruna

President



ABSTRACTS

WE HAVE A DREAM

by Ichito Asai

Warashibe Institute, Osaka, Japan

Introduction

At Warashibe Institute we have been engaging in not only contriving programs but also creating "a place to take an activity in community" and "a place to live in the community" based on the idea of separation of places to work and to live for our member mainly adult severe cerebral palsy. At this time we would like to talk about growths of our Warashibe members while introducing an activity of business and sales division that we newly set up in last December and talk about orthofunctional personality of Conductive Education in Japan.

Purpose and Details of the Work at Business and Sales Division

Next three purposes are raised about the purposes of the work at business and sales division.

- 1) Advertisement of products of Warashibe Institute
 - 2) Developing a market and finding the outlets
 - 3) Creating new products
- a.) Based upon each purpose, the details of the work are divided as follows:
- Understand well about details of each work of Warashibe Institute
 - Telling the details and products of each work to the community, the third party Contriving how we can tell to more people
 - Considering effective advertisement
- b.) Survey the market about where the products can be sold well including the time and narrow down the target
- Introduce the products and gain publicity to the enterprises and the community

- Compare our products and our prices to those of others and understand the merit and demerit
 - If necessary, consider to improve quality and discuss at each division
- c.) Survey and analyse the market and consider what kind of products the community requests
- Create the products to develop the characteristic of Warashibe Institute

From the example of Ms. N

She is a member of business and sales division and working on the "a" indicated above.

1. At first she noticed to prepare a homepage on Internet as an effective advertisement.
2. In order to prepare a homepage, she talks with a staff that she needs to study about computer.
3. For the effective study, she starts to go to a computer school.
4. After a half-year has passed since she started going to the computer school, she gained enough skill to prepare a homepage by herself.
5. She undertakes preparing the homepage from each division of the work as her job.
6. She goes to each division of the work and collects information using the digital camera.
 - Understands the whole work of each division and finds out characteristic of each division.
 - Finds out the characteristic of each product.
 - Considers what kinds of advertisement are most effective.
 - Tries to prepare a homepage.

As indicated at the above, a learning function emphasized in Conductive Education to develop the knowledge of solving problems by herself is shown as follows:

- Make clear a problem
- Analyse a problem

- Consider how to solve a problem
- Put it into practice
- Check a result and the first plan

Conclusion

She learnt through her experience that she could do what she wanted and at present she realizes her role in her job and works hard with a big purpose in her job, although she easily depended on others in the past. It might be hard to say it is enough, but she tries to contrive by herself and work hard to develop her skill to prepare homepage.

Not only preparing homepage, but also she goes out to the public company to introduce the products and visit other institute to study sales of the products. She gained the driver's license in order to go anywhere she wanted, and so her range of operations is getting bigger. She also talks about creating new idea, such as a box that the disabled can use easily, with other members from the point of view of the disabled.

Such as indicated at the above, she is developing her ability step by step to solve the problems and the ability to work on to the community.

COMMENTS AND LIST OF THE PROCEDURE AND DRUGS AGAINST SPASTICITY

by Erzsébet Balogh

International Pető Institute, Budapest, Hungary

Delayed grouped all signs of cerebral palsy (CP) in two main clusters of plus and minus signs. One of the plus signs is the increasing muscle tone. It is the major issue for the majority of children with CP (89%). However the hypertonia of the muscles can be caused separately by spasticity (pyramidal lesion, pocket knife form) and rigidity (extrapyramidal lesion, lead pipe form), they are mostly mixed in the „spastic forms” of CP and we call it simply spasticity. Although there are opinions, that spasticity itself does not need any therapy, the medical efforts influencing CP children are many.

Spasticity is the result of decreased inhibition from corticospinal neurons and the increased excitability of alpha motor neurons.

Level of muscle: cold, ice, hot, transcutane stimulation, Dantrolene sodium (1970, decreasing Ca influx)

Level of junction: (motor point injections) phenol, alcohol, BOTOX (crystallized 1981)

Level of spinal cord: Valium (1960, diazepam, excitatory transmitter release reduction), Baclofen (Lioresal) orally (1970) or intrathecally (1984) (acts selectively on gamma-aminobutyric acid B – GABA-B – decrease in neuronal activity). Selective dorsal rhizotomy (cutting through of the I/A afferents from muscle spindle selectively to the segments L3-4-5, S1-2-3) (Foerster 1913, Fasano 1978)

Level Cerebellum: pace making

Level Thalamus: cryoprecipitation

Level Basal ganglia: Kemadrin (procyclidin), Mydeton (tolperisonium chloratum), Parkan (trihexyphenidyl) and any derivatives of dopamine.

Level of cortex: transcranial magnetic stimulation

Effects of the decreasing muscle tone will be measured by range of motion (ROM), with the modified Asworth scale, but newly with the favourable change of the posture and by the increasing quality of fine motor movement.

CONDITION VERSUS DISEASE – WHAT IS CEREBRAL PALSY?

by Erzsébet Balogh

International Pető Institute, Budapest, Hungary

„One in every 400 child born in the UK” - as well as in Hungary „ - is affected by cerebral palsy (CP)”. The working party for Recommendations For Minimum Standards of Healthcare In Children With CP” (Hemihelp) suggests that CP should not be treated as an illness. The child should be seen as an individual and consideration should be given to all aspects of their development, environment and the need of their family.

Surfing alongside on CP literature from the educational to the medical aspects, there is evidence that our professional thinking is not coherent. But it could be if we were able to merge data from the epidemiology, researchers’ opinion and analysis, educational and psychological people’s publications, books by paediatricians and neurologists etc.

On the basis of the permanent pathological neurological signs: diseases, on the basis of the balance between neurological signs and performance, personality features: condition. The precise anatomical diagnostics will not help to make good decision (Lebeer). The global performing capacity = capability for adaptation of the child with CP indicates condition too. Life duration will be limited by feeding capability and intelligence. Children’s life quality will be limited in 25-50% by the characteristics of the disease. 50-75% of the outcome is determined by the children’s intelligence. Both of those argue for education and integration of the children with CP. „The care of the child should be based ... on relevant medical ... as well as education and social staff.”