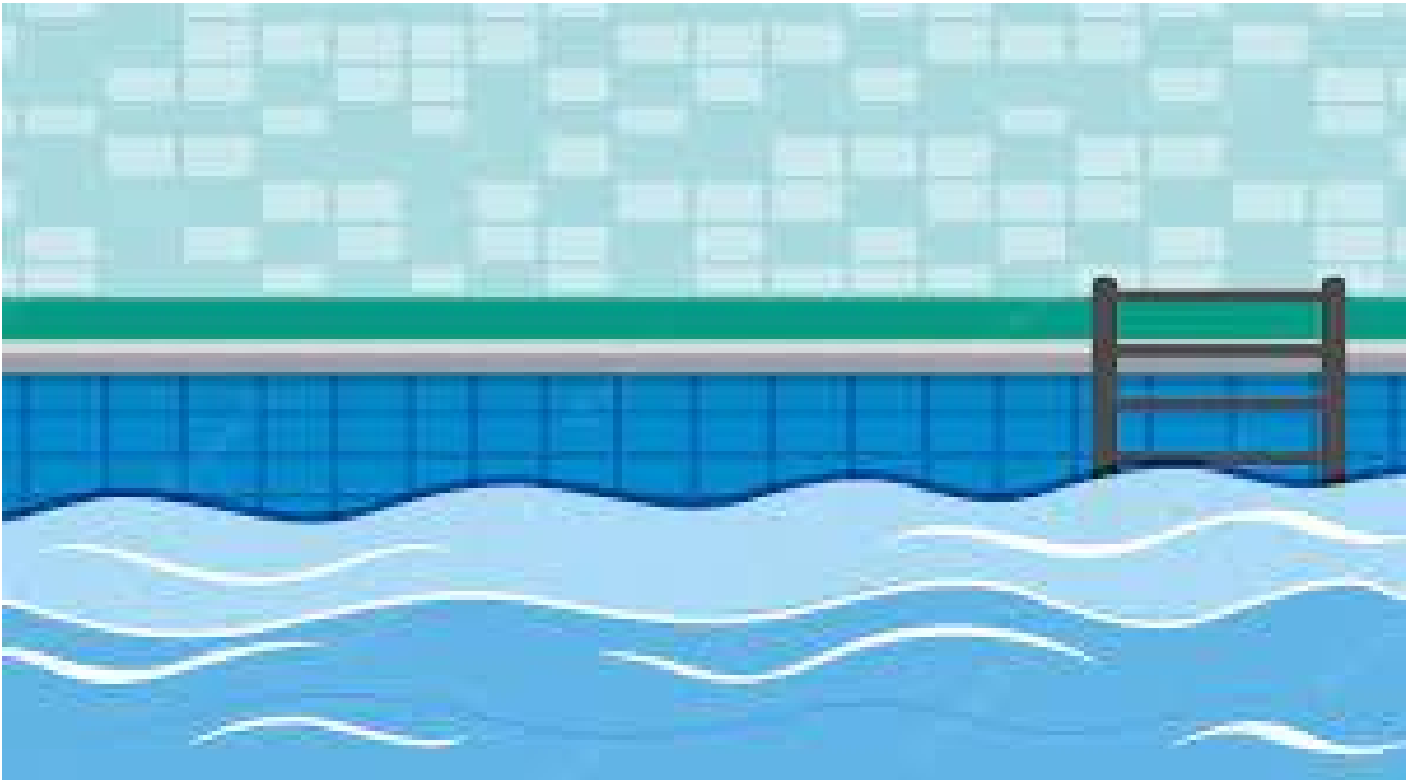


**Brunswick School Department**

## **Functional Life Skills**

### **Swim Program**

**To support Special Olympics access**



**2023-2024**

Updated September 2023

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# Program Purpose

The purpose of the BSD Swim Program is to provide students in Brunswick's K-8 functional life skills programs with access to a recreational activity within the community. Further, the Program is designed to support participating students' development of life skills and to promote students' physical fitness. Specifically, students work on the skills necessary to:

- Access community facilities
- Demonstrate safety awareness in and around water
- Develop gross motor/fitness skills in a safe, supported, and structured manner

These skills will help develop each student's ability to become a functional member of the local community. Please note the Program is not designed to provide "swim lessons" or stroke development, but instead to build on the students' abilities to functionally and safely experience recreation in a water-based setting.

