

ESZTERHÁZY KÁROLY UNIVERSITY
DOCTORAL SCHOOL OF EDUCATIONAL SCIENCE

Head of Doctoral School: Dr. Béla Pukánszky, university teacher, dr. habil., DSc, Doctor of the Hungarian Academy of Science

TEACHER EDUCATION PROGRAMME

Programme Director: Dr. Zoltán Szűcs university teacher, dr. habil., DSc, Doctor of the Hungarian Academy of Science

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Adrienn Oravecz

The role of the method of conductive education in the integration of persons with cerebral palsy

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INTRODUCTION

The primary goal of the dissertation is to explore the role of conductive education in the integration of persons with cerebral palsy by using the experience of former students of the Pető Method, conductor teachers, and other pedagogues. Conductive education is temporary because those who are educated acquire the basics to integrate later into mainstream society through practice-oriented learning. Conductive education can be illustrated as a bridge that leads persons with cerebral palsy to society.

The secondary aim of the dissertation is to give a general analysis of the conditions and aggravating factors of students with special educational needs in mainstream education. The dissertation focuses on the domestic and foreign practice of conductive education, which we do not want to compare with other methods. Therefore, the dissertation does not discuss the considerable domestic and foreign literature on other therapeutic procedures used in the treatment of CP. We only wish to undertake to highlight the shortcomings and good practices in the field of integration through the experience of the persons involved in the study. More recently, conductive pedagogy has also been referred to as a neuropedagogical procedure. This new science draws on the latest advances in contemporary brain research and knowledge of early childhood pedagogy and puts it at the service of rehabilitation. Feketéné Szabó and Gruber say the following: *“The principles of CE (Conductive Education) take into account the facts proven by modern brain sciences that the brain needs continuous activity to achieve maximum individual performance. The damaged brain, which can be effectively controlled in a planned system of goals and tasks, is able to improve its functions, the functioning of the sensory organs and perceptual systems is evolving around a stimulus-rich system, and the immune system is constantly strengthening”* (Feketéné Szabó and Gruber 2019: 10).

The creator of conductive pedagogy was Dr. András Pető. Prior to his age, Pető emphasized the plasticity and the learning capacity of the brain. He also emphasized the importance to integrate children with CP into the mainstream education system as soon as possible. András Pető, therefore, created a complex, holistic system based on group learning. The most important principle of conductive education is that the central nervous system injury should not be treated as a biological obstacle, but as a pedagogical task, as a disruption of the learning process. The background of the symptoms is the impairment of the overall functioning of the nervous system, therefore it is not effective to treat the problem locally and separately. (Balogh 1998, Feketéné Szabó 2013, Földesi 2014, Hári et al. 1991, Medveczky 2003, Pető

1955). According to the holistic principle of conductive education, treatment has to focus on the whole person (Balogh 2018, Földesi 2014, 2017, Schaffhausser 2016).

The unique factor of our research is that its writer herself has cerebral palsy and was one of the former students of conductive education. Although the examination of the issue described in the dissertation arose as a result of personal experiences in the Hungarian conductive education system, our interest in the early stages of the research turned to those foreign countries that adapted and incorporated it into the habilitation-rehabilitation practice of their own country.

THE LOGICAL ORDER AND PRESENTATION OF THE EMPIRICAL RESEARCH RESULTS

The doctoral dissertation aims to explore the role of conductive education as a possible method in the integration of people with CP. To explore the topic as widely as possible, we conducted a comprehensive study covering several research methods.

We consider it important to know the current situation of integration in public education based on the opinion of the educators involved, and how teacher trainees and already active educators see integration as an opportunity: what advantages and difficulties they experience in everyday life. Thus, in the framework of a questionnaire survey, we asked educators ($n = 315$) what they think about the situation of integration. Furthermore, what are the most challenging factors in their daily work. Our research aimed to shed light on the deeper contexts of integration by examining the obstacles in integrated education from several perspectives. We wish to understand the integration of children with disabilities, their difficulties, and opportunities through the results of the present study.

Next, we present the results of research conducted among those involved in conductive education, such as former students ($n = 31$) and conductors ($n = 34$), using an interview method. We contacted both the educated and the conductors intending to explore their opinion about conductive education and its role in pedagogical-social integration.

