INTEGRATION OF CONDUCTIVE EDUCATION PRINCIPLES INTO YOUR PRACTICE

Ann Jackson, PT, DPT, MPH
Anita Keresztury, CET
Robbie Kuchler OShea, PT, DPT, PhD

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Course objectives

• Recognize the unique principles of CE
• Conceptualize the integration of CE principles into your current practice setting
• Acknowledge the influence of motor learning theories in CE
• Define the concepts of rhythmic intention and orthofunction
• Define the concepts of rhythmic intention, task series, power of the peer
• Identify opportunities for collaboration with referrals to existing Conductive Education programs
What is CE?

• An intensive method of motor learning that demands active participation
• Focuses on whole person
• Emphasizes the power of the peer group
• Integrated program of developmental learning
• Appropriate for individuals with motor disorders caused by damage to the CNS:
  Clients with CP, NICU grads, Stroke, TBI, Parkinsons, MS
Evidence for CE


- OShea & Pidcoe (2013) Comparing Movement Development in Children with CP enrolled in Transdisciplinary CE to children with CP Receiving Traditional Therapy in the USA. 8th World Congress on Conductive Education: Munich Germany


- Conductive Education for Individuals with Chronic Stroke Symptoms: a Pilot Study. CSM 2016 poster (authors: OSheaRK, Theiss RD, Rylander T)
Key principles of CE

CE is founded on the basis of neuroplasticity. With intense practice, despite significant damage, the brain is capable of creating new pathways with intensive focus and motivating practice.
Individuals develop self determination and an “I can!” attitude
Take responsibility for their own movement
Unique Principles of CE

Conductor
Group dynamics
Rhythmic intention
Task series
Who is the Conductor?

• A highly trained professional
• 4 year training program including coursework in physiology, kinesiology, education, special education, and interventions
Why is the group important?

The social context motivates the child to complete tasks, encourages accomplishments, and supports confidence and effort.
What is rhythmic intention?

• Regulation of skill performance
• Tasks are brought to the conscious level
• Engages child’s inner language in order to independently voice motor directions to him/herself, and ultimately incorporate these motor patterns into everyday life
What is a task series?

- A compilation of tasks that build from simple to complex
- All tasks are sequentially put together, but offer many solutions
Outcomes of CE

• Teach functional skills with the attitude of self help and motivation while enjoying the process along the way
• Actively involve the person in their own motor learning
• Encourage person to take responsibility for their own movement ‘‘I do what I do the way I do it’’
Programs focus on daily life skills: sitting, eating, walking, toileting and dressing
Eating
Toileting
Dressing
Lying Program
Discussion of Lying Program
Sitting Program Description
Sitting Program Lab
Discussion of Sitting Program
Transitional Position Program
Discussion of Transitions
Standing Program Description
Standing Program Lab
Standing Program Discussion
Walking Program Description
Walking Program Lab
Walking Program Discussion
CE in everyday life
How do you live a functional life to the fullest?
Thank you