

**Pető Association**



# Abstract Book

**Conductive Education  
Occasional Papers,  
Supplement 11**

11th World Congress on Conductive Education  
25-26 November, Budapest



KULTURÁLIS ÉS INNOVÁCIÓS  
MINISZTERIUM



SEMMELWEIS 40  
— INTERNATIONAL

## WELCOME MESSAGE



**Éva Feketéné Szabó**  
*International Pető Association*

**Dear Colleagues, Parents and Friends,**

We are now approaching the date when the 11th World Congress on Conductive Education is organised.

All of us thought, that by this time we can get back to 'normal' and meet you personally, just as we did for the first nine times. But the world is changing, and after the pandemic situation we are all facing a different world, and most probably a different us as well.

While holding on the tradition of classic Conductive Education of András Pető and Mária Hári, we see the importance of innovation, the need for renewal and the needs of answers coming from a different, rapidly changing society. Yet, we need to stop for a moment to look back to what we achieved, to learn from what we achieved, to learn from each other, to get familiar with the challenges that we,

professionals, supporters, parents and even patients with Cerebral Palsy face day by day. By doing this, together, we will be able to spread 'The Case', to prove how Conductive Education can change one's lives.

In the academic year 2022/2023, Semmelweis University celebrates the 40th anniversary of launching its international medical training. The series of programs of Semmelweis International 40 will last throughout the whole academic year, of which the 11th World Congress on Conductive Education is a very important milestone.

Reading the abstracts of this congress, I know, that this event, just like the others before, will commemorate the decades of history we have together and will highlight the successes, achievements we reached so far. I would like to encourage everyone to take part, to share experience, to ask – so that we can celebrate further decades of Conductive Education together.

Wishing you a fruitful event, kind regards,

**Éva Feketéné Szabó**

**Vice-Rector for Strategy and Development at Semmelweis University, International Pető Association**



**Andrea Zsebe PhD**  
*Dean, András Pető Faculty*

**Dear Friends and Colleagues,**

As the Dean of the András Pető Faculty, Semmelweis University I welcome the Reader.

I feel honoured to have kept our promise made in 2020, on the occasion of the previous WCCE, together with the Executive Board of the International Pető Association, about being the host of the next World Congress again. Time has come.

This event represents our strong commitment for serving the highest-ranking meetings and discussion for experts, for professional organisations of conductive education and for the specialists of sister professions, from Budapest, the alma mater of the Pető concept.

Over the years, conductive education has undergone a unique enrichment in our world congresses, giving us the opportunity to meet for a new inspection, for a systematic and methodical survey of all our values. But it also gives us the opportunity for sharing the latest international developments of conductive education, for renewing, examining and evaluating.

I do believe, that it is the right time to realise that we need to gather new momentum and we, together will be able to set up the main directions, strategic goals and priorities for the further advancement of conductive pedagogy. We have reached many milestones together but we have an endless road ahead of us in the service of the ones in need.

I am sure that the 11th WCCE provides a marvelous opportunity to promote collaborative work, training, research, encourage young researchers, colleagues in the field and strengthen friendships and cooperations.

In the solemn atmosphere of the World Congress on Conductive Education, we shall be able to motivate each other in order to take new path to progress for the future.

**Andrea Zsebe, PhD**  
**Dean**

**CONDUCTIVE EDUCATION**

**OCCASIONAL PAPERS**

**SUPPLEMENT 11**

**ABSTRACT BOOK**

**Editors:**

Ibolya Túri

Zsófia Vona

Tímea Vissi

**Publisher:**

Éva Feketéné Szabó

International Pető Association

Andrea Zsebe Miklósné Tenk

András Pető Faculty, Semmelweis University

**Photos:**

Semmelweis University

HU ISSN 2939-6972

2022

International Pető Association (IPA)

András Pető Faculty, Semmelweis University (APF)

**11th World Congress on Conductive Education**

**(Budapest, 25th Nov – 26th Nov 2022)**

**„The History Of International Conductor Training”**

**President of the Congress:**

Prof. Dr. Béla Merkely,

Rector of the Semmelweis University

**Organizers:**

International András Pető Association

András Pető Faculty, Semmelweis University

## TABLE OF CONTENTS

<b>WELCOME MESSAGE</b> .....	1
Previous world congresses on conductive education with the Patrons’ Names .....	10
Honorary Conductors .....	12
Plenary lectures of the 11th World Congress on Conductive Education, Budapest .	16
Moderators of Plenary and the Sections.....	16
Abstract of Plenary Lectures .....	18
KÁLLAY, Zsófia: Milestones of Conductor Training .....	19
MATOS, László: National and international educational cooperation, perspectives at Semmelweis University, András Pető Faculty .....	20
NÁDASI, Zsófia – TÓTHNÉ HORVÁTH, Eszter: Required competencies for the successful implementation of conductive education in Sweden .....	21
PAPP, Gabriella: Together again: Special Education and Conductive Education in the Framework of the Subcommittee of the Hungarian Academy of Sciences ....	22
ZSEBE, Andrea: Educational strategy of the András Pető Faculty.....	23
Abstract of Lectures .....	24
BALLANTYNE, Shona - CORNELIUS, Jessica: Conductive Education In The Most Isolated City In The World!.....	25
BALOGH Brigitta – FÖLDESI, Renáta: The Concept of the Conductor and the Conductive Way of Life in András Pető’s Philosophy.....	26
BENYOVSZKY, Andrea: The history of the first research study in the United States of America measuring the effectiveness of conductive education .....	27
BENYOVSZKY, Andrea: The conventional organizational structure of conductive education services in the US .....	28
BENYOVSZKY, Andrea – FILKINS, Elizabeth: Conductor-teacher training program in Michigan- 23 years of unique collaboration between Semmelweis University András Pető Faculty and Aquinas College .....	29

BERGER-JONES, Annamaria: An exploration of conductors’ professional identity in the UK..... 31

BROWN, Melanie R.: New Horizons: an exploration of the delivery, impact and development of remote CE for people with Parkinson’s ..... 32

CHURCH, Kasey – BENYOVSZKY, Andrea: Possibilities and limits using in AAC devices in conductive education settings in the US ..... 33

CHENG, Clare: Conductive Education in China - where to go? ..... 34

CSABA Attila<sup>1</sup>, PÁSZTORNÉ, Tass Ildikó<sup>1</sup>, SZŐKE György<sup>2</sup>: Presentation of the rehabilitation medical outpatient care at Pető András Faculty ..... 35

CZAKÓ, Bendegúz: Tool development project to support singing and music education in conductive preschool groups ..... 36

DESITS, Krisztina: Study Focus `Conductive Education `on the Lutheran University Nuremberg (EVHN)..... 37

ECKHARDT, Éva: Demonstration of acting programme within the framework of drama group for children with Cerebral Palsy, presentation..... 39

FISCHER, Mariko - HALL, Suzanne: The first multi-disciplinary conductor (mdc) training in the Southern Hemisphere..... 40

FRANK, Tamás: Press representation of the institutionalisation of conductive pedagogy from the 1950s ..... 41

HOLLÓSY, Helga: The French-language letters related to András Pető and Maria Hári in the Hári Mária Library ..... 42

HOLROYD, Fiona: In-depth exploration of the meaning of hope for parents of children with cerebral palsy, within the context of Conductive Education ..... 43

HORVÁTH, Petra: Fairy eyes – photography workshop ..... 44

KASSAYNÉ GRÁFEL, Judit: Involving university students into free time activities 45

KINNERSLEY, Theresa: Through the Looking Glass; an exploration of CE through a new lens?..... 47



LÉNÁRT, Zoltán - SZABÓ-PÁLINKÁS, Ditta - GASPARICSNÉ CSILLAG, Ágnes - SZABÓ-SZEMENYEI, Eszter: Hand functions and quality of life of teenagers with cerebral palsy in special education.....	48
LENGYEL, János: Mária Hári and the Pető Intitute’s Russian connections.....	49
LESZKÓ, Dóra – SURÁNYI, Rebeka – KELEMEN, Anna: A Hungarian-inhabited area-wide study about the quality of life of adolescents with Cerebral Palsy participating in conductive education.....	51
LIPTÁKNÉ PAPP, Judit: Attitude Formation of Conductor Undergraduate Students During Their Practice at the Practicing School of the University, Within the Framework of Activities After Classes.....	52
MAROSY, Judit: People with Disability in English Language Teaching .....	53
McDONALD, Jules: Conductor's Perceptions and Experiences of Orthofunction in the UK.....	54
MEZŐ, Katalin: Special Ways of Talent Management .....	55
MÉZÁM, Zsuzsanna: The Dévény method in the training of physiotherapists .....	56
ORAVECZ, Adrienn: Interesting results from a doctoral research about Integration and Conductive Education will be revealed .....	57
ORAVECZ, Adrienn: New good practice from Hungary: Peer helping groups for people with disabilities.....	58
PÁSZTORNÉ TASS, Ildikó: The answers of the educational program to the society’s needs .....	59
PÁSZTORNÉ TASS, Ildikó: Training Experiences Of Rehabilitation Medicine Practice .....	61
PÁZMÁNDI, Eszter Melinda - SZILÁRD, Zsuzsanna: Why teach a child to bunny hop jump?.....	62
PÁZMÁNY, Judit: Conductive Education Center as a training field for future assistants and other professionals .....	63

PÁZMÁNY, Judit: Goal orientated task series with adapted muscle building for school aged CP group in conductive program.....	64
PINTÉR, Henriett - GÁL, Franciska – MOLNÁR, Pál: New opportunities for conductive education research in the light of the analysis of professional networks emerging based on the networks of authors of cerebral palsy interventions published in international journals.....	66
SIMÁNDI, Indila: They said it was impossible... thinking outside of the Magic Box .....	67
SZILÁRD, Zsuzsanna - PÁZMÁNDI, Eszter Melinda: The importance of preventive thinking about physical condition of conductor students .....	69
TANAI, Judit: Twice exceptionally talented children with special needs .....	70
TÚRI, Ibolya: Clinical Research Focuses at the András Pető Faculty of Semmelweis University .....	72
VADÁSZ, Zsuzsanna: Conductor training - creating a recreational culture - in step with development .....	73
VALENTNÉ ALBERT, Éva: Turning students to historians - Recommendation for implementing a successful foreign project into home.....	74
VISSI, Tímea - FÖLDESI, Renáta – TÚRI, Ibolya: Traditional application of Sage in conductive education.....	76
Programme of the 11th World Congress on Conductive Education .....	67

## Previous world congresses on conductive education with the Patrons' Names

“Preparation for the future” - 1st World Congress on Conductive Education, Budapest, Hungary 1990 (Patron: Árpád Göncz, President of the Republic of Hungary)

“Continuity and change” - 2nd World Congress on Conductive Education, Budapest, Hungary 1995 (Patrons: the Duchess of Kent, Mr. and Mrs. Göncz)

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

“Celebration and achievement” - 4th 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” - 5th World Congress on Conductive Education, Budapest, Hungary 2004 (Patron: Péter Medgyessy, Prime Minister of the Republic of Hungary)

“Tradition and Future” - 6th World Congress on Conductive Education, Gothenburg, Sweden, 19 - 22 Aug 2007 (Patron: Queen Silvia)

“East Meets West: Adaptation & Development” - 7th 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” - 8th 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” - 9th 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” - 10th World Congress on Conductive Education (Budapest, Hungary 27th Nov - 1st 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)

„The History of International Conductor Training” - 11th World Congress on Conductive Education (Budapest, Hungary 25-26th Nov 2022) President of the Congress: Prof. Béla Merkely, Rector of the Semmelweis University

