


# Chapter 14

## Role of Kinesiology in Teaching Swimming as an Intervention Among Children With ADHD

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### **ABSTRACT**

*Children with Attention Deficit Hyperactivity Disorder (ADHD) can that need intervention. Swimming is one activity that is proven to be a healthy outlet for a child's excess energy, as there are physical demands that warrant that they stay afloat and move through the water. It presents the child with a structured environment. Since a child with ADHD can have unique needs, the development of swimming lessons needs modifications and adaptations. In teaching swimming to such children, a physical education teacher, special education teacher, a kinesiologist/physical therapist, and an applied behavior analyst can enable the child with ADHD to effectively master*

DOI: 10.4018/979-8-3693-3952-7.ch014

*the skills needed. Learning swimming can lead to pivotal behavior such as increased focus and attention, following instructions, and waiting skills. In the long run, behavior problems can be resolved and academic performance can be enhanced..*

## **INTRODUCTION**

Attention Deficit Hyperactivity Disorder (ADHD) is a common neurodevelopmental disorder that affects about 8% of children worldwide (Ayano et al., 2023). It is characterized by symptoms such as inattention, hyperactivity, and impulsivity. These symptoms can significantly impact a child's daily life, including academic performance and social interactions. For instance, children with ADHD can have problems in school because of their disability (Berchiatti et al., 2022; Evans et al., 2022). They can be in constant motion and annoy their teachers and other significant adults. While in class, they can fidget and squirm in their seats, run around the classroom, or climb furniture. They can have problems participating in activities quietly and talk excessively in class. Their hyperactivity can sometimes lead them to become distracted, resulting in an inability to cope with the school lessons. They can have very high levels of energy that cause them to struggle with relaxation or quiet activities.

Given these concerns, intervention is necessary. Swimming, a proven healthy outlet for a child's excess energy, holds the potential to bring about significant positive change. The physical demands of swimming, such as staying afloat or moving through the water, can be tiring but also create a sense of calmness for some children. Swimming can have transformative effects on children with ADHD, leading to improved focus and reduced hyperactivity. Moreover, it provides a structured environment, offering a straightforward routine and clear expectations for the child with ADHD (McCoach et al., 2020). They can develop focus and coordination through these structured lessons while having fun. Recognizing the unique needs of a child with ADHD, the development of swimming lessons necessitates modifications and adaptations. Special education emphasizes the importance of a collaborative team of experts. Each team member, with their unique contributions, plays a vital role in addressing the various needs and issues that might arise before, during, and after teaching a specific skill or activity. This collaborative approach not only values the expertise of each individual but also underscores the integral role they play in the success of the swimming program.

When teaching a sport to children with disabilities, physical therapists or experts in kinesiology should be consulted. They can assess the person's capacity to engage in rigorous physical activities, which is necessary to help prevent injury. Physical therapists can also provide safety measures to avoid accidents while performing

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