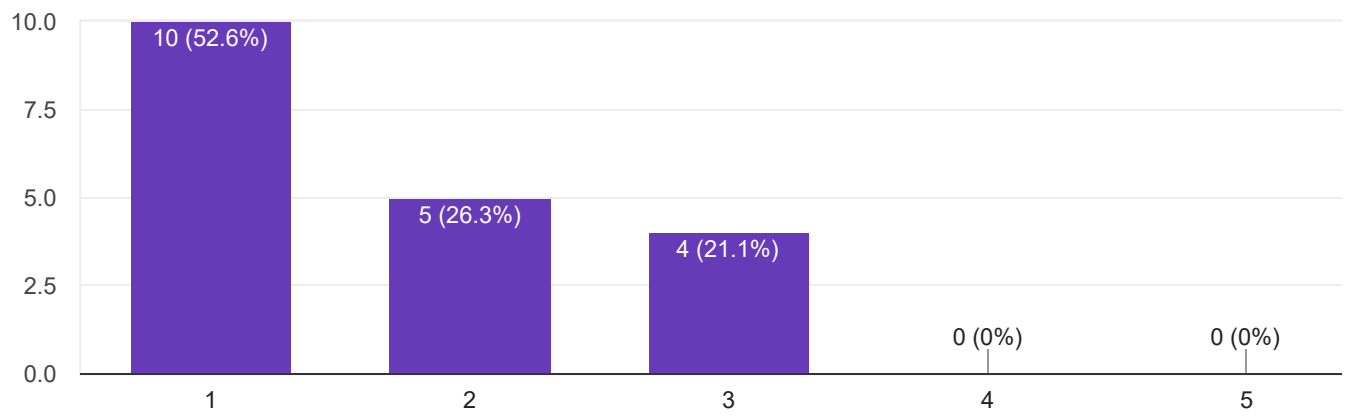


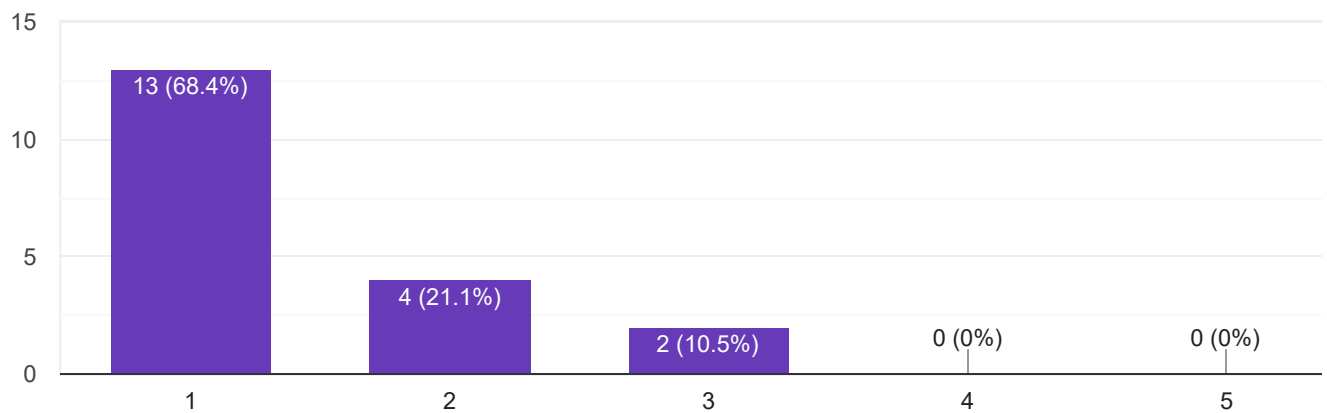
5.1 I have a good basic understanding of executive inhibition and how it is measured.
(Lecture 5.1)