## 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

HARTWEGER, 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

### **2020**

BETTERMANN, Ulrich, Germany

FALUS, Iván, Hungary

GAROFALO, James V., USA,

KATÓ, Ibolya Szekler Land, Romania

KNOPKE, Harry, USA

KRÓL, Maria, Poland

LOTZ, Dieter, Germany

O'SHEA, Roberta, USA

PAGE, Brent, Canada

PITZ, Elisabeth, Germany



## Plenary lectures of the 11th World Congress on Conductive Education, Budapest

- Erzsébet BALOGH: *Professional sciences should be relearned every 3 years. Neural communication and conductive education*
- Melanie BROWN: *Conductive Education as student, teacher and leader*
- Beate HÖß-ZENKER: *The opportunities and challenges of conductor training and conductive education from the perspective of the European Conductors' Association*
- Zsófia KÁLLAY: *Milestones of Conductive Education*
- László MATOS: *National and international educational cooperations, perspectives at Semmelweis University, András Pető Faculty*
- Gabriella PAPP: *Together again: special education and conductive education in the framework of the Subcommittee of Hungarian Science Academy*
- Ildikó TASS PÁSZTORNÉ: *Conductor BA – introducing our new specialization, the pedagogical rehabilitation*
- Andrew SUTTON: *Events and dilemmas in the internationalisation of conductive education between 1980 and 2000*
- Andrea ZSEBE: *Educational strategy of the András Pető Faculty*

## Moderators of Plenary and the Sections

- Ibolya TÚRI (Plenary)
- Zsófia Nádasi (Plenary)

### *Section 'A' International training of Conductive Education*

- László MATOS
- Beate HÖß-ZENKER

*Section 'B' Habilitation and rehabilitation from the perspective of different professions*

- Andrea PERLUSZ
- Attila CSABA

*Section 'C' Challenges of theory and practice*

- Andrea BENYOVSZKY
- Melanie BROWN

*Section 'D' Research and innovation*

- Róbert MASCHER
- Zsófia KÁLLAY

## Abstract of Plenary Lectures

*Summaries by author's name in alphabetical order*

## KÁLLAY, Zsófia: Milestones of Conductor Training

***András Pető Faculty, Semmelweis University***

Although it is a common view that conductive education is primarily an educational concept built from the experiences of practice, it cannot be ignored that the foundations of theory provide guideline for the everyday practice, give an overview of contexts, and provide a theoretical and conceptual frame for the process of education and the evaluation of its results.

The development of the practice and theory of CE closely linked to each other, and giving mutual feedback, and transform to each other. The experiences of practice and its processes became interpretable by the frames and context of theory. Their development has an impact on both conductor training and institution development.

The widely held view of conductive pedagogy in professional circles is that, it builds on its traditions, adheres to the values, principles and experiences that it has developed and implemented during its history of seven decades. While Pető's principles are loyally safeguarded by the András Pető Faculty's community, the conductive education system and the conductor training could not escape changes. Continuity and renewal, change and constancy, tradition and innovation comprise the continuance of former elements and knowledge as well as their expansion by new ones which will be acquired and enriched by new knowledge by newer and newer generations.

The almost 70-year-long history of conductive education and conductor training is inseparable from the changes taken place in the past century in Hungarian society and Europe and all over the world, the interpretation of disability and attitudes towards it have altered, the necessity and the demand for integration and inclusion have come to the fore, we can read a growing number of studies in anatomy, neurology, psychology and pedagogy, developments in information technology and technology facilitate appropriate documentation and the processing of documents, abrupt progress can be seen in the supply and quality of special aids and devices too.

The lecture goes through the milestones of conductor training through the stages of institutional development: Experimental Movement Therapy Department, National Movement Therapy Institute, Institute of Conductive Education for the Motor Disabled and Conductor Training, András Pető Institute of Conductive Education and College for Conductor Training, András Pető College, András Pető Faculty of the Semmelweis University. It presents the past and present of conductor training, its specifics and changes.

MATOS, László: National and international educational cooperation, perspectives at Semmelweis University, András Pető Faculty

***András Pető Faculty, Semmelweis University***

The lecture aims to present, with the content indicated in the title, all the national and international educational links that the András Pető Faculty of Semmelweis University currently has. Among the domestic links, the educational cooperation with the Faculty of General Medicine and the Faculty of Health Sciences of Semmelweis University, the Ferenc Gál University (Szeged) and the István Széchenyi University (Győr) will be discussed.

International cooperations include Aquinas College (Grand Rapids, USA), Nekrasov College (St. Petersburg, Russia) and Ferenc Rákóczi II Transcarpathian Hungarian College (Berehovo, Ukraine).

Future long-term educational plans will focus on both domestic and international training development. The Faculty plans to launch the Conductor Bachelor's Degree as an external training at the Berehovo College. The Pető Faculty will launch a Master of Conductor Training (MA) and a Master of Neurorehabilitation Specialist (MSc), probably after 2024. The MSc will be offered both in Hungarian and English, with the possibility for international students to join. Another long-term plan is to launch Master's programmes outside Hungary in the future.

We have been working for months to enable Hungarian students to travel to Erasmus+ and spend a semester outside the country, visiting international higher education institutions. The Faculty is currently looking to conclude such agreements with the universities of Nuremberg and Oradea.

András Pető Faculty's training development plans are fully in line and harmony with the strategic goals of Semmelweis University.

## NÁDASI, Zsófia – TÓTHNÉ HORVÁTH, Eszter: Required competencies for the successful implementation of conductive education in Sweden

### *Move & Walk, Sweden*

This presentation will describe the needs of the different professionals in conductive education that were – and are still necessary in Sweden, as well as the possible and essential solutions conductors and colleagues in decision-making positions introduced and implemented.

Conductive Education has been present in the country for 25 years.

Despite the fact that right from the beginning the conductors spoke good English and could represent the profession, it was unavoidable to make some professional compromises. One of the first basic decisions, which was urgent and fundamental, was to educate assistants who could complement the work of the conductor. Over the years, it has become clear that the training of personal assistants and family members is also extremely important, continues to be so and can be changed according to demands.

We provide a detailed summary of the content and results of both kinds of trainings. The outcome inspired the management to implement further development, which resulted in the introduction of the theory and practice of Conductive Education in existing courses of higher educational institutions and vocational trainings.

We also present the cooperation with the National Institute of Conductive Education in Birmingham, and the effects of training conductors who participated in theoretical courses in the UK and had the practical place in Sweden. Some senior conductors had the opportunity to share and associate with in common thinking on theoretical and philosophical themes of Conductive Education.

Finally, the areas where further training of conductor colleagues who participated in the Hungarian original training is necessary, will also be presented. As the diagnoses of children participating in conductive education changed and still varies, became more complex - the introduction of Augmentative and Alternative Communication methods, the introduction of special health care as well as the special needs methodology for intellectual disabilities are essential themes. There is also a great need to strengthen the connections of colleagues with other professions, in addition to the practice of appropriate professional terminology.

PAPP, Gabriella: Together again: Special Education and Conductive Education in the Framework of the Subcommittee of the Hungarian Academy of Sciences

*ELTE Bárczi Gusztáv Faculty of Special Needs Education*

On December 10, 2021, the Special Education Subcommittee was re-established within the Pedagogical Committee of the Hungarian Academy of Sciences. At the first founding meeting on February 20, 1995, Mrs. Anna Szabó Gordos was elected president, who was followed by Zsuzsa Mesterházi until 2011.

After a long interval, the re-established Committee formulated its mission, while preserving the original objectives, and adapting to social needs and changes.

Several Hungarian Universities are offering Bachelor (BA) level special education teacher training courses. At the master's level, there were also three special education courses. The appearance of Disability Studies in Hungary and its joint task with special pedagogy, the support, and the representation of disabled people, expanded the existing framework. The internationally renowned conductive pedagogy and special pedagogy appear hand in hand in the public education system in legislation and institutional structure. All of this justifies that the Subcommittee should also function as an umbrella organization and that joint, collegial, creative, and effective research and teaching work should develop between the various fields.

The purpose of the Special Education Subcommittee is to represent Special Education - as a multidisciplinary human science - within the framework of the Hungarian Academy of Sciences Pedagogical Committee. The special pedagogy subcommittee is a scientific and professional community of specialists working in the subject areas of special pedagogy (education, therapy, rehabilitation, legal, etc.), whose main task is to discuss scientific and professional questions belonging to or related to the field of special pedagogy, to formulate proposals and resolutions for the at the request of HSA or on your own initiative. The subcommittee wishes to encourage interdisciplinary cooperation, especially between certain fields of educational science and special pedagogy that supports and strengthens professional-scientific communication with the participation of the scientific-professional community.

## ZSEBE, Andrea: Educational strategy of the András Pető Faculty

### *András Pető Faculty, Semmelweis University*

The András Pető Faculty joined the Semmelweis University in 2017, becoming its sixth faculty.

It was this time when we harmonised our professional training improvement strategy with the objective of the University's strategy. We considered evident to maintain the conductors' professional BA training and we made decision about two new training directions. First, we agreed that we should raise awareness about conductive education in as many national training programmes as possible, and enable Hungarian professionals to undergo further vocational education. On the other hand we decided to start the accreditation of BA or MA level professional trainings in international environment, in foreign language, for graduated conductors or for other BA-level professionals in related disciplines.

Between 1988 and 2005 we delivered 223 foreign students from 6 countries who graduated within our international BA-level conductors' professional training, either in Budapest or in other countries where trainings had been outsourced. They are real pioneers of our international training and today many of them work as leaders, consultants or professionals in the conductive educational field.

This presentation shows the current position and strategy of the András Pető Faculty in the light of the University's quality targets, such as internationalisation, reforms in curriculum, international partner relationships and challenges of the educational supply and demand.

This presentation also deals with our Faculty's international training objectives and with the possible cooperational areas and points of connection, as these can create new possibilities for our students and partners, both in our mission within the cross-border Hungarian communities and in the different international training collaborations

There is a strict cooperation between the academic area and the practice areas of our Faculty, in order to find possible ways of innovation that could be helpful in the presential education and in keeping our professional training practice-oriented, despite the constant changes in the development needs and in the environmental conditions.



## Abstract of Lectures

*Summaries by author's name in alphabetical order*

## BALLANTYNE, Shona - CORNELIUS, Jessica: Conductive Education In The Most Isolated City In The World!

### *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 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?

Our presentation will highlight how we have addressed the challenge of employing conductors, the competition from therapies and how we aim to raise awareness of, and possibly expand, Conductive Education provision in our State.

## BALOGH Brigitta – FÖLDESI, Renáta: The Concept of the Conductor and the Conductive Way of Life in András Pető's Philosophy

*Semmelweis University, András Pető Faculty*

The conductor is a central figure and a decisive factor in the process of conductive education, so that it is nothing to be surprised about the fact that her/his professional training, skills and competencies, as well as her/his personal qualities have been investigated for a long time. However, with the recent publication of András Pető's philosophical writings we can gain a much more detailed and complex view about how the founder of conductive education understood the condition of being a conductor as an existential possibility and choice, and how he evaluated the qualities of this choice on a general ontological and existential level.

In my lecture, I aim to reconstruct the general, ontological and existential meaning of the concept of the conductor, the conductive way of life and the "conductive character of Being" in András Pető's philosophy, as well as the new light that it throws on the concept of the conductor as a professional category. In the process of the investigation I use some methods of philosophical and historic-pedagogical research, especially theoretical and hermeneutical analysis, as well as some tools of historical impact analysis.

One of the main expected results of the research is to conceptualize in a consistent way, by the aid of Pető's philosophical writings, the conditions under which the human/ethical and professional qualities and competencies of the conductor are inseparably interrelated with each other.

## BENYOVSZKY, Andrea: The history of the first research study in the United States of America measuring the effectiveness of conductive education

***Semmelweis University, András Pető Faculty***

The first interest at the institutional level and the practical application of some of the basic principles of conductive pedagogy in the U.S. can be dated to the 1960s and 1970s. The attempt to implement conductive education in America first took place during this period, as the initial step of state-funded research was organized to verify the effectiveness of conductive pedagogy.

Dr. James B. House from the University of Wisconsin (Eau Claire, WI) Speech and Hearing Clinic traveled to Europe to study new rehabilitation methods for caring for children with cerebral palsy.

During his overseas studies, he visited various rehabilitation programs and institutions; among others, he completed the 2-month Neurodevelopmental course offered by Berta and Karel Bobath in London. He first heard about Dr. András Pető and conductive education method from Ester Cotton, who worked as a physiotherapist at the program operated by the Bobaths in Great Britain. The method piqued his interest, and he visited the National Movement Therapy Institute in 1968.

