

## **Aquatics Teacher for People with Disabilities (Level 2)**

This Level 2 award is specifically aimed at those who wish to pursue a career working with People with Disabilities in an aquatic environment and those who will teach swimmers on a one to one basis without direct supervision.

### **Prerequisites**

Those wishing to undertake this qualification must have undergone a recognised code of ethics course, which has an aquatics specific section, included e.g. Water Safety Ireland, Sports Council.

Candidates must be at least 16 years of age on the first day of the course. The Tutor may recognise the prior experience and qualifications of candidates.

### **Role**

Holders of this award can teach on their own, on a one to one basis, the set of skills/activities outlined in the syllabus and listed on their certificates.

Course duration: 3 days / 24 hours.

### **Tutor/Candidate Ratios**

12 candidates to each tutor is the maximum recommended.

### **Assessment**

Assessments will be by external WSI registered Tutors / Examiners, who are also qualified as “Aquatics for People with Disabilities Teachers”.

The assessment will comprise of the following:

- Teach people with a variety of disabilities for an hour as directed by the supervising course tutor.
- A portfolio / logbook must be completed during the course to the satisfaction of the course Tutor. The external may ask to see the portfolios as evidence and to support his / her decision. The logbook / portfolio will include the following: session plans, reflections/evaluations, scheme of work, skill analysis, risk assessment, and attendance sheets.

## Theory

The theoretical content will include the following:

- Role of Aquatics Teacher for People with Disabilities
- Role of the lead teacher/educator and helpers/assistants and working together
- Benefits of aquatic therapy for People with Disabilities
- Anatomy and physiology related to People with Disabilities
- Human growth and development
- Holistic development
- Disability Acts
- Theories of inclusion:
- Disabilities models, ICF, bio psychosocial model, inclusion spectrum, theories of adaptation and inclusion instructional model
- Disability awareness and consideration of same including specific safety and care of the swimmer.
- Considerations for people with vision and hearing impairment, wheelchair users, those with intellectual and hidden disabilities -- asthma, epilepsy, diabetes and obesity.
- Considerations for those with down syndrome, autism spectrum disorder, Aspergers, brittle bones, cystic fibrosis, heart disorders, hydrocephalus, multi sclerosis and muscular dystrophy, Parkinson's, poliomyelitis, spina bifida, spinal curvature, stroke, dyspraxia, achondroplasia, Tourette syndrome, and cerebral palsy.
- Effects of movement on land /water, application to exercise therapy in aquatics for the People with Disabilities.
- Communication methods applied to teaching aquatics for People with Disabilities
- Teaching strategies, including, communication and adaptations, feedback.
- Teaching and learning – the learner, the teacher and service delivery model PAP-TECA
- Planning programmes and schemes for specific needs
- Evaluations and reflections
- Acquisition of skill and specific considerations
- Creating a quality learning environment
- Working/ teaching in the water and its implications
- Effects of water
- Scientific principles, including, hydrostatics and hydrodynamics and their application to aquatic activities for People with Disabilities:
- Buoyancy, relative density, balance ,Newton's 1st, 2nd 3rd laws, Bernoulli's principle, resistance- profile, frontal, eddy currents, viscous drag, surface friction, wave drag, rotations, hydrostatic pressure and temperature.
- Behaviour management and class management strategies, protocol and recommendations
- General Adaptations: STEP. Inclusion spectrum → Equipment and its use – adaptations, advantages and disadvantages
- Activity/Skill & stoke analysis.
- Integration of swimmers,

## Practical

The practical aspects of the course must include a minimum of 4 practical hours teaching people with a variety of disabilities. It will include application and development of the following methods and practices/activities:

- Inclusive play/activities with a purpose.
- Task analysis. – Whole/part/whole, guided discovery and part/whole.
- Movement exploration
- Multi-sensory approach.
- Academic reinforcement.
- Use of singing and music.
- Themes, group activities and games.
- Shallow and deep water methods.
- Multi activity approach.
- Use of tactile/manual support.
- Behaviour modification
- Entries and exits,
- Supports and manual handling - guidelines and implications.
- Formations including circle, line, file.
- Risk assessments.
- Changing room issues, – Familiarization with surroundings
- The dependent to independence continuum in terms of support
- Adjustment to the water
- Vertical balanced movement confidence
- Pre blowing, breath control and under water confidence activities.
- Activities to develop sensory awareness – visual , hearing, tactile, smell.
- Activities to develop perceptual motor skills – body awareness, spatial awareness, kinaesthetic awareness, directionality, co-ordination.
- Activities to get feet off the pool floor,
- Rotations and control of rotations.
- Individualizing balance and propulsion for swimmers in the pool.
- Effects of the upthrust of water.
- Balanced floating and maximizing the person's buoyancy.
- Moving towards strokes.
- Use of turbulence.
- Activities for relaxation
- Advanced play/activities with a purpose special provision: