



# Just Add Water!

BUILDING LANGUAGE, CONFIDENCE AND SKILLS WITH ADAPTED PE IN PRESCHOOL

# Introductions

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▶ What about YOU?

# Session Objectives:

- ▶ Identify the features of “Swim with Me” project
- ▶ Understand benefits of collaborating with professionals in adapted PE
- ▶ Integrate language and learning opportunities into physical activities for preschoolers
- ▶ Outline potential out-of-classroom collaborations with adapted P.E. professionals

# Session Format:

- ▶ Overview Introducing our Swim Team Project
- ▶ Adapted PE for Preschoolers who are Deaf/HH
- ▶ Integration of Language for Enrichment Activities
- ▶ Planning Your Own Swimming/APEP Project

# Swim With Me!

MEET OUR TEAM & TAKE A PEEK

# Our Swim Team

- ▶ **Fourteen** Preschooler from the Denton Regional Day School Program for the Deaf
- ▶ Denton Team: Adapted PE, Deaf Ed Teaching Team, O&M Specialist, SLP, Vision Teacher, PT, Administration, Transportation, Translators
- ▶ TWU Team: Students & Faculty, training in Deaf Ed & Speech-Language Pathology
- ▶ Funding Partner: Denton Kiwanis

# Preschoolers from Denton RDSPD

- ▶ Shared opportunities to develop comfort and safety in water.
- ▶ Gained developmentally appropriate and age appropriate aquatic skills, supporting overall physical gross motor skills.
- ▶ Shifted from fear to enjoyment through cooperative experience in the water.
  
- ▶ Built novel vocabulary related to water activities as well as body and movement.
- ▶ Engaged in a plan-do-review sequence, building language-based cognitive skills.
- ▶ Made connections between home, school community and self.

# School Based Team

- ▶ Built novel relationships and solidified partnerships between diverse group of team members.
- ▶ Increasingly invested as project progressed, with the team expanding- sharing ownership of children and project.
- ▶ Shared learning with expertise of each be valued – genuine collaboration



# University Team

- ▶ Gained appreciation for the diverse population of students & broad range of professionals.
- ▶ Strengthened investment in course content based on real life “case studies”
- ▶ Developed new competencies in communication & language facilitation, as well as interprofessional collaboration

# Our Community

- ▶ Kiwanis: Funded project that reflected organizational vision- Developing resources that serve children
- ▶ Parents: Engaged in school community partnership with clear opportunities (& resources) to support learning
- ▶ Community services & citizens: Increased visibility of members that are deaf/hh, and awareness of appropriate accommodations.
- ▶ Children: Enlarged “world” through new experiences

# IDEA's Federal Definition of Physical Education: Minimal Components of a Quality Program

The development of:

- ▶ Physical and motor fitness
- ▶ Fundamental motor skills & patterns
- ▶ Skills in aquatics, dance, & individual & group games & sports (including intermural & lifetime sports)
- ▶ Includes special physical education, adapted physical education, movement education & motor development.

# Adapted Physical Education (APE)

- ▶ Adapted physical education is physical education that has been modified (specially designed) to meet the unique needs of students with disabilities.
- ▶ “Physical education services, specially designed if necessary, must be made available to every child with a disability receiving free and appropriate public education (FAPE), *unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.*” (P.L. 108-446, Sec. 300.108(a))

# Physical Education is Important for All Students, Especially for Those with Disabilities!

- ▶ Provides ALL students the knowledge and skills to participate in a lifetime of physical activity.
- ▶ Improves physical levels of independence and enjoyment
- ▶ Allows for regular, healthful physical activity which can reduce student stress and anxiety
- ▶ Facilitates the development of student responsibility and social skills
- ▶ Improves self-confidence and self-esteem
- ▶ Supports learning across the curriculum



# Communication/Language: It's our job

Effective teachers are able to maintain open lines of communication with their students.

(Columna & Lieberman, 2011)

...Everyone communicates and our job as educators is to employ the most effective strategy for a given individual...

Schultz, J., Lieberman, L., Ellis, K., & Hilgenbrinck, L., (2013).

Ensuring the success of Deaf students in inclusive physical education. JOPERD, 84(5).

# Aquatic Skill Sequence

Selected Content:

- ▶ Age appropriate
- ▶ Developmentally appropriate
- ▶ Adapted physical education aquatic material
- ▶ American Red Cross resources
- ▶ Created lesson plans AND checklists (slide examples)
- ▶ University students and staff provided comments and feedback after each session

## LESSON PLAN

**UNIT/TOPIC:** Swim at City of Denton Natatorium; sponsor Denton Kiwanis group

**SCHOOL:** AWSYC, Deaf Ed Class; **LEVEL:** PPCD (Pre K); **LESSON #:** 2 of 3; **DATE:** 3/2/2018

**LESSON OBJECTIVES or GOALS:** (essential knowledge and skills students may achieve)

Review of select #1 swim skills; bobbing, rolling, gliding, floating, combined arm/leg action, swim underwater, change directions, submerging

