



NFHS Inclusion of Students with Disabilities:

Introduction & Orientation to working with swimmers with a disability

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NFHS Inclusion of Swimmers with a disability—Best Practices

High School Swimming Coaches and stakeholders want to learn:

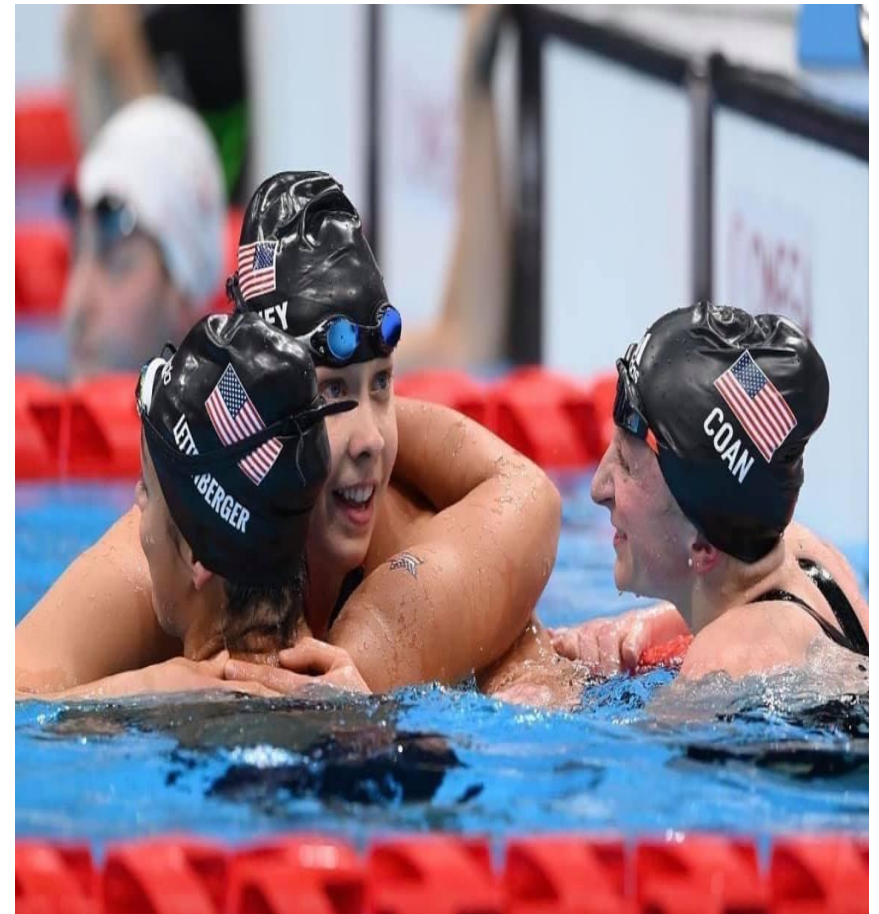
- How to hurdle barriers to participation.
- How to get started.
- How to coach a swimmer with a disability.
- Where to go for information.





Key outcomes:

- Examine the levels of the Para Swimmer Development Model (PSDM) and how you can facilitate and include swimmers with a disability into your high school program.
- Review biomechanical modifications/adaptations videos for athletes with physical, visual and/or intellectual disabilities.
- Develop support techniques to support a para-swimmer in training and competition.
- Connect coaches and athletes to the para swimming community.





What is Paralympics?



DIFFERENCES

1.

COMPETITORS

Olympics - Olympians
Paralympics - Paralympians

2.

LOGOS

Olympics - Olympic Rings
Paralympics - Paralympic Agitos

3.

VALUES

Olympics - Excellence, Friendship and Respect
Paralympics - Courage, Determination, Inspiration and Equality

4.

SPORTS

Olympics - 339 events from 41 different sports
Paralympics - 540 Events from 22 different sports

5.

