



Lexington Basketball Association (LBA)

Coaches Handbook

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QUICK LINKS TO FORMS

 INDICATES A REQUIRED FOR COACHES

-  Coaches Registration [LINK](#)
-  Complete the LBA Required training courses in the following topics & turn in proof
 -  [NFHS Concussion in Sports](#)
 -  [NFHS Sudden Cardiac Arrest](#)
 -  [NFHS The Collapsed Student](#)
- Misconduct Reporting [electronic form](#)
- Financial Assistance/ [Scholarship applications](#)

WELCOME

Welcome to the World of Youth Sports! Thank you for coaching our LBA Athletes. We truly appreciate your time and commitment to this vital position. The role of a coach in a child's life can be a very rewarding experience as you can be instrumental in a youth's development. Three main objectives are critical for all sports programs:

- First, we provide a safe environment that covers the player, coaches, and parents.
- Second, we create an atmosphere where each child can have fun and enjoy the game.
- Third, while winning a game can be exciting, our program's primary goal is to teach youth the fundamentals of a sport, progressive advancement of skills, basketball IQ, and the enjoyment that comes with playing.

If you have any questions or concerns about the competitive basketball program, we are always available to contact by email at lexingtonbasketballassociation@gmail.com. We will be glad to answer your questions. Again, thank you for coaching! We look forward to working with you.

-LBA Board of Directors

The mission of the Lexington Basketball Association (LBA) is to provide opportunities for all participants to learn, develop, and enjoy the game of basketball and to play with high integrity, sportsmanship, and respect for all coaches, officials and players, while promoting Lexington Basketball. Through participation, youth will gain a knowledge of sportsmanship, teamwork, and fair play while developing skills and a lifelong love of sports.

We strive:

- ~ To provide a meaningful experience for all participants through quality instruction, emphasizing good sportsmanship along with teamwork, respect, dedication, and discipline.
- ~ To provide an atmosphere where each child feels a sense of belonging and achievement regardless of ability.
- ~ To recognize effort and improvement along with achievement to help improve self-esteem and foster a positive self-image.
- ~ To provide guidelines to make each sport age-appropriate and to ensure proper fundamentals are developed and enthusiasm for the sport is fostered.
- ~ To design our basketball program to attract and retain every interested player and raise the level of play of each of these players as high as possible.
- ~ To provide support and training for parents and other interested adults who take on the responsibility of providing, through sports, these positive lifestyle choices for their children.

PROGRAM PHILOSOPHY

The philosophy of the LBA is to provide the best competitive experience to athletes in 3rd-8th grade at multiple skill levels. We aim to assist our athletes' physical development by

1. Teaching fundamental and safe sport skills appropriate for their age.
2. Providing opportunities to improve their physical conditioning.
3. Providing a safe playing area.
4. To learn how to compete - how to put winning or losing in perspective.
5. To learn independence and the importance of teamwork.
6. Provide progressive development to our athletes.
7. Develop strong basketball IQ and court awareness.

INCLUSION POLICY

Equal sports play opportunities are provided for all youth regardless of race, creed, sex, economic status, or disability.

- Sex/ race stereotyping and prejudice of any kind are prohibited
- Adult youth sports leaders demonstrate a tolerance of, and respect for, people of all abilities, sizes, shapes, colors, cultural, and economic backgrounds.
- Every team has a non-discrimination policy that ensures participation for all youth regardless of race, creed, sex, economic status, or disability.
- Sexual harassment issues should be reported to the LBA Board immediately.

Zero Tolerance!

PROGRAM ELIGIBILITY

All players must be properly registered with LBA before participating in any practices and games. A player will be considered properly registered when a properly completed registration form, waiver, and payment have been placed on file. Once registration has closed (including the late registration deadline) players will not be added to team rosters except in rare circumstances (e.g. a new athlete moves into the community mid-season) and with board approval.

PLAYER SEGMENTATION RULES 2024-2025

- **Age-based segmentation through age 13**
 - For purposes of eligibility, a "Playing Year" is defined as Sept. 1-Aug. 31.
 - Beginning at age six, players are segmented by single-year age through age 13. Date of birth relative to the Playing Year is the final determinant of eligibility.
 - For age segments, each age designation reflects the maximum age of a player during the Playing Year. For example, using the 2021-22 Playing Year, the 12U segment is for players who are 12 years of age and under as of Aug. 31, 2022. Should a player turn 13 on Aug. 31 or earlier, the player would be ineligible for the 12U segment and would be considered a 13U player.
- **14U or 8th grade - transition year**
 - A transition year between age-based and grade-based affiliation is necessary to allow for players who have been held back in school or are old for their grade. This provides a transition period from playing with one's age segment to playing with kids in the same academic grade.
 - Event operators have the option to host a division based on the 14U age-based model and/or adopt the 8th grade-based model.
- **Grade-based segmentation in grades 9 through 12**
 - Players in grades nine through 12 are classified based on the grade they are attending in school as of Oct. 1 of the Playing Year.
 - Exceptions: For grade segments only, players must be enrolled in school at the grade level in which they are competing AND can only be up to one Playing Year older than their grade indicates. For example, using the 2021-22 Playing Year, a ninth grade player cannot turn 17 prior to Sept. 1, 2022.

REGISTRATION

All players will need to register for the LBA competitive program via the online platform TeamSnap.. This needs to be completed before the start of the first practice.

Registration form [LINK](#)

- LBA registration is open to all boys and girls. It is recommended they be in 3rd grade and above. We cannot guarantee a team for players younger than this age group.
- All Players must Register and agree with all of the LBA Policy & procedures.
- Registration Fee of \$100
 - Due at time of registration or the first day of practice if paying cash.
 - A late fee may be applied for late registration.
- When paying in cash, please have the correct amount.
- When paying with a check, make checks payable to Lexington Community Foundation-Lexington Basketball Association
 - Returned checks are subject to a \$35 fee.
 - All debit/credit card transactions have a 3% convenience fee.

The LBA aims to make the league affordable to all families. Scholarships and payment plans are available to qualifying families. Families must complete & submit a scholarship application, and player registration to be considered for a scholarship. This process may take up to a week & the player is not registered until approved. Scholarship applications are available [HERE](#).

How to Report Misconduct to the Organization

Reports of all misconduct made to any board member may be made orally, in writing, or via [electronic form](#). The information required is the name of the complainant(s) making the report, the type of misconduct alleged, the name(s) of the accused staff/ volunteer members who allegedly engaged in the misconduct, the approximate dates of misconduct, and any other relevant information.

Responding to Misconduct and Policy Violations

Upon receiving a report of emotional abuse, bullying, harassment, hazing, or grooming behavior that is not reportable to law enforcement under state or federal law, the Board should investigate and take appropriate action.

Factors to be considered in an investigation include the age of the alleged victim, the age of the alleged perpetrator, and the extent, nature, and scope of the allegations. Before taking any disciplinary action, the accused should have an opportunity to present his/her defense. If the accused is a staff/ volunteer member such as a coach, the board should be notified of the pending investigation. If the accused is a minor, his or her coach and parents should be notified in advance.

The confidentiality of the complaint, complainant, victim, and accused should be protected by the organization until the outcome of the proceedings is finalized. Notice should be given about any sanction. The investigator should not discuss the ongoing investigation with anyone other than to gather information related to the investigation unless requested otherwise by law enforcement or child protective services. Likewise, participants in the hearing should be requested to keep all information

confidential unless requested by law enforcement or child protective services.

