

Pediatric Community-Based Services



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Each child is a unique gift



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Honor the spirit



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Every child is an active participant in his learning



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Water is the great equalizer



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Goal Domains



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The need for physical activity

- One of the most important challenges for paediatric rehabilitation and healthcare professionals is finding ways to increase physical activity and fitness among youth with disabilities in community-based settings.



Rowland, J.L. & Rimmer, J.A. (2008). Physical activity for youth with disabilities: A critical need in an underserved population. *Developmental Neurorehabilitation*, 11(2), 141-118.
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Children with cerebral palsy



- Children with cerebral palsy have even lower physical activity levels than their typically developing peers. Low levels of physical activity, and thus an increased risk for related chronic diseases, are associated with deficits in health-related physical fitness. ... based on the present evidence, all children with cerebral palsy should engage, to the extent they are able, in aerobic, anaerobic and muscle strengthening activities.

Health-related physical fitness for children with cerebral palsy
Désirée B. Maltais, PhD, PT Quebec City, QC, Canada *J Child Neurol.*
2014 August ; 29(8): 1091-1100. doi:10.1177/0883073814533152.

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Children with autism



- After a 14 week intervention program the parent questionnaire found:
 - Children had fewer negative behaviors and demonstrated better attention and focus. Social skills during the group sessions were better, such as increased eye contact, engaging in appropriate conversation with peers and instructors and following class rules and class routines.
 - Opportunities to be physically active and to improve fitness and swimming skills may assist children with developing more active lifestyles, improving health and preventing chronic conditions.

Fragala-Pingham, MA, Haley, SM, Goodgold, S. (2006). Evaluation of a community-based group fitness program for children with disabilities. *Pediatric Physical Therapy*, 18: 159-167.

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Continuum of Care: Where do you see yourself?

- Palliative care
- One-on-one therapy
- Therapy groups
- Community groups
- Fitness programs
- Integration into groups with typical peers
- Specialty programs



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Reach more children! Consider Community Groups!



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Video

- Autism Speaks by Nikki Duong
- <https://www.youtube.com/watch?v=iyL-5IXGNcl&feature=youtu.be>



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SNAP
Water Magic!

- SNAP is fun! Fun counts!
- SNAP is an aquatic activity program, ages 2-21 (26) with a variety of abilities and challenges
- SNAP provides access to exercise, enrichment, friendship and community
- We currently serve ~70 beautiful children a week utilizing ~100 amazing volunteers
- 45% of swimmers are non-ambulatory on land, 85% have developmental challenges
- Swimmers are evaluated; activity plans are outlined and taught to volunteer staff

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SNAP
Water Magic!

- Volunteers have land & water trainings, weekly mini-trainings, are mentored by more senior volunteers
- Techniques include modified Halliwick, NDT, sensory integration, Watsu, Ai Chi, adapted swimming, exercise principles, cognitive activities, communication support, play, engagement & group dynamics all adapted
- Subjective outcomes relate to play and socialization, sleep, digestion, ease of care, general strength and endurance, flexibility, motor control, gait, sensory modulation and focus, communication skills, group identity and community building, happiness and quality of life

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Who will you include?
Criteria for groups



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Relationship-Based Approach

- The quality of the relationship with the primary caregiver(s) is the strongest determinant of the overall well-being of the child
- Diagnostic / healthcare processes objectify the child and highlight deficits, promoting a negative view of the child
- Community programming may “typify” the child and help re-balance the parent-child dynamic
- With support, parents begin to know:
 - Acceptance, Appreciation, and Celebration



Lucia Milburn, PhD, Relationship Based Approach to Early Intervention
Children’s Hospital and Research Center, Oakland, CA 2/2011


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Building families



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From “I” to “We”
Building a community identity



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Socializing

- At least 75% of children with special needs require assistance with social skills.



Odom, McConnell, and Chandler (1993)

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Best friends can play together

- Video



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Social identity – I’m a swimmer!

- Social identity is the individual’s self-concept derived from perceived membership of social groups. It is an individual-based perception of what defines the “us”.



Hogg & Vaughan, 2002

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Aspects of group membership

- Common identification, purpose, characteristics, social identity
- Common language
- Common history
- Interdependence
- Traditions
- Collective name or reference



Smith, Mark K. (2008). 'What is a group?', *the encyclopaedia of informal education*. www.infed.org/mobi/what-is-a-group/.