GOVERNING BODY

Olympics - International Olympic Committee (IOC)
Paralympics - International Paralympic Committee (IPC)

6.

MOST IMPORTANTLY

Key Difference: The primary difference between the Olympics and Paralympics is that while most of the participants in the Olympics are able-bodied, the participants in the Paralympics are affected by some form of physical or intellectual disabilities.

Differences— P. 5



U.S. PARALYMPICS
SWIMMING



What is the classification system?

- A functional process for classifying swimmers with eligible disabilities by World Para Swimming
- Based on maximum ability
- Required to compete at a para meet
- National and international classification categories:
 - Physical Impairment (PI)
 - Visual Impairment (VI)
 - Intellectual Impairment (II)



Why is Classification necessary?

Eligibility	Determine if an athlete has an eligible impairment (EI)
Group	Groups Para swimmers with EI based on their activity limitation
Sport Class	Provide sport class status
Rules	Provide rules and exceptions that apply by sport class
Competition	Provide structure in competition
Ensure	Ensure sporting excellence



Para Swimmer Development Model (PSDM) Para Swimmer Performance Progression

Supplemental to USA Swimming American Development Model (ADM)



Para Swimmer Development Model (PSDM)

Athlete Performance Progression

Level	Classification	Program	Competition	Standards
Foundations 1	None/National	Any aquatic program	None/Local/Summer League	None
Foundations 2	National	Competitive programs	Local/Regional/Para	MQS for Nationals
Emerging	National/International	Competitive programs	Local/Regional/National/Para	Emerging
National C	National/International	Competitive programs	Local to International	National C
National B	International	Competitive programs	Local to International	National B
National A	International	Competitive programs	Local to International	National A

Learn to Swim/Adaptive

Summer Club

USA Swimming

YMCA

High School Swimming

College Swimming

Masters Swimming

National Classification and Regional Para Meets (Cincinnati, Jimi, The Fred, California)

Nationals

Emerging Team

International Classification

**International Classification
World Series Meets, Para Pan American Games**



National A team


**Paralympics,
Worlds,
World Series Meets**

National B team

**Paralympics,
Para Pan American Games,
Pan Pac Games,
World Series Meets**

National C team

**World Series Meets,
Para Pan American Games,
Pan Pac Games**



Training Considerations & Modifications to overcome barriers to participation

Training modifications to consider



Modification Video





What is the same?

- Biomechanical stroke development progression model
- Physiological training development progression model
- Expectations

What are the adaptations to consider?

- Biomechanical - use what they have and adjust
- Physiological training - apply what they can do and adjust
- Expectations - expect their best and adjust to what is their best

Biomechanical considerations = adaptations

What is the same?

- Balance, body position & streamline in an unstable medium of water
 - Seek to find the path of least resistance
 - Seek to find the path of efficiency above & below the water
 - Skill development of arm and leg movements
 - Starts & turn skill development

What are key adaptation considerations?

- Apply the above using all that the swimmer “has” physically and emotionally
- Adapt in order of head position, bodyline and leg drag



Physiological Considerations = adaptations to training

- What is the same?
 - Progression of training standards within the sport
- What are the adaptation considerations?
 - Quality over Quantity per sport class specifics and athlete's ability
 - The training can follow the disability sport class by percentage
 - For example:
 - S3-S6 = 30-60% of the typical workout based on the swimmer's ability
 - S6-S8 = 70-80% of the typical workout based on the swimmer's ability
 - S9-S10 = 90-100% of the typical workout based on the swimmer's ability
 - S11-14 = 100% however, emotionally may need something changed

Expectation considerations

What is the same?