Screening Volunteers

LBA will perform a background check on all “staff/volunteers” with access to youth, including directors, officers, coaches, assistant coaches, managers, travel chaperones, etc., for acceptability before the initial assignment of duties. Thereafter, a subsequent background check should be run every year. LBA has many teachers and school coaches who Volunteer their time as well and we will work closely with the LHS Athletic Director to ensure these individuals have a clear background check done by the schools yearly in order to reduce the cost and burden of work when signing up to volunteer to help with LBA. LBA will keep this paperwork on file as with all other records.

The LBA board will be responsible for implementing, monitoring, taking corrective action, disqualifying unfit candidates, and working with third-party background check vendors on all issues related to the criminal background check program. LBA will maintain confidentiality to protect against possible claims of slander or libel. LBA will work with third-party vendors for assistance in interpreting background check results; sending adverse action notifications required by law; and protecting against possible claims under the Fair Credit Reporting Act, First Offender Act, and all other state and federal laws protecting those who undergo criminal background checks.

Disqualification Criteria

To make sure that all staff/volunteers are treated fairly and consistently, the following disqualification criteria will be used:

Individuals found to be guilty of the following crimes will be disqualified as an LBA member as outlined below.

- All sex offenses including child molestation, rape, sexual assault, sexual battery, sodomy, prostitution, solicitation, indecent exposure, etc.
- All felony violence including murder, manslaughter, aggravated assault, kidnapping, robbery, aggravated burglary, etc.
- Found guilty within the past 10 years of all felony offenses other than violence or sex including drug offenses, theft, embezzlement, fraud, child endangerment, etc.
- Found to be guilty within the past 7 years of all misdemeanor violence offenses including simple assault, battery, domestic violence, hit & run, etc.
- Found guilty within the past 5 years of misdemeanor drug and alcohol offenses (or multiple offenses in the past 10 years) including driving under the influence, simple drug possession, drunk and disorderly, public intoxication, possession of drug paraphernalia, etc.
- Any other misdemeanor within the past 5 years that would be considered a potential danger to children or is directly related to the functions of the staff/ volunteer member, including contributing to the delinquency of a minor, providing alcohol to a minor, theft (if the volunteer is handling funds), etc.

Guilty means the applicant was found guilty following a trial, entered a guilty plea, and entered a no-contest plea accompanied by the court's finding of guilt, regardless of whether there was an adjudication of guilt (conviction) or a withholding of guilt. This policy does not apply if criminal charges result in acquittal, dismissal, or in an entry of *nolle prosequi*.

Should any of the pending charges described above be uncovered, or should any of the above charges

be brought against an applicant during the season, the applicant should be suspended from serving until the charges are cleared or dropped and the LBA Board approves reinstatement.

Results:

The results from the criminal background check vendor should be received by LBA. All disqualified applicants should be provided with the following documents with the assistance of the background check vendor:

1. Fair Credit Reporting Act: Summary of Rights
2. Letter of disqualification
3. Copy of the criminal background check results.

Appeals Process:

Candidates disqualified due to an unsatisfactory criminal background check should be given a right to appeal if they notify the LBA Board in writing. The LBA Board will decide whether to uphold the decision. The results of all criminal background checks and appeals should be kept confidential.

The written appeal should include:

- Full name and address of the appellant
- Full name and address of any person requesting an appeal on behalf of the appellant
- The grounds for the appeal, providing a detailed explanation of the appellant's objections to the decision, additional facts, or factual errors in the decision
- The relevant particulars to the appeal, providing any background facts relating to the appeal, including how the appellant is affected by the decision and a detailed description of the requested relief
- The signature of the appellant or the appellant's representative, and the date of the appeal.

Coaching Registration:

Prior to the running of any criminal background check, the applicant should complete the Coach Registration Form on TeamSnap, giving his or her consent to the running of such check.

The information obtained in the application/consent form, as well as the results of criminal background checks, will be held in strict confidence to protect the confidentiality of the information. Confidential information will not be disclosed outside of the organization and will only be shared within the organization on a need-to-know basis. However, under certain circumstances, the organization may have a legal duty to disclose certain types of information to government agencies or law enforcement.

Monitoring and Supervision Compliance

LBA will monitor and supervise the implementation and compliance of the child abuse and misconduct plan as follows:

- Require all members to review this risk management plan and agree to abide by its guidelines and requirements.
- Require all staff/ volunteers having repeated youth access to undergo and pass a background check.
- Promptly address any reports of child abuse or other misconduct and take appropriate action.

- Observe and periodically spot-check compliance with interactions at practice and games, locker/changing rooms, travel arrangements, and social media.
- Stay in touch with staff/ volunteer members, participants, and parents to learn of any potential instances of misconduct.

PRACTICE SCHEDULES

The LBA Facilities & Equipment Director, in collaboration with the Director of Coaching, will notify all coaches about their team's practice schedule. Together, they will determine the practice days, times, and locations for each team, based on gym space and availability. The LBA Board members will work closely with the Head Coaches to ensure these arrangements are suitable for everyone. Coaches are encouraged to hold one to two practices per week.

ATTENDANCE & PUNCTUALITY

Basketball is a team sport that requires individuals to work together for the good of the whole. To develop team cohesiveness, it is important to practice as a team and learn to work together. The only way to achieve this goal is through practice. Understandably situations will arise when players will miss practice. Additionally in the interest of fairness to the players who attend practice during the week, absences must be accounted for in-game playing time. Thus, the LBA board of directors has adopted the following attendance policy:

- ❖ To be in good standing, the player must attend all practice and game activities unless he/she is granted an excused absence. An excused absence is one in which the absence was discussed with the Coach before practice/game.
- ❖ We understand that many conflicts can arise so as long as the communication is there, then there will be no punitive changes. However, this needs to be at the discretion of the Head Coach.
- ❖ If the Head coach is looking for further guidance he can reach out to the LBA Board of Directors for this assistance.

CODE OF CONDUCT

CODE OF BEHAVIOR FOR YOUTH COACHES

Participation in sports can be a great learning experience for players, coaches, referees, and parents. These experiences often transfer into our daily lives at home, at school, or office. The following standards were established so all people can enjoy organized sports. Please follow them when participating in, watching, or coaching a sports activity.

As a coach, please help your players and their parents understand and adhere to the following standards. The function of a coach is to properly educate students through participation in youth competitions. Each child should be treated as though they were the coaches' own and their welfare shall be uppermost at all times. The coach must be aware that he or she has a tremendous influence, either good or bad, on the welfare of the participant and, thus, shall never place the value of winning above the value of instilling the highest desirable ideals of character. Coaches shall actively use their influence to enhance sportsmanship by their spectators. The coach shall take an active role in the prevention of drug, alcohol & tobacco abuse. Officials shall have the respect and support of the coach at all times. The coach shall not indulge in conduct that will incite players or spectators against the officials. Public criticism of officials or players is unethical and will not be tolerated.

Coaches

- Strive to provide a safe environment that challenges each participant's playing potential while maintaining the integrity of disciplined "team play".
- Be a positive role model to your players. Be concerned with their overall development. Exit the season having left the sport and players better served than the year before.

- Care more about your players than winning the game. Remember, players are involved in the sport for fun and enjoyment.
- Be generous with your praise when it is deserved. Be consistent, honest, fair and just. Do not publicly criticize players. Do not yell at or verbally/physically abuse players or officials.
- Organize practices that are fun and challenging to the players.
- Familiarize yourself with the rules, techniques, and strategies of the sport. Encourage all of your players to be team players.
- Maintain an open line of communication with the parents of each player. Work with them to develop the goals and objectives of the program.

