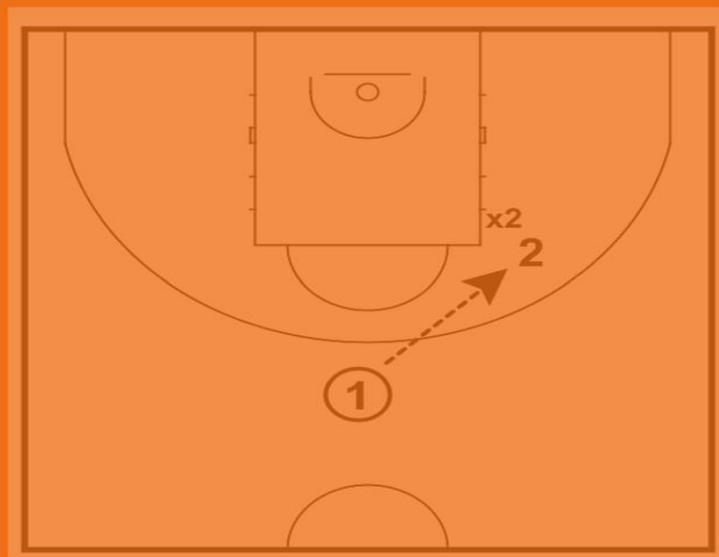


What to Teach, How to Teach

Zero Seconds Basketball Decision Training



COPYRIGHT

Title: What to Teach, How to Teach

Subtitle: Zero Seconds Basketball Decision Training

Author: Chris Oliver

Published by: Basketball Immersion

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without written permission from the author, except for the inclusion of brief quotations in a review.

Copyright © 2014 by: Basketball Immersion

DISCLAIMER

The information in this book is meant to supplement proper basketball training. Like any sport involving speed, equipment, balance and environmental factors, basketball training poses some inherent risk. The authors and publisher advise readers to take full responsibility for their safety and know their limits. Before practicing the skills described in this e-book, be sure that your equipment is well maintained, and do not take risks beyond your level of experience, aptitude, training, and comfort level.

INTERESTED IN WATCHING A VIDEO OF EACH DRILL AND
PHILOSOPHY BEHIND THE TEACHING?

www.basketballimmersion.com is coming soon.



TO FOLLOW BASKETBALL IMMERSION ON SOCIAL MEDIA
CLICK ON ANY OF THESE LINKS



Pictures,
Videos and
Updates.



Links, Updates,
Q&A, Learning
Tools & References.



Video
Teaching and
Set Plays.

WHY ZERO SECONDS BASKETBALL DECISION TRAINING?

Testimonials from parents, coaches and players who attended 2014
Breakthrough Basketball Basketball Decision Training (BDT) Camps

“Coach Oliver had a fantastic grasp of the content they were teaching and did an outstanding job explaining not only what they wanted the kids to do but why.”

“Some of the concepts were new to me. I helped coach this camp and felt like I got a lot of good ideas to take to my team. My daughter also attended and had a great time. She had a scrimmage immediately after the last day of camp and I could already see a different mindset in her game. Can't ask for more than that.”

“Addressed aspects of basketball training not seen at other camps. The progression of drills was fantastic. Very easy to understand at all age levels.”

“During school year my two daughters are taught not to think and to doubt their skills. It made them feel great to be free to think and learn. I love Coach Oliver's approach not just for what they learned but most importantly how it made my girl's feel. They love basketball with a passion but considered giving the game up because they were told not to shoot, to pass to other team members only, and when they took chances they were benched. This camp helped them to stay focused on growing which fostered confidence.”

“In almost three full days of basketball my son had his hands on a ball all day long. He was constantly being challenged and learned many new skills.”

“In only three days I could see improvement in my daughter's performance. The drills blended great and all represented real game situations.”

“My girls loved that they were encouraged to make mistakes. They tested themselves, tried new things without worrying or over-thinking. By the end of the first day, they were already playing more freely. “

“The four-on-four was so fast-paced that my children quickly learned to trust their instincts and it forced them to play faster.”

TABLE OF CONTENTS

OVERVIEW	
Who is this for?	9
What we teach?	11
Blocked vs. Random	13
Learning is Messy	14
Learning Tips for Players	15
The Three F’s of Training.....	16
Basketball Decision Training Signals	17
Decision Making Progressions	18
Understanding Offensive Advantage	19
TEACHING POINTS	15
Shooting	21
Ball Pick-Up	22
First Step	23
Mix Drills	26
Finishig Moves.....	27
Rip Series.....	29
Dribbling.....	31
SAMPLE CAMP SCHEDULE	
Day 1	36
Day 2	37
Day 3	38
Additional Resources	39
Acknowledgements	40
About the Author	41

WHO IS THIS FOR?



Decision making is a key component of a skilled performance. If you take away decision making, you are left with just the physical technique.

WHO IS THIS FOR?