- Work up to their ability and commit to owning their sport development
- Follow the same expectations of all swimmers of the program
- Become the best version of themselves as they aspire to be → “walk the talk”

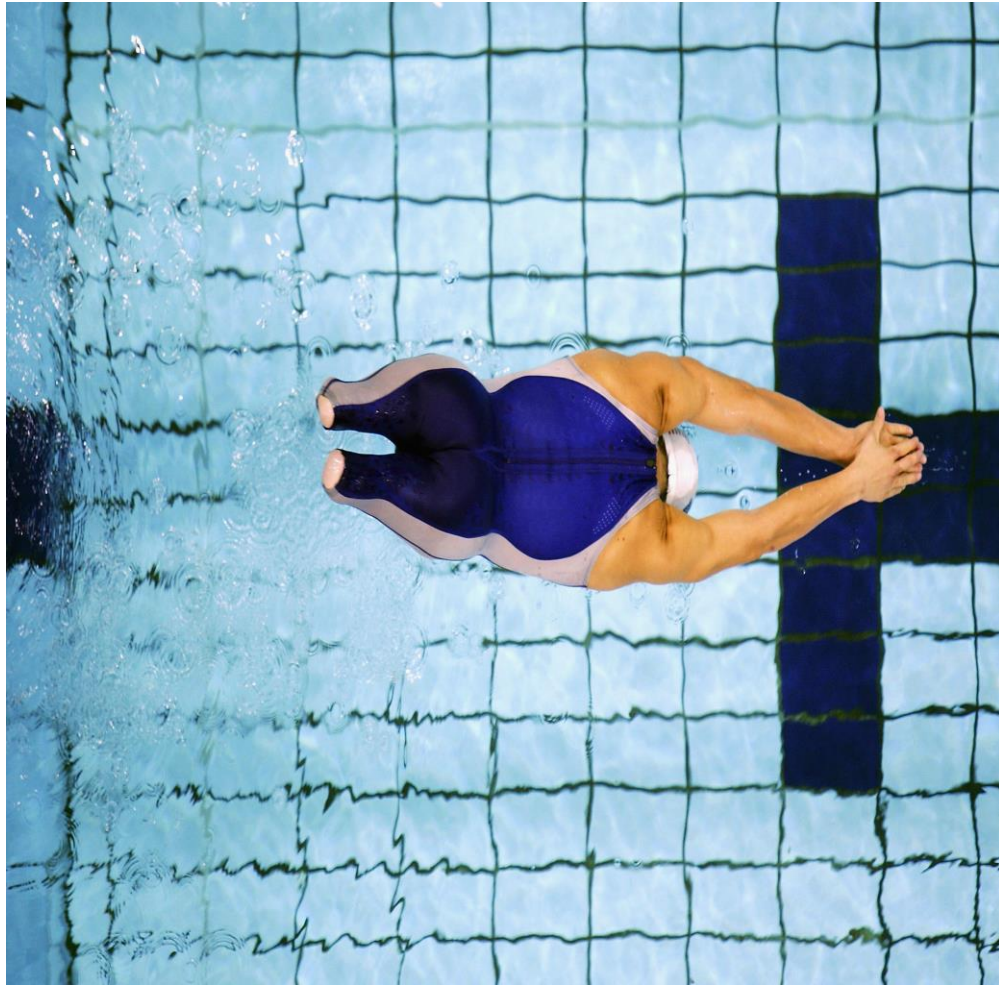
What are key adaptation considerations?

- Little to no adaptation when the coach and swimmer work at becoming the best version of themselves and commit to the goals they developed within the scope they desire to be.

