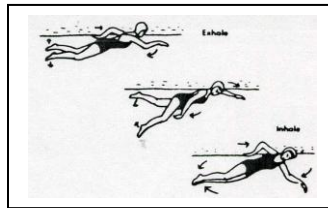
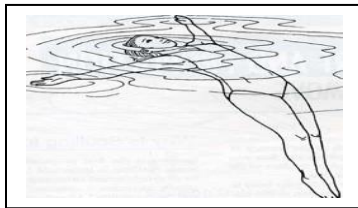
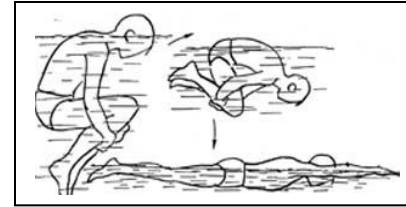
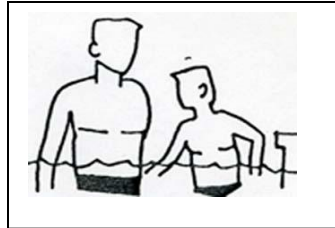


Basic Adapted Aquatic Activities and Games



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## **Preface**

This manual was designed to provide professionals who instruct aquatic activities and games to facilitate effective teaching to students with disabilities. It was designed to complement the aquatics sections of Project Inspire on Aquatic Programs for Individuals by Specific Special Needs and TWU Aquatic Skills Assessment. It is recommended that the adapted and aquatics instructors begin their program with the TWU aquatic assessment, and then select the appropriate activities and games to facilitate development and learning in the identified assessment areas of weakness. Specific indications and contraindicated for assessing and programming are listed by disability in the other sections.

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## **Introduction**

The purpose of this manual is to provide physical educators an adapted aquatics resource manual for swimming of individuals with disabilities. While there is considerable overlap, the general goals of adapted aquatics program can be considered therapeutic, adapted/specialized, and mainstream/integrative (Carter, Dolan, & LeConey, 1994). The therapeutic goal is the improvement of movement, equilibrium, posture, coordination, perceptual and spatial awareness, and to develop and improve physical fitness, such as, cardiovascular endurance, strength, muscular endurance, flexibility, agility and speed (Jansma & French, 1994). Adapted/specialized goals not only develop and improve swimming skills, but also increase personal safety skills and self-concept. The mainstream/integrative goal is the development of social integration skills, physical well-being, and friendship with peers with and without disabilities, as well as, having moments of fun.

This adapted aquatics resource manual is divided into seven sections: Introduction, Water Adjustment Activities, Flotation, Breathing, Kicking and Arm Strokes, Fundamental Strokes, Illustrations of Water Exercise Circuit, Diving, Safety and Water Temperature, and General Modification Guidelines by Student Limitations Selected Disability Conditions (Hopper, 1989; Horvat & Forbus, 1989; Machado, 1978; & Thomas 1996). Each aquatic activity is separated in the following format headers: activity name, time, objective, equipment, organization, task's illustration, task, and variations. An in-depth modification section by student limitations and by selected disabilities is provided on page 113.

In addition, physical educators may enhance instruction by incorporating the use of aquatic equipment to facilitate the instructional process, such as, buoys, toys, sponges, and music during the classes. Further, physical educators should consider the swimmer's Individual Education Program because some of the activities may not be relevant or appropriate in relationship to the students

stated goals and objectives. In order to promote the ideal learning environment, physical educators needs to develop and implement a behavior management plan for their students. Therefore, she/he needs to consider the use of positive reinforcement to motivate the swimmer to increase his/her performance, learning, and participation in the aquatics program (Lavay, French, & Henderson, 2006).