For players and coaches who are open minded about their training methods:

- We present drills, skills and concepts that combine the art and science of coaching basketball in a practical and applicable methodology.
- This information combines basketball ideas influenced by numerous sports coaches and researchers from many different fields of study.
- Our training methods are neither new-school, or old-school; they are simply an accumulation of our beliefs about how the game can be taught.
- Apply the teaching methods, drills, and skills in a way that works for you.
- We encourage you to question everything we say.

WHAT WE TEACH, HOW WE TEACH



The more time a learner can spend successfully engaged in what is being learned, the more learning will occur.

WHAT WE TEACH

We teach Zero Seconds (Skills Training) combined with Basketball Decision Training (Mind Training).

Zero Seconds Skills Training:

- Skills training focused on improving ball skills (dribbling, ballhandling, passing, shooting) in fast-paced and rhythmic learning opportunities.
- We want technical aspects of offensive play executed quickly and decisively with no pause on the catch.
- We do not emphasize jabs or fakes but rather we want our learners to make decisive decisions on the catch about whether to shoot, dribble or pass.

Basketball Decision Training:

- Learning opportunities must help our athletes to improve their decision-making skills, not just their technical skills.
- We use random and variable learning opportunities to best simulate competitive conditions.
- The goal is to create independent learners and performers.
- Each individual learner should strive to become an error detector and error corrector.
- Ultimately removing guidance from a coach/parent/teammate leads to more experiential learning, and a more free performance.

HOW WE TEACH



If you always practice the way you have always practiced, you will always get what you have always gotten.

HOW WE TEACH

Our teaching methods are immersed in sound pedagogy and research that all crossover to provide an effective and efficient learning experience for each player:

Active Learning

- Focus the responsibility for learning on learners. We want to engage learners in doing things and thinking about things.

Time on Task

- Maximize the amount of time learners actually physically practice skills and decisions.

Decision Training

- Joan Vicker's training concept. We train the mind of the learner by teaching the decision-making skills needed to perform under pressure in game situations. Concepts like hard-first instruction, feedback delay, questioning, random and variable practice and video modelling are all used in decision training.

10,000 Hour Concept

- The Anders Ericsson's concept has been popularized by many books and authors. The concept is key in understanding that deliberate repetition is important for improvement. Since basketball combines many skills and decisions, we try to practice with as many of those skills and decisions combined at once. After initial learning we do not train any decisions or skills in isolation. This also maximizes our time on task and simulates game conditions more effectively.

HOW WE TEACH

Growth Mindset

- The goal for our learners is improvement not skill perfection. Each learner has an improvement level to work towards. The concept of Growth Mindset from Carol Dweck creates a love of learning and a resilience that is essential for improvement. Learners believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.

Mistakes are Necessary

- Our goal is to build risk-takers. We want learners to make mistakes and struggle. In order to solve a problem a challenge must be available and the learner must be given the opportunity to make mistakes, to recognize that a mistake has been made, and then to correct that mistake.

Myelination

- Popularized by Daniel Coyle in *The Talent Code*, myelin is a sheath that surrounds and coats certain cells to help speed up the process of neurons firing. The more we do a task, the more myelination takes place. If a learner keeps doing repetitions of a skill or a decision, through hard work, deep practice and confidence, then they will build more myelin. This a key concept in understanding and explaining why focused repetitions are essential to permanently acquiring a skill. As a consequence of focused repetitions, a skill's execution will become faster, more efficient, more independent and more confident. The cognitive effort required to execute the skill will also decrease. All are desirable and necessary learning outcomes.

BLOCKED VS RANDOM PRACTICE

Blocked Practice Sessions

- Concentrate on one aspect of technique, practicing it over and over again until you get it right.

Random Practice Sessions

- Employ several aspects of technique within a session. Learning is best when one performs the skill in a variety of ways and/or contexts rather than one way and/or one context. Random practice increases the capacity to perform the skill in a future test situation (e.g., game or contest).

Practical implications of blocked and random practice

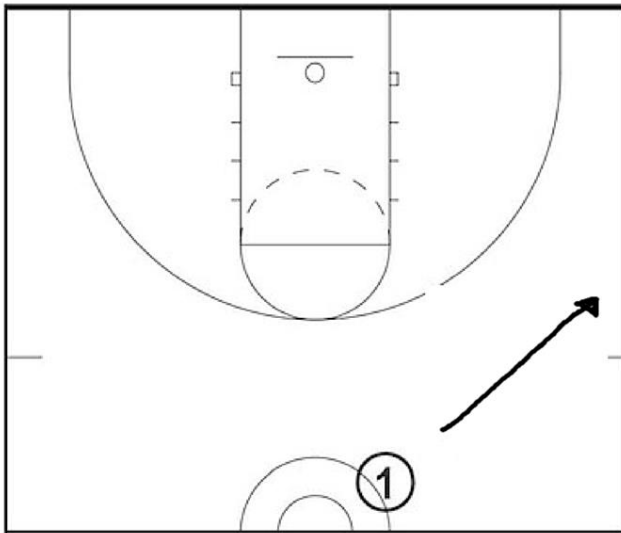
- Even though performance looks good initially with blocked practice, it is not good for performance in the context of a skill.
- Blocked practice has a low level of transfer to actual performance of a skill.

