

BBCOC REGIONAL CLINIC  
NOV 4<sup>TH</sup>, 2023  
SLIDE DECK #1 – RULES SEGMENT

# RULE KNOWLEDGE

1. FIBA RULES

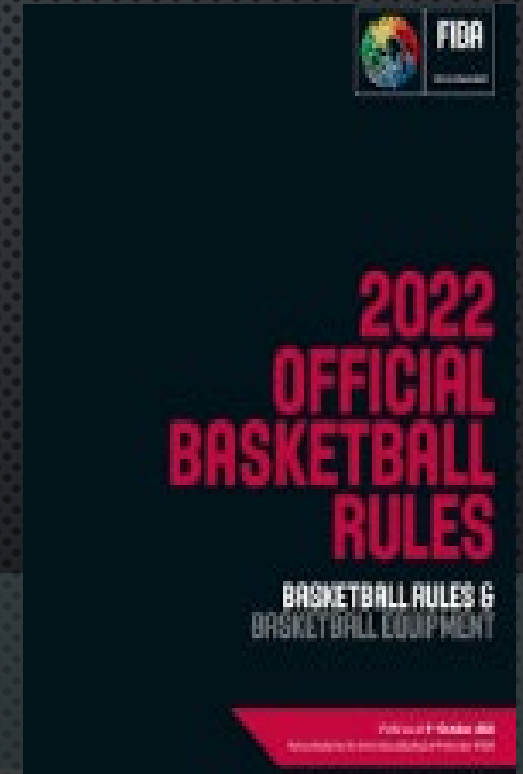
2. INTERPRETATIONS

3. GAME PLAN & NOCP LEVELS

4. HIGH SCHOOL MODIFICATIONS



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# RULEBOOK:

## 1) FIBA RULEBOOK:

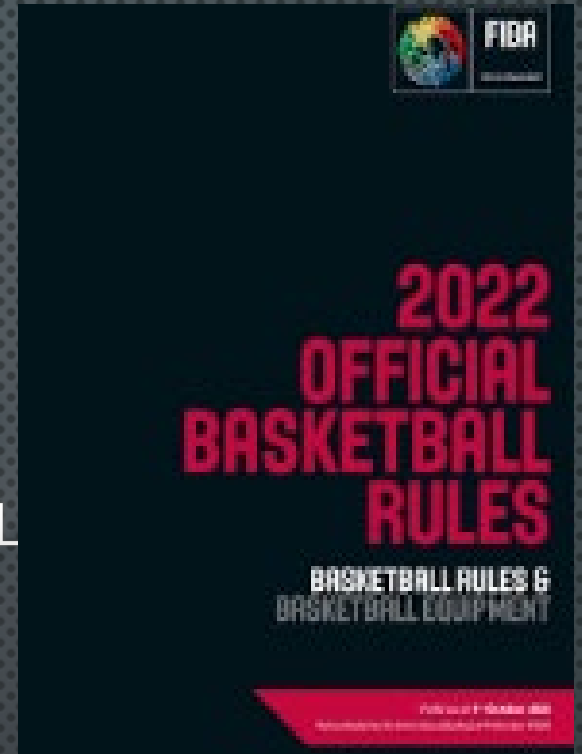
[HTTPS://WWW.FIBA.BASKETBALL/DOCUMENTS/OFFICIAL-BASKETBALL-RULES/CURRENT.PDF](https://www.fiba.basketball/documents/official-basketball-rules/current.pdf)

THIS IS WHAT THE FIBA EXAM COVERS (NO HIGH SCHOOL MODS)

RULE KNOWLEDGE EXTREMELY IMPORTANT (HELPS WITH COMMUNICATION WITH COACHES "BY RULE, ...")

ALSO, HELPS WITH APPLICATION OF PLAYS REFEREES OFFICIATE DURING A GAME

70% / 80% / 86% PASSING GRADE REQUIRED (NOCP 1; 2; AND UP, AS WELL AS PLAYOFFS CONSIDERATIONS...)



