



BASKETBALL
EN FAUTEUIL ROULANT
CANADA

Wheelchair Basketball Canada

November 2011
Toolbox

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WHEELCHAIR
BASKETBALL
CANADA

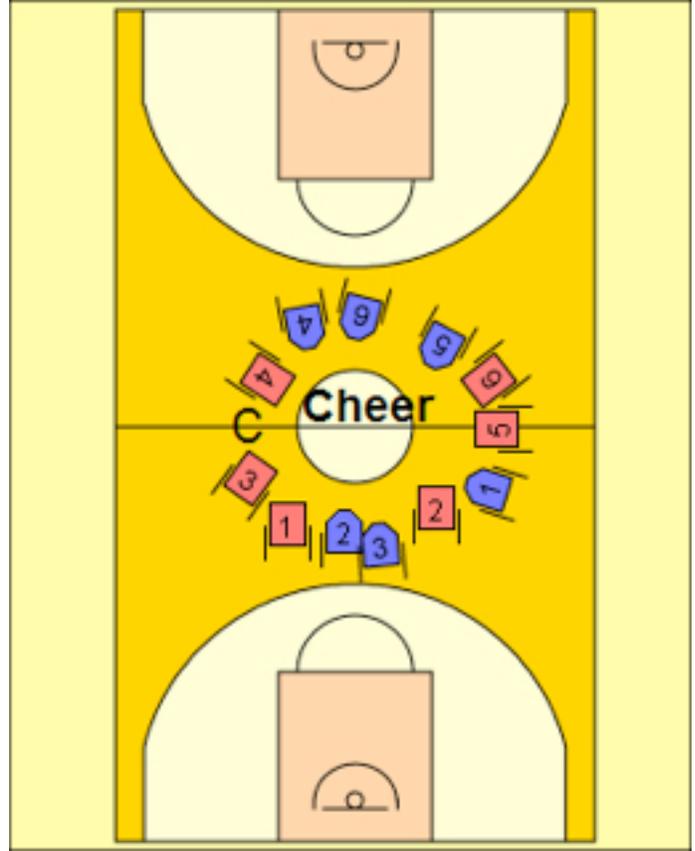
Warmup

To prepare for practice or games

Joint Mobility and Ball Familiarization
Cardiovascular and Muscle temperature
increase
Specific skills
Specific tactics

Individual and group activities

Use full court activities for practice
Use half court activities for games



A. Joint movements (arm circles e.g.) and individual ball familiarization

B. Wheelchair movement skill activities gradually increasing in intensity

C. Individual skill activities

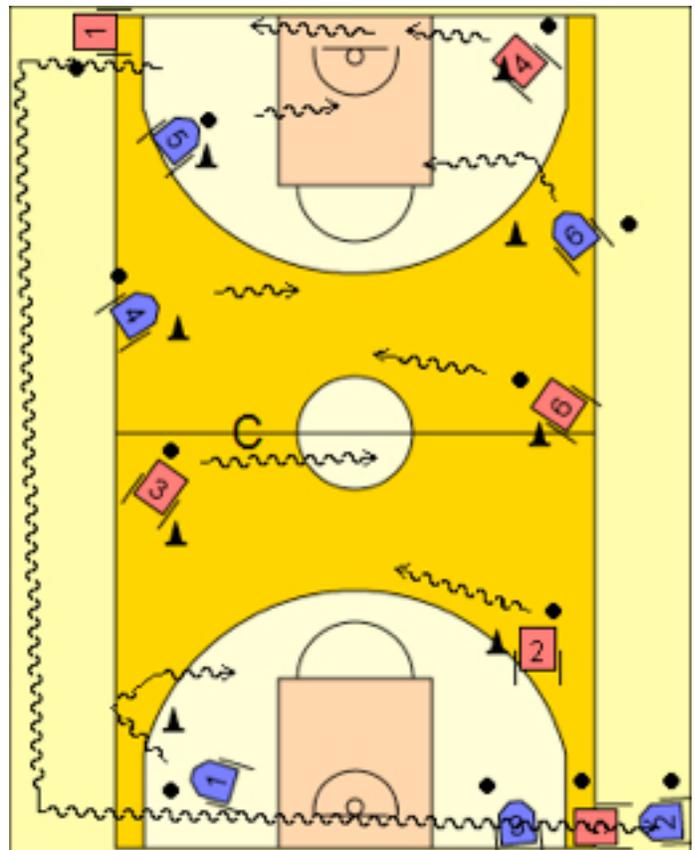
D. Tactical skill activities

Cognitive:

Internal focus in early stages, changing to external focus for the final 2/3's of warmup. Do self scans frequently.