# Staff Roles

	Facility Lifeguards and Pool Manager	Special Olympics Coach	Physical Therapist	FLS Program Teacher	FLS Program Ed. Techs
Assumes overall responsibility for the team		X	X		
Attends Coach's Training School and regional Special Olympics Meetings		X			
Organizes and plans for competitions		X	X		
Performs Quarterly Swim Checks for each participant		X	X		
Helps develop Individualized Swim Protocols		X	X		
Delegates all staff roles and responsibilities		X			
Helps develop programming		X	X		
Participates and swims with students including assisting in locker rooms		X	X	X	X
Oversees safety and mobility protocols			X		
Monitors and enforces any Individualized Swim Protocols and safety measures for <u>any student</u> in their vicinity		X	X	X	X
Assigns Ed. Techs to specific students				X	
Determines if student is in active crisis at time of departure and not safe to ride the bus				X	
Follow programming and schedule put in place by SO coach and PT		X	X	X	X
Reports concerns to SO coach and PT in a timely manner	X	X	X	X	
Provide pre-teaching and ongoing teaching of expected behaviors to their students				X	X
Provide alternate activities and skill development for students who are not yet participating				X	X
Communicating program absences, staffing issues, or need for assistance prior to swim		X	X	X	

## Staff Roles Continued

	Facility Lifeguards and Pool Manager	Special Olympics Coach	Physical Therapist	FLS Program Teacher	FLS Program Ed. Techs
Final say for safety determinations	X				
Perform pool tests to allow swim in lap pool without stand by assist or contact guard /without flotation	X				
Determine need for a student to be removed from the pool or not return to swim program	X	X	X	X	

### **In the event of staff absences:**

If there are no familiar staff members able to attend swimming, the program should not attend for that session. Familiar staff are those who have attended swimming with that program during the current school year.

If fewer than the regularly allocated number of staff members are available to attend swimming, immediately notify the other team members (FLS teachers, Special Olympics Coach, and Physical Therapist) that you may need assistance covering the pool time or locker rooms prior to leaving for the pool.

### **Planning and Preparation**

- The special olympics coach and physical therapist will meet prior to each season to prepare information and programming for FLS teachers and staff
- The special olympics coach and physical therapist will meet with the involved FLS teachers prior to the season and will check in several times throughout the season
  - Initial participation criteria and participation checks will be communicated at these meetings

# Safety Expectations

## Student Safety:

- Student to adult ratios will not exceed 3:1 and may be more supportive at 2:1 or 1:1 based on individual needs which are determined prior to swim using the Individual Initial Participation Criteria, Individual Quarterly Participation Criteria, Program Participation Criteria and in consultation with the Special Education Teacher, Special Olympics Coach, and Physical Therapist
- All swimming activities will be supervised by a facility lifeguard and sessions will start and end at the assigned times
- All staff will be actively watching their assigned student(s) and will communicate with other adults when help supervising is needed. This includes in the lobby, locker room, pool deck, and pool
- Life jackets will be worn by students who cannot swim or maintain safety in the water, unless working one-on-one with Special Olympics Coach or Physical Therapist, in which case the adult will be within arms reach and eyes-on-student at all times
- If a safety event occurs, staff will follow the directions of the YMCA lifeguards who will implement specified YMCA safety protocols. An incident report will be filled out and families will be notified.

