



**Diploma in Sport and Exercise Sciences  
Sport and Exercise Psychology  
Summative 1 Assignment  
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**MAINTAINING FOCUS/CONCENTRATION/ATTENTION**

# Table of Content

<b>Table of Content</b>	<b>1</b>
<b>1. Introduction</b>	<b>2</b>
1.1 Concentration and the Common Types	2
1.2 Concentrate Difficulties with Athletes	3
1.3 Presentation Video - A Former World Champion's Story	4
1.4 Introducing 6 Ways to Improve Concentration	5
<b>2. Method 1 - Self-Talk</b>	<b>6</b>
2.1 Self-Talk and Its Rationale	6
2.2 Using the Correct Type of Self-Talk	6
2.3 Rules for Effective Self-Talks	7
2.4 Stopping Negative Thoughts	7
<b>3. Method 2 - Simulation in Practice</b>	<b>8</b>
3.1 Rationale of Simulation in Practice	8
3.2 Examples of Simulation in Practice	8
<b>4. Method 3 - Establish Routines</b>	<b>10</b>
<b>5. Method 4 - Competition Plans</b>	<b>12</b>
5.1 Competition Plan Focusing on the Process Goals	12
5.2 Competition Plan based on "What Ifs" situations	12
<b>6. Method 5 - Knowing Attentional Styles</b>	<b>15</b>
<b>7. Method 6 - Focus in Present</b>	<b>17</b>
<b>8. Class Activity - Concentration Grid</b>	<b>19</b>
<b>9. Conclusion</b>	<b>20</b>

# 1. Introduction

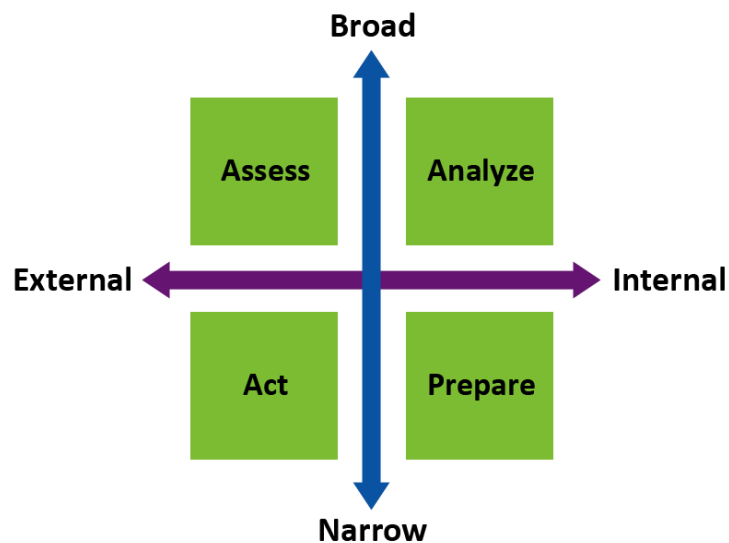
We will use the term *concentration*, *focus*, and *attention* interchangeably in this report. Before we describe our various methods to maintain and improve concentration, we will briefly define *Concentration*, its various types, and common factors causing us to lose focus.

## 1.1 Concentration and the Common Types

A common definition of concentration in sport and exercise settings typically consists of:

- A. Focusing on relevant environmental cues. When the environment changes rapidly, the attentional focus must also change rapidly.
- B. Maintaining attentional focus throughout the duration of the event, wherever necessary.
- C. Maintaining situational awareness, which allows the player to size up situation, opponents, and make appropriate decisions, often under immense pressure and time constraints.
- D. Shifting attentional focus, the ability to alter the scope of focus to the relevant part of the game, which can comprise multiple scopes before making a single decision.

A common approach by Nideffer (1976) views attentional focus along two dimensions: width (broad or narrow) and direction (external or internal). The following diagram illustrates the concept, and the actions each type of focus is normally associated with.



### Four quadrants of attentional focus.

Adapted from Nideffer, 1976 (25).

A **Broad and External** focus is used to rapidly *assess* a situation, e.g. when a footballer is assessing which of his teammates is in the best position for him to pass the ball to.