# CASEBOOK:

## 2) FIBA INTERPRETATIONS:

[HTTPS://WWW.FIBA.BASKETBALL/DOCUMENTS/OFFICIAL-BASKETBALL-RULES-INTERPRETATIONS/2022.PDF](https://www.fiba.basketball/documents/official-basketball-rules-interpretations/2022.pdf)

THIS IS A “CASEBOOK” – ACTUAL EXAMPLES OF PLAYS WITH BY RULE DECISIONS INDICATED (OPEN NOW UNTIL NOVEMBER 30<sup>TH</sup> – VBOA MEETING NOV. 19<sup>TH</sup>)

HELPS FURTHER RULE KNOWLEDGE IN A PRACTICAL WAY

ALSO, HELPS FURTHER APPLICATION OF PLAYS REFEREES OFFICIATE DURING A GAME, AND TO SEE EXAMPLES – GREAT LEARNING OPPORTUNITY

APPROXIMATELY 30% OF FIBA EXAM QUESTIONS COME DIRECTLY FROM THIS DOCUMENT

# GAMEPLAN AND NOCP LEVELS:

## 3) GAMEPLAN BASKETBALL – "OFFICIALS"

[HTTPS://GAMEPLANBASKETBALL.CA/?SET\\_MEMBER\\_TYPE=OFFICIAL](HTTPS://GAMEPLANBASKETBALL.CA/?SET_MEMBER_TYPE=OFFICIAL)

NOCP LEVELS SHOWN HERE:

- A) ONLINE CLINIC – PARTS 1 & 2
- B) OFFICIATING 101 (NOCP 1 ONLY)
- C) FLOOR SESSION
- D) PORTFOLIO
- E) GAME EVALUATION (2 AT NOCP LEVEL 2)

ALSO, YOU CAN GET VIDEO CLIPS, WRITE RULES EXAM HERE, ETC.. GREAT RESOURCE FOR REFEREES! 😊



# MODIFICATIONS (DIFFERENCES):



## 4) HIGH SCHOOL MODIFICATIONS FROM BCSS

[HTTPS://BASKETBALL.BC.CA/FILES/BCSS%20BASKETBALL%20RULES%202022-23.PDF](https://basketball.bc.ca/files/bcss%20basketball%20rules%202022-23.pdf)

THESE "OVERRULE" OR REPLACE WHAT IS IN THE FIBA RULEBOOK

BBCOC TRYING TO MINIMIZE THESE AS MUCH AS POSSIBLE (MOSTLY FLOOR MARKINGS AND TIME EQUIPMENT MODS, BUT...)

GIRLS AND BOYS PLAYING SAME RULESET AND MODIFICATIONS NOW!



# HIGH SCHOOL MODIFICATIONS

## RULES OF PLAY:

THE RULES FOR GOVERNING BCSS BASKETBALL SHALL BE FEDERAL INTERNATIONAL BASKETBALL ASSOCIATION (FIBA) RULES, WITH THE FOLLOWING MODIFICATIONS:

## HIGH SCHOOL MODIFICATIONS:

- 1) TEAMS MUST BE ON THE PLAYING COURT, READY TO PLAY, (WITH THE REQUIRED NUMBER OF PLAYERS) WITHIN TEN (10) MINUTES OF GAME TIME. FAILURE TO DO SO WILL RESULT IN FORFEITURE. REFEREES WILL INFORM THE TOURNAMENT DIRECTOR AFTER TEN (10) MINUTES OF GAME TIME WHICH TEAM DEFAULTED.
- 2) SCORESHEET SHOULD BE COMPLETED AND SIGNED BY BOTH COACHES WITH AT LEAST FIVE (5) MINUTES REMAINING IN THE WARMUP PERIOD
- 3) FIBA PRE-GAME WARM-UP PROCEDURE SHALL NOT BE USED
- 4) THE HOME TEAM (OR AS DESIGNATED BY THE TOURNAMENT) SHALL HAVE THE CHOICE OF TEAM BENCHES, AND WILL SHOOT AT THE BASKET FURTHEST FROM THAT BENCH IN THE FIRST HALF. BENCHES AND DIRECTION OF PLAY TO START THE GAME CAN BE REVERSED, IF AGREED UPON BY BOTH COACHES