Players

- Play for fun and enjoyment of the sport. Winning is a consideration, but not the only one, nor the most important one.
- Work hard to improve your skills.
- Be a team player- get along and cooperate with your teammates.
- Be on time for all games and practices.
- Learn the rules and play by them.
- Respect your coaches, teammates, parents, opponents and the officials.
- Respect the arena and its facilities. Without them, you would not have a place to play.

Parents

- Encourage your child to play by the rules. Remember, children learn best by example, so applaud the good plays of both teams.
- Emphasize the benefits of skill development and practices. De-emphasize games and competition in the lower age groups.
- Know and study the rules of the game and support the officials. This approach will help in the development of the sport.
- Applaud a good effort in both victory and defeat; enforce the positive points of the game. Never yell or physically abuse your child after a game or practice. It is destructive.
- Recognize the importance of volunteer coaches. They are important to the development of your child and the sport. Communicate with them and support them.

A youth coach is perhaps the most significant factor in the quality of the LBA program. Youth coaches, in addition to participating in the LBA, should agree to:

1. Make practice and games fun.
2. Teach sports skills to all players, not just gifted ones.
3. Encourage, reward, and praise the young athletes. Remember that effort is more important than results.
4. Set realistic goals with their players.
5. Ensure playing areas are safe before play.
6. Permit athletes to share in the leadership and decision-making for their team, including team rules.
7. Be the team leader and continuously set a positive, good sportsmanship example for the youth.
8. Complete the required background check.
9. Complete the NSAA training courses in the following topics:
 - a. [NFHS Concussion in Sports](#)
 - b. [NFHS Sudden Cardiac Arrest](#)
 - c. [NFHS The Collapsed Student](#)

10. Complete all required policy and procedure reviews and turn in full documentation.
11. Substance Abuse Drugs and alcoholic beverages are not permitted at any youth practices. All LBA practices are TOBACCO-FREE areas.
12. Profanity is not acceptable with our athletes and we request coaches refrain from using it when speaking to the athletes and/or officials.

Note: Officials are the final authority for a coach's conduct at a game. We expect LBA coaches, in demonstrating to our young athletes proper sportsmanship, to treat all officials with respect.

The LBA Director will keep all coaches' training on file. That will include participation in the coaches meeting with LBA directors and also a current background check. Also completion certificates for the required online training.

[APPENDIX A](#)

DRUG, TOBACCO & ALCOHOL POLICY

The following rules represent LBA's policy concerning substance abuse. They will be enforced uniformly with respect to ALL participants. Anyone who wishes to participate in the LBA Basketball program is prohibited from the use of illegal drugs, tobacco, or alcohol during LBA activities. Any such action will be reported to the appropriate law enforcement officials, and that person will not be allowed to participate in any further program activities, for the current season.

INCLEMENT WEATHER & POWER OUTAGES

In the case of inclement weather or power outages there may be a need to cancel games or practices. If Lexington Public Schools have closed, then basketball games or practices will also be canceled for that day.

GYM USE RESPONSIBILITIES

The purpose of these responsibilities is to demonstrate respect for the schools and the privilege we have in using their facilities. The LBA kindly requests that all coaches, players, and parents contribute to keeping the gyms clean and orderly, ensuring that we "leave them as we found them." Your cooperation and volunteerism are greatly appreciated in maintaining a positive relationship with the schools and preserving the quality of these shared spaces.

UNIFORMS

To participate in any game, a player must wear their jersey as supplied by LBA. All uniforms must have a playing number on the front and back of the shirt/jersey. The Jersey will be worn with Black Shorts.

Each player will be issued a reversible jersey for the LBA 2024-2025 season and it must be returned in the same condition in which it was received. Failure to return the uniform, or damage to it, will result in my being charged \$50 to replace the jersey.

The Jersey is the property of the Lexington Basketball Association. Jerseys are ONLY to be worn for official LBA functions and must not ever be worn by or lent to another person, at any time nor for any reason.

In the event a player quits at any time before the end of the season, they are to return the uniform within 3 business days to my coach or an LBA Board Member.

Each Player will be required to fill out the Uniform agreement annually.

COACH RESPONSIBILITIES

COACH / PARENT MEETING

Have a meeting with parents before the season begins. The meeting should last no longer than 30 minutes. Use this time to discuss the details of the program and answer any questions they might already have. You must begin each season with good communication between your players' parents and yourself. This will eliminate problems and help to keep your team running smoothly and having fun.

Below are some topics you will want to discuss with parents during this meeting.

- LBA Philosophy
- Code of Conduct
- Gym Use Responsibilities
- Practice schedules
- Game schedules and desired tournaments
- Picture Day - Angela Gomez with ALG photography will be taking team and individual pictures. A schedule will be sent out to coaches and they are responsible for getting a date and time picked that works for their team to get this done.
- Rules
- Team Manager
- How parents can help:
 - Run scoreboard/timer - Keep scorebook
 - Gym monitor - Clean-up
 - Snacks
- Concussion, Abuse, and Sudden Cardiac Arrest education and collect forms

Remind parents to emphasize to their players that the important thing is to enjoy playing and develop skills, not to win or be a “star”. Communicate to parents that by placing excessive pressure on youngsters they can detract from the potential that sports can have for enjoyment and personal growth.

TEAM MANAGER

Each team is required to designate a Team Manager, who may be the Head Coach, Assistant Coach, or a dedicated parent from the team. This individual will serve as the primary point of contact between the team and the LBA Board, responsible for communicating any issues, concerns, or needs that may arise.

It is important to establish the Team Manager at the parents' meeting to ensure everyone is on the same page and that communication lines remain clear and effective throughout the season. Thank you for your cooperation in helping streamline communication for the benefit of the team and the association.

Coaching your child:

Quite often, the volunteer coach of a youth team is a well-intentioned parent. If you are in the position of coaching your child there are a few things to consider as you ponder the dual role of parent/coach:

- Ask your child if they want you to coach their team.
- Discuss with your child how your interaction may be different at practices and games than it is at home
- Don't be a parent at practice.
- Don't be a coach at home.
- Treat your child fairly. Don't fall into the trap of treating them more severely to evade charges of favoritism.

Coaching your child can be a rich and rewarding experience for both of you as long as the coach and parent roles are delineated. Make sure you let your child know how much you love them, regardless of their athletic performance.

Coaching Girls vs. Boys:

Research has shown that substantial differences do exist between how girls and boys approach physical activity, including sports. The differences do not appear to be grounded in genetics but rather in socialization.

- Even though skill levels in most physical activities are about the same at the youngest ages, boys see themselves as being physically skilled more often than girls. This results in higher self-confidence for boys and a greater willingness to test their limits.
- The primary difference between boys' and girls' perspectives on sport is that boys value a hierarchical social order while girls value relationships.
- Young boys define themselves and improve their self-esteem by moving up in the social order of the team. Accomplishment and performance help the male athlete differentiate himself from the group.
- Pre-adolescent girls are anchored in relationships. Interconnectedness is valued so strongly that hierarchical orders are rejected in favor of what might best be called a web.
- To be singled out from the group is to be on the periphery of the web, a position that makes most female athletes uncomfortable.
- Boys value independence, status, and achievement while girls value belonging, connectedness, and friendships.
- Boys fear failure, dependency, and conformity while girls fear isolation, separation, and Loneliness.
- Given their concern with belonging and relationships, girls are sensitive to their relationship with their coach and usually make a stronger effort to follow directions and to please. The flip side is that girls tend to personalize criticism to a greater degree than boys. So coach your feedback in terms of what players can do to make the team better. Girls may not care about becoming better individually because that may mean becoming the best which would marginalize their status among the team.
- In the end, we should be careful about perpetuating differences just because they exist. Rather we should strive to provide equal athletic opportunities and experiences for both boys and girls.
- Take the time to talk to your athletes and listen to why they play. Use that information to provide a positive and fulfilling experience for each of your players.

