

BALL HANDLING



A Guide for
adaptedSPORTS™
Coaches



Ball Handling: A Guide for adaptedSPORTS™ Coaches
By Ron Lykins
First Edition

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FOREWORD

For the majority of American students with disabilities, being a part of the tradition of competitive school sports is just a dream. Unfortunately, our society's mindset has been that physical disability equates to ill health, thus pushing the idea of physical "ability" off the court.

Through its award-winning model, the American Association of adaptedSPORTS™ Programs has broken through this fallacy. Moreover, they have shown it is possible to provide an environment of fitness within our education system that allows kids with physical disabilities to reap the benefits of physical activity through competitive school sports.

NCPAD is proud to endorse ***Ball Handling: A Guide for adaptedSPORTS™ Coaches*** developed by the American Association of adaptedSPORTS Programs as part of their adaptedSPORTS™ guidebook series. It is a great resource for anyone looking for ways to encourage health and fitness through wheelchair sports.

We congratulate the Association for all their work on behalf of students with physical disabilities and visual impairments, and their support of our belief that "exercise is for EVERY body."

Sincerely,



James H. Rimmer, Ph.D., Professor
University of Illinois at Chicago
National Center on Physical Activity
and Disability (MC 626)

Department of Disability and Human Development
College of Applied Health Sciences

PREFACE

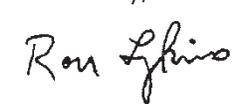
I've been with the American Association of adaptedSPORTS™ Programs since it was incorporated in 1996 and am proud to be a part of an organization that has become known as the United States' most innovative provider of interscholastic athletic programs for youth with physical disabilities or visual impairments.

Throughout my coaching career, I have had the privilege of working with many outstanding coaches and players. The ideas contained within the adaptedSPORTS™ Coaching Guides represent the cumulative experiences in an ever-growing body of knowledge that was in its infancy 10 years ago.

My ultimate goal with AAASP has always been to make sure that every child who wants to play adapted sports has a well-trained and knowledgeable coach who will help them develop into a well-rounded athlete. I am proud of what we are able to present within the adaptedSPORTS™ Coaching Guides, as well as our sports rule books and our professional coaches training program.

I hope you find our resources helpful in your quest to help these deserving young athletes.

Sincerely,



RON LYKINS
AAASP Director of Training
U.S.A. Paralympic Coach

Please go to www.adaptedsports.org or call 404 294 0070 to sign up for certification, schedule a workshop or order any of our publications.

BALL HANDLING: A GUIDE FOR adaptedSPORTS™ COACHES

This guide breaks ball handling skills for wheelchair basketball and indoor wheelchair soccer into teachable components. Each skill description addresses the goals and points that coaches should emphasize. A series of drills is included in order to help players put the skills into actions. The five fundamental skills are: (1) dribbling, (2) the bounce stop, (3) the bounce spin, (4) ball pick-up, and (5) ball protection.

Dribbling

Players must remain stationary in the first phase of learning to dribble the ball. As they become more capable, the coach will teach them to dribble while propelling the wheelchair. It is very important for players to learn to dribble with the head up and eyes on the court. Players should not watch the ball.



Figure 1



Figure 2

To teach this skill, have the player remain stationary while executing a dribble. To teach this skill while moving, instruct the player to take one push, then a dribble. After the player masters this skill, they can take two pushes and then dribble. It is very important for players to keep their heads up while dribbling, and learn to dribble using both hands.

Stationary

The player continuously dribbles the ball (at least 25 times with each hand) while sitting still and looking at the coach. As the player's skills increase, the player should dribble two balls simultaneously with both hands while watching the coach.

Moving

The player lines up on the baseline and faces half-court. The player places the ball in their lap for three seconds, then bounces the ball one time and returns the ball to their lap.

Bounce Stop

A bounce stop is used when a player has possession of the ball and needs to stop the wheelchair. To perform the bounce stop, the player extends the arm parallel to the floor (Fig. 3) and bounces the ball straight up near the front caster of the wheelchair (Fig. 4). The player stops the wheelchair (Fig. 5) and catches the ball away from the body (Fig. 6). The ball must be bounced high enough for the player to have time to stop the wheelchair



Figure 3



Figure 4



Figure 5



Figure 6

and catch it. As the player improves, they can lower the height of the bounce and increase their chair speed while executing the skill. Players must be able to execute the bounce stop with right and left hands. When instructing the player, focus should be placed on where to bounce the ball,

how hard to bounce it, and where to catch it. Have the player move their wheelchair slowly at first, then gradually increase their speed as their skill develops.

