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**Take what I have begun,
use it and develop it further.
The children will tell you how!**



András Pető to Ester Cotton, 1966

The Conductive Education Centre of Phoenix GmbH, an organization within Pfennigparade, is located in Oberföhring, one of the nicest neighbourhoods in Munich.

The modern building complex designed with cheerful colours houses a day care centre providing remedial education, a crèche, a kindergarten with an integration group and a boarding school.

Here, children, adolescents and adults with cerebral motor disorders find an extensive conduction and therapy program based on the method of treatment and conduction developed by the Hungarian physician and professor, Dr. András Pető.

Conductive Education based on the teachings of Prof. András Pető constitutes a combination of education and therapy. It combines language, movement and rhythm and promotes physically disabled children in their development of motor skills, language skills, mental skills and social skills. All activities are integrated into the daily routine and systematically promote the child's independence and playful learning.

What makes our conductive education special is the small groups we work with. Each group is conducted by a highly qualified team consisting of a teacher, conductor, therapist (ergotherapy, physiotherapy, speech therapy) and a children's nurse which accompanies the children continuously and offers constant key persons.

Our conductors have completed a four-year university program that has been undergoing further development into a bachelor's program with a subsequent master's degree program since 2009. In addition to actual practice, the program includes contents of physiotherapy, ergotherapy, speech therapy, education and psychology applied to human beings with disorders of the central nervous system. This high level of quality also applies to the conductors with a specialisation in remedial education and therapy or multiple-therapy conductors who are trained and educated in Munich and Vienna. The therapists, teachers and educators have appropriate qualifications in accordance with the German system of education.

Conductive therapy is also a form of therapy for adults with a disability of the central nervous system such as apoplexy, multiple sclerosis or Parkinson's disease or for adults with spastic motor disorders.

Our program generally comprises the conductive education of young children all the way to adults. This may also be in combination with other forms of therapy such as sensory integration therapy and Castillo Morales among others.

Our concept

Phoenix's concept of conductive education is based on the "Petö method".

Conductive Education based on the teachings of Prof. András Petö constitutes a combination of education and therapy. The basic principle according to András Petö is:

"Educate a human being and his or her personality in a way that is holistic and complex to achieve integration at the earliest stage possible".

Our neurophysiologically based education refers to completely special support for children with cerebral palsy. Conductive education as an integrated approach combines language, movement and rhythm and promotes physically challenged children in their development of motor skills, language skills, mental skills and social skills. All activities are integrated into the daily routine and systematically promote the child's independence and playful learning.

Our goals are:

- Reinforcing self-confidence and the personality as a whole
- Achieving maximum independence in everyday living
- Providing education with the possibility of a qualified school diploma
- Preparation, advice and support for integration into standard facilities

We offer children and their parents:

- Enjoyment and fun in daily work
- A structured daily routine with all-day care
- Intensive involvement of parents and guidance along with a parents' school, with this also applying for parents from out of town
- Post-operative follow-up care in the sense of conduction
- Advising with reference to diverse methods of conduction and therapy for child with central nervous system lesion by specialists and, if needed, individual therapy that is integrated into the conductive daily routine

Independence from the beginning:

Independence is practiced from the trip to school to the classroom and even goes as far as special designing of the teaching concept in terms of time in school lessons. The Phoenix School of Pfennigparade is a pioneer in this concept, as it is the first school in Germany to have fully translated the complete conductive education system into actual practice.

What makes our conductive education special is the small groups we work with. Each group is conducted by a highly qualified team consisting of a teacher, conductor, therapist (ergotherapy, physiotherapy, speech therapy) and a children's nurse which accompanies the children continuously and offers constant key persons.

Our conductive education is further supported by:

- Medical diagnostics and advice
- Neuropaediatricians
- An orthopaedist
- Collaboration with orthopaedic mechanics and advice for assistive devices
- Well equipped premises with:
 - Petö furniture
 - Conductive materials and materials for playing
 - Teaching and learning materials
 - A swimming pool / gym / playground

What is conductive education according to Prof. Petö?