**MATERIALS:** Kickboards, toys

**LESSON STRUCTURE:** 60 mins.; No jumping, tossing student into pool.

Mins	Topic/Focus	Concept/Strategy/Material
5/5	<b>Lifejackets:</b> on deck, staff/teachers assist students into lifejackets	
2/7	<b>Water entry:</b> seated on deck to drop in; stand on deck to jump feet first; Walk in holding rail down stairs.	If jumping in: 1-hand hold, 2-hand hold or self
3/10	<b>Submerge face:</b> in water, make bubbles with lips/mouth. <b>No forcing student.</b>	“Speedboat” bubbles. Look at teacher, friend, wave/sign: I Love You.
3/13	<b>Bob in water:</b> assisted, independently.	
5/18	<b>Water rolls:</b> in pool, front to back; back to front.	
5/23	<b>Glide on front:</b> arms extended, hands clasped together. Push off wall, teacher at side.	
5/28	<b>Support float:</b> on front with kickboard or teacher assists. <b>Support float:</b> on back; make a T; teacher supports student with hands under shoulder blades/arm pits.	Kickboards
5/33	<b>Combined arm/leg action</b> with kick, on front. <b>Combined arm/leg action</b> with kick, on back, arm finning.	May use kickboards.
5/38	<b>Change direction</b> of travel on front, on back.	
17/55	<b>Retrieve toy/play &amp; safe pool exit:</b> Travel underwater. Assist student out (may not be able to reach rail). All use stairs to get out of pool; remove lifejacket; place on deck; place kickboards on deck; place toys in bin; students to locker room to change clothes	Begin with littlest students to exit pool to change (groups of four). After changed, come to bleachers to look at books with matched teacher. <b>Wring water from toys place in bin.</b> <b>Put lifejackets and kickboards away</b>
5/60	TWU students please fill out checklist on students and brief closure.	



## Skill Checklist Week 2

Student, check all that apply:

- Lifejacket on, assisted, independent
- Water entry: seated position, roll over, slide in; step in; use stairs hold rail; unassisted
- Water entry: feet first jump, 1-hand held, 2-hands held, unassisted
- Submerge face; open eyes; look at teacher or friend
- Retrieve toy
- Bob in water: assisted, independently
- Roll front to back; back to front
- Glide, arms extended, hands together: with push off wall to teacher on front, on back
- Support float: on front, on back
- Kickboard: kick with alternating legs on stomach
- Arm strokes: alternating arms on stomach, on back
- Combined arm/leg action: on front, head out of water
- Combined arm/leg action: on front, head in water
- Combined arm/leg action on back
- Change direction of travel on front, on back
- Travel under water; through hula hoop; self
- Exit water: stairs with rail assisted, unassisted
- Lifejacket off. assisted, independent

# “Active Participatory Learning”

- ▶ In the **plan-do review** process, children make plans, carry them out, and reflect on what they have done. In doing so, children learn to take initiative, solve problems, work with others, and accomplish their goals.



- ▶ <https://highscope.org/faq>

# BEFORE: Pre-Teaching

## For Children

- ▶ Circle time grab bag
- ▶ Pool pretending
- ▶ Book about our plan
- ▶ Practicing the rules
- ▶ Previewing materials & plans
- ▶ Daily calendar reference
- ▶ Preview book for every child with signs included (Spanish)

## TWU Students

- ▶ Describing scope and sequence of instruction
- ▶ Introducing Linda & APE
- ▶ Reviewing roles and responsibilities
- ▶ Matching of students provided

# DURING: Differentiating

## For Children

- ▶ Considering auditory & visual abilities & access.
- ▶ 1:1 partnering AT ALL TIMES
- ▶ Considering physical abilities & comfort level (fatigue).
- ▶ Ensuring predictable sequence, smooth transitions, clear modeling, opportunities for high & low structure.
- ▶ Encouraging & reinforcing
- ▶ Facilitating communication & peer engagement

## For Adults

- ▶ “Director” with white board sharing instructions & signs
- ▶ Arriving early and lesson reviewing with equipment.
- ▶ Reviewing checklists before, during & after.
- ▶ Professional models (familiar with the children) accessible

# AFTER: Reviewing

## For Children

- ▶ Videos, PowerPoints, Experience Books
- ▶ “Practicing” with our “pool” & equipment
- ▶ Allowing children to “tell the story”
- ▶ Reviewing signs, words, print – vocabulary & phrases
- ▶ Sending photos & stories home
- ▶ Keeping props available in the classroom.
- ▶ A “party” to mark the end.

## For Adults

- ▶ Reflecting on APE tasks and communication – planning expansions or supports
- ▶ Sharing experiences with families
- ▶ Building collaborations and communicating appreciation.
- ▶ Providing guidance as needed.



# Planning YOUR APE Collaboration

SHARING STEPS & IDEAS FOR SWIMMING WITH YOUR PRESCHOOLERS

# Our steps (*strokes*) to success:

- ▶ Prepare your plan in advance (activities, logistics, accommodations, equipment, personnel)
- ▶ Identify funding needs & resources - think broadly
- ▶ Gain administrative & parental support – be ready to sell!
- ▶ Build your team – in and out of school program
  - ▶ Communication is KEY
- ▶ Train your team & set boundaries
- ▶ Pre teach and plan with students (& staff & families)
- ▶ GO and DO and GO and DO and GO and DO - Document
- ▶ Follow Up after each session
- ▶ Close strong

# Ready to jump in the water?

- ▶ What APE collaborations could provide learning experiences for young children in your program?
- ▶ What are some of the barriers, and potential solutions?
- ▶ What resources (funders, personnel, materials) could help?
- ▶ What are your next steps?



# We'd love to share more!

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▶ FAQs about Adapted PE

<https://www.shapeamerica.org/events/upload/Answering-Frequently-Asked-Questions-About-Adapted-Physical-Education.pdf>