Professor House was intrigued by the holistic, person-centered approach of conductive pedagogy compared to the injury-centered method of therapeutic treatments used in America and elsewhere during his time.

Dr. House's visit and advocacy for conductive pedagogy resulted in a two-year federal scholarship to study the pedagogical impact of the method. His undisclosed goal was to install conductive education in the U.S.

This presentation will explore the study's history, design, and personal and professional challenges experienced during the duration of the project 50 years ago in Wisconsin. It will provide context to the final report's outcome titled "Evaluating an Integrated Approach to the Management of Cerebral Palsy." Volume I of IV., completed by Laird W. Heal – but most importantly, this presentation would like to commemorate and, at the same time, pay a tribute to Dr. House's work and efforts to implement CE in the U.S.

## BENYOVSZKY, Andrea: The conventional organizational structure of conductive education services in the US

***Semmelweis University, András Pető Faculty***

The Association of Conductive Education in North America (ACENA) listed 21 conductive education programs operating in the United States in 2022.

Of these registered programs today, 18 are structured as “non-profit organizations.” This legal and operational definition guides what the organization is and how it functions.

Non-profits organizations usually emerge in response to a need for services in a community that are not being met by the government or the for-profit sector. A group of concerned citizens and volunteers organize and file the necessary documents to legally create an entity for a specific purpose. Those same people often become the organization’s first board members. In some cases, volunteers provide services until the organization gains visibility and credibility. As the organization grows and develops, it becomes more sophisticated in its governance, hires staff, may charge clients for some services, and starts to raise funds to fulfill its mission. Board members are volunteers and do not receive payment for their work on the organization’s behalf.

Of the 21-program listed on the ACENA website, 18 services were established by parents of conductive education (CE) program participants. (One organization is listed but does not provide CE services, only legal support.)

Several families raising a child with motor disorders have felt that the locally accessible therapies are not sufficient or effective. They saw conductive education as a solution for their children... learning and motor development. There were many initiatives, mostly from parents, to launch and operate conductive education groups as a nonprofit organization to take the place of missing services in the community.

In many cases, these parents, their families, and their supporters become the organization’s first board members. It is also not rare in the U.S CE history that a parent becomes the owner, Executive, and Program Director of an organization. This can strengthen but also expose vulnerabilities to the organization.

The presentation will offer a short history of how non-profits developed in the United States and how this structure operates in the context of conductive education programs. Also, it will give a brief overview of how CE is presented in the U.S. today.

BENYOVSZKY, Andrea – FILKINS, Elizabeth: Conductor-teacher training program in Michigan- 23 years of unique collaboration between Semmelweis University András Pető Faculty and Aquinas College  
*Semmelweis University, András Pető Faculty*

**Introduction:**

The first international model for a conductor-teacher training program in the United States was established in Grand Rapids, Michigan. In 1999, through a partnership with the Semmelweis University András Pető Faculty in Hungary (SE PAK), Aquinas College (AQ) developed and implemented a curriculum for training college students seeking certification in their Physically and Otherwise Health Impaired program to use the conductive education method with children and adults. The College also created a laboratory setting to host Aquinas students for their practicum experience, focusing on children living with neurological disorders - mainly cerebral palsy and spina bifida. In 2001, Aquinas College decided to move this laboratory school, and with its help, the nonprofit organization known today as The Conductive Learning Center of North America was formally established. This collaborative program at AQ provided with SE PAK is unique in North America and continues to have students enrolled today.

**Goals:**

This presentation will explore the various components of this unique training program as well as provide information about the current graduate's field of work following graduation.

**Methods:**

At the completion of the program, graduates receive elementary education teaching credentials, a special education certification for teaching kindergarten through 12th-grade students with physical or other health impairments, as well as the internationally recognized conductor-teacher certification from SE PAK. A survey of all graduates of the training program will provide insights into graduates' current field of work and how their experiences in the program influenced their career path.

**Results and Conclusions:**

While the initial hope was for this program to provide an extensive number of trained conductive education professionals to vastly expand conductive education services

throughout North America, the current number of AQ/SE PAK-trained graduates working in the field of conductive education remains limited.

At the same time, it is of utmost importance in the history of conductive education that the Michigan Department of Education approved of the training program, thus recognizing the need for conductor education, and doing so, recognizing the *raison d'être* of conductive education in schools for children with special needs.

## BERGER-JONES, Annamaria: An exploration of conductors' professional identity in the UK

*NICE – Centre for Movement Disorders, Birmingham, UK*

### **Introduction:**

For my doctoral thesis I am carrying out a theoretical exploration of contemporary conductive education (CE) philosophy and conductors' professional identity. On the occasion of the World Congress, I would like to focus on the latter part of my title and share with the audience ideas and some early findings on research question three: What informs conductors' professional identity and why?

### **Goals:**

My primary intention is to offer a clearly articulated theoretical framework concerning the philosophy of CE – to aid the understanding of the complex narratives in my field. Through this conceptualisation situating contemporary CE within education in a cogent way could be made possible. This will not only have a positive impact on CE and its practitioners but it could also influence the dominant discourse in the field of disability. The focus for this short presentation will be on conductors' professional identity.

### **Methods:**

My study sits within a post-qualitative paradigm, drawing on theoretical underpinnings and ideas from St Pierre and theoretical concepts such as intra-actions and entanglements from Barad. A post-qualitative inquiry welcomes my resistance against the rigid, conventional structure of researching; enabling me use a different lens for 'seeing'. Data collection is through online focus groups using two activities.

### **Results and conclusions:**

I hope to share some early findings collected from four focus groups, with six-seven participants from each. As part of one activity, participants will be invited to bring along a thing/anything/something, which aligns with their professional identity. Through diffractive analysis I aim to put agential intra-actions (Barad, 2008) to work; where the 'thing' has the same level of importance as the narrative shared.



BROWN, Melanie R.: *New Horizons: an exploration of the delivery, impact and development of remote CE for people with Parkinson's NICE – Centre for Movement Disorders, Birmingham, UK*

**Introduction:**

COVID-19 accelerated the concept of providing Conductive Education via remote means and 'threw' conductors into trying to provide a traditionally seen 'hands on' approach via virtual means with little or no guidance from a methodological point of view. As we start to recover from COVID and the world once again moves back to face to face services we need to question what we have learnt from this experience. Was this just a means of 'survival' and 'support' or have we discovered a whole new way of working?

Globally incidence and disability resulting from Parkinson's is increasing faster than any other neurological condition. Currently around 10 million people in the world are living with Parkinson's.

CE provision however focuses more on children with neurological conditions and this leaves vast gaps in availability of CE for adults with Parkinson's.

**Goals:**

To explore whether remote CE for people with Parkinson's has a place in rehabilitation? If so how would this differ from face to face delivery? What is the impact on CE methodology and finally could this make it available to a much wider population?

**Methods:**

Since March 2020 I have been delivering weekly remote CE sessions for groups of people living with Parkinson's. Some of these have previously accessed face to face services and some have not. Over this time I have worked directly with the people receiving the service to understand their needs and explored the impact of Parkinson's on implicit and explicit learning in the context of CE methodology and wider motor learning.

**Results and conclusions:**

This presentation will demonstrate how remote CE can provide a unique approach to the management of Parkinson's and explore ways of developing this further.

## CHURCH, Kasey – BENYOVSZKY, Andrea: Possibilities and limits using in AAC devices in conductive education settings in the US

### ***Napoleon Area City Schools, US***

A first of its kind in North America, the Conductive Education teacher training program at Aquinas College in Grand Rapids, Michigan, began in 1999 with the cooperation and direct guidance of the Semmelweis University András Pető Faculty. Contributing to its uniqueness is the dual endorsement program that is provided to undergraduate students at Aquinas College; upon completion of the program and passing licensing exams, graduates are able to teach general elementary education and special education to students with physical or other health impairments. This is in addition to the internationally recognized Conductor-Teacher status they receive from the Semmelweis University András Pető Faculty. These certifications have proven to open a number of professional doors for its graduates.

This Aquinas College/ András Pető Faculty training partnership was thoughtfully crafted by combining theoretical and practical components from both American and Hungarian pedagogy. Students in the program complete rigorous academic coursework. All the while, students have the unique experience of completing weekly laboratory hours for active learning in a carefully structured Conductive Education environment under the direct supervision of András Pető Faculty-trained conductors. As the students' knowledge base increases, so do their responsibilities for program planning and delivery at the lab school.

As students have graduated from the program, they have been employed as Conductor-Teachers, special education teachers, and elementary teachers. While the high-quality education and training they received enabled them to go on to enjoy successful professional lives, one missing link has persisted – learning the skills to facilitate improved verbal communication via assistive technologies and communication devices. The subsequent presentation will provide up-to-date information on what is available in the AAC field to children and families, as well as providing practical tips and strategies for conductors working in CE classrooms with children who require access to AAC devices.

## CHENG, Clare: Conductive Education in China - where to go?

Conductive Education was first introduced to China under a national project between the WHO Rehabilitation Collaboration Centres of China and of Hong Kong in 1990 to 2000. The project aimed to improve the quality of life of children with cerebral palsy and multiple disabilities in Children's Welfare Institutes (CWI).

The workers in these institutes were mainly non-professional carrying out routine child care before the introduction of CE. The empowerment of these workers has successfully turned a new page for the disabled orphans in some CWI. However, the promotion of CE was yet to spread as the then strongly medical oriented rehabilitation personnel ignored the holistic development but the motor side of these children. In 2008 another nationwide project, the New Milestone Project for Children with Cerebral Palsy, was launched as a collaboration between the China Disabled Persons' Federation and a big charitable body in Hong Kong. Children with cerebral palsy living in the community were the target. The project was completed in 2018. A change in the attitude of the rehabilitation personnel was evident with key advocates of CE coming from the medical and rehabilitation field.

Emphasis on the educational needs of children with cerebral palsy was echoed in recent Chinese literature on special education. However, the economic blooming in the recent years ironically has challenged the prospect of CE in China. More resources were channeled to the medical field which has a great tendency to revert the situation to the time before CE was introduced. The author was fully involved in both nationwide projects on CE. This paper will present the strategies adopted in promoting and localizing CE in China as well as discussing the way out in facing the recent challenges.

CSABA Attila<sup>1</sup>, PÁSZTORNÉ, Tass Ildikó<sup>1</sup>, SZŐKE György<sup>2</sup>: Presentation of the rehabilitation medical outpatient care at Pető András Faculty

*<sup>1</sup>Semmelweis University Pető András Faculty, Pető András Rehabilitation Healthcare and Supply Department, <sup>2</sup>Semmelweis University Orthopedic Department*

The lecturer summarises the first three years of the rehabilitation outpatient care at Pető András Faculty of Semmelweis University from 2019, in statistics: from the point of view of patient data, basic antropometrical data, different disabilities; in part neurological (e.g. M. Parkinson, stroke, multiple sclerosis, cerebral palsy, other rarer problems), in part rheumathological (e.g. degenerative, metabolic - osteoporosis), from the point of view of therapeutic features (e.g. included or excluded in/from conductive pedagogical education, brace-drug-balneotherapy prescription, referral to different medical institutions).

## CZAKÓ, Bendegúz: Tool development project to support singing and music education in conductive preschool groups

***András Pető Faculty, Semmelweis University***

The aim of the project is to create a new tool that will support the pupils of the conductive kindergarten and the conductors working there in the implementation of vocal-musical education and skill development.

The tool development research is carried out within the framework of the Art Research Workshop of the Pető András Faculty of Semmelweis University under the leadership of Dr. László Matos and with the help of Ágnes Dóra Miliesz. This special instrument would allow children with cerebral palsy to experience independent musical activity and open new possibilities for differentiation. Thanks to its technology, the aid can be adjusted both in height and angle of inclination to suit children's physical abilities. The use of the "Ulwila instruments" (metallophone, bells etc.) present in the kindergarten would make it easier for the professionals to place them.

My plans for the project include further development of the aid to be used in conductive school groups and innovation in its use with other aids.

## DESITS, Krisztina: Study Focus `Conductive Education `on the Lutheran University Nuremberg (EVHN)

### *Lutheran University, Nuremberg, Germany*

#### **Introduction**

Conductive Education (CE) has been available in Germany since the early 1990s. At the beginning the need for Conductors were covered from the Petö Institute, Hungary. In this way it was possible to offer CE courses for children and adults. But it became difficult to continue providing CE using the established financial systems.

Another difficulty arose when only the practical part of CE, i.e. the method caught the critical eye of experts, CE was not seen in its entirety as a system with a scientific background. Research and publication in Germany compared elements of CE with already established knowledge and practice. This partial perception resulted in a negative image without a general context. Modern international research and publications on CE are to date mostly unknown in Germany. From a long term perspective it became clear, that only a local training could satisfy the large demand for specialists and the recognition of CE, and establish it as part of the educational, social and rehabilitation systems.

#### **Goals**

To recognise CE as pedagogical system, and also as a modern science, research and training on a university level is necessary. But how is it possible to establish CE on a state-financed university?

#### **Methods**

After much discussion with decision-makers in 2017 a study began focusing on CE in the Special Needs Education B.A. course at the EVHN (210 ECTS). Experiences from the last 5 years show positive progress such as

- Theory and practice of CE implemented in a university course to an academical level
- Research and scientific work in B.A.-Thesis;

But there are also limits, such as

- The degree is in Special Needs Education B.A. - not in CE

- CE content with 75 ECTS
- Only one practical semester and few opportunities for additional internships and practice CE experiences.

**Results and conclusions**

The re-accreditation in 2023 will make it possible to develop our first experiences, e.g. by finding additional theory-practice transfer in elective courses. An additional further training in cooperation with the Semmelweis University András Petö Faculty to reach a conductor degree for graduates is still the aim. But at first we need international publications and research which could be realised with common university projects, e.g. through Erasmus-Partnerships. Aim also include international summer-schools with other universities for academic exchange and for practical experiences for students and lecturers. An important question for the future development is how to structure course content so that it is compatible for international student exchange. Together we can reach more scientific reputation for CE on international level - so we look forward to cooperations!

## ECKHARDT, Éva: Demonstration of acting programme within the framework of drama group for children with Cerebral Palsy, presentation

***András Pető Faculty, Semmelweis University***

The drama group has been operating since 2006 at the training school at Pető faculty at Semmelweis University. I have been helping the work of this club as an active member since 2008, and since 2015 I have been the leader of this group. Every year we start our work with a new group and our work finishes with a performance of an adaptation of a well known children's book or cartoon in front of a big audience.

András Pető, the founder of Conductive Education also investigated the developing effect of theatricals and dramatics not only in theory but also in practice, since he had a close friendship with Jacob Levy Moreno, the creator of psychodrama. Many common features and parallels can be drawn between them. The holistic perception of people, the power of group work, and the acceptance of being different. The active, factious learning and facilitation are the important cornerstones of the system they have developed. A disabled child can be affected in other areas besides the limitation of being able to change position or place, e.g ; lateralisation, spatial awareness, seriality, social and emotional skills, cognition, memory, attention, verbal and non verbal communication... Through the work of the drama group, we can have a positive effect on these areas as well. In the past few years we have received several feedbacks from students who have attended the drama group and who have started to attend mainstream schools, that how helpful it was what they have learnt and experienced at our group. When applying to be part of our drama group, we set minimum requirements for the children. First of all, we have to assess the different abilities, because our work would be impossible with children who are not able to change position or place, who are not able to understand or follow simple instructions and who are not able to communicate. It is important for us to recognise whether the given child is able to express herself/himself through one of these areas. The task of the drama group in the first semester is to get to know dramatics and theatricals, to create group cohesion and group dynamics, and to develop sub-skills through different exercises. In the second semester, we prepare for our performance and we create the harmony of the text, movements and costumes. These performances at the end of the school years always held in front of a big audience and are well received.

With my presentation I would like to provide an insight to the work in the drama group, the structure of the programmes of these groups, the developed areas and possibilities and the difficulties that arise. I would like to show through some individual development how acting helps and implements Conductive Education.



## FISCHER, Mariko - HALL, Suzanne: The first multi-disciplinary conductor (mdc) training in the Southern Hemisphere

*Carson Street School, Perth, Australia*

### Introduction

We often required Conductors in Western Australia but strict immigration and employment laws made it difficult to get them here. We decided to find alternative ways to solve this. The MDC course was designed for professionals with a degree, who were already working in a CE environment. The course was created by the National Institute of Conductive Education in the UK. In 2021 the first MDC training in the Southern Hemisphere was completed here at Carson Street School and we began working as Conductors, delivering programs to students in collaboration with the other Conductors.

### Aims

We aim to share our journey of being the first to train as Conductors in the southern hemisphere and our learning through the exceptional circumstances of the Covid-19 Pandemic.

### Materials and methods

- How our training, and that of our Practice Tutors, was funded by the Conductive Education Charity of WA
- Sharing our personal journeys
- Mentorship and training in our workplace environment
- Face to face then online learning
- The challenges faced
- The learning experience for the trainees and Practice Tutors on how to navigate the course successfully and how to improve upon the learning outcomes in future

### Results and conclusions

Our presentation will highlight how the MDC training course has been provided and how we learned through face-to-face, onsite support and online from Birmingham. We will address our experiences and thoughts through this presentation.

## FRANK, Tamás: Press representation of the institutionalisation of conductive pedagogy from the 1950s

***András Pető Faculty, Semmelweis University***

Conductive Education, which is marked by the name of Dr. András Pető, began to develop professionally in the early 1950s within an institutional framework. In the National Institute for Conductive Therapy of Hungary, the predecessor of the Pető Institute of Hungary, established on Villányi Road, educational and developmental activities were based exclusively on the educational principles and programme of conductive pedagogy, at that time under the direct leadership of Pető. The institutionalisation of the Institute and the changes in conductive pedagogy can be examined, among other things, through institutional and private correspondence, Pető's biography (Földesi, 2019), or changes in the programme (Kállay, 2021), but it is definitely worth researching how Pető's Institute was presented to readers in the 1950s, from the time of the establishment of the institutional framework, through communication media, and almost exclusively through written press products.

What did Dr András Pető show us about the institution? How much insight did he give into the day-to-day operations, how transparent was the professional work of the institution for the journalists? It is also interesting to know in which newspapers Pető's institution was featured. In what context did it appear, and what kind of social embeddedness, acceptance and political climate can be perceived in relation to the institution?

My research follows and explores the institutional image represented in Hungarian newspapers from the dawn of the 1950s, which cannot be separated from the person and personality of Dr. András Pető.

The thematic content analysis method makes it possible to see which newspapers presented the institution and the narrative that portrayed the work and the development professionals.

The results of the research so far show that, although the activities of the institution are unique, there are few articles in the press. However, the small number of articles gives an insight into the mysteries of the professional work, without concealing the difficulty and the sublime beauty of the challenge, and the expectations placed on the institution, the scale of which is contrasted with the low level of financial prestige of the institution, which is reflected in the press publications as a conflict.

## HOLLÓSY, Helga: The French-language letters related to András Pető and Maria Hári in the Hári Mária Library

*András Pető Faculty, Semmelweis University*

As it is well known, the National Institute for Movement Therapy established in 1950, later (from 1963) the András Pető Training and Education Institute for the Disabled, and the International Pető Institute, had already maintained extensive international relationships during the time of Dr. András Pető and Dr. Mária Hári.

It is also known that both Professor Pető and Dr. Hári Mária could speak, read and write in French in addition to English and German.

In my research, I wanted to find out what written evidence of their contacts with French language areas can be found in the international correspondence held by the Mária Hári Faculty Library and Resource Centre. I therefore reviewed the French-language letters related to Pető and Maria Hári that are available in the Hári Mária Library.

Compared to the writings in English and German, this is a small but not negligible or unimportant amount. Pető's first letter in French, which is kept in the library, dates from March 1956. The last correspondence in French that can be found was in March 1990, when Mária Hári replied to a Swiss family.

In general, the letters either deal with scientific journals or with the possibility of establishing and maintaining professional contacts.

There is a letter from March 1956 in which Pető describes the institution he was running. The letters clearly show that Professor Pető and Guy Tardieu, one of the most prestigious French neurologists of the 20th century, knew each other, and at least one exchange of letters certainly took place between them in 1959.

Pető's extensive scientific contacts are particularly remarkable in the context of the communication relations of the 1950s and 60s and in the context of the world political situation of the time.

Conductive education had also become known in France, and there is still a demand and interest in conductive education among those concerned: in France, there are currently around eight known development centres using conductive pedagogy.

## HOLROYD, Fiona: In-depth exploration of the meaning of hope for parents of children with cerebral palsy, within the context of Conductive Education

### *Steps Conductive Education Centre, England*

My study (PhD, University of Nottingham) is an in-depth exploration of the meaning of hope for parents of children with cerebral palsy (CP), within the context of Conductive Education (CE). There is little research within the context of CE which considers the needs of the parents attending our early years settings and only anecdotal evidence regarding hope. Parents' experiences and perceptions are crucial in contributing to a deeper understanding of the complexity of hope, both in general and within the context of CE.

The narrative begins by providing an insight into the lives of parents of young children with CP. A picture emerges of the parents' lived experience: how the diagnosis, bringing up their child with CP and many contextual influences affects their overall well-being, along with the strategies some parents use to balance their positions to cope or adapt.

Emotional issues are one of the great challenges for parents of children with CP as they negotiate the loss of their dreams, hopes and expectations of their child and perceptions of themselves as parents, along with often receiving messages of "no hope" from professionals. Hope is fundamental for understanding human flourishing and can help parents negotiate the psychological impact of the circumstances in which they find themselves. But what is "hope"?

It is additionally recognized that the emotional support provided by service providers is an essential part of coping. CE importantly supports both the child and their family. As we develop the skills the children need to maximize their potential, parents are simultaneously strengthened by provided with the knowledge, confidence, and resilience they need. As conductors, the role we play in building the parent-child-conductor-group partnership is essential, as hope has a reciprocal quality which can be nurtured through these supportive relationships.

This presentation is based on my research to date.

## HORVÁTH, Petra: Fairy eyes – photography workshop

**András Pető Faculty, Semmelweis University**

*“We should not wait for art to become accessible to us, but we should open ourselves up to art.”* Werner Hoffmann describes exactly the idea that gave me wings in 2021 to start a photography workshop at the Conductive Practice Elementary School. I wanted to provide a space for our pupils who have an inner motivation to show their environment how they see the world, but whose fine motor skills do not allow for detailed ways of representation. Using a camera or other digital device also requires individualised differentiation, which facilitates the process of free illustration. However, in my experience, pupils can arrive at such experiences from completely different perspectives, the key element of which is that they are the “leaders” themselves of the creative process.

The workshop provides an excellent space for our pupils to shape their outlook. It shows them that at the core of events the holistic approach and digital representation are closely connected. For our pupils to be able express their inner worlds, we must find the way that allows them to create freely.

The primary role is not that of practices or different technologies, rather that of forming the ability “to see” and of intuitive representation. During the process, pupils can be part of how the conductor builds on those inner qualities, which are the pupils’ efforts to understand, to experience and internalise the world around them. These experiences encourage self-expression, communication, and creativity. Thus, the world built from the perceived and understood information will not be a mere replica of the original, but a newly created, one-time, and unrepeatable construction that represents the sensitivity of the pupil’s psyche, the components of their personality, and their limitless creativity.

The most important aim of my video is to present the moments of the workshop that can reveal how my pupils realise the power of their own inner creative worlds; and how in just a few tenths of a second they can capture everything that is the interconnected mixture of the reality around them and their intuitions and observations.

The emphasis in the video is on the processes that are meant to teach the ability “to see”, the ability to observe.

## KASSAYNÉ GRÁFEL, Judit: Involving university students into free time activities

**András Pető Faculty, Semmelweis University**

### Introduction

I graduated from the Hungarian University of Fine Arts as a graphic designer. I play special role at the school I work, since I do not work as a conductor, but as a visual artist teacher. I try to incorporate my professional knowledge and vision into my teaching work. Basically, I teach children how to see and observe, by getting to know the visual phenomena of the world surrounding us and the values of our culture.

