From the Supplemental Materials of Chua et al. (2021):
Studies with Insufficient Statistical Information

- Atkins, R. L., & Duke, R. A. (2013). Changes in tone production as a function of focus of attention in untrained singers. *International Journal of Research in Choral Singing, 4,* 28−36: Exact values of *M* and *SD* for overall tone quality, or *ES* between the two EF and two IF conditions, were unavailable.
- Bredin, S. S., Dickson, D. B., & Warburton, D. E. (2013). Effects of varying attentional focus on health-related physical fitness performance. *Applied Physiology, Nutrition, and Metabolism, 38,* 161−168. https://doi.org/10.1139/apnm-2012-0182: Exact values of *M* and *SD* for any of the seven fitness items in the test battery, or *ES* between the EF and IF conditions, were unavailable.
- Chow, J. Y., Koh, M., Davids, K., Button, C., & Rein, R. (2014). Effects of different instructional constraints on task performance and emergence of coordination of children. *European Journal of Sport Science, 14,* 224−232. https://doi.org/10.1080/17461391.2013.780097: Exact values of *M* and *SD* for jump distance, or *ES* between the EF and IF groups, were unavailable.
- Cluff, T., Gharib, T., & Balasubramaniam, R. (2014). Attentional influences on the performance of secondary physical tasks during posture control. *Experimental Brain Research, 203,* 647−658. https://doi.org/10.1007/s00221-010-2274-7: Exact values of *M* and *SD* for fingertip displacement, or *ES* between the EF and IF dual-task conditions, were unavailable.
- Ellmers, T. J., Machado, G., Wong, T. W., Zhu, F., Williams, A. M., & Young, W. R. (2016). A validation of neural co-activation as a measure of attentional focus in a postural task. *Gait and Posture, 50,* 229−231. https://doi.org/10.1016/j.gaitpost.2016.09.001: Exact values of *M* and *SD* for postural sway, or *ES* between the EF and IF conditions, were unavailable; only results of neurophysiological outcome measure of EEG activity were provided.
- Hossner, E.-J., & Ehrlenspiel, F. (2010). Time-referenced effects of an internal vs. external focus of attention on muscular activity and compensatory variability. *Frontiers in Psychology, 1,* 230. https://doi.org/10.3389/fpsyg.2010.00230: Experiment 1 compared two IF and one control conditions; exact values of *M* and *SD* for index of spatial compensation (behavioral outcome measure) or relative muscular activity (neurophysiological outcome measure), or *ES* between the one EF and two IF conditions, in Experiment 2, were unavailable.
- Jarus, T., Ghanouni, P., Abel, R. L., Fomenoff, S. L., Lundberg, J., Davidson, S., Caswell, S., Bickerton, L., & Zwicker, J. G. (2015). Effect of internal versus external focus of attention on implicit motor learning in children with developmental coordination disorder. *Research in Developmental Disabilities, 37,* 119−126. https://doi.org/10.1016/j.ridd.2014.11.009: Exact values of *M* and *SD* for distance from target, or *ES* between the EF and IF groups, were unavailable.
- Krajenbrink, H., van Abswoude, F., Vermeulen, S., van Cappellen, S., & Steenbergen, B. (2018). Motor learning and movement automatization in typically developing children: The role of instructions with an external or internal focus of attention. *Human Movement Science, 60,* 183−190. https://doi.org/10.1016/j.humov.2018.06.010: Exact values of *M* and *SD* for accuracy score, or *ES* between the EF and IF groups, were unavailable.

