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AUTHOR Scraba, Paula J.; Bloomquist, Lorraine E.
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ABSTRACT

An overview is presented of the aquatics course, adapted for persons with disabilities, at the University of Rhode Island. A description of the course includes information on course requirements, objectives, content and learning activities, assignments, modules used in the course, and a course syllabus. A description of the course organization and administration discusses the responsibilties of all personnel involved in the program. An outline of the swimming program describes program procedures, daily schedule, swimming progressions, relaxation techniques, and procedures for evaluating swimmers. An outline highlights program implications for persons with mental and developmental disabilities, cerebral palsy, visual and hearing impairments, spina bifida, muscular dystrophy, cystic fibrosis, and orthopedic disabilities. A basic guide for parents suggests summer swimming activities for children. A bibliography is included as well as sample consent forms to be submitted to parents. (JD)

UNIVERSITY OF RHODE ISLAND

ADAPTED AQUATICS PROGRAM MANUAL

By
Paula J. Scraba
and
Lorraine E. Bloomquist

University of Rhode Island
Department of Physical Education, Health and Recreation
Tootell Center
Kingston, Rhode Island 02881
(401) 792-2975

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Project Director: Lorraine E. Bloomquist, Ed.D.
Special Instructor: Paula J. Scraba

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TABLE OF CONTENTS

SECTION I

PROGRAM INTRODUCTION

Section I: INTRODUCTION

UNIVERSITY OF RHODE ISLAND ADAPTED AQUATICS PROGRAM

The effectiveness of an adapted aquatics program to enhance motor skill development, socialization and an acquisition to the aquatic environment for individuals, is dependent upon the organization and implementation of appropriate goals and objectives for the participants. The University of Rhode Island has established a unique aquatics program for persons with disabilities.

The individual participants are either students at the University of Rhode Island or children from the area community. The age range is from 2 years old to 22 years old. The type of disability and severity will vary. However, many of the individuals have severe physical disabilities. There have been four swimmers with spina bifida, a colleg senior with muscular dystrophy, and people with spinal cord injuries, cerebral palsy and multihandicaps. In addition, there are a few swimmer with severe, mild or moderate mental retardation and learning disabiliti or communication disorders. Furthermore, we have had instructors with disabilities. One instructor had neurological impairments from a brain tumor and another instructor had severe learning disabilities.

The University of Rhode Island Adapted Aquatics Program evolved approximately eight years ago through the efforts of Dr.Lorraine E. Bloomquist. Three years ago the Adapted Aquatics Program was expanded through the resources of a federal grant. The number of participants we are able to serve is dependent upon the number of instructors in the program. At present, we are serving twenty-five swimmers.

This year there have been a few additions in the aquatic program. First of all, our instructors have been introduced to data-based systematic instruction methods to assess on-going student progress. Secondly, assistive devices have been developed for aiding students to swim. Some of this equipment was made possible through the resources of our graduate assistants in Adapted Physical Education. This adapted equipment has been modified from 2 liter plastic bottles, kick boards and personal flotation devices. These devices are utilized by some of our swimmers to maintain head control, mobility and independence in the water. Videotapes have been produced at the University demonstrating th use of of this equipment.

Furthermore, the use of adapted equipment is based on the behavioral goals and objectives set for each individual. Through the close cooperation of our program with the physical therapists serving the children in the school systems, an attempt is made to implement already established functional goals to meet the needs and interests of the individual. An example of a common goal is the improvement of breath control and lung capacity. This is especially helpful for our participants with spina bifida, muscular dystrophy and cerebral palsy. We also maintain a liaison with the Human Performance Laboratory at the University of Rhode Island. Goals such as breath control and lung capacity can be monitored through measurements from a spirometer.

SECTION II

DESCRIPTION of ADAPTED AQUATICS COURSE

Section II: Description of the Adapted Aquatics Course (PED 430)

UNIVERSITY OF RHODE ISLAND
Department of Physical Education, Health and Recreation

Course: PED 430 Adapted Aquatics - Section 01
Fall 1986
Monday 3:30 - 6:45 p.m.

Instructor: Paula J. Scraba
126 Tootell Center
Office Telephone: 792-2976/2975

I. COURSE DESCRIPTION

Course planning, administering, teaching adapted aquatics. Studen learn and apply specific theory and methods of teaching swimming to the handicapped. American Red Cross certificate in Adapted Aquatics with current Water Safety Instructor Certificate.
Prerequisite: WSI certificate or comparable skill as determined by instructor.

II. COURSE REQUIREMENTS

A. Texts:
American National Red Cross. Adapted Aquatics. Swimming for Persons with Physical or Mental Impairments. Doubleday & Company, Inc., Garden City, New York. 1977.

Methods in Adapted Aquatics: A Manual for the Instructor. American National Red Cross. 17th and D Sts. NW, Washington, DC 1977.

Swimming for the Handicapped. A Manual for the Aide. American National Red Cross. 17th and D Sts. NW, Washington, DC 1977.

B. Class Meetings: Lecture: 2 hours each week
Laboratory: 2 hours each week
Total Hours: 60 hours

C. Facilities: Classroom, swimming pools

D. Maximum enrollment: 25

III. COURSE OBJECTIVES

At the conclusion of this course, students will:

A. Demonstrate knowledge of the physical and psychological advanantages of swimming programs for the persons with disabilities.

B. Demonstrate knowledge of the need for adapted programs for persons with disabilities.

C. Demonstrate knowledge of the specific methods of teaching aquatics to the following populations: mentally retarded, behavioral disorders, learning disabled, orthopedic, neurological, sensory, and multiple handicapped. Adapting to the needs and interests of older persons will also be considered.

D. Demonstrate knowledge of planning, conducting, teaching and evaluating adapted aquatic programs.

E. Demonstrate knowledge of the methods and techniques of mainstreaming in adapted aquatics, including making facilities available to all people.

F. Demonstrate knowledge of behavior modification techniques in adapted aquatics.

G. Demonstrate knowledge of movement exploration and perceptual motor techniques in adapted aquatics.

H. Demonstrate knowledge of proper use of adapted aquatics in equipment, boating, and artificial respiration techniques.

I. Demonstrate knowledge of various methods of planning and conducting an aquatics Individual Educational Program (IEP) according to the type of handicap involved.

J. Demonstrate ability to work effectively with persons having disabilities.

IV. COURSE CONTENT AND LEARNING ACTIVITIES

A. Introduction to course. Discussion and determination of course objectives.

B. Historical overview of current status of aquatics programs for persons with disabilities.

C. Introduction to the physical and psychological needs of persons with disabilities.

D. Study of etiology, diagnosis and education intervention and approaches for the various populations.

E. Methods of planning, conducting, teaching and evaluating an adapted aquatic program.

F. Laboratory experiences with simulated disabilities or orthopedic, censory, and persons with multi-handicaps.

G. Laboratory experiences with visiting special guests: cerebral palsy, retarded, learning disabled, orthopedic, etc

H. A program will be planned and conducted for persons with disabilities.

I. Observation of other swimming programs for persons with disabilities.

J. Individual write-up of an Individual Educational Program on a selected person.

K. Lectures from visiting specialists in the adapted aquatic field.

L. Films appropriate to the adapted program and swimming for persons with disabilities.

M. Class discussions of current readings in the literature in adapted aquatics.

V. ASSIGNMENTS

1. Class Presentation (1): Select one disability and present a class experience including the following in a typed handout for the class: etiology, incidence, special psychological or physical problems, teaching techniques in adapted aquatics and references.

2. Abstracts (4): Students will review and critique four adapted aquatics articles encompassing four different types of disabilities or programs. Abstracts will also be used for class discussions.

3. Major Paper (1)
   A. Select a topic in conjunction with adapted aquatics and your specific interest and write a major paper. The topic should be discussed with the instructor, prior to research and development. The topic should be sufficiently narrow to allow a comprehensive review in a 12 week period. References should be current. APA style, typed and a maximum of eight (8) pages.

   B. Case study format of your student may be used for the major paper. (Note: Make a copy for yourself of the paper) Due: Last day of class.

4. Student Assessment: To develop one Individual Educational Program (IEP) for a chosen person in the area of adapted aquatics.
   A. General Student Information Sheet

   B. Instructional Program. Notes
      1. Daily logs to be kept
      2. Recommended changes to be recorded

C. Long-term goals and objectives (IEP)

D. Task Analysis
   1. Select one skill from your swimming program to analyze based on the IEP

E. Instructional Data Sheet
   1. Complete a data sheet from the steps of your task analysis sheets
   2. Recommended performance scoring if applicable:

      0 = did not complete
      1 = full physical assistance
      2 = partial physical assistance
      3 = model
      4 = correct verbal prompt
      5 = spontaneous

      Note: Other scoring methods will be used depending on the individual's needs.

F. Graphing and Analysis
   1. Data collected from the instructional data sheets are to be graphed and analyzed.

G. Progress summary and recommendations:
   1. Brief summary of students progress and recommended changes in the student program.
   2. Complete a skills sheet on the student (ARC, AA, S.O., Etc.) of all the student's accomplishments.

      Due: Last day of class

5. Adapted Aquatic Program: To plan and conduct an aquatic program for persons with disabilities.

6. Final Exam

Please Note: If, for whatever reason, you may miss a class, please notify the instructor ahead of time so arrangements can be made with the students in the Adapted Aquatics Program.