19 responses



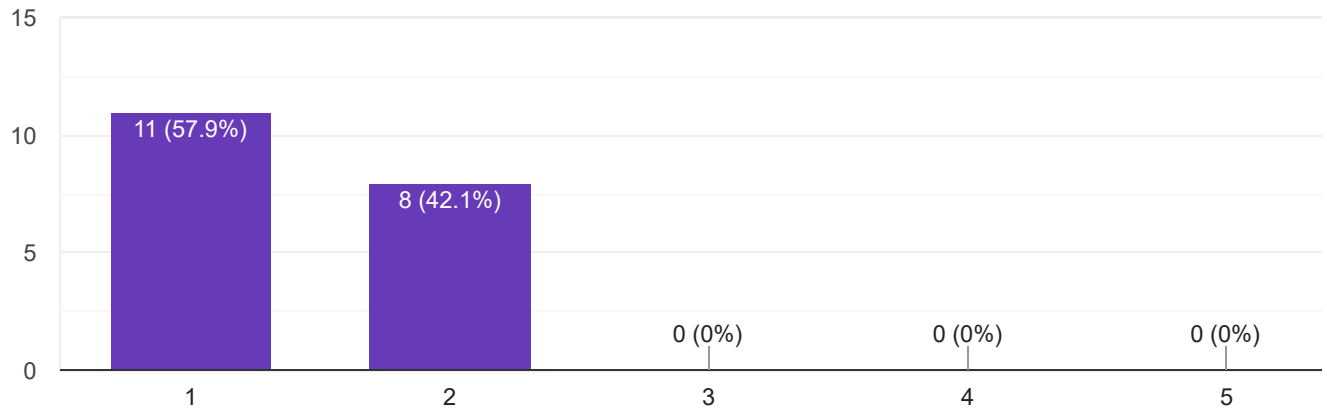
5.2 It is important that any AT teacher with an interest in the science of AT understand the basics of executive inhibition. (Lecture 5.1)

19 responses



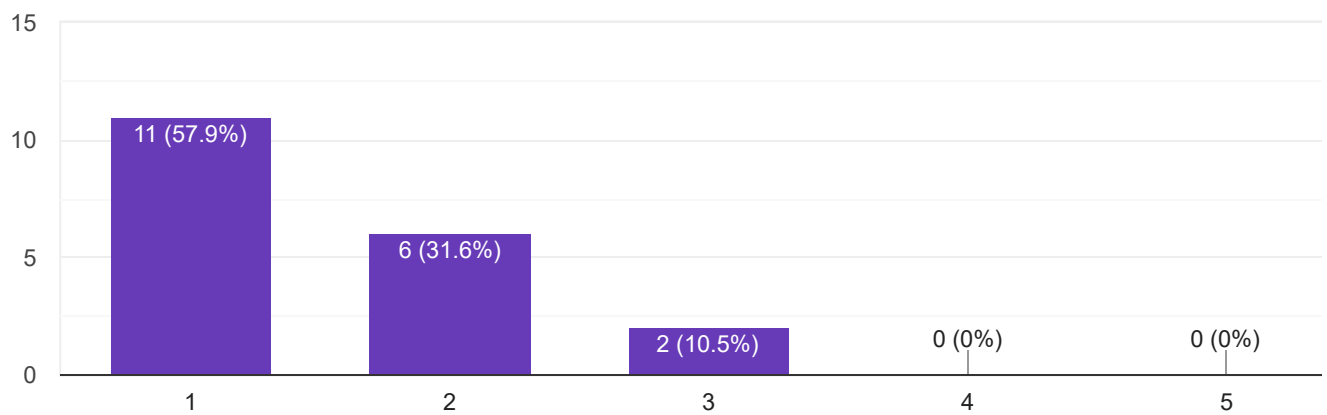
5.3 I understand the difference between reactive and proactive inhibition (Lecture 5.1)

19 responses



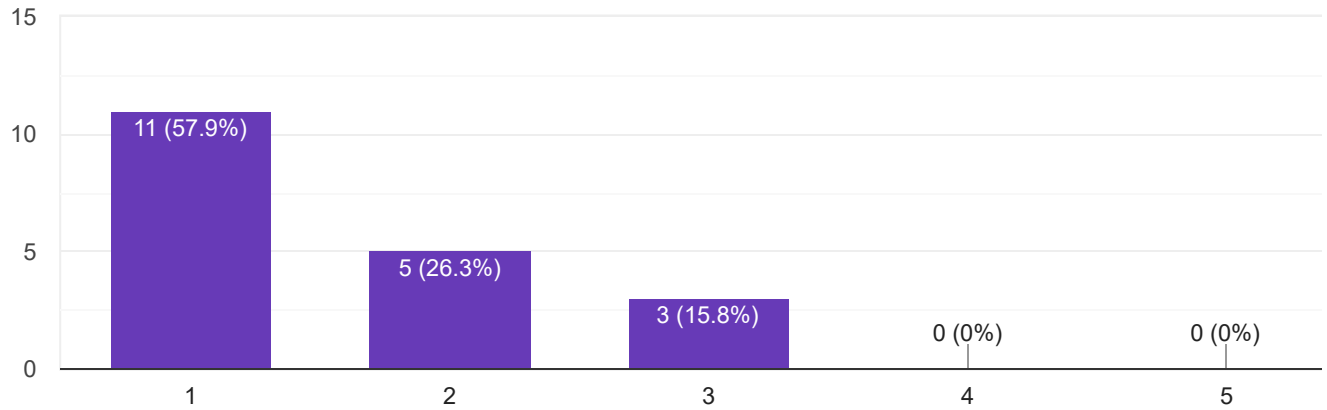
5.4 I understand what selective inhibition is. (Lecture 5.1)

