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Emotional Control Program

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ABSTRACT

Emotions are part of our daily lives, they are the first stage of our learning, they are the first source of knowledge. Emotions and cognition are closely linked. And in this genesis it will be possible to improve and enhance the daily learning that we commonly carry out. The individual, in this perspective, will bring an added value to their performances and in turn to an income they want and expect.

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ABSTRACT

Emotions are part of our daily lives, they are the first stage of our learning, they are the first source of knowledge. Emotions and cognition are closely linked. And in this genesis it will be possible to improve and enhance the daily learning that we commonly carry out. The individual, in this perspective, will bring an added value to their performances and in turn to an income they want and expect.

Emotional Control Program

Performance Modeling

The search for limits is the search for consistency and individual resistance, it is the search for the best performance that governs the work of each individual. The subject seeks in performance, not only, to dominate the environment as himself, it is the achievement of excellence.

The application of psychological strategies allows an optimal adaptation to the requirements of the sport and competition, developing and optimizing the use of individual psychological and emotional capacities. Thus, the main difficulty in modeling performance is its multidisciplinary character, as well as the need to interact with the various factors implicit in its construction

(Santos, 2017a; 2017b; 2018). Performance measurement is extremely difficult to obtain in view of the multiplicity of factors involved.

The observation of the player's activity in the competitive context is an argument of increasing importance, given that these data allow an analysis, aiming at the optimization of his performance (Garganta, 2001; Santos, Sarmento, Alves, & Campaniço, 2014). A good performance is expected when the intensity of the emotions is very close to the best (Robazza et al., 2004).

The relentless pursuit of improved performance, the promotion of adequate performance at the moment is the objective of the competitive context. But, above all, it is important to say that, whether in terms of sports performance, whether in terms of artistic or even scientific performance, achieving mastery or excellence is a factor of admiration on the part of those who watch this "performance". The physical and psychological variables specific to each individual can help to understand the specifics of the day-to-day variables and their idiosyncratic effects (Santos, 2019). The objective is a program suitable for emotional control, which results in control and the enhancement of personal and sporting performance. The intervention of a plan for the maintenance, reduction and impact of certain emotions integrates cognitive and somatic techniques, also having an intervention, and appealing to emotions and automatic symptoms, in order to place individuals in an optimal functioning area, (Robazza et al., 2004).

The concept of emotion does not always have a definite consensus, the language of emotion is often ambiguous, often confused with other affective phenomena (Vallerand & Blanchard, 2000). Emotion will be a neural impulse that leads an organism to perform an action (Freitas-Magalhães, 2007), however, Lazarus (1999) defines emotion as a complexity of disorders that include three domains: subjective affects, physiological behaviors in specific mobilized ways for certain actions and impulsive actions with a certain instrumental quality.

The role of emotion in the various aspects of human and animal cognition such as perception, attention, memory, decision making and social interaction is recognized as essential. However, emotion has been given greater importance in social interaction, however, neurophysiological research states that emotion plays an important role in the knowledge of the self's cognition (Gadanhó, 1999). Emotions can be a guide, an influence or a cognitive constraint, a regulation of attention that will modulate the performance of the task (Cai & Lin, 2011; Beauchamp, Harvey, & Beauchamp, 2012). Emotions interact and influence other domains of cognition, in particular attention, memory and reasoning. The psychological consequences and their mechanisms define the modulation of cognition (Dolan, 2002).

Emotions from a functional point of view have causes of motivational effect, and they can be understood as a variable between the assumption and its effect, but we must face them as an experiential-subjective component, as it is still necessary to know the relationship between emotion and cognition and what are their implications (Martins, 1999). Greater motivation is expected to achieve success, related to a protection that will increase the beliefs of effectiveness, an important factor that contributes to execute the protective action (So et al., 2016) and leading to a better performance (Santos, 2018). By knowing our emotions, we more easily realize how what we feel can affect what we do. Controlling emotions is crucial to our day-to-day lives. By identifying emotions, we can distance ourselves from them and thus have a better awareness of what we feel and understand why we feel, at the same time that we are not carried away by impulses that can harm us (Santos, 2017).