Then, considering the outcome of the research, at the peak of the integration we want to show that there are people who, as disabled persons ($n = 8$), more specifically living with CP, a former pupils of conductive education ($n = 5$), were able to achieve self-realization by choosing a teaching profession, thus helping integration-inclusion efforts and promoting the significance of conductive education in the successful pedagogical and social integration for people with cerebral palsy.

THE RESULTS OF THE PRESENT STUDY

Conditions, opportunities, and difficulties for the successful integrated education based on the opinions of the respondents

With this research, in addition to exploring the present situation of integration, we also aimed to get to know the role of conductive pedagogy in the integration process by getting a better understanding of challenges in mainstream education for children with special educational needs. Although current integration efforts support co-education for all types of disability and, as statistics show, these children are indeed out of the public education system, only a few research mapping out how this affects the child's and/or educator's daily life, its comes.

Nowadays the goal of complex conductive education is the same as the goal of integration. Therefore conductive education aims to help the child to integrate into society as smoothly as possible. We wish to prove the validity and role of conductive pedagogy in the integration of people with cerebral palsy.

The objectives, questions, and hypotheses of the research

To make the text reader-friendly we aim to present it by maintaining the triple unity of goals, questions, and hypotheses. Our research goals and questions, as well as our hypotheses, are therefore as follows:

G₁: The primary goal of the research is to discover the current state of integration, the existence of its personal and material conditions, based on the opinions of the interviewed teachers.

Q₁: According to the interviewed teachers, what are the conditions for integration in Hungary today?

H₁: We assume that the opinion of the interviewed teachers about the institutional (material and personal) conditions of integration is that many of them are incomplete and not sufficient for the successful implementation of integrated education.

G₂: Our goal is to get to know about the most common problems encountered in the teaching and learning of integrated SEN students.

Q₂: What difficulties do the interviewed teachers face in co-teaching and co-educating students with SEN?

H₂: We assume that the greatest difficulty for educators in the integration process is overcoming the social relationship problems, abuse, and exclusion of students with SEN.

G₃: We aim to differentiate the difficulties of integration according to the age of the interviewed teachers to explore the deeper contexts of co-education.

Q₃: What is the role of the teacher's age in overcoming integration difficulties?

H₃: We assume that there is a correlation between the age of the teacher and the treatment of various factors that hinder integration therefore younger teachers have a significantly greater problem in dealing with factors that make co-education more difficult than their older, more experienced colleagues.

G₄: We aim to differentiate the difficulties of integration based on the work experience of the interviewed teachers to explore the deeper contexts of co-education.

Q₄: What is the role of the teacher's work experience in overcoming integration difficulties?

H₄: We assume that there is a strong correlation between work experiences and dealing with difficulties in integration, namely that the more experienced a teacher is, the less these factors cause difficulty for him or her.

G₅: We aim to differentiate the difficulties of integration according to the educational qualification of the interviewed teachers to explore the deeper contexts of co-education.

Q₅: What is the role of an educator's qualification in overcoming integration difficulties?

H₅: We assumed that those with special education and/or conductor qualifications find it significantly easier to deal with integration difficulties than their colleagues with general pedagogical knowledge.

G₆: Our aim is also to differentiate the difficulties of integration according to the integration experiences of the interviewed teachers to explore the deeper contexts of co-education.

Q₆: What is the role of the teacher's experience in integration in overcoming difficulties in integration along with SEN categories?

H₆: We assume that teachers who are involved in the integration of children and students with disabilities perform significantly better in dealing with difficulties in co-education than their other colleagues who integrate different SEN categories.

Characterization of the sample and presentation of the research method

The sampling was carried out by e-mail contacting the leaders of the Educational District Centers on the website of the Klebelsberg Center and the facilities provided by the most popular social media platform. It was an interesting research experience for us in terms of data collection and reaching the target population that teachers on the social network responded to faster than by email. Finally, 315 submissions were received. Our research is exploratory and descriptive. Exploration can be an accepted and applied goal when a researcher turns to a new area of interest, or even when a new, less researched area has aroused the researcher's interest (Babbie 2008: 106).

