



Professional
Conductors'
Association

A roadmap for clarity in conversations within CE Communicating the message of CE, the Who, the Why and the How? Where?

This document is based on discussions held during the workshop conducted on **11th October 2025**. It is intended to serve as a **summary of the workshop proceedings and as general guidance only**. The content does not represent final decisions, formal policy, or binding commitments. While reasonable effort has been made to accurately reflect on the workshop discussions, omissions or interpretations may occur. Readers should rely on official documentation or seek appropriate professional advice before making decisions based on this material.

Morning's session summary

Overview

The session aimed to build on the previous year's workshop, which focused on "communicating the message of CE". The aim was to drill down to the "Who? What? How? Where?" of conductors' interactions. In order to prevent repeating the dominant discourse in this area, it was important to avoid conventional conversations. Instead, an activity was introduced as a more creative way of exploring the topic (Kara, 2015). Conductors were asked to make a physical roadmap, based on the "Who?". The ultimate objectives of the morning were to:

- develop strategies
- increase efficiency and impact of communication
- strengthen autonomy.

Stage 1

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There were five groups to choose from each focusing on a different audience, conductors have regular interactions with: Families, Students, Professionals – School based, Professional, Rehabilitation based, and Other (Trustees, Co-operate, Community). Conductors were invited to choose a group voluntarily. Each group was given 20 minutes to collate as much information as they could, using guiding questions to explore the topic. The questions were designed to trigger thinking and start up conversations on conversations. These were:

- Who does this group include?
- What modes of communication do use with this group?
- How often do you communicate with them?
- What topics does this communication include?
- Where do you usually conduct these communications?
- Why do you engage with this group?
- In what format do you tend to communicate with this group?

Stage 2

The ideas, thoughts and information gathered were then used to create a visual representation of the discussed. According to Peterson (2022) material engagements can open up possibilities for different knowledge to emerge. Each group had a large card and various materials were available to encourage expression. Some suggestions were made for example to showcase challenges in terms of speedbumps, diversions or even as road closures. 50 minutes were given for this task. The energy and buzz in the room was easily observable.

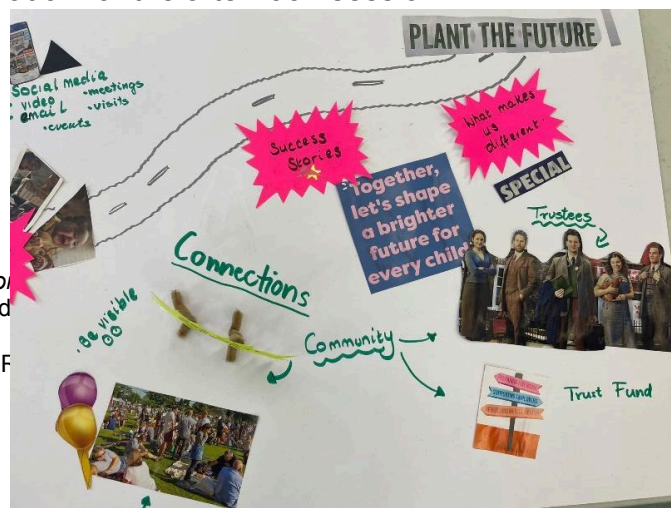
Stage 3

Each group summarised their findings and showed off their roadmaps. This served as great preparation for the afternoon session.

