

# DOWNLOAD PDF ATTENTION, CONCENTRATION AND THOUGHT MANAGEMENT

## Chapter 1 : Classroom Management of Attention Deficit/Hyperactivity Disorder | Karner Psychological Assoc

*Concentration as a mental spotlight: The practical value of a good metaphor Why do athletes "lose" their concentration? Principles of effective concentration.*

Attention and Epistemology In the early modern period a variety of explanatory roles were assigned to attention by a number of different writers. Descartes introduces a claim about attention to resolve the apparent conflict. He claims, in reply to the seventh set of objections, that it is only when we pay attention to them that clear and distinct ideas provide a place where doubt does not take hold: So long as we attend to a truth which we perceive very clearly, we cannot doubt it. But when, as often happens, we are not attending to any truth in this way, then even though we remember that we have previously perceived many things clearly, nevertheless there will be nothing which we may not justly doubt so long as we do not know that whatever we clearly perceive is true. Those ideas can be doubted, as, in accordance with the policy of the First Meditation they must be, but that doubt cannot be maintained by a properly attentive thinker. This would seem to lead to the conclusion that it is not possible to think about abstractia, but Berkeley realizes that that conclusion is unacceptable. It is, as he says, perfectly possible to think about the properties of triangles in general. In the second edition of the Principles Berkeley added a couple of sentences to the Introduction that make it clear that it is attention and, in particular, the withholding of attention, that is supposed to explain the possibility of thinking about abstractia without the need to postulate Abstract Ideas. These added sentences tell us that: So far he may abstract, but this will never prove that he can frame an abstract general, inconsistent idea of a triangle. He says nothing more about the idea that attention might enable thought about abstractia. It is nonetheless clear that he requires attention to play an important role in his picture of the mind. Hamilton did not, however, think that the link between attention and abstraction provided the starting point for an explanation of attention, nor of abstraction. That is because he took it that the relationship between the two phenomena was too intimate to be explanatory. Attention and Abstraction are only the same process viewed in different relations. They are, as it were, the positive and negative poles of the same act. Attention as a Mode of Thought Descartes and Berkeley treat attention very briefly, but each assigns attention to a particular explanatory role. Locke is not here engaging in an uncharacteristically slapdash piece of rapid-fire theorizing. His intention in going through this catalogue is to establish that these are topics for which no new substantive theory is needed. Instead they are the various names that thinking is given when it takes place in various ways. We need to say something in giving an analysis of the nature of modes, but "once the thing-to-be-modified has been accounted for" the thing that we say can be something brief, along the lines indicated by Locke. We do not need to give a theory that postulates any substances or processes specific to the explanation of attention. It also entails, and for the same reason, that attention cannot figure in the explanation of how thinking itself is possible for any explanation in which it did figure would be analogous to an explanation of walking that takes strolling to already be possible; it would get its explanatory priorities backwards. Attention in Perception, in Action and in Reflective Thought Locke viewed attention as an explanatorily slight phenomenon "a mode of thought that is not in need of much explanation, nor capable of providing much. Theories of attention moved away from that view over the course of the eighteenth century. Attention was increasingly treated as a phenomenon with explanatory work to do, and so as a phenomenon for which a substantive independent theory needed to be given. During this period the explanatory remit for theories of attention broadened in two directions. The first move was away from the idea that attention acts on already-received ideas and towards the idea that attention is involved in the initial reception of those ideas. Locke had characterized attention as the registration of already-received ideas into memory. Attention is that state of mind which prepares one to receive impressions. According to the degree of attention objects make a strong or weak impression. Attention is requisite even to the simple act of seeing. Stewart also claims that attention has a role in the explanation of the development and deployment of at least some skilled behaviours.