## Staff Safety:

- Staff will communicate their own swim skills/comfort level with supervising students in the water to the Special Olympics Coach/Physical Therapist prior to the start of the season
- Staff can review material on water safety from the American Red Cross [here](#)
- If a safety event occurs, staff will call for lifeguard assistance, and can use [“Reach or Throw, Don’t Go”](#) recommendation from the American Red Cross
  - Ex: a student is struggling to stay afloat in the deep water and does not have flotation
    - Supervising adult will call a lifeguard and use “Reach or Throw, Don’t Go”
  - Ex: a student goes under water and needs help coming to the surface in shallow water
    - Supervising adult will provide immediate assistance as they are within arms reach
- If an adult is in deep water and someone is holding on to them or dragging them under in a way that endangers the adult (and the student as well)
  - The adult can go deep under the water and swim so they come up out of reach. The person needing help will release them and then they are free to provide assistance in a more safe manner.

# Bath YMCA Pool Rules

Pool Rules (From <https://bathymca.org/aquatics/pool-rules/> )

1. Clean, proper swim attire must be worn in the pool. NO STREET CLOTHES. Please speak with a lifeguard regarding any extenuating circumstances.
2. Children who are not potty trained must wear a swim diaper, plus a swim suit and rubber pants (two tight, fit layers).
3. Showers are required by Maine State Law before entering pool.
4. Those with shoulder length hair or longer must have it contained with a hair tie or cap.
5. Please remove shoes before entering the pool area to keep dirt, debris, and other matter at a minimum.
6. Food and gum are NOT allowed in the pool area. Drinking water is allowed only in plastic containers.
7. Please remove all band-aids and hairpins before entering the water.
8. Wear jewelry at your own risk.
9. People with open cuts or wounds are advised not to use the pool.
10. Anyone with an infectious disease (e.g. conjunctivitis, poison ivy, etc.) or a very high temperature should not use pool.
11. It is the responsibility of the individual with a life threatening medical condition to inform the aquatics staff before entering the pool.
12. All persons under the age of 18 must be swim tested before entering into water depth greater than chest level, and adhere to our swim test policy.
13. Children under 7 must be accompanied by an adult
  1. An adult must accompany child in water if he/she has not passed the swim test
  2. An adult must be in the facility even if a child has passed swim test.
  3. Please refer to the swim test policy for more detail.
14. Walk, don't run, on the pool deck. The deck is usually slippery when wet.
15. Diving/Jumping
  1. Forward diving is only permitted only in water depth of 9 feet or greater.
  2. Keep clear of pool ladders. They are to be used for entering and exiting pool only.
  3. Starting blocks are to be used only under the supervision of a certified swim coach or a certified swim instructor.
  4. Forward jumping is allowed only with lifeguard approval during swim lessons and for small children with adult supervision.
16. Equipment and Supplies:
  1. Coast Guard certified life jackets, bubble belts, barbells, noodles, and toys must be inspected and approved by a lifeguard before being allowed in the pool.
  2. Use only the YMCA supplies/equipment clearly marked for general usage.
  3. Inflatable flotation devices of any kind are not permitted.
  4. Masks and snorkels may be used by adults or children under adult supervision only.
  5. Flippers are allowed for lap swimmers, swim team, and lessons in the main pool only.
  6. Use of equipment and supplies may be limited by lifeguards if the pool becomes crowded.

**BSD Swim Program Pool Rules and Expectations Slideshow for Students [here](#)**

# Swim Materials/Equipment

Equipment	Provided by...
Bathing suit	Student FLS program can purchase if needed
Period-Friendly swimsuit and Swim Diapers	FLS program
Towels	Student Extras can be provided by FLS program
Toiletries	FLS Program Bath YMCA provides soap via dispensers in showers Student can provide own if desired
Life Jackets/Puddle Jumpers	Bath YMCA
Pool Noodles	Bath YMCA
Pool Toys	Bath YMCA Extras can be provided by FLS program
Pool basketball hoop and ball	***See guidelines below***
Kick Boards with Pecs Symbols	FLS Teacher in consultation with Speech Therapists
Flippers	Student, if needed
Gait belt or other mobility equipment	Physical Therapist

\*\*\*Pool basketball hoop/ball use - to be used as reinforcer for following directions and participation during swim group.