How to use blocked and random practice during instruction

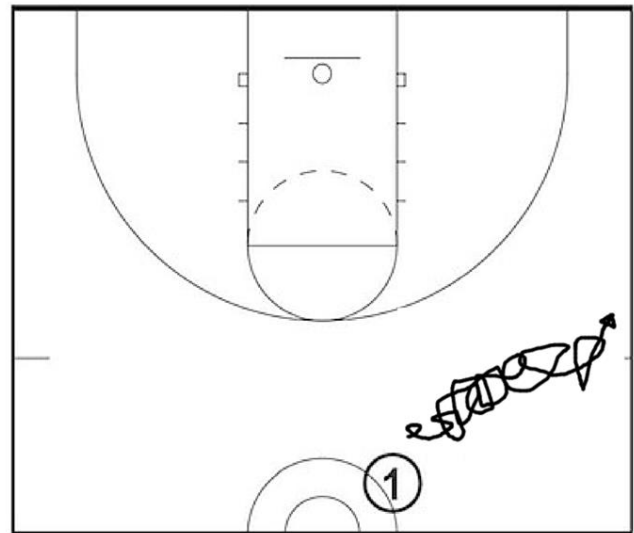
- Blocked practice may be best (perhaps it may even be the only choice) during the early learning stage, e.g. verbal cognitive, to produce the action successfully .
- Once the motor stage of learning is reached, it is best to use random practice.
- The problem is, learners are often frustrated when using random practice because many mistakes are made and learning seems slow.
- Coaches should inform players that random practice is useful, particularly because of the high transfer and they will be able to perform a skill better in the long run.

Our teaching pedagogy leads to this conclusion: Learning is Messy

Improvement and Learning



What people think it looks like

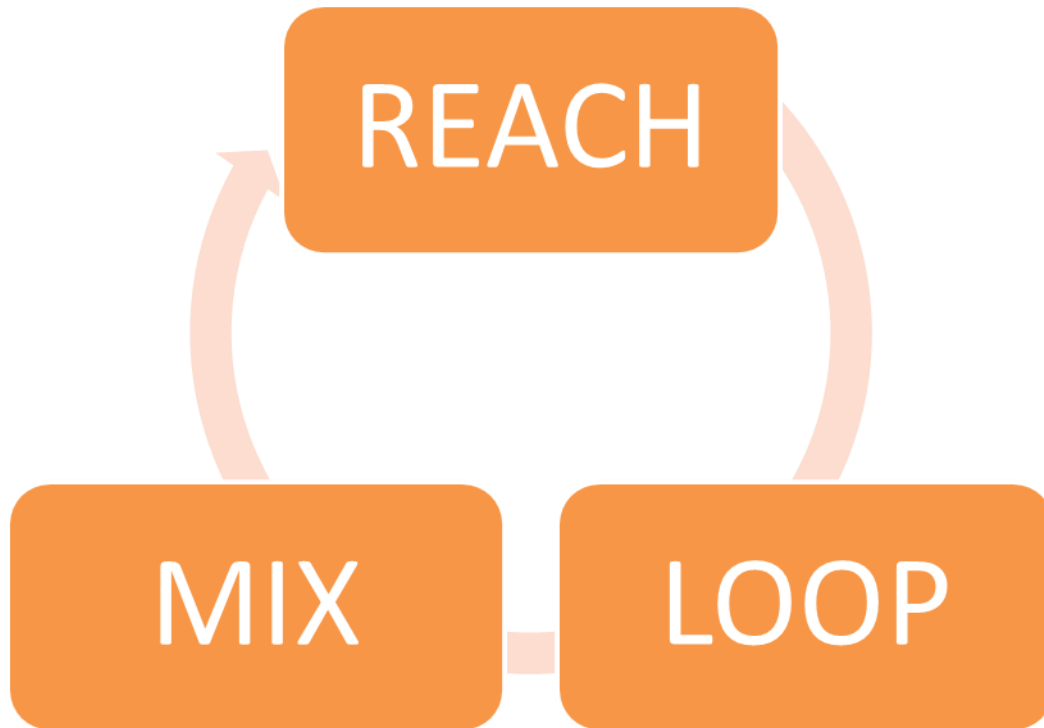


What it actually looks like



Practice organization principles affect practice effectiveness.

LEARNING TIPS FOR PLAYERS (and consequently for teaching as well)



Reach

- The most development happens when a player is slightly out of their comfort zone. This is how our brains make new connections — not by leaning back and letting information wash over them, but by leaning forward, making mistakes, and fixing those mistakes.

Loop

- Embrace the idea of learning by repeating in short sessions over a number of days. This technique works because each repetition embeds the information more strongly in our brains.

Mix

- Interleaving skills mixes up different kinds of situations or problems to be practiced, instead of grouping them by type. A player's brain has to work harder to come up with solutions, and the result is that players learn the skills more thoroughly.

