

# TERMS & CONDITIONS

- General information

## ***Definition***

Physician and educator **András Pető** developed his Conductive Educational system after World War II, in 1945. His method opened up a new way for the rehabilitation of motor disordered children and adults whose dysfunction was due to damages to the Central Nervous System. His approach was first taught and practiced in the Institute named after him, and has made a serious worldwide impact since. According to Professor Pető, in addition to damages of the Central Nervous System, motor disability is chiefly due to the lack of co-operation among its different functions.

Conductive Education is based on the idea that despite the damage, the nervous system still possesses the capacity to form new neural connections. According to Professor Pető, this ability can be mobilized with the help of a properly guided, active learning process. This is the reason why Professor Pető called his method "conductive" (Latin origin).

## ***What does Conductive Education mean?***

At a theoretical level, C. E. recognises the essential human unity of teaching and learning: the unity of the emotions (affective) and of the intellect; of the mind and of the body. It therefore has much in common with the developmental psychology of **L. S. Vygotskii**, and with the developmental and pedagogic (academic) psychologies of his successors in the (then) Soviet Union. However, attempts to establish a direct link surpass the evidence. It also bears much in common with the neuro-psychology work of **A. R. Luriya**, lending itself readily to explanations in terms of contemporary brain sciences – *not least in respect to brain plasticity*.

Conductive Education may also be regarded amongst the Cognitive Educations, such as **Brightstart (Heywood)** and **Mediated Learning (Feuerstein)**: it holds that **learning is not dependent upon existing abilities, but rather that new abilities are created out of teaching**. Thus children should not be left to '*fulfil their potential*': rather it is up to teachers (and other adults) to work with children and to mediate their world for them; to create for/with them new abilities and new potentials. To achieve such transformation any cognitive education requires three essential factors:

**The belief that such transformation is possible on the part of those who teach**

**A repertoire of flexible and powerful pedagogic techniques**

**An organisation to maintain and nourish them.**

C. E. therefore offers neither treatment nor cure. It is a **psycho-pedagogic intervention**, operating upon learners at the psychological level: upon their emotions, motivations, awareness, skills, etc., upon their minds and personalities. **It is not a therapy** - other than in the sense of '**psychotherapy**'.

Conductors regard themselves as pedagogues (teachers). 'Conduction' is the linking process of teaching and learning, manifesting itself as emotional and intellectual, mental and physical, which characterises **Conductive Pedagogy**. The Conductor leads (conducts) the learners (clients) into discovering that they can have new goals that they can discover and solve for themselves in their own ways. The word 'conductive' therefore refers to a particular teaching style in which **a prime goal is to bring learners to the realisation that they can direct their own learning, and moreover, share in the joys of doing so.**

Satisfaction in learning: 'learning how to learn' - will be a vital factor in problem-solving arising from motor disorders.

The Conductive Pedagogue aims to avoid the learned (or pre-taught) helplessness that may have arisen from inappropriate, mis-directed help for disabled children - doing things *for* them rather than *teaching* them to *do things for themselves* - thus increasing their dependence upon others, rather than independent living. Such practice reinforces their belief that they cannot do things for themselves, rather than leading them to discover that there may be a way for them, if only they can be helped to find it.

To that end C. E. uses **minimalist aids**: physical or psychological, and is on constant alert to withdraw or lessen these as soon as they are no longer needed, and at any time, being sure to provide no more than the '**least necessary help**'. Success is rewarded by appreciation – not necessarily success in the sense of achieving a defined concrete goal - but success in terms of trying to make a positive step along the way. The appreciation is not just that of the Conductors but of fellow learners, for C. E. makes conscious use of the Group, the Community of Fellow Learners, and the Conductors, as a means to generate and confirm new intentions and motivations in the individual.

Specifics of C.E. vary considerably according to: the age and conditions of those being taught, the particular task in hand, and the circumstances in which it is being taught. The pedagogy has also to be regulated from session to session according to the emerging progress, the problems of individual learners, and the shifting events and relationships within the group as a whole. All this requires continuous vigilance on the part of the Conductors, exercised through active observation - not just of what is happening amongst the Learners but also of how the group and its individual learners adapt and learn in response to different teaching input and what new inputs prove successful in meeting new challenges to learners (again both in individuals and in the group as a whole). In Cognitive Education, this would be called **Continuous Dynamic Assessment**; in Conductive Education, it is called **Conductive Observation**.



- Am I able to do it?

Yes, if your diagnosis is:     *Athetosis*  
  *Ataxia*  
  *Diplegia Spastic*  
  *Tetra paresis Spastic*  
  *Spina Bifida*  
  *Haemiplegia*  
  *Paraplegia*  
  *Quadriplegia*  
  *Sclerosis Multiplex*  
  *Parkinson's*  
  *Head injured*

**And you are cooperative and understanding of your tasks**

- Terms of Payment

Payment can be by cash or personal cheque

Sessions can be paid for as they are taken but there are benefits for paying in advance

*Sorry, but I cannot credit any session*

- Advantage Booking System

Clients receive an appointment card and are asked to book and sign for 4 sessions in advance

There are *money saving advantages* outlined in the **Saving Money Plan** page

- Money Saving Plan

**You could save your money if you choose the following options:**

**OPTION 1:**

Pay **4** sessions in advance and receive **2.5%** discount

**OPTION 2:**

Pay **8** sessions in advance and receive **5%** discount

**OPTION 3:**

Pay **12** sessions in advance and receive **1 free** session (13th session free)

*These advantages are only available if sessions are booked and paid for in advance on first session.*

- **Welcome Package System: Arrange For More Clients**

There are also advantages that I will give to you if you further introduce new clients, and they book regular sessions. We can discuss these together in more detail. Go on! Spread the word about Conductive Education! Help your friends and claim free sessions!

