

What happened in the last 3 years (2021-2024) or recent research tendencies in SEN and more specifically in Conductive Education?

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In this case, the purpose of the author is nothing more than to provide a comprehensive literary insight into research and the latest publications related to children with special educational needs. For this more general section of the literature, *Különleges Bánásmód* (Special Treatment) was reviewed published by the University of Debrecen. The journal was established in 2014. For the part of the literature describing more specific conductive pedagogy, *Tudomány és Hivatás* (Science and Profession) was used. The journal by the András Pető Faculty of Semmelweis University. It is quite a new journal, which was launched in 2016 with the aim of keeping an eye on the latest innovations in conductive pedagogy and allied sciences related to conductive pedagogy, such as medicine and education. Previously, in Pintér's 2019 publication, she conducted a systematic review of the literature in which she reviewed publications from 2009-2019 related to conductive pedagogy. In this previous paper, Pintér separated five areas: 1. Empirical studies related to training 2. Interdisciplinary studies of conductive pedagogy 3. Empirical studies taking place in kindergarten and school environments 4. Theoretical issues of conductive pedagogy 5. Medical research of conductive pedagogy

Has the range of investigations related to children with special educational needs and conductive pedagogy broadened in the last three years? Or are these areas well defined by Pintér still typical of conductive pedagogy? The author primarily seeks answers to these questions through a thorough study of the two journals mentioned earlier.

Keywords: research tendencies, SEN, Conductive Education, interdisciplinary studies

Introducing the two journals: 1. *Különleges Bánásmód* (Special Treatment)

An interdisciplinary Open Access journal published quarterly by the University of Debrecen. Founded in 2014, its founding editor-in-chief is Ferenc Mező (Ph.D.), and its editor is Katalin Mező (Ph.D.).

The journal publishes research reports, methodological studies, thematic summaries, reviews and current news related to persons requiring special treatment. The classification of the journal by the Pedagogical Science Committee of the Hungarian Academy of Sciences: Category A. The magazine publishes four issues a year. The studies are published after a public and anonymous review process. Every study in *Különleges Bánásmód* (Special Treatment) has a DOI (Digital Object Identifier) number. The paper participates in the Scopus Context Selection process. All publications are available in the following repository.

Electronic Archive of the University of Debrecen. The journal's website (ojs.lib.unideb.hu/kulonlegesbanasmod/aimsandscope) describes its goal as follows:

„The journal is open to professionals and researchers who work with children / young adults / adults in need of special treatment. It provides an opportunity for professionals working in the field to share and disseminate their pedagogical, psychological and social experiences, ideas and research results in relation to groups requiring special treatment (children with special educational needs, gifted, integration, learning and behavioural difficulties and older children)”

Mező K. and Mező F. wrote the following about 10th anniversary of the journal:

“In the recent period, a total of 387 studies have been published, either as sole-author or co-authored works, written by 238 domestic and 75 international authors” (Mező K. and Mező F. 2024. p. 9.). The authors also added that: *“The year 2024 is a significant milestone for the Különleges Bánásmód journal—it marks its 10th anniversary! A jubilee year! We trust that the same enthusiasm and perseverance will continue to accompany the publication of future issues as it has over the past decade. In addition to the publication of the 10th anniversary issues, we are placing great emphasis on the Különleges Bánásmód International Interdisciplinary Conference Series, which was launched nearly simultaneously with the journal and is held annually. We encourage all authors and readers not only to engage with the journal but also to participate in these conferences. Each year, the conference's domestic and international scientific base grows stronger, providing a unique opportunity for personal, meaningful encounters and the interdisciplinary integration of sciences”* (Mező K. and Mező F. 2024. p. 18).

2. Tudomány és Hivatás (Science and Profession)

The professional journal of the András Pető Faculty of Semmelweis University. Founded in 2016. Responsible publisher: dr. Dr Miklós Tenk Andrea Zsebe, dean of the Pető András Faculty of Semmelweis University. Editor-in-chief: Renáta Földesi. Editor: István Kollega Tarsoly Section editors: Zsófia Kállay (Professional workshop), Henriett Pintér (Student talent management), Ibolya Túri (Scientific publications), Zsófia Vona (News, events).

According to the opening issue, the goals are as follows: (https://semmelweis.hu/pak/files/2017/12/Tudomany_es_Hivatas_2016_junius.pdf)

1. Serving as a foundation for dialogue with fellow professions as well as acting as a representative of the institution's scientific life.
2. Following closely new developments in conductive education practices, as well as the content of the training related to conductive pedagogy.
3. Keeping track of key scientific advancements, including medical studies, social science research, and educational research, as well as the latest developments in educational science and psychology.

