

Disability Learn to Swim Part 2

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Integration

- Socially inclusive over past 10 years
- Telephone Interview
- Medical focused
- Tasks they can do
- Behavioral management
- Assessment

What is a disability?

- Telephone Interview
- Medical focused
- Two main categories
- Types of disabilities
- congenital - born with the condition
- acquired - developed after birth
- Dictionary meaning

Aims

- Main philosophy: see what we **have** and work with it.
- Set the benchmark: once achieved expect nothing less.
- All swimmers with a disability (congenital or acquired) gain emotionally, socially, physically and mentally.
- Limited by our imagination.
- Observe, assess, analyse and extend.
- Progressions are in small increments

Comparisons of land vs Aquatic

Land

- Cannot walk
- Improved speech
- Eye contact
- Free movement
- No anger
- Allowing touch
- Free movement with buoyancy and balance.

Aquatic

- Walk
- Cannot talk
- No eye contact

- Paralysis/spasticity
- Anger
- No touch
- Uncoordinated

Assessment Process

- Language
- Be in the water
- Aquatic readiness
- "Less is more"
- Minimal use of floatation aids
- Communication with teacher
- Response to instruction

The Adaptive Programme

- Aquatic Readiness
- Water across the face
- Breath holding
- clear water from mouth
- Recovery and orientation

Integration

- Individual assessments
- Integration
- Confidence
- Check for buoyancy and balance
- Best communication
- Workshop

In a class

- Introduce the student
- Explain some skills may be different
- Amputees / balance
- CP
- Streamline?
- Kicking?
- Work the arms/legs
- Diving

The Class

- Work the group as a whole
- Allow the swimmer to observe others first
- Assist from a stationary position
- Repetition of skills

Methodology

- Audio, visual, kinesthetic
- May require observation

- Audio instruction
- Movement with assistance
- Tactile stimulation

Communication

- Insist on contact – eyes, high five, skill demonstration
- Tone of voice
- Written - rules
- Sign language
- Body language

Behavioral Management

- Facial expressions
- Excessive /background noise
- Say what you mean
- Teachers body position
- No understanding of danger
- Medical considerations

Teaching Tips

- Less is more
- Use appropriate drills
- Use appropriate language
- Integration is important
- Be confident
- *These children inspire us by demanding our best teaching skills.*
- *“The best teacher is the continual student”*

“You don’t have to be handicapped to be different , ‘cause everybody’s different.”

Kim Peek, World Famous Savant Characterised in the movie Rainman.