Dealing with problems:

- Address problems immediately and remember that it's OK to demand respect positively and consistently.
- Try the 4 strikes and you're out rule. If they persist, ask the player if they want to participate or not – make it their decision. If they continue to be a problem, make them sit out, but don't leave them there. Make it a point to get back to them as soon as possible and suggest that they rejoin the group.
- If a player is talking while you're explaining something, don't single them out. Instead, remind all team members that they need to be quiet when the coach is talking.
- If a player has been disciplined and remains sulky after reintegrating them into the action, have a meeting with the player and their parents.
- If a player is consistently late to practice, have them sit out until you invite them to join the practice. Take a similar approach to being late to games.
- If one player starts criticizing or making fun of another player, bring the team together and remind them that part of the responsibility of being on a team is to treat everyone with the same amount of respect. Reinforce the idea that everyone has something different and important to offer. Keep reminding the team to be supportive, light, and upbeat.
- Remember, don't punish performance, only behavior. A missed shot or pass is not a cause for punishment. But if that same player throws the ball at a teammate or curses in frustration, it might be cause for punitive measures.
- If you must punish a player, remain calm while doing so. Don't make it personal and let completion of the penance be the end of it.
- When confronted by a parent who is upset, try to remain calm and avoid becoming defensive. If parents seem too emotional, suggest to them that you would be happy to discuss their concerns at a later time. Most importantly, don't hold a player's parents against the player.
- You can avoid most parental concerns by ensuring that all players get an equal amount of playing time and equal opportunities to start games – not to mention that it's the right thing to do.

COMMUNICATION

Communication is very important! LBA Utilizes TeamSnap for communications. If a player has concerns or an issue with any aspect of the program, parents/guardians should discuss all issues with your player first, then contact the head coach if necessary.

PARENT/COACH RELATIONSHIP

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefits to children.

The competitive teams participate at the highly competitive levels available for their age groups. Making the team does not guarantee playing time in games. Playing time is a coaching decision. Playing time must be earned through compliance with team rules and performance during practices and games.

COMMUNICATION PARENTS SHOULD EXPECT FROM COACH

1. Philosophy of the coach.
2. Expectations for your child and all players on the team.
3. Locations and times of practices and games.

4. Team rules.
5. Discipline that may result in denial of your child's participation.

COMMUNICATION COACHES EXPECT FROM PARENTS

1. Express concerns about a coach's philosophy and/or expectations directly to the coach.
2. Notify the coach of any schedule conflicts well in advance.

APPROPRIATE CONCERNS FOR PARENTS TO DISCUSS WITH COACHES

1. The treatment of your child both mentally and physically.
2. Ways to help your child improve.
3. Concerns about your child's behavior.
4. Any Injuries

There are situations that may require a conference between the coach and the parent. These are encouraged. Both parties involved must have a clear understanding of the other's position. When these conferences are necessary, the procedures below should be followed to help promote a resolution to the issue of concern.

DISCIPLINARY PROCEDURES

Unacceptable conduct by a LBA Coach is handled as follows

- If a verbal complaint is received from a parent, official, or adult, a LBA Board of Directors' representative will speak directly to the coach the complaint was made about and/or attend the next game or practice to observe the coach and substantiate the complaint.
- In order to follow up on any complaint, the complaint must be submitted in writing.
- The coach is allowed to respond.
- Actions may include:
 - Verbal Counseling
 - Suspension from more than one game
 - Removal as coach

EMERGENCY PLAN PROCEDURES

Medical Emergencies

[APPENDIX B](#)

All Coaches are required to complete sudden cardiac arrest training yearly.

In the event of an emergency or accident the following steps should be taken:

1. Assess the situation. DO NOT PANIC. Administer first aid only if you are qualified.
2. Have an adult stay with the injured person at all times.
3. If additional assistance is needed and emergent, use a cell phone to CALL 911. If additional assistance is needed and no cell phone is available, find the closest phone and CALL 911. Stay on the phone until you are told to hang up.
4. Return to the injury scene in case you are needed for other assistance.
5. Meet the emergency vehicle.
6. Immediately call the parent or guardian and advise them of the circumstances.
7. Report the accident to the LBA Board of Directors or Coordinator as soon as possible.

REMEMBER:

- At NO TIME should you offer a diagnosis or express personal opinion as to the extent of the injury.
- Coaches are responsible for keeping emergency phone numbers and medical information about their players on hand at all times.

Concussions

[Appendix D](#)

During sports and recreation activities, concussions may result from a fall or players colliding with each other, the ground, or with obstacles, such as a goalpost. The potential for concussions is greatest in athletic environments where collisions are common. Concussions can occur, however, in any organized or unorganized sport or recreational activity, as well as outside of sports from events such as a motor vehicle crash. It was once believed that a person had to lose consciousness or be “knocked out” to have a concussion. This is not true, as the vast majority of concussions do not involve a loss of consciousness. Sometimes people do not recognize that a bump, blow, or jolt to the head or body can cause a concussion. As a result, athletes may not receive medical attention at the time of the injury, but they may later report symptoms. As a coach for LBA, you are required to take training on concussions in youth sports. This will allow you to better understand the importance of the LBA concussion program.

In the event of a possible or suspected concussion do the following: (this is a basic list- in Appendix A there is the full protocol and documents)

1. Recognize and remove any player who has experienced head trauma.
2. Perform a sideline basic mental status evaluation.
3. The player should not be allowed to return to play in the current game or practice.
4. The player should not be left alone, and regular monitoring for deterioration is essential over the initial few hours following injury.
5. The player should be medically evaluated (by an appropriate health care provider) following the injury. If any “red flag” symptoms are present this needs to happen emergently, if not emergently this will be the responsibility of the parent or guardian to get this done.
6. Return to play should follow a medically supervised stepwise process. A player should never return to play while symptomatic. “When in doubt, sit them out!”

Child Abuse

[Appendix C](#)

Child Abuse Identification/ Prevention/ Reporting Child Abuse Hotline: 1-800-962-2873

As a coach for LBA you are required to take training on preventing and recognizing abuse in youth sports. This will allow you to better understand the importance of the LBA abuse prevention program. This is part of the USA Basketball Coaching License LBA pays for.

Coaches may see and hear things that raise concern for our young athletes. Therefore, we encourage a concerned coach to contact the appropriate officials if there is any concern a child is experiencing abuse.

Definitions

- Child Abuse: Physical injury/emotional disturbance where circumstances indicate this condition may not be the product of accidental occurrence.
- Child Neglect: Acts of omission that could be expected to result in physical or emotional harm to children.
- Physical Abuse Indicators
 - Major --Broken bones --Brain damage or skull fractures --Internal-injury --Poisoning --Burn or scald --Severe cut, laceration, bruise
 - Minor --Minor cut, bruise, welt --Twisting or shaking

SPORTSMANSHIP

What is good sportsmanship? Good sportsmanship occurs when teammates, opponents, coaches, and officials treat each other with respect. Kids learn the basics of sportsmanship from the adults in their lives, especially their parents and their coaches. Kids who see adults behaving in a sportsmanlike way gradually come to understand that the real winners in the sport are those who know how to preserve and behave with dignity whether they win or lose a game. Coaches can help their kids understand that good sportsmanship includes both small gestures and heroic efforts. It starts with something as simple as shaking hands with the opponents before the game and includes acknowledging good plays made by others and accepting bad calls gracefully. Displaying good sportsmanship isn't always easy: It can be tough to congratulate the opposing team after losing a close or important game but the kids who learn how to do it will benefit in many ways. Kids who bully or taunt others on the court aren't likely to change their behavior when in the classroom or real situations. In the same way, a child who practices good sportsmanship on the court is likely to carry the respect and appreciation of other people into every other aspect of life.

