APPLYING GENTILE’S MODEL
ESAT 3200 MOTOR LEARNING, CONTROL & DEVELOPMENT

Name:________________________________ Points Earned:_____/20

Name:___________________________________________

Name:___________________________________________

Name:___________________________________________

Introduction: Gentile’s two-dimensional taxonomy is a valuable tool in selecting a progression of functionally appropriate activities or developmentally appropriate activities to develop any motor or sport skill. The athletic trainer, coach, physical therapist, exercise specialist, or teacher can develop functional appropriate activities using Gentile’s taxonomy.

The students will be divided into groups of two or three. I have identified 7 progressive (differential) activities that could be used to develop hitting. You are to correctly order the activities from the easiest to most difficult using the motor skill characteristics in Gentile’s taxonomy (see page 12 of your text). The plan of action includes the number and letter (e.g. 1b, 2a) that corresponds to the box (e.g., 1b, 2a, etc).

Activities

Hitting off a batting tee from the same height for every trial. The hitter is stationary and does not strike the ball. Nor hold a bat in his/her hand.

Hitting off a batting tee. But for every attempt the height of the ball on the tee is raised or lowered. Hitter is stationary, stands in same location for every attempt but strikes the ball with bat.

Hitting off a pitching machine where the ball comes to the same location and with the same speed. The hitter stands in the same area of batting box and strikes the ball with a bat.

Hitting off a batting tee from the same height for every trial. The hitter moves in all different directions while swing the bat same way each.

Hitting off a pitching machine where the ball location and speed is changed every trial but the hitter stands at the same location in the batter box while hitting the ball.

Hitting a thrown ball where the hitter stands in the batter’s box at the same location every time involving a pitcher who is pitches the same pitch every time but the hitter attempts to hit the ball with the bat.

Hitting a thrown ball involving different types of throws, different speeds and different locations where the hitter runs in the batter’s box while swinging (slap hitting).
Plan of Action for Baseball Hitting

Plan of action is the list of activities that one can use to develop the skills. You list the easiest activity first and last activity should be of the highest difficulty based on Gentile Taxonomy. I should be able to use these activities in developing hitting. Also, I can assess the client’s or student’s stage of hitting development. (1 pt for each correctly placed activity)

Box ____: Activity: ______________________________________________________

Box ____: Activity: ______________________________________________________

Box ____: Activity: ______________________________________________________

Box ____: Activity: ______________________________________________________

Box ____: Activity: ______________________________________________________

Box ____: Activity: ______________________________________________________

Box ____: Activity: ______________________________________________________

Box ____: Activity: ______________________________________________________

Your next task for the group is to develop functional or developmentally appropriate activities using the taxonomy for an assigned skill. Describe the motor skill characteristics according to the requirements for each box. I recommend that you start at Box 4D and work back to Box 1b. For example describe the changes the motor skill described in Box 4D to fit the characteristics of Box 4B. Below is the table where you are to write the activity in the assigned box. The assigned boxes are designated with a number and letter. (8 points)

<table>
<thead>
<tr>
<th>Action Function</th>
<th>Body Transport:</th>
<th>Body Transport:</th>
<th>Body Transport:</th>
<th>Body Transport:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Context</td>
<td>None</td>
<td>None</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Body Transport:</td>
<td>None</td>
<td>Object Manipulation:</td>
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</tr>
<tr>
<td>None</td>
<td>Yes</td>
<td>None</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Regulatory Conditions:</td>
<td>Stationary</td>
<td>Intertrial Variability:</td>
<td>None</td>
<td>1b</td>
</tr>
<tr>
<td>Stationary</td>
<td>None</td>
<td>1d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intertrial Variability:</td>
<td>None</td>
<td>2b</td>
<td>2d</td>
<td></td>
</tr>
<tr>
<td>Regulatory Conditions:</td>
<td>Stationary</td>
<td>Intertrial Variability:</td>
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<td>None</td>
</tr>
</tbody>
</table>
The last task of this lab is to develop a plan of action including the list of activities from the easiest to the most difficult. Only use the activities that are valid and realistic in developing the motor skill from the table above.

I have provided a blank plan of action form to be completed below. This plan represents your group’s developmentally appropriate activities from easiest to the most difficult.

**Plan of Action**

<table>
<thead>
<tr>
<th>Box</th>
<th>Functional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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