



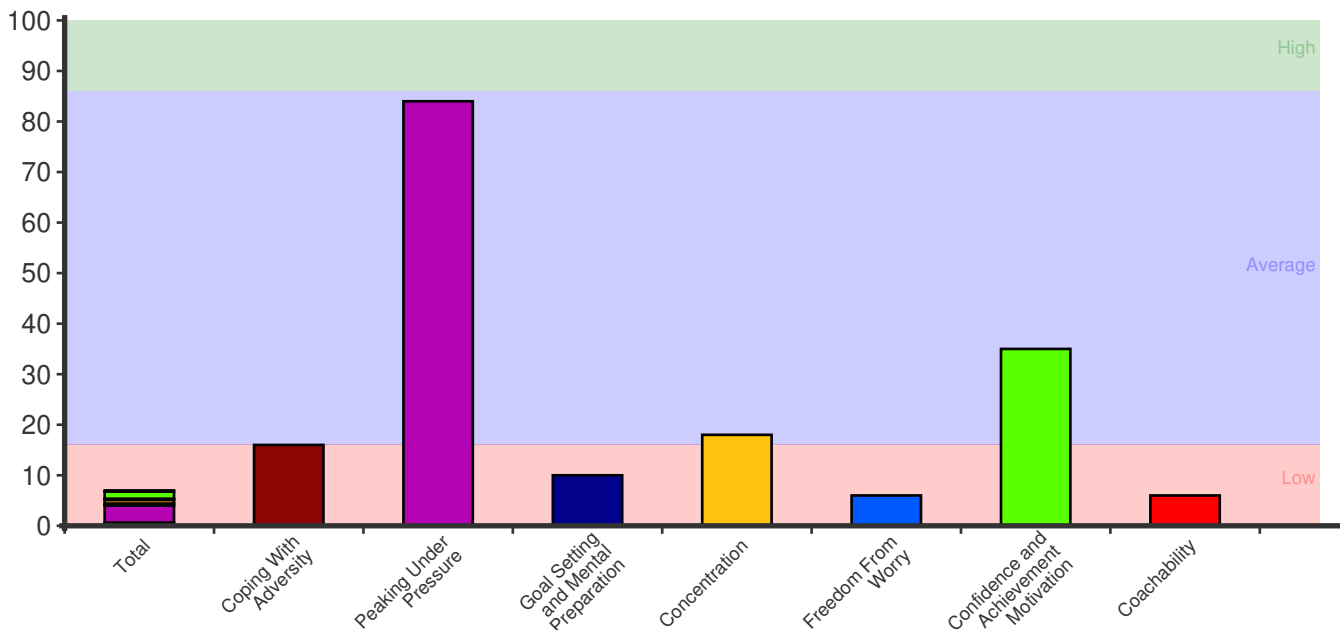
## Athletic Coping Skills Inventory (ACSI-28)

<i>Client Name</i>	Generic Client	<i>Date administered</i>	29 Jul 2025
<i>Date of birth (age)</i>	17 Feb 1975 (50)	<i>Time taken</i>	12 min 8s
<i>Assessor</i>	Dr David Hegarty		

### Results

	Raw Score	Athlete Percentile	Descriptor
Total (0 to 84)	34	7	Low
Coping With Adversity	4	16	Low
Peaking Under Pressure	9	84	High
Goal Setting and Mental Preparation	2	10	Low
Concentration	5	18	Average
Freedom From Worry	2	6	Low
Confidence and Achievement Motivation	7	35	Average
Coachability	5	6	Low

### ACSI-28 Total and Subscale Athlete Percentiles



### Interpretation

#### Overall Coping Skills:

The athlete's total Athletic Coping Skills Inventory (ACSI-28) score is 34, which falls at the 7th percentile compared to other athletes. This represents a low level of overall psychological coping skills. Lower overall psychological coping skills compared to most athletes may indicate opportunities for developing mental skills that could enhance performance.



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**Area of Strength:**

The athlete demonstrates a notable psychological strength in the following area:

*Peaking Under Pressure:* Measures how well an athlete performs under competitive pressure, and whether they perceive pressure situations as challenges rather than threats. The athlete thrives under competitive pressure and likely performs best when stakes are high, viewing pressure situations as challenges and opportunities to excel.

**Areas for Development:**

The athlete may benefit from focused attention in the following psychological skill areas:

*Coachability:* Assesses openness to instruction, willingness to learn from coaches, and the ability to accept constructive criticism without taking it personally. Low scores may indicate difficulties receiving feedback or instruction. Consider developing a growth mindset and reframing criticism as valuable information for improvement rather than personal judgment.

Specific items that may benefit from targeted intervention:

- 3. *When a coach or manager tells me how to correct a mistake I've made, I tend to take it personally and feel upset. (R) (Often)*
- 10. *When a coach or manager criticizes me, I become upset rather than feel helped. (R) (Often)*

*Freedom From Worry:* Measures the tendency to avoid putting pressure on oneself through excessive worry about performing poorly or what others might think. Low scores may indicate significant performance anxiety or preoccupation with others' judgments. Consider techniques to manage performance anxiety, cognitive restructuring, and self-compassion practices.

Specific items that may benefit from targeted intervention:

- 7. *I worry quite a bit about what others think of my performance. (R) (Almost Always)*
- 12. *I put a lot of pressure on myself by worrying about how I will perform. (R) (Almost Always)*

*Goal Setting and Mental Preparation:* Evaluates the athlete's approach to setting specific performance goals, planning, and mentally preparing for competition. Low scores may indicate approaching competition without clear goals or systematic mental preparation. Consider implementing structured goal-setting practices and developing consistent pre-competition mental routines.