### FairyPoint workshop

We carry out creative activities within the school framework. In addition to the joy of the activity, the children can learn about the treasures of our cultural heritage and our world of hungarian motifs. Beside traditional techniques we use the tools of today's digital world as well.

When we observe a flower, we examine its structure, shape, colors, and relationships. We compare a natural motif with a folk motif. As in the old days, we draw patterns using templates. Instead of the traditional indigo, our tool is the translucent drawing board. With the help of this, we draw linear, cross-stitched and stitched patterns.

We get to know simple printing procedures. Using paper and hand-made rubber printing presses, we print our motifs on the selected carrier material. Afterwards we can decorate or embroider these prints.

### Aims

Through free-time activities university students can come to know the inspirational, impulsive tools of creative working. They can apply the acquaintanced technics as a complement of conductive education, and it give opportunity for the children to their own creative abilities to develop. Our aim is to actuate an intellectual constructive workshop where children and university students can experience the flow through constitution, its success and joy.

### Methods

We connect traditional techniques with the tools of today's digital world.

CROSS-STITCH - MOSAIC - PIXEL

The essence of all three techniques is to break them down into parts and points by applying different techniques. Using translucent drawing boards, learning simple printing and mark leaving techniques.

**Results and conclusions**

In the last year we established the working of the workshop. Our experience is the children pick up the usage of the new equipments, they are able to create showpieces. For university students there are exciting possibilities to develop their creative talents and adaptation of them to their job in the future. The used tools would be adaptable well to other teaching fields as well.

We are planning to involve other digital equipments and printing processes into our program.

## KINNERSLEY, Theresa: Through the Looking Glass; an exploration of CE through a new lens?

**NICE – Centre for Movement Disorders, Birmingham, UK**

### **Introduction:**

Twenty years ago I had the good fortune to stumble across CE. This was life changing. My experiences prior to 2002 have however created opportunity to explore CE in a manner that might have otherwise eluded me. As a registered nurse I observed neurological conditions and their impact through a specific lens; one based around a deficit model of comprehension which impacted my understanding of human potential and my role in facilitating achievement towards an 'end goal'.

These experiences served me well when working with conductors, students and other professionals as I was able to use them to try to bridge the gap between the different perspectives of the 'truth'; observation of potential and disability through a 'deficit' model lens, compared to the person-centred, potential and ability focused lens of the conductor.

### **Goals:**

The aim of this presentation is to explore these diverging perceptions in a bid to identify the similarities between them, but also to help highlight recognition that the differences will force the observer to see and interact with their own 'truth' through their own lens. In this way perhaps it is possible to reconsider the unique qualities of the conductor, but also to recognise that we were taught and had to *learn* to observe in a conductive way. If we can accept this, then perhaps we can re-evaluate the way in which we communicate CE to others. Reflection upon conversations with others in particular those in multi-professional teams, linked with my own previous professional experiences serve to influence the construction of a tool which will be articulated as part of the presentation.

### **Conclusion:**

If we as conductors can develop a greater sense of our unique perceptions of who we are within the wider professional arena, we have the potential to develop both our own professional identity, as well as the wider professional argument simultaneously.



LÉNÁRT, Zoltán - SZABÓ-PÁLINKÁS, Ditta - GASPARICSNÉ CSILLAG, Ágnes - SZABÓ-SZEMENYEI, Eszter: Hand functions and quality of life of teenagers with cerebral palsy in special education

***Eötvös Loránd University Bárczi Gusztáv Faculty of Special Needs Education, Institute for Methodology and Special Needs Education and Rehabilitation***

### **Introduction:**

Based on literary and practical experiences, the functional status of upper limbs have impact on activities of daily living and free time, school life and social participation of students with cerebral palsy (CP). This might refer to association between hand functions and quality of life (QoL) in teenagers with CP.

### **Goals:**

In every case special educational, somatopedagogical rehabilitation is built on accurate survey of children's condition. We have been utilizing internationally accepted, up-to-date assessment tools for many years. Our aim with this pilot study was to assess the QoL of CP students and recognize its connection with upper limb functions.

### **Methods:**

In this research 29 students aged 13 to 21 have participated. We used the official Hungarian translation of Cerebral Palsy Quality of Life questionnaire for teenagers and the Jebsen-Taylor Hand Function Test (JHFT).

### **Results and conclusions:**

The participants reported high level of QoL, including *Feelings about functioning* which was the highest rated domain. The performance of the tasks of the JHFT was basically determined by the state of motion. However, in some cases children with good functional status performed poorly.

The QoL and hand functions showed correlation only in the *Feelings about functioning* domain.

Overall, the assessment tools used in the research seem to be usable. According to the results we conclude that it's worth to do further analyses on a larger sample to come to more precise conclusions about the association between QoL and upper limb functionality.

## LENGYEL, János: Mária Hári and the Pető Institute's Russian connections

*András Pető Faculty, Semmelweis University*

Mária Hári met Professor András Pető in 1945 and together developed the conductive education methodology for improving the life of people with disabilities, and established the academic education of correctional pedagogy and conductive education. She later organized and laid the foundations of today's higher education system for professional conductors.

She successfully raised global awareness to conductive pedagogy, while maintaining broad international collaborations. Thanks to her significant efforts international professionals received education in the institution and her work enabled disabled children needing conductive development to take part in training in Hungary.

There has been less recognition of her relations with post-soviet states. (These efforts have been well documented in the Mária Hári library). As a result of these collaborations more than forty Russian students graduated in the Pető Institute with conductor degrees in the nineties. This established significant interest and demand in Russia towards conductive education. Further, during the past 30 years this allowed the international organization of the Pető Institute to provide education to thousands of Russian minors individually, between 2006 – 2013 with funding provided by the Municipality of Moscow as organized by Globus 21VEK Kft., and has led to Russian being the second language of the international group besides English. Professionals come to continue their education, look for collaborative opportunities, try to establish joint educational programs (St. Petersburg, Jekaterinburg, Orjol, Kazany). A pediatrician from St. Petersburg M. Mamajeva's publishing efforts organized and raised awareness to the conductive educational system.

Browsing institutional correspondence between 1990-1994 it can be observed that there were multiple requests from Russian, Ukrainain, Mordvin, Lithuanian, Belorussian and Kazakh organizations and governmental institutions towards their Hungarian counterparts at the International András Pető Foundation and directly to the Pető Institute.

On June 12 1990 V.V.Rudchenko, the president of the Lenin Soviet Childrens Foundation's Nyerung chapter sent a letter to József Antal, then president of Hungary to establish collaboration with the Pető Institute.

On August 27 1992 V.V. Rudchenko serving as the president of the Russian and Ukrainain Childrens Foundations Civil Society signed an agreement with the International András Pető

Foundation. While this contract has been modified on multiple counts in February of 1994, this established the framework to allow Russian students' education in Budapest. The agreement defined the number of participants, their language preparation program, the language of the professional education program and that annually 2-3 conductors would travel to the Moscow Educational and Training Organization's Nyerung and Togliatti rehabilitation institute to attend professional short courses and to screen potential student candidates. Lastly, this laid the foundation towards establishing an independent institute in Moscow by 1998. Sadly, few people who graduate in Budapest continue their career there.

Conductors who graduated in Budapest work at the ARIADNA Togliatti rehabilitation center. The institution's former president, M. A. Slugin visited the Pető Institute on multiple occasions. Her husband, V. I Slugin, who is also a doctor working on rehabilitation prepared a small handbook based on doctor Hári's publications on conductive development. There are two conductors working in Moscow who graduated in Budapest, both of them are actively collaborating with the Pető Institute.

LESZKÓ, Dóra – SURÁNYI, Rebeka – KELEMEN, Anna: A Hungarian-inhabited area-wide study about the quality of life of adolescents with Cerebral Palsy participating in conductive education

*András Pető Faculty, Semmelweis University (poster presentation)*

Cerebral palsy (CP) is the most common cause of neurodevelopmental disability. It affects the development of movement and posture, causing activity limitations that are attributed to non-progressive disturbances that occurred in the developing fetal or infant brain. A combination of these influences the quality of life (QOL) of teenagers living with CP. QOL is a concept that includes physical, psychological, social, spiritual and other domains of functioning. QOL is an important goal of treatment in CP. Conductive education (CE) is a pedagogical rehabilitation method. CE fuses cognitive and motor learning principles to re-educate. One of the main aims of CE is to improve QOL in CP, despite it being a lifelong disorder.

**Our objectives are:**

- to establish the needs of teenagers living with CP in Hungarian-inhabited area;
- to assess the difference between teenagers and their parents needs
- to map the effect of the socio-cultural environment on behavioral problems and symptoms;
- to map that in which region CPs feel best, resp. where to experience the most positive attitude

**Participants:** 40 young adolescents with CP (22 male, 18 female) aged 13-18 years (mean age: 15,25) and their family members (n= 40) were selected through convenience sampling based on inclusion criteria from CE schools. Medical and functional data were pooled by conductors working with teenagers.

**Conclusions:** The results indicate that adolescence with CP perceives their QOL almost as equivalent to their parents. Taken together, these results would seem to suggest that interpersonal relationships, school well-being, social well-being, and communication were the most important factors for QOL for teens, whereas access to services and feelings about functioning were the least. Our work clearly has some limitations. Nevertheless, we believe our work could be a springboard for finding factors influencing the QOL of the CP adolescent population. The present findings might highlight the positive views of a segregated institution.

## LIPTÁKNÉ PAPP, Judit: Attitude Formation of Conductor Undergraduate Students During Their Practice at the Practicing School of the University, Within the Framework of Activities After Classes

*András Pető Faculty, Semmelweis University*

### Introduction

During the training of the conductor students, there is an important role of gaining experience in application the theory into practice. One of the essential places of practice for the students' practical training is the Conductive Practicing Elementary School. During their continuous practice, the students taking active part of the everyday life of the pupils. Students participates in conductive development, school classes, activities after classes and free time.

### Aim

The aim of this lecture is to introduce how students' attitude is formed during their professional practice in the Practicing School within the activities of the pupils after classes. As conductive education has a holistic approach therefore the activities are not separated but built on each other and completed with great coherence and system during the daily routine. Students not only participating in motor development and classes. They participate in free time and after class activities of the school pupils. Students gain experience how pupils apply their skills improved during conductive education programmes and what activities will further support the development of the pupils.

During the lecture those activities after class and free time will be introduced in which our school pupils participate. Taking part of those, our students experience opportunities contents and learn those practical knowledges, which forms their attitude enlarge their range of vision and make their future work more effective. I also introduce how our students will be able to support those pupils in the organisation of their future life. How our students will be able to apply their other competences within the framework of conductive education.

**MAROSY, Judit: People with Disability in English Language Teaching**

**András Pető Faculty, Semmelweis University**

Nowadays more and more English teaching materials focus exclusively on disability.

These innovations are unique, besides they develop student’s social conscience and critical thinking, their linguistic aims are clear and well framed covering all learner levels and ages in a variety of forms.

In this poster I would like to show a good example lesson of the Disabled Access Friendly Campaign.

**Wheelchair Sketch by Luke Prodromou**

This lesson aims to sensitize students to issues affecting people with disability. Students not only study new grammatical structures and new vocabulary i.e. EFL skills but also can project themselves into someone else’s position, become more supportive, sensitive.

Wheelchair sketch by Luke Prodromou						
Level	Age	Topic	Grammar	Vocabulary	Functions	Skills
C2	Adults	Appropriate ways to interact with wheelchair users	Imperative	General, culturally biased words	Drawing conclusions	Speaking

A relevant, thought-provoking reading, question sets that you won’t find in most textbooks. Various practice exercises.

It promotes respect for others, fairness and equality.

## McDONALD, Jules: Conductor's Perceptions and Experiences of Orthofunction in the UK

### ***Connections Neuro-Rehab, UK***

The presentation is a summary of my dissertation research findings from my Master's Degree in Conductive Education. In the project I used a questionnaire to gather data from over 50 British conductors to explore the concept of Orthofunction.

The results were examined and explored in detail and revealed that there is notable variation in how conductors themselves understand, define and relate to both the word and the concept of Orthofunction.

Interesting themes also arose within the experiences Conductors had of both using the word Orthofunction, and of experiencing it being achieved in their practical work.