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By the end of the nineteenth century, in what was a crucial period in the development of scientific psychology, there were some psychologists, such as E. Deflationary Theories The diversity of explanatory roles assigned to attention in the eighteenth and nineteenth centuries meant that theorizing about attention at the end of the nineteenth century was in a chaotic state. The ambition for theorists of attention writing at the end of the nineteenth and the beginning of the twentieth centuries was to get this chaos into order. The theories of attention proposed in this period therefore tended to take the form of attempts to reveal attention as something less mysterious and less complex than earlier writers had supposed. But when James makes such claims it is as part of a general project that seeks always to be deflationary where possible. The processes that James identifies are: The accommodation or adjustment of the sensory organs, and The anticipatory preparation from within of the ideational centres concerned with the object to which attention is paid. What James has in mind here is simply imagination. The example is an important one for James, and it illustrates some important features of attention that subsequent theorists have tended to neglect. The example involves the variety of attention that needs to be paid when trying to discern the overtones in a note played on the piano. Helmholtz asks us to sit at the piano and to play a G, then, imagining the sound that we have just heard, to play a low C. Doing this, it is claimed, enables one to hear that G is discernibly there as the third overtone within the sound produced when C is played. James goes onto claim that there is a wide range of cases in which paying attention to what one is doing consists in this same sort of preparatory imaginative engagement. An alternative deflationary approachâ€”one which James explicitly contrasted with his ownâ€”is the approach taken in by F. Bradley advocated a view according to which attention is not the sort of phenomenon for which an independent and substantive theory can or needs to be given. He claims that no particular attention-processes can be identified since: Any function whatever of the body or the mind will be active attention if it is prompted by an interest and brings about the result of our engrossment with its product. There is no primary act of attention, there is no specific act of attention, there is no one kind of act of attention at all. He therefore takes the enumeration of processes to be the wrong form for a theory of attention to take. Other writers who were contemporary with Bradley and James took different approaches to the project of giving a deflationary explanation of attention. Are the movements of the face, the body, and the limbs and the respiratory modifications that accompany attention, simple effects, outward marks, as is usually supposed? Or are they, on the contrary, the necessary conditions, the constituent elements, the indispensable factors of attention? Without hesitation we accept the second thesis. Locating Attention at a Bottleneck in Information Processing The variety among the deflationary explanatory approaches that characterized the theories of attention offered in the nineteenth century gave way in the early twentieth century to a period in which one such explanatory tactic was dominant: Behaviourists tended to neglect attention, but they did not ignore it entirely. The project of identifying a behaviour with which to explain attention was, nonetheless, an understandably unpopular one. Perhaps knitted brows, taciturnity and fixed gaze may be evidence of intentness; but these can be simulated, or they can be purely habitual. These three developments were intimately related to one another. The technology of the telephone exchange was what most naturally suggested itself as a metaphor for attention at the time when Broadbent was writing. Towards the end of Perception and Communication Broadbent explicitly sets out the claim that the theoretical resources developed in thinking about the transmission of information through telephone exchanges provide the basis for an alternative to behaviourism. He also attacks the positivistic methodological principles that had given many behaviourists their motivation. At an early stage in Perception and Communication Broadbent remarks that: Perhaps the point of permanent value which will remain in psychology if the fashion for communication theory wanes, will be the emphasis on problems of capacity. This bottleneck was said to occur at the junction of two systems operating in series; the first system having a large capacity for information processing, and operating automatically on all of the stimuli with which the subject is presented; the second having a much smaller capacity, and so needing to be deployed selectively. Those who followed Broadbent took it that the bottleneck that results from the connection of these two systems corresponds to attention in the sense that, when a representation of a stimulus passes through that

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bottleneck, the stimulus ipso facto counts as one to which attention is paid. Broadbent himself was cautious about presenting his claims about capacity-bottlenecks as a theory of attention. Yet it has also been used as a theoretical concept, a mysterious asset or energy which is sometimes attached to human functions and sometimes not. This use of attention [!] is not very helpful, and avoiding the word in the title is a step towards clarity. His view, at least in his early work, seems to have been that where there is a bottleneck in our information processing capacity there need to be additional mechanisms that control how our limited capacity resources will be deployed. These additional mechanisms of bottleneck-control seem to have been what Broadbent thought of as the attention mechanisms. He never took himself to have given a theory of them, only to have given a theory of where they would be needed. Nor were these mechanisms the topic that was at issue in the debates about attention that Broadbent prompted. Those debates were concerned with questions about the nature and location of the bottleneck itself, not about the factors that determine what, on any particular occasion, gets to pass through it. In the decades following Broadbent a great many psychologists devoted themselves to the task of locating the attentional bottleneck that he had postulated. The question of whether a given task is attention demanding was therefore understood to depend on the question of whether the performance of that task requires the engagement of the small-capacity system that comes after the bottleneck of attention, and so research into the attention-related demands of particular tasks became another way by which to approach the issue of where the attentional bottleneck is located. This has now changed. The first piece of business for these psychologists was to locate this attentional bottleneck by determining which sorts of processing are done by the large capacity, pre-bottleneck system, and which by the small capacity, post-bottleneck system. Debates between these psychologists gave rise to various theories in which the selectivity of attention was characterized with a claim about the location of this bottleneck. He claimed that only very simple properties are detected by the large capacity system, and that any semantic properties, or properties relating to the particular identity of a stimulus, are detected only after representations of the stimulus have passed through the attentional-bottleneck and into the smaller capacity system. The personal-level consequences of this early selection theory are that we can recognize what things are and what they mean only if we are paying attention to them, but can detect the simple physical properties of things even when paying no attention to them. The theory can be thought of as a communication-theoretic rendering of two intuitive ideas. Whatever one is paying attention to, one will continue to hear some chatter to be going on, if any is. The second idea is that the details of things—such as the semantic content of that chatter—can be detected only for the one or two things to which one is paying attention: If one wants to know what the chatter is about, one has to listen. The early selection theory also entails, more problematically, that the semantic properties of an unattended item must remain unrepresented in the nervous system, and so it entails that those properties can have no psychological effects. According to this view the semantic features of unattended items cannot explain why those items attract attention to themselves, on the occasions when they do. It was to this aspect of the theory that its opponents most frequently objected. According to this late selection theory of attention the consequences of passing through the bottleneck of attention into the post-attentive small capacity system are only 1 that the subject comes to be conscious of the contents that the large capacity system has already succeeded in encoding and 2 that those contents come to be stored in working memory Deutsch and Deutsch, The theory has much in common with some plausible and empirically well-supported views found in the current literature. Prinz, , Dehaene et al. This component of the view has, to some extent, been vindicated. Since we know that the semantic properties of unattended stimuli can, for example, produce negative priming effects Tipper and Driver, , we know that unattended stimuli are processed in a way that allows at least some of their semantic properties to be encoded. The semantic properties of unattended items have such effects despite the fact that subjects are typically unaware of what those properties are. These claims we now know to be false. In some conditions the subjects had to perform a task involving these checkerboard patterns.