A **Broad and Internal** focus is used to *analyze* and plan, e.g. when an athlete mentally prepares a game plan or strategy.

A **Narrow and External** focus is used when the athlete *acts* on a decision, e.g. when a footballer passes the ball to a specific point in the field for another teammate.

A **Narrow and Internal** focus is used to mentally rehearse and prepare for an upcoming decision or action, e.g. when a footballer taking a penalty shoot visualizes how he will run and kick the ball, and where he wants the ball to go in the back of the net.

## 1.2 Concentrate Difficulties with Athletes

Many athletes are unable to concentrate for the entire duration of a competition. It is very tiring to maintain continuous focus, and the athlete has to relax his mind when possible. When this happens, the athlete is subjected to distractions that can prevent him from focusing back on the important things.

There are generally two types of distractions - *internal*, and *external*. Examples are of Internal Distractors are:

- **Attending to past events** - athletes may look back on a past mistake, and worry about repeating it, or how it will affect the outcome.
- **Attending to future events** - the athlete over-worries about the outcome, with many “*What if..?*” questions running in their mind, instead of focusing on what they need to do at now. It is also possible that the athlete is thinking of non-related things in the future, such has an appointment that he/she has after the game.
- **Choking under pressure** - the athlete may also perform poorly due to the pressure of competition creating an emotional source of distraction.
- **Over-analyzing body mechanics** - Analyzing the body’s mechanics and movement is useful for new learners to pick up the correct skills. However, body mechanics should come automatically for an experienced athlete. When the experience athlete over-analyzes his/her body mechanics, it will distract him from other important factors in the game, like the opponent and the ever-changing game environment.
- **Fatigue** - Due to the length of an event, the athlete can also lose focus simply through fatigue. Not only does the athlete get physically tired, mental tiredness is also real.
- **Inadequate motivation** - If the athlete is not motivated, his mind is likely to wander to irrelevant thoughts, and hence losing concentration.

Examples of External Distractions:

- **Visual distractors** - There are so many visuals in the environment that presents themselves in front of the athlete and can take attention away from what is important. Common visual distractors are spectators, scoreboards, media crews, officials, signages, and things that these people bring along with them to support a team.
- **Auditory distractors** - Similar to visual distractors, audio distractors like noises from the environment, crowd, airplanes, public announcements system, ringing mobile phones also distracts the athletes.

### 1.3 Presentation Video - A Former World Champion's Story

The video we presented - *"Your Concentration Can Make or Break Your Performance: A Former World Champion's Story"*, refers to Dan O'Brien, a former decathlete and Olympic gold medalist. He won the Olympic title in 1996, three consecutive world championships, and set the world record in 1992.

The video describe the event of his trial for the U.S. Olympic team for the 1992 Barcelona Olympics, where he surprisingly failed to make the team. It shows the importance of concentration, and how losing concentration, or concentration on the wrong thing, can have a devastating impact.



The video is available on Youtube at <https://youtu.be/NakaBM7wmdY> (03:42).

## **1.4 Introducing 6 Ways to Improve Concentration**

From the next section, our team will discuss these 6 methods that are commonly used by coaches and athletes to improve focus and concentration.

- A. Self-Talk
- B. Simulation in Practice
- C. Establish Routines
- D. Competition Plans
- E. Understanding Attention Styles
- F. Focus in the Present

## 2. Method 1 - Self-Talk

(by Poh SH)

### 2.1 Self-Talk and Its Rationale

Self-talk is a statement or thought about oneself. As one starts “talking” about something, he or she will unavoidably have to think about it, and the focus is thus shifted to it. During a competition, it is especially important for the athlete to focus on what needs to be done, and avoid distractions. Thus talking or thinking about it helps.

