

HALLIWICK SWIMMING METHOD IN THE WELLNESS REFLEXIONS AS SWIMMING FOR EVERYONE

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Abstract:

Water is one of the most satisfying and rewarding environment where everyone can find their own way and level of participation. To know how to swim is a life necessity and therefore a must, regardless of the physical or mental abilities, sex differences, ages, etc. For various types of disabilities swimming is extremely beneficial, particularly for those capable of achieving movement in water only. The Halliwick swimming method uses the water as a playground as well. Learning through the games in a pleasurable way and understanding movement, balance, stability, breathing control is part of Halliwick philosophy too. The Ten Point Program is the basis of the Halliwick swimming concept. It follows a logical pattern and therefore all points must be mastered to produce a swimmer who is truly competent in the water. In the Halliwick philosophy as in wellness is main to feel free, independent and enjoyable; here in the movement in the water as a prime aim, not a perfect swimming style. The Halliwick swimming concept is a carefully designed program for teaching swimming most effectively. It provides instruction with clearly identified and progressive targets to aim for at all ability levels. Within the program structure instructors are able and encouraged to develop their own personal style of teaching.

Keywords:

swimming for persons with disability, healthy athletes, wellness, instructor, teaching methods, wellness

INTRODUCTION

Water is one of the most satisfying and rewarding environment where everyone can find their own way and level of participation. To know how to swim is a life necessity and therefore a must, regardless of the physical or mental abilities, sex differences, ages, etc. For various types of disabilities swimming is extremely beneficial, particularly for those capable of achieving movement in water only. A number of authors focus their work

on swimming for the disable persons as for example J. Mc Millan, J. Martin, L. Guttman, W. Anderson, E. Jowsey, J. B. Nielsen, to name just some of them (Anadolu, Konukman, Tohum, et al., 2010). It is often said that swimming is the ideal type of exercise, the best way of exercising the whole body in a medium where the risk of injury is minimal. It combines the pleasure of a sport with the benefits of fitness and wellness. But the fact remains that many people do not associate swimming with pleasure, and

even those who swim out of choice seem to lack a sense of fun and well. They struggle through the water, their heads pulled back and their faces set in a grimace their sole purpose simply to complete a fixed number of laps. They act as if the water were an assault course which must be battled through from a sense of duty, rather than for pleasure or profit. Regular swimmers persuade themselves that at least it is doing them good. If our mind is not engaged in what we are doing, the benefits of exercise are limited or non-existent (Shaw, Angour, 1997).

The Halliwick swimming method uses the water as a playground as well. Learning through the games in a pleasurable way and understanding movement, balance, stability, breathing control represent the main important part of the Halliwick philosophy. The values of games are classified by Halliwick Association of Swimming Therapy (2012), and listed as activities where pressure is taken off, continuity of lesson aim by using games to link activities, enjoyable way of learning, elements of competition, increases confidence, immediate understanding of an activity, assessment of individual skills without pressure, general check of progress, opportunity for academic reinforcement, opportunity for hidden objectives, learn a new skill without conscious thought, overcome inhibitions, learn how to win and lose and use imagination.

In the Halliwick method an instructor has determinate role, therefore he or she must remember to vary the support given during swimming lessons, depending on the swimmer's needs. Being at home in the water is primarily a matter of trust. Trust in the water's ability to support the body without the need for us to hold ourselves

up. The value of learning to swim is emphasised in many societies and traditions. In many countries today children are expected to be taught basic swimming skills by the time they have completed their primary education. For people with disabilities, swimming is both remedial and recreational, but it can also be social. The sense of freedom and accomplishment is great booster in everyday life.