THE THREE F's of TRAINING

1 FUN

Fun is learning, competing and enjoying the process

2 FOCUS

Focus is doing repetitions to wrap myelin

3 FREEDOM

Freedom is performing independently without guidance

DECISION MAKING PROGRESSIONS

On the catch we want all players to catch the ball prepared to shoot. Shooting is the most fun part of the game. After initial learning, all of our individual learning opportunities end with a shot.

The decision not to shoot the ball on the catch is determined by:

Defender

- Gap – If the defender gives the offensive player space, then the decision should be to shoot the ball.
- No Gap (Jam) – If the defender jams the offensive player then the decision should be to attack with first step.
- Counter – If the defender gets chest to chest after a first step dribble then the decision should be the counter with a dribble in the opposite direction.

Teammate

- Sometimes a teammate may have a better opportunity to score. The zero seconds concept applies to passing. If the decision to shoot or drive are not chosen we want the ball to move quickly.

Coach's Philosophy

- In individual player development we remove any constraints placed on a learner. We want them to freely work towards skill and mind training improvement. However we recognize that a coach's philosophy may dictate the best shot opportunities for a player or team.

BASKETBALL DECISION TRAINING

SIGNALS AND MEANINGS

HANDS OUT

- Pass

HANDS DOWN

- Shoot

STEP TOWARDS

- 1st Step Drive

STEP TO SIDE

- Counter off 1st Step Drive

STEP TOWARDS
WITH HANDS
OUT

- Pass & Cut

PENETRATE &
KICK

- Move & Hand Out

UNDERSTANDING OFFENSIVE ADVANTAGE

Shoulder to Chest vs. Chest to Chest



The offensive players' advantage is shoulder to the chest of the defender. The defensive player's advantage is chest to chest with offensive player.



TEACHING POINTS



Learning is part trial and error, part waiting, part excitement in discovery, part trying things in a very controlled way, part trying anything you can think of no matter how preposterous it might seem, part excruciatingly frustrating and part the most fun you'll ever have.



BASKETBALL DECISION TRAINING SHOOTING (BDT)

Teaching Points

- No pause on the catch. We want an action-reaction force. This means that as soon as your feet hit the ground you are immediately into your shot, pass, or drive.
- Two feet in the air before catching the ball. This is because it allows us to be consistent in our teaching. Ultimately we feel all players should use all footwork because different types of footwork can be applied in different situations in a game.
- Get two feet to the ground as fast as you can. We do not just want to rely on gravity working but your muscles as well.
- Quick Shot Preparation. We want the focus to be on preparing to shoot quickly. We state that as a shooter you don't shoot quickly, you prepare to shoot quickly.
 1. Feet Moving
 - 1 Foot Hops (Mass teach – clap equals landing)
 - Bounces
 - Side Bounces
 - Split Steps
 - Side Split Steps
 2. BDT
 - Hands Out = Pass
 - Hands Down = Shoot
 3. Partner Passing
 - 1 Hand Pass Step to the Side
 - 1 Hand Pass Step Across your Body
 - Behind your Back Pass

Notes

- In our BDT exercises we do not want players throwing chest passes if they are the offensive player. We feel the chest pass is a rare occurrence in the game today. Players must develop the ability to pass dynamically with both hands. Therefore passing is a critical ball skill to develop. The passer/coach always uses chest passes to speed up the repetitions and to provide consistency.

BALL PICK-UP

Teaching Points

- If a player is dribbling with their strong hand, they should bring the hand to the ball to pick up the ball.
- If a player is dribbling with their weak hand, they should bring the ball to the hand to pick up the ball.
- The “pop” sound occurs because of the speed and force at which a player picks up the ball. This force of bringing your hand and the ball together should produce a sound.

1. 3 Dribble Hop & Pop on the Spot
2. 1 Dribble Hop & Pop on the Spot
3. 1 Dribble Between Legs Hop & Pop
4. 3 Dribbles Between Legs Hop & Pop
5. 1 Dribble Behind Back Hop & Pop
6. 3 Dribbles Behind Back Hop & Pop
7. 2 Lateral Dribbles Hop & Pop
8. 1 Lateral Dribble Hop & Pop
9. In & Out Hop & Pop
 - In & Out, Cross Cross Hop & Pop
 - In & Out, Cross Cross Between Between Hop & Pop
 - In & Out, Cross Cross Between Between Behind Behind Hop & Pop

Note

- We do mass teaching and quick reviews in space, but after initial teaching all our repetitions end in a shot (Hop, Pop, Shoot).