TOTAL POINTS: 525

GRADING: A 525 - 465 (90% and above) B 464 - 405 (80% and above)

C 404 - 345 (70% and above) D 344 - 285 (60% and above)

F Below 285

MODULE 1. USE OF EQUIPMENT, SAFETY PROCEDURES AND LIFTING PROCEDURES

This module concentrates on the proper use of equipment. Furthermore, the student will demonstrate adaptations with equipment to meet the needs of the swimmer with a disability. Instructors will learn the proper procedures for lifts and transfers. Also, the procedures for seizures will be discussed.

At the end of this module you will be able to:

1. Identify and demonstrate the use of equipment for an adapted aquatic program

   a. PFD
   b. improvised PFD
   c. game equipment
   d. safety equipment
   e. mats and improvised material
   f. ladder
   g. stairs
   h. water table

2. Demonstrate and explain the proper procedures for lifts and transfers

   a. one person
   b. two person
      1. arms and legs
      2. side to side
   c. child lift
   d. transfer pool to deck
   e. transfer deck to pool
   f. reverse procedures pool to chair

3. Develop and demonstrate improvised equipment for games.

4. Demonstrate the steps to follow when a student has a seizure.

5. Demonstrate knowledge of the emergency procedures to follow for the program.

MODULE 2. METHODS, TECHNIQUES AND ASSESSMENTS

This module will present you with methods and procedures for a data-base instructional swimming programs. Swimming skill progressions will be demonstrated to focus on the adaptations for swimmers with disabilities. Movement activities and games will provide the teacher with methods to reinfc swimming skills. Furthermore, this module will provide the teachers with the basic information for relaxation activities.

At the end of this module you will be able to:

1. Demonstrate and explain the Red Cross skill progressions for

   a. pre-beginner swimmers
   b. beginner swimmers
   c. advanced beginner swimmers
   d. intermediate swimmers

2. Demonstrate and explain the United Cerebral Palsy progress chart.

3. Demonstrate and explain the Special Olympic swimming skill assessment.

4. Demonstrate and explain activities for warm-up and ending programs

   a. movement exploration
   b. educational games
   c. perceptual motor learning
   d. fundamental movement skills
   e. relaxation activities

5. Describe the general principles in teaching persons with disabilities.

6. Describe the factors that affect learning.

7. Demonstrate and explain data-based instructional procedures for student assessments.

8. Demonstrate and explain the graphing and analysis of collected data.

9. Explain the physical laws governing body movement in the water.

10. Demonstrate and explain relaxation techniques in a swimming program.

MODULE 3. SWIMMING TECHNIQUES FOR SPECIFIC DISABILITIES

This module will present you with an overview of specific information o different considerations for swimming programs for persons with disabilities Briefly, the etiology, prevalence, classifications, medical, social, and psychological aspects will be discussed in relation to adapted aquatics.

At the end of this module you will be able to:

1. Demonstrate and describe considerations for physical and sensory disabilities through simulations.

2. List program implications, recommended activities and contraindicated activities for the disabilities discussed.

3. Define and name the general characteristics of, at least, the following conditions:

   a. learning disabilities
   b. behavior disorders
   c. hearing impairments
   d. visual impairments
   e. neurological impairments
   f. physical deviations
   g. cardiovascular disorders
   h. health disorders and others
   i. mental retardation
   j. severely handicapped

MODULE 4. PROGRAM ORGANIZATION AND ADMINISTRATION

This module provides the teacher with basic knowledge and recommendations for operating a program. There will be a focus on facility evaluation procedures for training program personnel. Furthermore, consideration for program aims will present issues such as mainstreaming and competitive opportunities in aquatics.

At the end of this module you will be able to:

1. Describe the implications for the aims of a program when making considerations for program organization.
2. Explain the roles and training considerations for personnel in an aquatics program.
3. Describe the implications and considerations for mainstreaming.
4. Describe and demonstrate the procedure for a facilities evaluation.
5. List other water sports and activities that may be beneficial to persons with disabilities.

SAMPLE COURSE SYLLABUS

AA = Adapted Aquatics Texts
M = Methods in Adapted Aquatics
MA = A manual for the Aide in Adapted Aquatics

DATE	TOPIC	ASSIGNMENT
Sept. 8 4:00-6:45	Introduction, Orientation, Course Objectives & Requirements. Film: "Focus on Ability". Videotape: URI Adapted Aquatics Program. Module 1. Lifts and transfers, use of equipment, safety procedures. Module 4. Program Organization and Administration.	AA Sec. III, VI M Sec. V MA 1-5
Sept. 15 4:00-6:45	Module 1. Pool lifts & transfers Seizure procedures, emergency procedures. Speaker: Dr. Bloomquist: relaxation techniques, physical laws governing body movement in the water. Module 2. Methods for activity progressions and skill progressions. Simulation: physical & sensory impairments.	AA Sec. IV, V, appendix M Sec. III, IV
Sept. 22 4:00-6:45	Module 2. Preparation. Student assessments & assignments. Analysis & graphing. Videotape - students in the program for progress. Lesson plan procedures & weekly assignments, boating.	AA Sec. IV, Chpt 11 & 13 M Sec. I, IV, appendix
Sept. 29 3:30 4:00-5:00 5:00-5:30 5:30-6:00 6:00-6:45	Schedule for Weekly Program Review of games, Planning IEP Pool activity: assessments for classification; warm-up & ending activities Assist in locker rooms & prepare for class Review lab session, individual goals & program for next lab Class presentation: Cerebral Palsy & Seizure Disorders	Lesson Plans AA Chpt. 3 M Sec. II MA p. 8-10 1st abstract due
Oct. 6 3:30-5:30 6:00-6:45	Follow weekly program schedule Class Presentations: Orthopedic Impairments; Spina Bifida, Scoliosis; Spinal Cord Injuries Module 3	AA Chpt. 3 M Sec. II MA p. 10-11

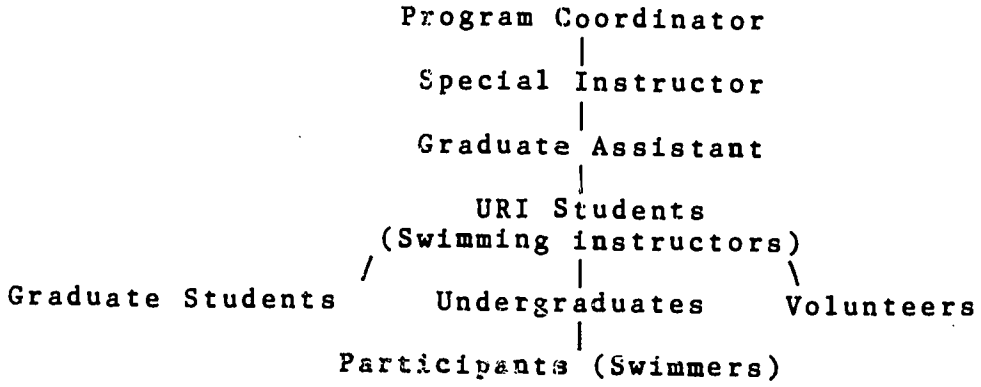
DATE	TOPIC	ASSIGNMENT
Oct. 13	COLUMBUS DAY - NO CLASS	
Oct. 20 3:30-5:30 6:00-6:45	Follow weekly program schedule Presentation: Muscular Disorders; Muscular Dystrophy; Multiple Sclerosis; Module 3	AA Chpt. 3 M Sec. II
Oct. 27 3:30-5:30 6:00-6:45	Halloween Festivities - water games with family Class Presentations: Mental Retardation; Severely Handicapped Multiple Impairments; Module 3	AA Chpt. 3 M Sec. II MA p. 7-8, p. 15-17 2nd abstract due
Nov. 3 3:30-5:30 5:30-6:30 6:30-6:45	Follow weekly program schedule Guest Speaker: Diane Seleen aquatics programs for older Americans Review games for the next week Module 3	
Nov. 12 3:30- 6:00-6:45	Monday Classes Meet Wednesday Follow weekly program schedule Class Presentation: Sensory Impairment, Visual & Auditory Module 3	AA Chpt. 3 M Sec. II MA p. 11-13 Appendix
Nov. 17 Wednesday	Follow weekly program schedule - Start evaluations Class Presentation: Learning Disabilities and Behavior Disorders; Module 3	AA Chpt. 3 M Sec. II MA p. 13-15 3rd abstract due
Nov. 24 6:00-6:45	Follow weekly program schedule Class Presentation: Cardiac and Respiratory Impairments; Asthma, Cystic Fibrosis; Juvenile Rheumatoid Arthritis Module 3	AA Chpt. 3
Dec. 1	Follow weekly program schedule Module 4 - Program Organization & Administration. Authorization Cards Completed.	AA Sec. III Chpt. 12-13 M Sec. V MA p. 2-5 4th abstract due
Dec. 8 3:30-5:00 5:30-6:45	Last Day of Program - Family Day Activities. Presentation of Certificates. Review & data collection.	Major Paper due
Dec. 15	Final Exam	

SECTION III

ORGANIZATION AND ADMINISTRATION

Section III: Organization and Administration

The Adapted Aquatics Program is under the Adapted Physical Education Program which is part of the Department of Physical Education, Health and Recreation. The program is under the direction of Dr. Lorraine E. Bloomquist, Coordinator of Adapted Physical Education. The Adapted Aquatics Program is under the direct supervision of the special instructor and the graduate assistant.



Responsibilities of Program Coordinator

The Program Coordinator oversees the entire organizational structure and all Adapted Physical Education Programs.

