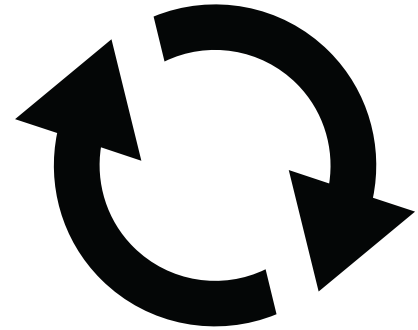


RESET ROUTINES

Reset routines are quick movements or words that allow athletes to reframe mistakes, refocus after distractions, and stay present during high-pressure situations. By having a plan for what to do in moments of stress, athletes can calm their emotions, let go of mistakes, and refocus on **What's Important Now (WIN)**.

RESET ROUTINES HELP ATHLETES:

- Improve emotional regulation¹
- Strengthen one's ability to recover from mistakes²
- Improve ability to perform under pressure^{2,3}
- Increase ability to cope with distractions⁴
- Enhance performance³



RESET ROUTINES

WHEN TO USE

Reset routines are helpful when...

- emotions are heightened (e.g., a player feels frustrated at a referee's call),
- distractions are present (e.g., fan noises for the state championship),
- mistakes are made (e.g., a bowler throws a gutter ball), and/or
- pressure is high (e.g., a recruiter will be at the game).

ELEMENTS

- **Short:** Take 30 seconds or less to complete.
- **Simple:** Be small, quick movements or a few words to redirect focus and attention (e.g., snap the fingers, "Next one," take a breath, tap the shoulder).
- **Repeatable:** Designed to be used easily in moments that count. Repetitions and practice of routines helps with this.
- **Memorable:** Be able to remember the routine in high-pressure scenarios or elevated emotional states.

THE ROLE OF THE COACH

- Normalize mistakes as opportunities for growth.
- Help athletes view pressure as a privilege and a common element of competition.
- Help athletes build reset routines for competition scenarios.
- Incorporate play and drills under pressure during practice for athletes to test their reframing skills under pressure.⁵

Interested in learning more? Visit go.osu.edu/coachbeyond or email coach_beyond@osu.edu for additional trainings and resources!

EXAMPLE RESET ROUTINES

“FLUSH” ROUTINE

Help athletes develop “flush” routines to do quickly after a mistake or poor performance. For example, athletes might brush their shoulders as a way to “brush off” the mistake, imagine flushing the mistake down the toilet, or touch a certain part of the court or their equipment to reset and refocus.

E.A.T. IT

Coach athletes so they “E.A.T.” their mistakes:

- **E**xperience the emotion: Use words such as “Crap!” or “Ugh.”
- **A**cknowledge the emotion and adjust: Own the mistake, “I am disappointed in myself. Next time I will follow through.”
- **T**hrow it away: Move on from it or “E.A.T.” it.

Test T.H.E. thought⁶

Teach athletes to test “T.H.E.” thought to support reframing and prevent awfulizing. When mistakes occur, often we think negative thoughts like “I’m not good enough” or “I suck.” Have athletes test “T.H.E.” thought:

- **T**: True?
 - Is the thought true: “Am I really not good enough or did I just make a mistake?”
- **H**: Helpful?
 - Is the thought helpful to my performance: “Am I a worthless cause or next time can I execute better?”
- **E**: Evidence-supported?
 - Is the thought grounded in evidence: “Are there data or other information that show I am not good enough or am I most of the time accurate?”

THE FIVE F’S

Have athletes use the “Five F’s” when they make mistakes:

- **Fudge**: Have a quick negative reaction (e.g., “Oh shoot!”).
- **Fix**: Execute the correct play or move.
- **Forgive**: Tell oneself it’s okay that I made a mistake.
- **Forget**: Let go of the mistake.
- **Focus**: Turn attention to **What’s Important Now (WIN)** and get focused on the current situation.

LANGUAGE REFRAMES

When speaking to athletes about their performance and upcoming competitions, try using the following language adjustments to reframe mindsets.

- **Pressure** -> **privilege**
- **Wins and losses** -> **wins and lessons**
- **Mistakes** -> **opportunities to learn and get feedback**
- **Competition** -> **part of the game**
- **Elevated emotions** -> **essential for top performance**

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