FIRST STEP

Teaching Points

- Speed and explosiveness occurs because of the action-reaction on the catch. As soon as two feet hit the ground the offensive player immediately gets into the first step movement.
 - Similar to shooting, the no pause on the catch philosophy applies to the first step.
 - The focus is on the speed at which an offensive player can get their first step foot and dribble to the ground. Speed is more important than length.
 - A push out dribble is used to create space.
 - The angle of attack on the step is shoulder to the hip of the defender.
 - The inside arm closest to the defender can also extend or “swim” to help initiate the angle of attack, as well as providing strength vs. a defender’s recovery.
1. 3x One Foot Hops into First Step
 2. Figure 8 No Dribble into First Step (2x/4x)
 3. Clap into First Step (One Foot Hops or Figure 8 No Dribble followed by a quick reaction into first step on the clap signal)
 4. Add first step signal to BDT shooting

FIRST STEP COUNTER

Teaching Points

- If the offensive player's first dribble is not towards the rim, or if the defender gets chest to chest on their first step, the offensive player should counter.
 - The counter should happen on the second dribble.
 - We add the counter to all of the actions we developed with the first step.
 - The behind the back dribble is our preferred counter dribble.
 - When executing the behind the back dribble as a counter, the offensive player should run through the dribble with their feet. The ball-handler pivots their upper body to make themselves as narrow as possible and to keep the dribble as tight to their body as possible. We state that you should put your hand in your opposite pocket.
1. Behind the Back Breakdown Dribbles
 - One Dribble Jump Stop - Step forward. Pivot your upper body. Throw the ball in front with a behind the back dribble. Jump stop and catch the ball. Repeat.
 - Two Dribbles – Repeat as per One Dribble Jump Stop but instead of the jump stop and catch, add a stab dribble off the jump stop.
 2. Three Dribbles in Space
 3. 3x One Foot Hops into First Step Counter
 4. Figure 8 No Dribble into First Step Counter (2x/4x)
 5. Clap into First Step Counter (One foot hops or Figure 8 No Dribble followed by a quick reaction into first step on the clap signal)
 6. Add counter signal to BDT shooting

Advantages of the Behind the Back Dribble as a Counter

- The offensive player can continue their forward movement by running through the dribble. In a between the legs dribble the ball goes backwards or to the side first.
- The ball is protected as it will be on the opposite side of the defender. In a cross over dribble the ball is exposed to the defender.
- An offensive player will be able to read the help defenders more easily as they never lose forward vision. In a spin dribble you lose vision of the help-side defenders and open teammates.

FIRST STEP ONE ON ONE APPLICATIONS

Blind One-On-One

- The offensive player is given the advantage.
- The purpose is to work on dribble attack angles and the use of a push-out dribble.
- When the offensive player attacks, the one-on-one is live. After initial teaching a clap can cue the attack. We use a clap to simulate the action-reaction concept of catching a pass and attacking with no pause.
- The initial starting point is the free-throw line. The defender starts with their heels on the free-throw line. After initial teaching the starting point is the three-point line. The defender starts with their heels just inside the three-point line.
- Starting positions for the offensive player should vary
 - Two feet on the ground.
 - One foot hops.
 - Figure 8 no dribble.

Clap One-On-One

- The purpose is to apply Blind One-On-One concepts in a more realistic simulation. It also simulates attacking a closeout because on the clap the offensive player must attack with no pause and no pre-determined movement.
- The defender starts arm length away from the offensive player and must start with their shoulders square.
- On the clap, the offensive and defensive players are live.
- Starting positions for the offensive player should vary.

Three Pass One-On-One

- Attacking closeouts from different angles and positions on the floor are developed with repetitions. Three pass one-on-one is a competitive way to simulate attacking closeouts while maximizing repetitions.
- The first two passes are chest passes. The last pass that cues the one-on-one is a underhand scoop pass.
- The offensive player must hop on the last pass reception. This simulates catching the pass with two feet in the air.
- A pause or jab is a turnover.

Note

- This can be played at different starting points on the floor and out of different relocation spots (ex. The offensive player moves from the corner until finally on the third pass they are at the wing).

MIX DRILLS

The Basketball Decision Training signals and the Basketball Decision Progressions are used to simulate one-on-one game-like decisions. The defensive player stimulates a decision by the offensive player in three ways:

1. Jumping Backward
 - This creates a gap for the offensive player to shoot.
2. Stepping Forward
 - This provides an open driving opportunity for the offensive player to use a first step attack.
3. Jumping Backward and Stepping to the Side
 - This creates a chest to chest simulation by the defender who reached and gapped on the offensive player's first step. This results in a first step into a counter.

Teaching Points

- Fast reaction time is emphasized.
- The defender is an arm length away from the offensive player and they should use signals in a variable way.
- Game simulation is aided by the defender making their movements at game speed and in realistic ways.
- The defender rebounds the ball if multiple repetitions by an offensive player are being performed. This speeds up the time-on-task.

Shoulder Game

- The offensive player starts in first step position.

Combo Game

- The offensive player starts repetitively dribbling the ball using dribbling combinations (ex. Splits steps between the legs).

FINISHING MOVES

Teaching Points

- It is rare against quality defensive teams to get one foot lay-ups at the rim. The exception is out of transition advantage situations.
- Players must learn how to score off of two feet at the rim or to finish off on one foot from different angles.
- Patient pivots that are used in the Back Pivot Series can also be applied to post play and playing vs. pressure.
- All these finishing moves happen after an attack to the rim is stopped by the defender covering the ball or by a help-side defender. They apply our principles of reading whether the offensive player is in shoulder to chest or chest to chest positioning.

