

Case Base Study Swim Free At Three

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New Zealand – an Aquatic Wonderland

- One of the longest coastlines in the world
- Many estuaries, harbors, lakes, rivers & streams
- Farm dams and troughs
- One of the highest drowning rates in the world per capita for under 5yr olds.

Sue Mayo Swim School Programme

- Our programme was developed to provide a wide range of aquatic skills
- Shallow area to enable recovery
- Continual programme
- Case base study

The Three Year Old

- Emotional – often swimming is their first independent experience
- Social –most are conscious of acceptable behavior. Class dynamics is important.
- Physical – body proportions begin to resemble that of an adult
- Cognitive – the ability for recall and memory is more refined.

SMSS Methodology

- Understand the child's personality
- Adopt a teaching style to suit
- Exposure to a wide range of activities
- "The best teachers are the continual students"

Personality – Bird Analogy

- Finch – fly away at moments
- Parrots – repeat
- Kiwi – cautious observer only comes out at night
- Peacock – show off
- Hawk – observes and in control

Case Base Study

- An observational study
- No hypothesis
- No specified outcomes were expected
- The results gained helped give an understanding of the three year old's development

Three groups

- Nervous child **unable to submerge**
- Confident child who can submerge but **not float**
- Confident child who can **float and kick**

Nervous three year old

- Emotional stability is the main focus
- Teachers establish a trusting relationship
- Assess and understand aquatic readiness
- Social interaction is encouraged

Non-floating three year old

- Established relationship with the instructor
- Increased aquatic ability than nervous child

- Limited autonomy – don't have wide range of retained skills to recall
- Eager to learn
- Group activities

Aquatic three year olds

- Already established emotional stability
- Social interaction
- Conditioning well introduced, waiting turns
- Independence and confidence
- Core body position is established

Aim : "The Swimmer"

- Prone position
- Propulsion
- Arm rotation
- Skills assist in adaptive swimming

Deep water

- Orientation/observation
- Vertical submersions
- Vertical float
- Jump and turn
- Dive and swim

Why? Spatial concept development

- *"If you can't swim in deep water, you can't swim"*

Video –Emotional –Social –Physical –Cognitive

Observations

- The nervous children need to have social interaction to assist with their confidence.
- Reprogramming of breathing was a focus.
- Vestibular senses varied
- Gained emotionally, socially, cognitively
- Non floating group were all keen to float but with their head up yet were happy to go under vertically.
- Falling forward was an issue
- Once floating was attained , head position in a prone position needed to be constantly corrected.
- Gained emotionally, socially, cognitively
- Confident children gained more emotionally, socially and cognitively
- Physically gained, but were limited by their developmental stage of just being three years old.

Summary

- Holistic swimmer with adaptive skills
- Aquatic awareness through conditioning
- Parent and child has respect for the water
- Understand the child's limitations
- They do have fun!