We aimed to conduct a large-scale study on the educational integration of children with special educational needs. The main value of the questionnaire surveys is that they are suitable for the characterization of large basic populations. Therefore, in the present study, we created an online questionnaire by Google Drive's questionnaire editor. The survey contained a total of 25 questions (see Appendix 8). Completion was done voluntarily and anonymously. The actual data collection started in November 2017, by the time the structure of the questionnaire had been formed.

We analysed the results of the research with the help of the SPSS 22.0 statistics program, with which we could perform not only descriptive procedures but also non-parameter, one and more variable distinctive tests. (T-test, correlation calculation, cluster analysis, and analysis of variance were used.) The significance level was based on the 5 percent error limit ($p < 0.05$) accepted and applied in the social sciences.

Results

In **H₁**, we assumed that the opinion of the interviewed teachers about the institutional (material and personal) conditions of integration is that many of them are incomplete and not sufficient for the successful implementation of integrated education. Only a quarter of the respondents said that their current place of job was fully suitable for the implementation of integrated education. However, half of the respondents only more or less agreed with this, as in their opinion either the appropriate staff is incomplete or the environmental conditions were not suitable to support co-education. And 25 percent of those surveyed did not consider their current workplace to be suitable for implementing integrated education at all. Thus, 75% of the total sample ($n = 315$) did not or only along certain conditions (personal or material) believed

that their institution was able to create the conditions for integration, so *we accept our hypothesis and consider it proven.*

In **H₂** we assumed that the greatest difficulty for teachers in the integration process was to overcome the social problems of students with SEN, abuse, and exclusion, but *this hypothesis was rejected based on our results.* The greatest difficulty was the provision of special teaching aids for students with SEN, while the treatment of verbal or physical abuse and bullying of students with SEN proved to be the least difficult based on the answers of the respondents.

In **H₃**, we assumed that there was a correlation between the age of the teacher and the treatment of various factors that hinder integration, therefore younger teachers had a significantly greater problem dealing with factors that made co-education more difficult than their older, more experienced colleagues. Our hypothesis was confirmed in the case of the community program. The inclusion of students with special educational needs into community programs causes less challenge for experienced teachers than younger ones. However, in the case of the difficulty of special teaching aid, the opposite of the hypothesis was confirmed, so the younger an educator was, the easier it was for her to provide her student with a special teaching aid. In the other difficulty factors, we found no difference between the groups based on age. *In summary, our hypothesis was only partly proven.*

In **H₄**, we assumed that there was a strong correlation between work experiences and addressing difficulties in integration, namely that the more experienced a teacher is, the less these factors cause difficulty for him or her. In the correlation study, co-occurrence was detected in three of the listed factors. Depending on the greater work experience, there was a significant decrease in the involvement of students with SEN in community programs, the more experienced a teacher was, the less difficult it was for her, and therefore, our hypothesis was confirmed in this relation. Furthermore, our suggestion regarding abuse and harassment has also been confirmed, as the more work experience a teacher had, the more adequately he or she was able to deal with it if he or she experienced abuse or isolation. On the other hand, in relation to the special teaching aid and the years spent in the teaching profession, the opposite of the hypothesis had been confirmed. The more experienced a teacher was, the more problematic he/she found the provision of a special teaching aid for an SEN student. *In summary, our hypothesis was only partly confirmed.*

In **H₅**, we assumed that those with special education and/or conductor qualifications would find it significantly easier to deal with integration difficulties than their colleagues with general

pedagogical knowledge. The results of the analysis of variance showed that most kindergarten teachers experience difficulties in serving the needs of integrated taught SEN students. In almost all groups, they had the most problems with a large group of people who do not feel that their working conditions are adequate, the most difficult for them to address the social and physical needs of children with SEN, the involvement of children in community programs and the provision of special (teaching) facilities. In the case of the conductors, we found that the most problematic for them was to involve the SEN student in community programs, but they were confident in providing the special teaching aid. Among the examined groups, the performance of special educators stood out, they could handle the following difficulties in the most professional way: emotional needs, social needs, individual assignment, provision of special teaching aids. *Our assumption was partly correct, so we keep the hypothesis* since our statement was correct for special education teachers, but only partially true for conductors.