It is...

- A method of treatment and conduction for children with motor disorders and developmental disorders that is viewed as a unit in therapy and education and intended to be applied holistically;
- Aimed at achieving maximum independence, thereby enabling the child to become substantially independent from assistive devices (wheel chair, etc.) or external help in the daily routine, in the family or at work;
- Based on the guiding principle that motor disorders are predominantly learning disorders that impair the over-all development of the individual's personality in addition to the individual's motor development;
- Effective in reinforcing the individual's personality and mobility, which, in turn, enhances self-confidence and results in improvements at the motor level;
- Therapeutic and promotes language and socialization, cognition and communication along with motor development. Conductors and the conductive team elaborate individual goals, conductive programs and therapy programs for each child. Besides gymnastics and motor exercises, conductive education consists of music education, dancing, rhythmic speaking, as well as reading and reading aloud, painting and handicrafts among others.

CONDUCTIVE EDUCATION has highly qualified conductors with a graduate degree who have absolved a number of years of higher education in the fields of ergotherapy, speech therapy and psychology, as well as in education, and also as primary school teachers/educators with a focus on individuals with disorders of the central nervous system. The same applies to conductors specialising in remedial education and therapy.

The therapists, teachers and educators have appropriate qualifications in accordance with the German system of education. Motor skills, perception and the ability to speak are educated simultaneously through movement, language and rhythm. Therefore, the conductive team not only provides treatment in terms of therapy or education – our children are motivated to act independently to the greatest extent possible.

CONDUCTIVE EDUCATION is also therapy for patients after a stroke, with multiple sclerosis or Parkinson's disease.

Quality management in conductive education

Quality doesn't take care of itself – it must be worked at, managed.

Where work is being carried out in the fields of education, social work and health, the discussion of quality has become increasingly intensive against the backdrop of current social developments at all levels. In view of the financial crisis of the welfare systems and the empty coffers in the municipalities, social facilities and services must make a greater effort to furnish users, their aid granters and the public with evidence proving the necessity, efficacy and cost effectiveness of their services.

Our team

Management

Christine Platiel

Manager

School · Day-Care centre · Residential School

Beate Höß-Zenker

Manager

Early Intervention · Pre-School Facility (SVE) · Day-Care Centre

School management

Martin Tiefenmoser

School Director

Administration

Rosse Misselbeck

Management Team Assistant

Judith Deml

Controller, Business Assistant

Sigrun Stromsky

School Accounting, Special Education Day-Care Centre (HPT) and Residential School

Kornelia Lange

School Team Assistant

Aleksej Urwatschow

Building Services

Hildegard Geigl

Domestic Services

Quality Management

Mariann Stelczerne-Oberszt

Quality Assurance Representative

Specialised Services - Conductive Advisor

Phoenix Academy

Mariann Stelczerne-Oberszt

Director of the program for additional qualification as a conductor with an emphasis on special education and therapy

Angelika Baumann

Director of the program for additional qualification as a conductor with an emphasis on special education and therapy

Beate Höß-Zenker

Director of the program for additional qualification as a conductor with an emphasis on special education and therapy

Waltraud Bucher

Team Assistant PHX Academy, Medicine & Therapy

School/Special Education Day Care Centre

Group leaders

Early enrolment

Hajnalka Fabian	Special Education Crèche for children ages 10 months-3 years (incl. parents' school)
Elke Gronau-Strambach	School Preparation Facility I
Tanja Gedan/ Zoltan Sipos	School Preparation Facility II
Cornelia Koch	Kindergarten group/Special Education Day-Care Centre (HPT)

Group leaders

Johanna Mühlberger-Prechtl	Group Leader of Class 1/1A/2
Agnes Kerenyi	Group Leader of Class 3/4/5/6
Andrea Kiss	Group Leader of Class 3/4
Gabi Sosic	Group Leader of Class 1A/2 - the Maria-Theresia external class
Krisztina Baling	Group Leader of Class 2/4/5/7
Adrien Illesi	Group Leader of Class 5/6/7/9
Csilla Muranyi	Group Leader of Class 7/8
Jörg Nagl	Residential School Director
Ferenc Stelczer	Leader of the Adult Group