Self-Talk can help to enhance performance of athletes by:

- A. **Motivation** - giving self-encouragement to perform better, e.g. “Everything feels great, I’m going to do my usual best!”
- B. **Initiate actions** - giving cues to oneself on the upcoming actions, e.g. mentally preparing for “*on your mark, set, go*” actions on the starting line.
- C. **Sustain effort** - keeps up the arousal level of the athlete to continue performance at an optimal level, e.g. “The previous shot was great, repeat and keep it up!”
- D. **Instruct** - builds the familiarity that has to be acquired to carry out the necessary actions in the sport, e.g. the 9-steps of archery - stance, nock, set, pre-draw, draw, anchor, aim, release, follow-through.
- E. **Acquire skills** - as a result of repeated instructions, the athlete acquires the skills as muscle memories, and as a result, requires less conscious effort to perform the actions.
- F. **Break bad habits** - as the athlete talks through the actions required, he or she knows when doing the wrong action. For e.g., a shooter may always perform a self-talk to calm down and breath slowly before approaching the shooting line, and this reminds the athlete if he or she has been over-aroused prior.

### 2.2 Using the Correct Type of Self-Talk

However, not all self-talks help. There are generally four types of self-talks, and each type has different effects on the athletes’ performance.

**Positive** (or Motivational) Self-Talks increase energy, effort, and positive attitude, but does not carry any specific task-related cue. Example of positive self-talks include statements like “I can do it.”, “Just hang on for another minute.”

**Instructional** Self-Talks focus on technical or task-related aspects of the performance to improve execution. For example, “Keep your eyes on the ball”, “Keep your shoulders down.”

**Negative** Self-Talks are critical, self-demeaning, counter-productive and produce anxiety and negative emotions. For example, “That was a bad shot.”, “I suck.”

**Neutral** Self-Talks are irrelevant thoughts. Often, they are thoughts that do not relate to the competition, and we may also consider it negative as it distracts the athletes. Examples of such thoughts can be when the athlete is thinking of an event on the following day, or meeting a friend for dinner after the event. However, there are also neutral self-talks that can be positive. Although irrelevant, songs and music can help athlete, e.g. where pace is important, and it also prevents unwanted distractions from occurring.

### 2.3 Rules for Effective Self-Talks

These six rules are commonly used for making self-talks effective:

- A. keeping phrases short and specific, especially in a fast-paced competition
- B. first-person and present tense - focus on “me” and “now”
- C. positive phrases motivates and help the athlete to focus on a positive outcome
- D. the phrases should be said with meaning and attention to keep the focus serious
- E. similar to having positive phrases, you should talk to yourself kindly
- F. repeating a point often will also help to concentrate on the important element.

### 2.4 Stopping Negative Thoughts

However, it is common that negative thoughts will come into mind, especially when the athlete is not performing as expected. Instead of dwelling in negative thoughts, the athlete should be aware of the negativity, take control, and changes the self-talk into a positive one.

For example, a shot at the target goes off the bullseye due to wind. Instead of thinking about “The wind is making me miss the mark.”, you can change it to “The elements are out of my control, and affects everyone. I’ll just focus and make adjustments the best I can.”

#### References

Weinberg, R.S., & Gould, D. (2015). Foundations of sport and exercise psychology (6th ed.). Human Kinetics. pp 387-392.

Weinberg, R.S., & Gould, D. (2000). Foundations of Sport and Exercise Psychology Study guide (2nd ed.). Human Kinetics. pp 109-114.



### **3. Method 2 - Simulation in Practice**

*(by Zarina)*

#### **3.1 Rationale of Simulation in Practice**

Athletes who have competed in competitive sports, would be able to understand that in order to boost their competitive skills, they need to create or stimulate an actual Competitive Environmental situation if they want to maximize their performance skills. This will also include what is actually found on the real Sports Arena: Noisy and Antagonistic Crowd, the Presence of Sports Officials, and the behavior of Competing Teams, this will eliminate a Normal Training Session and Create a Highly Competitive Environmental atmosphere.

This will help to prepare the sports athletes from being distracted by these environmental conditions by actually placing themselves in an actual Competitive Sports Environment. Additional simulation, like mirroring the potential conditions of competition itself, like expecting Climate changes / Tournament Rules and Regulations / Umpiring Rulings / Crowd Behavior / Competition schedules and Opponent's style of play / accommodation and Transportation and meals provided and also Media Reporters should be taken into consideration. All these will help to mould one into the athletes that he or she may have to face in the of Competition Arena.