- Allow basketball during the last 10 minutes of swim as a reinforcer and only once KFS students and more fragile students have been moved to another location.
- Expectations:
  - Non-contact - no pushing, holding on, or dunking others
  - No splashing
  - Must be actively supervised and facilitated by an adult
  - Area must be clear of students who do not wish to participate or are not able to participate



# Initial Participation Criteria

## Brunswick School Department Functional Life Skills Swim Program

### Initial Participation Criteria

<b>Student:</b>		<b>Date:</b>	<b>Sign off (PT and SO coach):</b>
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A student may participate in Brunswick's Functional Life Skills Swim Program if the following conditions are met:

#### Program:

- ☐ The student is assigned to a Functional Life Skills program at Kate Furbish, Harriet Beecher Stowe, or Brunswick Jr High School.

#### Permission:

- ☐ The student's parent(s) and/or guardian(s) agree and sign the permission slip.

#### Physical Status (as determined by medical record, school nurse, and physical therapist):

- ☐ There are no medical reasons why participation would be unsafe, including, but not limited to:
  - ☐ Allergy to pool cleaning chemicals
  - ☐ Seizures that are uncontrolled, frequent enough to be likely to occur during swim times, or severe enough that it would be challenging to maintain physical safety in the water
  - ☐ Open wounds
  - ☐ Infectious disease (Covid, poison ivy, conjunctivitis, etc.) or high fever
- ☐ If the student is incontinent, they will wear a swim diaper and rubber pants under their swim suit (ie: a disposable swim diaper, a reusable swim diaper, then swimsuit).
- ☐ If the student is menstruating, they may swim if they wear a tampon or period swimsuit.
- ☐ If the student is in an acute crisis at time of swim, the teacher will determine if the student is safe to attend that day.
  - ☐ Two data intervals (30 minutes) prior to departure where the student demonstrated behavior that was dangerous or potentially dangerous to themselves or others.  
Examples: Consistent and full force aggression, elopement from the classroom, property destruction, repeated climbing on top of furniture, threatening others

Note: If the student is unable to attend the FLS Swim Program, an alternate activity will be provided which may include skill building towards swimming such as water play, social stories about swimming, etc

# Quarterly Swim Participation Criteria

## Brunswick School Department Functional Life Skills Swim Program

### Quarterly Swim Participation Criteria

<b>Student:</b>		<b>Date:</b>	<b>Sign off (PT and SO coach):</b>
-----------------	--	--------------	------------------------------------

After each quarter, the team will meet to determine safety of participation in the FLS Swim Program for all students involved. If the student displays behaviors that are unsafe during pool participation, they will not return to the pool until the next quarterly review. They will be provided with an alternate activity in their classroom such as water play, social stories about swimming, etc. to skill build towards returning successfully and safely.

Quarters:

- October 1 - November 30
- December 1 - January 31
- February 1 - March 31
- April 1 - June 30

The student may not return to swimming until the next quarterly review if they display any of the following behaviors consistently and show an inability to access the pool curriculum and activities, indicating that staff are unable to keep them safe at the pool:

- ☐ Not wearing life jacket at expected times
- ☐ Not keeping required swimwear on
- ☐ Running on the pool deck or in locker rooms
- ☐ Getting in or out of the pool without adult permission
- ☐ Demonstrating intentional aggression towards persons or things
- ☐ Eloping (out of the therapy pool area/locker room/building)
- ☐ Not staying with designated teacher and group
- ☐ Requiring more adults to support than what is determined in the student's IEP
- ☐ Consistently actively refusing physical prompts for safety

- **Examples:** Attempting to hold a student's hand and they repeatedly pull away, attempting a supportive guide to move student to designated area and they repeatedly drop or attempt to run on the pool deck
- **Non-examples:** Vocalizing "no" but continuing to walk with staff, student refuses then staff prompt expectation and they follow directions

- ☐ **Individualized swim protocol developed and in use to address above behaviors**
- ☐ **Student does not exhibit any of these behaviors**
- ☐ **Student is approved to participate:**