Selection criteria of the literature review

In her 2019 publication, Pintér conducted a systematic review of the literature, focusing on publications from 2009-2019 related to conductive pedagogy. In this paper, she identified five key areas: 1. Empirical studies related to training, 2. Interdisciplinary studies of conductive pedagogy, 3. Empirical studies in kindergarten and school environments, 4. Theoretical issues of conductive pedagogy, and 5. Medical research on conductive pedagogy.

In the literature review, the author examined publications from the last 3 years, restricting the common features of the two journals.

These were the following:

1. Interdisciplinary studies
2. Empirical studies related to training in SEN
3. Focusing on Elementary School Practice (András Pető Faculty only gives elementary education to children with SEN)

This present study will focus solely on interdisciplinary studies. The writer has selected those that are applied not only in SEN but also in the daily practice of Conductive Education, such as music therapy.

Interdisciplinary studies from 2024-2023 from *Különleges Bánásmód* (Special Treatment)

Muntean and Balogh (2024) mention several positive effects of animal assisted therapy often abbreviated as AAT. The authors consider it particularly important to emphasize the motivational role of dogs in motor development from the previous literature. The writers present the design of an ongoing study, along with its hypotheses and measurement tools. The authors also mention that the results obtained in the experimental and control groups will be analysed using the JASP program. However, the study does not specify the sample size on which the research findings will be presented. Lovas Kiss's 2023 study first introduces international examples where the presence of a therapy animal, most often a dog, is an integral part of university life on a regular basis. Following the overview of international practices, the study transitions to discussing Hungarian legal regulations, outlining the conditions under which a therapy animal can be present in daily university life. Then provides a detailed overview of the University of Debrecen's experiences with animal-assisted therapy. The author's research report includes precise details about when the study was conducted, the size of the study sample, and the conditions under which the observation took place. It happened during the academic years of 2021/22 and 2022/23, and investigated the interactions of more than two hundred university students with sensitizing dog in three different situations. During the experiment, the two extremes were the most prominent. Some university students were pleased with the regular presence of the therapy dog, while others expressed the opposite reaction. They felt anxious and afraid of the dog, but also several students reported that their fear reactions were alleviated by the behaviour of their group mates who calmly approached the dog. See some representative picture of dog therapy at Semmelweis the Practice Kindergarten of the Semmelweis University Pető András Faculty on 4. Figure.



4. Figure: Moments from dog therapy occasions at Semmelweis University Pető András Faculty Source: <https://semmelweis.hu/peto-ekpmi/tag/kutya/>

Árkosi 2024's writing deals with a case study about data-based music therapy. This type of music therapy method is closely associated with Suzanne B. Hanser, a California-based music therapist who demonstrated the developmental benefits of music through her clinical research. Her book, titled as *The New Music Therapist's Handbook*, serves as a comprehensive guide to organizing, planning, implementing, and evaluating this therapeutic approach. The article written by Árkosi focuses on the application of data-based music therapy in the case of a juvenile with special educational needs enrolled in a special education institution. Another publication written by Dsupin 2023 also articulates the positive effects of music on the personality development for children 3- 7 years old. The author provides an accurate overview of the age-specific characteristics of children aged 3 to 7, which must be considered when using folk games during singing lessons. Dsupin frequently quotes Zoltán Kodály, who also emphasized the importance of starting music education at an early age, as it significantly contributes to the physical and mental development of preschool and early elementary school students. As opposed Árkosi's case study Dsupin's writing gives a very detailed theoretical background to music therapy by quoting from the key figures from the field.

Tóth and Hegedűs (2023) use practice-oriented teaching methods for children with mild intellectual disabilities interchangeably, focusing on how children evaluate a lesson incorporating dramatic methods. Its methods and tools are suitable for creating the empathy in children that would be the core element of their psychological culture. (Jaskóné 2015). To facilitate comparison, three groups—a special education class, an integrative class, and a mainstream class—worked on Aesop's The Mice and the Cats using drama pedagogy techniques. The investigation involved collecting data through questionnaires and participant observation. The findings indicate that children in all three groups rated the drama-based lessons more favourably.

