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This paper presents the principles of Conductive Education as they have been implemented in the adult service of the Spastics Association for nearly a decade. The Hong Kong system differs from the original in that there are no conductors and we have no selection on the grades of disability of our clients. The Hong Kong model in adult service is a 3-dimensional model. The Longitudinal Macroscopic perspective aims at upward mobility which refers to an expansion of the clients' subculture in accordance with their level of independence. The Transverse Macroscopic perspective aims at community integration which is defined as a mutual respect for the group identity between the disabled and the general public. The aim of the Microscopic perspective is the development of the individual personality, founded on the self-concept and personal values of the clients. Our habilitation system is delivered by a transdisciplinary team which provides a holistic model of training in a structured environment. The Longitudinal perspective of the model is realised by a longitudinal subsystem which provides different levels of centres in vocational, residential and recreational route. The Transverse perspective is realised by a transverse subsystem which involves co-ordination between the vocational and residential centres. The Microscopic perspective is realised by an integrated curriculum which comprises daily routine training and group training programmes. Our system has been successfully applied to the neurologically impaired adults. The Hong Kong model is known as the Conductive Learning Model.



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