In the case of **H₆**, we assumed that educators who were involved in the integration of children and students with disabilities would perform significantly better in dealing with difficulties in co-education than their fellow educators integrating other SNI categories. *We maintained this hypothesis and considered it valid.* Our results showed that paying attention to emotional needs was significantly more difficult for educators who did not integrate a child with a disability than for those who did or had already done so during their work ($\text{Eta} = 0.194$). Paying attention to the biological/physical needs of students was also a significantly bigger problem for teachers who did not integrate students with disabilities ($\text{Eta} = 0.206$). The same situation existed in relation to the issue of treatment of abuse and harassment among the examined groups ($\text{Eta} = 0.196$).

Experiences of former students of conductive pedagogy on integration, acceptance, and the method of conductive education

In the next part of the research, we wish to present the experiences of persons with CP who took part in conductive education earlier in their life. Following the presentation of the results of a large-scale integration study in which it became clear how important special expertise (special needs education and/or knowledge about conductive pedagogy) was in dealing with difficulties in co-education, and how much more experienced teachers involved in integrating children with disabilities were better prepared for co-education, so continuing this path in our research, we sought to find groups whose experiences may be relevant to this topic. Thus, we had shifted the focus of our interest towards those receiving complex conductive education, as

their opinions and experiences regarding integration, whether pedagogical or social integration, could be considered significant. After all, the aim of conductive education is not segregation, but to support the reintegration process as soon as possible, by representing the early habilitation-rehabilitation approach.

Goals and questions of the research

Following the method already described in the previous section, maintaining the close unity of the aims and questions in the present part of the study as well, we present our study with the difference due to the size of the sample and the uniqueness of the topic, this time we formulate no hypothesis only research questions.

G₁: We aim to explore the most significant problems in the everyday school life of people receiving conductive education, the most difficult factors in the school integration process, according to their opinion.

Q₁: What were the biggest difficulties in school integration of people with previous conductive education experience and why?

G₂: To get to know better the quality of life and their plans for the future.

Q₂: How much do the people still live according to the principles of conductive pedagogy? How satisfied are they with their quality of life? What are their future plans?

Characterization of the sample and presentation of the research method

A total of 31 structured interviews were conducted with former conductive pupils.

The selection and sampling were based on the following criteria:

- Young adults with CP may have formed the sample.
- We only included individuals who had received long-term conductive education.
- Despite their disabilities, they were able to succeed in learning, sports, or the arts.

The majority of the sample included those with experience in integrated education from primary school to higher education. If this condition was not met, they were involved in the study because of their outstanding talent in sports or arts and serve as a positive example.

The research method was a subtype of non-probabilistic sampling methods, snowball sampling. We chose to use this method because we wanted to include a very specific layer of the

population in our study (see sampling criteria). We are fully aware of the fact that the data obtained in this way refer only to persons with cerebral palsy who received conductive education earlier in their life and cannot be considered statistically representative.

We used structured interviews to explore the views and opinions of former Hungarian and foreign participants in conductive pedagogical rehabilitation. In interviews with educated people, the researcher was primarily interested in how conductive education facilitated their integration. Also, what positive or negative impressions they received during integrated education. Finally, the questions focused on how well they are living a healthy and active life today according to a conductive approach, and what their future plans are.

Interviews were analysed with Maxqda 2020 software.

Results

Our question **Q₁** focused on the difficulties of school integration and, similarly to the literature sources revealed, the difficulties related to the subject of mathematics and note-taking during the lessons are among the difficult factors in everyday school life, according to the interviewees. In addition, the subjects of the present research highlighted the aggravating factors in physical education classes in large numbers, but in contrast to the scientific literature, only a few interviewees had a negative experience in art classes.

To our question **Q₂**, in which we asked about the quality of life and plans for the future of the people receiving previously conductive education, we can conclude that - similarly to what was read in the literature - the majority of the interviewees (85.2%) were satisfied with their quality of life and results. Their vision is positive, with a focus on building a stable relationships and moving forward in their profession.

The system and situation of conductive education in Hungarian and international relations

In line with the research intent of the dissertation, we were interested not only in the experiences and opinions of former students related to conductive pedagogy but also in how the conductors see the current situation and perspectives of complex conductive education both at home and abroad.

