

Topic	Explanation
Country, city	Croatia-Rijeka
Name	Swimming – Aquatics – Halliwick concept
Aim	Aim of Halliwick concept is to achieve independence in water; adjust to the water and acquire knowledge and skills in swimming. to improve strength and flexibility; to improve muscle coordination, to experience independence that cannot be achieved outside the water.
Duration of the lessons	1-2 hours
Expertise, experience of trainer	An expert is needed with a degree, who has gone through the program of getting the necessary competencies, including Halliwick concept course . Years of experience, additional education and exchange of experiences with trainers from around the world. Preferably for trainer to pass additional tests from special pedagogy, sociology, didactics, defectology, professional seminars and education for working with children with intellectual difficulties. It is preferable for trainers to pass additional tests from special pedagogy, sociology, didactics, defectology, professional seminars and education for working with children with intellectual difficulties.
Age group	From 7 years onwards
Rules	Rules are to go into the water and do exercises in the water using different games and techniques as well as to swim. Always work 1:1, instructor with a swimmer. Examples of exercises: 1) Washing the face and ears 2) Blowing a table-tennis ball on the water 3) Sliding with an instructor on the surface of the water Rule for a coach is to keep the participants in the field of vision.
Set of movements	Pulling, swinging, sliding, floating, leg usage
Equipment	Hardware: Swimming boards, whistle, table-tennis ball, balloons, swim rings, buoys Special clothing: Swimsuits, swimming caps and glasses Any other material:
Required space	/ pool
Inclusive experience	An expert is needed with a degree, who has gone through the program of getting the necessary competencies. Years of experience, additional education and exchange of experiences with trainers from around the world. It is preferable for trainers to pass additional tests from special pedagogy, sociology, didactics, defectology, professional seminars and education for working with children with intellectual difficulties.

Type of disability	Rules (game rules, duration)	Instructions	Set of movements	(Adapted) Equipment
Hearing impairment Complete loss	x, 2 hours training	Communication by sign language and reading from the lips, , coach needs to point face towards a player and to have eye contact with him/her, optional professional communication assistant as support for player beginner, blue and red flags, cards with tags of different movements and actions	x	A light signal of a referee or a flag , cards with tags of different movements and actions
Reduced hearing	x, 2 hours training	Communication by sign language and reading from the lips, coach needs to point face towards a player and to have eye contact with him/her, blue and red flags, cards with tags of different movements and actions	x	A light signal of the referee or a flag or vibration signal , cards with tags of different movements and actions, hearing loop – special type of sound system for use by people with hearing aids
Visual impairments Low vision	x, 2 hours training	x	x	fluorescent marks on the pool (edges of the pool), fluorescent colored swimming boards, balls, balloons, swim rings, buoys illuminated pool hall, outfit (swimming costumes) in bright colours
Reduced vision	x, 2 hours training	Giving instructions verbally and, if needed, tactile (touch)	x	fluorescent marks on the pool (edges of the pool), fluorescent colored swimming boards, balls, balloons, swim rings, buoys illuminated pool hall, outfit (swimming costumes) in bright colours
No vision	Mastering the basis of the swim movement through the game and various exercises, to teach the child to relax in the water, 2 hours training	Giving instructions verbally and tactile (touch); to provide a beginner's safety and attention, to introduce him/her the space, additional location information, additional encouragement, extra help in adjusting to water and spraying, independence as a goal in water should not be rushed, safety concern needed	x	stained glasses, necessary sports assistant or parent as a "tapper" who touches a swimmer in the race with a special device on the head or body, a special device for tapping, assistant's whistle when starting and ending a game
Mobility impairment Reduced mobility (use of lower limbs and upper limbs)	x, 2 hours training	x	It is preferable for a participant to do more movements in the water, than he/she can do outside of the water.	swimming boards, balls, balloons, swim rings, buoys
Reduced mobility (use of lower limbs and no use of upper limbs)	x, 2 hours training	Depending on child's limbs abilities, showing adjusted movements, safety concern needed	It is preferable for a participant to do more movements in the water, than he/she can do outside of the water.	swimming boards, balls, balloons, swim rings, buoys

Reduced mobility (no use of lower limbs and no use of upper limbs)	x Coach should always keep the participants in the field of vision. 2 hours training	Depending on child's abilities, showing adjusted movements, safety concern needed	Spine and body movements It is preferable for a participant to do more movements in the water, than he/she can do outside of the water.	swimming boards, balls, balloons, swim rings, buoys
Wheelchair users (use of upper limbs)	x. Coach should always keep the participants in the field of vision. 2 hours training	Depending on the child's abilities, showing adjusted movements, safety concern needed	Head, shoulder, spine and body movements It is preferable for a participant to do more movements in the water, than he/she can do outside of the water.	swimming boards, balls, balloons, swim rings, buoys
Wheelchair users (no use of upper limbs)	x Coach should always keep the participants in the field of vision. 2 hours training	Depending on the child's abilities, showing adjusted movements, safety concern needed	Head, shoulder, spine and body movements It is preferable for a participant to do more movements in the water, than he/she can do outside of the water.	swimming boards, balls, balloons, swim rings, buoys
Communication impairment Speech impairments	Coach should always keep the participants in the field of vision. 2 hours training	Note: Exercise "blowing poached eggs" is great for speech impairment	x	Swimming boards, whistle, ball, balloons, swim rings.
Learning impairment Mild	Pupils participate in the games for 15 minutes, then have a break. Two to three games/activities, 12-15 minutes each.	Slowly and precisely demonstrated. Returning to the exercise and giving additional explanation, only if needed Teach the kids to be relaxed (emotional stability) and allow the water to support their floating ability. safety concern needed	x	Swimming boards, whistle, ball, balloons, swim rings
Moderate	Pupils participate in the games for 15 minutes, then have a break. Two to three games /activities, 12-15 minutes each.	Returning to the exercise and giving additional explanation, only if needed Teach the kids to be relaxed (emotional stability) and allow the water to support their floating ability. safety concern needed	x	Swimming boards, whistle, ball, balloons, swim rings
Severe	Pupils participate in the games for 15 minutes, then have a break. Two to three games /activities, 12-15 minutes each.	Slowly and precisely demonstrated. Repeated returning to the exercise, teach the kids to be relaxed (emotional stability) and allow the water to support their floating ability.	x	Swimming boards, whistle, ball, balloons, swim rings