Technical Training and Peaking
Battling the 8 Hour Rule
The Politics of Sport

- The NCAA
- USTFCCCA
Principles of Skill Acquisition

- Breaking Skills Down is the Best Way to Teach Them
- When Teaching Technique, Going Slow is Better
- It's Important to Have a Good Repertoire of Drills
- It's Best to Master Things at Slow Speeds Before Introducing High Speeds
- You Can Effectively Teach Technique Anytime
- Perfect Practice Makes Perfect Technique
Common Fallacies - All False!

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Whole vs. Part

- Motor Learning Research
- Whole Learning Superiority
- When and How to Break it Down
- Chunking Strategies
  - Minimizing the Breakup
  - Strategic Placement of the Ends
Variability in Practice

- Motor Learning Research Finding
- Practice - Perfect?
- The Key Isn’t Mastery – It’s the Struggle to Get There
- Coaching Implications
  - Variety in the Practice Environment
  - The Shotgun Approach to Skill Acquisition
Drills

- Aisle 5
- An Environment to Teach
- The Value of Drills
  - Narrowing Boundaries
  - Repetitions Gained Faster
- Teaching Progressions
Technical Teaching Tools

- Drills
- Technical Exercises
- Teaching Progressions
- Technical Rehearsal
Cues

- Cues and Cue Systems
- Cuing Skill – A Lost Art
- Cuing and Adventureland
- The Tools of Change - Cuing and Pressure
Cycling Cues and Cue Systems

- Cue Systems
  - Productivity
  - Time Frames

- The Peaking Process
  - Periodizing Cue Systems
  - Timing It Right
The Effective Coach Must Be Able to:

- Coach at Slow or Drill Speeds
- Coach at Fast or Meet Speeds
- Know What it Looks Like
- Know What it Feels Like
- Coach Movements, Not Positions
- Have a Repertoire of Cues to Handle All Likely Problems
Technical Periodizations

- A Long Term Plan
- Organized Technical Training Phases
Technical Training Phases

- The Phases and Distributions
  - Radical Changes
  - Drills and Technical Exercises
  - Synthesis
  - Problem Solving
Technical Training Phases - Rationale

- It Takes Time
- Training Interference
- Planned Progression Toward Meet Intensities
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Technical Training Phases

- The Phases and Distributions
  - Radical Changes – Very Early
  - Drills and Technical Exercises - Done by the Middle of General Prep
  - Synthesis - Arrive at Meet Intensities Before the First Meet
  - Problem Solving - Early Inseason
Technical Training Phases – Implications

- A Key Tenet – Stay On Schedule
  - The Disjoint Between Meet and Practice Intensities
  - Skill Acquisition During Hard Training Phases
  - Technical Improvements Inseason – And if So, How?
  - Preparation Specific to Time of Year
Motor Interference

- Skills – Same and Different
- Tuning in to Meet Frequencies and Rhythms
- Motor Differentiation
- When Not to Practice
The Purpose of Practice

- Common Purposes of Practice
  - Learning a Skill
  - Rehearsing a Skill
  - Correcting an Error
  - Simulating a Meet
The Forgotten Purpose of Practice - Communication

- Practicing Communication
  - Rehearsing Cuing
  - Rehearsing Responses to Cues
  - Rehearsing Error Correction
- The Need For Speed?????
Technical Training Phases – Implications

- The 8 Hour Rule
  - Limitations and Problems
  - Potential Solutions
    - Safety Exceptions
    - Overlapping Years
The Overload Principle

- The Overload Principle
- Applications to Motor Learning
- The Stimulus and Progression Curves
- Implications for Training
Common Fallacies

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