Mental:

Gradually build intensity to game levels
Use focus and intensity strategies to adjust



Cooldown

To begin the recovery process

Reduce arousal and physical state

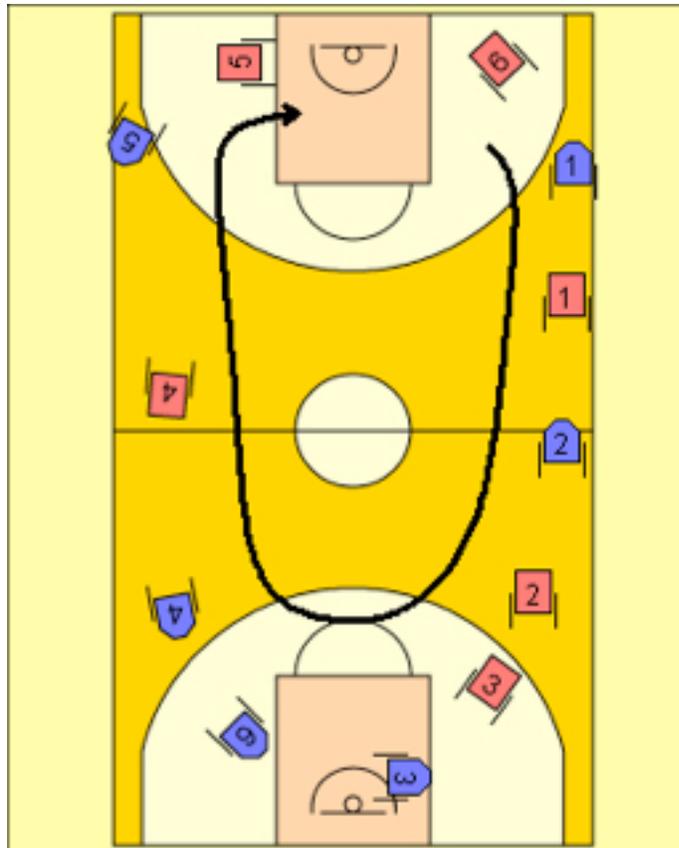
Relax

Start recovery process

All actions should be slow and rhythmical.

Pairs can ball massage and find trigger points.

Pairs can help stretch each other.



1. 2 laps backwards, shoulders back and down, rhythmically

2. Stretch synergist muscles (those that are tense and support prime movements)

3. Relax through breathing and possibly massage

4. Begin the post practice review in your mind

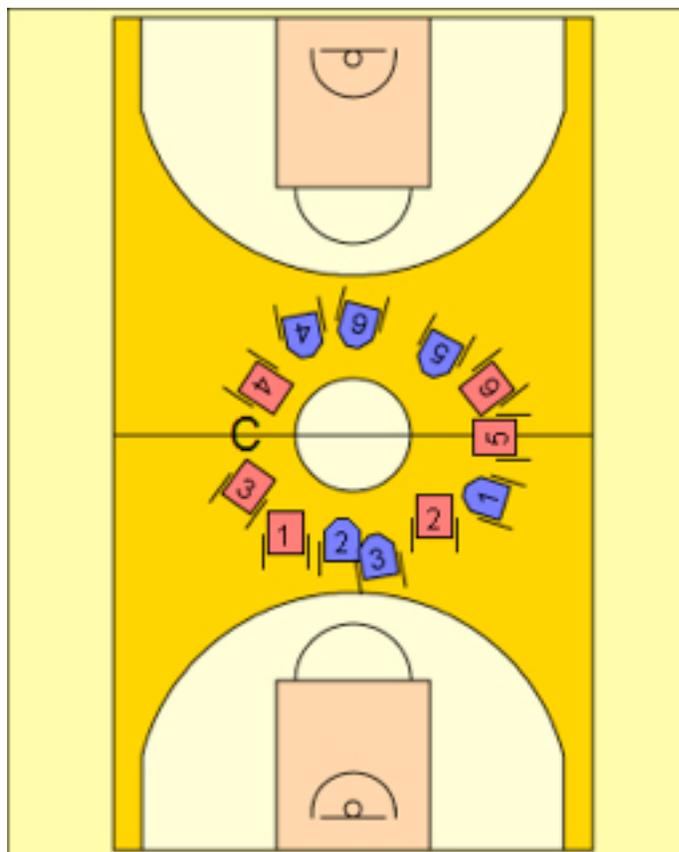
5. Begin the nutritional and hydration recovery process.