**WELCOME PACKAGE 1:**

Organize up to **3** clients and receive once *1 free* session after each new client has booked their sessions

**WELCOME PACKAGE 2:**

Organize up to **5** clients from **WELCOME PACKAGE 1** and receive **25%** discount

**WELCOME PACKAGE 3:**

Organize **more** clients from **WELCOME PACKAGE 2** and receive **50%** discount

**Note:**

*In **WELCOME PACKAGE 2** and **WELCOME PACKAGE 3** you will receive your Discount Payment only while the new clients continuously book their Conductive Education sessions. If the number of new clients (as organized) drops off under your package level, you will step back to the lower package level, including your discount. from **WELCOME PACKAGE 2**. You will automatically revert to **WELCOME PACKAGE 1**. You will not be able claim again any free session. This you can claim only once – unless: you organize again new clients, and then you can step upwards to the higher package level and once again receive the package's discount.*

- **Cancellation of Appointment**

Please inform me *as soon as possible* of any cancellation so that I can re-organise my work schedule. Contact details are on the **Who I Am** page

In the case of a short-term illness - e.g. a cold - please re-book the session within 14 days. This will be in addition to your usual session

**Any session cancelled and not taken within 14 days will be lost**

In the case of long-term illness or operation, there will not be a cancellation fee; we will review the contract when you have recovered

- Final Cancellation of Contract

If a client decides to finally cancel their Conductive Education contract with me, it must be carried out *face-to-face* and not by telephone call or letter.

Like any contract – written or verbal – a reasonable amount of notice must be given. In the case of Conductive Education: **4 sessions** notice is required, or the **sum total** (cost) of 4 sessions.

This will enable me to rearrange my timetable and to welcome new clients, and to compensate me for loss of income.

- Consultation Tariff

If you require external consultations, such as medical, orthotectic, and school/college, but this will be extra, over-and-above, your usual C.E. session. A charge of £10 per hour will commence from the departing time to the return time.

- Administration Tariff

Every written report (in English or Hungarian languages) of your case that I am requested/required to write will cost £10

- Incident, Accident

***OUCH.....ALL CLIENTS WORK UNDER THEIR OWN RECOGNISANCE AT THE SESSION***

*Inevitably when muscles and tendons stretch and work after they have not done so for some time, there can be some aching afterwards, this should be within normal parameters.*

In the case of any accident or incident I will inform your next-of-kin and complete an accident report

I will advise a visit to the hospital if I consider it necessary

**If you do not attend then this is at your own risk**

I will stay with you until I know that you are in safe hands

If after the session you feel ill, although this is not to be expected, then please seek a medical opinion if necessary

Please liaise with me at any time regarding any of the above

**Only** in this case is the phone line open 24/7

- Supervising, Care

If you do not agree with my professional work, you are encouraged to contact any of my Colleagues below. They are available for giving advice and/or reference in this situation, but they will charge for their time and efforts.

***Supervisor for Toddler, Nursery, and Primary School:***

**Paces High Green School for Conductive Education**

**Mrs. Elizabeth Janovszky**

Packhorse Lane

High Green

Sheffield

S35 3HY

**phone:** 0114 284 5298

**fax:** 0114 284 5298

**e-mail:** [paces\\_school@mac.com](mailto:paces_school@mac.com)

**web:** [www.paces-school.org.uk](http://www.paces-school.org.uk)

***Supervisor for Adolescents and Adults:***

**The Scottish Centre for Children with Motor Impairments Craighalbert Centre**

**Mrs. Szilvia Kopor Kovacsne**

Craighalbert Centre

1 Craighalbert Way

Cumbernauld

Glasgow

Scotland

G68 OLS

**phone:** 01236 456 100

**fax:** 01236 736 889

**e-mail:** **general information** [sccmi@craighalbert.org.uk](mailto:sccmi@craighalbert.org.uk)

**web:** [www.craighalbert.org.uk](http://www.craighalbert.org.uk)

- **Tariff Watchdog**

The tariff for C. E. sessions is available from each announced Annual Budget to the next. The announced rate will increase as inflation increases: to the next session tariff.

I use (where possible) the lowest cost petrol stations (Tesco, Asda, Morrisons), but if the (current) petrol price reaches £1 (or above) per litre, this will automatically increase the C. E. Tariff by £5 per session.

**Q.C.E.T. - 01 May 2006**

**I look forward to working together, and remember – reach for the ceiling and you may hit the roof, reach for the roof and you may hit the stars!!**

*Mrs. Julie Hindley*