Due to the professional knowledge of the specialists (special education teachers and conductors) - in the previous parts of the research it has emerged that - the integration of children/students

with disabilities seems to be less problematic in the possession of these competencies than in the absence of this special knowledge. This is also revealed by our results obtained from interviews with educated people (positive health behaviour and vision in a large proportion of respondents). Thus, in the following, we focus on interviewing the group who carry out their daily habilitation-rehabilitation and reintegration activities with this special knowledge: the conductors themselves.

Goals and questions of the research

G₁: The aim is to get to know the opinion of a teacher with foreign experience and working as a conductor abroad on the domestic and international relations of conductive education and the existing differences.

Q₁: How can the relationship between domestic and foreign conductive education be improved, and what problems do the interviewed conductors see in the relationship between the parent institution and the foreign practice?

G₂: We aim to explore the difficult factors of international employment among the interviewed conductors with foreign experience.

Q₂: In the opinion of conductors living abroad, what are the most difficult conditions for working abroad?

G₃: Our aim is also to get to know such good, innovative practices abroad, taking into account the opinions of the respondents, which should be included in the Hungarian practice along the lines of conductive pedagogy and disability in Hungary.

Q₃: Is there a good practice in the foreign conductive pedagogical system that can provide new information and knowledge to the domestic system as well?

Characterization of the sample and presentation of the research method

The author of the dissertation conducted 34 structured interviews with persons who have a degree in conductive pedagogy. The sample included conductors who either have experience in conductive pedagogy abroad or are currently working abroad as conductors, but are also Hungarian citizens. The sample selection aimed to make the domestic and international practice as comparable as possible so that the conductors currently active in Hungary but also with foreign experience could be included in the sample in addition to the conductors still active abroad.

Of the total sample, 19 currently work abroad, and 15 conductors spent more time in a foreign country, organized by the András Pető Faculty of Semmelweis University.

To explore the views and opinions of the conductors, we compiled a self-made, structured interview with 8 questions. In the course of the research, the author of the dissertation had the opportunity to visit two foreign institutions dealing with conductive education in person. One of the institutions was the Pfennigparade in Munich, where 10-15 August 2017, visited and recorded interviews. The other institution was Move and Walk in Gothenburg, where from 30.09.2019 to 04.10.2019 she had the opportunity to gain insight into the life of the institution. The author of the dissertation accessed the other informants via the Internet. There were interviewees with whom she could not speak in person over the Internet due to time lag or other reasons. They were asked by e-mail to respond to the questions in writing, explaining their answers as thoroughly as possible.

The selection of the research sample was performed by using two subtypes of the non-probability sampling procedure, the snowball technique, and the self-selection method.

Results

To our question **Q₁**, which said: "How can the relationship between domestic and foreign conductive education be improved, and what problems do the interviewed conductors see in the relationship between the parent institution and the foreign practice?" the response is judged to be multifactorial and complex based on the opinion of the conductors. In general, in connection with conductor training both in Hungary and abroad, they think that practice orientation should be refocused taking into account the aspects of professionalism, and many also mentioned that mentoring young conductors and thus developing a quality assurance system is justified in today's conditions. They see that domestic and international relations need to be strengthened by organizing conferences and joint research.

We could answer our question **Q₂** by saying that the conductors interviewed classified foreign language skills and working in mixed teams as the most difficult factors in working abroad because, in Hungary, the development of homogeneous conductor teams in the rehabilitation of people with cerebral palsy still more common in the Pető Institute. Although colleagues with professional experience abroad mention this there, in that medium, as a strength and good practice of conductor work. Among the answers, higher professional expectations, the need for further knowledge development based on self-development, and the process of recognizing the Hungarian conductor's degree in some countries appear to be difficult factors.

To our question **Q3**, which said: "Is there a good practice in the foreign conductive pedagogical system that can provide new information and knowledge to the domestic system as well?" We most often received the answer from the respondents that they consider the system of personal assistance, which is already working well abroad, to be a good practice, which should be included in the rehabilitation system in Hungary as well. In addition, the respondents highlighted the transfer of the practice of accessibility abroad to domestic relations (taking into account the practice of certain countries, such as England and Sweden), as well as teamwork, which we have already talked about in the case of **Q2**.

