COACHING WHEELCHAIR BASKETBALL – PART ONE – BEGINNER LEVEL SKILL DEVELOPMENT

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ATHLETE DEVELOPMENT – A SHORT REVIEW

- PSYCHOMOTOR DEVELOPMENT
- COGNITIVE DEVELOPMENT
- AFFECTIVE DEVELOPMENT

- Programming is the Science, Coaching is the Art: Teaching is Fluid Problem Solving
- Focused on student learning and development outcomes based on Long Term Athlete Development (LTAD)
Coaching
What You Cannot See
(But you know it is there!)
1st three levels – physical abilities and skilled Movement – fundamentals and fundamental skills

Precision level – building habits and patterns of movement

Articulation level – create mind body connection
At basic or beginner level we need to make sure that the athlete ‘knows’ what he needs to know (hand positions, rules, where to go on the court, mechanics of basic skills - example: picking) and understands ‘why’ he/she needs to do things in that way. At this point they can begin to ‘apply’ this knowledge to unique situations and begin steps toward metacognitive thought.
Affective Development

Basic/Beginner level - Are they ‘open to learning and can they communicate with the teacher and others on the court. Is the athlete listening and processing information in an ‘un-filtered’ and value free process.

Test:
Ask any player – do you know how to shoot?

Psychology of Teaching!
(Leadership)
Inspire!
Motivate!

Using Assessment?!!
The Teaching Cycle – You haven’t taught if they haven’t learned
STAGES OF SKILL INSTRUCTION

Methodology of teaching – From General Application to Controlled Application to Open Application

- **General Application** – Static to Dynamic with gradual increases in speed and difficulty
- **Controlled Application** – Gradual increase in physical and mental processing – using the skill and how to use the skill
- **Open Application** – Pre-Competitive, Scrimmage and Competitive applications

*Higher levels - Use activities that will encourage the use of whole brain thinking by using drills that will promote use of right brain, creative and whole/part thinking.*
CHAIR SKILLS, SPEED, AGILITY

- Seating position to maximize functional ability
- Pushing – acceleration, deceleration, changing direction
- Drills for Teaching Speed
- Drills for Teaching Agility
Individual Goal: Decrease baseline to FT sprint

- Determine Specific Improvement Goal (SMART) – not as easy as it seems
  What criteria is your goal based on?

- Identify Cognitive, Affective and Psychomotor skills necessary to be successful

- Identify Baseline speed for starting/reference point

- Identify Baseline Agility speed for starting/reference point

- Identify work-out plan(s) that will successfully lead to speed or agility improvement by creating optimized and focused stress (acceleration, deceleration, linear/directional)

- Assessment Cycle

- Identify work-out plan(s) that will successfully lead to speed or agility improvement
 Movin’ Mavs Chair Skills Workouts

Vary your workouts so that the activities are not boring and you can give maximum effort! Pick one from A,B or C and one from D or E each time (Example: Monday Workouts A and E/Wed C and D) – Record choices so that you can be sure and include an equal amount of each workout.

**Workout A**
- U-Turns – 4 sets of 20
- Lane Lines – 4 sets of 15
- Tilts – 4 X 30 seconds – each side
- 5 baseline to FT sprints

**Workout B**
- 180’s – Down/Back 5 times
- Cone Course (you set it up) – 10 times
- Up/Downs 3 times (baseline to FT/Fall, up to half court/Fall/up to FT/Fall/up to endline/Fall and back with same Falls)
- 5 baseline to FT sprints

**Workout C**
- Cone Circle – 6 times
- Lane hops – 6 times
- Jump and Recover – 4 sets of 20
- 5 baseline to FT sprints

**Workout D (All With Ball)**
- Cone Course (you set it up) – 5 times, 5 times R hand only, 5 times L hand only
- Lane Lines – 4 sets of 15 (2 w/ right hand and 2 w/left hand)
- 5 baseline to FT Sprints
- 10 minute stationary ball handling – taps/1 ball/2 ball/wall taps/ball warm up/both hands, around back, figure 8, stationary dribble w/range

**Workout E – Speed**
- Stop Starts – 3 Times down
- Partner stop starts – 3 times down
- Partner pull/release/sprint – 5 times down
SKILL DEVELOPMENT - SHOOTING

- Identify Cognitive skills, Affective skills and Psychomotor skills necessary to be successful
- Basic Learning Skill Development - Use spot shots to identify strengths – set goals for spot shot success – identify shooting workouts leading to improved General Application shooting
- Assessment Cycle
- Learning continuum toward Controlled Application Skill Development – set goals, identify shooting workouts leading to closed state shooting success – timed shooting, partner shooting, team shooting, spot shot knockout, spot shot king
- Assessment Cycle
- Learning continuum toward closed state skill development – set goals, identify shooting workouts leading to controlled application and general application shooting success –
- Assessment Cycle
- Learning continuum toward open application skill development – set goals, practice scrimmage/chart shots, 3 on 3 w/specific goals, fatigue development in shooting drills
- Assessment Cycle
- General Application skill development: Game Shooting charting shots.
- Assessment Cycle
BEGINNER DRILLS FOR SHOT DEVELOPMENT

- B.E.E.F.
- Introducing the Rim – Stationary Short Spots
Select 1 workout/day X 3 days/week

Push between each spot- short explosive push from the baseline to free throw line 5 times then move on to next spot. We do this so we get use to shooting while fatigued.