Strategy to handle emotions in building mental resistance

Subjects rarely have control over the surrounding environment, however, they have the possibility to control their feelings, emotions and reactions to various stimuli and situations. The first situation will be to eliminate or minimize the negative source. Understand why this situation becomes negative for the individual and cancel the negative assessment (Conducting a non-stressful assessment; Requires a challenging assessment of competence; A threat assessment causes caution, but in itself, that does not impair performance success).

Mental Resistance is the ability to ignore elements of interference during day-to-day, event after event. The individual needs high levels of self-control, self-confidence, self-esteem and adequate levels of anxiety, perfectionism and reduced levels of abandonment. Thus, the following strategies are possible: Incentive to exercise and practice mental skills; The realistic definition of objectives; Think positively and create enthusiasm; Increase self-discipline (maintain self-control); Mental Visualization; Visioning of moments (perception of the best performances); Thinking about your practice would work; Reduce cognition during the execution of skills (thoughts and physiological responses do not interfere with the course of action that is performed naturally, the body is internally prepared to develop externally); The external focus must be focused on the task at hand; attribute success to internal causes; Use the stop of negative thoughts; Use positive models; Cancel states of helplessness and discouragement; Practice routines.

Emotions are part of life, a certain emotion can be positive or negative, facilitating or harmful, but it is sometimes necessary for optimum performance and for obtaining successful results. It is not intended to eliminate stress or any emotional variable that may seem less appropriate, but to manage its frequency and intensity. Concerns must be ignored, dissolved and / or postponed.

Protocol

Emotional Control Program (PCE)

Vasconcelos-Raposo, Carvalho, Teixeira, & Neto (2014) refer to the importance of mastering relaxation techniques, cognitive techniques such as Mental Visualization and Positive Inner Discourse, such as Biofeedback in the context of psychological interventions in psychotherapeutic programs.

In accordance with these principles and in order to complement the intervention program, the Emotional Control Program (PCE) was developed based on the Bar-Eli & Blumenstein (2004 and 2005) five-step model. The genesis of PCE is introspection, internal

dialogue and moment analysis, containing breathing exercises, TaiChi, Mental Visualization and Biofeedback (Biofeedback is applied with computer software, the Wave PC to monitor heart rates of the athlete).

Biofeedback (BFB)

Biofeedback is a behavioral treatment that aims to directly change the mechanisms of the individual's physiology. Diamond (1999) says that Biofeedback refers to processes that are used to get individuals to train and control their body functions, such as blood pressure and brain wave activity, autonomic nervous system responses and of the central nervous system. Any change in mental and emotional functioning, whether conscious or unconscious, will result in a corresponding change in physiological functioning, any change in physiological functioning will have some impact on the individual's emotional and mental life (Golden & Consorte, 1982; Davies & Sime, 2005). Biofeedback is a method to increase perceptions of self-control, gain control over excessive and distracting behaviors and maintain attention in learning situations (Williamson, McKenzie, & Goreczny, 1986), and also allows for physical, psychobiological and parameters improvement. performance (Saha, Saha, Zahir, & Huda, 2015). Biofeedback allows small changes to be perceived and understood and thus to boost motivation and increase self-confidence. Samulski (2002) states that only Biofeedback offers the possibility of registering changes in terms of stress quickly and objectively. The athlete thus increases his sensitivity to changes and learns to focus his attention on the most important tasks. This method is used as a non-pharmacological treatment of headache and other pathologies and has revealed in several studies and meta-analyzes its superiority to pharmacological methods when associated with other relaxation techniques (Annequin, Tourniaire, & Dumas, 2000). Blumenstein & Bar-Eli (2005) report that much research has found positive effects in the various forms of Biofeedback intervention in sports performance. Mostly it has been used extensively in the treatment of sport anxiety and is considered an excellent tool for the control of stress. Burton (1998) points out Biofeedback as an adequate tool to increase activation levels when they are too low. The combinations of BFB with other psychological techniques are positive, more efficient and facilitative in sports performance or another context. BFB involves the autonomous and voluntary nervous system and provides information that would initially be inaccessible about the individual's biological status. Biofeedback is a tool for which only positive results were recorded, when combined with another technique (Stroebe, 1984; Beauchamp et al., 2012), when associated with Mental Visualization, it fosters positive Self-confidence and enhances visual Attention (Davies & Sime, 2005), such as a cardiac deceleration that coincides with a phase of attention and preparation for action (Moss, 2004).