Good examples supporting the success of integration in Hungary: Teachers with disabilities in the system of public education

The guiding principle of the research is that we get to know the current state of integration, especially the issues of co-education of children with disabilities - recognizing the positive role of special education teachers and conductors in this field, giving a domestic and international perspective on the topic - to the fact that there are people who present the success of the integration-inclusion process by their personal example, who, despite their disabilities, prove their aptitude in the teaching profession.

Thus, in a small sample survey, we conducted non-representative but more informative research among stakeholders, finding out their views on their experiences of integrated education, the challenges of employment, and their motivation in the process of becoming a teacher.

Goals and questions of the research

G1: We aimed to find out the opinions of the respondents through their experiences with the domestic situation of integration.

Q1: How did they rate their school life in the integration process? Were there any aggravating circumstances during this period?

G2: Our goal is to get to know their motivation in the process of becoming an educator.

Q2: What was the motivation of the interviewed teachers with disabilities to choose a career?

G3: Our goal is to get to know their employment situation, opinions, and possible difficulties in the process of social integration.

Q3: What factors (disability, dominant teacher model, etc.) influenced their employment, among their social roles?

Characterization of the sample and presentation of the research method

We are aware of the fact that this small sample of only 8 does not meet the criteria for representativeness. Nevertheless, we believe that the experiences of educators with disabilities are valuable to the research topic.

We also used a structured survey, which is one of the qualitative methods, in this small-sample research.

The questions focused primarily on the experiences and impressions of the respondents at different levels of education as a student. Furthermore, what factors influenced them in choosing the teaching profession.

As the number of items was low - 8 in total - it was pointless to analyse the data with MAXQDA2020 in this case. In the present case, the author seeks only to present an interesting idea.

Results

Regarding our question **Q₁**, we can state that the integration-inclusion experiences of teachers with disabilities proved to be very mixed. They had good and bad experiences, but most of the negative experiences were related to their preschool and primary school existence. Only a few of them reported negative experiences from secondary school.

Our question **Q₂** said: "What was the motivation of the interviewed teachers with disabilities to choose a career?" Based on the responses received, we found that career choice was positively influenced by previously seen teacher patterns, individual goals, and interests, and the motivation that mentions social acceptance of disability and sensitization as a career choice was also raised.

To our question **Q₃**, the majority of the interviewed teachers (5 people) answered that they were not discriminated against as job seekers, in fact, two of them were able to find a job immediately after graduating. This is certainly a positive result in terms of social acceptance.

SUMMARY AND FURTHER RESEARCH

A novel approach to the dissertation, the author of which was born with CP herself and the years spent in long-term conductive education helped and prepared her for successful school and social integration. The analysed problem presented in the dissertation represents a marginal area in the field of Hungarian educational research, which primarily seeks to explore the role of conductive education as a possible method in the integration of people with cerebral palsy, so the results of the research fill in the gaps.

The main mission of conductive pedagogy is to improve the quality of life of people with central nervous system injury. According to Hári and her colleagues' interpretation, rehabilitation is nothing more than learning and re-learning. The concept focuses on restoring the atypical learning pattern of people with CP by mediating appropriate sub-goals through a system of complex activities (Hári et al., 1991). Its primary task in the integration of the educated is to make them capable and motivated for continuous learning and self-education, and thus for solving the problems and challenges that arise in different areas of life. *“The conductive education program provides the educational and training content necessary for emotional, physical, movement, moral, psychic, intellectual, and social development. All this is possible only if and when the education is personality-centered if it takes place in a group if the development of movement is not (only) a goal, but an important part of shaping the personality... The goal is to educate the child about problem-solving skills as a life strategy by exploiting their learning potentials”* (Feketéné Szabó, 2013: 155). Her thoughts quoted above were also supported by the results of our interviews with former students, in which the positive effect of conductive education on the physique, such as improved mobility and fine manipulation, was highlighted to a large extent (90%). As was highlighted earlier by Feketéné participants in the research also mentioned positive personality-shaping traits of conductive education, such as perseverance and self-confidence, in their responses.