The Halliwick method represents a unique way to teach swimming, developed by James Mc Millan. His work first started in 1949 in London at the "Halliwick school for girls", after which the method has been named. It is based on the scientific principles of hydrostatics, hydrodynamics and body mechanics. Its aims are to teach water happiness, pool safety and swimming and to encourage people with special needs to use the water. No flotation or artificial buoyancy aids are used. Swimmers are taught on a one-to-one ratio of instructor to swimmer, until the time when complete independence is achieved. It is not a static set of principles, it grows and progresses as its members develop their own skills and share their knowledge and discoveries. In nowadays the Halliwick method is practised in rehabilitation centres, clubs and schools over the world (American Physical Therapy Association, 2017).

OBJECTIVES

The main objective is to define the Ten Point Program as the basis of the Halliwick swimming concept and to analyse a logical pattern how to master benefits for a swimmer through instructor competence.

The next aim is to reflex wellness according the Halliwick philosophy.

METHOD

- **“Content analysis of literature”**
The method was used as the basic from the view of the instructor treatment, especially qualitative research technique with the approaches: conventional, directed, or summative.
- **“Empiria research”**
Direct field research differs from everyday life experience through the systematic approach of. In addition there are demands for the objectivity and repeatability of the daily observations in praxis.

RESULTS AND DISCUSSION

Updated Ten Point Program

The Ten Point Program creates the basis of the Halliwick method. It follows a logical pattern and therefore all points must be mastered to produce a swimmer who is truly competent in the water. Everyone being taught is called a "swimmer". Until the swimmer has achieved proficiency and confidence, he will always be accompanied by an instructor. Swimmers are taught on a one-to-one basis, as part of a small group. Group work is structured and led by a group leader. Updated (International Halliwick Association, 2000).

The Ten Points are:

1. Mental Adjustment
2. Disengagement

3. Transversal Rotation Control (formerly Vertical Rotation)
4. Sagittal Rotation Control
5. Longitudinal Rotation Control (formerly Lateral Rotation)
6. Combined Rotation Control
7. Up thrust
8. Balance in Stillness
9. Turbulent Gliding
10. Simple Progression and Basic Swimming Movement

- **“Mental Adjustment”** – it means being able to respond appropriately to a different environment, situation or task. The learning of breath control is an important aspect of this work.
- **“Disengagement”** is possible to describe as an ongoing process throughout the learning by which the swimmer becomes physically and mentally independent.
- **“Transversal Rotation Control”** (formerly Vertical Rotation) emphasis on the ability to control any rotation made about a frontal-transversal axis.
- **“Sagittal Rotation Control”** is the ability to control any rotation made about a sagittal-transversal (anterior / posterior) axis. Longitudinal Rotation Control (formerly Lateral Rotation) represents the ability to control any rotation made about a sagittal-frontal (longitudinal) axis.
- **“Combined Rotation Control”** is focused on the ability to control any combination of rotations.
- **“Up thrust”** stresses on trusting the water that will support you. Sometimes called "mental

inversion" because the swimmers must invert their thinking and realise they will float and not sink.

- **“Balance in Stillness”** focuses on floating still and being relaxed in the water. This is dependent on both mental and physical balance control. When balanced, other activities can be performed more easily.
- **“Turbulent Gliding”** enables that a floating swimmer is moved through the water by an instructor without any physical contact between them. The swimmer has to control unwanted rotations but makes no propulsive movements.
- **“Simple Progression and Basic Swimming Movement”** presents a development from simple propulsive movements made by the swimmer to a stroke which may be individual to each swimmer.

Courses in the Halliwick swimming concept

The Halliwick method for teaching people with disability to swim consists of three levels. The courses themselves are conducted only by accredited International Halliwick Association (IHA) lecturers. Aquatic Physical Therapy includes but is not limited to treatment, rehabilitation, prevention, health, wellness and fitness of patient/client populations in an aquatic environment with or without the use of assistive, adaptive, orthotic, protective, or supportive devices and equipment.