Specific items that may benefit from targeted intervention:

- 8. *I tend to do lots of planning about how to reach my goals. (Almost Never)*
- 13. *I set my own performance goals for each practice (Almost Never)*

## Scoring and Interpretation Information

For comprehensive information on the ACSI-28, [see here](#).

The Athletic Coping Skills Inventory (ACSI-28) scores consist of a total score (between 0 and 84) and scores for each of the seven subscales (raw score between 0 and 12). Higher scores represent higher levels of psychological skills and coping strategies. Scores are provided for the following subscales of the ACSI-28:

1. Coping with Adversity (Items 5, 17, 21, and 24) - assesses the ability to remain positive and enthusiastic during competition despite unfavourable situations, maintaining emotional control and bouncing back quickly from mistakes and setbacks.



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- 2. Peaking Under Pressure (Items 6, 18, 22, and 28) - measures how athletes respond to competitive pressure situations, including whether they perceive pressure as a challenge rather than a threat and their ability to perform well under pressure.
- 3. Goal Setting/Mental Preparation (Items 1, 8, 13, and 20) - evaluates the athlete's tendency to set specific performance goals, plan, and mentally prepare for competition.
- 4. Concentration (Items 4, 11, 16, and 25) - assesses the ability to focus on the task at hand and maintain attention during both training and competition, even when faced with distractions or adverse situations.
- 5. Freedom from Worry (Items 7, 12, 19, and 23, all reverse scored) - measures the tendency to avoid putting pressure on oneself through excessive worry about performing poorly, making mistakes, or concern about others' perceptions.
- 6. Confidence and Achievement Motivation (Items 2, 9, 14, and 26) - evaluates confidence levels and motivation, particularly the tendency to give 100% during practice and competition and work consistently to improve skills.
- 7. Coachability (Items 3R, 10R, 15, and 27) - assesses openness to instruction, willingness to learn from coaches, and the ability to accept constructive criticism without taking it personally or becoming upset.

In addition, scores are presented as percentile ranks, where a percentile of 50 indicates the typical score compared to 1,027 male and female athletes (Smith et al., 1995). These percentile ranks are used to derive descriptive categories that aid in clinical interpretation. The descriptive categories for each subscale and the total score are:

- Low (16th percentile or below): Indicates significantly less psychological skills and coping strategies than most other athletes.
- Average (17th to 83rd percentile): Indicates a typical level of psychological skills and coping strategies compared to other athletes.
- High (84th percentile or above): Indicates significantly more psychological skills and coping strategies than other athletes.

On first administration a plot is presented displaying the ACSI-28 total and the subscale percentiles. The percentiles are presented with the qualitative descriptors in the background for ease of interpretation. When administered on multiple occasions, a longitudinal plot is displayed showing the subscale percentiles over time. When ACSI-28 scores are available from multiple timepoints, changes in scores can provide valuable information about the effectiveness of interventions or developmental changes in psychological skills and coping strategies. For comparative interpretation, changes of at least 0.5 standard deviations in raw scores are considered clinically meaningful (the minimally important difference) (Norman et al., 2003; Turner et al., 2010). When interpreting changes, attention should be paid to both the total score and the patterns of change across subscales.

## Client Responses

		Almost Never	Sometimes	Often	Almost Always
1	On a daily or weekly basis, I set very specific goals for myself that guide what I do.	0	1	2	3



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### Client Responses (cont.)

		Almost Never	Sometimes	Often	Almost Always
2	I get the most out of my talent and skill.	0	1	2	3
3	When a coach or manager tells me how to correct a mistake I've made, I tend to take it personally and feel upset.	3	2	1	0
4	When I'm playing sports, I can focus my attention and block out distractions.	0	1	2	3
5	I remain positive and enthusiastic during competition, no matter how badly things are going.	0	1	2	3
6	I tend to play better under pressure because I think more clearly.	0	1	2	3
7	I worry quite a bit about what others think of my performance.	3	2	1	0
8	I tend to do lots of planning about how to reach my goals.	0	1	2	3
9	I feel confident that I will play well.	0	1	2	3
10	When a coach or manager criticizes me, I become upset rather than feel helped.	3	2	1	0
11	It is easy for me to keep distracting thoughts from interfering with something I am watching or listening to.	0	1	2	3
12	I put a lot of pressure on myself by worrying about how I will perform.	3	2	1	0
13	I set my own performance goals for each practice	0	1	2	3
14	I don't have to be pushed to practice or play hard; I give 100%.	0	1	2	3
15	If a coach criticizes or yells at me, I correct the mistake without getting upset about it.	0	1	2	3
16	I handle unexpected situations in my sport very well.	0	1	2	3
17	When things are going badly, I tell myself to keep calm, and this works for me.	0	1	2	3
18	The more pressure there is during a game, the more I enjoy it.	0	1	2	3
19	While competing, I worry about making mistakes or failing to come through.	3	2	1	0
20	I have my own game plan worked out in my head long before the game begins.	0	1	2	3



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### Client Responses (cont.)

		Almost Never	Sometimes	Often	Almost Always
21	When I feel myself getting too tense, I can quickly relax my body and calm myself.	0	1	2	3
22	To me, pressure situations are challenges that I welcome.	0	1	2	3
23	I think about and imagine what will happen if I fail or screw up.	3	2	1	0
24	I maintain emotional control regardless of how things are going for me.	0	1	2	3
25	It is easy for me to direct my attention and focus on a single object or person.	0	1	2	3
26	When I fail to reach my goals, it makes me try even harder.	0	1	2	3
27	I improve my skills by listening carefully to advice and instruction from coaches and managers.	0	1	2	3
28	I make fewer mistakes when the pressure is on because I concentrate better.	0	1	2	3