Responsibilities of Special Instructor

1. Coordinate programs through the Department.
2. Establish goals and objectives, safety of environment with Program Coordinator and Graduate Assistant.
3. Teach PED 430 Adapted Aquatics.
4. Coordinate teaching assignments for students involved in the Adapted Aquatics Program from PED 217, PED 410,PED 430 and PED 315.
5. Coordinate services with American Red Cross.
6. Coordinate public relations for the program, mailings to participants.

Responsibilities for Graduate Assistant

1. Supervise the Adapted Aquatics Program.
2. Coordinate assignments of instructors.
3. Coordinate/supervise program activities.
4. Program responsibilities:

Equipment Set Up:

A. Table
B. Mats
C. Stairs
D. Equipment for games
E. PED and Safety equipment, seizure bands, whistle
F. Safety regulation posters
G. Swimming progress charts

Keys (Pick Up):

A. Keys to locker rooms
B. Keys to elevator
C. Key for classroom

Responsibilities (Aquatics Program Preparation):

A. Assign lifeguards/assume lifeguard responsibilities until lifeguard is ready.
B. Make sure all students have an instructor.
C. Make sure instructors in PED 430 are assigned for game/fill in with activities when necessary.
D. Find out from instructors the list of equipment they need for the following week.
E. Assist instructors with preparation of games and set-up.

Responsibilities (Swimming Sessions):

A. Review (2) two safety regulations with everyone before starting the program for the day.
B. Remind instructors to review swimming progress charts with students at the end of class.
C. Assist instructors and students with methods and techniques.
D. Assist with lifts and transfers when necessary.

Responsibilities (End of Session):

A. Make sure equipment is picked up with assistance from instructors.
B. Make sure everything is in order around pool area.
C. Return all keys to Special Instructor in classroom.

Responsibilities (PED 430):

A. Assist and review program for the day with instructors.
B. Assist in assigning instructors for games the following week.
C. Collect list of items needed for next week.
D. Assist and provide feedback to instructors on the games, methods and techniques utilized in the program each week.

Responsibilities of Swimming Instructors

1. Prepare daily lesson plans.
2. Review students files for: medical information, previous swimming skil
3. Set appropriate goals and objectives for students.
4. Maintain a daily log of student progress.
5. Review reference materials for methods and techniques of teaching.
6. Prepare a progressive swimming skills chart for students to follow.
7. Prepare progress reports for students.
8. Assist with lifeguarding responsibilties for those instructors with current Advanced Lifesaving.
9. Assist with the set up and take down of equipment.

Responsibilities of Lifeguard

What a lifeguard looks for:

1. Before program starts, make sure there is a designated lifeguard at each pool.
2. Make sure all swimmers are with an instructor.
3. Periodically, count all individuals in pool, make sure you have a consistent number
4. Scan the pool area all the time. Example of games for scanner:
   A. Look for individuals who's name begins with a certain letter, i.e. all individuals who's name begins with "T".
   B. Look for individuals with a certain color bathing suit.
5. Scan pool corners near stairs and under the table. Watch for swimmers under water.
6. Keep a close watch on seizure prone individuals. Individuals shou wear the blue or orange wrist bands at all times.
7. Make sure all divers come to the surface after their dives. Divin allowed only in the diving pool or deep end of the competitive poo
8. Make sure any swimmer entering the deep end is with an instructor.
9. Watch for any rough play.
10. Make sure swimmers walk around the pool deck.
11. Particularly with younger swimmers, look for swimmers with their face in the water longer than 10 seconds.
12. Emergency Procedures:
    1. One (1) Whistle: to get someone's attenti
    2. Three (3) Short Whistles indicate danger.
    3. Clear the pool; call for assistance.
    4. Instructors assist to get all swimmers to pool side.
    5. Lifeguard assist with rescue
    6. Graduate Assistant: get first aid equipme or call emergency personnel if necessary.

Responsibilities of Volunteer Instructors and Aides

1. Compliance with rules and regulations of the program.
2. Maintain students safety at all times.
3. Maintain daily logs of student progress.
4. Comply with American Red Cross standards for swimming aide.
5. Assist with the set up and take down of equipment.
6. Compliance with the rules and regulations for instructors and lifeguards.

Seizure Procedures

1. Remain calm
2. Turn the person over if they are face down.
3. Clear the immediate area.
4. Maintain an open airway but, do not place anything in the person's mouth.
5. Do not restrain the person but, maintain minimal head control so the person does not go underwater.
6. Bring the person to the side of the pool.
7. Protect the person from injury by leaving enough room away from the pool wall for any thrashing movements.
8. Keep the person in the water until the convulsions have ended.
9. When the person has finished the seizure, place them on the pool deck.
10. Turn them on their side.
11. Place them on a mat or towel and provide something soft to protection the head.
12. Allow the person to rest.
13. Note the length of time for the seizure.
14. Notify the appropriate personnel about the seizure and approximately how long it lasted.

SECTION IV

SWIMMING PROGRAM

Section IV: SWIMMING PROGRAM

Program Procedures:

1. The swim program is in session from 4 p.m. to 5 p.m. one day a week.
2. Swimming instructors arrive at 3;30 p.m. to set up equipment, review lesson plans, warm-up activities and group activities with the graduate assistant.
3. A sample lesson plan is provided in Table 1. Please note the clarification for the content of the lesson plan:
   a. Objectives:
      1. General: This is the main goal for the day.
      2. Specific: Consider the way which you are going to breakdown the general goal into workable components.

      Think of the whole-part method of skill analysis.
   b. Content:
      1. Draw a diagram to outline where you will be teaching in the pool area.
      2. Review the general procedures you will use (e.g. warm up, individual drills, group activtiy).
   c. Equipment:
      1. List the equipment you will need for the day.
   d. Warm-up:
      1. List the relaxation exercises you will use that day.
      2. Outline the warm-up drills you will need for for the day.
      3. Note how long you plan to spend on each drill
   e. Organization of class:
      1. Breakdown the skills you will work on during the session. Task analyze skill
      2. Explain how you will practice a skill for 20 minutes. (e.g. Hold on to the side of the pool and kick, hold on to instructor, use a kickboard and swim 5 times the width of the pool, swim 10 feet unassisted.
   f. Group Activtiy:
      1. Explain the activities you would use in a game to reinforce the skills learned that day.
   g. Evaluation:
      1. What did the person accomplish for the day?
      2. What will you change or work on in the next session?
   h. Comments:
      1. Note anything about the person's behavior, that would be important for the students progress (e.g. person had a seizure, enjoyed working with Dave as an instructor).

Table 1

Date: 10/28

LESSON PLAN
(ADAPTED PHYSICAL EDUCATION PROGRAMS)

Name: John Smith
Activity: Swimming
Number in Class: 5

School: University of Rhode Island
Class: Beginner
Length of Class (Minutes): 60 min.

Objectives:
General: To demonstrate a combined back stroke.

Specific: 1. Demonstrate arm stroke
2. Demonstrate kicking
3. Demonstrate horizontal body position

Content: (Outline of Class)
1. Start out at shallow end: mat - exercises
2. Enter - slide in at table
3. Practice the width of pool
4. Group game - end

Equipment Needed:
1. Kickboard
2. Belt with decreasing floats

Warm-Up: Time: 15
1. Relaxation exercise-5
2. Simulated land drills: a. angels in the snow-5
b. kicking - scissors pattern-5

Organization of Class: Time: 35
1. Back Float: a. bend knees
b. lean back
c. arms out slightly
d. push off on toes
e. glide
2. With assistance from behind:
3. Repeat #1 with flutter kick:
a. with assistance from instructor
b. with kickboard behind head, arms up straight over head
4. Repeat #1 with arm sculling:
a. elbows in - push forcefully down
b. wrist action
c. use belt if needed
d. decrease assistance

Group Activity: relay race- Time: 10

Evaluation: John did well with the warm-ups following verbal and visual cues. Needs more work than expected for back float. Needs to arch back and keep head farther back. Just started arm and kicking stroke to give John an idea of the end goal.

Comments: Next time start out with belt with only four floats to reinforce body position with hips up. Decrease floats, try arm sculling first and then add kick so a momentum can be established. Work without floats and start distance work.

Table 2a

Courtesy of the American Red Cross

MODIFIED AMERICAN RED CROSS ADAPTED AQUATICS SUGGESTED SKILL BREAKDOWN BELOW BEGINNER LEVEL

URI Early Intervention Program	Adapted Beginner Skills
1. Enter pool with assistance	1. Enter pool w/assistance
2. Leave pool with assistance	2. Leave pool w/assistance
3. Bob to chin level with assistance	3. Put face in water
4. Bob to chin level with assistance	4. Blow bubbles at chin le
5. Blow Bubbles	5. Blow bubbles w/face in the water
6. Assume prone position with assistance	6. Bob in water to chin level w/assistance
7. Back float with assistance	7. Bob in water to nose level w/assistance
8. Kick legs when towed by instructor	8. Bob in water to top of head w/assistance
9. Use of innertube or Personal Flotation Device (PFD) w/assistance	9. Walk length of table w/assistance
10. use of innertube or PFD without assistance.	10. Walk length of table unassisted
11. Play catch w/ instructor	11. Pick up ring on bottom with feet
	12. Move arms using human stroke w/assistance
	13. Kick legs while instruct tows
	14. prone float assisted
	15. back float assisted
	16. prone float unassisted
	17. back float unassisted
	18. kick w/board
	19. Use of PFD
	20. Human stroke w/assistanc
	21. Sculling on back with assistance
	22. kicking on back with assistance
	23. combined stroke on back with assistance

Please note, all strokes with assistance should be performed the width of the pool.