All these with the combination of 'Cue Words' such as 'Step by step' self guidance like simple words used their self motivation will help to trigger and bring-out the Maximum Performance ability in the Athletes.

Simulation is a good platform for athletes to undergo a first hand experience during an actual competitive atmosphere. Athletes have to be mentally and psychically prepared themselves for the tension and pressure that will build up during the course of the game, not only from the presence the crowd but also because of the competitive nature of a game and the need to win as well.

#### **3.2 Examples of Simulation in Practice**

Among those who successfully used Simulations in their preparation for Competitive Sports is Bryan Glencross. He prepared the Australian Women's Olympic Field Hockey Team by subjecting them to actual environmental conditions, which they would face in their Barcelona Olympics. He used stimulation training such as mirroring the potential condition of the competition examples, tournaments rules crowd bias and media exposure. This type of practice was used to stimulate an actual competitive environment. In doing so, the team was mentally prepared as they would follow the routine preparing like they were at the actual competition.

Another British Olympic Javelin thrower Steve Backley incorporated into his training program, the pressure that he will have to face on a qualifying day of a Major Competition. Steve Backley would normally practice every for two hours every morning before proceeding on to the gym for a couple of hours more. During an interview, Steve Backley was asked to advise the type of drills, warm ups, exercise etc, which an individual could do to improve their skills, besides using the techniques taught by the coach.

His answer was that "there are infinite number of drills that an individual could do, thus one has to keep the drills varied and challenging. An individual should never be in a comfort zone and just be 'going through the motions'. Try combining a few simple drills together and alternate between the two to make a new and stimulating drill which will challenge one's mind and body. Also pay close attention this time of year to the quality of the movement and posture and especially the rhythm of one's movement and contacts".

### **References**

Weinberg, R.S., & Gould, D. (2015). Foundations of sport and exercise psychology (6th ed.). Human Kinetics. pp 394-395.

## **4. Method 3 - Establish Routines**

*(by Quik JK)*

Establish Routines is a sequence of task-relevant thoughts and actions which an athlete engages in systematically prior to his or her performance of a specific sports skill. Researchers have argued that pre-performance routines work by helping athletes transfer their attention from task-irrelevant thoughts to task-relevant thoughts.

Routines can increase the likelihood that individuals will not be distracted before and during the performance. Although the focus of routines has been right before the performance or during the performance itself, it should be used systematically during trainings and practices so that the athlete can and will transfer it to competition when needed. Routines can be used before and during an exercise to focus attention, reduce anxiety and enhance performance and confidence. Another reason to use routines is because our human mind tends to wander off during break time and rest. Therefore, it is the best time to establish routines.

For example, during a basketball match, there will be four quarters on each game and when the second quarter has ended, there will be a fifteen minutes rest time for the players to head into their locker rooms to rehydrate, rest and the coach will have a pep talk with the players. So, during this fifteen minutes, the players can establish their routines by reminding themselves of what is needed to be done or they can simply repeat a few cue words to help them focus on the ongoing game before heading back on the court. However, researchers have found that, the shorter the routine is, the more successful the performer will be (Farrow and Kemp, 2003).

Some routines border on superstition, such as wearing a favorite pair of shoes or socks, walking along the foul line so that during the game they will be more aware of the foul line. Routines needs to be comfortable and favourable to the individual as it sharpens the focus of the athlete. Velentzas, Heinen and Schack (2011) found that a good way to integrate routines into performance is to have the athlete image the routine consistently.

There are a lot of ways a routines can be conducted. Simply by video recording an athlete doing the right thing during practice and continuously playing the video over and over again, this can sometimes make sure the athlete get that in mind and not anything irrelevant to the upcoming event or competition.

Another example of establishing routines can simply be done by doing something over and over again and remembering it. For example, shooting free throws over and over again, making sure the athlete knows how much strength to shoot the ball and how much ball rotation to put on the ball, so that when the ball hits the rim, it creates a friction of the ball against the rim, so that the ball will still spin in.