Bar-Eli & Blumenstein (2004) refer that in a common study of some Biofeedback programs of 4 sessions of 60', 5 sessions of 30', 6 sessions of 20' and 11 sessions 60', in a period of 14 weeks verified an increase in performance after 3 to 5 months of application. The Wingate 5 - step approach program is a mental preparation program with BFB and other techniques. The "Wingate 5 - step approach" program has shown in several studies despite the use of only the first 3 steps of the program to significantly improve. But when using the 5 steps of the "Wingate 5 - step approach" program, unlike the 3 steps of the program, individuals revealed a more efficient increase in their performance (composed of 70/75 training sessions over 7 to 8 months). The five steps of the "Wingate 5 - step approach" are Introduction, Identification, Simulation, Transformation, and Realization. Confirming the usefulness of this mental training program.

Mental Visualization

The practice of Mental Visualization can lead an individual to change his behavior, if he includes many descriptions of the response in the description of the imagination, thus allowing access to the appropriate motor program, to anticipate the situation, to imagine the moment (Cruz & Viana, 1996).

The applications of Mental Visualization are very varied, not only through the act itself but also in the influence on other variables such as regulation and activation, acquisition and maintenance of motor skills (Driskell, Copper, & Morgan, 1994; Meaci & Price, 1985), in the way we imagine our success to foster a possible behavior change (Murphy & Martin, 2002; Omar-Fauzee, Daud, Abdullah, & Rashid, 2009), in the reduction of anxiety states (Schandler & Dana, 1983), motivation (Gammage, Hall, & Rodgers, 2000), concentration and attention (Murphy & Martin, 2002; Cruz & Viana, 1996) and recovery from injuries (Vasconcelos-Raposo et al., 2014).

Mental Visualization can help performance in the following ways:

- See success - the subject sees and feels the success and the achievement of his goals, and thus believes that he is capable;
- Motivation - when viewing the images of the past and the future, these images can be a useful aid to maintain the consistency and intensity of the moment.
- Energy level - to change the energy level, lowering the activation levels (relaxation) or increasing the activation levels.
- Learning skills - to improve or learn new skills, correcting errors in technique or reducing the complexity of movements or gestures.
- Focusing attention - due to distractions, there is a greater chance of focusing attention at the moment.
- Preparation for an event - psychic need to prepare for the moment and for possible setbacks that may come up.
- Evaluate performance - in the end, perform a review of the moment, and review what went well and what went less well.
- Recovery from injuries - helps in the recovery of the outpatient process and in the continuation of tasks.

TaiChi (TC)

Tai Chi is an ancient oriental martial art, of self-defense, over time its purpose evolved into internal homeostasis and at this moment it is considered as a model of light and moderate intensity exercise. The TC is aimed at greater body awareness. The practice of TC in the elderly population as in other populations has favorable effects on the physiological effect (Zhang, Ishikawa-Takata, Yamazaki, Morita, & Ohta, 2006), balance control, flexibility, cardiorespiratory system, mental control and in the psychosocial aspect, improving

the proprioception of the body system (Tsang & Hui-Chan, 2004a; Tsang & Hui-Chan, 2004b; Wang, Collet, & Laud, 2004; Taylor-Piliae & Froelicher, 2004). TC has an increase in flexibility and a psychological improvement, as in the improvement of moods and in the reduction of salivary cortisol concentrations (Jin, 1989; Li, Hong & Chan, 2001) in the increase of IgG in men and in the decrease of IgM in women. women, but it is not clear that it only has an effect on the components of relaxation and meditation (Sandlund & Norlander, 2000), we also know that there is a reduction in stress when we feel satisfaction and pleasure in carrying out activities, it is important to emphasize that in the entire literature review found benefits in adults, given that it consists of fluid exercises and relaxation occurs naturally (Sandlund & Norlander, 2000; Greenspan, Wolf, Kelley, & O'Grady, 2007). TC promotes motor control, physical health and dynamic balance.