Class (master) teachers

Martin Tiefenmoser	School Director
Rita Mechtl	Class (Master) Teacher of Class 1/1A/2
Ruth Leipolz	Class (Master) Teacher of Class 3/4/5/6
Hanna Antemann	Class (Master) Teacher of Class 3/4
Pia Sauer	Class (Master) Teacher of the Maria-Theresia 1A/2 external class
Simone Pruß	Class (Master) Teacher of Class 2/4/5/7
Esther Rothmaier	Class (Master) Teacher of Class 5/6/7/9
Silke Klemm	Class (Master) Teacher of Class 7/8

Departments

Department of Medicine and Therapy

Elizabeth Faermann	Director of the Department of Medicine and Therapy
Michaela Bausch	Physiotherapist
Anja Brüggemann	Physiotherapist (B.Sc) , Multiple Therapeutic Conductor (MThK)
Daiana Renner	Physiotherapist
Melitta Vajda-Segedi	Physiotherapist, RET
Kerstin Vanamali	Physiotherapist, RET
Reinhard Wirtz	Physiotherapist
Monika Domröse	Speech Therapist
Birgit Loeb	Speech Therapist
Dorit Rohleder	Speech Therapist

Department of Family Counselling

Michael Sanna	Graduate Social Education Specialist / Family Therapist
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Department of Psychology

Felizitas Zimmermann	Graduate Psychologist
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Our program

It's important to us that children receive conductive education continuously and in accordance with their stage of development. That is why our groups are small and diverse.

Each group is conducted by a set team that accompanies the children on continuously and offers constant key persons:

- Teacher, conductor, children's nurse, therapist (ergotherapy, physiotherapy, speech therapy)
- Diagnostics by a physician and counselling by a neuropaediatrician, an orthopaedist
- Collaboration with orthopaedic mechanics and counselling in assistive devices
- Psychological counselling for parents and families by a family therapist
- Scientific support by the University of Munich (ended July 2001)

Prerequisites for admission

- Ability to participate in the planned group in accordance with the goals of the primary school and secondary school
- Cerebral palsy, disorders of the central nervous system
- Costs must be met by the providers of social benefits (Sozialhilfe) - we can help with the application process
- Active parent participation in the conduction process

Forms and papers for admission

You can download the forms and papers needed for admission to the Phoenix Conduction Centre here:

 Questionnaire  Einzugsermächtigung

Available slots in conductive education

Early enrolment	Vacancies
Crèche	5
School Preparation Centre	30
Afternoon Group	6
School/Special Education Day-Care Centre (HPT)	Vacancies

Age groups 1 – 9 84

Residential School 16

Adult Group Vacancies

Currently 2 groups with 6 slots 12

We will be glad to inform you about vacancies and possibilities for admission

Phoenix GmbH
Konduktive Förderung
der Stiftung Pfennigparade
Oberföhringer Straße 150
81925 München
Germany

Contact person:
Ms Rosse Misselbeck
Phone +49 (0) 89 8393-6393
Telefax +49 (0) 89 8393-6395
E-mail: info@phoenix-kf.de

Special Education Crèche and Kindergarten

Toddler Groups (ages 1 – 3)

Here, mothers and fathers learn about conductive education from conductors and therapists. This enables them to apply conductive care at home and in everyday living.

Transition Group as preparation for kindergarten (ages 3 – perhaps 4)

In this group, parents carefully let go of their children. The times that the children are away from their parents are increased gradually until the all-day setting in the kindergarten is achieved.

Forms and papers for admission

 Questionnaire  Einzugsermächtigung

School Preparation Centre / Special Education Day Care Centre (HPT)

Kindergarten / School Preparation Centre - ages 3 - 7

Here, children receive intensive education in terms of time in all areas of development. Special emphasis is given to a program based on movement and to play development, which forms part of the curriculum. All of the children take part in the preschool program corresponding to their age.