Yet another example would be, doing the same crossovers over and over again so that it will be stuck in the athlete head and he or she will remember to use it during the event or competition.

### **References**

Weinberg, R.S., & Gould, D. (2015). Foundations of sport and exercise psychology (6th ed.). Human Kinetics. pp 396-397.

## **5. Method 4 - Competition Plans**

*(by Caroline T)*

Benjamin Franklin was known for the following saying, "By failing to prepare, you are preparing to fail". Thus, It is important for coaches and individual athlete to establish pre-competition and competition plans to help maintain attentional focus on their goals.

### **5.1 Competition Plan Focusing on the Process Goals**

One way of doing so is by designing detailed plans of action which would help to facilitate attentional focus on the process of performance as opposed to factors over which they have no direct control, such as other competitors and final outcome.

In other words, the plans stress on what is under the control of the athlete rather than the outcome of the competition. This focuses on the process goals of the athlete.

The followings are examples of detailed and specific plans can help an athlete focus and maintain attention throughout the competition.

- A kayaker's process goals in relation to maintaining relaxed muscles in his shoulders and neck and concentrating on his stroke.
- A soccer player focusing on his positioning and footwork.
- A volleyball player working on the position of her arms when striking the ball.

### **5.2 Competition Plan based on "What ifs" situations**

On the day of competition and at the competition venue, situations can arise that may cause the athlete to panic and lose their confidence. Some situations can be created by the athlete (e.g. misplaced kit), others are outside their control (e.g. weather conditions).

Prepare the athlete by going through a series of "what ifs" situations so should they arise they have a solution to cope with it.

The followings are possible situations that may arise on the day of competition for a track and field athlete:

- You are stuck in traffic on the way to the venue
- Starting blocks not allowed in the heats
- It starts raining
- It gets very sunny and hot
- Kit is forgotten, damaged or lost
- Lace has broken on your racing shoes
- You are not allowed to warm up on the track
- No safety pins provided to attach your number
- Lack of facilities to warm up

Here is an example of a swimmer's checklists on the "what ifs" situations that may likely occur on competition day:

- If my heat is delayed, I will...
- If there is a false start, I will...
- If I am in lane 1 (and never swim well in lane 1), I will...

Athletes could also plan in advance for competition day on what time they should wake up, mode of transport to destination and have a checklist on what to bring and what to do etc. to further reduce unnecessary distractions on race day. Here is an example of a basketball competition checklist.

**PRO TIPS** | **MEN'S & WOMEN'S BASKETBALL CHECKLIST** 

**APPAREL & FOOTWEAR**

<input type="checkbox"/> Practice Basketball Shoes	<input type="checkbox"/> Shooter Sleeve
<input type="checkbox"/> Game-Day Basketball Shoes	<input type="checkbox"/> Compression Shorts
<input type="checkbox"/> Basketball Socks	<input type="checkbox"/> Warmup Suit or Warmup Jacket
<input type="checkbox"/> Slides for the Locker Room	<input type="checkbox"/> Sports Bra
<input type="checkbox"/> Practice Basketball Shorts	<input type="checkbox"/> Headband
<input type="checkbox"/> T-shirts & Jerseys	<input type="checkbox"/> Wristband
<input type="checkbox"/> Leg Sleeve or Knee Pads	

**EQUIPMENT**

<input type="checkbox"/> Practice Basketball	<input type="checkbox"/> Ball Pump & Needle
<input type="checkbox"/> Basketball Training Aids	

**ACCESSORIES**

<input type="checkbox"/> Basketball Bag or Duffle	<input type="checkbox"/> Mouthguard
<input type="checkbox"/> Earbuds or Headphones	<input type="checkbox"/> Athletic Tape and/or First-Aid Items
<input type="checkbox"/> Water Bottle	<input type="checkbox"/> Sports Drinks

 *To become a better shooter, remember the principal of B.E.E.F. when practicing proper shooting form.  
B= Balance E= Elbows aligned E= Eyes on the target F= Follow through*

Coaches should discuss with the athletes and find out what it is that worries them about competitions and consider what can be done to reduce distractions and the chances of the situation arising, thus possible solutions could be planned ahead should they arise.

