

## 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

|                       |             |
|-----------------------|-------------|
| <b>Conductors</b>     | <b>41 %</b> |
| <b>Parents</b>        | <b>9 %</b>  |
| <b>Therapists</b>     | <b>13 %</b> |
| <b>Educator/Admin</b> | <b>32%</b>  |
| <b>Researchers</b>    | <b>3%</b>   |

## 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