Quarter 1

Quarter 2

Quarter 3

Quarter 4

See new Quarterly Sheet For Changes

# Sample IEP Goals

- By September 2023, given specially designed instruction in community and safety skills along with multiple community outings, X will increase her ability to stay with the group, follow teacher instructions and use a safe body with minimal adult support from 20% to 70% of the time over three consecutive sessions as measured by teacher observations and data collection.
- By September 2023, given specially designed instruction in community and safety skills along with multiple community outings, X will adhere to community norms and expectations by following facility rules, using their coping skills to be respectful and safe, and communicate their needs and wants with minimal adult support from 10% to 50% of the time over three consecutive sessions as measured by teacher observations and data collection.
  - Please note: If appropriate and discussed with the PT you can add “with physical therapy consultation” or “with physical therapy direct services” to the given line.

# Skill Development

Students will work to develop skills in the following areas during the BSD swim program, given an appropriate and individualized level of support and instruction:

- Following adult directions
- Maintaining a safe body and safe voice in a novel or exciting setting
- Entering and navigating community facility
- Locker room etiquette
- Dressing skills
- Showering skills
- Develop safety awareness in and around water
- Following pool rules
  - Showering before entering
  - No running on deck
  - No jumping unless approved by an adult
  - No swimming in lap pool until lifeguard and school staff approve
  - Get out of the water to use the bathroom
- Putting on flotation device before entering (if appropriate)
- Keeping flotation and swimwear on during swim time
- Entering and exiting the pool appropriately
- Participating in group activities in the pool
- Exposure to novel setting if not familiar with water
  - Gentle and supported introduction to entering water, getting ears wet, getting face wet, holding breath, going under, floating, climbing in and out, etc.

# Pool Introduction Skills

Click [here](#) for printable version

## Pool Introduction Swim Program

2022-2023

Katy Baughman and Krystal Bray

These activities are **examples** of skills that can be worked on during swim program time. This is a general guideline for Grades K-2 **and/or** any student who is unfamiliar or uncomfortable being in the water.

Life jacket is ON unless otherwise stated

Activity Examples	Approx. Time	Tips	Cues
Get in and get used to the water	5 minutes	<ul style="list-style-type: none"><li>• Give one minute sitting on the stairs if needed, then say it is time to get in and help them in</li><li>• It is ok to hold student close when they initially get in, as they relax try to hold their hands or waist vs. having them hold your neck. Kickboards can help with this</li></ul>	"It's time to get in the water"  "You can get in by yourself or I can help you"
Going under or working towards going under	5 minutes	<ul style="list-style-type: none"><li>• Start with chin, then ears (tipping head to the side), then back of head</li><li>• If student is ok going under then they can do that first</li><li>• Continue to build trust, don't dunk them under, provide support but challenge them</li></ul>	"Get your chin wet!"  "Put your ear in"/ "listen to the water"  Model the movements  "I won't let go" "I won't let you go under"
Blowing Bubbles	5 minutes	<ul style="list-style-type: none"><li>• With mouth</li><li>• With nose<ul style="list-style-type: none"><li>◦ Close mouth and blow out nose. Humming helps</li></ul></li><li>• With face all the way in (out nose)</li><li>• Head all the way under (out nose)</li><li>• Bobbing<ul style="list-style-type: none"><li>◦ Take a breath and go under</li><li>◦ Blow all air out your nose</li><li>◦ Come up just as air is out and take a breath</li><li>◦ Go right back under</li></ul></li></ul>	Model the skill above water first, then go do under water  Let the student choose what level they are comfortable trying
Monkey Walks	5 minutes	<ul style="list-style-type: none"><li>• Student holds on to the wall, adult is behind with hands on waist or hand over hand on wall</li><li>• Student puts feet on wall</li><li>• Student "walks" with hands and feet along edge of pool</li></ul>	"Hold on"  "Feet up"  "Walk like a monkey on the wall"

