

BMT – Glossary of terms

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Coordination	When different parts of the body act together to achieve a specific outcome.
Cue recognition	Recognising and responding to relevant information whilst filtering out unwanted information.
Dissociation	When different parts of the body perform different actions simultaneously.
Executive Function skills	<p>Executive Function skills are mental tools that help develop self-regulation.</p> <p>Focus of Attention -being able to choose to direct the attention onto something.</p> <p>Working Memory – being able to remember what the task is, and stay focused over a period of time.</p> <p>Inhibition control - being able to regulate behavior over a period of time, and not become distracted by minor events.</p> <p>Cognitive Flexibility - this refers to the ability to adapt when identifying solutions to problems.</p> <p>Planning - being able to identify and structure incremental steps in order to achieve success.</p> <p>Goal-Directed Behaviour - identify specific targets that need to be achieved in order for success to be made.</p>
Flaws and symptoms	Symptoms are indications that something is wrong – flaws are the root cause of the symptoms.
Fine motor skills	These are small physical actions, like manipulating the hands or the fingers.
Gross motor skills	These are large physical actions, like running, skipping, jumping.
Kinaesthetic awareness	The knowledge of your physical self and its relationship to the space around you.
Misdirection	Misleading signals that encourage learners to remain attentive at all times.
Pedagogy	The science and art of teaching.
Physical literacy	The acquisition and development of a range of attributes and qualities that support the child to move with competence and confidence in a wide variety of physical activities.
Pro-active decision making	This is making decisions to influence situations, or solve problems before the situation actually arises.
Rhythm and timing	Rhythm creates the context for timing. Rhythm can be established in partnership with an external stimulus like the flight of the ball, the movement of team mates or music. Rhythm can also be established with an internal stimulus, like running or skipping. Demonstrating rhythm requires balance and relaxation. Timing appears as 'moments of interest' in the context (the flow) of rhythm.

Same-same	This term refers to situations where there is a match-up between foot patterns (left with left, right with right), or arm actions, or movement rhythms etc. with pairs or groups of people.
Significant Aspects of Learning (SALs)	The Significant Aspects of Learning underpin the development of performance across a range of activities. The SALs are grouped together under 4 different headings; physical competencies, cognitive skills; personal qualities; physical fitness.
Scaffolding practices	Scaffolding practices refers to practices that are designed to focus attention on an aspect of performance, and help the learner to achieve this aspect.

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