19 responses



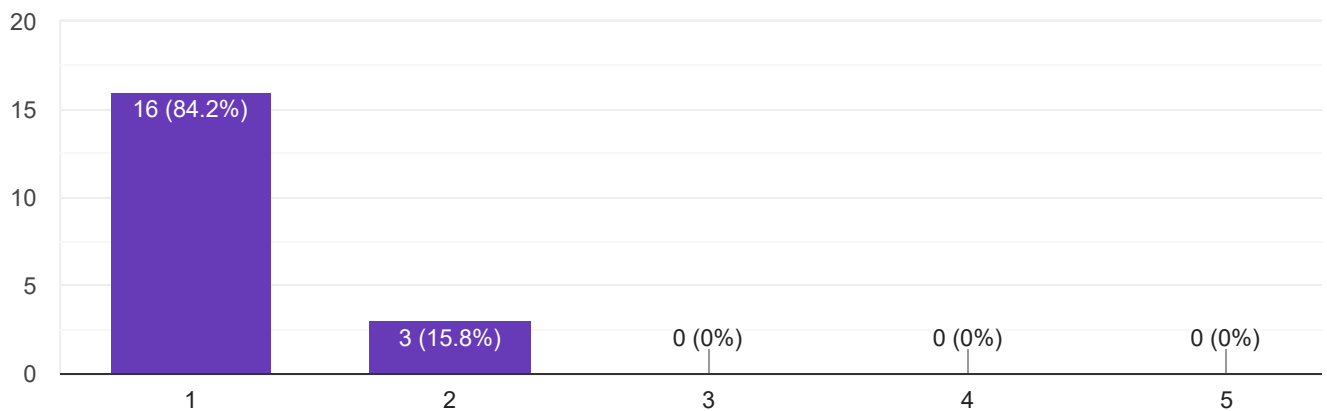
5.5 I have used the word inhibition in more than one way when talking about AT, as suggested by the 3 categories of AT inhibition described in the webinar and in Patrick's essay. (Lecture 5.1)

19 responses



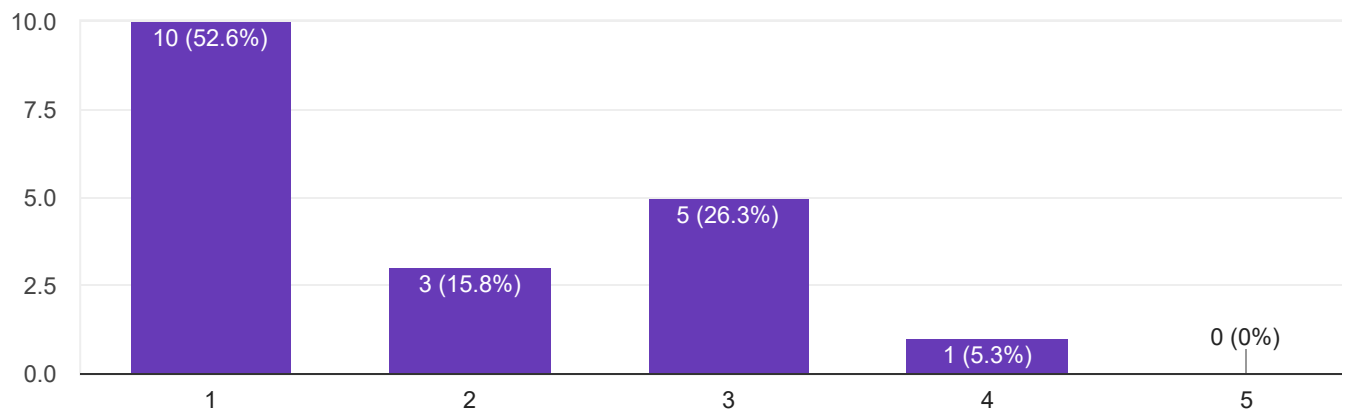
5.6 The assertion that AT teachers describe inhibition in a variety of ways, as described in the webinar and in Patrick's essay, is useful for my understanding of and ability to explain inhibition. (Lecture 5.1)