Kicking	3-5 times	<ul style="list-style-type: none"> <li>• Student holds on to the wall, adult is to the side of them</li> <li>• Student brings legs out behind them (adult assist on sides of hips) <ul style="list-style-type: none"> <li>◦ Attempt to have them keep their legs straight and closer together - no "frog" legs</li> </ul> </li> <li>• Have the student kick so they create a splash for 15 seconds</li> <li>• Rest for 15 seconds</li> </ul>	<p>"Hold on"</p> <p>"Kick big to splash"</p> <p>"Legs up" or "On your belly"</p>
Back Float	3-5 times	<ul style="list-style-type: none"> <li>• Student facing away from adult</li> <li>• Provide support at armpits or across chest as needed</li> <li>• Allow student to rest their head on your shoulder as you tip them back so the back of their head is in the water. Goal would be for ears to be under</li> <li>• If student is comfortable, they can float with adult to their side, hand at low back or hips and/or hand behind head. Or they can float independently</li> <li>• Repeat 5 times (or less if they hold it for a long time)</li> </ul>	<p>"Belly up"</p> <p>"Chin up" or "Look up"</p> <p>"Head back"</p>
Laps	3 down and back	<ul style="list-style-type: none"> <li>• Working on horizontal positioning in the water, blowing bubbles, kicking legs</li> <li>• Adult support at hips or armpits, ideally on the sides of their body vs. underneath them</li> <li>• Adult can stand side-to and provide propulsion forward</li> <li>• Adult can stand facing the student, scooching down to eye level, and walking backward so there is a better view of student's face. Support at armpits or hands</li> <li>• Adult can zig-zag path to create sidebending in the students spine</li> <li>• Kickboards can be used if it helps the student stay horizontal and not cling to the adult</li> <li>• If the adult isn't holding the students hands, can also work on "pulling" with hands</li> </ul>	<p>"Kick kick kick"</p> <p>"On your belly"</p> <p>"Reach and pull"</p>

Practice Getting In/Out on the side (Katy and Krystal can go through this with you the first few times)	3 times	<ul style="list-style-type: none"> <li>For some, this may require two adults and Katy or Krystal can help</li> <li>Option 1: <ul style="list-style-type: none"> <li>Facing the wall, adult behind</li> <li>Student puts one forearm or "elbow" down on edge of pool, then the other</li> <li>Student pulls onto their belly on the side of the pool</li> <li>Student brings one knee out to the side of the pool</li> <li>Rolls into sitting</li> <li>Reverse to get back in (start by rolling onto belly)</li> </ul> </li> <li>Option 2 - for stronger kids <ul style="list-style-type: none"> <li>Facing the wall, adult behind</li> <li>Student places hands flat on pool side</li> <li>Student kicks and pushes with arms until arms are straight and they are half out of the water</li> <li>Student rotates body to land bottom outside of hand on their preferred side</li> <li>To get back in, they place hands both to one side, fingers facing away from the pool, push up onto locked arms, and slowly lower down into pool</li> </ul> </li> </ul>	Singing voice "elbow, elbow, belly, knee, climb right out to safety"
Diving Under (optional)	3-5 times	<ul style="list-style-type: none"> <li>For the student who is comfortable putting their head all the way under, they may dive to retrieve toys or try to touch the bottom</li> <li>It is ok to provide a "boost" to get them under</li> </ul>	
Alligator Walks (optional)		<ul style="list-style-type: none"> <li>To build confidence without a lifejacket this can be done with strict 1:1 supervision</li> <li>Lifejacket is removed on stairs</li> <li>Student puts hands on the step that they can reach and still have head above water</li> <li>Student "walks" with hands along step letting legs trail behind them</li> </ul>	<p>"Walk like an alligator"</p> <p>"Legs straight behind you"</p>