Good Sports Are Good Winners

Ask first or second graders who won the game, and they may answer, "I think it was a tie." It's likely the question isn't of real interest at that age. Kids may be more eager to talk about the hits they got or the catches they almost made. But as they move into older and more competitive leagues, kids become more focused on winning. They often forget to have fun. Without constant reminders and good examples, they may also forget what behavior is appropriate before, during, and after a sporting event. Kids who have coaches who care only about being in first place and say that anything goes as long as they win, pick up the message that it's okay to be ruthless on the court. If parents pressure them to play better or second-guess their every move, kids get the message that they're only as good as their last good play – and they'll try anything to make one. Adults who emphasize good sportsmanship, however, see winning as just one of several goals they'd like their kids to achieve. They help young athletes take pride in their accomplishments and their improving skills, so that the kids see themselves as winners, even if the scoreboard doesn't show the numbers going in their favor. The best coaches encourage their kids to play fair, to have fun, and to concentrate on helping the team while polishing their own skills.

COACHES SUMMARY GUIDE

Principles of Conduct and Discipline

1. Responsibilities to your players

a. Safety

- i. Supervise the physical environment of all playing areas
- ii. Supervise the wearing and use of proper and approved equipment at all times
- iii. Supervise the emotional and physical well-being of each player

b. Morals and Morale

- i. Teach respect for self; others, authority, and equipment
- ii. Set a good example for players to follow
- iii. Create positive attitudes
- iv. Implement discipline during games and practices
- v. Abstain from the use of alcohol, drugs, and tobacco before and during team events
- vi. Do not use profanity or inappropriate language

c. Fundamentals

- i. Teach and demonstrate the skills of the game
- ii. Teach and obey the rules of the game
- iii. Help develop techniques to match each player's individual skill level
- iv. Focus on man-to-man defensive principles (with the exception of a press that goes back into man)

d. Sportsmanship

- i. Show respect toward others and authorities
- ii. Teach fair play
- iii. Encourage competitive spirit, yet de-emphasize the importance of winning
- iv. Support team play
- v. Demonstrate self-control
- vi. The conduct of the parents of your players is your responsibility during a game.

2. Responsibilities to your player's parents

a. Conduct an Initial Parent's meeting

- i. Explain team rules and your philosophy of coaching as well as the overall philosophy of the program
- ii. Explain proper conduct that must be adhered to at all times, especially at games.
- iii. Explain that you are not a babysitter. Athletes who are repeatedly distracting to the team learning environment may be sent home.
- iv. Encourage parent involvement
- v. Ensure open lines of communication
- vi. Assign or designate a team manager
- vii. Recognize and praise parent involvement

PRACTICE PLANNING

“It is not the amount of time you spend at practice that counts; it is what you put into the practice.” Eric Lindros

The key to an effective practice is to be prepared. Because you will generally have only a max of 1.5 hours to practice up to twice per week, LBA suggests the following tips to help you utilize your time more efficiently:

- Encourage your players to arrive a few minutes early. This helps everyone get there for the start
- Ensure that you have a practice plan for every practice. LBA has sample practice plans that you can use at your discretion.
- Make the practice as challenging and as fun as possible

[Appendix E](#)

APPENDIX A

Coaches Requirements

Making the decision to become a coach is an important first step. Many people get into coaching basketball because they grew up playing and want to continue to be around the sport. Others may love the x's and o's of the game and want to teach young players everything there is about the game. Some people get into coaching because they want to give back. Whatever your reason is, you're taking a huge step forward in shaping the future of many young athletes. There are several requirements LBA has put in place for their coaches to set them up for success as well as ensure player safety.

1. Complete the LBA Coaches Registration on TeamSNAP
2. Complete the required background check.
 - This cost is covered by LBA
3. Complete the LBA Required training courses in the following topics:
 - [NFHS Concussion in Sports](#)
 - [NFHS Sudden Cardiac Arrest](#)
 - [NFHS The Collapsed Student](#)

Tips for logging in and watching the required courses.

1. Select Nebraska for the state, and then click on Order Course
2. It's going to ask you to "log in".... you'll have to create an account....
3. Once you've done that.... order the course again....and you should be good to go.... (if you can't find your course... you may need to look in the "My Courses" tab.....

Once you have completed your courses, please email all of the certificates to lexingtonbasketballassociation@gmail.com

Thank you for your cooperation in completing the Coaches Training. The information that we gain will benefit our athletes.

APPENDIX B

Sudden Cardiac Arrest

See Also: [LBA Sudden Cardiac Arrest Risk Management Guide](#)

Required coaching course: [NFHS Sudden Cardiac Arrest](#)

APPENDIX C

Child Abuse

LBA has adopted the following policy and this document (below) will also serve as our adult staff & volunteer educational training program.

[LBA Athlete Protection & Abuse Prevention Risk Management Guide](#)

Mandatory Reporting and Youth Sports Abuse Prevention Policy

Lexington Basketball Association (LBA) places the highest priority on the safety and well-being of the youth in our programs. The implementation of an abuse policy that creates an awareness, and provides for education, screening, and procedures can likely reduce or eliminate the potential for any type of abuse that may occur. The following policy and procedures have been adopted in an effort to provide a safe environment for our youth and their families.

Screening—every coach working with youth must complete a registration form and pass a background check. Every volunteer will also be required to pass a background check. All coaches are required to take the training provided with the USA Basketball Coaching License.

Behavior Expectations—our goal is for coaches and players to have a healthy relationship and positive communication.

LBA adheres to a Three (3) Person Rule—at no time should any coach or team volunteer be left alone with a single youth player who is not a relation or family member. For example, there must always be two (2) youth players present with one (1) adult or two (2) adults present with an unrelated youth. This will always apply in situations including but not limited to:

1. Before, during, and after team games and practices
2. Transportation and travel to and/or from games and practices
3. Any social interactions outside of scheduled practices and games

Prohibited Behaviors—LBA will not tolerate any inappropriate conduct or behavior on the part of coaches or volunteers which includes but is not limited to:

1. Degrading language or behavior directed towards youth
2. Unwanted physical contact with youth
3. Physical threats or violence against youth
4. Any romantic or sexual contact with youth
5. Any sexual offense against youth or engaging in any other verbal or physical conduct of a sexual nature with a youth

Communication—all communication between players, volunteers, and coaches should be professional and team-oriented.

Reporting of Suspected Abuse

1. All coaches, volunteers, and parents are considered mandatory reporters and as such are required to report any conduct that could be reasonably be considered abuse or neglect.

2. All coaches, volunteers, and parents are required to report any incident of suspected abuse they witness or have reasonable grounds to believe has occurred to the proper law enforcement agencies and to any member of the LBA Board of Directors.

Parent Informational Guide:

 PARENT Abuse Avoidance Training for Minors Ages 4-12

 LBA Abuse Avoidance Training for Minors Ages 13-17

APPENDIX D

Concussion

See Also: [LBA Brain Injury/Concussion Risk Management Program](#)
[NFHS Concussion in Sports](#) (Required coaching course)

LBA GUIDELINES FOR MANAGEMENT OF CONCUSSION

The Concussion Awareness Act became law in Nebraska on July 1, 2012. It requires that all public, private and parochial schools, as well as all organized youth sports sponsored by villages, cities, businesses, or non-profit organizations for children ages 19 and under, make available approved concussion training. The law has three requirements:

Education: All coaches, youth athletes, and their parent or guardian must be provided with education about the risks and symptoms of concussion and how to seek proper medical attention.