- Lohse, K. R. (2012). The influence of attention on learning and performance: Pre-movement time and accuracy in an isometric force production task. *Human Movement Science, 31,* 12−25. https://doi.org/10.1016/j.humov.2011.06.001: Exact values of *M* and *SD* for absolute force error, or *ES* between the EF and IF groups, were unavailable separately for the two MVC values (25% and 50%).
- McNevin, N. H., & Wulf, G. (2002). Attentional focus on supra-postural tasks affects postural control. *Human Movement Science, 21,* 187−202. https://doi.org/10.1016/s0167-9457(02)00095-7: Exact values of *M* and *SD* for postural sway, or *ES* between the EF and IF conditions, were unavailable.
- Perreault, M. E., & French, K. E. (2016). Differences in children's thinking and learning during attentional focus instruction. *Human Movement Science, 45,* 154−160. https://doi.org/10.1016/j.humov.2015.11.013: Exact values of *M* and *SD* for accuracy score, or *ES* between the EF and IF groups, were unavailable.
- Porter, J., Makaruk, H., & Starzak, M. (2016). The role of vision and movement automization on the focus of attention effect *Journal of Motor Learning and Development, 4,* 152−168. https://doi.org/10.1123/jmld.2015-0020: Exact values of *M* and *SD* for contact time variability, or *ES* between the EF and IF groups, were unavailable.
- Rienhoff, R., Fischer, L., Strauss, B., Baker, J., & Schorer, J. (2015). Focus of attention influences quiet-eye behavior: An exploratory investigation of different skill levels in female basketball players. *Sport, Exercise, and Performance Psychology, 4,* 62−74. https://doi.org/10.1037/spy0000031: Exact values of *M* and *SD* for accuracy score, or *ES* between the EF and IF conditions, were unavailable separately for the three subgroups of participants with different skill levels (expert, advanced, and novice).
- Rotem-Lehrer, N., & Laufer, Y. (2007). Effect of focus of attention on transfer of a postural control task following an ankle sprain. *Journal of Orthopaedic and Sports Physical Therapy, 37,* 564−569. https://doi.org/10.2519/jospt.2007.2519: Exact values of *M* and *SD* for overall stability index, or *ES* between the EF and IF groups, were unavailable separately for the three difficulty levels (Levels, 2, 4, and 6).
- Sakurada, T., Nakajima, T., Morita, M., Hirai, M., & Watanabe, E. (2017). Improved motor performance in patients with acute stroke using the optimal individual attentional strategy. *Scientific Reports, 7,* 40592. https://doi.org/10.1038/srep40592: Exact values of *M* and *SD* for normalized hand movement error, or *ES* between the EF and IF conditions, were unavailable separately for the two subgroups of participants with different motor imagery modality dominance (kinesthetic-dominant and visual-dominant).
- Schorer, J., Jaitner, T., Wollny, R., Fath, F., & Baker, J. (2012). Influence of varying focus of attention conditions on dart throwing performance in experts and novices. *Experimental Brain Research, 217,* 287−297. https://doi.org/10.1007/s00221-011-2992-5: Exact values of *M* and *SD* for radial error, or *ES* between the two EF and one IF conditions, were unavailable.
- Southard, D. (2011). Attentional focus and control parameter: Effect on throwing pattern and performance. *Research Quarterly for Exercise and Sport, 82,* 652−666. https://doi.org/10.1080/02701367.2011.10599802: Exact values of *M* and *SD* for elbow lag (in

Experiment 1) and radial error (in Experiment 2), or *ES* between the EF and IF groups, were unavailable.

- van Abswoude, F., Nuijen, N. B., van der Kamp, J., & Steenbergen, B. (2018). Individual differences influencing immediate effects of internal and external focus instructions on children's motor performance. *Research Quarterly for Exercise and Sport, 89,* 190−199. https://doi.org/10.1080/02701367.2018.1442915: *ES* between the EF and IF conditions was provided without indication of which condition resulted in better golf putting performance.
- Wulf, G., & McNevin, J. (2003). Simply distracting learners is not enough: More evidence for the learning benefits of an external focus of attention. *European Journal of Sport Science, 3,* 1−13. https://doi.org/10.1080/17461390300073501: Exact values of *M* and *SD* for angular deviation, or *ES* between the EF and IF groups, were unavailable.
- Wulf, G., Mercer, J., McNevin, J., & Guadagnoli, M. A. (2004). Reciprocal influences of attentional focus on postural and suprapostural task performance. *Journal of Motor Behavior, 36,* 189−199. https://doi.org/10.3200/JMBR.36.2.189-199: Exact values of *M* and *SD* for postural sway magnitude, or *ES* between the EF and IF conditions, were unavailable.

Studies with Insufficient Statistical Information for the Outcome Selection Moderator Analysis:

- McNevin, N. H., Shea, C. H., & Wulf, G. (2003). Increasing the distance of an external focus of attention enhances learning. *Psychological Research*, 67(1), 22–29. https://doi.org/10.1007/s00426-002-0093-6: Missing RMSE data
- Wulf, G., Höß, M., & Prinz, W. (1998). Instructions for motor learning: Differential effects of internal versus external focus of attention. *Journal of Motor Behavior*, 30(2), 169–179. https://doi.org/10.1080/00222899809601334: Missing amplitude and frequency data
- Wulf, G., McConnel, N., Gärtner, M., & Schwarz, A. (2002). Enhancing the learning of sport skills through external-focus feedback. Journal of Motor Behavior, 34(2), 171–182. https://doi.org/10.1080/00222890209601939: Missing form data.