

# SAHK

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**Introduction:** Conductive Education (CE) is a holistic system that integrates rehabilitation and education for persons with neurological impairment including both developmental and acquired conditions. CE encompasses “conduction”, “upbringing” and “pedagogy” both in its philosophical and operational levels. However, there is few report illustrating how “upbringing” can be implemented especially in a system where conductors are not available but instead being implemented by a team of specialists from allied health, education and social work disciplines.

**Objectives:** To build a through-train system that implements CE in terms of conductive upbringing and pedagogy using a transdisciplinary approach and extend its clientele coverage from movement disorders to autism and to the acquired conditions such as stroke and spinal injury.

**Method:** To achieve conductive upbringing, a through-train and multiple facet services that extend from young childhood to adulthood were built for the neurologically impaired under the guiding philosophy of CE. Services ranged from early education and training and special child care centres for kids, via special schools for adolescents, to sheltered/supported employment and residential services for adults. To support and empower the families, parent resources centres and websites were established. For community-dwellers or those waiting for long-term placement, home-based rehabilitation services and out-patient day respite centres were developed. Our Staff Development Unit and Conductive Learning Centre were held responsible for providing the necessary training to ensure the shared common philosophy and the practice of conductive pedagogy were permeated to the entire staff team. With the successful application of CE to the developmental conditions, another ‘through-train’ system was developed for the acquired conditions that bridged the gap between hospital care and community support.

**Results:** Despite life-long disabilities with severe involvement, our service users demonstrated an active way of living and a positive attitude towards their disabilities. They had succeeded and advanced in one way or other in their own lives by using their inborn and learnt abilities. Some clients led a very fulfilling life including building their own families, winning awards on level playing field with their normal counterparts, as the World Champion in adaptive sports, expressing their talents through arts, writing, etc. To our staff, a common philosophy was ingrained into the heart of every staff members and continually nourished within the Association’s culture.

**Conclusion:** Through providing a holistic, person-centred and through-train service via transdisciplinary delivery, we have demonstrated that it is a practical, workable and sustainable model that benefits our service users as well as our colleagues. This model has received increasing recognition in the global stage as reflected by our success to win the bidding for the host of the 7<sup>th</sup> World Congress on CE that will be held in Hong Kong in 2010.