The presentation shares themes from the findings for the audience's consideration and with the hope of sparking greater exploration and discussion about Orthofunction as a concept and a term.

## MEZŐ, Katalin: Special Ways of Talent Management

*University of Debrecen, Faculty of Education for Children and Special Education*

The Hungarian institutional talent management relies on centuries-old traditions and systems that are already well-established. However, not enough attention is paid to the group of children and young people with special educational needs in this respect. In the presentation, the special ways of talent management will be presented. Within this framework, those talent concepts will be highlighted that can be well applied in identifying and developing the talents of people with special educational needs. Furthermore, the essential elements of professional talent management, from talent identification to the implementation of impact assessment will be covered. Finally, the presentation will discuss the special tasks that appear at the social and individual levels, which can contribute to the development of the talents of children and young people with special educational needs.



## MÉZÁM, Zsuzsanna: The Dévény method in the training of physiotherapists

### ***Anna Dévény Foundation***

Anna Dévény's maximalism and perfectionism are still present as a reflection in the education process. Through his own movement experiences and his expertise as a physiotherapist, he took a multidisciplinary approach to understanding the physiological and pathological functioning of the human body. This diversity generated a different way of seeing, thinking and concluding, all of which he formulated as follows:

"I started from somewhere else, and this otherness caused me to arrive somewhere else".

Anna Dévény supplemented the original theory of Anna Dévény's method with her later experiences and built up the methodology of DSGM in a retrospective systematization. The structure of the Dévény method also includes the organization of the teaching of the method, the entry criteria of which are a BSc or MSc certified physiotherapist diploma obtained in Hungary or naturalized, at least two years of professional experience and an active physiotherapist position.

Teaching of the Dévény method began in 1994.

Between 1994 and 2004, five postgraduate courses took place within the framework of the Haynal Imre University of Health Sciences, from which 118 students graduated.

Since 2005, the Dévény therapist training has been organized by the Anna Dévény Foundation. During six cycles, 156 physiotherapists obtained their qualifications. Currently, 274 physiotherapists have a DSGM specialist physiotherapist qualification.

Postgraduate education has a duration of 3 semesters, 550 hours, which is divided into 176 theoretical and 374 practical hours. The theoretical modules deal with a number of clinical areas, neurological, orthopedic, special pedagogy, psychological topics, legal and economic basic issues. The practical unit includes teaching the technical elements of manual treatment, experiencing special body-training gymnastics on your own body, which is a special body-training gymnastics program based on Sára Berczik's method and supplemented with Anna Dévény's body-training principles and exercise material. During the education of the two operational areas, we place great emphasis on the development of global, complex, functional thinking for the effectiveness and efficiency of therapy.

## ORAVECZ, Adrienn: Interesting results from a doctoral research about Integration and Conductive Education will be revealed

*Eszterházy Károly Catholic University, Hungary*

**Introduction:** The major aim of this conference presentation is to give a general analysis of the conditions and aggravating factors of students with special educational needs in mainstream education.

**Goals:** G1: The primary goal of the research is to discover the current state of integration, the existence of its personal and material conditions, based on the opinions of the interviewed teachers. G2: Our goal is to get to know about the most common problems encountered in the teaching and learning of integrated SEN students. G3: We aim to differentiate the difficulties of integration according to the age of the interviewed teachers to explore the deeper contexts of co-education. G4: We aim to differentiate the difficulties of integration based on the work experience of the interviewed teachers to explore the deeper contexts of co-education.

**Methods:** We created an online questionnaire and analysed the results of the research with the help of the SPSS 22.0 statistics program, with which we could perform not only descriptive procedures but also non-parameter, one and more variable distinctive tests.

**Results and conclusion:** Some of our hypothesis were proven whereas others not.

## ORAVECZ, Adrienn: New good practice from Hungary: Peer helping groups for people with disabilities

*Eszterházy Károly Catholic University, Hungary*

**Introduction:** The major aim of this conference presentation is to give a general information about the latest new good practice in Hungary. Our peer helping group "*Diplomás Rocky-k*" was established within a bigger project by The National Federation of Organisations of People with a Physical Disability (in short: MEOSZ).

**Goals:** The goal of the project "P2P - Strengthening the social inclusion and social role of young people with reduced mobility through the power of peer support" by to strengthen the active citizenship and social role of severely disabled young people in Hungary, Romania and Slovakia.

**Methods:** We created a Facebook site for our group "*Diplomás Rocky-k*" and we conducted some interviews to introduce our members and our major theme: ***experiences in the education with degree and disability.***

**Results and conclusion:** Our experience is that even interest protection organizations pay little attention to intellectuals with disabilities who are highly qualified. More attention is paid to the cumulatively injured and to sports for the disabled. Therefore we wish to generate more social awareness for highly qualified persons with disabilities. In the near future we want to be more actively involved in the programs and projects by MEOSZ.

## PÁSZTORNÉ TASS, Ildikó: The answers of the educational program to the society's needs

*András Pető Faculty, Semmelweis University*

### **Introduction:**

The higher education curriculum is constantly evolving. Those courses that respond well to societal expectations, take into account changing circumstances and respond to new needs and demands can be successful. The András Pető Faculty of Semmelweis University has been offering a Conductor BA course since 2006, with two specialisations: pre-school and teaching.

Conductors who have completed their training are sought-after professionals, and the demand for the employment of conductors has increased, especially from early childhood development institutions. In Hungary, there has been a significant increase in social demand for both child and adult rehabilitation. Today, there is still a high proportion of premature babies, many of whom need special development and habilitation to have a chance of social integration. As life expectancy in the adult population increases, the incidence of neurodegenerative diseases in adulthood is also rising. More and more people are living with Parkinson's disease or Multiple Sclerosis. Hungary still has a very high prevalence of various cardiovascular diseases, and the number of strokes is steadily increasing due to stressful lifestyles and unhealthy living. For all these reasons, the strategic vision of the András Pető Faculty of Education had already formulated years ago the possibility of launching a 3rd specialisation, which was named Pedagogical Rehabilitation, starting in the academic year 2020-2021.

### **Aims:**

Our training objective was clearly to prepare our students for these new challenges. Conductors specialising in pedagogical rehabilitation and studying for a bachelor's degree are professionals trained in the conductive development of children and adults with central nervous system injuries. After graduation, they can be employed in specialised institutions, kindergartens and schools, child and adult rehabilitation centres. They can also work independently or in teams to carry out rehabilitation-oriented development work.

The differentiated knowledge related to the specialisation is introduced in our students' training from the 3rd semester. The total of 795 hours and 63 credits were designed according to the training and outcome requirements of the BA course in conducting and on the basis of these the training grid was developed.

**Materials and Methods**

Students choosing the pedagogical rehabilitation option will learn about the specificities of child and adult rehabilitation, the institutional system, including the role and possibilities of the conductors, through the completion of 600 hours of new curricula.

They will complete ongoing placements in teams providing early development and adult rehabilitation. During the 5th-8th semesters, our students complete internal and external rehabilitation placements.

During the external placements, our students become familiar with rehabilitation work in social, public education and health care institutions.

We have also prepared the practice leaders for the content and organisational challenges of the new specialisation.

**Results and Conclusion:**

For the first time in the new course, we have achieved a pedagogical rehabilitation student in every grade. Currently, 16 students are completing the requirements for the 7th semester, 18 are completing the 5th semester and 20 have started the 3rd semester. The first diploma will be awarded in summer 2023.

## PÁSZTORNÉ TASS, Ildikó: Training Experiences Of Rehabilitation Medicine Practice

*András Pető Faculty, Semmelweis University*

### **Introduction:**

In September 2020, the András Pető Faculty of Semmelweis University became involved in the rehabilitation training of medical students. The 5th-year medical students of Semmelweis University get to know the outstanding institution of the Hungarian adult rehabilitation care system, the National Medical Rehabilitation Institute, within the framework of the rehabilitation medicine subject. Following the decision of the university's senate, this subject is now compulsory for medical students, and within the scope of the subject, we were given the opportunity to introduce students to conductive education as well. This is a big step forward, as after decades, medical students are graduating by learning about the work of our institution.

### **Aims:**

Our aim is to familiarize medical students with conductive education, to prepare them to identify the clinical cases in which conductive education can be effective in habilitation and rehabilitation.

### **Materials and Methods**

A course programme was prepared for students to learn about conductive education, and how to implement conductive education for different age groups. We introduced them to the characteristics of conductive education through lectures, presentation slides show and video films. At the end of the course a theoretical summary was given, concluded with a theoretical summary of the history, philosophical background and most important professional elements of conductive education.

### **Results and Conclusion:**

In the academic year 2020-2021, a total of 332 Hungarian, 158 English and 129 German students participated in the programme. In the academic year 2021-2022, the number of Hungarian students was 350, 188 English and 112 German medical students. So far, we have introduced the basics of conductive education to 1269 people.

## PÁZMÁNDI, Eszter Melinda - SZILÁRD, Zsuzsanna: Why teach a child to bunny hop jump?

*Doctoral School of Semmelweis University; András Pető Faculty, Semmelweis University*

### **Introduction:**

Physical education methodology and pedagogy aims to enrich the physical abilities of pre-school and school-age children, to shape their body awareness and, last but not least, to prepare them for complex cognitive tasks through gross motor movements. The students of the Pető András Faculty of Semmelweis University have been benefiting from an increasingly detailed body of knowledge in the past several years. A well-trained teacher knows not only the correct way to execute a movement, but also the neurophysiological and cognitive effects of them. Compared to previous practice, the methodological courses place greater emphasis on a thorough, comprehensive and interconnected description and account of developmental movements and sensory systems, so that the future generation of conductors will no longer have any doubts about the reasons of teaching crawling, climbing or even the bunny hop jump.

### **Objectives:**

To highlight the changes in the content of physical education methodology and pedagogy (with a focus on the relationship between gross motor movements and the cognitive skills) and their importance in the light of the last decades.

### **Methods:**

We conduct our analysis through a systematic literature review.

### **Results and conclusions:**

The dramatic increase in the number of children diagnosed with learning disabilities, the possible start of writing and reading with an immature nervous system and a sedentary lifestyle suggests that enrichment of physical abilities of preschool and primary school children is crucial so teacher education and training needs to adapt to this.

## PÁZMÁNY, Judit: Conductive Education Center as a training field for future assistants and other professionals

*Centre d'éducation conductive du Gard, CEC du Gard*

### **Introduction:**

Working overseas as a conductor represents a high level of responsibility towards our profession as well as towards the public received. A long period of professional experience is needed to be able to work in another country, a deep understanding and knowledge of the culture, and an ability of efficient communication in all forums with other professionals to spread information on conductive education and to defend its principles and values.

When a center has a collaboration with the national education system and become training field for students in various trainings this responsibility is multiplied.

At the conductive center CEC du Gard in the south of France we offer training field for assistants, professionals in the field of disability, university and high school students all year round, in different modules and time frames. This training work is planned and documented from our side, students receive a large experience in a structured program and they participate in our center's life.

### **Aim:**

In this presentation I would like to share our experiences in assistant training in our center as a training field. I will show our way to give these students the best hand-on experience we can in order to well prepare their future professional life.

### **Results and conclusion:**

Positive feed backs from students show us that the future professionals appreciate a structured learning and hand-on experiences, and some of them join our conductive team after their training.



## PÁZMÁNY, Judit: Goal orientated task series with adapted muscle building for school aged CP group in conductive program

*Centre d'éducation conductive du Gard, CEC du Gard*

### **Introduction:**

Throughout my professional years, I have been working in conductive teams with different age groups and different types of disabilities, aiming for the best coordination that the children can develop. Parents' coaching has always occupied an important place in the goal orientated teaching-learning process with the aim of all tasks being used in the everyday context at home. Since 2009, I have been working in France, where we started to develop a complex program for kindergarten and school aged children which regularly offers opportunities to develop muscles with specific tasks series. This part of the program represents a challenge for our children and the results are motivating for them as well as for our team. Last year we attended a conference presentation that motivated us to further develop this high intensity muscle work program (HIIT in an adapted form). HIIT is a technique involving repeated tasks to increase muscle activity and improve endurance. In our center in this adapted form children repeat simple tasks like standing up from a chair at the wall bar, with rhythmic intention. Special equipment is not needed, but the facilitation is very important to achieve symmetric weight bearing, and an appropriate posture. These tasks are performed in interval sequences in the frame of individual tasks with individual aims.