In one study, there was an improvement in eye-hand coordination in groups of leisure swimmers and TC practitioners (Wong et al., 2001). Most studies have been carried out in health, with middle-aged and senior adults (Sandlund & Norlander, 2000).

Meditation brings the body into a state of relaxation. We present five TaiChi principles:

- Relaxation (sufficient strength to perform the movements);
- The separation of Ying and Yang (philosophy of opposites);
- An operational scapular belt (strong and flexible);
- Maintenance of the straight back (body perpendicular to the floor);
- Total body involvement (total body synchronization - integration of previous principles).

TaiChi can bring certain benefits when stakeholders are focused and focused on what they are doing or when they are doing certain tasks, and can exclude certain distractors and stressors in certain experiences. The nature of this sport, with smooth, slow and rhythmic movements, facilitates relaxation and flexibility.

The application of a TC program varies from 4 to 48 weeks with a weekly frequency of 2 to 7 days (Tsang & Hui-Chan, 2004a).

Phases of the Emotional Control Program (ECP)

The Program is defined in three phases (Table 1), Educational phase, Acquisition phase and Practice phase, in turn divided into five stages (stage 1 - Education / Learning; stage 2 - Identification / Application; stage 3 -Simulation step 4 - Transformation and step 5 - Realization).

Educational Phase

Stage 1 - Education / Learning (5 weeks - 5 sessions) - TaiChi / VM / BFB

1st session

- Breathing exercises (TaiChi);
- VM (Muscle relaxation of the main segments (RMP4).

Start the ECP. The subject is in a comfortable position and has his eyes closed.

Breathing exercises were performed with a Progressive Muscle Relaxation (RPM) of four muscle groups, the researcher then talked with the swimmers about what they were going to do. They were asked to observe a drawing and all its details. They closed their eyes, performed breathing exercises in a guided way and mentally visualized the drawing. They opened their eyes and talked about what they saw. They were asked to close their eyes again and perform breathing exercises and progressive muscle relaxation of a muscle group again. Swimmers were instructed to mentally visualize a landscape with their colors, shapes, heat sensations, wind sensations, hearing. In the end, they talked about what they had felt and what emotions they had addressed.

At the end, they approached TaiChi (tetrahedral breathing) exercises. The participants were thanked for their presence and moved on to the next session.

2nd session

- Breathing exercises (TaiChi);
- VM (Muscle relaxation of a main segment - RMP1);
- Visual image control (stopped, moving).
- Auditory control (sound of a swimming match);
- Visual and audible control.

After the water training, the swimmers from the experimental group went to the room, where they started the second session, with TaiChi (tetrahedral breathing), then sat down and watched a test on a screen, after which they performed a visualization. mental proof. They talked about what they felt and what they observed. They again observed the test on the screen and then performed the Mental Visualization of the test again, but with hearing it. They verified the differences between the two views and in which they felt better.

Then, they performed a progressive muscle relaxation of a muscle group. A white sheet and a pencil were handed over, they were asked to open their minds with their eyes closed and after a while they transposed what they were visualizing onto the sheet.

The session ended with TaiChi exercises.

3rd session

- Breathing exercises (TaiChi);
- Muscle relaxation (RPM1);
- Visual and auditory control (swimming proof film);
- Quinesthetic control and emotions;

- Visual, audible, kinesthetic and emotions control (Swimming test film).

At this stage of the program, it was intended to give more individualized support to each athlete. The psychological training sessions were held during training. They made the shifts and visualized themselves. The movements were timed (both in real and in VM), the following process will require observation and attention from the applicator as to the observed individual, so that it is possible to be as close to real time (Ripoll et al., 2002).