19 responses



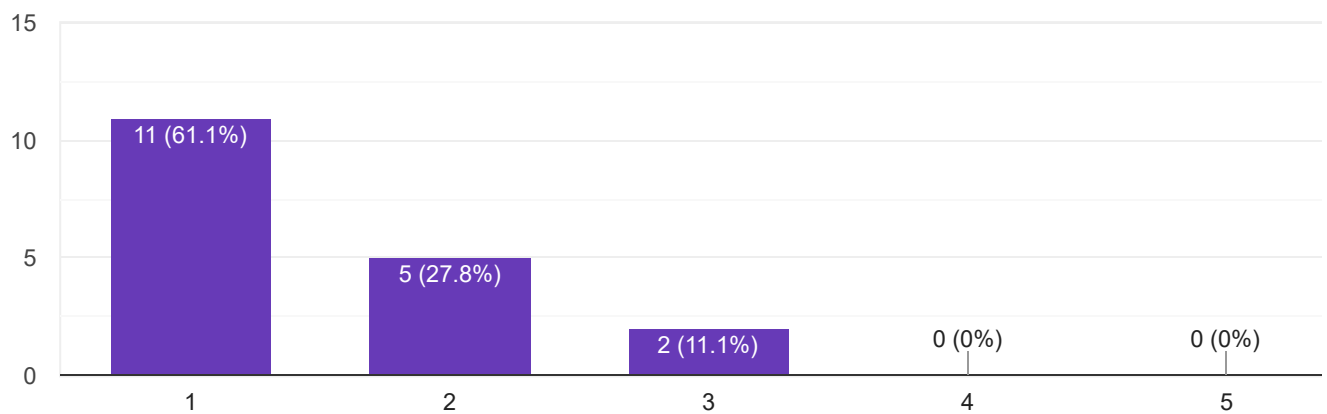
5.7 Rajal's experiment about walking with a tray and inhibition is both relevant and useful when describing the science behind AT (Lecture 5.2)

19 responses



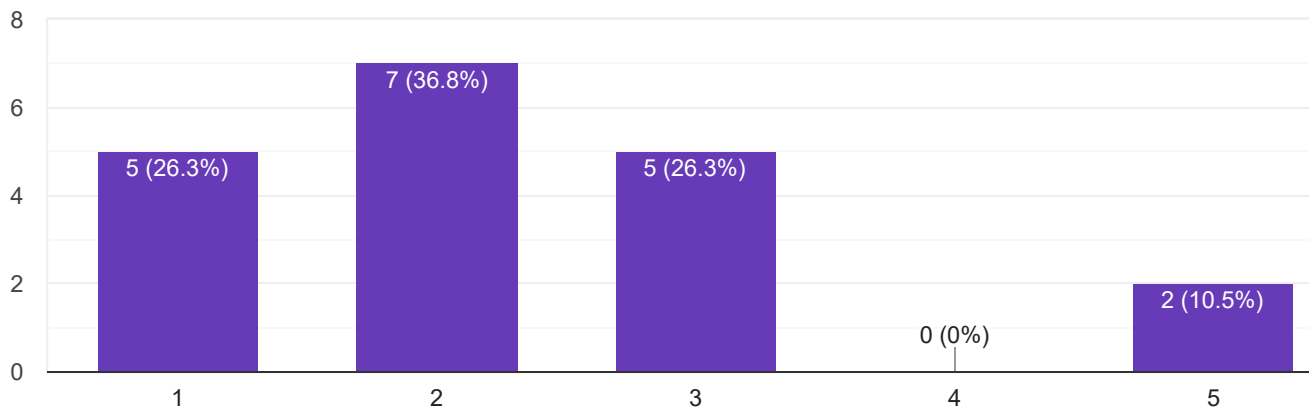
5.8 Questioning whether various lurches and stiffening are due to lack of inhibition or lack of available underlying support patterns is a useful challenge for my understanding of AT science (Lecture 5.2)