Back Pivot Foot Series

- The stop is a three wide position.
 - One Wide = Legs are shoulder width.
 - Two Wide = Legs are a little wider than shoulder width.
 - Three Wide = Legs are extended as wide as comfortable.
- A front pivot on the back foot away from the rim is used to space away from the defender.
- The ball is positioned at the opposite ear away from the defender with bent elbows up.
- A jump hook or fade away prior to a full square up are the shots used.

Counter #1 Back Pivot into a Reverse Pivot Hook Back

- If the defender jams the offensive player on the front pivot on the back foot, then hook back with a reverse pivot.
- Note: Up and Under can also be used. However we find the difficulty in using an Up and Under move is that the defender is in too strong of a legal guarding position when they jam into an offensive player so there is no space for an Up and Under.

FINISHING MOVES

Counter #2 Back Pivot into a Fake of the Reverse Pivot Hook Back

- If the defender reacts to the reverse pivot hook back, a head and shoulder fake can be used to come back to the middle. The offensive player back pivots, then uses a short reverse pivot step to fake the hook back.
- Note: For some players this may be the most effective counter. This is based on their size and their ability to cover enough distance on their reverse pivot hook back.

Two Foot Stop Push-Shot

- The two foot stop applies the action-reaction concept. As soon as the offensive player's two feet land they explode back up into a jump. We describe the jumper as a high jumper (jumping straight up and straight down) and not a long jumper (jump with forward momentum and landing forward).
- A hard stab dribble right before the shot provides momentum for the action-reaction.
- The push-shot is a release similar to a jump shot; however, the guide hand stops at the chin as the shot is pushed up quickly to the release.

Wide Lay-Ups

- The offensive player shoots a one foot lay-up at angle that takes their landing momentum away from the basket.
- A long jump or high jump can be used in this shot.
- On ball pick-up, we emphasize "hip to chin to rim" on ball protection. Also a player should get lower in the lane on ball-pick prior to their jump.

RIPS SERIES

Teaching Points

- An offensive player will never be more open than when they first catch the ball. A rip occurs off of an offensive cutting action such as filling space, reacting to penetration, or cutting off of a screen. This creates an advantage for the offensive player. If the offensive player squares up it would give the defender on the ball and the help-side defenders an opportunity to recover.
- A player should rip for momentum, step for advantage and dribble for spacing.
- The technique involves a Jump stop on the catch followed by an immediate step with your lead leg towards the basket. The dribble needs get to the floor as fast as possible with a push-out dribble.
- The lead foot and ball must hit the floor at the same time.
- The ball rips from hip to the opposite lead leg knee.
- The body weight of the player should be loaded on the high foot to gain maximum push off power.

Note

- There are other methods to rip the ball. We focus on consistency of teaching for the sake of the learner. In our individual and team setting we do teach all options after initial learning because we feel the best players use variable footwork.

RIPS SERIES

Decisions on a Rip Advantage

1. Rip into a finishing move or pull-up. One or two dribbles should get the offensive player in a position to score.
2. Rip into a counter. A one dribble rip is followed by a behind the back dribble counter. This would be used when the defender gets chest to chest on the first dribble.
3. Rip into a Skate-Skate. A skate-skate a dribble move where two combination dribbles happen right after each other in skating movement with your feet. The rip separates from the defender on the ball but the help-side defender rotates to stop the ball. The offensive player uses a skate-skate action to attack the help-side defender. A hesitation dribble is also effective. We apply a skate-skate here to loop concepts we have taught.

One on One Applications of Rip Series

Rip Roll One-on-One

- The offensive player rolls the ball to the elbow. They pick up the ball with their chest facing into the paint so the offensive player can see the defender. The offensive player should rip and attack the rim before the defender recovers. The defender has to touch the opposite third block before they are allowed to recover.

One-On-One Pacer

- The offense chooses the direction they cut. The defender's goal is to deny and steal the ball. The offense gets to pass the ball back to the passer one time if they do not have a shot opportunity. They can then re-cut. This applies zero seconds concepts off the pass and the cut.

DRIBBLING

Teaching Points

- The harder you dribble the ball the quicker it gets back in your hand. The more time the ball spends in your hand the more control you have of the ball.
- The more comfortable a player is with the ball the better their shooting and passing will be.
- Dribbling in space is only used for initial teaching. After initial teaching we want all dribbling drills to lead to a shot, a pass or BDT. This more closely simulates game situations.
- A push-out dribble is used to create space and to complete any dribble attack move.
- Effective dribblers, not only play in straight lines, but they also have the ability to move their defender laterally. This applies the concept of change of pace and challenges a defender to stay chest to chest. Lateral dribbles are used in attack situations, ball-screen set-up dribbles, to create separation vs. pressure, and to create change of pace situations.
- On a lateral dribble the offensive player stays low, the dribble is out to the side and is near shoulder height.

