

原著

## 自閉症児の水泳指導

藤堂博之<sup>1)</sup> 末光 茂<sup>2)</sup>

旭川児童院<sup>1)</sup>

川崎医療福祉大学 医療福祉学部 医療福祉学科<sup>2)</sup>

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## Swimming Lessons for Autistic Children

Hirouyki TODO<sup>1)</sup> and Shigeru SUEMITSU<sup>2)</sup>

*Okayama, 700, Japan<sup>1)</sup>*

*Department of Medical Social Work Faculty of Medical Welfare Kurashiki, 701-01, Japan<sup>2)</sup>*

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### Abstract

We have examined the rate and frequency of completion of swimming skills under 6 headings to do research on the learning qualities of autistic children and children with mental retardation. The subjects were 59 children to whom we give swimming lessons at Asahigawa-So-Bambi no ie. The following results were obtained : in the skills such as "accustomed to water (play in the water without fear)" and "walking in the water (swimming like walking)", the factors of accomplishment have little to do with the intellectual development of the children, and the results are under the influence of the children's experience in water. On the contrary, in the skills such as "beat kick (beat with floating board)", the results have much to do with the children's intellectual development. In swimming programs for handicapped and retarded children, we should not directly introduce a swimming methodology to them, but a swimming program is necessary. Which considers impediment, developmental level, and individual difference.

### 要約

自閉症児や精神発達遅滞児の水泳技能の習得特性を調べる目的で、旭川荘バンビの家での水泳指導を実施した児童59名に対し、水泳技能6項目の習得率と習得回数を調査し検討を行った。水慣れ、水中歩行といった技能ではその習得要因として、水への経験的要素が大きく、知的発達との関係が弱いという結果が見られた。また逆に板キックなどの技能では知的発達との関係が強い結果が見られた。障害や発達の遅れを持つ児童の水泳指導では、健常児の水泳指導方をそのまま取入

れるのではなく、それぞれの障害や発達レベル、個人差などを考慮した水泳プログラムが必要である。

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