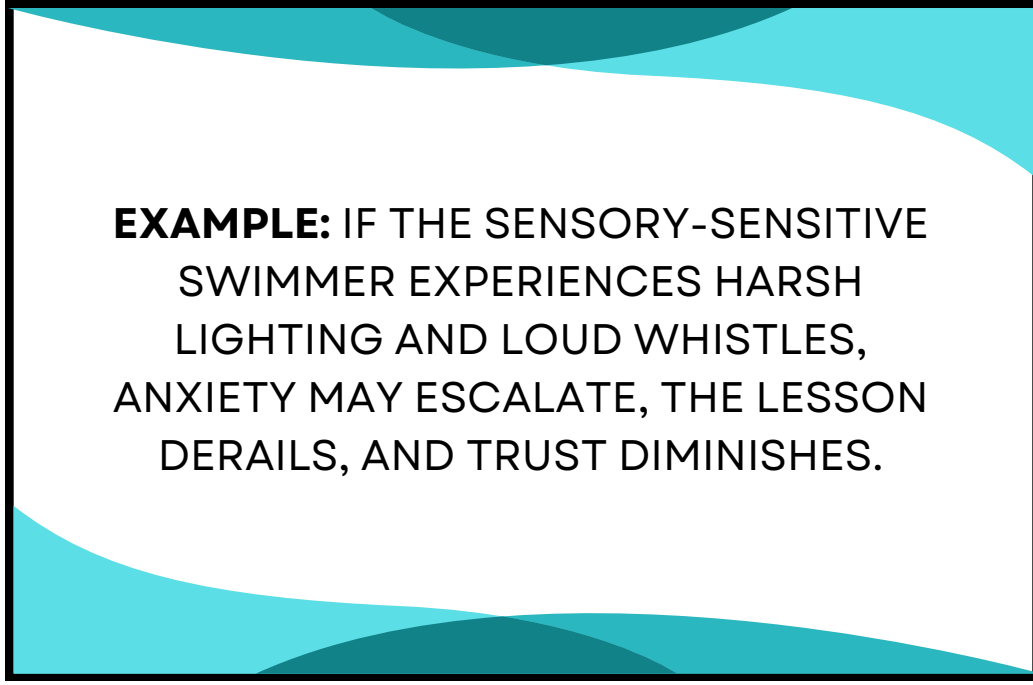


**EXAMPLE:** IF THE SENSORY-SENSITIVE SWIMMER EXPERIENCES HARSH LIGHTING AND LOUD WHISTLES, ANXIETY MAY ESCALATE, THE LESSON DERAILS, AND TRUST DIMINISHES.



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### **Reflection & Continuous Improvement**

“How did I adapt to this swimmer’s need? What went well, and what could I tweak next time?”