Removal from Play: Under any reasonable suspicion of concussion, coaches will remove youth athletes from play.

Return to Play: Youth athletes will not be allowed to return to play including games, scrimmages, and practices of any kind until written approval from an appropriate licensed healthcare professional AND the youth's parent or guardian are obtained. Licensed healthcare professionals may be a physician, physician's assistant, nurse practitioner nurse, athletic trainer, neuropsychologist, or any licensed healthcare worker in Nebraska who is specifically trained in pediatric traumatic brain injury.

In accordance with this law, LBA will be implementing a concussion protocol and guidelines.

Introduction

A concussion is a type of traumatic brain injury that impairs the normal function of the brain. It occurs when the brain moves within the skull as a result of a blow to the head or body. What may appear to be only a mild jolt or blow to the head or body can result in a concussion.

The understanding of sports-related concussions continues to evolve. We now know that young athletes are particularly vulnerable to the effects of a concussion. Once considered little more than a “ding” on the head, it is now understood that a concussion has the potential to result in a variety of short- or long-term changes in brain function or, rarely, death.

What is a concussion?

You’ve probably heard the terms “ding” and “bell-ringer.” These terms were previously used to refer to “minor” head injuries and were thought to be a normal part of collision sports. Research has shown that a concussion is a brain injury and by no means minor. Any suspected concussion must be taken seriously. The athlete does not have to be hit directly in the head to injure the brain. Any force that is transmitted to the head may cause the brain to bounce or twist within the skull, resulting in a concussion.

It was once believed that a person had to lose consciousness or be “knocked out” to have a concussion. This is not true, as the vast majority of concussions do not involve a loss of consciousness. In fact, less than 5% of athletes actually lose consciousness with a concussion.

What happens to the brain during a concussion is not completely understood. It is a very complex process, primarily affecting the function of the brain. The sudden movement of the brain causes stretching and tearing of brain cells, damaging the cells and creating chemical changes in the brain.

Once this injury occurs, the brain is vulnerable to further injury and very sensitive to any increased stress until it fully recovers.

Common sports injuries such as torn ligaments and broken bones are structural injuries that can be detected during an examination and seen on X-rays or MRIs. A concussion, however, is an injury that interferes with how the brain works and cannot be diagnosed by MRI or CT scans. Therefore, the brain looks normal on these tests, even though it has been injured.

Recognition and Management

If an athlete exhibits any signs, symptoms, or behaviors that make you suspicious of a concussion, the athlete must be removed from play and closely observed. Sustaining another head injury after a concussion can lead to worsening concussion symptoms, increased risk for further injury, and, rarely, death.

Parents/guardians and coaches are not expected to “diagnose” a concussion. That is the role of an appropriate healthcare professional. However, everyone involved in athletics must be aware of the signs, symptoms, and behaviors associated with a concussion. If you suspect that an athlete may have a concussion, then the athlete must be immediately removed from all physical activity.

Signs Observed by Coaching Staff

- ***Loss of consciousness (even if brief)**
- ***Seizure**
- ***Increasing sleepiness**
- ***Worsening headache**
- ***Persistent vomiting**
- Dazed or stunned appearance
- Confusion about assignment or position
- Forgetful, for example, doesn't follow instructions
- Uncertainty of game, score or opponent
- Clumsy movements
- Slow response to questions
- Mood, behavior or personality changes
- Inability to recall events prior to hit or fall
- Inability to recall events after hit or fall

***RED FLAGS**

Symptoms Reported by Athlete

- Headaches or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy or groggy
- Concentration or memory problems
- Confusion
- Emotions of “not feeling right” or “feeling down”

When in doubt, sit them out!

When you suspect that a player has a concussion, follow the “Heads Up” 4-step Action Plan.

1. Remove the athlete from play.
2. Ensure the athlete is evaluated by an appropriate health-care professional. (RED FLAGS: if any red flag present, the athlete should go to the emergency department)
3. Inform the athlete's parents/guardians about the possible concussion and give them information on concussion.

4. Keep the athlete out of play the day of the injury, and until an appropriate health-care professional says the athlete is symptom-free and gives the okay to return to activity.

The signs, symptoms, and behaviors associated with a concussion are not always apparent immediately after a bump, blow, or jolt to the head or body and may develop over a few hours or longer. An athlete should be closely watched following a suspected concussion and should never be left alone.

Athletes should never try to “tough out” a concussion. Teammates, parents/guardians, and coaches should never encourage an athlete to “play through” the symptoms of a concussion. In addition, there should never be an attribution of bravery or courage to athletes who play despite having concussion signs and/or symptoms. The risks of such behavior must be emphasized to all members of the team, as well as coaches and parents.

If an athlete returns to activity before being fully healed from an initial concussion, the athlete is at greater risk for a repeat concussion. A repeat concussion that occurs before the brain has a chance to recover from the first can slow recovery or increase the chance for long-term problems. In rare cases, a repeat concussion can result in severe swelling and bleeding in the brain that can be fatal.

What to do in an Emergency

Although rare, there are some situations where you will need to call 911 and activate the Emergency Medical System (EMS). The following circumstances are medical emergencies:

1. Any time an athlete has a loss of consciousness of any duration. While loss of consciousness is not required for a concussion to occur, it may indicate more serious brain injury.
2. If an athlete exhibits any of the following:
 - a. Seizure
 - b. Increasing sleepiness
 - c. Worsening headache
 - d. Persistent vomiting

Rest

The first step in recovering from a concussion is rest. Rest is essential to help the brain heal. Athletes with a concussion need rest from physical and mental activities that require concentration and attention as these activities may worsen symptoms and delay recovery. Exposure to loud noises, bright lights, computers, video games, television, and phones (including texting) all may worsen the symptoms of concussion. Athletes typically require 24-48 hours of rest, though some may require longer.

Return to Learn

Following a concussion, many athletes will have difficulty in school. These problems may last from days to weeks and often involve difficulties with short- and long-term memory, concentration, and organization. In many cases, it is best to lessen the student's class load early on after the injury. This may include staying home from school during the short period of rest, followed by a lightened schedule for a few days, or longer, if necessary. Decreasing the stress on the brain in the early phase after a concussion may lessen symptoms and shorten the recovery time. Additional academic adjustments may include decreasing homework, allowing extra time for assignments/tests, and taking breaks during class. Such academic adjustments are best made in collaboration with teachers, counselors, and school nurses.

Return to Play

After suffering a concussion, **no athlete should return to play or practice on that same day. An athlete should never be allowed to resume play following a concussion until symptom-free and given the approval to resume physical activity by an appropriate health-care professional.** Here is a link to the CDC's progressive return to play protocol:

https://www.cdc.gov/headsup/basics/return_to_sports.html

Once an athlete no longer has signs or symptoms of a concussion **and is cleared to return to activity by an appropriate healthcare professional**, he/she should proceed in a stepwise fashion to allow the

brain to re-adjust to exercise. In most cases, the athlete should progress no more than one step each day, and at times each step may take more than one day. **Below is an example of a return to physical activity program:**

Progressive Physical Activity Program (ideally under supervision)

- Step 1:* Light aerobic exercise- 5 to 10 minutes on an exercise bike or light jog; no weight lifting, resistance training, or any other exercises.
- Step 2:* Moderate aerobic exercise- 15 to 20 minutes of running at moderate intensity in the gym or on the field without equipment.
- Step 3:* Non-contact training drills in full uniform. May begin weightlifting, resistance training, and other exercises.
- Step 4:* Full contact practice or training.
- Step 5:* Full gameplay.