Basic Biomechanical Adaptations



Body position and streamline



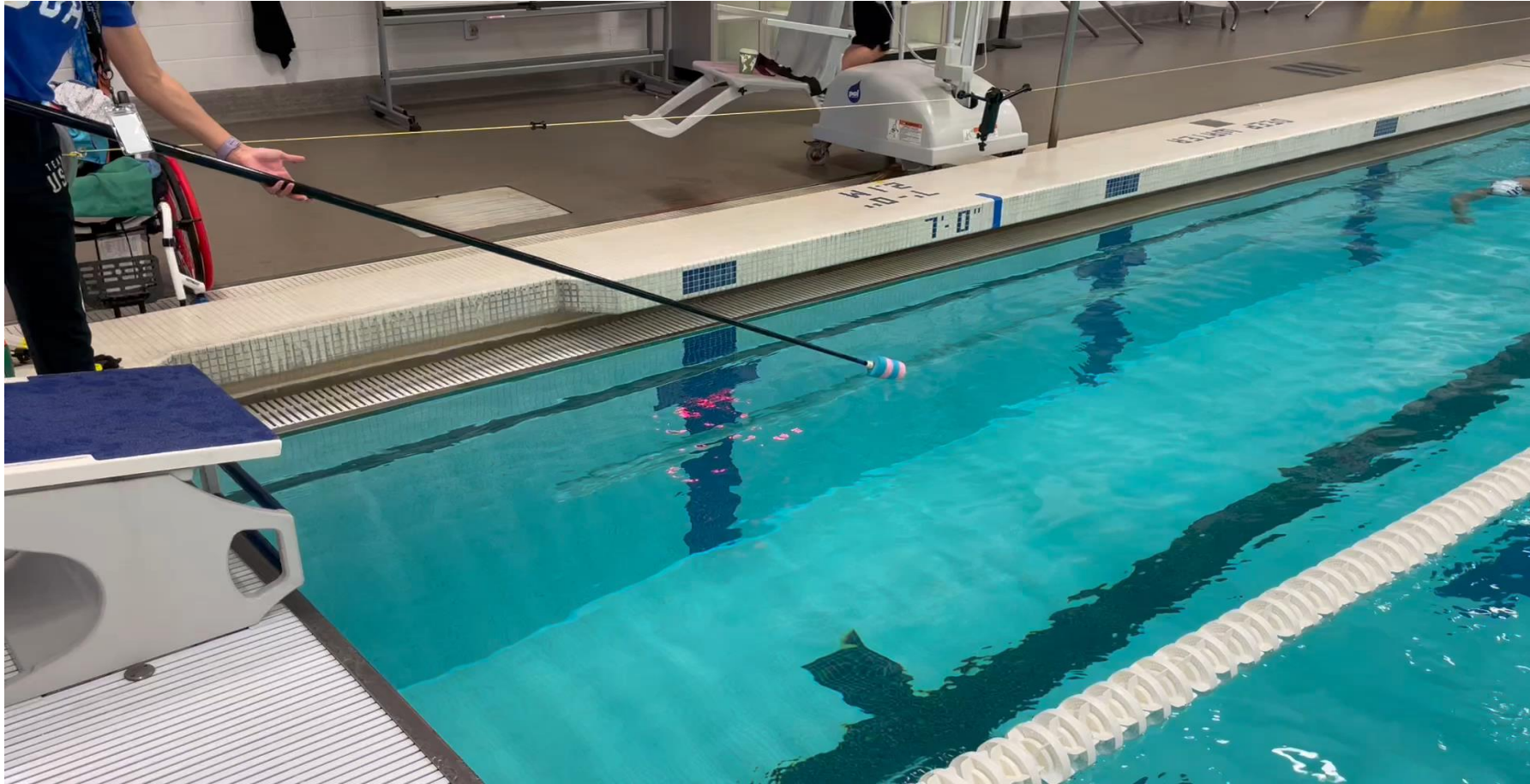
Modifications for VI para swimmers



