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CHRISTOPHER LLOYD AND JUSTIN MOEN: 2020



# COACHES PRESENTATION I

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# Our Most Critical Job



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## **“Just Get Them To Me”**

- Players who love the game and understand the importance of working on their own year round.
  - Players who cannot wait for the season to begin.
  - “50-60 kids show up to 9th grade tryouts, I can find 5-6 who will eventually contribute at the varsity level.”
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***Prepare our our players to excel at the highest possible level  
that they aspire to next.***

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# The Right Attitude



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- **Our coaches cannot be in a "bad mood"**

- Realistically, being open with your players regarding your mood should be common practice
  - The role of our coaches is not to harshly reprimand our players when they do something wrong.
  - Coaches should **never** insult players, make fun of them, or ridicule them
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# Creating A Positive Environment



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# Positive and Constructive Attitude

- Create attractive and achievable challenges where positive comments predominate<sup>1</sup>
- Learning Is Individual
  - Pace: never underestimate those who learn more slowly or with greater difficulty<sup>2</sup>
- Emphasize efforts made above results obtained
  - Focus on what our players are doing right
  - Be patient when results do not meet expectations and encourage players to keep trying

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BASKETBALL

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## **Positive and Constructive Attitude (cont'd)**

**Do not dwell or focus on what our players cannot do and instead focus on what they can do.**

**Acknowledge improvement when it occurs, even if an ultimate goal has still not been achieved.**

- Proactively leverage parents to play a key role in the development of a positive environment.
    - Parents will not necessarily have played and may know very little about the game.
    - Parents commonly evaluate "success" as whether or not the team won, or the basket was scored.
  - Keep parents informed about the skills that the team is practicing, so that they can share the enjoyment when there is improvement in a particular skill.
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# Providing A Safe Environment



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# Safe Environment: Key Elements

- COVID-19 GUIDELINES
    - Stay on top of your email for updates (rules change frequently)
    - Watch the Back To The Hardwood and Other Pertinent Information videos
    - If you have questions or are unsure about anything COVID related, make sure you get your questions answered to the best of the person's ability
    - Uncertain times...
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# Safe Environment: Key Elements

- Teach Safely
    - Use activities that are appropriate to the skill of our athletes, their understanding of the game, and their physical capabilities.
    - Ensure that the court is free from dangerous obstacles or hazards.
    - Create an environment free of harassment - both internal and external.
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## Safe Environment: Strategies

- Inspect the court before practice.
    - Remove garbage and/or obstacles.
    - If there is any liquid on the court, dry it with a towel;
      - if leak is ongoing, alter activities so players do not go near that area
    - If obstacles are immovable, do not use the entire court.
    - If the court is dusty, see if it can be swept.
  - Choose activities based on players' skill and experience, not just age.
    - Consider grouping by skill or size.
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## Safe Environment: Strategies (cont'd)

- Our coaches must treat all athletes with respect and **cannot** belittle or demean them.
    - This includes avoiding sarcasm.
  - Our coaches should regulate how our players speak to each other and how they treat each other.
  - Our coaches must lead by example, and make it clear that even “good natured” teasing for a player not being as good, missing a shot (example), will not be tolerated.
  - Our coaches must make it clear that negative and non-constructive comments made at practice, away from practice, or online will not be tolerated.
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# Communication Strategies



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## Use Key/Cue Words

*Even the most basic of skills usually involves a degree of complexity to a novice who has not yet been introduced to it.*

- Key/Cue Words make it possible to quickly remind players of a lot of information
    - When introducing the key word, make sure to explain completely and demonstrate what it means;
      - Players must be able to recall the teaching points.
    - You must use it consistently and regularly;
      - Players must learn to associate the word with specific actions/behaviors.
    - Also consider providing players (and parents) with a written list of key words.
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# Listen More, Speak Less

- Listening is more than asking “any questions?” at the end of an introduction, waiting 5 seconds and moving on to the next point.
  - Players may demonstrate with their actions that they don’t understand
    - Difficulty is that it is only through words they can relay to the coach extent of what they do and don’t understand;
    - This is complicated by the fact sometimes the player may not understand specifically what it is they don’t understand
  - This frequently initiates a **“Meltdown Cycle”**
    - Coach observes a “breakdown” and simply repeats the instruction they already provided, only to observe the exact same “breakdown” leading to frustration
    - Players become frustrated that they don’t understand what is leading to coaches frustration
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# Using Open Ended Questions