Bounce Spin

A bounce spin is used when a player is stationary and needs to change direction. To perform the bounce spin, the player holds the chair wheel closest to the defender on top (at the 12 o'clock position). They hold the ball with the arm that is furthest from the defender. The arm should be fully extended. The ball is bounced straight down and level with the rear axle of the chair wheel (Fig. 7). The ball should stay at arms length away from the body. As the ball is bounced, the dribbling hand reaches down to the player's ankle area on the wheel and pulls up and backward while the opposite hand pushes down and forward. The player should lean slightly over the wheel on the same side as the ball (Fig. 8). The ball should be bounced high enough for the offensive player to turn their wheelchair 180° and face the opposite direction (Fig. 9). The hand that was closest to the defender is now farthest away. This arm catches the ball at arms length before the ball is lower than the wheelchair seat (Fig. 10). The ball should be dribbled immediately to allow the offensive player to take two pushes to get away from the defensive player.



Figure 7



Figure 8



Figure 9



Figure 10

Ball Pickup

Knowing how to pick up the ball from off the floor using the wheel is an important skill and easy to do if done correctly. Do not try to pick the ball up in front of the chair. This often results in pushing the ball away or tipping the wheelchair forward and is considered a violation. Approach the ball from the side (Fig. 11). Lean over and pull the ball against the spokes of the wheel (Fig. 12). Fingers should be spread and the palm of the hand should be facing the wheel. The hand should be under the ball as much as possible. If necessary, grab the backpost with the other hand to maintain balance (Fig. 11). Pull the ball toward the wheel and hold it against the spoke protector or wheel. As the wheel turns, the ball will come up (Fig. 13). As the ball comes up, rotate the hand into a palm up position and secure the ball with the other hand (Fig. 14). Players must be able to pick up a ball with both left and right hands.



Figure 11



Figure 12



Figure 13



Figure 14

Ball Protection

Ball protection means to keep the ball as far away as possible from the defensive player. To execute this skill, a player passes, dribbles and holds the ball with the hand furthest from the defender. Players must be able to protect the ball while maneuvering the wheelchair. Ideally, this should be done without putting the ball on their lap. Placing the ball on the lap makes it easy for the defender to steal, deflect, or knock it away. The level of physical involvement of some wheelchair basketball players determines whether they can avoid placing the ball on their lap. They must choose what times they may safely do this and avoid it (by passing) when defenders are too close.

T-Up

In order to protect the ball, the players must keep the defensive players as far away as possible. Players will perform a “T-up” to do this. A “T-up” position is achieved when the offensive player pulls backward on their rear wheel closest to the defender until the footplates are pointing at the side



Figure 15



Figure 16

of the defensive player’s wheelchair (Figs. 15 and 16). The offensive player must keep the ball in the hand furthest from the defensive player while executing a “T-up.” It is very important for the offensive player to remember that they can only hold the ball for five seconds before they must dribble, pass, or shoot.

To work on the “T-up,” one offensive player with the ball is guarded by one defensive player. The defensive player continually tries to steal the ball, while the offensive player tries to keep the ball away from the defender using the “T-up” move. The offensive player must remember they can only hold the ball for five seconds before they must dribble, pass or shoot.

The offensive player continues to pull back on their inside rear wheel to “T-up” the defensive player. The defender tries to steal the ball. This drill emphasizes protecting the ball with the “T-up” and holding the ball away from the defender. The offensive player must remember to dribble the ball every two pushes/pulls.

DRIBBLING DRILLS

Dribble Knockout Drill

All players must continually dribble and stay within the 3-point area (Diagram 1). As the players move around, they try to knock the ball away from the other players. When a player is “knocked out,” they sit outside the 3-point area. While they are sitting out, they can either dribble or hold the ball over their head with their non-dominant hand.

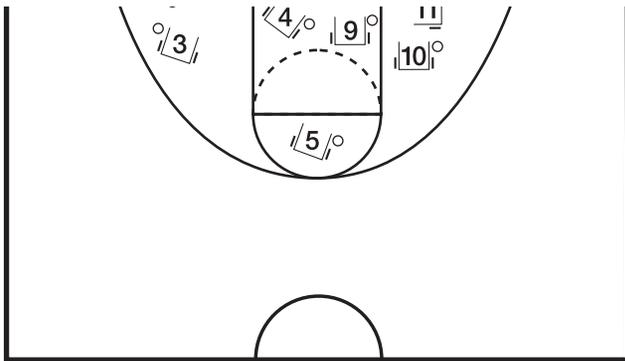


Diagram 1

Touch All Four Boundary Lines

All the players start in the jump circle. When the whistle is blown, all the players race to touch all four boundary lines of the court and return into the jump circle while dribbling a basketball. The last player in the jump circle is out and sits on the sidelines holding a basketball over their head with their non-dominant hand for the remainder of the drill. As soon as this player exits the court, the whistle should be blown to start the next race. This continues until there is only one player left in the jump circle.