If symptoms of a concussion recur, or if concussion signs and/or behaviors are observed at any time during the return-to-activity program, the athlete must discontinue all activity immediately. Depending on previous instructions, the athlete may need to be re-evaluated by the health-care provider or may have to return to the previous step of the return-to-activity program.

Summary of LBA Concussion Management

- 1. No athlete should return to play (RTP) or practice on the same day of a concussion.**
- 2. Any athlete suspected of having a concussion should be evaluated by an appropriate healthcare professional.**
- 3. Any athlete with a concussion should be medically cleared by an appropriate healthcare professional prior to resuming participation in any practice or competition.**
- 4. After medical clearance, RTP should follow a stepwise protocol with provisions for delayed RTP based upon the return of any signs or symptoms.**

References:

American Medical Society for Sports Medicine position statement: concussion in sport. Harmon KG, Drezner J, Gammons M, Guskiewicz K, Halstead M, Herring S, Kutcher J, Pana A, Putukian M, Roberts W; American Medical Society for Sports Medicine. Clin J Sport Med. 2013 Jan;23(1):1-18.

McCrory P, Meeuwisse WH, Aubry M, et al. Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Zurich, November 2012 J Athl Train. 2013 Jul-Aug;48(4):554-75.

Returning to Learning Following a Concussion. Halstead M, McAvoy K, Devore C, Carl R, Lee M, Logan K and Council on Sports Medicine and Fitness, and Council on School Health. Pediatrics, October 2013. American Academy of Pediatrics

See the Full LBA Brain Injury/Concussion Risk Management Program [HERE](#)

Concussion Fact & Education Sheets

 [Fact_Sheet_for_Athletes.pdf](#)

 [Fact_Sheet_for_Coaches.pdf](#)

 [Fact_Sheet_for_Parents.pdf](#)

 [HeadsUpConcussion_ActionPlan.pdf](#)

 [Parent_Athlete_Info_Sheet-a.pdf](#)

SIGNS & SYMPTOMS

Athletes who experience one or more of the signs or symptoms listed below after a bump, blow, or jolt to the head or body may have a concussion.

SIGNS OBSERVED BY COACHING STAFF

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events *prior* to hit or fall
- Can't recall events *after* hit or fall

SYMPTOMS REPORTED BY ATHLETE

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or is "feeling down"

January 2021



CDC HEADS UP
SAFE BRAIN. STRONGER FUTURE.

ACTION PLAN

As a coach, if you think an athlete may have a concussion, you should:

- 1. Remove the athlete from play.**
- 2. Keep an athlete with a possible concussion out of play on the same day of the injury and until cleared by a healthcare provider.** Do not try to judge the severity of the injury yourself. Only a healthcare provider should assess an athlete for a possible concussion.
- 3. Record and share information about the injury,** such as how it happened and the athlete's symptoms, to help a healthcare provider assess the athlete.
- 4. Inform the athlete's parent(s) or guardian(s)** about the possible concussion and refer them to CDC's website for concussion information.
- 5. Ask for written instructions from the athlete's healthcare provider** about the steps you should take to help the athlete safely return to play.

Before returning to play an athlete should:

- Be back to their regular activities (such as school).
- Not have any symptoms from the injury when doing regular activities.
- Have the green-light from their healthcare provider to begin the return to play process.

For more information, visit www.cdc.gov/HEADSUP

The information provided in this document or through links to other sites is not a substitute for medical or professional care. Questions about diagnosis and treatment for concussion should be directed to a physician or other healthcare provider.



IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.

CONCUSSION RECOGNITION TOOL 5[©]

To help identify concussion in children, adolescents and adults



FIFA®

Supported by



RECOGNISE & REMOVE

Head impacts can be associated with serious and potentially fatal brain injuries. The Concussion Recognition Tool 5 (CRT5) is to be used for the identification of suspected concussion. It is not designed to diagnose concussion.

STEP 1: RED FLAGS – CALL AN AMBULANCE

If there is concern after an injury including whether ANY of the following signs are observed or complaints are reported then the player should be safely and immediately removed from play/game/activity. If no licensed healthcare professional is available, call an ambulance for urgent medical assessment:

- Neck pain or tenderness
- Double vision
- Weakness or tingling/burning in arms or legs
- Severe or increasing headache
- Seizure or convulsion
- Loss of consciousness
- Deteriorating conscious state
- Vomiting
- Increasingly restless, agitated or combative

Remember:

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Assessment for a spinal cord injury is critical.
- Do not attempt to move the player (other than required for airway support) unless trained to do so.
- Do not remove a helmet or any other equipment unless trained to do so safely.

If there are no Red Flags, identification of possible concussion should proceed to the following steps:

STEP 2: OBSERVABLE SIGNS

Visual clues that suggest possible concussion include:

- Lying motionless on the playing surface
- Slow to get up after a direct or indirect hit to the head
- Disorientation or confusion, or an inability to respond appropriately to questions
- Blank or vacant look
- Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements
- Facial injury after head trauma

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STEP 3: SYMPTOMS

- Headache
- "Pressure in head"
- Balance problems
- Nausea or vomiting
- Drowsiness
- Dizziness
- Blurred vision
- Sensitivity to light
- Sensitivity to noise
- Fatigue or low energy
- "Don't feel right"
- More emotional
- More Irritable
- Sadness
- Nervous or anxious
- Neck Pain
- Difficulty concentrating
- Difficulty remembering
- Feeling slowed down
- Feeling like "in a fog"

STEP 4: MEMORY ASSESSMENT

(IN ATHLETES OLDER THAN 12 YEARS)

Failure to answer any of these questions (modified appropriately for each sport) correctly may suggest a concussion:

- "What venue are we at today?"
- "Which half is it now?"
- "Who scored last in this game?"
- "What team did you play last week/game?"
- "Did your team win the last game?"

Athletes with suspected concussion should:

- Not be left alone initially (at least for the first 1-2 hours).
- Not drink alcohol.
- Not use recreational/ prescription drugs.
- Not be sent home by themselves. They need to be with a responsible adult.
- Not drive a motor vehicle until cleared to do so by a healthcare professional.

The CRT5 may be freely copied in its current form for distribution to individuals, teams, groups and organisations. Any revision and any reproduction in a digital form requires approval by the Concussion in Sport Group. It should not be altered in any way, rebranded or sold for commercial gain.

