Teaching Skills Outline

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I. **Motor program**…creating **behavior responses**

- A motor program is a **previously learned skill** that is **memorized** and can be **retrieved** for future use. It is like a record in a computer.
- Once the motor program has been selected and triggered, it can be controlled without awareness (like riding a bicycle).

II. Whole to part vs. part to whole learning

- **Part to whole** learning is starting with pieces and working them into a whole skill
- **Whole to part** is learning parts of a skill while executing the whole skill, significantly more effective with retention and transfer to real applications
- Break up whole skills only at natural breaking points. The flow and timing of the skill cannot be broken.
- **Sequencing** and **timing** of the sequence is critical to successful skill development. Ever see awkward skills, the sequencing and timing is off.

III. **Progressions** and **cue words**

- Cue words/phrases to **focus attention** to specific action/movement
- Simple and self descriptive
- Demonstrations of cue words…**visual and action learning**
  1. Mind and body works together in movements and actions…**not words**

IV. **Feedback methods**

- Knowledge of Results vs. Knowledge of Performance
  1. **Knowledge of Performance** is a form of feedback related to **"how" you perform a skill**. "Your elbow needs to be higher." **Does not allow the body and mind to get in automatic mode**, because the mind will be instructing the body what to do throughout the process. **Internal thinking**…how to perform.
  2. **Knowledge of Results** is a form of feedback responding to the **results of the performance**. "Missed the target to the left." KR **allows thought process to stay in automatic mode**. You are telling the body what results you want, not how to do it. **External thinking**…what I want to do.
- Constant vs. Intermittent reinforcement
  1. **Constant feedback** used when there is a **need of dependency** upon the feedback to be successful.
  2. **Intermittent feedback** is given when the **dependency is decreased**. Learning can occur at a faster rate with intermittent feedback.
     - Intermittent feedback can be used in a patterned use, such as every third successful completion of a skill, to being randomly used.

  Feedback delays

  1. Instantaneous, does not allow natural learning
  2. **Longer delay** without interference allows for **self-learning** to occur.

3. **Summary feedback**, do something 10 times, then give feedback on averages. This is sometimes less confusing, because the **feedback is based on trends instead of isolated incidents**.

Positive vs. Negative

1. **Negative feedback** basically says, "Don't do that." **There are a million things not to do**, but only one that we want you to do. This is **good to help eliminate behaviors**.
2. **Positive feedback** says, **"Do that again."**
3. **Environment** around positive vs. negative feedback.

V. Block vs. Random training

- **Block training** is **repetitive** training—same skill
- **Random training** is **varying** the skills used in training. You need to have some interference with a specific motor skill before drawing from it again.
- Use **block** training with **beginners to build motor programs** and **confidence**.
- Block training gives a **false sense of accomplishment** in practice situations, because in block training, an athlete will perform the skill more efficiently in that blocked setting.
- **Random** training allows for the real life **selection process** of choosing a motor program.
- In random training, **retention at a later period is higher** than block training.

VI. Training

- **Beginners**
  I. Develop motor programs
  II. Can use block training until motor program is developed.
  III. Guidance for safety and learning
  IV. Visual, "Do this"
  V. Feedback
    - KP (knowledge of performance)
    - Constant
    - Part to whole if no interruption
    - Positive for motivation
    - Feedback about developing motor programs
- **Intermediate**
  I. The motor program is developed when the athlete can do the skill successfully sometimes.
  II. Avoid block training
  III. No guidance, it will develop dependency.
  IV. Feedback
    - KP and KR (knowledge of results)
    - Intermittent, maybe on a schedule
    - Whole to part
    - Positive and negative reinforcement—can be more demanding.
- **Advanced**
  I. Efficient at skills.
  II. Increase range and efficiency of parameters.
  III. Feedback
    - KR only
    - Intermittent on a random basis
- **Challenges in coaching**
  I. **Same athlete** can be in **different phases** depending on the skill.
  II. **Different athletes** on same team can be in **different phases**.