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## Chapter 2 : Attention - Wikipedia

*The term "attention" refers to people's ability to focus on information derived either from the external world or from internal sources such as their memory and imagination.*

He, like many, was living out the effects of what it means to not prioritize attention in the workday. When distractions abound how do you find focus to get something done? Attention is the basic resource or energy you have to invest in your experience. You are what you attend to. Managing attention has not been on our radar screens because until recently most of us took it for granted. Education has largely emphasized skills for thinking and underemphasized, or ignored altogether, the skills of attending, seeing, and perceiving let alone feeling. Look at what gets cut from school budgets when times are tough: Arts, sports, and music are the domains that cultivate perception, focus, and their relationship to performance. The starting point of this is managing attention and focus. So many stimuli compete for attention, any hope for effectiveness rests on being more conscious of how you use it alone and together with others. This series of posts intends to create the talking points for you to have a conversation with those you work and live with to make a priority around attention. The more you do that, the better able you will be to stay true to your goals, perform toward your best, and engage the world in a meaningful way. Manage Attention Not Time People tend to think managing time forms the foundation for able action. Who actually can manage time? Can you make the future come faster or return to the past? What people actually do in the flow of time is manage attention. For example, Phil may block off several hours to work on a case, but if he spends those hours obsessing over baseball stats, we say he mismanaged his time. No one manages time. We manage our attention. This point may seem like nitpicking, but I believe it is vital because it gives you a lever you can actually pull. What follows are real-life strategies developed by my students and clients that have worked for them. Otherwise, we wake up and go through the motions while missing the important things. So, the first and most essential step is knowing what your intentions are. Clarifying intentions brings greater direction to investing energy. Ask yourself these questions to clarify your priorities: What are you doing to prioritize your day and develop an action plan when you are inevitably interrupted? How will you handle interruptions when they arise? Do you hold an assumption that you must respond to any interruption? Priorities apply both to the short- and long-term. In the moment, it means choosing where attention should focus right now. In the long run, where we put our attention is central to a sense of meaning and purpose. Distractions destroy focused attention. Look at your environment and what is there to support focus or hinder it. Evelyn, a frustrated marketing executive, looked at her workspace through the lens of attention. She immediately noticed that the office copy machine was placed outside her door. She was frustrated because while waiting for their copies, her well-intentioned colleagues would stick their head in her door and chat. This happened several times an hour and she could rarely find focused flow. A phone call to facilities to move the machine and she finally enjoyed a day of satisfying concentration. Look around, what can you do right now? Do you work in an open office environment? Each of these strategies can be built out and expanded upon. The next post will dive into deeper detail. Remember, be patient with yourself as you start this process. These essential skills take time to cultivate and explore to find the strategies that help each of us stay effective in turbulent times.

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## Chapter 3 : Concentration Building Techniques for Children with ADHD

*ATTENTION AND CONCENTRATION IN SPORT: Measuring Attentional Focus Sport Psychology Social Sciences Psychology to focus on positive thoughts. Attention control is a.*