Preparation of the session with calm music, started with TaiChi exercises. Then they watched a fellow swimmer on the screen, the video was repeated three times. After which they performed a Mental Visualization (VM) with listening to the video. After talking, they performed a new Mental Visualization without hearing the video.

The differences between the two views were discussed. The observation of the video and the visualization of it continued to understand the time of Mental Visualization.

At the end, TaiChi exercises were performed.

4th session

In this phase of the Emotional Control Program, individual sessions were chosen, before, during and after physical training, with the introduction of the Biofeedback tool.

We started the session with TaiChi exercises, after which we explained what Biofeedback was. The swimmer performed breathing and MV exercises. We conducted a 3 'Biofeedback, during which we defined the objectives for the season. In the end he returned to perform breathing and VM exercises, performed another 3 'Biofeedback. We compared and discussed the results.

In the end he performed Tai Chi exercises.

5th session

The session started with TaiChi exercises. A video of a swimming test was made, the times of MV were compared. The viewing of the video was resumed and the mental visualization of the event was made. Then, a Biofeedback (1x5') was performed. In the end, they discussed the evolution and how they felt after these sessions.

Acquisition Phase

Step 2 - Identification / Application (5 weeks - 5 sessions)

6th session

Prepare the environment (reduce uncertainties and minimize the importance of certain moments, define the causes and methods of combating stress).

We started the session with TaiChi exercises.

The video of the swimming test was made, the VM times were compared.

The visualization of the video and the Mental Visualization of the race were again carried out. Then, a 5' Biofeedback moment was performed. The context was discussed.

Identify the Problem

Identify and find the thought, the source of stress and fight it, discuss with the individual the best way to use the techniques of the ECP;

Application of the technique of Mental Visualization (Using strategies, Imagining the negative component, looking for its meaning, causing a change in somatic and cognitive behavior);

Peer perceptions, what they think, as well as concern with the image that appears to peers, can also be a focus of stress.

Table 1 - Adapted from Bar-Eli & Blumenstein (2004 and 2005) - Emotional Control Program (ECP)

	Educational Phase	Aquisition Phase		Practice Phase	
Steps	Step 1	Step 2	Step 3	Step 4	Step 5
Objetives	Education/ learning	Identification / Application	Simulation Training with stimulated stress	Transformation Training for the moment	Achievement Optimal regulation for the moment
Contents	Diagnosis Technique Training: TaiChi, muscle relaxation; VM and BFB.	Emotional Control Program (ECP) training (TaiChi, muscle relaxation, VM and BFB)	Emotional Control Program (ECP) training (TaiChi, VM and BFB) BFB training with VM, with filming (in preparation for the context and recovery between tests.	Emotional Control Program (ECP) training Before and during the race (less important) ECP brief before the start, recovery between tests	Emotional Control Program (ECP) Competition plan ECP between the tests Self reflection and analysis after the context with filming.
Model (23weeks)	5 45' / 60' sessions 5 weeks	5 sessions of 30' (wich athletes) 5 weeks	3 sessions 3 weeks	6 sessions 5 weeks	6 sessions 5 weeks

Negative thoughts

- I will not win / it is impossible (no control)
 1. I don't know if I will win or lose, but I will do my best;
 2. It is not a different game or a more difficult test;
 3. I've had challenges with this degree of difficulty.
- If I lose how others will react
 1. If I lose it doesn't mean I'm weaker;
 2. I will always have my friends, they will support me, otherwise they are not my friends;
 3. I don't control what others think;
 4. But what does it matter, I did my best, I have to continue to do my best.
- If I lose, I'm bad
 1. If I lose it means that I am weaker compared to my opponent, but I am still the same person that I am;
 2. I have already lost and I have already won it is natural, it is part of life;
 3. I can't control everything that goes on, but I have to focus on myself and my assets, at the moment.