Table 2b

Courtesy of the American Red Cross

URI ADAPTED AQUATICS PROGRAMS

AMERICAN RED CROSS SWIMMING PROGRESSIONS

Recommended Skill Progression

Beginner Skills

1. Breath-holding, 10 sec.
2. Rhythmic breathing, 10 times
3. Prone float
4. Prone glide, 10 ft.
5. Back float
6. Back glide, 6 ft.
7. Prone glide w/kick, 20 ft.
8. Back glide w/kick, 20 ft.
9. Arm stroke, 20 ft.
10. Finning or sculling, 20 ft.
11. Crawl stroke, 20 yd.
12. Combined stroke (back), 10 yd.
13. Changing direction
14. Turning over
15. Leveling off
16. Jump (chest-deep water)
17. Jump (deep water)
18. Front dive
19. Safety skills
20. Combined skills

Advanced Beginner Skills

1. Rhythmic breathing
2. Survival floating, 2 min.
3. Treading water, 30 sec., changing positions
4. Elementary backstroke, 25 yd.
5. Crawl stroke, 25 yd.
6. Diving and underwater swimming, 15 ft.
7. Use of PFD
8. Safety and rescue
9. First combined skills
10. Second combined skills

Intermediate Skills

1. Scissors kick, 20 yd.
2. Crawl kick, 20 yd.
3. Breaststroke kick, 20 yd.
4. Sidestroke arms, 10 yd.
5. Crawl stroke arms, 10 yd.
6. Breaststroke arms, 10 yd.
7. Elementary backstroke arms, 10 yd.
8. Elementary backstroke, 50 yd.
9. Selected stroke, 100 yd.
10. Turn on front
11. Turn on back
12. Survival floating, 5 min.
13. Sculling, 10 yd.
14. Treading water, 1 min.
15. Floating, 1 min.
16. Underwater swimming, 15 ft.
17. Standing front dive
18. Rescue skills
19. 5-minute swim

Table 2c

Courtesy of the American Red Cross

Swimmer Skills
1. Breaststroke, 100 yd.
2. Sidestroke, 100 yd.
3. Crawl stroke, 100 yd.
4. Back crawl, 50 yd.
5. Swimming on back (legs only), 50 yd.
6. Front turn
7. Back turn
8. Side turn
9. Surface dive, underwater swimming 20 ft.
10. Disrobing, floating with clothes, 5 min.
11. Long shallow dive
12. Running front dive
13. 10-minute swim

Basic Survival Skills
1. Breath control, rhythmic breathing
2. Survival floating, 2 min.
3. Human stroke, 40 yd.
4. Elementary backstroke, 40 yd.
5. Feetfirst surface dive
6. Underwater swimming
7. Jumping and remaining afloat
8. Lifesaving skills
9. Use of improvised flotation devices
10. Artificial respiration
11. First combined test
12. Second combined test

Basic Water Safety
1. Extension assists
2. Throwing assists
3. Wading assists
4. Swimming assists by the novice
5. Ice rescue
6. Personal flotation device
7. Care of victims with neck and back injuries
8. Boat safety: boarding and debarking
9. Boat safety: capsize procedure
10. Artificial respiration
11. Supplementary care
12. ABC's of family water safety

Advanced Swimmer Skills
(Prerequisite: Basic Rescue or Advanced Lifesaving)
1. Elementary backstroke, 100 yd.
2. Breaststroke, 100 yd.
3. Inverted breaststroke, 50 yd.
4. Sidestroke, 100 yd.
5. Overarm sidestroke, 100 yd.
6. Trudgen crawl or Trudgen, 100 yd.
7. Back crawl, 100 yd.
8. Crawl stroke, 100 yd.
9. 5-minute float
10. Survival float clothed, 10 min.
11. Surface dive feet first, underwater swimming, 10 yd.
12. Running front dive
13. 30-minute swim

Advanced Survival Skills
1. Sidestroke, 100 yd.
2. Breaststroke, 100 yd.
3. Crawl stroke, 100 yd.
4. Elementary backstroke, 100 yd.
5. Breaststroke modifications
6. Sidestroke modifications
7. Jumping and remain afloat, 10 min.
8. Use of improvised flotation devices
9. Lifesaving skills
10. Artificial respiration
11. First combined test
12. Second combined test

Basic Rescue
1. Cramp emergencies
2. Current emergencies
3. Undertows, runouts, rip currents emergencies
4. Weed emergencies
5. Disrobing in the water
6. Use of clothing for flotation
7. Survival floating
8. Swimming skills for basic rescue
9. Search and rescue surface dives
10. Search and rescue underwater swimmin
11. Search and rescue use of mask, fins and snorkel
12. Search and rescue for skin diving
13. Search procedure for recovery of submerged victims
14. Search patterns for recovery of submerged victims
15. Approach to submerged victim
16. Towing the unconscious victim

Table 2d
University of Rhode Island Adapted Aquatics
Chart for Spina Bifida

Child: _____

A. Getting into the water:								
1. Sits at edge of pool.								
2. Gets into pool with assistance.								
3. Gets in with verbal encouragement.								
4. Gets in when asked once or twice.								
5. Gets in without hesitation.								
B. Gaining confidence with floaties:								
1. Holds onto bar w/therapist closeby.								
2. Holds onto bar alone.								
3. Walks hands on bar around pool.								
4. Kicks legs (prone), adult holding shoulders.								
5. Lets go of one adult to move to another.								
6. Moves from adult to bar at 3 feet.								
7. Unaided in water for 30 seconds.								
8. Unaided in water for 3 minutes.								
C. Face and head in water:								
1. Splashes own face with water.								
2. Puts chin and mouth in water.								
3. Blows bubbles into water.								
4. Submerges eyes and forehead.								
5. Keeps face in water for entire breath.								
6. Floats prone, face in water.								
7. Puts head under water (without holding nose).								
D. Gaining confidence without floaties:								
1. Floats unaided but for floaties.								
2. Swims with floaties (attempts breathing).								
3. Floats without floaties supported by adult.								
4. Floats holding bar, without other support.								
5. Is drawn through water by adult.								
6. Swims with adult support 6 ft.								
7. Swims without support 6 ft.								
8. Swims width of pool, adult support 25%.								
9. Swims width of pool, no support.								

General Program Procedures:

Daily Schedule:

3:30-4:00	Instructors prepare for class and assist parents in the lockerroom.
4-00-4:15	Warm-up activities and relaxation exercises.
4:15-4:45	Swimming instructions.
4:45-5:00	Group Activity.
5:00-5:15	Assist students to the lockerroom and help parents.
5:15-5:30	Instructors meet at pool deck to review the session and receive assignments for the week.

Swimming Progressions:

1. Students' swimming progress is recorded on charts that are posted at the pool side.
2. Goals are developed from the items on these charts that indicate more work is needed by the student.
3. Table 2 indicates the swimming progression charts used in the adapted aquatics program.
4. In addition, Special Olympics and United Cerebral Palsy have excellent progressions for evaluating swimming skills.

Relaxation Techniques:

1. Before each swimming session there are warm-up activities.
2. Relaxation exercises are part of the warm-up activities.
3. On the following page is an outline of some of the relaxation techniques used in the adapted aquatics program.

RELAXATION TECHNIQUES

by
DAVID POTTER
SANTA CLARA COUNTY SCHOOLS
CALIFORNIA *

EQUIPMENT: Darkened room, rolled towel, rolled carpet square, carpeted floor, gym mat, pillow, bolster, various sizes of foam rubber pads.

DEFINITION:

Hook-lying:	Lying on back with legs flexed at a 45 degree angle.
Prone:	Lying on abdomen.
Rotate:	Move a portion of the body in a circular motion.
Semi-supine:	Lying on back with upper trunk elevated.
Stretch-release:	To extend a body part to induce relaxation with a specific muscle group upon release.
Supine:	Back lying position.
Support:	Use of rolled towel, rolled carpet square, foam pad or pillow to elevate and support a specific body part.
Vibrate:	Gentle shaking of an area or portion of the body.

GUIDELINES:

(1) Proceed in a cephalo-caudal (head to toe) and proximal-distal (midline outward) manner or begin at most obvious center of tension.
(2) Room should be darkened and free from distraction.
(3) Students are passive and facilitative during the actual relaxation.
(4) Understand that not all procedures are appropriate for each individual child. Always check for contraindications and successful past experiences to become aware of most appropriate relaxation techniques.

TECHNIQUES

(1) **FACIAL RELAXATION**

Objective: To relax muscles of the face.

Equipment and position: Student semi-supine, Hook-lying with head on instructor's lap; use carpeted floor or mat.

*Information obtained from Dr. Lorraine E. Bloomquist.

Method:

(a) Place palm of each hand on cheek and rotate for one minute.
(b) Place thumb at base of nose firmly stroke to corner of mouth three times.
(c) Place fingers on forehead and gently stroke from midline to temple five times.

(2) NECK RELAXATION

OBJECTIVE: To relax muscles of the neck.

Equipment and Position: Student semi-supine, hook-lying with head on instructor's lap; use carpeted floor or mat.

Method:

(a) Firmly massage muscles of neck using rotation for one minute.
(b) Cradle the child's head by placing your hands at the base of the skull, gently extend the head away from the shoulders and move from side to side in a rotating motion for one minute.
(c) With hands as in position (b), turn head from left to right (Chin to left shoulder - chin chin to right shoulder - chin chest). Repeat two times.
(d) Using above position, vibrate head in various positions for one minute.