Cognitive interference is defined as "thoughts of escape" and "task-irrelevant thoughts". The concept of a zone of optimal functioning was first introduced by Russian psychologist Yuri Hanin when he presented his theory of optimal functioning relative to state anxiety. Another individual who is often mentioned in discussion of the "zone" is Mihaly Csikszentmihalyi, who generated the concept of FLOW. Being a "physical genius" is not just being in the "zone", it is perfecting your game mentally and physically, so that you are in the "zone" when you need to be. In learning a new sport skill, an athlete must focus upon controlled processing of information. This means that the athlete must attend to the details of executing the skill to be learned. Controlled processing is relatively slow and effortless, consuming most of the available information processing capacity of the individual. Once a sport skill is mastered, it comes under automatic processing. The execution of the skill is still being monitored by the brain, but because it is well learned it requires little conscious attention. Now, the basketball player will be focusing most of the available information processing space on other basketball related cues. The perfect execution of a sport skill is best thought of as an elegant interaction between mind and body. Measuring Attentional Focus Landers identified three primary ways in which attention may be measured by sport psychologists. In method one a behavioral assessment of attention is made using the reaction time probe technique. The second method used by sport psychologists for assessing attention is the use of psychological indicators. Psychological arousal and attentional focus are closely related. The third method is through the use of the self-report. The primary component of attention control training ACT is the process of narrowing or widening attention through arousal management strategies. Focusing Attention As an athlete prepares for competition, she will focus her attention internally, as she considers thoughts and feelings associated with analyzing and rehearsing; and externally, as she assesses the situation, teammates, and opponents. Attention control required for actual competition is generally externally focused and ranges from narrow to broad, depending on the situation. Thought Stopping and Centering In addition to arousal management, attention training must teach the athlete how to eliminate negative thoughts. It is critically important that the athlete learns to use attention to stop negative thoughts and to focus on positive thoughts. Attention control is a technique designed to keep the athlete from slipping into a cycle of anxiety and self-doubt. It is important for an athlete to approach every sport situation with a positive attitude and belief that she can win. When negative thoughts come into consciousness, they must be removed or replaced by positive thoughts. The process of stopping a negative thought and replacing it with a positive one is referred to as thought stopping Zinsser et al, It is a basic principle of psychology that an athlete cannot give quality attention to more than one attention-demanding task at a time. Once the negative thought has been displaced, the athlete centers her attention internally. The process of centering involves directing thoughts internally. Many athletes accomplish this by taking a deep breath and exhaling slowly. The following basic steps are used in the thought-stopping and creating procedure: Displace any negative thought that comes into your mind with a positive thought. Center your attention internally while making minor adjustments in arousal. Narrowly focus your attention externally on a task-relevant cue associated with proper form. Execute the sport skill as soon as you have achieved a feeling of attentional control. Learning the thought-stopping and centering procedure takes practice. The critical point to understand is that negative thoughts can be displaced, and that though the process of centering, the thoughts that capture attention can be controlled. Selective attention will effectively gate out the unwanted thoughts if the correct thoughts are pertinent and meaningful to the athlete. Associative Versus Dissociative Attentional Style Morgan hypothesized that marathon runners adopt one of two attentional styles to assist them in training and competition. The dissociators externalize the direction dimension of attention and gate out or block sensory information from the body. Measurement of Attentional

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Style Masters and Ogle a noted that researchers have utilized six different methods of measurements. Methods of measurement include:

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## Chapter 4 : 4 Ways to Improve Concentration at Work - wikiHow

*Your Concentration Training Program: 11 Exercises That Will Strengthen Your Attention You'll never get big muscles from sitting on the couch all day, and you'll never develop amazing powers of concentration from exclusively reading BuzzFeed and watching Tosh.O.*

Gain the ability to control your attention and hold it in one place, instead of becoming distracted and unfocused. Improve your focus, strengthen your concentration and master your mind. Focusing your attention gets you closer to achieving goals. A complete training course, with all the guidance you need to improve your concentration skills, suitable for everyone. Exercising a few minutes a day, would sharpen your focus. With a focused mind your attention and mental powers will improve, and you would do everything better, more efficiently, and in less time. You can start today to increase your concentration and focus and improve your attention span. Book Description Do you find it difficult to focus your attention on one thought or activity for more than a few moments? Does your mind constantly jump from one thought to another? You can learn to control your mind and attention. You can increase your concentration and focus and improve your attention span. You will find here instructions and exercises, which will help you to control your attention, mind and thoughts, and enable you to direct them in accordance with your will. After practicing the exercises for some time, you will notice how your concentration is improving and your attention span increasing. You will be more focused when studying, working, and while carrying out any task. You will be able to focus much better when writing an email, reading a book, cooking, learning a new skill, running a business, or doing anything else. The power of concentration is essential for success in every area of life, at work and at home, at school and in college, in sports and in business, for achieving goals and completing tasks, and for self-improvement and meditation. Learn How to Improve Your Focus "How to focus your mind" will teach you simple, powerful concentration exercises, which would strengthen your concentration skills. Even if you practice the exercises only a few minutes a day, you will start to see improvement of your concentration skills within just a few weeks. Did you notice how the mind tends to drift to other thoughts when you try to focus on a certain thought, subject or activity? Countless thoughts pass through the mind every moment of the day and night, attracting the attention, pulling it here and there, and making it almost impossible to focus the mind. When concentration is lacking, a task that requires just a few minutes to accomplish, can take much longer. This is why you need concentration and focus, and this book will show you how to strengthen them. Following the guidance and practicing the exercises will improve your focus. Why choose this particular book? Because it focuses on results, not on theories. Most people have a short attention span, and are often unable to hold their attention on one thought or activity for more than a few moments. You will be amazed to see how your attention span is increasing after starting to practice the exercises in this book. As your concentration improves, your thoughts will become less restless and your mind would become more peaceful. You will gain the ability to ignore irrelevant thoughts, and prevent your mind from wandering away when you need to focus your attention.