### **Aim:**

It is necessary to enable the child to apply the tasks learnt at the center in their everyday life. The whole family is involved to maintain the level of autonomy achieved by establishing an active daily routine at home. Conductive Education offers a complex program that covers all aspects of development (including muscle development). However, sometimes the main obstacle which the child (with a high level of autonomy) is facing while solving tasks is the lack of endurance or muscle strength. This could lead to the loss of motivation, or to exhaustion, even though the coordination necessary is well developed and applied. It is absolutely possible to establishing a daily activity of goal-orientated adapted workout. This is motivating for the group, gives its results surprisingly quickly and is in perfect accord with the philosophy and principles of Conductive Education. We would like to share some of the aspects and results of this work in the south of France (CEC du Gard) in this presentation.

### **Materials and methods:**

The aim of this presentation is to show the potential problems and solutions which we may face in a teaching-learning process in terms of functional muscle development and strength.

We were following the progress of several children for several months using a carefully chosen protocol for their muscle developing program.

**Results and conclusion:**

We experienced a considerable difference in muscle mass and strength with each child. These changes are shown in several graphs for further references and follow up. The children's ability to repeat the tasks has greatly improved, they became faster in problem solving, their muscle tone became more appropriate and their muscles well-built and functional.

## PINTÉR, Henriett - GÁL, Franciska – MOLNÁR, Pál: New opportunities for conductive education research in the light of the analysis of professional networks emerging based on the networks of authors of cerebral palsy interventions published in international journals

*András Pető Faculty, Semmelweis University*

### **Introduction**

For researchers working in conductive education, it is crucial to know what interventions are available for people with cerebral palsy. Every year, researchers publish more and more intervention studies, which make it difficult to review in terms of their practical usefulness.

### **Aims**

To perform bibliometric analysis of authors in systematic reviews and meta-analyses of intervention research on cerebral palsy. Our research question: how to characterise the activity of authors who review scientific knowledge in terms of productivity, collaborations and use of their work, including an analysis of the institutional context and the networks behind the national and international division of labour.

### **Methods**

We analyzed 180 systematic reviews and meta-analyses found in Scopus. For the analyses, we used bibliometric metadata at the level of the authors, at the level of their affiliated institutions, and at the level of the countries of the authors and their institutions.

### **Results and conclusions**

We found an active and extensive network of author communities with highly productive and respected authors and groups. The institutional structure behind the authors is diverse, with universities, hospitals and various organisations behind them. Most universities are at the top of international rankings. In terms of countries, the Australian, North American and European regions are the most active and interconnected. Our results suggest that conductive education would benefit from a wider and richer network of collaboration and communication between institutions and practitioners in each country, which could presumably provide them with higher quality care and training.

## SIMÁNDI, Indila: They said it was impossible... thinking outside of the Magic Box

*Steps Conductive Education Centre, UK*

### Introduction

Steps Conductive Education Centre offers a unique service using the principles of Conductive Education for young children with conditions which affect the acquisition of motor skills and their families. Due to Covid-19, we needed to completely change our usual face-to-face service.

Steps now runs digital sessions regularly. This is essential for the children to continue their progress and give families the knowledge, confidence and resilience they need to understand how to support their children.

We were faced with a dilemma, as historically and traditionally, CE is 'hands-on', provided on-site, enabling physical facilitation as part of the whole support system. We addressed this education challenge by developing a remote, bespoke support package of care for every family.

At the beginning of the pandemic, we promptly replaced our face-to-face sessions with online programmes, still running them for groups of children, maintaining and further improving the Conductive Education principles in these unprecedented circumstances.

Whereas the team were originally apprehensive about the effectiveness of this adapted service, we now recognise, embrace and enhance all the advantages it brings, such as engagement for other family members and carers, enabling views of all participants simultaneously and being able to advise home applications immediately.

As the equipment that the children would use at Steps was not available to them at home, the team created a Magic Box of resources for every child to use during the online sessions.

### Goals

To share our experiences and provide useful guidance for CE settings wishing to expand their service.

**Methods**

In the presentation it will be shown how we can now provide greater accessibility to all, through the success that this digital innovation has given to everyone involved. As well as face-to-face and digital sessions, we also offer blended sessions. With some participants joining the same session in person and some via digital platforms, anyone around anywhere in the world can be welcome, providing global inclusion.

**Results and Conclusions**

Steps recognises that our digital transformation is the natural extension of face-to-face learning now and in the future.

This approach, by Steps, is not merely another 'online learning scheme'. This digital transformation is a systemic change that puts pedagogy, empathy and humanity into the world of online learning.

SZILÁRD, Zsuzsanna - PÁZMÁNDI, Eszter Melinda: The importance of preventive thinking about physical condition of conductor students  
*András Pető Faculty Semmelweis University; Semmelweis University Doctoral School*

**Introduction:**

In general, Conductive Education students can be said to start their studies at the Faculty of András Pető in good physical condition, satisfactory during the daily tasks. During their high school years, they attended an average of 5 organised sessions per week thanks to the daily physical education they received, but this is significantly reduced in higher education. The online teaching format has been challenging for both teachers and students, but thanks to previous experience and the students' broad knowledge, regular exercise has been achieved in a home environment. Students regularly sent written feedback in the form of a spreadsheet to the course instructors on the form of exercise they had completed, enabling them to track progress and variation throughout the semester.

**Aims:**

To analyse the student data received and, after detecting the preferred forms of exercise, to develop alternative sporting activities for future conductors, which can be done during breaks, in the home environment or outdoors.

**Methods:**

Our data are analysed using the quantitative descriptive statistical methods (frequency, standard deviation) of SPSS.

**Results and conclusions:**

Modification of the most popular movement forms specified for conductive work can prevent early onset of spinal disorders and persistent lumbal pain.

## TANAI, Judit: Twice exceptionally talented children with special needs

*Archiepiscopal College of Veszprém, Hungary*

### **Introduction:**

Equal access is an essential principle of talent care: in order to provide opportunities and support for each of those children, who have hidden talents, potentials. However, there are specific situations, which may transform or suppress the surfacing of talent, which may hinder the recognition of talents. Special situations of this kind include the following: disadvantageous situations, cumulatively disadvantageous situations, disability, special educational needs or integration, learning, behavioural difficulties. Talent is present in the populations of these situations as well, by forming a dual or multiple exceptionality.

### **Targets:**

To facilitate and make more successful in public education the upbringing-educating and rehabilitation activities of the participants of conductive upbringing and partner professions, to form the accepting attitude of the society.

**Methods:** Experience based education

### **Results, conclusions:**

Understanding, developing the atypical, twice exceptional children through experiences. The specific fields strengthen each other, because in the brain the areas of capabilities are not separated during the activities. Movement and verbality connected to movement have an outstanding role, especially in the case of the youngest children, since the development of the nervous system is based on movement. Movement and manual activities play an important role in understanding.

Contrary to the former beliefs amazing talent (e.g.: Asperger syndrome+ movement injury) may appear not exclusively as a result of irregular, atypical development of the brain; ingenuity is rather a specific nervous system type, and not simply the highest degree of talent. The difference is also quality related, and not only quantity based. The atypical development of the brain does not guarantee itself outstanding performances, but it may carry opportunities, which may lead to not simply outstanding, but brilliant results. There are increasingly more special, twice exceptional children in the third millennium. Education

demands the transformation of talent care, the channelling of the latent forces of talent care, the transformation of the image of talent.

The announcement and the realization in practice of programs targeting the promising talents have a great tradition in the fields of practice of the András Pető Conductive Pedagogy Centre of the Semmelweis University. (Fine arts, music, theatrical performances...) I would like to encourage with my theoretical presentation the colleagues working outside the Pető Institute to apply talent care in their own pedagogical practices as well, as widely as possible.



## TÚRI, Ibolya: Clinical Research Focuses at the András Pető Faculty of Semmelweis University

### ***András Pető Faculty, Semmelweis University***

The Pető András Faculty (formerly known as Pető András College) was integrated into Semmelweis University in 2017, about five years ago, and joined the faculties of Medicine, Dentistry, Pharmacy and Health Sciences as the only Conductor (Special Pedagogue, Educator) Training Faculty of the University, in order to achieve the educational, scientific and innovative objectives of the University.

The presentation will present the clinical research that we have launched or plan to launch in a joint merger with the András Pető Faculty and other faculties of the University. The *research on sage*, which has been traditionally used in conductive education, will be presented, which was launched in collaboration with the *Faculty of Pharmacy*, with the aim of exploring and summarising the original objectives, concept and traditions of sage use, to examine the characteristics of the active ingredient of sage and to present the summarised results of a cross-over impact study organised as a pilot study. By describing an impact study conducted with an *electromagnetic vibration device* in collaboration with the *Faculty of Health Sciences*, we will review the partial results and trends that can be captured as effects of the device on motor coordination and some cognitive (executive) functions in children with CP in conductive education.

The objectives, organisation and preliminary expectations of a pilot study to be launched this autumn in collaboration with the *Faculty of Dentistry* on a prevention and education pilot programme to influence the *oral hygiene status of children with CP* are described.

Last but not least, the ideas and objectives of our clinical research, planned to be launched in collaboration with the *Faculty of General Medicine*, with the *potential of predicting Parkinson disease (PD)* will be presented to the conducting professional community.

## VADÁSZ, Zsuzsanna: Conductor training - creating a recreational culture - in step with development

**András Pető Faculty, Semmelweis University**

Conductor training develops along with social development. Today, more and more attention is being paid to the care and development of people with disabilities. Ensuring equal opportunities in all fields is a social expectation. Habilitation, rehabilitation and recreation became the focus of attention. The conductor's role changed along with them. Today, there is a demand for conductor work in individual, small and large group employment, at all ages. While in the past, our students were only able to gain experience in institutional employment during their training, today experience gained in many other forms/fields of employment is also needed. They can learn the proper organization of recreation through its practical implementation. The „Fairy castle” program implemented in our conductive practice primary school provided this opportunity.

**Purpose:** To train conductors prepared for the education of people with disabilities in different frameworks in accordance with social expectations. Those who are able to organize recreation in addition to providing individual treatment.

With practical experience, we help the future recovery with our Fairy castle program, where our students could observe the personality-developing effects of fine arts talent management, complex development, and spending free time. The 10-participant team of fairy hands gave an insight into the process of creating a literary experience when the children wrote a Fairy tale. For the moments of putting the tale on paper. For the completion of fairy houses. They could observe the developmental effects of joy and efficiency. The creation of the activity, where the complex development was realized. The importance of closing the program, the change in value judgment, value creation.

## VALENTNÉ ALBERT, Éva: Turning students to historians - Recommendation for implementing a successful foreign project into home

*András Pető Faculty, Semmelweis University*

### **Introduction, description of the Roehampton Campus Project (RCP)**

Firstly, I shortly summarizing the RCP project using the the following reference: Behr, C. és Nevin, S. (2018): The Roehampton Campus Project: Using campus, collections and memories of the university as a learning and teaching resource for Humanities students. Arts and Humanities in Higher Education.1-21. Retrieved May 10, 2018, from <http://journals.sagepub.com/doi/abs/10.1177/1474022218757045?journalCode=ahha>

### **Goals and methods**

There were three semesters of the CRP module:

1. „introductory lectures that provide a theoretical and historiographical framework” focuses on the following topics: history of the University, Women in Education, Religious communities and spaces etc. by using campus, collections and memories of the university as a learning and teaching resource <http://209.141.40.101/>
2. Visits to various sites of the university
3. Development of “research” skills

I will take some examples of the previous parts.

### **By showing**

1. a module lesson or workshop handout, or lesson plan.
2. photos about a CRP visit.
3. a module lesson or workshop about the research skills, or handout, or lesson plan.
4. student’s reflective journal

5. some project output (“Froebelian educational principles, alumnae recollections of college life, student life in the early-20th century, the Whitelands Burne-Jones-Morris rose window and highway robbery in 18th-century Roehampton and a graphic novel produced in collaboration with illustrator Ben Waggett.”)