As our research results show, special expertise - information held by the special education teacher and/or conductor regarding special needs - is a very important factor in overcoming integration difficulties and supporting successful integration among children/students with disabilities. Therefore, the secondary task of conductive education in successful integration is to prepare people with reduced mobility with primarily central nervous system disorders to successfully integrate into subsequent integration processes, either pedagogically or sociologically, through their special expertise.

Our results also guide the future perspectives of conductor training, as our research has shown that in terms of the balance between theory and practice, there is a need for conductor trainees to leave training places with more experience. Thus, we can say that the results of our research also agree with the results of Turi's from 2017 which was a more detailed quantitative study of the content of conductor training. In this previous study, the majority of respondents also felt that the main focus should be on learning conductive education practice. A small proportion of the respondents agreed with the increase in the theoretical knowledge in the training. In the future, it would be necessary to place more emphasis on preparing for teamwork in Hungarian training as well, as based on the lessons learned from conductor interviews, this was the second most frequently identified factor complicating their daily work. In contrast to the multidisciplinary approach, the “pető” concept is based on the interdisciplinary approach, resulting in an increased group effect *“because it builds on the combined positive effects of the children’s group and the homogeneous conductor team”* (Pásztorné Tass, 2018: 13).

To the best of our knowledge, no study has been published yet in Hungary on the integration experience of teachers with disabilities, especially concerning the factors hindering education, as most of them are dealing mainly with the attitudes of parents, teachers, and/or teacher trainees, or intact students. examined in connection with co-education (Zsebe, 2013; Szabó, 2016; Pongrácz, 2017; Márton, 2019; Kovács and Bihari, 2019). In Hungary, this segment of our study enriches the research on integration with another valuable addition.

In the course of the research, we aimed to present the role of conductive education in helping integration processes both at home and abroad through personal examples and good practices. From abroad, a system of personal assistance has proved to be such a good practice, which would relieve parents who take care of children with severe disabilities daily. In Hungary, a caregiver caring for a disabled person receives a care allowance, which is a regular form of cash benefit support. In 2015, Tátrai conducted a comprehensive situation study on the system of care fees and the demographic and social characteristics of those receiving care. The most significant conclusion of her research was that a significant proportion of respondents (71%) gave up their jobs to be able to take care of a disabled relative. Therefore, it would be a good solution to introduce a system of personal helpers in Hungary as well. Abroad, caring for people with disabilities is recognized as employment, followed by regular payment.

In any case, our interviews with disabled pedagogues convey a positive social message. Although Hungarian researchers have already thoroughly explored the factors influencing the career choice of teachers and teacher candidates, the issue has so far only been examined among

able-bodied educators (e.g., Szontagh 2020). Similar to the results of our research, previous research mentions the role of following a sample, either a beloved teacher or a family member, as one of the possible career choice factors (Szebedy, 2005; Kertész, 2013; Pócsik, 2015). Numerous studies and researches have examined the relationship between disability and work (Bánfalvy, 2005; Cseh, 2014; László, 2016; Balázs-Földi, 2018). In our study, in contrast to the results of previous research, the majority of those involved in the research (5 people) made a positive statement about their experiences in the world of work. This is very encouraging for the social integration of people with disabilities, but of course, further and more in-depth research is needed.

In the light of the problems and shortcomings identified, the author makes the following suggestions:

It would be worth investigating further integration and its strengths and difficulties in both domestic and international practice, with the help of further large-scale, representative research, focusing on educational attainment and the methodological culture of teachers integrating children with different disabilities.

It would be appropriate to include additional interviews with a wider range of educators, conductors, and teachers with disabilities to gain a deeper understanding of integration-inclusion experiences.

We believe that the language learning skills and motivations of people with disabilities are a new and as yet unexplored area. It would be significant to examine the role of foreign language skills in the social integration of people with CP.

In our view, further research would be needed to learn about the symptom-specific prior knowledge of students in teacher education by type of disability.

It would be useful to gain a deeper understanding of the work experience of people with CP through a large-sample, representative study.

It may also be appropriate to broaden the international perspective to present further good practices and exemplary people with disabilities from home and abroad so that we can make the social benefits of integration better known to the scientific community and the general public.

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