## Pool Introduction Activities Cheat Sheet To Have Poolside

Activity Examples	Approx. Time	Tips
Get in	5 minutes	<ul style="list-style-type: none"> <li>Hold initially, then move to less support if appropriate</li> </ul>
Going under	5 minutes	<ul style="list-style-type: none"> <li>Chin, Ears, Back of head, fully under (if comfortable)</li> </ul>
Blowing Bubbles	5 minutes	<ul style="list-style-type: none"> <li>Mouth, Nose (hum), face in, head under, bobbing</li> </ul>
Monkey Walks	5 minutes	<ul style="list-style-type: none"> <li>Student "walks" with hands and feet along edge of pool</li> </ul>
Kicking	3-5 times	<ul style="list-style-type: none"> <li>Kick while holding wall for 15 seconds, rest for 15 seconds</li> </ul>
Back Float	3-5 times	<ul style="list-style-type: none"> <li>Head on adult shoulder, adult supporting under head and hips, adult supporting at sides of hips, or independently</li> </ul>
Laps	3 down and back	<ul style="list-style-type: none"> <li>Horizontal, blowing bubbles, kicking legs, pulling with arms</li> <li>Adult support to the side or in front of them, kickboards are ok</li> </ul>
Practice Getting In/Out on the side (Katy and Krystal can go through this with you the first few times)	3 times	<ul style="list-style-type: none"> <li>Sometimes two adults needed</li> <li>Option 1 "elbow, elbow, belly, knee... climb right out to safety"</li> <li>Option 2 push up onto straight arms, turn and sit</li> </ul>
Diving Under (optional)	3-5 times	<ul style="list-style-type: none"> <li>For toys if student is comfortable</li> </ul>
Alligator Walks (optional)		<ul style="list-style-type: none"> <li>Strict 1:1 supervision, lifejacket is removed on stairs</li> <li>Student puts hands on the step that they can reach and still have head above water</li> <li>Student "walks" with hands along step letting legs trail behind them</li> </ul>



# Parent Questionnaire

Brunswick School Department  
Functional Life Skills Swim Program  
Parent Swim Questionnaire

This form is to help us understand your child's exposure to water-based activities and their comfortability within the water. Please Complete the form and return it to school.

---

Child's name

- |  |     |    |
|--|-----|----|
| 1. Does your child have regular access to a body of water (ie. pool, ocean, lake)? | Yes | No |
| 2. Does your child enjoy swimming?   | Yes | No |
| 3. Does your child know how to swim?   | Yes | No |
| 4. Does your child need a flotation device?  | Yes | No |

Please answer the following questions by checking off never (if behavior has never or rarely occurs), sometimes (if behaviors occur but infrequently), or always (if behaviors occur continuously).

	Never	Sometimes	Always
Will your child put their head underwater?			
Will your child blow bubbles when in the water?			
Does your child drink the water?			
Does your child jump into the water?			
Will your child scoot on their bottom from the side of the pool into the water?			
Does your child exhibit any medical concerns? Such as aspiration risk?			
Does your child exhibit any fears or behaviors when they are in the water?			
Does your child control their bowel movements?			

Please add any other information you would like us to know: \_\_\_\_\_

\_\_\_\_\_

# Parent Pamphlet

Linked [HERE](#)

## BSD Swim Program



### Questions?

Contact your student's case manager or one of the following:

Krystal Bray - Special Olympics Coach  
[kbray@brunswicksd.org](mailto:kbray@brunswicksd.org)

Katy Baughman - Physical Therapist  
[kbaughman@brunswicksd.org](mailto:kbaughman@brunswicksd.org)

Ruth Joyce - Director of Special Education  
[rjoyce@brunswicksd.org](mailto:rjoyce@brunswicksd.org)

### Purpose

To provide students in Brunswick's K-8 functional life skills programs with access to a recreational activity within the community.

Designed to support development of life skills and to promote students' physical fitness.

These skills will help develop each student's ability to become a functional member of the local community. Please note the Program is not designed to provide "swim lessons" or stroke development but instead to build on the students' abilities to functionally and safely experience recreation in a water-based setting.

Students work on the skills necessary to:

- Access community facilities
- Demonstrate safety awareness in and around water
- Develop gross motor/fitness skills in a safe, supported, and structured manner

### Skill Development

- Following adult directions
- Maintaining a safe body and safe voice in a novel or exciting setting
- Locker room etiquette
- Dressing/Showering skills
- Safety awareness in/around water
- Following pool rules
- Using flotation
- Group activity participation
- Gentle and supported introduction to novel setting if not familiar with water