(3) SHOULDER RELAXATION

Objective: To relax upper arm and shoulder girdle.

Equipment and Position: Student supine on carpeted floor or mat, support under lower back.

Method:

(a) Place one hand under shoulder and one hand over shoulder, rotate and vibrate for one minute, complete each side left and right.
(b) Place heels of hands on top of shoulders, push toward waistline and return to normal position. Repeat five times.

(4) HEAD AND BACK EXTENSION

Objective: Strengthen upper back.

Equipment and Position: Student prone, chest support with hands under forehead.

Method:
(a) Stroke length of back to have child raise head and support self with arms.
(b) Watch for head drop once it has reached the extended position.
(c) Count to three.
(d) Repeat five times.

(5) ARM CROSSING

Objective: Relaxation of arm muscles and shoulder girdle.

Equipment and Position: Supine with support of lower back and neck.

Method:
(a) Grasp each arm gently at the wrist.
(b) Cross over chest slowly, watch for tension which may dislocate shoulder.
(c) Watch for exhalation, then return arms to full extension at sides.
(d) Repeat five times.

(6) ABDOMINAL RELAXATION

Objective: Relax abdominal musculature.

Equipment and Position: Carpeted floor or mat, student supine, support of lower back and under knees.

Method:
(a) Trace on abdomen a series of straight lines right to left from one to two inches below navel to rib cage. proceed from low to high.
(b) After each stroke, wait for exhalation or relaxation.
(c) Do complete abdomen three times.

(7) RELAX UPPER THIGH

Objective: Relax upper thigh

Equipment and Position: Child supine with lower back and knees supported on carpeted floor or mat.

Method:
(a) Place one supporting hand under knee.
(b) Grasp over ankle and gently grip achilles tendon.
(c) Draw leg toward head in flexed position with heels no more than three inches off floor or mat until tension exists - count to three - release slowly.
(d) Repeat five times.
(e) Repeat above procedure with opposite leg.

(8) OUTWARD THIGH ROTATION

Objective: Relax hip Region

Equipment and Position: Supine on mat or carpeted floor. Support of lower back with log or rolled towel under knees.

Method:
(a) Gently grasp under knee and over thigh.
(b) Forcibly rotate upper thigh outward until tension exists inside thigh - count to three - release slowly.
(c) Repeat five times.
(d) Repeat above procedure with opposite leg.

(9) INWARD THIGH ROTATION

Objective: Relax deep inner thigh.

Equipment and Position: Carpeted floor or mat, support of lower back with rolled towel or log under knee.

Method:
(a) Grasp over knee and under thigh.
(b) Forcibly rotate upper thigh inward until tension exists - release slowly.
(c) Repeat five times.
(d) Repeat same procedure with opposite leg.

(10) PLANTARFLEXION OF FEET/ANKLE

Objective: To relax muscles of lower shin and ankle.

Equipment and Position: Carpeted floor or mat. Rolled towel or log under knee.

Method:
(a) Place one hand under heel of foot. Place other hand over foot and over toes.
(b) Plantarflex muscle of toes and shin toward the feet to tightness - count to three - relax slowly.
(c) Repeat five times.
(d) Repeat above procedures with opposite foot.

(11) DORSIFLEXION OF FEET/ANKLE

Objective: To relax muscles of lower calf and ankle.

Equipment and Position: Carpeted floor or mat, log or rolled towel under knees.

Method:
(a) Place one hand in ankle-supporting position. Place heel of other hand over balls of feet.
(b) Curl toes and ankle toward the head - stretch calf - count to three - and allow to go limp slowly.
(c) Repeat five times.
(d) Repeat above procedure with opposite foot.

Procedure for Evaluation of Swimmers

1. Review the students previous record to assist in assessing the swimmers present skill level.

2. Review reference material and utilize all sources and personnel for ideas, suggestions for activities.

3. Student Assessment: Data-based instructional methods are used To develop an individual educational program (IEP) and assess swimming progress.

   A. General student information sheet: Form #01 (see Table 3)
      1. Review information sheet from last semester.
      2. Complete your own update around the 3rd week of the program.

   B. Instructional Program Notes: Form #05 (see Table 4)
      1. Daily logs to be kept.
      2. Recommended changes to be recorded after each swimming lesson.

   C. Curriculum Card: Form #03 (see Table 5)
      1. Select one skill from your swimming program to analyze long term goals and short term objectives (IEP).
      2. Task analysis: What are all the steps involved to complete the skill?

   D. Instructional Data Sheet: Type 1, Form #16 (see Table 6)
      1. Complete a data sheet from the steps of your task analysis sheet (Form #03).
      2. Recommended Performance Scoring:

         0 = did not complete
         1 = full physical
         2 = partial physical
         3 = model
         4 = correct with verbal prompt
         5 = spontaneous

      3. Daily records should be kept on skills.
      4. Daily totals: # of prompts X # of steps.

4. Graphing Procedure:
   A. Draw a graph.
      1. Horizontal Line: mark the number of sessions.
      2. Below the horizontal line, give the dates of the sessions.
      3. Vertical Line: this is the scale for the behavior measurement e.g. total number of prompts, frequency, percentage.
      4. Identify this line e.g. prompt level, breath counts.
      5. The "0" point on the vertical line is always one above the base of the graph on both lines.

Table 3

FORM #1

UNIVERSITY OF RHODE ISLAND - ADAPTED PHYSICAL EDUCATION
CONNECTICUT'S DATA-BASED MODEL
GENERAL STUDENT INFORMATION

STUDENT: KELLY SMITH DATE: 1/15/86

SCHOOL: KINGSTOWN ELEMENTARY

|REINFORCEMENT INFORMATION|

PRIMARY
M & M'S
NACHOS
PEANUTS

SOCIAL
"GOOD GIRL"
"NICE SWIMMING"
"ALL RIGHT!"

ACTIVITIES/OBJECTS
SWIMMING IN RAINBOW TUBE
USING A FACE MASK

COMMENTS
LIKES TO SPEND TIME
TALKING WITH INSTRUCTOR

|LANGUAGE|

RECEPTIVE
CAN UNDERSTAND SHORT TWO WORD
SPOKEN PHRASES WITH MANUAL SIGNS

EXPRESSIVE
NON-VERBAL, USES FACIAL
EXPRESSIONS AND POINTS TO
WHAT SHE WANTS ON
COMMUNICATION BOARD

|BEHAVIOR MANAGEMENT|

PROBLEM BEHAVIORS
WILL CRY AND VOMIT WHEN PREFERED
ACTIVITY IS NOT A TASK

TYPICAL CORRECTION
IGNORE BEHAVIOR, CONTINUE
WITH TASK AT HAND; EXPRESS
ENTHUSIASM IN YOUR
INSTRUCTIONS

|GENERAL COMMENTS|

WORKS BEST WITH MALE INSTRUCTORS, WILL MIMIC TODD FOR SWIMMING SKILLS IF HE IS IN KELLY'S GROUP. WORKS BEST FOR PERIODS OF 15 MINUTES, GETS COLD FAST, USE WET WRAP.

REFERENCE:
Powell, T.H., Rainforth, B., Hecimovic, A., Steere, D.E., Mayes, M.G., Zoback, M.S., & Singer, A.L.T. (1985). Connecticut's data-based model Developing integrated public school programs for students with severe handicaps. Storrs, Connecticut: Connecticut's University Affiliated Program.

Table 4

FORM #5

UNIVERSITY OF RHODE ISLAND - ADAPTED PHYSICAL EDUCATION
CONNECTICUT'S DATA-BASED MODEL

STUDENT: KELLY SMITH CODE: LEVEL I DIVING

SCHOOL: KINGSTOWN ELEMENTARY SCHOOL COMMENCEMENT DATE: 5/10/86

DATE	NOTE	CHANGE RECOMMENDED	INITIAL
1/15/86	BEGAN PROGRAM-MOSTLY FULL PHYSICAL PROMPTS	PROVIDE MORE MODELING	P.J.S.
1/16/86	KELLY IS ABLE TO DIVE WITH PARTIAL PHYSICAL IN BEGIN. STILL NEED FULL ASSISTANCE FOR POOL ENTRY	PROVIDE KELLY WITH A TARGET TO FOCUS EYES ON, DECREASE PERSONAL FLOATATION DEVICE	P.J.S.
1/17/86	INITIAL STEPS FOR FORM WERE MOSTLY MODEL	BEGIN SYSTEMATIC FADING OF PHYSICAL PROMPTS FOR ENTRY SKILLS	P.J.S.
1/22/86	KELLY ONLY NEEDED PARTIAL PHYSICAL FOR GLIDE, STILL NEED THE VERBAL AND MODEL	BEGIN SYSTEMATIC FADING OF MODEL	P.J.S.

REFERENCE:
Powell, T.H., Rainforth, B., Hecimovic, A., Steere, D.E., Mayes, M.G., Zoback, M.S. & Singer, A.L.T. (1985). Connecticut's data-based model: Developing integrated public school programs for students with severe handicaps. Storrs, Connecticut: Connecticut's University Affiliated Program.

