

## Scripts for Halliwick AST Videos

### Changes since the Halliwick videos were made

- 1 The International Halliwick Association has made some changes to the Ten Point Programme. Lateral Rotation has been renamed Longitudinal Rotation and Vertical Rotation has been renamed Transversal Rotation. Sagittal rotation has also been included.
- 2 The term 'hold' has been replaced by the term 'support'
- 3 The Association is now called the Halliwick Association of Swimming Therapy
- 4 The Basic course has been named the Foundation course.
- 5 The recommended 'counting' for the lateral lift exit is now 'Ready, Steady, **Go**'
- 6 The Halliwick Method is now referred to as the Halliwick Concept

### Users guidelines.

To facilitate the location of text and video shots, set the counter to 0.00.00 at the start of the video.

For information on the work of the Association, publications and training courses for instructors, send a SAE to:

Halliwick AST  
C/o ADKC Centre  
Whitstable House  
Silchester Rd.  
London  
W10 6SB

Or visit the website

[www.halliwick.org.uk](http://www.halliwick.org.uk)

**0:00:00**

## **another kind of playground**

Swimming with cerebral palsy

The Cheyne Centre

**0:00:36**

This is a video made to show the use of the Halliwick Method, for use with children who have Cerebral Palsy.

The Halliwick Method was devised by James McMillan in 1949 and is used extensively to teach people with any disability to enjoy the water. It follows a structured program which allows a swimmer to become happy, and as independent as possible, in the water. This video has been paid for by the Friends of the Cheyne Centre.

**0:01:05**

Cerebral Palsy is a condition which, as a result of damage to a child's brain in the early stages of development; he or she has difficulty in making and controlling movement, and in maintaining a proper posture. As a result of growth and maturing the severity and pattern of a child's difficulties can change with time.

**00:01:35**

In addition to the physical handicap in Cerebral Palsy there are often, but not invariably, other associated handicaps such as learning difficulties of various kinds, vision and hearing problems, epilepsy, speech difficulties, feeding problems, behavioural and emotional disturbances etc. All these difficulties can place a great strain on the children's families.

**00:02:00**

In water, and on dry land, it is a constant struggle for the children to control their bodies. At the Cheyne Centre the children work in groups and individually. They need a great deal of support.

Close and detailed adult attention and specialised equipment help the children to go about the business of learning. Even when using a standing frame Danny requires leg and arm gaiters, as well as adult support, to learn to use a computer.

It takes a great deal of time and effort, and help from Joan, to allow Adam to play in the sand.

Ronack is blind and needs help in organizing his experience so he can understand it a little.

Side-lying boards, special chairs, these children spend a lot of time having things done to them rather than doing it themselves.

**00:04:10**

Difficulties faced by a child growing up with Cerebral Palsy; simply feeding yourself, lying down comfortably, getting around, sitting still, seeing what is going on, anticipating.

**00:05:27**

The difficulty of experiencing music therapy, when it is so challenging to master control of your body and limbs. Jodie needs to have an adult hand to damp down her excess movements, so that she might learn to respond, enjoying being creative.

**00:06:32**

To help develop the skills needed to grapple with some of these problems the children spend time in the swimming pool learning the Halliwick Method, in what is truly another kind of playground.

**00:07:06**

Before going into the water, the children have a chance to practice their undressing skills at their own individual pace, and level of ability.

All the children at the Cheyne Centre swim.

**00:07:40**

The water sessions begin right here, on the side of the pool. All children are encouraged to initiate and control their own entry into the water, even if they need a lot of help and encouragement. Independent entries are developed as a child's abilities in the water improve.

**00:08:28**

Some children find that rotational entry is easier than a forward entry. This requires sensitivity and knowledge of the child's abilities.

**00:08:44**

The Halliwick Method follows a ten-point program. The first point is mental adjustment, water happiness, which is measured by the willingness of the child to put their face in the water and blow. Some children take a long time to learn water happiness due to a combination of age, experience and confidence. Some take to it like ducks to water.

**00:09:16**

The second point is disengagement, which includes turning away and trusting enough to move to another adult. As the children move away from the adult they feel the water supporting them. Again, this is paced to suit the abilities of the children within the group. Here James needs to work individually, he is learning to concentrate.

Scarlet tells Mitzie what she wants to put into the washing machine, and then the whole group play her game. The washing machine game helps teach the children to maintain their balance in moving water.

**00:10:54**

Many other skills are addressed, choice making, turn taking, language and numbers. Amina wants to play with James. Close physical contact is often difficult out of the water, when equipment gets in the way.

**00:11:16**

The next three points are vertical, lateral (longitudinal) and combined rotation, and are all practiced in this game. Having learnt these skills, Alison had the confidence to be this independent in the water.

Waiting can be difficult for Amina. An important skill for every child to learn is the anticipation of familiar events and routines. These skills are often first grasped in the pool, where the environment is motivating. Learning takes place in the pool because it's an exciting place to be. In the water they always have an adult to themselves. Security leads to relaxation, and through that, effective communication.

**00:12:30**

Gina is experiencing and learning about upthrust, which is the sixth point. Danny and Adam can experience a freedom in the water that they cannot achieve on land, due to their excess movements. With their bodies held low in the water the children can work on their head control. A closeness, which is natural and necessary in water, helps to promote friendships. A very special link is developed between the swimmer and the instructor.

**00:13:44**

Breathing, balance and relaxation are all necessary steps to safety and independence in the water. In the early stages these skills are developed through play. Eye contact and awareness of others is encouraged all the time. Water also encourages movements which are difficult to make, and control, on land. Lisa first learned head control, and now she can initiate a roll in the water. Alex has developed the ability and confidence to initiate and control a combined rotation. Whatever your skills, the water is a relaxing place to be.

**00:15:30**

A lot of Halliwick work is done in specific group shapes. Here we see three activities in a line formation. The rhythm of the song helps a child to initiate and control the rotational movement in the vertical plane. For these children with impaired vision the train formation promotes body awareness and position in space.

Pierre is learning to blow. This game can be developed to include turn taking, and experience of moving vertically against turbulent water. Always, the skill of blowing is reinforced.

Daniel achieves more movement in the water than he could on land. The train can link engine to guards van and a circle is formed. Supported by two adults in a short arm hold, hands kept under the water, the children have to work harder to control their bodies. In order to allow all the children to participate, the short arm hold can be modified.

**00:19:24**

In the early stages, sharing with an adult he knows makes it safe for Albert to put his face into the water, imitating Tracy. The adult needs to have a clear understanding of the child's abilities.

**00:20:32**

Ahmed knows all about blowing bubbles. Ronack and Candida have limited mobility and the sideways movement is an experience they can't have on land.

**00:20:53**

For Lisa, moving independently from one adult to another is something she can only enjoy in the water. Jodie and Gina enjoy their independence in the water at different levels. For everybody there is a sense of achievement.

Swimming is an important part of each child's individual programme, and clear aims are set for work in the water. For some children it may simply be experience of a different medium, whilst for others it is learning a complete rotation.

**00:22:38**

Learning through games and songs, in a safe and structured environment, every child is free to play in another kind of playground.

**00:22:46**

another kind of playground

Filmed and edited  
by  
bill goodyear

with help from  
dr joan martin  
celia goodyear  
tracy leddon  
jane stewart  
and

the children and staff of the cheney centre for children with cerebral palsy

commentary  
donald gee

thanks to  
paul page-hansom  
sheila purcell  
james mcmillan

association of swimming therapy

lambeth video

special thanks to friends of the chenye centre for children with cerebral palsy  
the end.