Tapping a VI swimmer



Tapping a Turn for a VI Swimmer

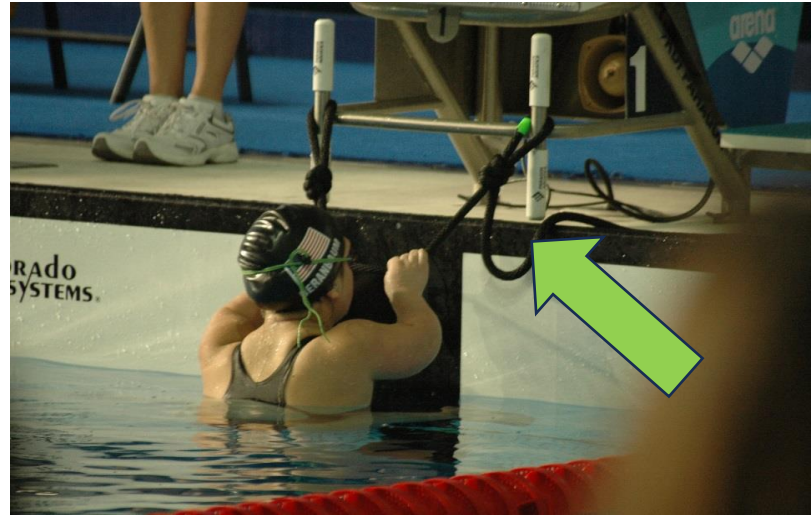
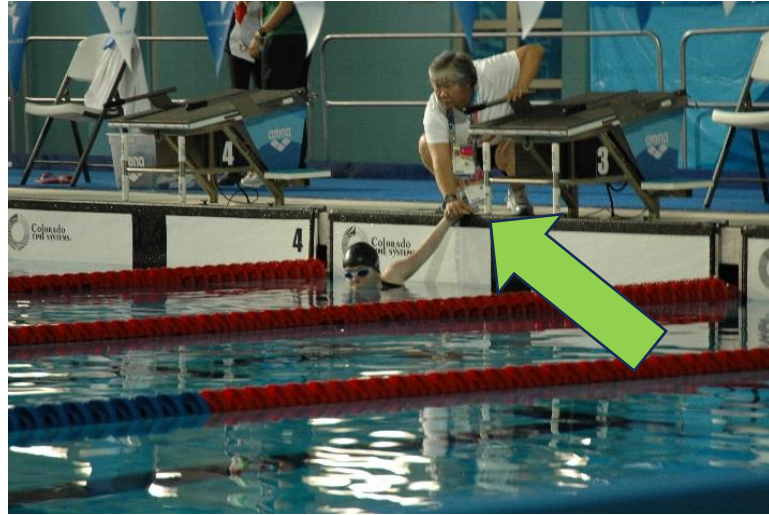