Cognitive:

Begin the questioning and review process

Mental:

Induce physical and emotional relaxation through breathing and cue words.



Slovakian Basketball

Dribbling

1. One personal ball per person
 2. One game ball that is distinguishable
 3. Must dribble legally at all times whether on offense or defense
 4. Must dribble legally when in possession of both balls as well
 5. Opponents may knock your personal ball away if you have the game ball
- *Advanced Rule: Opponent may knock their check's ball away only at any time.

Variations:

- A. Remove rule where ball can be knocked away
- B. Add a possession time to individual possession

Dribble legally at all times under any circumstance.

Can knock away your check's ball (advanced players only)

Key points:

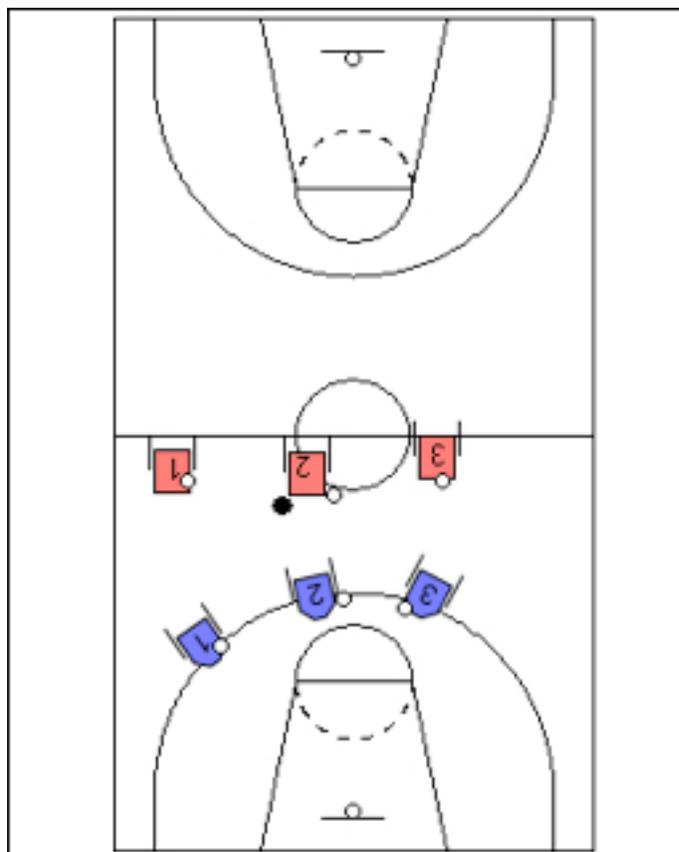
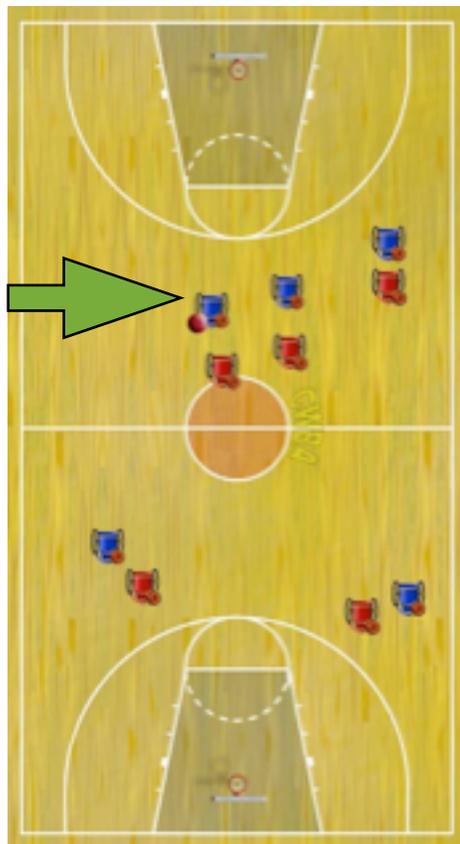
Dribble lower when stationary
Protect ball from opponents
Be sure to dribble in open area of floor

Cognitive:

Broad internal attention when dribbling and
Broad external when scanning (Parallel Processing)

Mental:

Use cue words and breathing to deal with feelings like frustration.
Set a goal to maintain personal ball for x possessions.