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## Chapter 5 : Attention and Concentration

*Learn how to focus your mind, control your attention, and strengthen your concentration skills with simple mental exercises. With a focused mind your attention and mental powers will improve, and you would do everything better, more efficiently, and in less time.*

Why it is important? Paying attention to what you are doing is one of the most important keys to success. If you are not able to hold your attention on one thing for some time, how can you accomplish anything? Successful people are able to focus their mind on their goals day and night, until they accomplish them, be it money, fame, power, self-improvement or meditation. How can you improve your ability to focus your mind on your goals, when there are so many things that distract your attention? Napoleon Hill said the following words about attention: It is an act, which can be achieved only by the strictest sort of self-discipline. You will have learned the secret to power and plenty! I have written several articles on this important subject. Below are two of them: Concentration Exercises Tips for improving concentration and attention: Telling yourself that you cannot concentrate only makes it more difficult. By doing so, you program your mind to lack of concentration and attention. Whenever you need to focus your mind, tell yourself over and over again that you can concentrate. Tell yourself that you can develop this ability. Remember that in order to improve your concentration you need to train it, like any other skill. If you persevere, and are earnest, in time, you will be able to focus your mind on anything you want. Make deals with your mind. If there is something that is distracting your attention, such as emotional problems or unresolved business problems, tell your mind that all these problems can wait for a little while, and that you will attend to them after you finish what you are doing. If this does not help you, then write down on a piece of paper what problems you have to think about or solve. This will, to some extent, temporarily remove the problems from your mind. Do one thing at a time. Jumping from one thing to another will only teach your mind to be inattentive and lose attention quickly, besides that this kind of mental restlessness can be tiring in the long run. When you focus your attention on anything, be alert, and when you find yourself thinking on something else, try to stay patient, and bring your mind to the subject again and again. Often, when you remember, try to fix your attention on whatever you happen to be doing at the moment. Few if any of us can write one thought and think another at the same time. Thus a pencil and paper make excellent concentration tools. Give attention to the details and excellence will come. With a focused mind your attention and mental powers will improve, and you would do everything better, more efficiently, and in less time. He writes books and articles to help people improve their life, achieve success, gain inner strength and inner peace, and become more positive and happy.

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## Chapter 6 : Concentration | Definition of Concentration by Merriam-Webster

*Definition: Attention is the concentration of consciousness upon one object rather than others - Dumville. Attention is the process of getting an object of thought clearly before the mind - Ross. Attention is the cognitive process of selectively concentrating on one aspect of the environment while ignoring other things - John R. Anderson.*

**Environment** Your personal work environment plays a large role in your ability to concentrate. The more comfortable and welcoming your environment is, the easier it will likely be for you to stay there and focus. Here are some ideas for improving your physical environment: Put up pictures – Viewing a natural scene or watching wildlife can help improve concentration. This can help your focus, especially if you can see the pictures from your desk. Some people even use "white noise" apps – these produce a steady, undistracting sound like ocean waves or falling rain. This steady background noise can drown out other noise, helping you focus better and ignore distractions.

**Nutrition** Follow some simple nutritional tips: Staying hydrated is an easy way to help improve your concentration during the day. Eat breakfast – Start your day with a healthy breakfast. You can also help your concentration throughout the day by keeping healthy snacks at your desk. Almonds, wholegrain crackers, fresh fruit, and vegetables are good choices. Get up and move around – Do you walk around during the day? Research has shown that regular walking can help increase your focus during the day. And, they say that entire organizations can suffer from it. Finding This Article Useful? Get the Free Newsletter Learn essential career skills every week, and get your bonus Time Management: Read our Privacy Policy Follow some of these guidelines to help focus your mind: Then schedule time to deal with these issues. Focus on one task at a time – It can be much harder to focus if you take minibreaks 15–30 seconds to answer emails, send text messages, or take quick phone calls. Some researchers believe that it can take up to 15 minutes for us to regain complete focus after a distraction. Close your email inbox and chat program – Let your voicemail do its job. If your office allows it, close your office door or put up a "Do Not Disturb" sign to let colleagues know you need to focus. Switch between high- and low-attention tasks – This can give your brain a rest after heavy concentration. You can recharge your energy by working on a low-attention task, like filing, for 15 minutes before going back to your budget. Prioritize – Having too much to do can be distracting, and this sometime causes procrastination.

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## Chapter 7 : Manage Your Attention, Not Your Time - Mindful

*These images are a random sampling from a Bing search on the term "Attention and Concentration." Click on the image (or right click) to open the source website in a new browser window.*