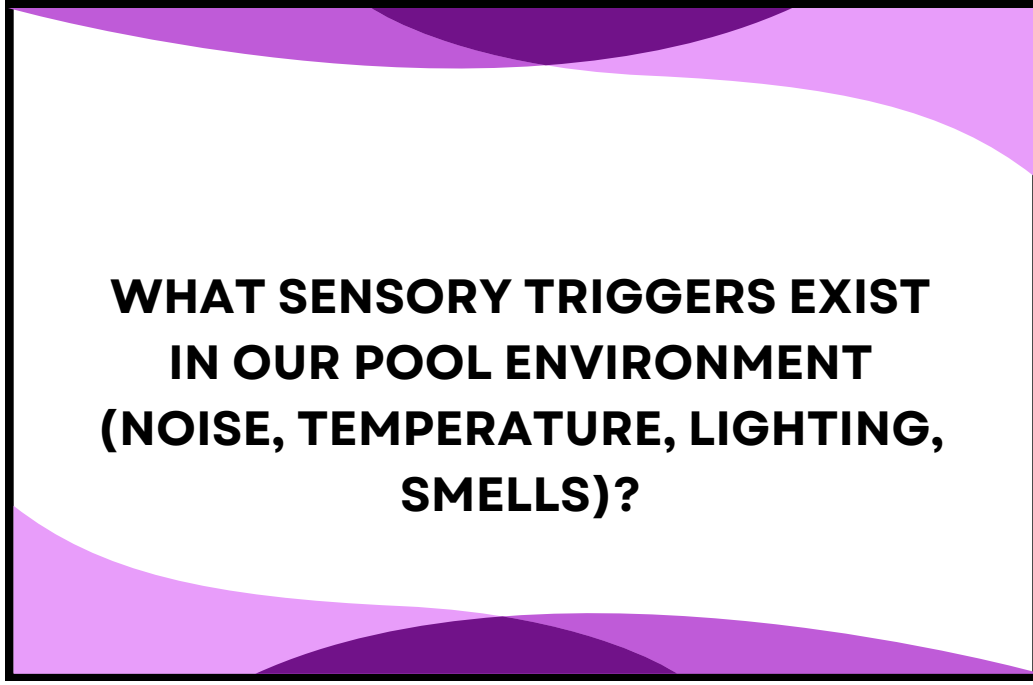


### **Cause & Effect Moments**

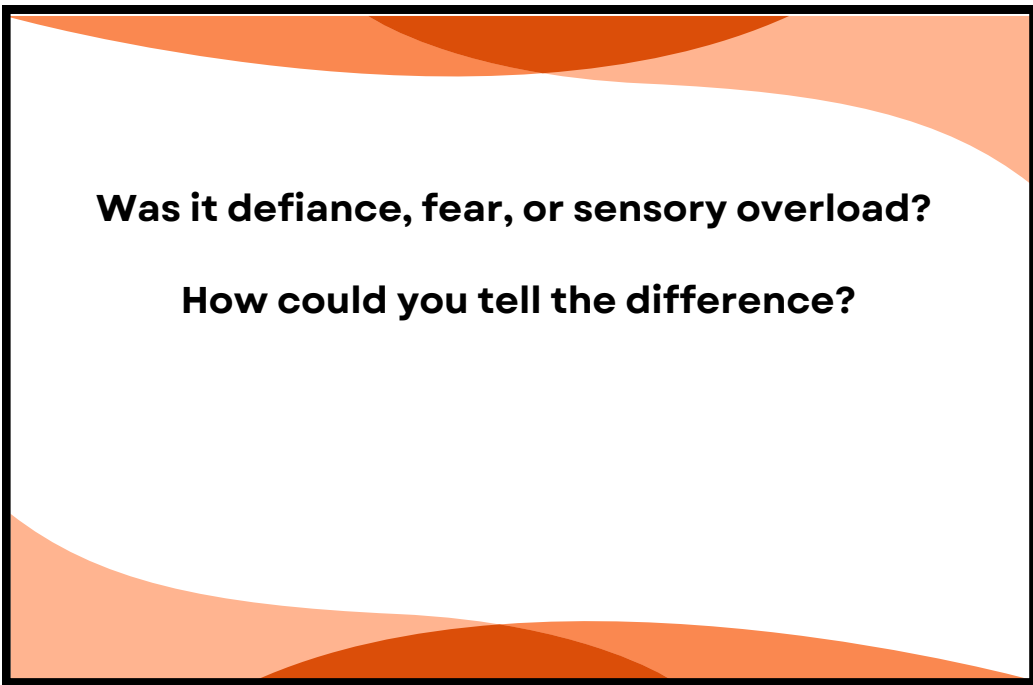
“What’s the risk if this sensory need isn’t accommodated during a lesson?” Or flip it to instructors: “What breaks down when the instructor ignores this need?”