Each shooting sessions starts with 20 attempted lay-ups from left and right

Each shooting session is finished with 50 attempted free throws- you push baseline to free throw after every 5 shots again so we can get use to pushing while fatigued.

Catch and shoot, use a chair to practice sitting behind a screen or rub of the chair to get use to shooting off of the screen

Record all results- we want to be shooting 75% from free throw line and 65% from the floor if not higher

Work out one

Shoot 20 makes from 7 spots then three sets of 20 from 3 pt. If you can’t make the distance from 3 pt then take one push in and shoot. 50 free throws.

Work out two

10 minute shooting drill- start at spot one, make a shot from that spot. Then move on to any other spot. You can’t shot from a spot that was directly next to the last spot you shot at. You do this for 10 minutes and record how many shots you made all together. You want to be pushing at 80-90% of your max this is a fatigued shooting drill so it is game like. After this do another 10 minutes from three point range record total number of makes, if you can’t shoot threes take one push in and take YOUR game shots. Again after this 50 free throws push after every 5 free throw attempts.

Work out three

23 minute shooting drill- make 20 shots from each spot and rotate to next spot. Goal of this drill is obviously to finish with time left on the clock but don’t rush your shots!! Take the shots within your own range. This drill helps with technique if you do not rush! Like always 50 free throws and push after every 5 free throw attempts

Workout four

Make fifty shots anywhere inside the paint. Bigs move out to just outside the paint and post up make 15 shots from all 7 spots. Everyone else move out 1-2 chair lengths outside the paint and shoot rolling (short range game, think of this as shooting off of a pick and roll!) next sit under back and practice scoops left and right hand- make 20 on left and 20 on right.

Workout five

Opposite hand lay ups! Still do your 20 lay ups from left and right to warm up. Make 30 overhand lay ups with your non dominant hand. Then make 25 scoop lay ups with you non dominant hand. Post ups using your non dominant hand make 25. Then take 50 shots from anywhere inside the paint using your dominant hand- finish as usual with your 50 free throws.

Shooting on the drive – Set up chairs or cones and take 50 shot/pass fake drive/layups around or through obstacles – visualize contact and defensive pressure. Record and work toward a 70% finish rate.
SKILL DEVELOPMENT – BALL HANDLING

- Ball Warm Up – Ball Manipulation (figure 8’s, taps, slaps, around the back both ways – all use changing speed, location, intensity)
- Stationary Dribbling w/ adaptations (in, out, high low, power dribble, crossover, dominant/non-dominant, switch hands in front), two hand dribble return, bounce stop, behind the back
- Right/left hand dribble/push – left hand dribble push (adding speed and intensity), bounce stop, bounce stop/turn, bounce stop spin
- Easy cone course with ball always in outside hand, add bounce stop/change, add bounce spin change,
- Changing pace dribble with acceleration/deceleration, pass fakes, head fakes, chair fakes
- VARIABLES: TIME, SPEED, COMPETITION
All passing assignments should be with good form and technique, including hand placement on the ball and or wheelchair as necessary, follow through, communication, visual cues and functional contributions of the athlete. Also consider changing partners and changing chair positions/passing angles during these exercises in order for the athlete to experience the individualized experience of the passing skill sets with a variety of teammates.

- Chest passes
- Bounce passes (Two handed, R hand, L hand)
- Overhead passes (two hand)
- Baseball Passes (R hand & L hand)
- Hook passes (R hand & L hand)

- Wall (target) passes – gradually increasing distances
- Partner passes – gradually increasing distances
- Celtic Lay-Ups
- Emphasis on passing basics in all Basic skill development drills (ex: Layups)
CONCLUSION – BASIC WHEELCHAIR BASKETBALL

- Focus – LTAD – Long Term Athlete Development
- Teach to the ‘Total’ Athlete – Cognitive, Affective and Psychomotor – Iceberg Theory of Coaching
- Success in teaching basic skills becomes the Building Blocks for Intermediate and Advanced Skills
- Use Variety to increase Fun and Motivation
- Be careful in evaluations and assessment in order to address proper corrections and communication
- Assessment – make sure you are measuring what you want to or need to measure and are you addressing ‘under the surface’ corrections for skill improvement