# **Detailed Contents**



Preface vii Dedication xv

# UNIT ONE Introduction to Motor Skills and Abilities 1

#### 1 The Classification of Motor Skills 2

Application 2
Discussion 3
Skills, Actions, Movements, and
Neuromotor Processes 5
One-Dimension Classification Systems 9
Gentile's Two-Dimensions Taxonomy 14

2 The Measurement of Motor Performance 26

Application 26 Discussion 27 Reaction Time 28 Error Measures 32
Kinematic Measures 37
Kinetics 41
EMG 42
Brain Activity Measures 44

Brain Activity Measures 44
Measuring Coordination 48

#### 3 Motor Abilities 53

Application 53
Discussion 53
Ability and Motor Ability 54

# UNIT TWO Introduction to Motor Control 69

#### 4 Neuromotor Basis for Motor Control 70

Application 70
Discussion 71
The Neuron 71
The Central Nervous System 73
The Neural Control of Voluntary Movement 82

5 Motor Control Theories 87

Application 87
Discussion 89
Theory and Professional Practice 89
Motor Control Theory 90
Open-Loop and Closed-Loop Control Systems 94
Two Theories of Motor Control 96

A Complementary Theory: The OPTIMAL Theory of Motor Learning 110 The Present State of the Control Theory Issue 112

# 6 Sensory Components of Motor Control 116

Application 116
Discussion 117
Touch and Motor Control 117
Proprioception and Motor Control 120
Vision and Motor Control 128
Investigating the Role of Vision in Motor
Control 132
The Role of Vision in Motor Control 134

#### 7 Performance and Motor Control Characteristics of Functional Skills 145

Application 145
Discussion 146
Speed-Accuracy Skills 146
Prehension 152
Handwriting 157
Bimanual Coordination Skills 158
Catching a Moving Object 160
Striking a Moving Object 163
Locomotion 166

#### 8 Action Preparation 179

Application 179

Discussion 180

Action Preparation Requires Time 180

Task and Situation Characteristics Influencing

Preparation 180

Performer Characteristics Influencing

Preparation 189

What Occurs During Preparation? 191

# UNIT THREE Attention and Memory 205

# 9 Attention as a Limited Capacity Resource 206

Application 206
Discussion 207
Attention and Multiple-Task
Performance 208
The Dual-Task Procedure for Assessing
Attention Demands 214
Focusing Attention 215
Attention and Automaticity 219
Visual Selective Attention 220
Visual Search and Motor Skill
Performance 224
Training Visual Search Strategies 231

# 10 Memory Components, Forgetting, and Strategies 235

Application 235
Discussion 236
Memory Structure 236
Working Memory 237
Long-Term Memory 242
Remembering and Forgetting 244
Assessing Remembering and Forgetting 244
The Causes of Forgetting 247
Movement Characteristics Related to Memory
Performance 250
Strategies That Enhance Memory
Performance 251
Practice-Test Context Effects 256

# UNIT FOUR Introduction to Motor Skill Learning 261

#### 11 Defining and Assessing Learning 262

Application 262
Discussion 262
Performance Distinguished From Learning 263
General Performance Characteristics of Skill
Learning 263
Learning Assessment Techniques 265
Practice Performance May Misrepresent
Learning 275

# The Fitts and Posner Three-Stage Model 280 Gentile's Two-Stage Model 282 Bernstein's Description of the Learning Process 284 Performer and Performance Changes Across the Stages of Learning 285 A Performer Characteristic That Does Not Change Across the Stages of Learning 297 Expertise 298

#### 12 The Stages of Learning 279

Application 279 Discussion 280

#### 13 Transfer of Learning 305

Application 305
Discussion 306
What Is Transfer of Learning? 306
Why Is Transfer of Learning
Important? 307

Why Does Positive Transfer
of Learning Occur? 309
Negative Transfer 313
Learning How to Learn as an Example
of Transfer 315
Bilateral Transfer 316

# UNIT FIVE Instruction and Augmented Feedback 325

#### 14 Demonstration and Verbal Instructions 326

Application 326
Discussion 327
Demonstration 327
Verbal Instructions and Cues 340

#### 15 Augmented Feedback 352

Application 352
Discussion 353
The Feedback Family 354
Types of Augmented Feedback 354
The Roles of Augmented Feedback in Skill
Acquisition 356

How Essential Is Augmented Feedback for Skill
Acquisition? 357

The Content of Augmented Feedback 360

Types of Knowledge of Performance 366

Timing Issues Related to Augmented
Feedback 373

The KR-Delay and Post-KR Intervals for
Terminal Augmented Feedback 376

Frequency of Presenting Augmented
Feedback 380

Techniques That Reduce Augmented Feedback
Frequency 382

### UNIT SIX Practice Conditions 391

#### 16 Practice Variability and Specificity 392

Application 392
Discussion 393
The Future Performance Benefit of Practice
Variability 393
Implementing Practice Variability 394
Organizing Variable Practice 397
Accounting for the Contextual
Interference Effect 407
Practice Specificity 408

#### 17 The Amount and Distribution of Practice 417

Application 417
Discussion 418
Overlearning and Learning Motor Skills 419
The Overlearning Strategy Can Lead to Poor
Test Performance 421
Overlearning and Other Practice Variables 422
The Distribution of Practice 423
Defining Massed and Distributed Practice 423
The Length and Distribution of Practice
Sessions 424
The Intertrial Interval and Practice
Distribution 428

#### 18 Whole and Part Practice 433

Application 433

Discussion 434

Skill Complexity and Organization 434

Practicing Parts of a Skill 436

An Attention Approach to Involving Part

Practice in Whole Practice 447

#### 19 Mental Practice 451 Application 451

Discussion 452
Two Roles for Mental Practice 452
Mental Practice Aids Skill Acquisition 453
Mental Practice Aids Performance
Preparation 458
Why Is Mental Practice Effective? 459
Mental Practice and Imagery Ability 461

Glossary 465 References 475 Name Index 513 Subject Index 533