

Conductive education: appraising the evidence

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Abstract

Conductive education (CE) is widely reported as having a range of benefits. In the last two decades, it has expanded internationally. Educational psychologists may well encounter parents requesting this specialist intervention which is not normally offered within Local Authority special needs provision, for children with cerebral palsy and other motor difficulties. This paper reviews the empirical research to investigate the specific claims that CE improves motor skills, thinking skills and independence and the counter claim that it may cause harm. Implications for practice are discussed.