

CONTENTS

Foreword	vii
Preface	ix
Acknowledgements	x
Introduction	1

PART I

CEREBRAL PALSY: A HOLISTIC OVERVIEW

1	The Child with Cerebral Palsy: Autobiographies	7
2	A Complex Condition	14
3	Motor Development in Early Childhood	16
	Normal Motor Development	16
	The Effect of Cerebral Palsy on the Child' s Motor Behaviour	21
4	Orthopaedic Management of Children with Cerebral Palsy	32
5	Cerebral Palsy: Associated Sensory Disorders	38
6	Medical Problems	44
7	Psychological Aspects in Child Development and in Cerebral Palsy	47
8	Andras Petö: The Man in his Time and Place	64
9	The Culture of Childhood	70

PART II

TOWARDS A THEORETICAL FOUNDATION IN CONDUCTIVE EDUCATION: THE CHILD' S INTEGRATIVE AND ACTIVE LEARNING

1	Petö' s Theoretical Ideas and the Influence of his Time	83
2	Confirming the Child: Pestalozzi and Buber	91
3	Moreno' s Group Therapy, Group Psychotherapy and Psychodrama	95
4	Goldstein' s Holistic Philosophy of Human Nature based mainly on Studies of Brain Injured Soldiers	102
5	Vygotsky' s Educational Theory: Enculturation and Activation of the Disabled Child	112
6	Luria: Speech, the Influence of Speech on Motor Behaviour, Neuropsychology, ' Romantic Science'	139
7	Analogies between the Vygotskian/Lurian Theory and Conductive Education	155

PART III
THE UNIFYING EDUCATIONAL-THERAPEUTIC METHODOLOGY IN
CONDUCTIVE EDUCATION

	Introduction	163
1	Learning Motor Skills within an Educational Context	165
2	The Conductor-Group Dyad	168
3	The Rhythm of the Day	174
4	The Physical Environment	176
5	Rhythmical Intention: A Cultural Tool	183
6	The Task-Series	189
7	The Breathing Sequence	195
8	The Stick: Gateway to Function	198
9	Further Facilitations of Movements/Actions	203
	Fixation: Stabilizing Parts of the Body to Allow for Skilled Movements of other Parts of the Body	205
	Coordination of Motor Activity and Experiences	209
	Positioning the Child for Active Movements/Actions	210
	Sequencing Movements/Actions	212
	Associated Reactions, Overflow, or Synkinesia, of Motor Activity	214
	Rhythmical Reversals, Rhythmical Movements	216
	The Effect of Gravity on Movements/Actions	217
	Creating a Spatial Field	218
	The Conductor' s Manual Facilitation	219
	The Child' s Self-Facilitation	221
	Gesture-Movement Interactions	223
	Some Tricks of the Trade	226
	To Find One' s Feet	227
10	Walking: Standing Up, Losing Fear of Falling, Balance, Transfers, and Walking	228
11	Activities of Daily Living	236
12	The Arts: Introduction - Music, Puppetry, Play and Art Activities	250
	Musical Activities	252
	Puppet Play and Puppet Show	258
	Play Activities	261
	Intertwining Play and Art Activities	268

PART IV
APPLICATION OF CONDUCTIVE EDUCATION FOR CHILDREN AND ADOLES-
CENTS WITH CEREBRAL PALSY AND CHILDREN WITH MULTIPLE DISABILI-
TIES

	Introduction	277
1	The " Mothers and Young Children Groups" at the Petö Andras State Institute for Conductive Education, Budapest	279
2	The Preschool Unit at the Jockey Club Marion Fang Conductive	

	Learning Centre, the Spastics Association of Hong Kong	286
3	The Kindergarten Group	290
	- in Budapest	291
4	The School Group in Helsinki	294
5	Groups for Young Children with Developmental Disability and Cerebral Palsy at the Caritas Medical Centre in Hong Kong	297
6	Conductive Education for Children with Visual Impairment and Cerebral Palsy in Hong Kong	305
7	Long-term Conductive Education from Childhood into Adolescence for a Group of Children with Cerebral Palsy at a Special School in Hong Kong, the John F. Kennedy Centre, Hong Kong Red Cross	313
	i The Pioneering Conductive Junior Athetoid Group	315
	ii The Advanced Task-Series Guides the Athetoid Group through Adolescence	330
	Glossary	340
	Index	343