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Primary groups - formed with a purpose



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Emergent groups occur naturally (with a nudge)



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Group activities at the start and end of each session



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Sample group session (50 min)

- Land observations
- Entry – individual or group (edge, stairs, chair)
- 5 min: Welcome, water adjustment, check in
- 5-10 min: Group warm-up, songs, intro (introductions, intro motor/water skills, interaction, training)
- 10-15 min: Motor learning, reinforcement, strengthening, toys (leader(s) circulates)
- 10-15 min: Endurance work
- 10 min: Ending games and songs, socializing, reinforce developmental domains
- Exit and good-bye (stairs, ladder, chair, etc.)

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Sample weekly focus

Week	Theme	Activities	Notes/Considerations
1	Safety and Introductions	Entry/Exit Practice, Holding techniques, Moving comfortably in the water (height/depth, stance) Seaweeds, penuliums, how to hold joints to promote movement and loosen things up	Circle-based: Start with the familiar to re-orient kids to the class *circle allows you to see everyone at once, makes kids and new helpers feel more comfortable and included
2	Tone (Fight vs. Floppy)	Scoops, flexion/extension techniques, reaching/grasping, startle/near-chest extension	Circle-based: Start with the familiar to re-orient kids to the class Baking a cake, making an ice-cream sundae, passing a ball, spidersman along the wall
3	Arms	Kicking, walking, blast-offs, squats on helper's knees	Blastoff races, using kickboards/kicking while holding onto the wall *can start doing more cross-pool activities
4	Legs	Positions on helper's knees (forward-facing, helper-facing), sea horse (on noodle)	Songs/activities that involve reaching and cross-body movements, sea horse races
5	Balance (Sagittal RC)	Sea otters, changing directions, tuck/stand	Using noodles as "bridges," under which swimmers change direction
6	Rotation (TRC, LRC)	Face wet, face in the water, bubbles, side-breathing if appropriate	Prefering to be a motor boat zooming around *consider more complex uses of pool (corner stations), diagonal activities, etc.
7	Breathing/Bubbles		

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Sample opening & closing activities

	Younger swimmers Class 5:00 PM	Preteens and Teens Class 6:00 PM
Week 1 Open	To the tune of "Wheels on the Bus": The SNAPers on the wall (reach up and down, touch the sky, touch their heads, etc.) (repeat x3). The SNAPers on the wall (reach up and down, touch the sky, touch their heads, etc.), all through the pool!	Introductions, stretches, bow and arrow, wash face
Week 1 Close	To the tune of "Old MacDonald Had a Farm": Old Mc-SNAPer had a pool. E-IE-I-O. And on that pool he had a (insert animal and animal noise). "Goodbye" "name" "goodbye" "goodbye" and "goodbye to" "I" "too" # Repeat until finished.	Group swim, under staff arches, water skills (arms, legs, breath control), circle up
Week 2 Open	To the tune of "If You're Happy and You Know It": If you're snappy and you know it, clap (touch the sky/reach the sides) your hands "clap clap" if you're snappy and you know it clap your hands "clap clap" if you're snappy and you know it and you really want to show it if you're snappy and you know it clap you're hands "clap clap" (repeat song 3 times with different actions)	Group Yoga: Tree Pose, Warrior Poses. Start with slow transitions between movements then speed up. Conga line song: dun dun dun dun dun heeey! Repeat multiple times because everyone loves a conga line! Once there is a decent looking circle of swimmers dancing and having fun you can stop to finish with the rest of closing activities -- we did a relay from one side of the pool to the other while having to grab a toy half way. Then ended with an obstacle relay.
Week 2 Close	London Bridge is falling down falling down falling down London Bridge is falling down my fair lady. Take the key and lock them up lock them up lock them up take the key and lock them up my fair lady. Repeat until at least 3 kids have been locked up. (Use noodles as bridge). End with Goodbye Song.	

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Traditions and Recognition



Thank you for sharing your magic and for helping to make our community a better place for all children!
Love, SNAP



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Who is helping whom?

- Lasting impact on volunteers can change minds and open doors



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What lens are you wearing?



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Create lifelong aquatic fitness opportunities



Fun + Engagement =
Self-Esteem and Social Identity



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Build lasting friendships
and community



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New insights can change the future



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Let it Ripple!
Reach more children, build community,
and share the love!



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