The unique properties of the aquatic environment enhance interventions for patients/clients across the age span with musculoskeletal, neuromuscular,

cardiovascular/pulmonary, and integumentary diseases, disorders, or conditions. Aquatic Physical Therapy interventions are designed to improve or maintain:

- Function
- aerobic capacity/endurance conditioning
- balance, coordination and agility
- body mechanics and postural stabilization
- flexibility
- gait and locomotion
- relaxation
- muscle strength, power, and endurance

Level 1: Foundation level

- Module A: An introduction to the Halliwick concept (suggested: 2 days)
- Module B: Developing the Halliwick concept (2 days)

Level 2: Teaching and Therapy level

- Module C: Teaching helpers and instructors (2 days)
- Module D: Teaching swimmers (2 days)
- Module E: Using the Halliwick concept in therapy (2 days course, for physiotherapists only)

Level 3: Advanced level

- Module F: Assessing (2 days)
- Module G: Lecturing (2 days)

The syllabus: Foundation Level Course (Module A and Module B)

The minimum teaching time for a Foundation level course (Module A and Module B) is 25 hours (1500 minutes), of which a minimum of 8 hours (480 minutes) is practical work in the water. The

suggested maximum time for a Foundation level course is 30 hours (1800 minutes) with a maximum of 15 hours (900 minutes) practical work in the water. This includes a core part of lectures and pool work, which is mandatory on all Foundation level Halliwick Courses. The core must take at least 75% of the total course duration.

Module A

Theory:

- The Halliwick Method – History and Philosophy
- Why no flotation aids
- Effects of water
- Disability outlines / handicap effect
- Ten Point Program
- Breathe Control
- Aspect of rotation
- Moving and assisting on land
- Poolside safety
- Care of swimmer
- Video: "Water Free"

Pool work:

- Basic supports
- Balance and rotations
- The moving body
- Demonstrations of effects of water
- Demonstrations of group work for different abilities and ages

Module B

Theory:

- Ten point program
- Groups and Grouping
- Games and activities and their objectives
- Teaching techniques
- Review of games
- Programs for progress
- Singing, music and movement

- Proficiency awards

Pool work:

- Revision of basic supports
- Proficiency awards (badge testing)
- Groups for different abilities and ages
- Group demonstrations: games based on ten point program, and games based on proficiency awards

The optional content takes up a maximum of 25% of the total teaching time and can be theory and/or practical sessions. The optional content has been identified as necessary to adapt the course to: local needs (e.g. safety, insurance, manual handling, etc.), any topic which reinforces the core content, and the individual needs of that course (e.g. a topic on vision in a school for blind children).

Demonstration Program (One Day Halliwick Training)

Schools, institutions, universities and others establishments often requests an introduction to the Halliwick swimming method. Therefore Demonstration program or One Day Halliwick Training was prepared; its duration is approximately six hours. The following topics should be presented and give participants a flavour only of the Halliwick swimming approach:

International Halliwick Association

Outline of the Ten point Program

Why no flotation aids

General introduction to groups and grouping

Breath control

Use of volunteers

Practical pool work relevant to the client group

Video as appropriate

Suggested handouts: Ten Point Program, Course organisation leaflet, Benefits of affiliation, Affiliation forms and Publication list.

Badge Tests in Halliwick Swimming Concept

Halliwick approach can provide many indications of the progress of a swimmer, badge tests are one of them. There are four proficiency tests to monitor a swimmer's advance towards independence in the water. Halliwick badge tests are linked to a series of colour coded indicators: red, yellow, green and blue. All badge tests need to be assessed by registered Halliwick lecturers. Standard requirements are, for:

Red Badge Test (Proficiency Test No.1)

1. Enter the water unaided from a sitting position to an instructor.
2. Blow a plastic "egg" for a distance of 10 meters. (Support from behind if necessary is permitted.)
3. Perform "kangaroo jumps" for a distance of 10 meters.
4. Perform a forward recovery with a minimum of aid.

Yellow Badge Test (Proficiency Test No.2)

1. Enter the water from the poolside to a stable position in the water, unassisted in any way.
2. Sit on the bottom of the pool, or satisfactorily submerge, and demonstrate ability to breathe out under water.
3. "Kangaroo jump" or walk unaided for a distance of 10 meters.