**THINK OF A CHILD YOU'VE  
TAUGHT WHO RESISTED  
WATER PLAY.**



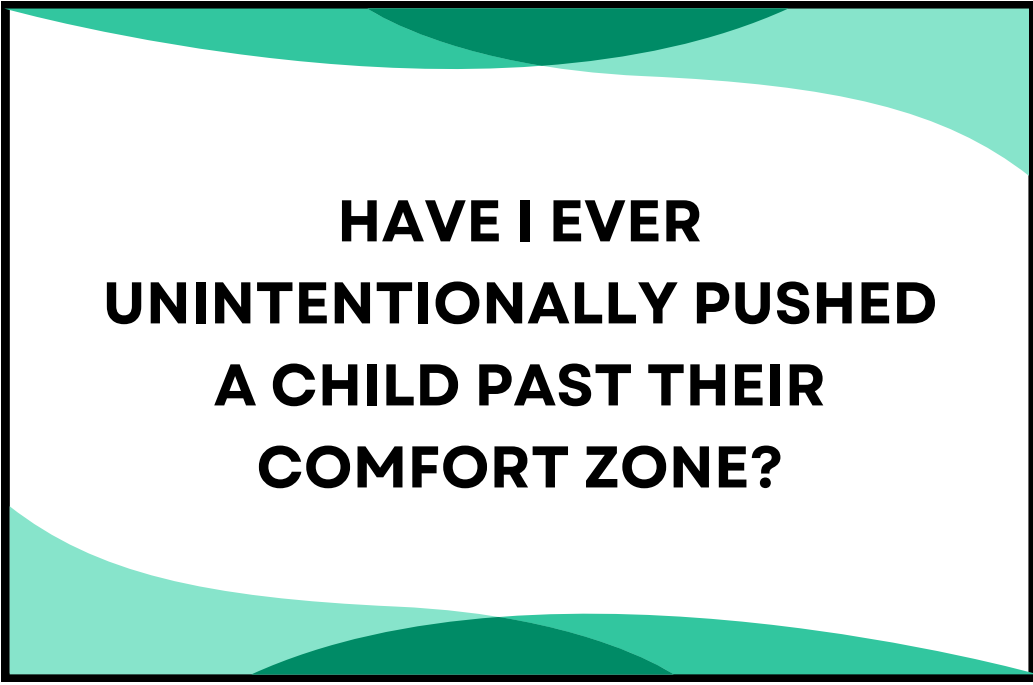
**WHAT SENSORY TRIGGERS EXIST  
IN OUR POOL ENVIRONMENT  
(NOISE, TEMPERATURE, LIGHTING,  
SMELLS)?**



**Was it defiance, fear, or sensory overload?  
How could you tell the difference?**



**Which ones might overwhelm a child?**

A decorative border in shades of teal and green, with a white central area containing text.

**HAVE I EVER  
UNINTENTIONALLY PUSHED  
A CHILD PAST THEIR  
COMFORT ZONE?**

A decorative border in shades of yellow and gold, with a white central area containing text.

**WHAT STRATEGIES DO I  
ALREADY USE THAT REDUCE  
SENSORY OVERWHELM?**

A decorative border in shades of teal and green, with a white central area containing text.

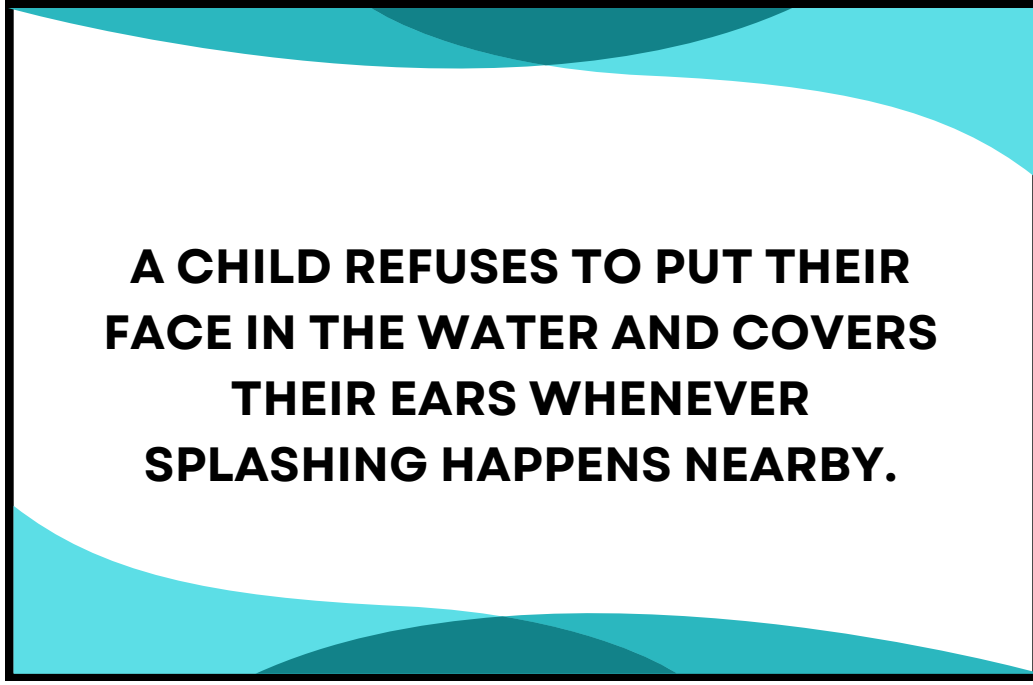
**How did it affect their trust in me?**

A decorative border in shades of yellow and gold, with a white central area containing text.