For a child with ADHD, getting through a typical day is something like thatâ€”and it explains a great deal about how they experience the world. Children with ADHD typically have impairment of functions such as concentration, memory, impulse control, processing speed and an inability to follow directions. What this means is that you have the ability to work with your child to help improve their ADHD symptoms. For years it was thought that each of us was born with a generous supply of brain cells, but that we were unable to produce additional cells or make changes in how they function. Amazingly, cognitive exercises have been found to produce desired changes in not only how the brain works, but how it looks. What this means for parents is that you now have the ability to work with your child to help improve their ADHD symptoms. The key is presenting them as games that are actually fun for parents and children to do together. Here are a few simple suggestions to get you started: First, you will need a small pile of assorted coins, a cardboard sheet to cover them, and a stopwatch or a regular watch with a second hand. Start the stopwatch, and then ask them to make the same pattern using the coins from the pile. When they are finished, mark the time with the stopwatch and remove the cardboard cover. Write down the time it took them to complete the pattern and whether or not they were correct. You can increase the difficulty of the patterns as you go, and include pennies, nickels, dimes, quarters, and half dollars. Relaxation and Positive Imagery: Combining simple relaxation techniques such as deep breathing with positive visual imagery helps the brain to improve or learn new skills. For instance, research shows that if a person mentally practices their golf swing, the brain actually records the imaginary trials the same as if they were real trials which leads to improvement on the golf course. You and your child can use your own creativity and give this a try. Mind â€” Body Integration: An example of this technique would be to have your child attempt to sit in a chair without moving. The parent times how long the child is able to accomplish this. Repeated practice over several weeks will show improvement. Through this activity, the neural connections between the brain and body are strengthened, providing improved self-control. Crossword Puzzles and Picture Puzzles: It sounds simple, but these are great tools for kids with ADHD. Memory and Concentration Games: They are quick and fun. Memory motivates the child to remember the location of picture squares and Simon helps them memorize sequences of visual and auditory stimuli. Also, there are some free computer games on the internet that also improve concentration or memory such as Memory and Mosquito Killer. For older children and adolescents, check out the cognitive exercises provided by Lumosity. Do the exercises along with your child, and who knows, you may find your brain will work a little faster and smarter, too! They will enhance the benefits of the treatment but will not on their own resolve serious symptoms for a child who has been accurately diagnosed with ADHD. Show Comments 15 You must log in to leave a comment. Create one for free! Responses to questions posted on EmpoweringParents. We cannot diagnose disorders or offer recommendations on which treatment plan is best for your family. Please seek the support of local resources as needed. If you need immediate assistance, or if you and your family are in crisis, please contact a qualified mental health provider in your area, or contact your statewide crisis hotline. We value your opinions and encourage you to add your comments to this discussion. We ask that you refrain from discussing topics of a political or religious nature. Robert Myers, PhD Dr. Myers earned his Ph.

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## Chapter 8 : Impaired cognition and attention in adults: pharmacological management strategies

*When too many stimuli enter the consciousness, poor attention, concentration, impulse control, poor organization and low frustration tolerance may result. This is where irritability, behavioral problems, sleep disturbances and sleep disorders can occur.*

Attention Deficit Disorder must be viewed within a systems context and must not be allowed to simply become a classroom management issue. Research in educational impact has shown that a child will develop self-esteem and emotional growth to the level in which he or she is believed in. As you recognize and encourage unique talents and traits in these children and your students, so too will they develop. Attention Deficit Disorders are chronic, biologically based disorders which have significant psychological impact. To be formally diagnosed with Attention Deficit, a child, adolescent, teen or adult must show eight of the following symptoms, which must occur prior to the age of 7. Barkley recommends a more conservative measure " 10 before age of 10, 8 from age , 5 age 16 and older. Over-Activity The student often fidgets with hands, feet or squirms in his or her seat in older children, this may be limited to feelings of restlessness. He or she may have difficulty remaining seated when required to do so. The student may engage in physically dangerous activities without consideration of possible consequences not for the purpose of thrill seeking. Inattention The student is easily distracted by extraneous stimuli. He or she has difficulty following through on instructions from others not due to opposition or failure to comprehend, e. The student has difficulty sustaining attention in tasks or play activities and often does not see, or hear what is being said to him or her. Impulsivity The student has difficulty waiting his or her turn in games or group situation. The student will often blurt out answers to questions before they have been completed. He or she often shifts from one uncompleted activity to another, will interrupt or intrude on others and often loses things necessary for talks or activities at school or at home. This group of individuals may account for a large and basically undiagnosed population of individuals. Value of privacy " American society has a high personal regard for individual privacy and a basic level of courtesy when discussing perceived weaknesses. This creates a desire to avoid issues of difficulty. Wish fulfillment " The belief that, with maturation, behaviors which are at the extreme of typical will evolve into more effective levels of functioning. Fear of upsetting parents, administrators and the child themselves. Limited resourced and institutional bias against the identification of children. Historical bias " Bias against the development of services for hyperactive children, which is the result of a specific disinformation campaign by groups hostile to the American Psychiatric Association. Constitutional or innate biological factors " these relate particularly to temperament and heredity. Diet, nutrition, allergies and food intolerances. Environmental toxins including lead, formaldehyde and pesticides. Attention Disorders secondary to other medical problems. Attention Deficit Disorders are currently considered neurophysiological problems resulting from variations in brain chemistry. These differences may be genetic or the result of problems in the development of a child before birth. Some Attention Disorders result from infection or trauma after birth. As a result, a child may suffer in his or her emotional growth and personal health. The preponderance of research strongly suggest that the majority of basic Attention Disorders result from a deficiency or imbalance in the neurotransmitters associated with brain chemistry. These neurotransmitters affect the reticular activating system RAS , the reticular formation which terminates in the reticular activating system, and the frontal and central cerebral cortex associated with alertness and attention. Diagnostic procedures and new techniques have recently allowed the development of a clearer insight into the impact of differential brain chemistry. The basic concept developed from these studies is that the reticular activating system of the reticular formation functions as an inefficient gatekeeper and allows the brain to be flooded with stimuli from the limbic system that typically are filtered prior to cortical stimulation. When too many stimuli enter the consciousness, poor attention, concentration, impulse control, poor organization and low frustration tolerance may result. This is where irritability, behavioral problems, sleep disturbances and sleep disorders can occur. Most ADHD children do

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not have a co-existing learning disability. ADHD children frequently perform poorly because they can either write quickly or neatly, however they cannot do both. Auditory perception and processing problems. Visual perception and visual processing problems. Auditory and visual memory problems, both short and long-term.