Families

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Students



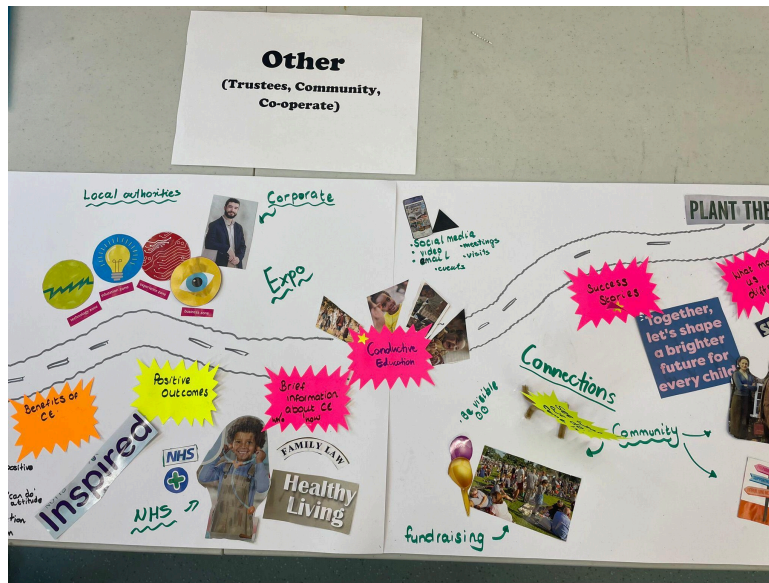
Professional – School based



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Other



Elevator Speech Afternoon Session General Guidance

Elevator speech refers to a more formal, deliberate way of using language that prioritizes clarity, precision, and conceptual depth. It typically involves well-structured sentences, discipline-specific vocabulary, and an explicit articulation of ideas and relationships. In professional contexts, elevator speech signals that a topic is being treated with seriousness and intellectual rigor. It also helps establish a shared register with professionals who are trained to communicate through academic, clinical, or policy-oriented language.

In the context of conductive education, elevator speech has particular significance because the field sits at the intersection of education, health, and social care. Conductive education is frequently misunderstood or misclassified, sometimes framed narrowly as therapy, sometimes dismissed as informal practice. Using elevator speech allows conductors and advocates to articulate its

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pedagogical foundations, its theoretical assumptions about learning and development, and its structured methodologies.

Elevator speech is also a tool for translation between disciplines. When speaking with medical professionals, it can emphasize concepts such as neuroplasticity, functional integration, and outcome-oriented practice, while still maintaining an educational stance. Elevator speech makes the underlying principles of conductive education legible to different professional audiences without fundamentally altering its core values.

Importantly, the effective use of elevator speech in conductive education requires balance. Overreliance on jargon can create distance or reinforce hierarchies, particularly when communicating with families or individuals with lived experience. Skilled practitioners adapt their register depending on context, using elevator speech to advocate, collaborate, and document practice, while shifting to more accessible language when building relationships and supporting understanding.

When discussing conductive education with different professionals, the use of elevator speech can play an important role in shaping how the information is received and valued. Elevator speech, characterized by precise vocabulary, structured explanations, and a formal tone, helps position conductive education within a professional and academic framework. This is especially important when speaking with medical practitioners, therapists, or policymakers, who are accustomed to evidence-based language and clearly articulated concepts. Using elevator speech in these contexts can lend credibility to the approach, reduce the risk of misunderstanding, and signal respect for the professional norms of the audience.

At the same time, elevator speech must remain purposeful rather than performative. The goal is not to obscure meaning with jargon, but to adapt language in a way that bridges disciplinary perspectives while maintaining clarity. When talking to educators, clinicians, or researchers, carefully chosen terminology can highlight the theoretical foundations and practical outcomes of conductive education, making it easier to situate it alongside related professional practices. Thoughtful use of elevator speech therefore becomes a tool for advocacy and collaboration, helping conductive education be understood as a rigorous, intentional, and integrated approach rather than a loosely defined alternative.

Step by Step Guide

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Clarify your purpose and audience

Before you write, decide who the description is for and why it exists. Elevator speech changes slightly depending on whether you are addressing the family, clinicians, educators, administrators, or policymakers.

Ask yourself:

- What does this audience already value? (evidence, theory, outcomes, systems)
- What decisions might they make based on this description?

This helps you choose the *right* level of formality and terminology.

Name the field precisely

Begin with a clear, confident definition. Avoid vague or emotive phrasing. Instead of describing what conductive education “feels like,” describe **what it is**.

Structure:

- Identify it as a *discipline or system*
- State its primary domain (education)
- Acknowledge its interdisciplinary nature

Example approach:

“Conductive education is an educational system designed to support individuals with motor disorders through structured, intentional learning

Use concept-based language, not anecdotes

Elevator speech focuses on **principles and frameworks**, rather than individual stories.

Replace personal or informal explanations with generalized concepts.

Shift from:

- “We help children learn to move better”
To:
- “The approach facilitates the development of functional motor strategies through active learning.”

This keeps the description transferable and professional.

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Highlight structure and intentionality

Make the **deliberate design** of conductive education visible. Elevator speech signals that practice is planned, not improvised.