Forms and papers for admission

 Questionnaire  Einzugsermächtigung

School

School Groups (ages 6 - 18)

Children with central nervous system lesion are admitted to the Special Education Day Care Centre / School.

Applicants must pass a school aptitude test for admission to the school. The test is given by qualified instructors with a therapist or conductor.

The school goes from the first form (grade) to the ninth form (grade) which can be completed with a qualifying secondary modern school certificate ("qualifizierender Hauptschulabschluß"). The maximum admissible class size is 12 pupils.

During the first two school years, instruction is geared to the diagnosis and conduction classes.

The conductive school curriculum takes account of goals that are specific to the subjects being taught and therapeutic goals. The conductive daily routine begins at 8:15 and ends at 16:30 (4:30 PM). Classroom instruction and movement programs alternate to produce a balanced schedule during this time.

Particular emphasis is placed on attaining independence in various situations and achieving the educational objectives. Two to three age levels or class levels are taught jointly, giving the children the opportunity to learn from one another. This also facilitates constant sharing among the various specialists.

Forms and papers for admission



Questionnaire



Einzugsermächtigung

Residential School

While our Residential School is situated within the Oberföhring Conductive Education Centre, it forms a coherent unit and has a separate entrance. This arrangement permits the residents to use the facilities on the premises such as the gyms, swimming pool, etc. while at the same time living in a private atmosphere.

The school generally admits school children between the ages of approx. 6 and 19. There are two residential school groups with an admission capacity of six each. The school has single rooms, double and triple rooms.

The program is directed at children and adolescents attending Phoenix GmbH's Combined Primary School and Secondary School or - in cases of family-related exceptions – the Kindergarten. Pupils may be admitted to the Residential School if their home is too far away for a daily commute or if family-related circumstances makes it necessary. Children and adolescents who wish to prepare for a self-determined life outside an institution within the framework of independence training may also be admitted.

Children and adolescents from other centres may also be admitted if they require a conductive form of living.

Forms and papers for admission

 Questionnaire  Einzugsermächtigung

Conductive education in the Workshop for the Disabled

In the Workshop for the Disabled and the Conductive Education Workshop, conductive education forms an effective supplement or alternative to other methods of therapy. Conductive education helps support or prepare employees in developing the motor skills they need for their work. Conductive education can also be offered as a supporting measure alongside work ("arbeitsbegleitende Maßnahme").

Afternoon Group / Adult Group

Afternoon Group

An Afternoon Group for children and adolescents ages six and over meets once a week.

This group is ideally suited for children who do not fit into an existing all day group on account of their age or are attending a facility that does not offer conductive education.

Sessions start off with a lunch and offer movement programs, every day training, cognitive and perceptive conduction, as well as activities to develop practical skills of daily living. The program is seeking to work together with the respective schools that the pupils attend in the morning to help them apply the skills they have acquired there as well.

Forms and papers for admission

 Questionnaire  Einzugsermächtigung

Adult Group

Conductive training – physical fitness and mobility for at home and at work

Instructors:

F. Stelczer, Graduate Conductor

C. Deuerling, Ergotherapist

The intensive training for adults comprises a complex therapeutic approach to further develop the individual's motor skills, sensory skills, cognitive skills and social skills. The training takes place in small groups of no more than 5-6 persons and is aimed at achieving maximum independence. It is particularly well suited for individuals with spastic motor disorders.

Forms and papers for admission

 Questionnaire  Einzugsermächtigung

Conductive training blocks for children and adults

Intensive Conductive Training Block for Perception and Motor Learning

For children

In this conductive block, the child's self-organizing skills, enjoyment of movement, urge to explore along with its desire for achievement and self-esteem are reinforced. Selected stimuli are used to improve individual skills and functions and initiate further steps in development. The daily routine is arranged with an aim to immediately applying the skills learned to situations of daily living, thereby underlining the relevance of what is being trained.