Interdisciplinary studies from 2024-2023 from *Tudomány és Hivatás* (Science and Profession)

In her 2024's study, Fröhlich first discusses her personal connection to dance, then moves on to describe how she began teaching dance to wheelchair users in 2022, after earning her conductor diploma from the Pető András Faculty of Semmelweis University. Initially, she conducted such classes for children, later extending wheelchair dance lessons to adults as well. She then provides readers with an in-depth insight into the history of wheelchair dance education, followed by a precise explanation of how a wheelchair dance class is structured. The author's study stresses the common features of conductive education and wheelchair dance instruction, such as counting musical beats, which closely resembles the rhythmic intention used in conductive education. Both wheelchair dance and conductive education effectively enhance spatial awareness, body consciousness, motor coordination, sensory perception, and observation skills. They help children position themselves in space and time relative to their peers, support the development of social relationships, and foster cooperation and adaptability. Additionally, they improve a sense of rhythm, auditory rhythm perception, and can contribute to the development of various forms of communication. According to Fröhlich's opinion the greatest similarity lies in promoting activity, creativity, and the ability to independently complete tasks. See the illustration of wheelchair dance performance on 5. Figure.



5. Figure: Wheelchair dance performance Source: <https://mtasz.hu/kerekesszekes-vilagbajnoksag>

Milesz's 2024 work focuses on the adaptation of alternative music pedagogy methods for the vocal and musical education of preschool-aged children with central nervous system injuries. The study demonstrates a detailed overview of the adapted application of the Ulwila method and its musical tools, taking into account the specific needs of preschool-aged children with cerebral palsy. The author also calls the reader's attention to the contributions of Klára Kokas to music education and thoroughly explains how creative singing, focused listening, and free musical movement, as practiced by Kokas, are implemented at the Pető András Practice Kindergarten of Semmelweis University. In her 2023 writing, Milesz also gives an in-depth understanding into the music education activities conducted at the Practice Kindergarten of the Semmelweis University Pető András Faculty. In her work, the author places great emphasis on sharing practical experiences and presents the methods and tools used. She also adds the importance of spatial arrangement, as the positioning of children within the group room is crucial. The activities of children with more severe motor impairments need to be facilitated effectively.

Interdisciplinary studies from 2022-2021 from *Különleges Bánásmód* (Special Treatment)

The 2022 study by Tiszai and Váróczy presents their experiences with adventure and art therapy, as well as a pilot study on the topic. Based on the authors' observations and the encounters they have continuously gathered since 2007 with the Nádizumzum band, formed by residents of the St. Elizabeth Home in Ipolytölgyes, they believe that nonverbal arts, such as music, can help the majority society become more open to establishing connections with individuals who have severe and multiple disabilities and are nonverbal.

The authors also share recent activities, such as a one-week inclusive folk music camp held in August 2020 with the mostly lower-grade students of the Szignum Bilingual Church Primary School in Makó. The other part of the study focuses not on music therapy but on latest practise with adventure therapy. Adventure therapy sessions have been available to students of the University of Szeged since 2016. More recently, students of the Apor Vilmos Catholic College had the opportunity to participate in this new initiative, which took place over two weekends. During the first weekend, the students themselves became part of the adventure. In Ipolytölgyes, they gained a hands-on experience of collaborative music-making, visual creation, and hiking infused with elements of adventure therapy, one of the stops being the House of Music. The adventures concluded with professional reflections.

The 2021 study by Bánki and Hegedűs point out the role of play in the learning process. Unlike traditional frontal teaching, where learners act as passive recipients, modern education increasingly emphasizes exploration, experiential learning, and knowledge acquisition through personal experience, often incorporating play and joyful activities. Game plays a crucial role in skill development and personality formation. The research by Bánki and Hegedűs investigates the function of play in teaching both typical children and those with learning disabilities. The study utilized an online questionnaire distributed to special educational needs (SEN) teachers and mainstream teachers working in schools across Hajdú-Bihar and Szabolcs-Szatmár-Bereg counties, with a total of 102 participants. Responses were evenly distributed across grades and school types, allowing for the formation of two groups of 25 and 26 participants, respectively. The findings show differences in teaching methods: SEN teachers integrate enjoyable activities significantly more often and dedicate more time to it compared to mainstream teachers. SEN teachers also attribute greater developmental benefits to play, using it more frequently even in upper grades. While mainstream teachers primarily rely on info-communication tools, SEN teachers often apply self-made tools. Regarding teaching methods, differentiation was ranked as the most important, followed by illustration and cooperative learning. The play was regarded as the fourth most valuable among the respondents of the online survey.