- Using questions that cannot be answered with a "yes" or "no" can help to identify what it is the player doesn't understand
  - Example
    - Assume that a player 's pass was intercepted and the coach believes it was due to the player breaking instructed rules
      - *The coach asks: "Do you understand our passing rule for 2v1?" The athlete answers: "Yes."*
      - The coach says, "Then why did you throw that pass? Couldn't you see that the defender would get to it?" The athlete answers, "I don't know."

**WHAT WENT WRONG?**

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# Using Open Ended Questions: Alternative

- Using open ended questions:
    - Coach asks: "What players could you see?" The athlete answers: "I was driving toward the basket and John was running the left lane. There was a defender in front of me."
    - The coach says: "OK, what did the defender do?" The athlete answers: "They looked at John but stayed in front of me."
    - *The coach asks: "Can you show me on the whiteboard the position the defender was in?" The athlete draws a picture showing the defender in the middle of the court.*
    - The coach draws the athlete on the whiteboard and says: "I thought this was your position and the defender was between you and John. If that was the case, what would you do?"
    - Athlete: "It didn't look like that to me, but I would keep the ball and score."
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## Principles to “Speak Less”

1. Listening isn't just not talking. Actively think about what players are saying or asking.
  2. Let them finish...then pause. Resist answering before they finish asking.
  3. Help them find the answer. Ask questions to help them discover the answer.
  4. It's not about you. Don't often give a long answer about your experience.
  5. Take time. Take a few seconds to organize your thoughts.
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# Providing Feedback



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# Changing Behavior with Feedback

- Our coaches must find a way to bring a positive attitude, just as they will equally demand that their players bring a positive attitude to their training.
  - Be quick to praise: particularly good effort, correct process, or personal risk taken
    - 2 to 1 Rule: something good, something to improve, something good
    - Focus on the process, not the outcome
    - Being afraid to make mistakes blocks the improvement of more athletes than any single other thing
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# Changing Behavior with Feedback

- **"COACHING ON THE RUN"**
    - Constructive feedback: use cue words so it is brief and does not disrupt play
    - Do not want to become background noise.
    - Provide more detailed feedback when the player is not involved in the activity
  - **Help players to discover their own answers**
    - General Questions (halftime/post game): What went well?, What do we need to improve?
    - Specific Questions (ASAP): Which foot did you step with?, Which foot should you have used?
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# Program Specific Player Qualities



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- **Up Tempo**

- Push the ball up the floor to put pressure on the defense off makes and misses

- **Scorers**

- Ability to shoot and finish at the rim

- **Skilled = Technique + Decision Making**

- **Defensive Stoppers** = ability to contain the ball, while disrupting focus

- **Competitors**

- Hit the open player if it provides our team a bigger advantage
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### Fundamental Skills Mastery Progression\*

		3rd	4th	5th	6th	7th	8th
<b>Stops</b>	<b>Jump Stop</b>	X	X	X	X	X	X
	<b>Stride Stop</b>				X	X	X
<b>Pivots</b>	<b>Front</b>	X	X	X	X	X	X
	<b>Reverse</b>			X	X	X	X
<b>Dribbling</b>	<b>Ball control at different speeds</b>	X	X	X	X	X	X
	<b>Avoid defender</b>	X	X	X	X	X	X
	<b>Eyes up while dribbling</b>	X	X	X	X	X	X
	<b>Balanced, athletic stance</b>	X	X	X	X	X	X
	<b>Equal proficiency with either hand</b>	X	X	X	X	X	X
<b>Dribble Moves</b> (Goal is always mastery with either hand)	<b>Speed Dribble</b>	X	X	X	X	X	X
	<b>Crossover</b>	X	X	X	X	X	X
	<b>Hesitation</b>		X	X	X	X	X
	<b>Retreat Dribble</b>	X	X	X	X	X	X
	<b>Fake Crossover</b>			X	X	X	X
	<b>Between the legs</b>			X	X	X	X
	<b>Behind the Back</b>				X	X	X
	<b>Double Moves</b>					X	X
	<b>Spin Dribble</b>						X
<b>Passing</b>	<b>Chest Pass</b>	X	X	X	X	X	X
	<b>Bounce Pass</b>	X	X	X	X	X	X
	<b>Overhead Pass</b>			X	X	X	X
	<b>Passing Lane (Concept)</b>	X	X	X	X	X	X
	<b>Pocket Pass</b>				X	X	X
	<b>Lob Pass</b>			X	X	X	X
	<b>1-hand Push Pass</b>			X	X	X	X
	<b>1-hand Flip Pass</b>					X	X
	<b>Baseball Pass</b>				X	X	X
	<b>Pass Fake</b>	X	X	X	X	X	X