 Information in English  Informationen in Russisch

Forms and papers for admission

 Anmeldeblatt zum Intensivförderblock 2010 für Kinder und Jugendliche

 Einzugsermächtigung

Intensive Conductive Training Block - Awareness of "Fitness in Everyday Life" and Motor Learning

For adolescents ages 14 and over


This block enhances the adolescent's self-organizing skills, desire for achievement and self-esteem. Selected stimuli are used to improve individual skills and functions.

The adolescents also train fitness and endurance. They come to recognize how their actions and tasks are meaningful and aimed at mastering everyday life. The adolescents improve their orientation and independence by practicing the use of public transportation, going shopping, going to a museum or cinema and other activities according to their needs.

Subjects suggested by the adolescents themselves such as school, work, the environment, music and recreation are thematised and then elaborated with a qualified teacher.

 Information in English  Informationen in Russisch

Forms and papers for admission

 Anmeldeblatt zum Intensivförderblock 2010 für Jugendliche  Einzugsermächtigung

Intensive Therapy Block for Adults

Motor learning and enhancement of independence in everyday life for adults ages 18 and over with central nervous system lesion (stroke, Parkinson's, MS, head trauma, cerebral palsy, among others)

This intensive training for adults comprises a complex therapeutic approach to further develop the individual's motor skills, sensory skills, cognitive skills and social skills. The training takes place in small groups of no more than 6 persons or as individual therapy sessions and is aimed at achieving maximum independence. The blocks are especially geared for individuals with the diseases or disabilities mentioned above.

 Information in English  Informationen in Russisch

Forms and papers for admission

 Questionnaire  Einzugsermächtigung

Phoenix GmbH's Conductive Education Weeks in the Summer

Phoenix GmbH – Conductive Education of Pfennigparade has been putting on Conductive Education Weeks in the Summer on a regular basis for many years. They are intended as a supplementary measure for children and adults with cerebral palsy/multiple disabilities.

Aim and purpose:

- Intensive therapy with a focus on further developing motor skills and training independence in everyday life
- An intensive group experience
- Shared experiences, outside of school/the kindergarten as well
- Conductive education for children who do not have this program in their facility
- Relief for parents during the summer break
- Intensive instruction for parents

Forms and papers for admission

 Questionnaire  Einzugsermächtigung

Special Education Therapeutic Conduction (PTK) courses

Specialists from the fields of special education, medicine, rehabilitation and psychology become qualified for conductive education

The Pfennigparade Foundation developed an entirely new qualification program as a result of the holistic conductive education of children with cerebral palsy and the experiences gained from a project carried out in collaboration with the Petö Institute in Budapest over several years.

Additional qualification in tandem with work as a Special Education and Therapeutic Conductor

This program for additional qualification is directed at specialists from the fields of rehabilitation and special education for physically disabled children and adolescents who desire to become acquainted with the new approach of conductive education (CE).

Conductive education is a holistic method for supporting the earliest possible independence and autonomy of children, adolescents and adults with cerebral palsy. The program includes comprehensive practical applications. The goal is to apply this holistic conductive education system in transdisciplinary rehabilitation work and scholastic conduction.

The course for additional qualification is equivalent to the additional state training offered in tandem with work for the special education teaching assistance staff in Bavaria. Special education conductive teachers work at special schools and direct a pre-school facility (SVE) or a school class in close cooperation with the special education teacher. They are qualified to teach certain subjects (depending on the respective state laws). The next course for qualification as a "Special Education Therapeutic Conductor" starts autumn of 2009. You can also book individual course modules. For further information, please contact Mariann Stelczerné-Oberszt.

- + English Flyer
- + EU Manual Engl.

