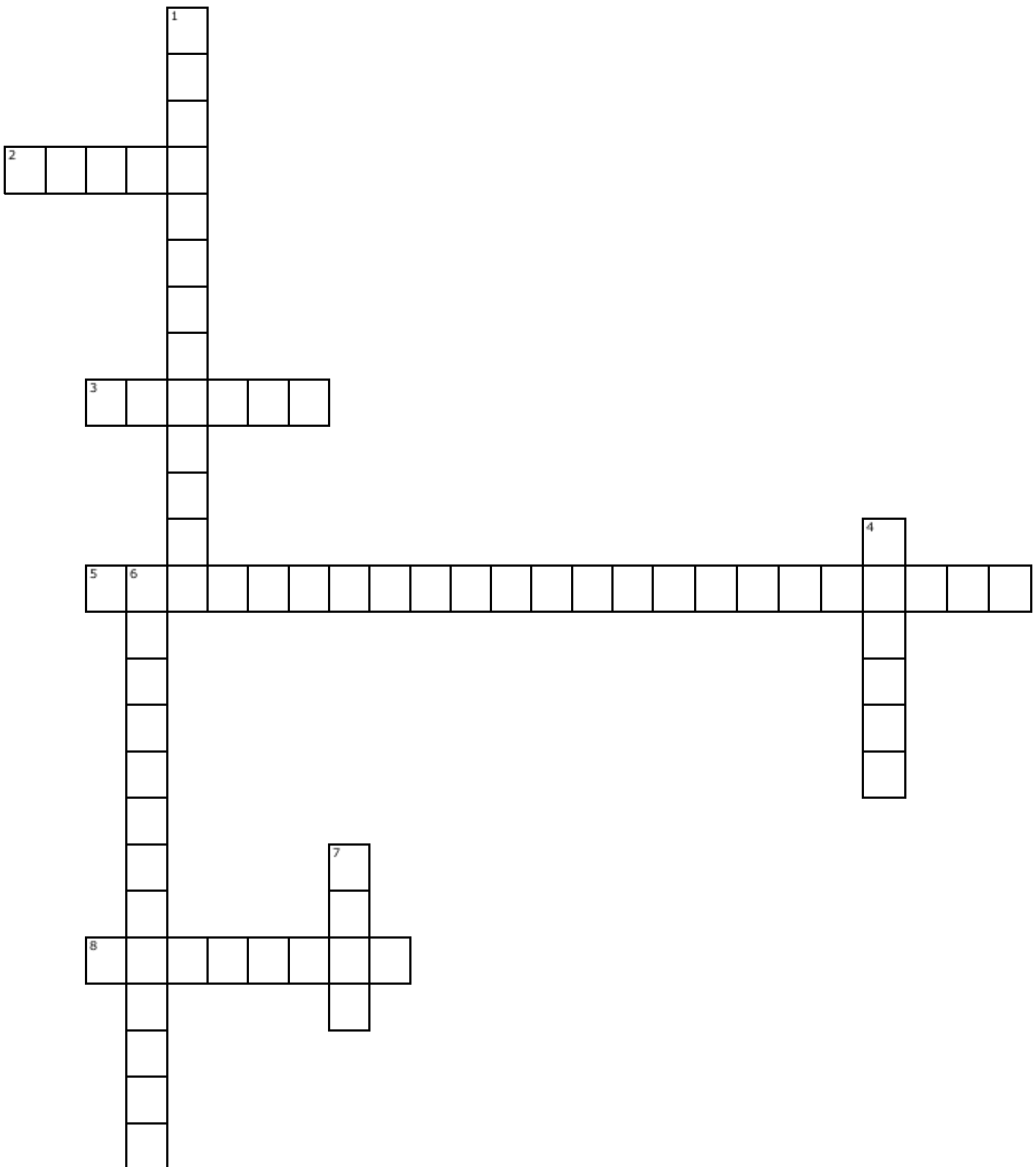


# Wheelchair Skills Training and the Use of Motor Learning Principles Crossword



## Across

2. Demonstration, one of the most powerful instructional methods in motor skills learning, may be provided by a trainer, model, or peer in person or using a \_\_\_\_\_.

3. Feedback during training can be augmented in a variety of ways, such as watching oneself in a \_\_\_\_\_ while learning to how high to pop the

## Down

1. These principles can be used to guide wheelchair skills training.

4. To enhance skill retention and transfer, \_\_\_\_\_ practice of a group of skills that have already been acquired is generally better than consistent, blocked practice.

casters to go over a threshold.

5. In training the wheelie skill, beginning in a \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ setting (e.g., bricks, gravel, foam) reduces attentional demand and degrees of freedom (amount of forward-backward rear wheel movement).

8. In providing prescriptive knowledge of performance feedback, the trainer should identify the most \_\_\_\_\_ error and suggest what might be done to correct this problem, such as 'you are popping your casters too soon' in attempting to overcome a gap.

6. It can be useful to have learners attempt skills in \_\_\_\_\_ ways, such as leaning forward while wheeling over a cross slope or through gravel, to help them understand why a suggestion is made.

7. In training skills, the trainer may provide a framework, organization, or way of thinking about a skill, such as the mantra 'push, pop, \_\_\_\_\_' when learning to go up a curb using momentum.