Pylon Drills

1. Bounce Change (Crossover, Between Legs, Behind Back)
 - 2 Clap Rhythm
2. Skating (Crossover, Between Legs, Behind Back)
 - 1 Clap Rhythm
3. Combo
 - In & Out Cross Cross
 - In & Out Cross Cross Between Between
 - In & Out Cross Cross Between Between Behind Behind
 - Skate Skate Quick Quick (Crossover, Between Legs, Behind Back)

Half-Court Attacks

1. Continuous Skating or Bounce Change
2. Two Dribble Moves (Two skates at the three-point line)
3. One Dribble Move (One skate at the three-point line)

SIDE DRIBBLES

Teaching Points

- Live Low in a squat position.
- We want players to have vision to the farthest rim. This is because if you can see the far rim you can see the whole floor.
- We want maximum power on the dribble. The faster the ball gets to the ground, the faster it gets back to your hand. This results in more control.

1. Lateral Bounces
2. Push-Pull
3. Crossover
4. Figure 8 No Dribble
5. Between the Legs
6. Around the Waist
7. Behind the Back
8. Combo Side Dribbles
 - Between the Legs No Dribble 2x Dribble 2x
 - Between the Legs 2x Behind the Back 1x

BACKWARDS DRIBBLES

Teaching Points

- Combines the skills of dribbling, ball pick-up, shooting and the concepts taught in zero seconds.
- No pause on the landing. The last dribble leads to a balanced landing and an immediate action-reaction into the ball pick-up and shooting motion.
 1. 3 Dribbles Between Legs Backwards
 2. 3 Dribbles in Same Hand Backwards
 3. Figure 8 No Dribble Between Legs Backwards 3x
 4. 3 Dribbles Behind the Back Backwards
 5. 3 Dribbles Backwards into One Forward Push Out Dribble (Into a pull-up or one or two dribbles into a finishing move)
 6. 3 Dribbles Backwards into a Forward Push Out Dribble into a Counter
 7. 3 Dribbles Backwards into a Quick Quick (Can lead to a shot or re-attack into a pull-up, finishing move or counter)

Note

- BDT can be added to any of these skills training activities to challenge the ball-handler to make decision at the same time they are working on skills training.

Zero Seconds One-On-One Backward Dribble Challenges

Backward Challenged Shots

- The offensive player must shoot on their third dribble. The defender is also free to leave their position to block the shot on the third dribble by the offensive player.

Backward One-On-One

- The defender follows the offensive player out and must remain an arm length away.
- On the third dribble the game is live.
- The Basketball Decision Progressions should provide an understanding of the best decision based on the defensive reaction. Gap = Shoot, No Gap = Attack, Attack and Chest to Chest with the Defender (or first dribble is not going directly to the rim) = Counter

DRIBBLING

Half-Court Attack into a Lateral Dribble (One or Two Dribbles)

1. Continuous Lateral Two Dribble Change
2. Three-Point Shot (Defender gaps. Apply ball pick-up principles)
3. Push Out Dribble (Attack in straight line as defender did not maintain chest to chest position)
4. Push Out Dribble into a Counter (The defender recovered to get chest to chest)
5. Change Dribble (The defender extends too far & gets outside the offensive player's body)
6. Quick Quick (Add a quick to freeze & re-attack quickly)
7. Pull Back Re-Attack (Vs. a defender who jams the lateral dribble, pull back one dribble with as much distance as possible & re-attack)

Massimo Dribbles

1. Same Hand Backward Forward
2. Alternate Hands Backward Forward
3. Counter added to Same Hand & Alternate Hand

Dribbles vs. Pressure

1. Pull Back Change
2. Crossover Dribble to Back Pivot Foot
3. Jump Stop Behind the Back
4. Splits Between the Legs

One on One Applications of Dribbling

1. Continuous Skating One on One
2. Shoulder to Shoulder One on One
3. Dribble Curl Pylon One on One
4. Lateral Dribble One on One

SAMPLE CAMP SCHEDULE



Learning is part trial and error, part waiting, part excitement in discovery, part trying things in a very controlled way, part trying anything you can think of no matter how preposterous it might seem, part excruciatingly frustrating and part the most fun you'll ever have.

Camp Schedule Day 1

MORNING

Parent/Coach Meeting

- Learning is Messy, Hard First Instruction, Challenge to Build Risk-Takers.
- Instead of training in isolation we combine dribbling, ball-handling, shooting and decision-making.

1. Side Dribbles
2. One Foot to Two Foot Stop
3. BDT Building Blocks
 - Feet Moving
 - Blocked vs. Random
 - Passing
4. Ball Pick Up
 - Mass Group
 - Three dribbles, One dribble, One Dribble between the Legs
 - Shots
5. Nash/Rose/Wide Lay Ups
6. First Step
 - One Foot Hops
 - Figure Eight
7. Blind One-On-One

AFTERNOON

1. Side Dribbles
 - Behind Back Breakdown
2. Ball Pick Up
 - On the Spot and One Foot Hops
3. Skating and Bounce Change
 - Stationary
 - Continuous Attacks
4. Continuous Skating One-On-One
5. First Step Counter
 - One Foot Hops Reviews
 - Counter
6. BDT
 - Step Forward Signal
 - Step to Side Signal
7. Three Pass One-On-One
8. Competitive Applications
 - Italian Three-On-Three

