The Feedback Model

This model does not tell you how to conduct movement analysis in the sense of a method to observation (ie. top down, bottom to top, whole to parts, or parts to whole etc.) This model simply defines a way to understand, convey, and express what is observed.

Like the skills concept diagram, there is no prescribed way to start, no single concept is more important than another, and you can not rely solely on one concept to be successful in your analysis and subsequent teaching or coaching.

Understand that it is a balance and blend of the three concepts; **Desired Outcome, Tool/Snow Interaction, and Movements** that are always changing depending on the student and the situation presented to you as an instructor.

It is your understanding of that makes this model work. That is why even a new instructor with their limited knowledge and experiences can apply this model with a degree of success. (Similar to a first timer applying a rudimentary blend of skills to achieve their first turns).

THOUGHTS TO PONDER
Form vs. Function
What are you seeing and how are you seeing it?
When doing motion analysis what is the mental image you have that constitutes "Good Skiing/Riding"?
What does Good Skiing/Riding look like to you?
What is "Good Skiing/Riding?"
What makes something right?
What makes something wrong?

The Feedback Model
A Communication Framework

The Feedback Model
Feedback Relative to Focal Points

The Feedback Model
Effective & Efficient Movement Analysis

DEFINES

DICTATES

ACHIEVES

Movements
Defined by The Skills Concept, Functional Movement Patterns, Skiing/Riding Concepts,, D.I.R.T. and/or Direction.

Communication (Coaching/Teaching)
Student centered approach that leverages the positive to encourage and support skiing and riding improvement.

Desired Outcome
Turn Size, Turn Shape, Terrain Selection, Speed, etc. relative to student abilities and desires.

Tool/Snow Interaction
Relating to any combination of Arcing, Carving, Skidding Slipping, etc.