### Fundamental Skills Mastery Progression\*

		3rd	4th	5th	6th	7th	8th
Ball Fakes	Shot Fake	X	X	X	X	X	X
	Jab Step			X	X	X	X
	Dribble Jab					X	X
Catching (always with two hands)	Stationary						
	Catch & Shoot Footwork	X	X	X	X	X	X
	Catch & Drive Footwork			X	X	X	X
	Post (back to basket)			X	X	X	X
	Post (Hi/Lo Seal)					X	X
	Moving						
	Cut to Shoot	X	X	X	X	X	X
Cut to Drive	X	X	X	X	X	X	
Finishing (Shooting)	1-2 Step		X	X	X	X	X
	Hop					X	X
	Balance (Knee bend/Base)	X	X	X	X	X	X
	Strong Hand Under Center of Ball	X	X	X	X	X	X
	Weak Hand Off @ Release			X	X	X	X
Finishing (Rim)	Right-hand Traditional	X	X	X	X	X	X
	Left-hand Traditional	X	X	X	X	X	X
	Right-hand Reverse			X	X	X	X
	Left-hand Reverse			X	X	X	X
	Runner			X	X	X	X
	1-hand Reach				X	X	X
	SS Outside. Hand				X	X	X
	SS Donut				X	X	X
	Floater					X	X
	Euro					X	X
	Scoop						X
	SS Inside Hand						X

### Fundamental Skills Mastery Progression\*

		3rd	4th	5th	6th	7th	8th
<b>Finishing (Back-to-Basket)</b>	Drop Step Lay Up		X	X	X	X	X
	Drop Step Jump Hook			X	X	X	X
	Drop Step Counter (Step Through)				X	X	X
	Face Up					X	X
<b>Cutting (No Screen)</b>	Basket Cut	X	X	X	X	X	X
	Straight Cut (ball cut)	X	X	X	X	X	X
	V Cut	X	X	X	X	X	X
	L Cut		X	X	X	X	X
	Backdoor Cut	X	X	X	X	X	X
<b>Cutting (Using Screen)</b>	Out (outside) Cut				X	X	X
	Curly Cut			X	X	X	X
	Back Cut	X	X	X	X	X	X
	Straight Cut	X	X	X	X	X	X
<b>Screening</b>	Down Screen	X	X	X	X	X	X
	Back Screen	X	X	X	X	X	X
	Cross Screen		X	X	X	X	X
	Flex Screen			X	X	X	X
	Pin Screen				X	X	X
	Flare Screen					X	X
	Ball Screen						X
<b>Rebounding</b>	Sight Check	X	X	X	X	X	X
	Hit First	X	X	X	X	X	X
	Arm to Chest		X	X	X	X	X
	Hip and Seal		X	X	X	X	X
	Frame Face		X	X	X	X	X
<b>Defense (On Ball)</b>	Athletic Stance	X	X	X	X	X	X
	Lateral Push Step	X	X	X	X	X	X
	Lateral to Sprint		X	X	X	X	X
	Hand On Ball			X	X	X	X
<b>Defense (Off Ball)</b>	Closing Out	X	X	X	X	X	X
	Denial Stance			X	X	X	X
	Open Stance					X	X
	Help & Recover				X	X	X
	Team Defensive Positioning				X	X	X

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X denotes the grade level at which the skill should be a focus with the ultimate goal of mastery at each level of play.

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