**Which ones could I add?**

A decorative border with overlapping pink and magenta shapes at the top and bottom of the page.

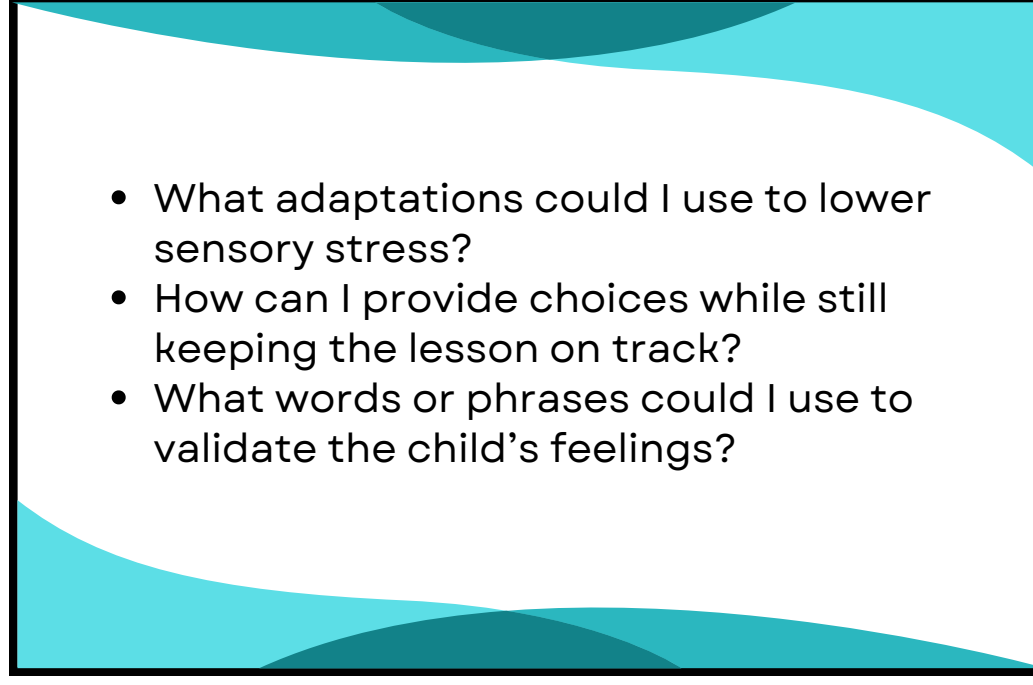
**HOW DO I CELEBRATE  
SMALL VICTORIES WITH  
MY SWIMMERS?**

A decorative border with overlapping teal and dark teal shapes at the top and bottom of the page.

**A CHILD REFUSES TO PUT THEIR  
FACE IN THE WATER AND COVERS  
THEIR EARS WHENEVER  
SPLASHING HAPPENS NEARBY.**

A decorative border with overlapping pink and magenta shapes at the top and bottom of the page.

**Could I do more to acknowledge progress?**

- 
- A decorative border with overlapping teal and dark teal shapes at the top and bottom of the page.
- What adaptations could I use to lower sensory stress?
  - How can I provide choices while still keeping the lesson on track?
  - What words or phrases could I use to validate the child's feelings?

**A PARENT ARRIVES LOOKING  
FRAZZLED, SAYING THEIR CHILD  
HAD A MELTDOWN IN THE CAR  
ON THE WAY TO SWIM CLASS.**

**A CHILD PANICS WHEN THE  
INSTRUCTOR TRIES TO GENTLY  
GUIDE THEM UNDERWATER  
FOR THE FIRST TIME.**

- How can I prepare parents ahead of time so swimmers arrive calmer?
- What tools (visual cards, social stories, calm entry routines) could I use right now?
- How can I set a welcoming tone for the child despite the rough start?

- If I force submersion, what short- and long-term effects could result?
- What risks does panic create in the water?
- How can I rebuild trust after this moment?

**A CHILD SEEMS DISTRACTED AND ANXIOUS BY WHISTLES AND THE ECHOING NOISE IN THE POOL.**

**AN INSTRUCTOR TAKES EXTRA TIME TO SLOWLY BUILD TRUST WITH A CHILD, FOCUSING ON SMALL WINS BEFORE MOVING FORWARD.**

- If I ignore this sensory need, what happens in the moment? Over time?
- If I adapt (reduce noise, use hand signals, create calm cues), how might that change their confidence?

