

CREATING A NEW INTERNATIONAL RESEARCH AGENDA

June 2010

an international group of researchers met in Newcastle, UK and identified important topics to research

September 2010

survey sent out to people involved in Conductive Education asking for their opinion on which topics are most important

October 2010

100 responses received; 5 topics identified as most important over 90 suggestions for other research topics

December 2010

result of survey announced at international CE conference



Leena Airaksinen, Finland
Tony Best, UK
Mel Brown, UK
Theresa Kinnersley, UK
Susan Effgen, USA
Jude Bek, UK
Susanne Carlsson, Sweden
Thorsten Geganwarth, Austria
Anne Coates, UK
John Fitzgerald, Canada
Zsuzsi Olexa, Hungary
Miklos Feher, Hungary
Ivan Su, Hong Kong
Laszlo Szogeczki, Hungary
From left to right

WHAT ARE THE RESULTS?

The 5 most important topics (in order of importance are):

- ★★★★★ Are skills of daily living improved through CE (i.e. generalisation of skills to 'real life' situations)?
- ★★★★ What is the impact of CE on social and emotional development (e.g. decision making, problem solving and communication)?
- ★★★ What measures of change can be used to record the impact of CE?
- ★★ What is the impact of CE on neurological functioning?
- ★ What is the impact of CE on families with a disabled child?

Next 6 most important topics (not in order of importance):

- ★ Establish links between modern learning theory and CE practice
- ★ What is the unique contribution of Conductors in cross disciplinary teams?
- ★ Do children receiving CE in mainstream settings acquire the same skills as those in a specialist CE setting (long term outcomes)?
- ★ How can parents/carers be most effective in supporting CE?
- ★ Identification of the underlying theoretical concept
- ★ What is the impact of CE on employment in adults (i.e. keeping jobs or returning to work for people with Stroke, MS or Parkinson's)?

WHAT DOES THIS TELL US ABOUT OUR RESEARCH PRIORITIES?

Study the impact of CE

what difference does it make?

Context is important

e.g. how does it affect the family members, what happens in mainstream school?

How to measure change

how to identify change resulting from CE

Redefine the theoretical basis of CE

a sound theory is more important than details of delivery

Research is urgent

there are so many unanswered questions

Where did the responses come from?



Background of respondents

Conductors	41 %
Parents	9 %
Therapists	13 %
Educator/Admin	32%
Researchers	3%

WHY?

WHAT ARE THE BENEFITS OF A RESEARCH AGENDA?

- ✓ To improve our practice - by providing an evidence base for what we do
- ✓ To encourage funding agencies- by giving them information to judge the value of a proposal
- ✓ To encourage useful research by showing the real needs – through an agenda compiled inclusively by all stakeholders – e.g. users, conductors, medical, families, researchers
- ✓ To create a significant presence for CE as a high quality professional field of practice
- ✓ To encourage researchers to focus on the really important questions and to work collaboratively

WHAT ARE THE NEXT STEPS?

- Accept the agenda through an international resolution
- Extend the survey to be fully inclusive
- Create a mechanism for the dissemination of information about research