18 responses



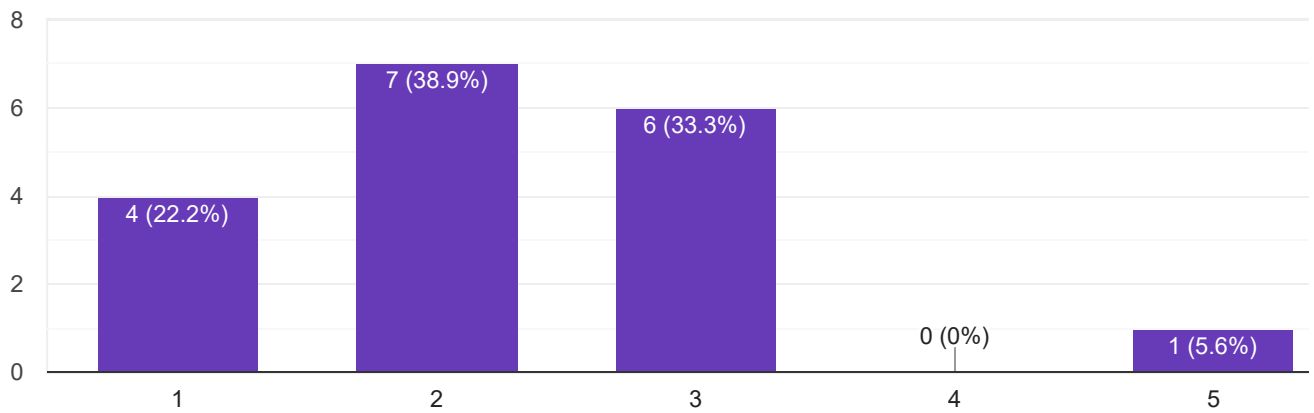
5.9 I understand Ian Loram's model of the importance of sensory analysis and inhibition in AT (Webinar 5.1 slide 44)

19 responses



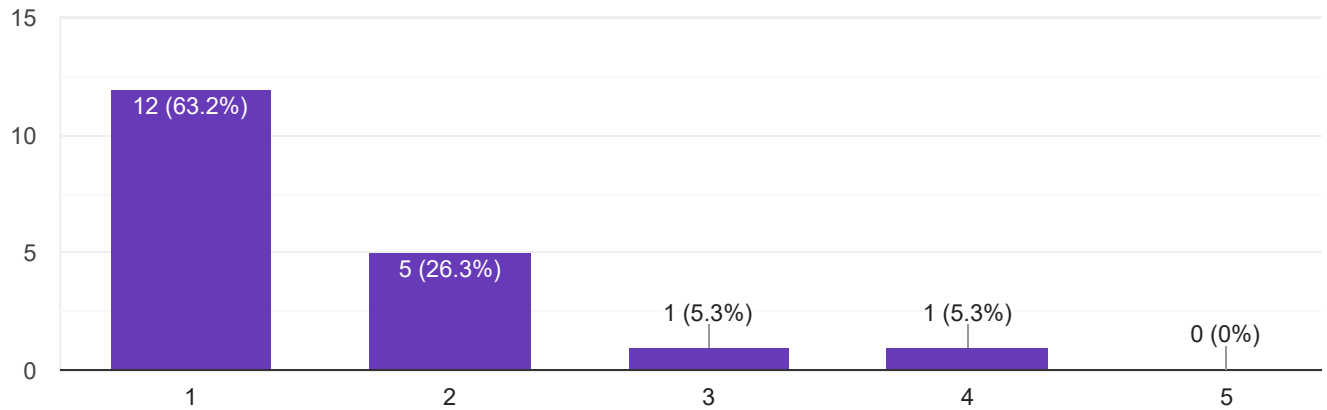
5.10 Ian Loram's model of the importance of sensory analysis and inhibition in AT provides a reasonable and useful explanation of the science of AT (Webinar 5.1 slide 44)

18 responses



5.11 Gabrielle Wulf's description of internal and external focus make sense to me.

19 responses



5.12 Gabrielle Wulf's description of internal and external focus is useful for thinking about AT attention and directions

19 responses