- How could this approach impact the child's confidence months from now?
- What lesson progress might we gain (or lose) by pacing differently?
- How can celebrating small victories shape long-term learning?

**A CHILD CRIES WHEN THE INSTRUCTOR TRIES TO ADJUST THEIR GOGGLES OR PUT ON A SWIM CAP.**

**A SWIMMER FREEZES AND REFUSES TO MOVE AFTER STEPPING INTO THE COLD POOL WATER.**

- How can I respect this child's sensory boundaries while still preparing them for safe swimming?
- What alternative adaptations (different goggles, no cap, letting them try it themselves) could reduce defensiveness?
- How do I know when to pause vs. when to persist?

- If I push them to keep going, what is the likely short-term effect?
- How could this moment affect their trust in me for future lessons?
- What steps can I take (gradual entry, warmer water, comfort breaks) to ease the transition?

**EVERY TIME A WHISTLE BLOWS  
OR A LOUD SPLASH ECHOES, A  
CHILD STARTLES AND COVERS  
THEIR EARS.**

**A CHILD BECOMES  
OVERWHELMED BY THE SMELL  
OF CHLORINE AND STARTS  
GAGGING OR COMPLAINING  
ABOUT THE “POOL SMELL.”**

- What adaptations (hand signals, visual cards, reducing noise) could I use?
- If this sensory trigger is ignored, how might it impact participation over time?
- How can I coach staff and parents to be mindful of sound sensitivity in lessons?

- What immediate safety risks could arise if a child feels nauseous or overwhelmed?
- What alternative strategies (shorter sessions, breaks, sensory tools like peppermint cloths) could reduce this barrier?
- How do I validate their discomfort while keeping lessons productive?



**DURING BACK FLOATS, A CHILD RESISTS BECAUSE THEY DISLIKE THE FEELING OF WATER IN THEIR EARS.**

**A CHILD AVOIDS EYE CONTACT, REFUSES HIGH-FIVES, AND DOESN'T RESPOND TO VERBAL PRAISE DURING LESSONS.**

- How can I gradually introduce this skill without forcing it?
- What tools (ear plugs, gradual side floats, parent-assisted support) can reduce defensiveness?
- How do I balance skill progression with emotional security?

- **If I keep using verbal praise only, what message might the child receive?**
- **What other methods (thumbs up, visual token chart, quiet nod of approval) could reinforce success?**
- **How does adapting my praise style build trust and motivation?**

# READING / INTERPRETATION

**The process of interpreting or making meaning from a text.**

It occurs in different ways, for different purposes, in a variety settings. Reading is therefore a cultural, economic, ideological, political and psychological act.

# IDEOLOGY

**A system of ideas, values or beliefs held by a group of people.**

Ideologies can be characteristic of particular nationalities, social classes, genders or occupational groups. They can be cultural, social, political etc.

**A CHILD RESISTS  
ENTERING THE POOL  
AND CLINGS TIGHTLY  
TO THEIR CAREGIVER.**

**A SWIMMER REPEATEDLY  
STIMS (SPINS, FLAPS,  
SPLASHES) INSTEAD OF  
FOLLOWING THE LESSON.**

- Offer choice: “Do you want to step in or sit and splash first?”
- Use gradual entry (stairs, sitting on the edge, pouring water on hands).
- Let the caregiver model calm water play to ease transition.

- Incorporate movement breaks (jumping, big splashes) as a reward.
- Redirect energy into structured play (kickboard races, bubble blowing).
- Build short activity cycles so lessons match attention span.

**A SWIMMER REFUSES TO WEAR GOGGLES BUT STRUGGLES WITH WATER ON THEIR FACE.**

**A SWIMMER REPEATEDLY STIMS (SPINS, FLAPS, SPLASHES) INSTEAD OF FOLLOWING THE LESSON.**

- Introduce goggles slowly—first hold them, then touch to face, then one eye, then both.
- Use games that involve splashing or dripping water gradually on cheeks.
- Celebrate tolerance, not just full use (“You wore them for one glide—great job!”).

- Incorporate movement breaks (jumping, big splashes) as a reward.
- Redirect energy into structured play (kickboard races, bubble blowing).
- Build short activity cycles so lessons match attention span.