### **References**

Weinberg, R.S., & Gould, D. (2015). Foundations of sport and exercise psychology (6th ed.). Human Kinetics. pp 397-398.

DICK'S Sporting Goods - DICK's Sporting Tips (2018). Available from:  
<http://protips.dickssportinggoods.com/> [accessed 21st Aug, 2018].

## 6. Method 5 - Knowing Attentional Styles

(by Lee CY)

Attentional style is developed by Robert Nideffer to be primarily used in analysing and the training the athlete behaviour, specifically on their attentional focus and concentration. This model consist of 2 dimensions of attention, width which include broad to narrow and direction consisting of external to internal.

When we discuss the scope of width attention, we are looking at the athlete ability to change his or hers focus from the broad open field down to the ball in play. While directional focus tells us the if the athlete can manage and receive cues. External cues can be provided by the environment for example the opponent, teammates, coaches and even spectator. Internal cue are from thoughts, imagery and physical sensation.

There are 4 types of attentional style, narrow-external which helps with focus, narrow-internal helps with being systematic, broad-internal with strategic planning and lastly broad-external dealing with awareness. Knowing this 4 styles helps and athletes with the ability to narrow down the focus needed do deal with different tasks and situations that arises in the game. Attentional flexibility is important as its helps the athlete quickly and effectively shift their attention from one area to another and change their narrow attention focus to broad focus.

Examples Of Attentional Styles:

- Narrow-External is and attentional style that is required when the athlete is required to make a pass, return a serve or make a penalty kick. In this style the athlete is needed to move is attention on to the ball in play and execute the technique correctly and effectively.
- Narrow-Internal is where one rehearsed systematically their tactics, performance and planned movements mentally. Athlete in required to narrow their attention to the details of what is planned and using imagery to recreate the scenario in their mind to better execute game plans and movements.
- Broad-Internal athlete is now required to use the environmental information analyzing it and come up with decisions with the help of past experiences. Some factors that will affect this situations can be self confidence, muscular tension and arousal levels.
- Broad-External is required where one have to quickly assess the environment and comes make a decision accordingly. Examples will include passing a ball to a teammate on the field, running into position to receive a pass or knowing who to defend and intercepting a pass.



In conclusion, knowing attentional style can help coaches and athlete train and perform more effectively by breaking down the game into small parts, so they can understand the type of focus or attention needed in all the situations helping the athlete make better decisions enhancing performance.

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Hatfield, M., 2017. Mental Agility with Nideffer's Model. LinkedIn. Available at: <https://www.linkedin.com/pulse/mental-agility-nideffers-model-michael-hatfield> [Accessed August 19, 2018].

## 7. Method 6 - Focus in Present

*(by Aaron W)*

What does it mean to be focused in the present? Simply, it's the ability to erase all form of distraction both internal and external and having your mind fixed on the **now**. Also known as mindfulness. The ability to bring one's attention to present occurrence through a psychological process.

Staying focused in the present is not something natural to anyone, I would say it is a skill. Like any other skill which needs training and practice, trial and error till mastered. It is the ability to completely and entirely shut everything out and fine tune your attention to that which is happening at the very moment, the **now**. It takes deliberate mental effort to execute such skill and yes, it is easier said than done. The ability to stay focus differs in persons by age, task at hand, a trained mind.

For athletes, those few seconds are crucial and missing that cue may result with failure. Elite athletes engage with sports psychologist because it is understood that mental wellness in an important component of the making of an athlete. Apart from the physical training and drills, it is essential to train the mind which has overall dominance of the athlete. Sports psychologists mentioned that the key factor to a successful performance is that ability to remain focused in the present moment.

Identifying the attentional field would be the first thing we would need to do. There are two types of attentional fields, internal and external. Internal can be things like emotions, thoughts, athlete's physical being. And external would be the athlete's surroundings, the sounds, the smell, movements. Let's use a sprinter for example, his internal attentional field could be thoughts of the competition's outcome, emotions from his break up, a painful injury. His external attentional field could be things like the cheering crowd, the runner beside him with body odour, the bright flood lights.