Interdisciplinary studies from 2022-2021 from *Tudomány és Hivatás* (Science and Profession)

Varczába's 2021 writing introduces readers to the intricacies of the game of Boccia, which was first introduced at the Conductive Practice Elementary School in 2006.

The author also addresses the initial challenges. The first set of balls was acquired, and soon a Boccia court was constructed in the first-floor atrium. The size of the court was proportionally appropriate but smaller than the standard dimensions.

In the beginning, mastering the exact rules of the game also posed a challenge. The aim of the game is to throw or roll the leather balls as close as possible to a white target ball known as the "jack". Another problem to solve was acquiring the necessary equipment. One of the essential tools in the game is a ramp that assists players with difficulties in gripping or throwing. Initially, this was substituted with a gutter pipe, but later, the school's workshop produced the first wooden ramp. The article also discusses the game's developmental benefits. Motivating force thereby contributing to the progress in both motor and mental abilities. Among motor skills it has a significant impact on the improvement of hand-eye coordination, spatial orientation and laterality. Mental advancements are the following: situation recognition, analysis, short and mid-term goal setting becomes faster by playing Boccia on a regular basis. It also strengthens social competences. Because Boccia is a team play it requires collaborative thinking as well. The game also provides a valuable platform for self-awareness and emotional intelligence development. Because it is played in silence it positively affects concentration and attention too. At the Conductive Practice Primary School, Boccia can be practised both as a recreational activity and as a serious sport. In 2010, the Pető Sports Association (PSA) was established as an organization supporting adaptive sports to promote students' active participation in sports. With the help of the PSA, children with CP have engaged in several regional, national, and international Boccia competitions. Currently, the school has three students who are members of the national team. All three have already stood on the top step of the podium at the National Championships. See how Boccia is played at the Conductive Practice Primary School on picture 6. Figure.



6. Figure: Playing Boccia at the Conductive Practice Primary School Source: <https://semmelweis.hu/peto-ekpmi/2017/02/17/peto-boccia-mini-bajnoksag/>

An article written in 2021 by Szabics gives insight into artistic activities. Since 2016, the Semmelweis University Pető András Practice Kindergarten and the Budapest History Museum – Budapest Gallery have jointly organized art education workshops for children attending the Pető kindergarten, based on contemporary art exhibitions. The workshops integrate elements from the exhibitions, including displayed artworks, storytelling, and creative activities, to foster active engagement and creativity. These 90-minute sessions are perfect for developing motor skills, hand-eye coordination, and problem-solving abilities through tasks rooted in the constructivist pedagogical approach. The program, titled as "Motivated Movements," merges conductive education and visual arts to create a holistic developmental method. It emphasizes intrinsic motivation, collaboration, and experiential learning. The creative process allows children to overcome challenges in playful, story-driven settings while enhancing critical thinking, confidence. Over five years, children participated in 10 workshops.

Summary

Finally, the author of the present study aims to summarize the articles presented in detail in the literature review above from the past three years in a comprehensive table see in *1. Table*. It is clear from the table that the majority of studies written between 2021 and 2024 were published in Hungarian, the native language. Furthermore, the table also shows that the studies included in the literature review worked with small sample sizes and could not provide representative samples. This lack of measurable data is particularly striking in writings focusing on conductive pedagogy. On the positive side, however, an increasing number of studies offer readers insights into the everyday practices of conductive pedagogy in both preschool and school settings. Most of the reviewed studies were more descriptive in nature. They described individual cases or the characteristics of specific age groups. The application of qualitative research methods stood out, with observation being primarily used. The number of studies combining qualitative and quantitative techniques was minimal. By studying the scientific publications published between 2021-2024, it can be concluded that music and animal-assisted therapy became the focus of scientific investigations. What music and animal-assisted therapy have in common is that they both relieve stress very well, which allows the learning process to take place in a more relaxed atmosphere.

It can also be established in the studies presented in the literature review that, in contrast to frontal education, where the child only participates in the learning process as a passive recipient, in the pedagogy of students with special educational needs, the acquisition of knowledge through their own experience plays an increasingly important role.

Last but not least, it can be said that sports are gaining more and more emphasis, especially sports that were invented for people with disabilities, such as wheelchair dance or boccia have become the focus of interest.