Positive thinking

1. Have a positive mental attitude;
2. Separate the performance of the individual himself;
3. Mistakes happen and are natural, we have to learn from them;
4. I am not responsible for the actions / thoughts of others, I am responsible for my actions;
5. I can make mistakes, I'm human and we all do it (but I learn from it);
6. I accept what is not possible to change, and I am aware that the concern and my resistance to the challenge provoke bad performances.
7. I focus on what I do, because I cannot change the past, but I can influence the future with the present;
8. I am pleased to be here;
9. I am happy.

Self-confidence exercises:

1. The individual brainstorms about his skills and attributes;
2. The Individual must use Mental Visualization to increase their Self-confidence;
3. The individual must create a routine, Carry out a daily analysis on his activity and objectives;

4. The individual must create phrases or words that give him strength, vigor and encouragement.

It is important to know where we are going. An adequate plan provides detailed information on progress and the possibility of reaching the final objective. One way to reach the final goal is to work out the long-term goal by going through the short-term goal. The individual must know what he needs to do to reach his destination and especially try to have fun during his journey. For most athletes, the techniques of mental relaxation (somatic techniques) and MV, stopping negative thoughts (cognitive techniques) are sufficient to control stress (Bump, 1989b).

Systematic practice is the key to success.

7th session

The session started with TaiChi exercises. There were four moments of Biofeedback (1x2'; 1x5'; 1x1' and 1x3'), the first three moments the perception and understanding of the heartbeat, with an attentional focus on breathing and the last moment of Biofeedback in positive emotions (the attentional focus on a space, on people, on something meaningful to the subject), always increasing the mental focus and emotional stability, taking into account the heart rate, blood pressure and respiratory rate.

8th session

The session started with TaiChi exercises. There were four moments of Biofeedback (1x2'; 1x5'; 1x1' and 1x3'), with the stimulation of images, regulating and stabilizing emotional coherence.

9th session

The session started with TaiChi exercises. We performed two Biofeedback moments (1x3' and 1x6'), stimulating images, regulating and stabilizing emotional coherence, appealing to positive thoughts.

10th session

The session started with TaiChi exercises. We performed two Biofeedback moments (1x2' and 1x5'), stimulating images and sounds, regulating, suggesting positive thoughts, such as personal well-being and stabilizing emotional coherence.

Mental Visualization of technical aspects to be corrected in the physical training of water was carried out.

Step 3 - Simulation (3 weeks - 3 sessions of 30')

Eleventh session to the thirteenth session:

- Routine (breathing exercise, Mental Visualization, biofeedback assessment);

Weekly plan

- Repetition of a test (Emotional Control Program) holding a less important test with the respective footage (preparation of the competition and recovery between tests). Observation and analysis of footage;

- Routine.

Prepare the environment (reduce uncertainties and minimize the importance of the moment, define the causes and methods of combating stress).

Identify, recognize, regulate and use emotions.

From the 3rd stage (table 2), the athletes started an individual weekly plan.

Table 2 - Adapted from Bar-Eli & Blumenstein (2004) - Individual weekly plan (ECP)

1st day of week	ECP with music accompanied by BFB instrument - 15 min
2nd day of week	ECP reduced in heating with BFB instrument + passage of competition fragments (excitation and concentration) (1- 2 x 2-3 min) Muscle relaxation with (BFB) instrument - after training (2-3 x 5 min)
3rd day of week	Homework with instrument (BFB) and analysis of competition videos (3- 4 x 5/10 min)
4th day of week	Warm-up - Relaxation and PCE (objectives for the specific competition - (1x5 min, 1x3 min) Mental recovery (MV) after training (group): 10-15min (with BFB instrument)
5th day of week	Specific warm-up exercises (PCE) - 2x 1-3 min ECP (BFB instrument) after training - 5/10 min
6th day of week	ECP reduced before training (specific exercises): 2 / 3x1min; 2 / 3x0,30min; 2 / 3x 10 seconds. Homework (with BFB instrument) ECP reduced - 3 / 4x1 min.
7th day of week	Reduced ECP - during the context (specific exercises): 3 / 4x 30 seconds; Psychological recovery after training (group): 10 / 15min (with BFB instrument).