4. Demonstrate a horizontal roll in either direction, with the minimum of aid.
5. Pick up a plate, or like object, from at least 1 meter of water.
6. Demonstrate a mushroom float for a minimum of 3 seconds.

Green Badge Test (Proficiency Test No. 3)

1. Demonstrate ability to enter water from a sitting position unaided.
2. Perform unaided forward recovery and rolling recovery.
3. Float motionless for 10 seconds or mushroom float for 3 seconds.
4. Tread water for 60 seconds.
5. Perform a mushroom float with a push down by an instructor to a minimum depth of 1.2 meter, followed by an unassisted controlled return to the surface, and then recovery, to a safe breathing position, by use of a longitudinal (lateral) rotation.
6. Swim 10 meters in any style.
7. Against a swirl of water, either get out over the poolside unaided or, if this is physically impossible, maintain a safe position from which assistance can be given.

Blue Badge Test (Proficiency Test No. 4)

For holders of Green Badge only!

Part I.

1. Swim a distance of 400 meters, in any style, without stopping or touching the sides, on a continuous circuit.

Part II.

1. Swim, on the back, a figure of eight, within an area of 10 x 5 meters.
2. Submerge and push off from the side of the pool, and glide under water to reach the surface without any swimming stroke.
3. Submerge and recover 2 items, 1 meter apart, from a depth of at least 1 meter, without re-surfacing until completion of the collection.
4. Submerge vertically feet first, until the water is 0.5 meter above the swimmer's head.
5. Rise to the surface and maintain a vertical position, without touching the bottom, for at least two minutes.

Part III.

The test should take place in deep water and be examined on the same day and by the same examiner as the above part. At least one skill (in each group of skills) should be performed.

1. Enter the water head first by:
 - a. seal dive using arms only, or
 - b. standing dive, or
 - c. sitting dive.
2. Perform one of the following:
 - a. rotary crawl using arms only, or
 - b. twin tail using legs only, or c
 - c. rolling log.
3. Perform one of the following:
 - a. washing tub using arms, or b
 - b. spinning top using legs, or
 - c. water wheel.
4. Perform one of the following:
 - a. back somersault, or

- b. front somersault, or
- c. pendulum, completing 1.5 swings.

The swimmer should be capable of performing each activity without the need for help, reminders or instruction, each skill should be performed competently, in a relaxed and confident manner, demonstrating good breath control and balance, and having his eyes open at all times. After passing the Blue Badge, the swimmer should be safe to enjoy the complete freedom in the water, with only the watchful eye of a lifeguard to ensure his or her safety.

CONCLUSIONS

In the Halliwick philosophy independent and enjoyable movement in the water is the prime aim, not a perfect swimming style. No flotation aids are used because they may restrict already limited mobility and can upset one's balance in the water or prevent to change positions independently. It is our intention to extend the opportunities and initiate thinking about swimming for those whose lives are restricted by their disability.

Swim lessons, as well as water exercise for maintenance of wellness, can be facilitated for individuals with disabilities when Halliwick activities are used. Swimming can surely broaden the horizons of their existence. For many, courage and determination can lead to a greater independence and better quality of life. Halliwick swimming concept, with newest changes, actualises such approach. New instructors need to know the basic principles and philosophy, the use of

games and groups, one-to-one swimmer-instructor ratio, the importance of communication and mental adjustment, the absence of flotation aids, etc. Joan Martin, a senior instructor and one of the co-inventors of Halliwick Method, stresses that no matter how experienced an instructor may be, there is always more to learn about teaching swimming. The Halliwick Swimming Method is a carefully designed program for teaching swimming most effectively. It provides instruction with clearly identified and progressive targets to aim for at all ability levels. Within the program structure instructors are able and encouraged to develop their own personal style of teaching. Swimming is not just about manoeuvring oneself through the water; it is also about being in the water and with water. Therefore a creative approach to the water is part of a creative approach to life.

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