SAHK

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Conductive Education (CE) has been widely adopted in various countries to enable people with motor disability, in particular cerebral palsy, to learn independence in daily living and eventually develop a positive personality to meet everyday challenge. In addition, CE also exists in a variety of forms and packaged in an array of delivery model in different countries (Darrah et al, 2004). With these morphological changes, the capability of handling client types other than cerebral palsy has been boosted significantly. Actually, an increasing number of study targeted non-traditional client type e.g. Rett Syndrome (Schenker et al, 2010), Transverse Myelities and Sjorgren-Larsson Syndrome (Benyovszky, 2010), emerged in recent years.

Similarly, Hong Kong exploited a non-traditional model which composed of a team of rehabilitation professions and frontline workers instead of hiring qualified conductors. The major components of Hong Kong's model are:

1. Transdisciplinary team approach
2. Whole day management
3. Structured environment

Base on past experiences from working with cerebral palsy, SAHK started a pilot trial on developing a training program for adults with intellectual disability and autism spectrum disorder (ASD) under the framework of CE. The abovementioned components fully integrate into this newly developed program.

Transdisciplinary Team Approach

A team of rehabilitation professionals, including clinical psychologist, social worker, occupational therapist, physiotherapist, speech therapist and nurse, who shared the philosophy of CE, work together to formulate and implement the training plan. Despite of different professional background, they cooperate seamlessly and contribute their own knowledge and skill on a client-centered and holistic basis.

Whole Day Management

The main axis of program is a carefully designed whole day program which warrants sufficient opportunity for the clients to generalize what they learn from individual or group training into daily activities. For instance, sensory modulation is a common technique adopted to address the sensory deficits of clients. In addition to session base sensory stimulation, a well planned timetable was also devised to ensure sufficient sensory stimulation provided throughout the daily routine.

Structured Environment

Enormous evidences demonstrated the effectiveness of structured settings and teaching methods in promoting independent performance of people with ASD (Hume and Odom, 2007). Cue cards, schedulers and individual work station replaced traditional CE's ladder back chair and plinth.

These visual cues are synonymous to our inherent concept of conductive furniture. On the other hand, a well planned daily routine and time table is still commonly shared between these two distinct groups of client type. Both physical and human environment were created in our program to ensure the facilitation of client's participation and motivation.

References

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