Table 5

FORM

UNIVERSITY OF RHODE ISLAND - ADAPTED PHYSICAL EDUCATION
CONNECTICUT'S DATA-BASED MODEL
CURRICULUM CARD #

SKILL AREA: LEISURE STRAND: SWIMMING/DIVING

OBJECTIVE: GIVEN A SWIMMING POOL OF 5 FT. AND SEATED ON A MAT AT THE EDGE OF THE POOL, THE STUDENT WILL INCREASE HIS/HER DIVING SKILLS FROM TOTAL PHYSICAL PROMPTS TO INDEPENDENT DIVING.

PREREQUISITES: TRUNK SUPPORT FOR SITTING, WILLING TO BE SUBMERGED IN THE WATER.

TASK ANALYSIS/PROGRAM STEPS:

1. SIT ON EDGE OF POOL
2. ARMS EXTEND FORWARD
3. HANDS TOGETHER POINTING DOWN
4. BEND HEAD FORWARD
5. EYE FOCUS ON BOTTOM OF POOL
6. LEAN FORWARD
7. PUSH OFF FROM HIPS
8. ARMS, HEAD ENTERS FIRST
9. GLIDE EXTEND BODY IN PRONE POSITION

CRITERION FOR OVERALL OBJECTIVE: INDEPENDENT FUNCTIONING OVER 5 CONSECUTIVE SESSIONS.

STEP CRITERION: INDEPENDENT COMPLETION FOR 3 CONSECUTIVE SESSIONS.

GENERALIZATION SUGGESTIONS: HAVE STUDENT COMPLETE TASK IN THE 3 DIFFERENT POOLS, WITH 3 DIFFERENT INSTRUCTORS, AT 3 DIFFERENT TIMES.

SOURCE: AMERICAN RED CROSS DATE: 1/15/86

WRITTEN BY: Peggy Hauschild

APPROVED BY: Paula J. Scraba 40

REFERENCE:

Powell, T., Rainforth, B., Hecimovic, A., Steere, D.E., Mayes, M.G., Zoback, M.S. & Singer, A.L.T. (1985). Connecticut's data-based model: Developing integrated public school programs for students with severe hamdicaps. Storrs, Connecticut: Connecticut's Univeristy Affiliated Program.

UI

STUDENT:KI

SCHOOL:KIN

LEGEND:5=S
PHYSICAL;

STEP
1. SIT O
2. ARMS
3. HANDS
4. HEAD
5. EYES
6. LEAN
7. PUSH
8. ARMS
9. EXTEN
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

TOTAL SCORI

REFERENCE:

Powell, T.,
Zoback,
Developi
handicap
Program.

TABLE 6

OF RHODE ISLAND - ADAPTED PHYSICAL EDUCATION FOR
CONNECTICUT DATA-BASED MODEL
INSTRUCTIONAL DATA SHEET
TYPE 1

H PROGRAM: SWIMMING/DIVING PROGRAM #: LEVEL 1 DIVING

LEMENTARY SCHOOL TEACHER: PEGGY HAUSCHILD

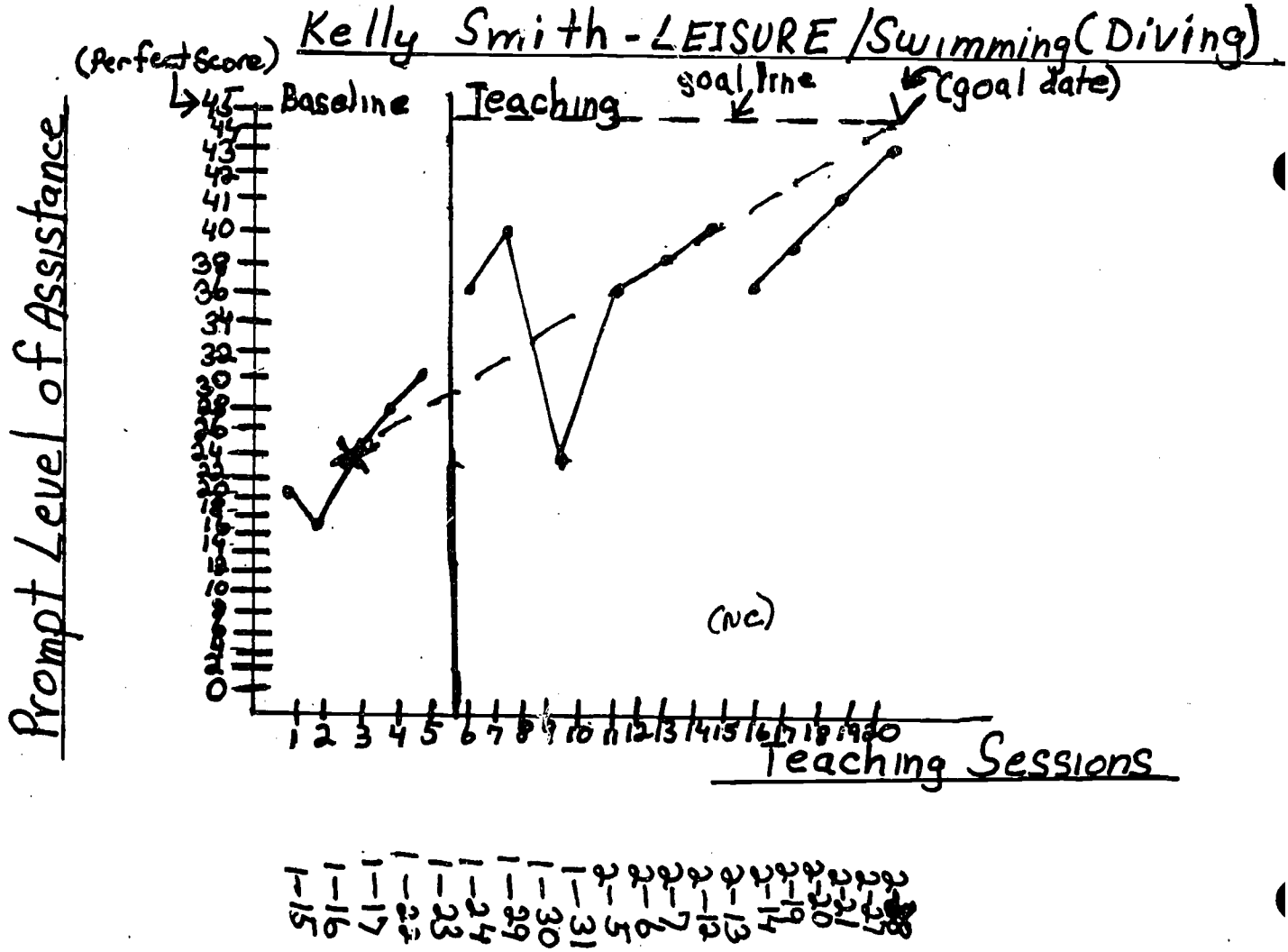
US; 4=CORRECT WITH VERBAL PROMPT; 3=MODEL; 2=PARTIAL
HYSICAL; 0=DID NOT COMPLETE

DATE	1/15	1/16	1/17	1/22	1/23	1/24	1/29	1/30	1/
F POOL	2	2	3	3	4	4	4	2	
	3	2	3	3	3	5	5	3	
R	3	2	2	3	3	5	5	2	
WARD	2	2	3	3	4	4	4	2	
BOTTOM	3	2	4	4	4	4	4	2	
	2	2	3	4	4	4	4	2	
IPS	1	1	2	3	3	3	4	1	
ENTER 1ST	1	1	2	3	3	4	4	1	
GLIDE	1	1	1	2	3	3	4	1	
E)	18	15	23	28	31	36	39	17	3

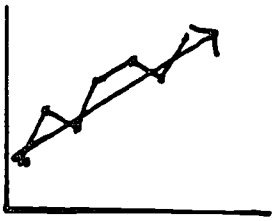
th, B., Hecimovic, A., Steere, D.E., Mayes, M.G.,
inger, A.L.T. (1985). Connecticut's data-based model:
rated public school programs for students with severe
s, Connecticut: Connecticut's University Affiliated

6. Baseline: the third to fifth session is used as the observation line to get a median for the student's present level of function.
7. Median: find the median of the data points in the baseline to get the present line.
8. Treatment: draw a line in between the last baseline session and the first treatment session. The treatment is the program that is going to be implemented, the collected data on the behavior or program being implemented.
9. Goal Line: draw a dotted line at the high score level which you expect the person to accomplish.
10. Goal Date: mark a (V) the session date you expect the person to accomplish this goal.
11. Predictor Line: draw a dotted line from the median in the baseline to the goal date. This is the expected path of progress you hope the person will follow.
12. NC (No data collected): If the person is absent or program cancelled, mark NC. Do not connect the graphing line.

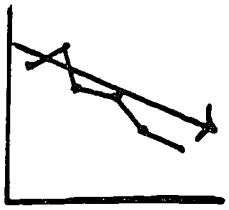
5. Graphing and Analysis:
   A. Data collected from the instructional data sheets are to be graphed and analyzed.



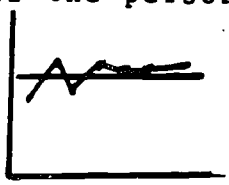
B. Analyze student progress toward the designated goal.
   1. If the goal is to increase a behavior, then the person is progressing.
   2. If the goal is to decrease a behavior, then the person is regressing.



   3. If the goal is for the person to decrease the behavior, then the person is in progression.
   4. If the goal is for the person to increase the behavior, then the person is in regression.



   5. No progress if the person has reached a plateau.



   6. Extreme erratic behavior - no progress on goal - could be external factors affecting the individual or a need to reevaluate the program.

