Halliwick Association of Swimming Therapy

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2 The term 'hold' has been replaced by the term 'support'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:

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Or visit the website

www.halliwick.org.uk

THE HALLIWICK METHOD

0:00:30
This film was taken in Stockholm without manuscript during two days of a six days instruction course in the Halliwick Method.
Halliwick is a name of a school for CP pupils in London where Mr McMillan began twenty years ago. The method can be used to teach anyone to swim but is especially suitable for the severely physically handicapped. Towards the end of the film you will see Hokan successfully swimming after five days instruction he had previously been trained with the life jacket for four years but without success

We must consider the water is critical of two things
SHAPE and DENSITY

Let us first consider SHAPE
The body in its longest shape an oblong is easily disturbed in balance this way and this way forward and backwards.
Now let us take the body and change the shape. Put the feet apart and we have a triangle. Now we will find that the body restores but it is still in uncertain balance this way and this way. Let us now turn the body into a cube feet together slightly sit down in your chairs hand forward now we find that the body can be kept in a balanced position because the head the hands and the shoulders can be used to balance the body.
To bring the body into the smallest shape, a sphere or a ball bring the knees up to the chin, the hands round the knees, and the head forward now we will find that if the body is disturbed it will always come back to the same position and in this shape and in this position the body is more stable.
In all of these movements you may think the instructor was holding her breath but this is not so to hold the breath creates tension.
Let us see how much breath is left in the body, after breathing out, strongly. Head forward and breathe out and the body is still on the surface.
It is now obvious that we will have to consider the effect of shape and density on the body in the water. We must therefore use the principal of balance in the water which is known as metacentre. Let us see what happens when we alter the shape and balance in the water. Sit down in your chair head back slowly, let your feet come up, put this arm above and we shall find that now we have altered the balance down one side, and the body will roll. Let us consider what will happen when we have two hands out of the water. Sit down in your chair head back slowly, let your feet come up and bring two hands up out of the water and the body will drop and roll over and balance itself according to its shape in the water

Let us consider the principal of metacentre on the human body and the rotation in two directions first for and aft, sit, head back slowly and I will try to rock the body this way and this way and it is difficult. But if I put one finger on the hip the body can be caused to rotate easily. Let us now really see how critical the balance of the body is along its centre line in the water. Put your head back slowly let your feet come up bring the arms round to the top now stretch down one side, this side is being stretched and the body will roll Now if the body is turned the head can cause the body to rotate back to a flat position. The hands

can do the same thing, bring the hand over and the body will return. And now let us try with the feet, cross your feet and the body will come back to the surface STAND this now shows us that we have to control the body in two planes of rotation.

0:07:08
First vertical rotation, sit in your chair head back slowly and let your feet come up and your hands out sideways, knees up, head forward and forward and blow and stand. Let us consider now, the combination of both rotations, forward or vertical rotation, horizontal or lateral rotation. The body falls forward, rotates and stands. Here is a means of teaching lateral rotation; sit in your chairs, heads back slowly let your feet come up.
Vertical rotation control helps the swimmer to walk in the water keep your head forward and your hands forward.

0:09:35
Now let us consider the position of the body in the water and its shape in relation to upthrust. If the body is placed in this position we can cause it to rotate around the centre of buoyancy. We push the body down and it will come up in a forward rotation.

0:10:12
Now let us put the body in its smallest shape, bring the knee up to the chin, hands round the knees and we push the body down, and let it come up. It will always try to rise to the surface. This is upthrust against which we can work.

0:10:44
Now the swimmer can recover to a safe breathing position, all activity takes place against the effect of upthrust.
Wait for it. Go
He must be adjusted to the effect of upthrust.

0:11:25
Now, when a swimmer comes into the water they must realise they are in a different element and must learn to habituate their movements to that element, they must learn to lean against the water, push against the water.

0:12:21
If the water is heavy and you can push against it you can also feel it. So let us push the water up with our hands and you will hear how heavy it is. If we can push it up with our hands we can also kick it with our feet, but you must also blow he water and adjust your breathing control because you must keep your head forward in the water so BLOW.

0:13:48
This game shows how big their body is, how tall, how wide. And this is a game which can develop their control and it is called eggs for breakfast. The swimmer must learn to control his body in a vertical plane, that is to be able to stand and lay down, and from a lying position be able to stand again.

0:14:47

When holding a swimmer in the water they should always be held so that they have freedom of their own head movement to control their own balance. So the hold should be without gripping if possible and opposite the centre of balance. Now turn the swimmer round and the hold is at the same place. Sit down in your chair head back slowly and the hold is at the centre of balance of the swimmer.

0:15:30
There are different methods of holding here is one, with the arms at full length so that the swimmer has got control of his own head.

Another method of holding which is useful is when the swimmer cannot control their head properly and until such time as they are able too, the instructors hold along the forearm so that the elbow and hand can be used to control the movement of the head.

A third method of holding is one where the swimmer has no ability to hold with his own arms and therefore the instructors must take their hold across his back. If these instructors will turn round you will see the movement across the back

0:16:42
This is a circle of swimmers demonstrating three different holds. The first arms are kept out long and no gripping is permitted. The second hold is a shorter hold where the instructor takes under the swimmers forearm to help with his head control, and the third can be used in the case of hemiplegia or in a person with frail arms or with an inability to grip where the hold then is taken across the back.

At all times the swimmer must be able to control their own balance in the water. Balance is stillness, this we can achieve by putting turbulence behind the swimmer; they must now use their head to control their balance position. Now let us put turbulence in front of the swimmer and they must move forward with the head to control their balance. Now let us put the swimmer on their back and we can put turbulence underneath the swimmer so that they must use their head to control the roll.

This is a game call a snake and it is used for the swimmer to develop head control, breathing, and to realize that water has weight you must push against it.

Come on push. Come on.

This is a game that we play when the swimmer is experienced and if he can play this game he will be safe and can control himself in deep water, it is called fishes in the net.

Come on lads get back in. They have to get out and back. Come on.

The swimmer must be able to control the body position while it is moving through the water so we use this method of turbulent gliding so that the swimmer can learn to control all movement of rotation that may occur during progress.

The swimmer must than learn to progress in easy stages. First the movements must be simple, at the side of the body; these can be developed to a wider movement. Remember

if the instructor walks at the head of the swimmer they do assist in the movement of the body through the water.

Using the principle of metacentre we can develop a basic stroke the arms must not be taken high across the water otherwise the swimmer will sink. Now let us see what happens when the arms are taken low and fast across the water with no leg movement.

Here is the finished product of head control, the ability to fall into the water, turn on the back and then swim.

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