

Specialized Movement

Chapter 16

PED 201
Dr. Jeff Walkuski

Specialized Movement Skills

- Mature fundamental movement patterns
- Refined
- Combined
- Sports Skills
- Task Specific

Specialized Movement Skills

- Constraints include:
- Lack of opportunity
 - Lack of instruction
 - The proficiency barrier
 - Progression depends on successful completion of specific aspects of the previous phase.

Specialized Movement Skills

- No requirement exists for a child to at the mature level at all fundamental movements before advancing.

The Sequence

Fundamental Movement

- Pattern refinement, variations in style = greater skill.
- Increased performance is the result of many factors.

Specialized Movement Skills

- Mature fundamental movements.
- Adapted to the specific requirements of a sport, recreational, or daily living activity.

Transition (8 to 12 years)

- First attempt to refine and combine mature movement patterns.
- With children, a heightened interest in sport occurs while ability is limited.
- Focus shifts from process to product
- “Getting the idea”
- Trying a variety of sport forms.

Transition

- Interest is high, ability is limited
- Focus shifts from process to product

Application (11 to 13 years)

- Awareness of personal physical assets and limitations.
- Focus is on certain types of sports.
- Practice is key...
- “smoothing out” of movement patterns.

Application

- Emphasis on improving proficiency
- A “practice” period
- More complex skills refined

Lifelong Utilization (14+ years)

- Reduced scope of athletic pursuits.
- Choosing few activities to engage in.
- “fine tuning”
- Personal interest, ability, ambitions, & past experience.
- Limits to participation.

Youth Sport

- Has detrimental as well as beneficial effects.
- Allows individuals at the transition and application stages to improve skill.
- There are non-competitive alternatives.

Teaching a New Movement Skill

- Identify the type of skill (*open or closed; gross or fine; discrete, serial or continuous; stability, locomotor or manipulative*)
- Establish appropriate practice environments based on skill type
- Introduce *externally paced* activities under *internally paced* conditions first

Teaching a New Movement Skill

- As skill increases in *externally paced* skills, introduce situations requiring responses to sudden & unpredictable cues
- Strive for consistency, duplication & elimination of environmental influences for *internally paced* activities

Levels in Movement Skill Learning

- Beginning Level
- Intermediate Level
- Advanced Level

Levels and Stages of Learning a New Movement Skill

- *Beginning/Novice level*
 - awareness stage
 - exploratory stage
 - discovery stage
- *Intermediate/Practice Level*
 - combination stage
 - application stage
- *Advanced/Fine Tuning Level*
 - performance stage
 - individualized stage

Beginning Level

- First stage in learning a new movement skill.
- Slow, uncoordinated movements.
- Mental fatigue.
- Conscious cognitive requirements.
- Novice Level.

Intermediate Level

- Practice level.
- Performer gets general idea of the movement.
- Performer has better understanding of the skill.
- Attention shifts to the goal or product of the skill (as opposed to the process).

Advanced Level

- Fine-tuning Level.
- Complete understanding of the skill.
- Little attention is given to the cognitive aspect of the skill.
- Automatic performance.