Preparation

1. Keep the body balanced above the axles and centred in the chair (ready position)
2. Head and eyes up (ready position)
3. Hands in the ready position on top of the wheels with the thumbs on top of the tires, the fingers around the rims and the palms facing inwards (ready position)

Agility
Balance
Coordination

Execution & Critical Instant

4. Perform the various movements required in the drill/activity
5. Maintain body balance and centre of gravity while performing the skills
6. Try different ways of performing movements

Followthrough/ Recovery

7. Return body to ready position as often as possible
8. Recover the hands quickly back to the ready position

Key Points

Hands in ready position
Body balanced above the axles and centred in chair
Recover quickly to Ready Position

Skill Variations

Hands in ready position
Opposite hand movements
Recover quickly to Ready Position

ABC's: Fundamental Movements

Shark

Objective/Focus:

To experience a variety of movement patterns and possibilities.

10+

10 min

Process game

Acquisition

Instructions:

1. 1 or more players are selected to be the "Shark"
2. All other players line up on endline.
3. "Shark" yells out "Shark" and players must move from one endline to the other without being caught by the Shark(s)
4. Continue until all players have been caught.
5. Repeat with a different movement skill:
 - one hand/arm only
 - no hands
 - alternate hand pushes
 - add a ball and specify the type of dribbling allowed

Activity Rules / Games Approach

Specify how a athlete is caught (e.g. tagged one hand, etc)

Cognitive Skills

External attention to location of shark
Anticipation of shark's pathway(s)

Mental Skills

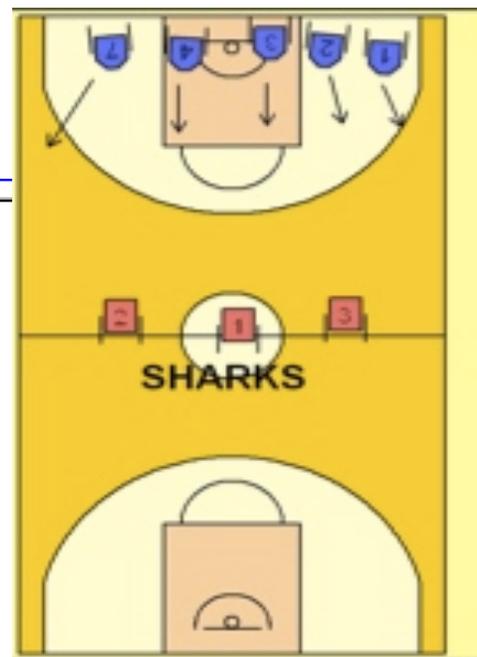
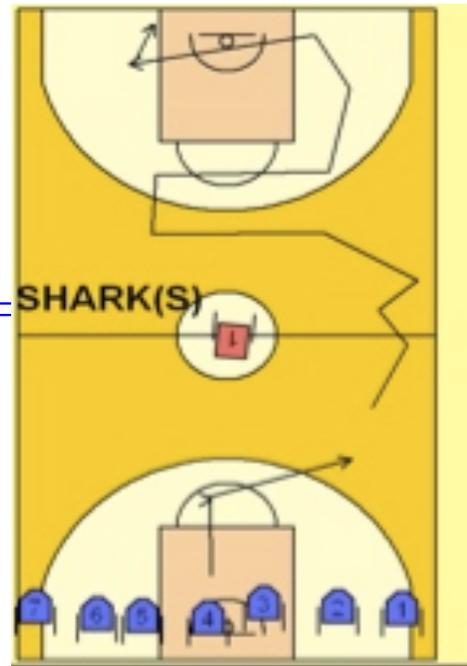
Focus
Goal setting to stay to end

Coaches Key Points

Quick hands
Grip - thumbs on tires, fingers around rim, palms in
Experiment to see what works

Activity Variations

Alternating hands, One handed, No hands
Head and hand fakes
Specify number or type of push, add a ball



ABC's: Fundamental Movements

Cuts and Fakes

Objective/Focus:

To experience a variety of types of cuts (V, L, Back/forth, Spinout) and fakes (head, hand, body, chair)

Individual

10 min

Variable Skill

Init / Acq

Instructions:

1. Set up cones or chairs randomly on the court.
2. Players must push randomly from cone to cone, and must aim for an open cone (i.e. not occupied by another player)
3. At each cone the player will do the cut and fake sequence announced by the coach or drill leader.

Sequence examples:

V cut and head fake

L cut and hand fake

Back/forth cut, V cut, random fake

Cut, fake, fake, cut

Fake, cut, fake, cut

etc. etc. etc.