C. Change or Recommendation:
   1. If progress is not being made, it is recommended that the:
      A. Goals of the program be reevaluated.
      B. The personnel in the program be reevaluated.
      C. Procedure in the program be reevaluated.
      D. Procedure to conduct the program be reevaluated.
      E. Instructor inquire about sudden change in behavior of student for explanation (death in family, family marital problem, abuse, distractions).

6. Summary and Recommendations:
   A. Brief summary of student's progress and recommended changes in the student's program.

   B. Daily Documentation from one of the Swimming Skills Worksheets:
      1. American Red Cross Swimming Skills, American Red Cross Adapted Aquatics Skills, Cerebral Palsy Adapted Aquatics Progress Charts, Special Olympics Skill Sheets.

   C. Summary and Recommendations of Swimming Skills Worksheet.

Section V

PROGRAM IMPLICATIONS for PERSONS with DISABILITIES

Section V: PROGRAM IMPLICATIONS FOR PERSONS WITH DISABILITIES

The instructors in the Adapted Aquatics Program use the American Red Cross texts and other references cited in the bibliography as the main source of information for the characteristics and program implications in aquatics for persons with disabilities. The following outline highlights a few of the program implications recommended to our instructors:

1. For all individuals maintain a working relationship with the parents.
2. Always look first at the individual and their abilities.

Mental Retardation and Developmental Disabilities:

1. Maintain eye contact with the person when giving instructions.
2. Structure program to minimize distractions.
3. Children with Down's Syndrome may be susceptible to eye irratations from the water.
4. Use a combination of verbal and visual cues for instructing.
5. Keep directions to one or two steps.
6. Demonstrate activities. Use peer models when available.
7. Challenge the individual.
8. Provide an enjoyable activity that the person has success in during the session.

Cerebral Palsy:

1. Be aware of what extremities are involved (e.g. monoplegic-right arm).
2. Be aware of the person's type of cerebral palsy (e.g. spastic, athetoid).
3. Know what implications are involved for movement (e.g. tight flexors, involuntary movement).
4. Be aware of multiple disabilities (e.g. seizure prone with a visual impairment).
5. Work on range of motion activities.
6. Work on balance activities in the pool (e.g. walking around and changing direction for the water resistance).
7. The extremities involved will determine if a flotation device is needed for assistance.
8. The extremities involved will determine the most efficient strokes for the individual.
9. The pool temperature is important for muscle relaxation.

Visual Impairments:

1. Use tactile cues.
2. Give the person a sense of security with you and the pool surroundings (e.g. walk the person around the pool and describe the setting).
3. Use short explicit verbal cues.
4. Tell the person exactly what you are going to do for activities ("Michelle, I am going to bring you to the side of the pool to walk up the stairs.").

Hearing Impairments:

1. Develop a means of communication.
2. Talk to the parents and find out what type of communication they use (e.g.sign language, communication board).
3. Use visual cues and pictures. Demonstrate.

Spina Bifida:

1. Check with parents and medical records for activities that are recommended.
2. Check the medical records for the activities that might be contraindicated. Also check the lesion involvement.
3. Check medical records to see if the person has bladder and bowel control.
4. Some individuals may need additional work on water orientation to overcome the fear of the water. This could be due to the lack of sensitivity to feeling the bottom of the pool.
5. Recommended strokes may be a modified breaststroke and the elementary backstroke.
6. Recommended flotation device may be an inverted PFD around the persons waist.
7. Encourage the person to use the mat to slide into the pool.
8. Encourage the person to learn how to dive in from a sitting position.
9. Some individuals may have other disabilities with severe involvement (hydrocephalic, cerebral palsy and scoliosis).
10. Modified assistive devices may be necessary for balance (e.g. A vest with a cut kickboard in the back and a 2 liter bottle at the waist).
11. Follow the progressions of the Spina Bifida Chart in Table 2d for skills.

Muscular Dystrophy:

1. Work with the person to find out what time of day is best for the person's energy level.
2. Monitor the pool temperature (85 degrees) for best working conditions.
3. Concentrate on range of motion activities for the upper body.
4. Encourage the individual to initiate as much activity on their own as opposed to passive exercises.
5. Work with the individual to develop assistive devices for bouyancy and independence.
6. Work with the individual for the preferred method of lifting and transferring.

Cystic Fibrosis:

1. Work with the parents for the best method to clear the mucus and keep an open airway.
2. Encourage the individual to initiate as much movement on their own as opposed to just passive exercises.
3. Range of motion activities of the upper body are recommended.
4. Breathing exercises are recommended for the respiratory system (e.g. blowing bubbles and bobbing).

Orthopedic Disabilities:

1. Look at the individual's strengths.
2. Work with the individual to set goals.
3. Note what adjustments need to made for the individual (e.g paraplegic-work on upper body movement incorporate all stroke patterns.
4. Be ready to make adjustments for balance buoyancy and rotation (e.g. assistive device with added flotation on one side).
5. Work on independence for the person to transfer in and out of the pool.

SECTION VI

A PARENT SUMMER GUIDE for SWIMMING ACTIVITIES

Section VI: A PARENT SUMMER GUIDE FOR SWIMMING ACTIVITIES

Dear Parent:

Enclosed is a basic guide for suggested summer activities with your son/daughter. We strongly emphasize the need for your son/daughter to participate in as many activities as possible. Also, we highly recommend that your son/daughter have the opportunity to interact with other children his/her age.

We realize that the best support for your child is from his/her family. Our intent is for these activities to provide the opportunity for family involvement.

For the individual child, participation and cooperation are realistic expectations. Skills will develop with practice but enjoyment of the activities is more important.

We hope this guide will serve as a base for you as parents to plan your own activities. Please do not hesitate to contact us for more information

Have an enjoyable summer,

Paula J. Scraba

I. Swimming

1. Provide your child with a personal flotation device (PFD) if needed for a non-swimmer.

2. Provide challenges for your child but in a safe environment.

3. Start in shallow water reviewing swimming mechanics:

   A. Blow bubbles - like blowing out a birthday candle.

   B. Kicking - flutter kick

      1. legs straight

      2. toes pointed

      3. bend from the hips

      4. have child hold on to a kickboard, person, dock or shallow bottom

      5. kick in a cycle with legs alternating for 6 counts

   C. Arm Stroke - human stroke

      1. human stroke until the person is strong enough to lift arms out of water

      2. reach and pull in with arms

      3. cup hands and fingers together

   D. Face in the Water

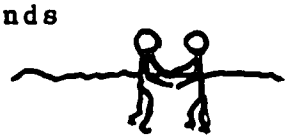
      1. have child wash his/her face in a dishpan

      2. gradually have them bring their face closer to the water

      3. play games - Simon says: put your chin in the water; mouth; mouth and chin; nose; nose, mouth and chin; eyes; ears; hair...etc.

      4. Ring Around the Rosie: gradually bring in splashing when swinging arms; all-fall-down quickly bob up and down under the water

      5. Bobbing: jump up and down in the water holding partner's hands



E. Floating

1. On Front (prone)

A. extend arms out in front or to the side

B. legs extended - together or apart

C. adjust the position of the arms and legs to whatever position is most buoyant

D. take a deep breath, face in water and hold for 10 seconds

2. On Back (supine)

A. displacement of arms and legs, up and down will depend on the individual's buoyancy

B. head and shoulders back as much as possible (arch back)

C. take a deep breath and try to hold for 10 seconds

F. Gliding

1. On Front (prone)

A. arms in front

B. fingers together

C. push off on toes

D. legs together

E. face in water to hairline

F. distance should be 8-10 feet

2. On Back (supine)

A. arms on side

B. squat down to push off backwards on toes

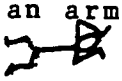
C. head back - in water at hairline

D. distance - 6 feet

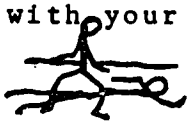
G. Swimming Underwater

1. beginners- the flutter kick with the human stroke is appropriate

2. frog kick with an arm breast stroke is another way



3. games - make a bridge with your legs and the child swims under



H. Jumping

1. start on the beach or deck- practice jumping up and down by bending, push off on toes and reach with arms

2. gradually enter the water by jumping from the shoreline to water or standing on a milk carton or small platform and jump shoreline into water

3. jump from pool side or deck into shallow water- in the beginning you may have to assist by holding the person's hands

I. Diving

1. keep head down, eyes on belt line or navel

2. put arms in front and fingers together

3. kneeling position: one knee up, the other down and push off with feet

   A. bend low

   B. lean forward

   C. arms in front

   D. feet together or shoulder length apart

   E. toes on edge of deck

   F. push off on toes

4. standing position

A. toes on edge of deck

B. knees slightly bent

C. push off on toes

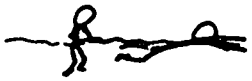
D. reach out with arms

E. head down

5. point to an object in the water for the child to focus on to assist in keeping the head down

J. Aquatics Games

1. alligator race: pull along the bottom with hands and flutter kick



2. glide into shore: start about 10 feet out, push off and see how close you can come to shore; increase the distance

3. bobbing: how many times can you bob up and down

4. submarines: dive underwater for an object

5. circle games: motor boat and ring-around-the-rosie

6. races

A. kickboards - kick to the wall

B. inner tubes - paddle and/or kick to the wall

4. Personal Floatation Device (PFD)

A. children who have trouble swimming unassisted should be encouraged to use the PFD to increase independence

B. it also builds the strength and endurance to swim unsupported

SECTION VII

BIBLIOGRAPHY

SECTION VII:

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Aquanaids Pool Lift, 50 Dynamic Drive, Unit 3, Scarborough, Ontario, Canada, M IV 2W2, (416) 293-8200, Telex 065-25456, Local Representative: Neptune-Benson, Inc., One Bridal Avenue, West Warwick, RI, 02893, (401) 821-2200.