Author/ Authors/ original language of the article	Type of research	Research sample	Research method	Research results
Muntean, L., & Balogh, Éva Z. (2024) Hungarian	Explanatory research aimed at highlighting the effectiveness of Animal-Assisted Therapy (AAT) in improving the gross and fine motor skills of children with special educational needs.	Information is missing about the sample size.	Both qualitative and quantitative methods will be used.	Results will be analyzed with Jasp software but no information available yet about the exact results.
Lovas Kiss, A. (2023) English	Pilot research, the purpose of which was to observe and document the impact of the animal playing a sensitizing role at the university campus, as well as to learn about the characteristics and forms of attitudes towards the dog.	More than two hundred university students were involved in the sample.	Qualitative method observation was used.	Since this was basic research, the author highlights only a few interesting findings but cannot yet provide measurable quantitative data, suggesting the need for further studies.
Árkosi, J. (2024) Hungarian	Descriptive case study.	1 person: 13year old girl with mild intellectual disability.	Qualitative method observation was used.	Although the data showed improvements, but the author believes that it is necessary to prove the effectiveness of data-based music therapy on a larger sample in the future, especially for children with special educational needs.
Dsupin, B. (2023). English	Descriptive theoretical study.	Information is missing.	Information is missing.	Information is missing.

Tóth, K., & Hegedűs, R. (2023). Hungarian	Explanatory research aimed at highlighting the effectiveness of dramatic methods in three classes - a special education class, an integrative class and a mainstream class.	Fifth-grade primary school students. The first institution is a Special Education Center located in a county seat, where six students with mild intellectual disabilities (some with multiple disabilities) participated in the class. The second institution, located in a city, involved two classes in the study. One class was designated as the group of students learning in an integrated setting, as among the 13 students, there was a student with mild intellectual disabilities. The other class consisted solely of 12 majority (typically developing) students.	Both qualitative and quantitative methods was used. The study consisted of two specific parts: one was the participant observation method during the conducted lessons, and the other was a quantitative questionnaire survey conducted among the children after the lessons.	It has been proven that systematically applied; personalized dramatic creative play has a place in education. Drama pedagogy tools are capable of developing impaired personalities, but this requires a thorough understanding of the child group.
Fröhlich V. (2024). Hungarian	Descriptive, theoretical study.	One wheelchair dance class with 3 participants: 6, 7, 8 years old girls. Two children with cerebral palsy (spina bifida, tetraparesis spastica) and a girl with an unknown diagnosis participated in the lessons. An adult group with one participant.	Qualitative method observation was used.	She talks about her future plans. Exact data analysis is missing from the study.
Milesz D. (2024). Hungarian	Descriptive, theoretical study with the intention to give practical guidance for conductor-preschool teacher students in music education.	Information is missing.	Qualitative method observation was used.	Exact data analysis is missing from the study.
Milesz Á. D. (2023). Hungarian	Descriptive, theoretical study with the intention to give practical guidance for	Information is missing.	Qualitative method observation was used.	She talks about her future plans. Exact data analysis is

	conductor-preschool teacher students in music education.			missing from the study.
Tiszai, L., & Váróczy, V. (2022). Hungarian	Pilot project about a facultative course facilitating encounters with adults with severe disabilities with art and adventure-based activities.	Information is missing about the precise sample size.	Qualitative method, participant reflection was used.	Gives two examples from these reflections but precise data analysis is missing from the research report.
Bánki, B. and Hegedűs, R. (2021). Hungarian	Explanatory research aimed at highlighting the effectiveness of game in mainstream education and in special education.	The sample size was N=102 consists of mainstream education teachers and SEN teachers.	Quantitative method an online questionnaire was applied as research method.	The results favored special education teachers, as they tend to use playful methods more frequently and are often willing to create their own educational games for their students. Mainstream teachers, on the other hand, focus more on utilizing the opportunities provided by information technology and integrating these into their lessons.
Varcába, K. (2021). Hungarian	Mostly descriptive, theoretical study with the intention to give practical guidance for how to play Boccia. But she also tells a short case study as well.	One case: K. Sz. with athetosis.	Information is missing.	Exact data analysis is missing from the study.
Szabics, Á. (2021). Hungarian.	Descriptive, theoretical study with the intention to give practical guidance for how to apply art for children with CP and SEN.	Information is missing.	Information is missing.	Exact data analysis is missing from the study.

1. Table: Summary chart of the studies from 2021-2024. Source: *Különleges Bánásmód* (Special Treatment) and *Tudomány és Hivatás* (Science and Profession) Journals.

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