Models of Acquiring Movement Skills

Haywood’s Model

Ecological Task Analysis Approach
Haywood’s Model

- Improved Environmental Response
- Acquisition of Skill Combination
- Increase in Movement Product
- Appearance and Refinement of a New Skill
Progress Gauged

• 1) Appearance of a new skill
• 2) Refinement of a new skill
• 3) Increase in Movement Product
• 4) Acquisition of skill combination
• 5) Improved Environmental Response
Appearance of a New Skill

• First time a skill is attempted.

• Skill that has appeared is throwing.
Refinement of the Skill

• First develop a skill in isolation.
• Teacher needs to develop movement activities that motivates the child to persist and practice this skill in isolation.
• Example
  – Throwing different colored balls
  – Throwing different sized balls
Increase the Movement Product

• Second step the teacher should then set standards of mastery

• Example:
  – Be able to throw and hit a target 8 out 10 times.
Acquisition of Skill Combination

• Third step is to combine the primary skill with another skill

• Example:
  – Run and throw
  – Skip and throw
  – Walk and throw
Improved Environmental Response Match

• This is final step
  – Throwing in a game
  – Throwing in baseball
  – Throwing in soccer
  – Throwing in different contexts
Ecological Task Analysis
Approach to Motor Development

Davis & Burton
Steps

1. Establish Task Goals
2. Student Choice
3. Manipulating Variables
4. Provide instruction
ETA Model

- Task Goals
- Student Choice
- Manipulate Learner & Environment
- Instruct
Establishing Task Goals

Movement specialist design their clinic or classroom:
- Station approach
- Each station represents a movement
  - striking, throwing, kicking, catching
- The theme of the day would be manipulative skills.
Client Choice

Let the client or students at each station practice the movement without prior demonstration or instruction.

Movement specialist role is to observe and assess the student stable and unstable movement based upon movement form (desired or not desired) and developmental (immature and mature) stages.
Manipulating Performer, task, and Environment.

Very similar to refining and extending activities of Haywood model.

The client is encourage to choose how they want to perform the movement.

The movement specialist then changes the environment or task or performer characteristics.
Environmental Changes

With or with implements
Practice in blocks
   - Stay at one station throughout the entire session or lesson
Practice stations randomly
   - Practice all the station but in no set order
Spatial changes
   - Distance between object & targets
   - Distance between partners
   - Distance short or long
Locations
   - In a corner
   - Sitting, standing, walking, running, skipping, etc.
Task Changes

Object size changes
Object weight changes
Object color changes
Object type changes
Pathways change
  - straight
  - low or high
Performer Changes

Fast or slow
Hard or soft
Light or heavy
Instruction

Instruction is not provided immediately but after the first three stages.
Instruction is provided through demonstration and verbalization.
Peer can be used for the demonstration.
Student are provided practice.
References