Partner Tag

Match your players by speed and wheelchair handling skills. Designate one player as the “chaser” and one player as the “chasee.” When the whistle is blown, the chasee pushes away from the chaser and tries to avoid being tagged. The chasee is allowed two pushes before the chaser can

move and/or attempt to tag. The only player the chaser can tag is their partner. The chasee can go anywhere on the court and can use the other players as obstacles. This makes all the players push with their heads up. After a player is tagged, the players reverse roles and the new chasee is allowed two pushes before the chaser can start to chase and/or attempt to tag their partner. Both the chasee and chaser must dribble a basketball during the drill.

BALL HANDLING

The following are some examples of drills that will help to develop ball handling skills. All of these drills are done while sitting in a stationary position.

Ball Taps Drill

The player holds the ball in front of their body and taps the ball from one hand to the other (Fig. 17). As the player improves, the player can extend their arms while they are tapping the ball and the player can move the ball up over their head and down to their knees by raising and lowering their arms (Figs. 18, 19 and 20).



Figure 17



Figure 18



Figure 19

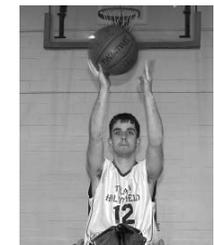


Figure 20

Hard Hand Slaps

The player slams the ball with one hand hard into the other hand. The player alternates hands (Figs. 21, 22 and 23).



Figure 21



Figure 22



Figure 23

Low Quick Dribble

The player leans over and dribbles the ball quickly and low to the ground. The player should dribble in front and on both sides of the wheelchair (Figs. 24 and 25).



Figure 24



Figure 25

Low Quick Dribble Back to Front

The player executes a quick low dribble, moving the ball from the front of the wheelchair toward the back of the wheelchair (Figs. 26 and 27).



Figure 26



Figure 27

High Dribble

The player dribbles the ball shoulder level or higher (Fig. 28).



Figure 28

High Dribble Back to Front

The player executes a high dribble moving the ball from the front of the wheelchair toward the back of the wheelchair (Figs. 29 and 30).



Figure 29



Figure 30

Crossover Dribble Low

The player leans over their knees and dribbles the ball from one hand to the other hand with a quick, low dribble (Figs. 31 and 32).



Figure 31



Figure 32

Circle Around Head

The player passes the ball around their head. Start with the ball in the left hand to the left side of the head (Fig. 33). The ball is carried to the right side of the head where the right hand receives the ball (Figs. 34 and 35). The right hand carries the ball behind the head to the left hand (Fig. 36). The left hand brings the ball around to the front of the head (Fig. 37). The player should perform this drill in clockwise and counter clockwise directions, executing the same number of revolutions in each direction.



Figure 33



Figure 34



Figure 35



Figure 36



Figure 37

Circle Around Waist

The player passes the ball around their waist and wheelchair. They should start with the ball in the left hand on the left side of the body (Fig. 38). The ball is carried to the right side of the body where the right hand receives the ball (Fig. 39). The right hand carries the ball behind the back of the wheelchair to the left hand (Fig. 40 and 41). The left hand brings the ball around to the front of the body (Fig. 42). The player should perform this drill in clockwise and counter clockwise directions, executing the same number of revolutions in each direction.



Figure 38



Figure 39



Figure 40



Figure 41



Figure 42

Hook Pass to Self

The player will throw a hook pass with one hand and catch it with the other hand while sitting stationary (Figs. 43, 44 and 45).



Figure 43



Figure 44



Figure 45



Figure 46



Figure 47



Figure 48



Figure 49

Pass to Self, Front to Back

The player will hold the ball with both hands in front of their body (Fig. 46). The player will flip the ball over their head (Fig. 47) and catch the ball behind their back (Fig. 48). Then the player will pass the ball from behind their back (Fig. 49) and catch it in front of their body.

Drop Ball And Catch

The player will hold the ball with both hands on their neck behind the head (Fig. 50). The player will release the ball and then catch it behind the back (Fig. 51). As the player becomes more adept at this skill, they can clap their hands after they drop the ball and before they catch it.



Figure 50



Figure 51

Notes

AAASP Vision

AAASP envisions a society where sports for youth with physical disabilities or visual impairments are a common and vital part of America's education system.

About AAASP

AAASP works with state high school associations, state departments of education, school systems and community agencies about incorporating adapted sports into their athletic offerings. AAASP also produces training publications and videos and provides professional training and certification to coaches, and secondary and post-secondary educators who oversee the athletic development of these students.

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