Modifications for Intellectual (II) swimmers

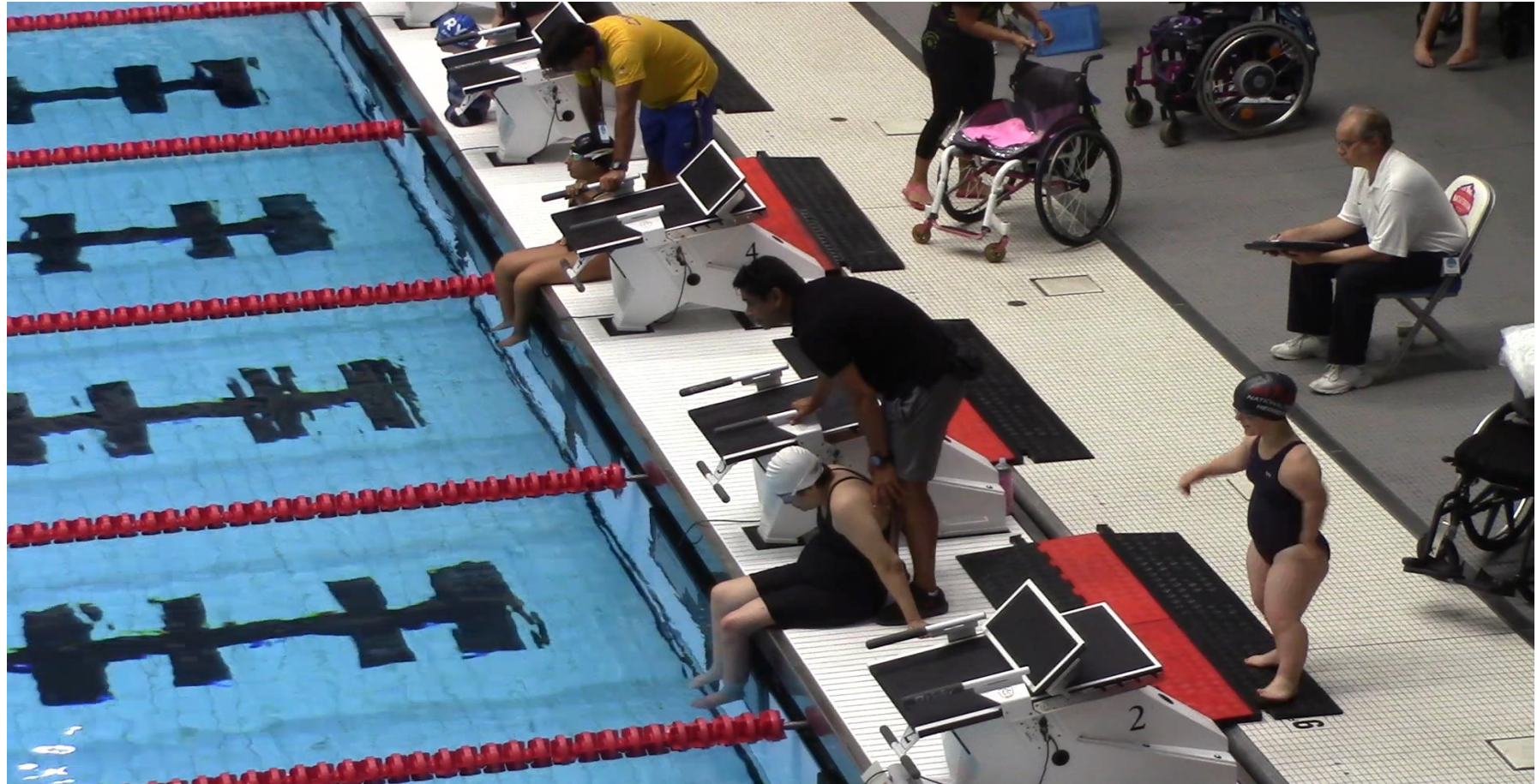
- Individualizing plans as much as possible
- Learn what actions trigger positive and/or negative reactions.
- Use the IEP developed for educational learning.
- Create a daily schedule/routine/follow a predictable pattern to the workouts.
- Communicate rules/expectations/parameters.
 - Include a third party in all communication.
- Make a connection and then use their passions to relate specifics when describing things so they connect to it.
- Identify a go to person who can assist them with schedules, etc.
- Use visual cues to assist them.
 - Present the workout in a visual format.
- Use consistent language when teaching drills or technique.
- Consider adding in some reaction and stroke tempo work.