Activity Rules / Games Approach

Coach can vary the sequences from 'lock step' to 'open ended'

Cognitive Skills

Memory retrieval of the different types of cuts and fakes

Mental Skills

Focus and intensity

Can use self talk

Coaches Key Points

Imagine that the cone is a defender

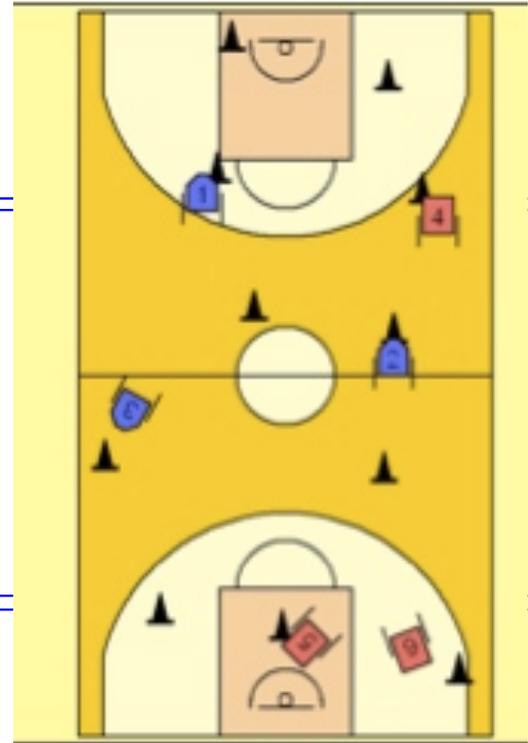
Use your creativity and experiment

Maintain focus

Activity Variations

Start with an explanation/demonstration of the types of cuts and fakes.

Use hand signals or whistles to indicate a type of fake or cut, or a particular choice of a sequence.



ABC's: Fundamental Movements

Movement Exploration

Objective/Focus:

To explore how the chair and body can move in terms of effort, direction, time and space.

Individual

10 min

Guided Discovery

Initiation

Instructions:

1. Set up cones randomly around the gym.
2. Athletes must wheel randomly to a cone
3. Upon reaching a cone, the athlete does the prescribed cut or fake.

Sample prescribed cuts or fakes

- A. V cut
- B. L cut
- C. Head fake and V cut
- D. Forward cut followed by U turn
- E. ETC.

Activity Rules / Games Approach

Coach can prescribe single actions or combinations.
Coach can leave it to athletes to choose a cut/fake/combo

Cognitive Skills

Creativity

Mental Skills

Internal focus and shadow cuts/fakes

Coaches Key Points

Explore as many different fakes as possible.
Explore as many different ways to cut as possible.
Combine fakes and cuts in creative ways.

Activity Variations

Without cones, use a whistle to cue the cut/fake/combo



Dribbling and Ball Handling

Skill Info / Familiarization / Basics

Contact the ball with the finger pads

Contact and push the ball with the finger pads

Keep the head up with the eyes looking around the court area (and not at the ball)

Absorb the ball with the finger pads

Ball slaps:

Hold the ball in the right hand above the knees (1), and then slap the top of the ball vigorously with the finger pads of the left hand.

Switch the slapping hand after 10 slaps.

Then switch where the ball is held: -way out in front (2) -above the head (3) -out to the side (4) -in close to the chest (5)

Picking up the ball off the floor: (see progression)

Roll up beside the ball with momentum

Press ball to spokes of wheel, allow ball to ride up the back of wheel

Tuck hand under ball when it reaches the top of the wheel

Ball Circles:

Body circles - pass the ball in a circle around your body from one hand to the other in a continuous motion.

Head circles - pass the ball in a circle around your head from one hand to the other in a continuous motion

Ball taps -

Hold the ball above the head in one hand with the arms outstretched.

Pass the ball back and forth between the hands (finger pads) rapidly.

As a challenge, move the ball's pathway in varying directions above the head (like forward and backward, and side to side)

VARIATIONS

1. Use a signal system to get the athlete to vary the location of the ball with respect to the body. For instance, 1 finger means lean forward, 2 means back, 3 means to the left, 4 means to the right.
2. Push a player gently so that they are moving when performing each drill component
3. Have the players perform with their eyes closed
4. Use a signal system to switch to a drill component. For instance, using each hand to signify a dominant hand for the player to use, the coach could use 1 finger for slaps, 2 fingers for ball taps above the head, 3 fingers for ball circles around the body, 4 fingers for ball circles around the head. Coaches can speed up and randomize the order of signals.