ANY ATHLETE WITH A SUSPECTED CONCUSSION SHOULD BE IMMEDIATELY REMOVED FROM PRACTICE OR PLAY AND SHOULD NOT RETURN TO ACTIVITY UNTIL ASSESSED MEDICALLY, EVEN IF THE SYMPTOMS RESOLVE

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APPENDIX E

Practice Planning Resources

- [Basketball Drills by Age](#) (full EBook)
- [Basketball Plays](#) (full EBook)
 - **Basketball Man to Man Plays**
 - [UNI Play](#)
 - [Don Kelbick's Motion Offense](#)
 - [1-3-1 Cutters](#)
 - [Overload](#)
 - [Rolling](#)
 - [Swing Variation](#)
 - [5 Out Zinger](#)
 - [4 Out Swing Rattle](#)
 - [Picket Fence](#)
 - [Cincy - Man or Zone](#)
 - [Houston Rockets Box Set - Big Man](#)
 - [3 Man Series Play](#)
 - [5 Quick Hitters for Your Motion Offense](#)
 - [2 Basketball Pick and Roll Plays](#)
 - [3 Essential Flex Offense Plays - 1-4 High Set](#)
 - [Flex Offense Play - Strong Side Ball Screen](#)
 - [Indiana Short Roll](#)
 - [Zoom Action Offense from Toledo & Pitt](#)
 - **Basketball Zone Plays**
 - [Double](#)
 - [Overload](#)
 - [Overload 2](#)
 - [Pitt](#)
 - [Shallow](#)
 - [Quick Hitter Vs. 1-3-1 Zone](#)
 - [Cincy - Man or Zone](#)
 - **Zone Plays Resource:**
 - [Beating the Zone - 75 Set Plays to Score Against Zone Defense](#)
 - **Basketball Out of Bounds Plays**
 - [Sideline](#)
 - [Slice - Sideline](#)
 - [Wide Open Spaces - Under Basket](#)
 - [Post 1 - Under Basket](#)
 - [Celtics Handoff - Sideline](#)
 - [Kansas St - Screen the Inbounder Play](#)
 - [Chicago Bulls Vs. Orlando Magic - Baseline](#)
 - [Kobe's Game-Winning 3-Pointer Vs. Grizzlies - Sideline](#)
 - [Illinois's Box Z - Baseline Out of Bounds Play Against Zone](#)
 - **Press Break Plays**
 - [Line - Press Breaker](#)
 - [Cheetah - Press Breaker](#)
 - **Special Situation Plays**
 - [Foul Shot Tip-In Plays](#)
 - [Foul Shot Fast Breaks](#)
- **Offense**
 - **Offensive Skill Drills**
 - [Dribbling Drills](#) (30)
 - [Footwork Drills](#) (23)
 - [Lay Up & Finishing Drills](#) (20)

- [Passing Drills](#) (21)
 - [Shooting Drills](#) (22)
- **Team Offense Drills**
 - [Half Court Offense Drills](#) (23)
 - [Transition Offense Drills](#) (20)
- **Basketball Offense Tips & Articles**
 - [Offense Tips - The Easy Way to Teach Basketball Offense](#)
 - [Bobby Knight's Simple Offense Tip On Screens & Why You May Never Use Down Screens Again](#)
 - [The 5 Offensive Strategies that ALL Coaches Should Employ](#)
 - [How To Use And Set A Pick In Basketball](#)
 - [Executing The Basketball Pick and Roll](#)
 - [7 Important Offense Selection Tips](#)
 - [3 Critical Player Development Tips For Your Offense](#)
- **Man to Man Offenses**
 - [Don Kelbick's Motion Offense](#)
 - [Michigan](#)
 - [The Dynamic Flex Offense With Video](#)
 - [Ball Screen / Pick and Roll Continuity Offense](#)
 - [Basketball Pick and Roll Offense](#)
 - [The Open Post Motion Offense](#)
 - [The Dribble Drive Motion Offense](#)
 - [High Low Offensive System](#)
 - [5 Out Cutters Offense](#)
 - [1-3-1 Cutters](#)
 - [Duke Motion Offense](#)
 - [North Carolina Motion Offense](#)
 - [Triangle Offense](#)
 - [Tim Schuring's Complete Offensive System](#)
 - [The Princeton Offense - Making Defenses Pay with Layups and 3s](#)
- **Zone Offenses**
 - [Yo Yo - Simple zone offense for all levels](#)
 - [Motion Offense Against Zone](#)
 - [3 Simple Strategies to Attack a Zone Defense](#)
 - [Don Kelbick's Continuity Zone Offense](#)
- **Offense Against Junk Defenses**
 - [Offense Tips Against Junk Defenses \(Box-and-1 & Triangle-and-2\)](#)
- **Fast Break / Transition Offenses**
 - [How To Run The Basketball Fast Break Offense and Transition Offense - Philosophy, Offenses, Drills](#)
 - [Carolina Fast Break Offense](#)
 - [Keith Haske's Uptempo Basketball System - Pressure Defense & Offense](#)
 - [Suns Fast Break Offense](#)
 - [Foul Shot Fast Break Offenses](#)
 - [3 Unorthodox Ways to Score in Transition](#)
 - [Basketball Press Breaker Offense](#)
- **Defense**
 - **Defense & Rebounding Drills**
 - [Man to Man Defense Drills](#) (7)
 - [2-3 Zone Defense Drills](#) (2)
 - [1-3-1 Zone Defense Drills](#) (2)
 - [Rebounding Drills](#) (14)
- **Athletic Development Drills**

- [Warm Up Drills \(15\)](#)
- [Conditioning Drills \(16\)](#)
 - **Conditioning / Cardio**
 - [Basketball Conditioning Drills & Workouts for the Individual Athlete](#)
 - [20 Min AT-HOME Basketball Conditioning Workout](#)
 - [16 Conditioning Drills for Your Team](#)
 - **Strength & Weight Training**
 - [Strength Training Program for Basketball: Are You Doing it Right?](#)
 - [7 Essential Core Exercises for Basketball Players](#)
 - [4 Strength & Conditioning Drills for Basketball Players](#)
 - [11 Upper Body Exercises for Basketball](#)
 - [9 Essential Leg Exercises for Basketball](#)
- [Speed Drills \(5\)](#)
 - [How To Develop An Explosive First Step](#)
 - [5 Best Basketball Speed Drills](#)
 - [6 Essential Basketball Agility Drills](#)
 - [Cone Grab Drill - Develop A Faster First Step](#)
 - [Defense Reaction Drill](#)
 - [Lane Agility Drill](#)
 - [2 Advanced Drills for First Step Speed and Quickness](#)
 - [Chaser Drill to Increase Agility and Improve Ball Handling](#)
 - [Lateral Quickness & Agility Exercises, a Great Workout for Basketball Players](#)
- **Defense Improves Agility, Conditioning, and Athletic Development**
 - [6 Footwork Progressions For Elite Defenders.](#)
 - [1 on 1 Full Court Defense Drill.](#)
 - [Man in the hole drill](#)
- **Drills & Games for Kids**
 - [57 youth drills & games specifically for kids](#)
 - [Pivot 21](#) - This is a fun drill to improve your footwork.
 - [Go! Go! Go!](#) - This is a fun way to reward hustle and defensive footwork.
 - [Chaser Drill \(great for athleticism too\)](#) - Fun warm-up drill to improve quickness and strengthen your lower body to reduce injuries.
 - [Dribble Knockout](#) - A fun way to add ball handling to the classic Knockout game.
 - [Dribble Tag - Everyone It](#) - A great game that forces necessary habits to be a very good ball handler.
 - [9 Important Plyometric Exercises Top Trainers Swear By](#)
- **Game Strategy & Situations**
 - **General Game Strategy**
 - [Scouting Your Opponents](#)
 - [Do You Yell At Referees?](#)
 - [Improve Your Team's Performance By Making The Games More Like Practice](#)
 - **Handling Specific Game Situations**
 - [Handling Game Situations - 15 Strategies](#)
 - [Advanced Game Strategies - Get an Edge](#)
 - [Do You Sub To Keep Your Players Fresh And Out Of Foul Trouble?](#)
 - [Do You Have a Three-Point Defense?](#)
 - [Do You Take A Player Out Of The Game If You Are Shooting Free Throws Late?](#)
 - [Time Out Please!](#)
 - [Do You Change Defenses Coming Out of a Time Out or The Beginning of a Quarter?](#)
 - [Do You Sub Offense / Defense \(During Dead Ball Situations\)?](#)
- **Sample Practice Plan**
 - [Middle Grade](#)
 - [Younger Grade](#)