Start Variations



Various Assisted Starts for Lower Sport Classes



Assisted start



Backstroke start modification



Non ambulatory swimmer with no use of the lower body



Relay Assisted Start for VI



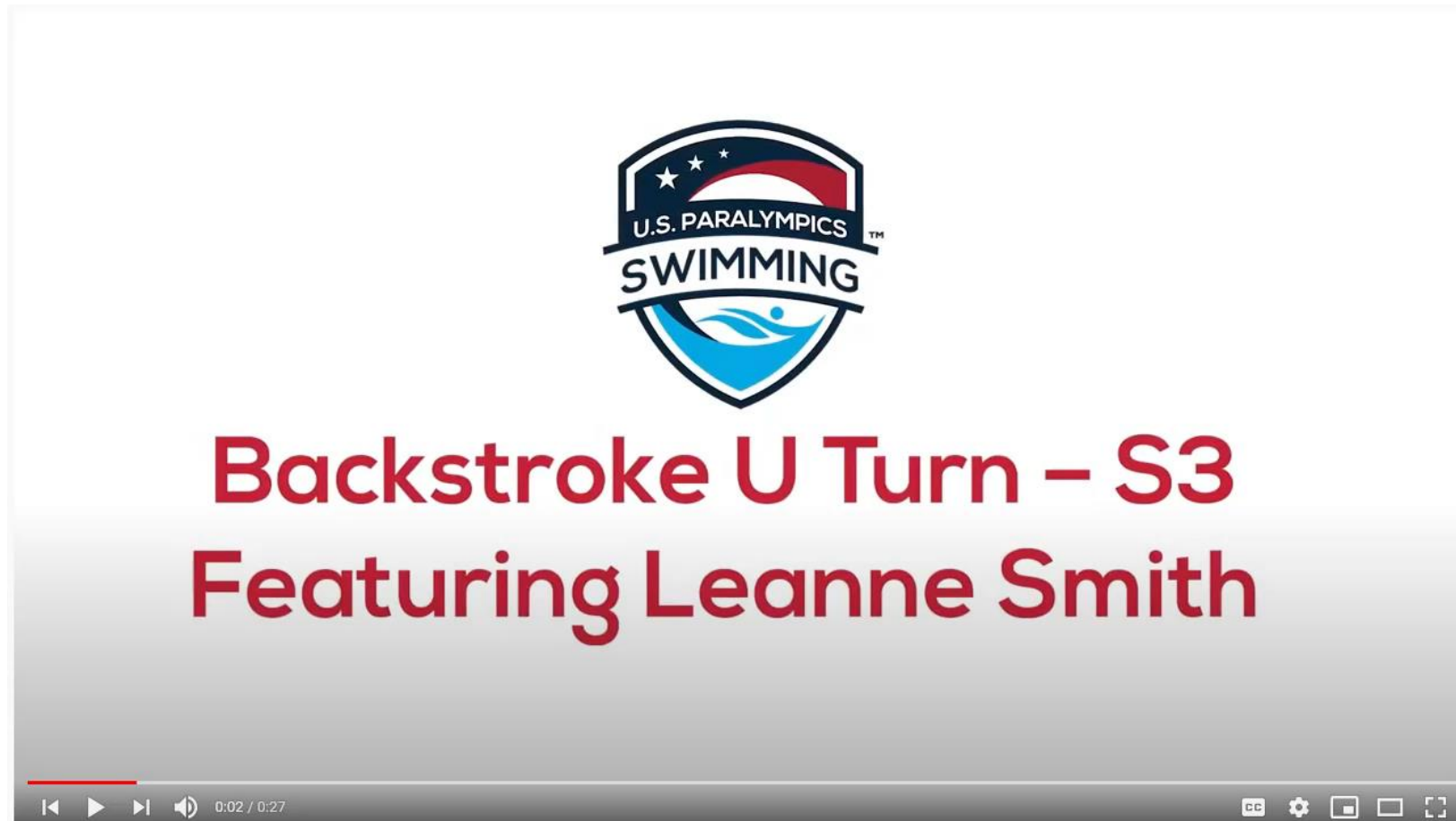
Exit of the pool by a swimmer with the use of 1 arm



Assisting a swimmer out of the pool



Modification of Flip Turn to U Turn





References and Resources:

- <http://www.usparaswimming.org/>
- <https://www.paralympic.org/>
- <https://www.paralympic.org/swimming/classification>
- <https://www.usaswimming.org/>
- <https://www.usms.org/>
- <https://www.ymca.net/>
- <https://www.nfhs.org/activities-sports/swimming-diving/>
- <https://www.athleteswithoutlimits.org>
- <https://www.virtus.sport/about-us/who-we-are/who-we-are>
- <https://aphconnectcenter.org/webinars/>





Thank You!