You can also obtain further information from the European Conductive Association

Special Education Therapeutic EU projects in the Phoenix

Grundtvig, Leonardo and Comenius' think outside the box "- keyword Lifelong Learning

The Phoenix staff is involved from 2010 to 2012 in three EU projects with focus on:

- Leonardo - quality development in all European, conductive bodies, it is objective, its own seal for the assessment and to have transparency.
- Grundtvig - building a comprehensive education for the conductive carrier in Europe and the best project.
- Comenius project "Think outside the box" (2010 - 2012) is the first pan-European exchange project between special schools, which operate on the concept of Conductive Education to share with the goal of experiences between the partner institutions.

Here too, quality standards are set and achieved by all participating countries to improve the holistic educational approach.

As part of this project three meetings have been held:

- Vienna Topic: Conductive Education and new target groups
- Rohrdorf Subject: Inclusion and Integration
- Newcastle theme: cooperation between professionals and parents

Enclosed you find further information:

Leonardo
Grundtvig
Comenius Projekt
Final CE Research article
Final CE Poster

WHAT IS CONDUCTIVE EDUCATION?

Conductive Education was developed by Prof. Andr s Pet  some 60 years ago. Its objective is to enable physically and multi-disabled individuals to actively participate in society by means of intensive and systematic training and practice. Conductive Education is based on the premise that damage to the central nervous system not only causes isolated functional disorders but may negatively affect the development of the affected individual as a unified whole.

Conductive Education is a highly co-ordinated educational programme, produced for the person, not for the functions, lesions or symptoms, centred but focused on the personality. Through intensive and systematic involvement all developmental areas, movement and other functions and skills can likewise be positively influenced.

Newly acquired skills are integrated and memorized in a holistic manner if they are continually practiced on a daily basis and purposefully applied.

The approach of Conductive Education is to compensate the consequences of cerebral damage as far as possible, based upon the enormous plasticity of the brain, in conjunction with intense and systematic learning processes. Current scientific findings of various disciplines confirm the effectiveness of Conductive Education in motor coordination and in Aid of Daily Living (ADL).

THE 8th WORLD CONGRESS ON CONDUCTIVE EDUCATION

This indispensable unity of education and therapy, which was originally developed by Pet , is a visionary system which meets the today requirements of activity and participation according to ICF defined by WHO and of the UN Convention on the Rights of People with Disabilities in a unique fashion. For more than 20 years, Conductive Education in Germany has been established and implemented with great enthusiasm by affected individuals and professionals. The World Congress 2013 in Munich will provide another key impulse in this direction.

From 9 - 12 October 2013 an international audience shall be offered a variety of German and English lectures, workshops and discussions by professionals from the medical, therapeutic, rehabilitation and education fields. Within the framework of this Congress we hope to find rhythm and balance for and between specialized themes and vocational politics, between the demands for qualitative further education, culture and social events, between networking and national diversity, between continuing development and tradition.

We cordially invite you to participate in the 8th World Congress 2013. Please use this opportunity to become acquainted with Conductive Education, to establish new contacts with affected individuals, conductors and professionals, and to deepen already existing relationships.

WORLD CONGRESS PROGRAM

The program addresses conductors and professionals from the fields of rehabilitation, education, medicine and therapy, representatives of health care cost providers, and physically and multi-disabled teenagers, adults and their relatives, as well as senior citizens and individuals in need of care (e.g. suffering from MS, Parkinson-s, Stroke).

Program Focus:

Children and young people

- ▶ Conductive Education and Early Learning / Conductive School of Thought
- ▶ Conductive Education in Vocational Training
- ▶ Conductive Education and Inclusion

Adults

- ▶ Conductive Rehabilitation
- ▶ Conductive Living
- ▶ Conductive Education in Workshops, On the Job and in Sports

Vocational Politics

- ▶ Conductor Course of Studies
- ▶ State Certified Recognition of the Vocational Profile
- ▶ Role in National Rehabilitation and Educational Systems
- ▶ Recognition of Conductive Education

System of Conductive Education

- ▶ Adaptation in National, Cultural and Religious Contexts
- ▶ Adaptation from the Medical Perspective
- ▶ Forms of Implementation for Conductive Education

Program Information: www.ce-worldcongress2013.org