11th session

The session started with TaiChi exercises. There were two moments of Biofeedback (1x3 'and 1x6'), there was a dialogue about the test to be carried out, after which the Mental Visualization of the test was carried out, enhancing technical aspects. Recovery was performed with Biofeedback (1x2').

12th session

TaiChi exercises, relaxation exercises and Mental Visualization were performed.

13th session

Started the session with TaiChi exercises. We returned to the visualization of the video and the Mental Visualization of the event. Then they performed a Biofeedback moment (1x3 ').

Practice Phase

Stage 4 - Transformation (5 weeks - 6 sessions)

Fourteenth session to the nineteenth session:

- Routine (breathing exercise, Mental Visualization, Biofeedback assessment);

Prepare the environment (reduce uncertainties and minimize the importance of the moment enough, minimize the causes of stress).

Regulate and use emotions.

Monitoring during the context and training (Application and adjustment of the Emotional Control Program to each individual; recovery between tests / tasks, defining satisfaction objectives).

14th session

The session started with TaiChi exercises. They performed two Biofeedback moments (1x2' and 1x10'), stimulating images, regulating and stabilizing emotional coherence.

15th session

The session started with TaiChi exercises. They performed two Biofeedback moments (1x2' and 1x5'), stimulating images and sounds, regulating and stabilizing emotional coherence.

16th session

The session started with TaiChi exercises. They performed two Biofeedback moments (1x2' and 1x5'), stimulating images and sounds, increasing the degree of difficulty, regulating and stabilizing emotional coherence.

17th session

The session started with TaiChi exercises. They performed two Biofeedback moments (1x3' and 1x6'), stimulating images and sounds, regulating, suggesting positive thoughts, such as personal well-being and stabilizing emotional coherence. They performed Mental Visualization of technical aspects to correct in the physical training of water.

18th session

The session started with TaiChi exercises. They performed three moments of Biofeedback (1x3'; 1x5' and 1x2'), increasing the degree of difficulty of Biofeedback, regulating and stabilizing emotional coherence.

19th session

The session started with TaiChi exercises. There were two moments of Biofeedback (1x3' and 1x6'), there was a dialogue about the event to be held, after which the Mental Visualization of the event was held and enhancing technical aspects. Recovery was performed with Biofeedback (1x2').

Stage 5 - Realization (5 weeks - 5 sessions)

Twenty-fifth session to the twenty-fifth session:

- Routine (breathing exercise, Mental Visualization, Biofeedback assessment);

- Optimum regulation for the moment;

- Self-reflection and analysis after the context;

- Routine.

Prepare the environment (reduce uncertainties and minimize the importance of the moment enough, minimize the causes of stress).

Regulate and use emotions.

- Self-reflection and analysis of the entire program applied.

Monitoring during the context (Application of the Emotional Control Program; Competition plan; Self-reflection and analysis after the context).

20th session

Routine

21st session

The session started with TaiChi exercises. An evaluation of the test was carried out. The visualization of the video/the moment and the Mental Visualization of the context were again carried out. Then there was a Biofeedback moment (1x3'). He discussed the evolution and how he felt after these sessions.

22nd session

The session started with TaiChi exercises. They performed three moments of Biofeedback with Mental Visualization (1x2'; 1x5' and 1x2'), increasing the degree of difficulty, regulating and stabilizing emotional coherence.

23rd session

The session started with TaiChi exercises. There were two moments of Biofeedback with Mental Visualization (1x2' and 1x5'), there was a dialogue about the test to be carried out, after which the Mental Visualization of the test was carried out, enhancing technical aspects. Recovery was performed with Biofeedback (1x2').

24th session

The session started with TaiChi exercises. There were two moments of Biofeedback with Mental Visualization (1x2' and 1x5'), dialogue and preparation of the test to be carried out, after which the Mental Visualization of the test was carried out, enhancing technical aspects.

25th session

The session started with TaiChi exercises. An evaluation of the test was carried out. Discussed the evolution and how felt after these sessions.

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