## Chapter 9 : Tips to Improve Concentration and Attention

*The first and perhaps most important management strategy is to insure that all students understand how attention works and identify their particular profiles of attention strengths and weaknesses. Then, students should be taught attention management strategies.*

Thus, many of the discoveries in the field of attention were made by philosophers. Watson calls Juan Luis Vives the father of modern psychology because, in his book *De Anima et Vita The Soul and Life*, he was the first to recognize the importance of empirical investigation. By the 1950s, psychologists began using positron emission tomography PET and later functional magnetic resonance imaging fMRI to image the brain while monitoring tasks involving attention. Because this expensive equipment was generally only available in hospitals, psychologists sought cooperation with neurologists. Psychologist Michael Posner then already renowned for his seminal work on visual selective attention and neurologist Marcus Raichle pioneered brain imaging studies of selective attention. With the development of these technological innovations, neuroscientists became interested in this type of research that combines sophisticated experimental paradigms from cognitive psychology with these new brain imaging techniques. Although the older technique of electroencephalography EEG had long been used to study the brain activity underlying selective attention by cognitive psychophysicists, the ability of the newer techniques to actually measure precisely localized activity inside the brain generated renewed interest by a wider community of researchers. Selective and visual[ edit ] See also: Selective auditory attention In cognitive psychology there are at least two models which describe how visual attention operates. These models may be considered loosely as metaphors which are used to describe internal processes and to generate hypotheses that are falsifiable. Generally speaking, visual attention is thought to operate as a two-stage process. In the second stage, attention is concentrated to a specific area of the visual scene i. The first of these models to appear in the literature is the spotlight model. The term "spotlight" was inspired by the work of William James, who described attention as having a focus, a margin, and a fringe. Surrounding the focus is the fringe of attention, which extracts information in a much more crude fashion i. This fringe extends out to a specified area, and the cut-off is called the margin. The second model is called the zoom-lens model and was first introduced in This size-change mechanism was inspired by the zoom lens one might find on a camera, and any change in size can be described by a trade-off in the efficiency of processing. At this phase, descriptions of the objects in a visual scene are generated into structural units; the outcome of this parallel phase is a multiple-spatial-scale structured representation. Selective attention intervenes after this stage to select information that will be entered into visual short-term memory. As Rastophopoulos summarizes the debate: Attention is identified as one of the three major co-active processes of the working brain. Luria published his well-known book *The Working Brain* in as a concise adjunct volume to his previous book *Higher Cortical Functions in Man*. In this volume, Luria summarized his three-part global theory of the working brain as being composed of three constantly co-active processes which he described as the; 1 Attention system, 2 Mnestic memory system, and 3 Cortical activation system. Multitasking and divided[ edit ] See also: Human multitasking and Distracted driving Multitasking can be defined as the attempt to perform two or more tasks simultaneously; however, research shows that when multitasking, people make more mistakes or perform their tasks more slowly. In divided attention, individuals attend or give attention to multiple sources of information at once at the same time or perform more than one task. Generally, classical research into attention investigated the ability of people to learn new information when there were multiple tasks to be performed, or to probe the limits of our perception c. This research reveals that the human attentional system has limits for what it can process: While speaking with a passenger is as cognitively demanding as speaking with a friend over the phone, [23] passengers are able to change the conversation based upon the needs of the driver. For example, if traffic intensifies, a passenger may stop talking to allow the driver to navigate the increasingly difficult roadway; a conversation partner over a phone

