

Stages of Motor Learning

Stages of Learning	Characteristics	Attention Demands	Activities	Description
Cognitive	<ul style="list-style-type: none"> • Movements are slow, inconsistent and inefficient. • Considerable cognitive activity is required. 	<ul style="list-style-type: none"> • Attention to understand what must move to produce a specific result. • Large parts of the movement are controlled consciously 	Practise sessions are: <ul style="list-style-type: none"> • performance focused • less variable • incorporate a clear mental image (technical & visual). 	Early Cognitive; Essential Elements were not observed or not present
				Late Cognitive; Essential elements are starting to appear
Associative	<ul style="list-style-type: none"> • Movements are more fluid, reliable and efficient • Less cognitive activity is required 	<ul style="list-style-type: none"> • Some parts of the movements are controlled consciously, some automatically. 	<ul style="list-style-type: none"> • Practise sessions link performance and results, conditions can be varied. • Clear Mental Image = Accurate Performance 	Early Associative; Essential elements appear, but not with consistency.
				Late Associative; Essential elements appear regularly at a satisfactory level.
Autonomous	<ul style="list-style-type: none"> • Movements are accurate, consistent and efficient. • Little or no cognitive activity is required. 	<ul style="list-style-type: none"> • Movement is largely controlled automatically • Attention can be focused on tactical choices 	<ul style="list-style-type: none"> • Practise sessions are more results orientated • Focus is on greater range of movement, speed, acceleration and use of skill in a novel situation. 	Early Autonomous; Essential elements appear frequently above required level.
				Late Autonomous; Essential elements appear continuously at a superior level.

Bron: https://www.physio-pedia.com/Motor_Control_and_Learning