Include references to:

- Frameworks
- Consistency
- Pedagogical intention
- Goal orientation

Useful phrasing tools:

- “systematic”
- “intentional”
- “integrated”
- “structured”
- “goal-directed”

Situate conductive education in relation to other professions

Elevator descriptions acknowledge overlaps without surrendering identity.

Use comparative language:

- “Distinct from, but complementary to”
- “Operates alongside”
- “Differs in its pedagogical focus”

This reassures other professionals and reduces defensiveness.

Emphasize outcomes in professional terms

Avoid vague claims like “improves quality of life” unless you explain how.
Use outcome language your audience recognizes:

Examples:

- functional independence
- participation
- transfer of skills

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- learner agency
- long-term capability

Tie outcomes to processes:

“Through consistent practice embedded in daily routines, learners develop transferable skills that support participation across environments.”

Maintain formality without overloading jargon

Elevator speech is **clear and measured**, not dense.

If you introduce a specialized term, make sure it earns its place.

Good practice:

- One technical term per sentence (at most)
- Prefer precision over complexity
- Avoid buzzwords unless they are widely understood by the audience

Use neutral, confident tone

Avoid defensive or promotional language. Elevator speech does not “sell”; it **states**.

Replace:

- “We believe strongly that...”
With:
- “The approach is based on the assumption that...”

This signals confidence grounded in theory and practice.

Review for register consistency

Read your description and check:

- Is the tone consistently professional?
- Are there informal phrases that break the register?
- Does the language match the audience’s norms?
- If a sentence sounds like casual conversation, revise it.

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Adapt, don't duplicate

Once you have a strong elevator-speech description, **adapt it** for different contexts rather than rewriting from scratch.

Keep the core structure, and adjust:

- terminology
- emphasis
- length

This maintains coherence across documents and conversations.

Suggested Descriptions

Description for Families of Children

Conductive education is an educational approach designed to support children with motor disorders in developing the skills they need for everyday life. It focuses on helping children learn how to move, think, and act with greater independence through active participation in structured learning activities. Rather than separating movement, learning, and daily routines, conductive education brings these elements together so children can practice skills in meaningful, real-life contexts.

In conductive education, children are encouraged to take an active role in their own learning. With consistent routines, clear expectations, and supportive guidance, they learn problem-solving strategies, confidence, and persistence alongside physical skills. The aim is not just short-term progress, but long-term development that supports participation at home, in school, and in the wider community.

Description for Adults

Conductive education is a structured educational system that supports adults with motor disorders to develop and refine functional skills for daily living. It is based on the principle that learning and adaptation remain possible throughout life, even in the presence of neurological challenges. The approach emphasizes active learning, intention, and problem-solving within everyday tasks and routines.

For adults, conductive education focuses on building transferable strategies that support independence, participation, and self-direction. Learning takes place in a purposeful environment where movement, cognition, and motivation are

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addressed together rather than in isolation. The goal is to support individuals in managing daily activities more effectively and confidently, while maintaining autonomy and meaningful engagement in their personal, social, and working lives.

When speaking with medical professionals, elevator speech often emphasises structure, outcomes, and interdisciplinary alignment:

“Conductive education approaches motor disorders through an integrated pedagogical framework that promotes functional independence. It embeds motor learning within cognitively meaningful activities, which can complement interventions by reinforcing active participation and self-initiation.”

When addressing educators or academic colleagues, elevator speech may highlight theory, learning processes, and educational intent:

“From an educational perspective, conductive education is grounded in the assumption that learning and development remain possible despite neurological impairment. It applies intentional teaching strategies, task analysis, and consistent routines to support the learner’s holistic development across motor, cognitive, and social domains.”

With policy makers or administrators, elevator speech tends to focus on systems, value, and long-term impact:

“As a service model, conductive education offers a coherent, goal-oriented framework that can contribute to long-term functional outcomes and increased participation. Its emphasis on learner agency and transferable skills aligns with inclusive education policies and broader objectives around independence and social integration.”

When speaking to allied health professionals, the language may stress collaboration and shared goals:

“Conductive education does not replace therapeutic practice but operates alongside it, providing a structured learning environment in which motor strategies are practiced within real-life contexts. This shared focus on functional outcomes creates opportunities for meaningful interdisciplinary collaboration.

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