**Results and conclusions**

My final purpose is to make a short recommendation to implement the Campus Project in the Semmelweis University András Pető Faculty in the history of education study.

## VISSI, Tímea - FÖLDESI, Renáta – TÚRI, Ibolya: Traditional application of Sage in conductive education

*András Pető Faculty, Semmelweis University*

### **Introduction:**

The sage is traditionally used in conductive education (CE) from the 1950s years, but its use and effects have not been scientifically investigated. Faculty of Pető András and Faculty of Dentistry of Semmelweis University conducted co-research in 2021-2022.

### **Aims:**

Historical research of the use of sage in CE. Examining the effect of the currently used cream on muscle tone by objective tools and mapping subjective opinions.

### **Materials and methods:**

We used the document analysis and questionnaire interview methods to summarize experiential knowledge. We organized a double-blind experiment to investigate the effectiveness of sage. 8 children (3-6 years) with spastic muscle tone were included for 2x5 weeks (1x5 weeks: sage-cream, 1x5 weeks: placebo cream). The range of motion (ROM) of the children's lower limb joint (hip, knee, and ankle) was measured at the beginning and end of the periods. 6 children with spastic muscle tone (13-15 years) were involved in using sage-cream for 4 weeks to examine the subjective experiments and opinions.

### **Results and conclusion:**

We found results when examining subjective experiences, 3 children reported the decreasing of pain, and 4 children reported the decreasing of spasticity. We did not find the measurable effect of sage-cream on muscle tone. Further studies are needed to confirm the effect of sage on muscle tone.

## Programme of the 11th World Congress on Conductive Education

**1st Day: 25th NOVEMBER, FRIDAY (ONLINE)**

<b>PLENARY SESSION (Chairs of session: Túri, Ibolya – NÁDASI, Zsófia)</b>				
<b>From</b>	<b>To</b>	<b>Speaker</b>	<b>Title</b>	<b>Organisation</b>
9:00	9:05	<b>FEKETÉNÉ, SZABÓ Éva</b>	Opening speech	Chair of the Organizing Committee
9:05	9:10	<b>MERKELY, Béla</b>	Opening speech (video)	Rector, Semmelweis University
9:10	9:30	<b>ZSEBE, Andrea</b>	Keynote speech - International 40 – Educational strategy of Pető András Faculty	Dean of Pető András Faculty, Semmelweis University
9:30	9:50	<b>BROWN, R. Melanie</b>	CE as student, teacher and leader	Senior Conductor/lecturer, NICE
9:50	10:20	<b>KÁLLAY, Zsófia</b>	Milestones of conductor training	Assistant lecturer, Semmelweis University, Pető András Faculty
10:20	10:40	<b>HÖB-ZENKER, Beate</b>	The opportunities and challenges of conductor training and conductive education from the perspective of the European Conductors' Association	President of European Conductive Association (ECA)
<i>COFFEE BREAK</i>				
11:00	11:20	<b>MATOS, László</b>	National and international educational cooperation, perspectives at Semmelweis University, András Pető Faculty.	Vice-Dean of Education Semmelweis University, Pető András Faculty

<b>11:20</b>	<b>11:40</b>	<b>PÁSZTORNÉ TASS, Ildikó</b>	The answers of the educational program to the society's needs	Professor Semmelweis University, Pető András Faculty
<b>11:40</b>	<b>12:05</b>	<b>PAPP, Gabriella</b>	Together again: special education and conductive education in the framework of the Subcommittee of Hungarian Science Academy	Dean of Bárczi Gusztáv Faculty of Special Needs Education, Eötvös Loránd University
<b>12:05</b>	<b>12:30</b>	<b>BALOGH, Erzsébet</b>	Professional sciences should be relearned every 3 years. Neural communications and conductive education.	Professor
<b>12:30</b>	<b>12:55</b>	<b>SUTTON, Andrew</b>	Events and dilemmas in the internationalisation of conductive education between 1980 and 2000	International Member, Editorial Advisory Board at Vestnik, Kozma Menin State Pedagogical University
<b>13.00</b>	<b>13.30</b>	<b>GREETINGS OF HONORARY CONDUCTORS</b>		
<i>LUNCH BREAK</i>				

TIME	A SESSION	TIME	B SESSION	TIME	C SESSION	TIME	D SESSION
	International training  of CE  Section leaders: MATOS, László - HÖB-ZENKER, Beate		Habilitation/rehabilitation from the perspective of the different professions  Section leaders: PERLUSZ, Andrea – CSABA, Attila		Challenges of theory and practice  Section leaders: BENYOVSZKY, Andrea – BROWN, R. Melanie		Research and innovation  Section leaders: MASCHER, Róbert – KÁLLAY, Zsófia

	A1		B1		C		D
14:00	<b>BENYOVSZKY, Andrea:</b> The training of conductive education in the Aquinas College	14:00	<b>PERLUSZ, Andrea:</b> Educational strategy of BGGyK" / "A Bárczi Gusztáv Kar képzési stratégiája	14:00	<b>SIMÁNDI, Andrea:</b> They said it was impossible... thinking outside of the Magic Box	14:00	<b>LÉNÁRT, Zoltán - SZABÓ-PÁLINKÁS, Ditta - GASPARICSNÉ CSILLAG, Ágnes - SZABÓ-SZEMNYEI, Eszter:</b> Hand functions and quality of life of teenagers with cerebral palsy in special education
14:15	<b>BROWN, R. Melanie:</b> The training of conductive education in Birmingham	14.15	<b>MEZŐ, Katalin:</b> Special ways of talent management(Debrece n	14:10	<b>BALLANTYNE, Shona – CORNELIUS, Jessica:</b> "Conductive education in the most isolated city in the world!"	14:10	<b>TÚRI, Ibolya:</b> Clinical Research Focuses at the András Pető Faculty of Semmelweis University
14:30	<b>DESITS, Krisztina:</b> Study Focus `Conductive Education` on the Lutheran University Nuremberg (EVHN)	14:30	<b>TÓTH, Mónika:</b> The Hand in Hand Foundation's trainings for the inclusive school	14:20	<b>ORAVECZ, Adrienn</b> (New, good practice): New good practice from Hungary: Peer helping groups for people with disabilities	14.20	<b>VISSI, Tímea – FÖLDESI, Renáta – TÚRI, Ibolya:</b> Traditional application of Sage in conductive education
14:45	<b>MAKK, Ádám - CSUKA, Pál:</b> Training	14:45	<b>CSABA, Attila:</b> Specialist	14:30	<b>ECKHARDT, Éva:</b> Demonstration of	14:30	<b>PINTÉR, Henriett - GÁL, Franciska -</b>



	of Conductive Education in Chile.		rehabilitation clinic at the András Pető Faculty of Semmelweis University		acting programme within the framework of drama group for children with Cerebral Palsy, presentation		<b>MOLNÁR, Pál:</b> New opportunities for conductive education research in the light of the analysis of professional networks emerging based on the networks of authors of cerebral palsy intervention published in international journal
15:00	<b>TÓTH, Eszter - NÁDASI, Zsófia:</b> Training of Conductive Education in Sweden. Collaboration with NICE	15.00	<b>HUBIKNÉ KLEIN, Margit:</b> The Dévény method in the training of physiotherapists	14:40	<b>PÁZMÁNY, Judit:</b> Goal orientated task series with adapted muscle building for school aged CP group in conductive program	14:40	<b>ZSEBE, Andrea – GRUBER, Mónika – KAPCSÁNDY, Gabriella – ISPÁNKI, Ágnes:</b> Mental health support for parents in conductive education
15:15	<b>SU, Ivan – PÁSZTORNÉ TASS, Ildikó :</b> Training of Conductive Education in Hongkong	15.15	<b>Questions and answers</b>	14:50	<b>TANAI, Judit:</b> Twice exceptionally talented children with special needs	14:50	<b>SZILÁRD, Zsuzsanna – PÁZMÁNDI, Eszter Melinda:</b> The importance of preventive thinking about physical condition of conductor students

15:30	<b>CHENG, Clare – DARÓCZY, Eszter:</b> Conductive education in China - where to go?	15.30	<b>Coffebreak</b>	15.00	<b>BENYOVSZKY, Andrea – CHURCH, Kasey:</b> Possibilities and limits using in AAC devices in conductive education settings in the US	15.00	<b>HOLLÓSY, Helga:</b> The french language letters related to Andras Pető and Maria Hári in the Hári Mária Library
			<b>B2</b>				
15:45	<b>Questions and answers</b>	15.40	<b>PÁZMÁNY, Judit:</b> Conductive Education Center as a training filed for future assistants and other professionals	15:10	<b>BROWN, R. Melanie:</b> New Horizons: an exploration of the delivery, impact and development of remote CE for people with Parkinson's	15.10	<b>LENGYEL, János:</b> Maria Hári and the Pető Institute's russian connections
15:55	<b>Coffebreak</b>	15:50	<b>FISCHER, Mariko – HALL, Susanne:</b> "The first multi-disciplinary Conductor (MDC) training in the southern hemishpre"	15:20	<b>LIPTÁKNÉ PAPP, Judit:</b> Attitude formation of conductor undergraduate students during their practice at the practicing school of university, within the framework of activities after classes	15:20	<b>FRANK, Tamás:</b> Press representation of the institutionalisation of conductive pedagogy from the 1950s

	A2						
16:05	<b>BERGER-JONES, Annamaria:</b> An exploration of conductors' professional identity in the UK  Method of communication: video lecture	16:00	<b>PÁSZTORNÉ, TASS, Ildikó:</b> Training experiences of rehabilitation medicine practice	15:30	<b>VADÁSZ, Zsuzsanna:</b> Conductor training - creating a recreational culture	15:30	<b>BALOGH, Brigitta - FÖLDESI, Renáta:</b> The Concept of the conductor and conductive way of life in András Pető's Philosophy
16:15	<b>McDONALDS, Jules:</b> „Conductor's Perceptions and Experiences of Orthofunction in the UK	16:10	<b>VALENTNÉ ALBERT, Éva:</b> Turning students historians - Recommendation for implementing a successful foreign project into home	15:40	<b>KASSAYNÉ GRÁFEL, Judit:</b> Involving university students into free time activities	15:40	<b>ORAVECZ, Adrienn:</b> Interesting results from a doctoral research about Integration and Conductive  Education will be revealed
16:25	<b>KINNERSLEY, Theresa:</b> Through the looking glass	16:20	<b>HOLROYD, Fiona:</b> In-depth exploration of the meaning of hope for parents of children with CP	15:50	<b>PÁZMÁNDI, Eszter Melinda – SZILÁRD, Zsuzsanna:</b> Why teach a child to bunny hop jump?	15:50	<b>CZAKÓ, Bendegúz:</b> Tool development project to support singing and music education in

							conductive preschool group
16:35	Questions and answers	16.30	Questions and answers	16:00	Questions and answers	16:00	Questions and answers
17:00	FEKETÉNÉ DR SZABÓ, Éva: Summary presentation on the forms of conductor training, challenges and tasks related to conductive education						
17:15	TÚRI, Ibolya: Closing of the first day of the conference						

**POSTER SESSION**

**HORVÁTH, Petra:** Fairy eyes – photography workshop

**LESZKÓ, Dóra – SURÁNYI, Rebeka – KELEMEN, Anna:** A Hungarian-inhabited area-wide study about the quality of life of adolescents with Cerebral Palsy participating in conductive education

**MAROSY, Judit:** People with Disability in English Language Teaching

**PINTÉR, Henriett - GÁL, Franciska – MOLNÁR, Pál:** New opportunities for conductive education research in the light of the analysis of professional networks emerging based on the networks of authors of cerebral palsy interventions published in international journals

**2nd day: 26th NOVEMBER, SATURDAY**

9.00 - 11 SCIENTIFIC STUDENT CONFERENCE (IN HUNGARIAN)

11:00 – 12.00 ECA BOARD MEETING (IN ENGLISH)

12.30 – 13:30 IPA BOARD MEETING, ASSEMBLY (IN ENGLISH)

14:00 – 14:45 ROUND TABLE DISCUSSION (IN ENGLISH)

***We reserve the right to change the program!***