Camp Schedule Day 2

MORNING

1. Side Dribble
 - Massimo
 - Cross-Cross, Between the Legs, Behind the Back and Quick-Quick Combos
2. Ball Pick Up
 - Vary Distance, Combinations, Add BDT
 - Backward Dribbles
3. First Step
 - One Foot Hops into First Step and Counter
 - Figure Eight
 - BDT
4. First Step and Attacking Closeouts One-On-One
 - Blind
 - Clap
 - Three Pass
5. Mix Drills
 - Shoulder and Combo Game
6. BDT
 - Counter
 - Relocation
7. Competitive Applications
 - Four-On-Four Fastbreak League

AFTERNOON

1. Pylon Drills
 - Bounce Change
 - Skate
 - Straddle
 - Quick-Quick
2. One on Zero Attacks
 - Two Skates/Bounce Change
 - One Skate Bounce Change
 - Shoulder to Shoulder One-On-One
3. Backwards Dribbles
 - Free Throw Line to Three-point Line
 - Behind the Back
 - Backward Challenged Shots
 - Backward One-On-One
4. Rip Series
 - Into Counter, Into Skate-Skate into a Hop Step
 - Rip roll One-On-One
 - Pacer One-On-One
5. BDT
 - Penetrate and Kick
 - Three Player
6. Competitive Applications
 - Italian Three-On-Three

Camp Schedule Day 3

MORNING

1. Side Dribble
 - Pull Back Change and Side-Side Change
 - Massimo Combo
2. Pylons
 - Wide Box
 - Diagonal
3. Lateral Dribble One on Zero Attacks
 - Side-Side Shot/Push Out Dribble/Push Out into a Counter/Change/Pull Back into Re-Attack/Quick-Quick
 - One-On-One Lateral Dribbles
4. One –On-One
 - Three Pass One-On-One Out of the Corner
 - Pacer
 - Shoulder to Shoulder
5. BDT
 - Feet Moving
 - All Options
 - Mix Drills
6. Competitive Applications
 - Four-On-Four Fastbreak League

AFTERNOON

1. Review
2. Form Shooting Concepts
 - One Hand Form with Off Hand on the Side
 - One, Two, Three
 - Touch the Ball to the Ground
3. Pylons to the Rim
 - Two Pylons Sets in Multiple Spots
 - Pull-Up or Finishing Move
 - BDT
4. Competitive Applications
 - 4 on 4 Fastbreak League

ADDITIONAL RESOURCES

...just some of

Coyle, Daniel. "The Talent Code: Greatness Isn't Born. It's Grown. Here's How." Apr 28 2009

Dweck, Carol. "Mindset: The New Psychology of Success." Dec 26 2007

Coyle, Daniel. "The Three Word Study Tip." Sept 5, 2013
<http://thetalentcode.com/2013/09/05/the-three-word-study-tip/>

Coyle, Daniel. "Myelin." <http://thetalentcode.com/myelin/>

Colvin, Geoffrey. "Talent Is Overrated: What Really Separates World-Class Performers from Everybody Else." May 25 2010

Daniels, Aubrey. "Expert Performance: Apologies to Dr. Ericsson, But it is Not 10,000 Hours of Deliberate Practice."
<http://aubreydaniels.com/pmezine/expert-performance-apologies-dr-ericsson-it-not-10000-hours-deliberate-practice>

Gladwell, Malcolm. "Complexity and the Ten-Thousand-Hour Rule." Aug 21, 2013
<http://www.newyorker.com/news/sporting-scene/complexity-and-the-ten-thousand-hour-rule>

Martinez, Ellie. "Time On-Task." Dec 23, 2009
<http://www.education.com/reference/article/time-on-task/>

Dennehy, Valerie. "Blocked versus Random Practice in Skill acquisition." June 2, 2014
<http://www.thesportinmind.com/articles/blocked-versus-random-practice-in-skill-acquisition/>

2001 Coaching Association of Canada, ISSN 1496-1539 February 2003, Vol. 3, No. 3
Decision Training: An Innovative Approach to Coaching
http://www.coach.ca/files/WiC_Journal_Feb_2003_Vol_3_No_3.pdf

ACKNOWLEDGMENTS

Thank you to all who have taught me, played for me and those who have shared their knowledge and passion, and provided me an opportunity to learn and coach.

I wish to personally thank the following individuals and organizations who without their contributions and support this book would not have been written:

University of Windsor
Breakthrough Basketball
COBA
Joe Raso
John Zdrahal
Massimo Antonelli
Jay Johnston
Stevan Ljuljurovic
Jim Oliver
Greg Oliver
Mat Burkhart
Jim Pedatella
Bob Barwick
Peter Graham

Finally, I'd like to thank my wife, Jen, without whom none of this would have happened, and who remains, after all, the most talented person I've ever met.

**INTERESTED IN WATCHING A VIDEO OF EACH DRILL AND
PHILOSOPHY BEHIND THE TEACHING?**

Coming soon... www.basketballimmersion.com

Follow our newsletter, twitter and facebook
for updates on the launch.



[#sharethegame](#)