Once identified, we could work on how to train his mind to avoid getting dragged away. There are several ways to train the mind on focusing in the present. I will mention two of these ways. One would be by training under conditions that would expose the athlete to a broad attentional field, one most likely to expect on the day of competition and have the athlete work on narrowing all that down to the task at hand. Not focusing on what happened a second ago or what is to happen a second later but only at that occurring at the present moment. Exposing the athlete to train on the busy tracks, under the bright flood lights, in a noisy environment, under undesirable weather conditions; is one example of how to simulate competition day. Repetitive training under such conditions will allow the athlete to develop a habit of shutting out distractions and staying in the present.

Another would be to identify the athlete's IPS, or Ideal Performance State. Ideal Performance State is also known as being in the 'zone' or the 'flow'. To achieve an IPS, the athlete must make recollection of how he felt during both, his past best and worst performances. The idea of this exercise is to understand the athlete's state of mind when he performed exceptionally well. Recall what was going through his mind then, and how it made him feel. The athlete will then make comparisons on how it benefited him and deliberately try to bring himself back to that state of mind during training sessions to develop that habit. Working on how to achieve that IPS or flow/zone so that he will be able to activate that every time he needs. This would help the athlete stay focused and in the present moment.

## 8. Class Activity - Concentration Grid

The Concentration Grid used in our class activity is a simple exercise that helps build mental skills. You may hear coaches talk about staying focused, or asking athletes to concentrate. Yet most coaches are not teaching you how.

Previously practiced on paper, concentration grids are now available online and via mobile apps. You can time how long you take to complete an entire grid, or how many numbers you can complete within a fix amount of time. The level of challenge can be varied by changing the size of the grid. It can be used for assessments and evaluation of both students and athletes, mental skills training and conditioning. The exercise can be conducted in different environments - quiet, or distracting ones.

As you practice regularly with the concentration grid, you can:

- increase your ability to remain focused through distractions
- improve your concentration and attention spans
- develop a "mental monitor" that helps you recognize moments when you lose focus (so you can quickly get your head back in the game!)
- build your capacity for self-regulation - the ability to stay calm and focused under stressful, pressure situations

Here is an example of a 10x10 concentration grid.

37	46	32	93	58	36	30	94	31	16
89	87	70	22	7	69	54	15	17	52
99	67	45	14	71	92	26	64	68	6
75	25	55	85	95	77	41	80	100	8
12	91	83	10	3	72	19	82	90	43
23	27	2	98	84	61	1	40	38	73
97	11	35	47	96	76	18	28	48	51
57	65	5	60	34	42	88	20	59	49
66	9	79	74	50	53	63	4	78	44
81	56	86	39	21	29	33	62	24	13

## 9. Conclusion

To maintain and improve concentration, we have recommended six methods. These methods generally help the athletes focus on specific tasks in execution, reduces the likelihood that the athlete will be distracted from his tasks, and be aware of the environment.

Three of our methods - *self-talk*, *knowing the attentional styles*, and *focusing in the present* - depends largely on internal awareness and executions.

The other three methods - *simulation in practice*, *establishing routines*, and having *competition plans* - relies more on external executions.

# Concentration Grid

**Instructions:** In 1 minute, cross out as many numbers as you can, in consecutive order, from 1 to 100.

**Challenges:**

- Attentional focus on the number you are looking for (narrow) and awareness of the surrounding numbers (broad) which you may need to cross out soon.
- Maintaining focus
- Eye control
- External and internal distractions
- Pressure from the clock

15	90	53	91	84	33	49	26	65	35
97	38	85	36	43	80	89	56	30	10
69	2	61	29	47	52	7	72	41	77
23	59	94	66	31	73	57	71	44	13
76	50	46	67	3	82	96	100	83	62
8	64	63	1	88	74	58	6	17	21
95	28	5	16	93	99	9	4	55	75
68	24	92	54	37	87	70	86	45	27
39	32	48	51	42	34	19	79	11	40
78	18	20	12	22	25	60	98	14	81