

Conductive Education for people with and without disabilities
Including didactic and methodological ideas to contribute to participatory research
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Abstract

Since the paradigm shift has taken place towards the inclusion (United Nations, 2006) and takes place, participation is in many areas of society on everyone's lips, especially in schools, social education and rehabilitation-related areas. Practice shows, however, how difficult it is for the players, participation in one's own field of activity implementation. They also lack specialists didactic and methodical approaches that enable them to implement inclusion to everyday practice. It is a primary problem that the experts were not practicing in their own study set to work and prepared inclusive. This issue must be resolved and overcome. It will therefore probably take one or two generations, until his participation actually exists in societies.

My vision is already the practice for decades, now universally used system of Conductive promotion and rehabilitation (Weber, K.S., 1992, 1998, 2003, 2005) to the system of Conductive Education for people with and without disabilities in the inclusive sense to develop in order to achieve participation and to ensure the long term.

In the context of participatory research, we are currently working on the basic didactic and methodological procedures for KFR / CE develop with the goal of inclusive teaching for Conductive Education for people with and without disabilities at any age further.

This research is done on the basis of the so-called "constructivist teaching", or "subject-related didactics" which has been established only in the past 25 years based on recent findings in neuroscience. Through them, it seems to me to be quite possible to link the traditional resource-oriented and aimed at individual activities didactic elements of the KFR / CE with those of inclusive education.

Here András Pető was thinking conductively with his way ahead of his time!

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