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APPENDIX I

FORMS

Date: _____

LESSON PLAN
(ADAPTED PHYSICAL EDUCATION PROGRAMS)

Name: _____ School: _____

Activity: _____ Class: _____

Number in Class: _____ Length of Class (Minutes): _____

Objectives: General: Specific:	Content: (Outline of Class)
	Organization of Class: Time: _____
Equipment Needed:	Group Activity: Time: _____
	Evaluation:
Warm Up: Time: _____	
Comments:	

Folcarelli, (1986)

UNIVERSITY OF RHODE ISLAND

ADAPTED AQUATICS SWIMMING AWARD

PRESENTED TO

*** _____ ***

FOR

*** _____ ***

THIS AWARD INDICATES YOUR SON OR DAUGHTER'S PROGRESS IN OUR SWIMMING PROGRAM.

_____ _____

AQUATIC DIRECTOR AQUATIC INSTRUCTOR

****

PJS/nmf (1985)

The University of Rhode Island, Kingston, RI 02881-0810
Department of Physical Education, Health & Recreation, Tootell Physical Education Center

** ADAPTED AQUATICS PROGRAM **

The Department of Physical Education, Health and Recreation announces an adapted aquatics program for swimmers ages 5-14. The swimming activities will meet the needs and interests of the participants. The teachers are certified ARC instructors in Water Safety and Adapted Aquatics. Participant will receive Red Cross cards when the course is completed.

The program will conducted Monday afternoons from 4:00 to 5:00 PM. The enclosed parental and medical forms must be completed in their entirety in order to better serve the individual needs of each participant. Beginning date is: September 29, 1986. Parental responsibilities include assisting your son/daughter in the locker room and to the pool deck. At the end of each session, we would appreciate your assistance in the locker room.

Due to the popularity and success of this program, there is a waiting list of participants. However, only a limited number can be accommodated at no cost. Furthermore, it is of the utmost importance that weekly attendance be maintained to assure the student's progress and success within scheduled activities. Therefore, to avoid being dropped from the program, an attendance policy of no more than three (3) absences (unless for medical reasons) will be strictly enforced for all participants. Please call us in advance if, for whatever reason, your son or daughter will be absent.

Please return both forms by September 22, 1986. Those previously enrolled i the program having returned both forms can be registered immediately.

Hope you can join us for a semester of fun and excitement!

For further information or inquiries please contact:

Paula J. Scraba, Special Instructor
University of Rhode Island
Department of Physical Education, Health and Recreation
126 Tootell Center
Kingston, RI 02881
(401) 792-2975 or (401) 792-2976

PARENT'S CONSENT FORM
ADAPTED PHYSICAL ACTIVITY PROGRAM FOR CHILDREN

In case of injury received en route to or during the physical activity session immediate first aid will be provided at the site. The sponsoring department can neither be held responsible for administering medical attention which might be required nor can they assum responsibility for loss or damage suffered by reason of injury to the participant(s). If, in case of injury the parent and/or family physician cannot be located, the instructors are authorized to use their best judgem in determining professional, medical and/or related services, and the university shall not be held responsible for the payment for such services

****

Please bring a suit and towel, and assist your son/daughter to the poo deck.

Department of Physical Education, Health and Recreation
Adapted Physical Activity Program
126 Tootell Center
Kingston, RI 02881
Paula J. Scraba, Special Instructor
(401) 792-2975, (401) 792-2976

Parents, please retain the top half of this sheet for information purposes Your cooperation is greatly appreciated to keep us informed of any medical or program changes concerning your son or daughter. Furthermore, your com or concerns about our programs are always welcomed.

PARENT'S CONSENT FORM
ADAPTED PHYSICAL ACTIVITY PROGRAM FOR CHILDREN

In case of injury received en route to or during the physical activity session immediate first aid will be provided at the site. The sponsoring department can neither be held responsible for administering medical attention which might be required nor can they assum responsibility for loss or damage suffered by reason of injury to the participant(s). If, in case of injury the parent and/or family physician cannot be located, the instructor is authorized to use his best judgement in determining professional, medical and/or related services, and the university shall not be held responsible for the payment for such services

Students Name: _____

Signature of Parent: _____ Date: _____

Physical Disabilities or Limitations of Activity for your son/daughter:

_____

Current Interest in Sports or Activities:

_____

Additional Helpful Information, Objectives for student Etc.:

_____

Please return this form to the Department of Physical Education.
LEB,Revised PJS/nmf (1986)

NAME OF STUDENT _____ DATE OF BIRTH _____

HOME ADDRESS _____

NAME OF PARENT OR GUARDIAN _____

HOME TELEPHONE NUMBER _____ WORK TELEPHONE NUMBER _____

SCHOOL STUDENT ATTENDS _____ CITY _____

ALTERNATIVE CONTACT PERSON AND TELEPHONE NUMBER _____

The following information is to be provided by a physician:

The above named person is planning to enroll in a program where the games skills to be taught will be determined by the condition of the student.

In order to plan a program to meet the specific needs of the student, it is necessary that those responsible for the planning have certain facts concerning the student.

PHYSICIAN RESPONSE:

1. Diagnosis: (If seems advisable)

_____

_____

2. Recommended physical activities:

_____

3. Specific body movements or positions desired:

_____

4. Specific precautions that should be taken, or special needs:

_____

_____

5. Is the person subject to seizures? Yes_____ No_____
6. If yes, when was the last seizure: _____
7. Medication(s)? _____
8. Other comments: _____

_____

Physician: _____ Telephone: _____ Date: _____

Parent or Guardian: _____ Date: _____

LEP Revised PJS/nmf (1986)

DEPARTMENT OF PHYSICAL EDUCATION, HEALTH AND RECREATION

STUDENT PHOTO RELEASE FORM

FILMS, PICTURES AND/OR VIDEOTAPES MAY BE MADE DURING THE COURSE OF OUR PROGRAMS. IT IS NECESSARY TO OBTAIN YOUR PERMISSION TO UTILIZE THESE FILMS, PICTURES AND/OR TAPES.

I _____ HEREBY ASSIGN ALL RIGHTS TO THE FILMS,
(NAME OF STUDENT)
PICTURES, VIDEOTAPES AND SOUND RECORDINGS MADE OF ME, AND I HEREBY AUTHORIZE THE REPRODUCTION, SALE, COPYRIGHT, EXHIBITION, BROADCAST, AND/OR DISTRIBUTION OF SAID FILMS, PICTURES, VIDEOTAPES WITHOUT LIMITATION FOR THE PURPOSE OF EDUCATIONAL PROGRAMS AND PUBLIC RELATIONS.

I CERTIFY THAT I AM OVER 18 YEARS OF AGE.

_____
STUDENT'S SIGNATURE

_____
DATE

_____
PARENT'S SIGNATURE IF STUDENT IS UNDER 18 YEARS OF AGE

_____
NAME OF STUDENT

_____
DATE

LEB,Revised PJS/nmf (1985)

DATE

Dear Parents:

Please find enclosed an evaluation form for our swimming program. We would greatly appreciate your time to complete this form. Also, we have included a Photo Release form to expand the program for educational and public relations purposes.

The Adapted Physical Activity Program is fortunate to operate through the grant funding this year. This grant was made possible partly through the evaluation and letters of support received from the parents of the childre in our program.

Therefore, we are asking for your continued support by completing and returning the enclosed forms. Furthermore, we ask for a few minutes of your time to write a letter of recommendation for the program. This letter will be used for support purposes toward the application of our grant renewal in February. Please return the letter of recommendation as soon as possible to Dr. Lorraine E. Bloomquist.

We are grateful for the tremendous assistance you have given to our progra

Sincerely,

Lorraine E. Bloomquist, Ed.D.
Coordinator, Adapted Physical Education Program

Paula J. Scraba
Special Instructor, Adapted Physical Education Program

PJS/nmf

ADAPTED PHYSICAL EDUCATION
PED 430
PARENT EVALUATION
ADAPTED PROGRAM OF PHYSICAL ACTIVITIES

Dear Parent:

We are interested in your comments and reactions as they relate to this program. The information which you provide as parents will help us to assess the characteristics of the swimming program, both in terms of its content and organization.

Most items can be answered with a check ( ) and a brief phrase; additional comments are most welcome. You need not sign the evaluation.

****

Directions: Please check ( ) the response which best describes your reactio to the statement. Please use the reverse side if more space is needed. Please indicate the number of years your child has bee in the program: _____(years).

	Very High	High	Moderate	Low	Ve Lo
1. Improvements occurred in the skill development of my child in the program. Explain:	___	___	___	___	___
2. Innovations were made in the teaching procedures and practices that effected positive changes in my child's swimming. Explain:	___	___	___	___	___
3. Observations have been made that indicate a growth of positive attitude toward my child by others in their school and/or community through participation in this swimming program. Explain:	___	___	___	___	___
4. The organization and content of the Adapted Physical Activity Program is suitable to meet the purpose of the program. Explain:	___	___	___	___	___
5. What aspects of the program were most beneficial that you would recommend be continued. Explain:	___	___	___	___	___

6. Additional Recommendations:

PJS/nmf (1986)