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would not be aware of the change in environment. There have been multiple theories regarding divided attention. One, conceived by Kahneman , [24] explains that there is a single pool of attentional resources that can be freely divided among multiple tasks. This model seems to be too oversimplified, however, due to the different modalities e. The specific modality model was theorized by Navon and Gopher in However, more recent research using well controlled dual-task paradigms points at the importance of tasks. In contrast, when one of the tasks involves object detection, no interference is observed. As an alternative, resource theory has been proposed as a more accurate metaphor for explaining divided attention on complex tasks. These include, but are not limited to, anxiety, arousal, task difficulty, and skills. Simultaneous attention is demonstrated by children in Indigenous communities, who learn through this type of attention to their surroundings. Simultaneous attention requires focus on multiple simultaneous activities or occurrences. This differs from multitasking, which is characterized by alternating attention and focus between multiple activities, or halting one activity before switching to the next. Simultaneous attention involves uninterrupted attention to several activities occurring at the same time. Another cultural practice that may relate to simultaneous attention strategies is coordination within a group. Indigenous heritage toddlers and caregivers in San Pedro were observed to frequently coordinate their activities with other members of a group in ways parallel to a model of simultaneous attention, whereas middle-class European-descent families in the U. Alternative topics and discussions[ edit ] Overt and covert orienting[ edit ] Attention may be differentiated into "overt" versus "covert" orienting. Although overt eye movements are quite common, there is a distinction that can be made between two types of eye movements; reflexive and controlled. Reflexive movements are commanded by the superior colliculus of the midbrain. These movements are fast and are activated by the sudden appearance of stimuli. In contrast, controlled eye movements are commanded by areas in the frontal lobe. These movements are slow and voluntary. Covert orienting has the potential to affect the output of perceptual processes by governing attention to particular items or locations for example, the activity of a V4 neuron whose receptive field lies on an attended stimuli will be enhanced by covert attention [36] but does not influence the information that is processed by the senses. Researchers often use "filtering" tasks to study the role of covert attention of selecting information. These tasks often require participants to observe a number of stimuli, but attend to only one. The current view is that visual covert attention is a mechanism for quickly scanning the field of view for interesting locations. This shift in covert attention is linked to eye movement circuitry that sets up a slower saccade to that location. Central mechanisms that may control covert orienting, such as the parietal lobe, also receive input from subcortical centres involved in overt orienting. Exogenous and endogenous orienting[ edit ] Orienting attention is vital and can be controlled through external exogenous or internal endogenous processes. However, comparing these two processes is challenging because external signals do not operate completely exogenously, but will only summon attention and eye movements if they are important to the subject. This often results in a reflexive saccade. Since exogenous cues are typically presented in the periphery, they are referred to as peripheral cues. Exogenous orienting can even be observed when individuals are aware that the cue will not relay reliable, accurate information about where a target is going to occur. Posner and Cohen noted a reversal of this benefit takes place when the interval between the onset of the cue and the onset of the target is longer than about ms. Endogenous from Greek endo, meaning "within" or "internally" orienting is the intentional allocation of attentional resources to a predetermined location or space. In order to have an effect, endogenous cues must be processed by the observer and acted upon purposefully. These cues are frequently referred to as central cues. Central cues, such as an arrow or digit presented at fixation, tell observers to attend to a specific location. Researchers of this school have described two different aspects of how the mind focuses attention to items present in the environment. The first aspect is called bottom-up processing, also known as stimulus-driven attention or exogenous attention. These describe attentional processing which is driven by the properties of the objects themselves. Some processes, such as motion or a sudden loud noise, can attract our attention in a pre-conscious, or non-volitional way. We attend to them whether we want to or not. This aspect of our attentional orienting is under the control of the person who

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is attending. It is mediated primarily by the frontal cortex and basal ganglia [48] [49] as one of the executive functions. Studies show that if there are many stimuli present especially if they are task-related, it is much easier to ignore the non-task related stimuli, but if there are few stimuli the mind will perceive the irrelevant stimuli as well as the relevant. The cognitive refers to the actual processing of the stimuli. Studies regarding this showed that the ability to process stimuli decreased with age, meaning that younger people were able to perceive more stimuli and fully process them, but were likely to process both relevant and irrelevant information, while older people could process fewer stimuli, but usually processed only relevant information. As is frequently the case, clinical models of attention differ from investigation models. One of the most used models for the evaluation of attention in patients with very different neurologic pathologies is the model of Sohlberg and Mateer. Five different kinds of activities of growing difficulty are described in the model; connecting with the activities those patients could do as their recovering process advanced. The ability to respond discretely to specific visual, auditory or tactile stimuli. Sustained attention vigilance and concentration: The ability to maintain a consistent behavioral response during continuous and repetitive activity. The ability to maintain a behavioral or cognitive set in the face of distracting or competing stimuli. Therefore, it incorporates the notion of "freedom from distractibility. The ability of mental flexibility that allows individuals to shift their focus of attention and move between tasks having different cognitive requirements. This refers to the ability to respond simultaneously to multiple tasks or multiple task demands. This model has been shown to be very useful in evaluating attention in very different pathologies, correlates strongly with daily difficulties and is especially helpful in designing stimulation programs such as attention process training, a rehabilitation program for neurological patients of the same authors. Mindfulness has been conceptualized as a clinical model of attention. In a review, Knudsen [57] describes a more general model which identifies four core processes of attention, with working memory at the center: Working memory temporarily stores information for detailed analysis. Competitive selection is the process that determines which information gains access to working memory. Through top-down sensitivity control, higher cognitive processes can regulate signal intensity in information channels that compete for access to working memory, and thus give them an advantage in the process of competitive selection. Through top-down sensitivity control, the momentary content of working memory can influence the selection of new information, and thus mediate voluntary control of attention in a recurrent loop endogenous attention. At the top of the hierarchy, the frontal eye fields FEF and the dorsolateral prefrontal cortex contain a retinocentric spatial map. Microstimulation in the FEF induces monkeys to make a saccade to the relevant location. Stimulation at levels too low to induce a saccade will nonetheless enhance cortical responses to stimuli located in the relevant area. At the next lower level, a variety of spatial maps are found in the parietal cortex. In particular, the lateral intraparietal area LIP contains a saliency map and is interconnected both with the FEF and with sensory areas.