# HIGH SCHOOL MODIFICATIONS:

- 5) A TEAM IS REQUIRED TO ADVANCE THE BALL INTO THE FRONT COURT IN TEN (10) SECONDS OR LESS
- 6) EACH TEAM SHALL BE PERMITTED THEIR THREE (3) ALLOTTED TIME-OUTS AT ANY TIME DURING THE SECOND HALF. A MAXIMUM OF TWO (2) TIME-OUTS IN THE FINAL TWO (2) MINUTES OF THE FOURTH (4TH) PERIOD NO LONGER APPLIES
- 7) UNDER NO CIRCUMSTANCES SHALL ANY INSTANT REPLY SYSTEM (IRS) BE USED FOR AN OFFICIAL, COACH, GAME DIRECTOR, OR GAME ADMINISTRATION TO CLARIFY ANY ON-COURT RULES INTERPRETATION.  
NOTE: AFTER THE GAME, REPLAY AND VIDEO MAY BE USED WHEN REVIEWING (AN) EVENT(S) FOR THE PURPOSES OF DISCIPLINE.

# HIGH SCHOOL MODIFICATIONS:

- 8) UNIFORMS - JERSEYS STAY TUCKED IN; T-SHIRTS ALLOWED, 1 COLOUR FOR EACH TEAM, AND CAN BE ANY COLOUR; UNDERGARMENTS SAME COLOUR AS REST OF THE 1 COLOUR CHOSEN (MEDICAL DEVICES AND SOCKS DO NOT NEED TO MATCH THE 1 COLOUR)
- 9) THE NO-CHARGE SEMI-CIRCLE WILL NOT BE USED, EVEN IF INDICATED ON THE COURT
- 10) ALL LINES WILL BE THE NARROW / SHORT (NCAA) LINES, KEY WITH A WIDTH OF 3.66M AND A THREE-POINT LINE AT 6.25M, EVEN IF FIBA LINES ARE AVAILABLE. IF THESE LINES ARE NOT AVAILABLE IN THE GYM, LINES AS MARKED WILL BE USED

# HIGH SCHOOL MODIFICATIONS:

11) A DISQUALIFIED PLAYER (2 X BEHAVIOURAL T<sub>s</sub>; 2 X “EXCESSIVE CONTACT” U<sub>s</sub>; COMBO OF 1 X T AND 1 X U; D) IS REQUIRED TO LEAVE THE PLAYING COURT, AND THE COMPETITION GYMNASIUM. IF NO SUITABLE SUPERVISION IS AVAILABLE FOR THAT STUDENT-ATHLETE, THE PLAYER MAY REMAIN ON THE BENCH, BUT MAY NOT COMMUNICATE WITH OTHER MEMBERS OF THE TEAM, OR THE OFFICIALS.

NOTE: ANY OTHER SUBSEQUENT DISCIPLINARY ACTIONS FROM THAT PLAYER IN THE ABOVE SITUATION WILL RESULT IN A GAME FORFEIT BY THAT PLAYER’S TEAM

# HIGH SCHOOL MODIFICATIONS: SHOT CLOCKS

12) SHOT CLOCK: FULL THIRTY (30) SHOT CLOCK RESET AFTER THE BALL STRIKES THE RING DURING A LIVE PLAY

13) THE TEAM AWARDED A THROW-IN FROM THE FRONT COURT WILL HAVE EIGHTEEN (18) SECONDS ON THE SHOT CLOCK FOLLOWING A FOUL OR VIOLATION AGAINST THE TEAM IN NEW CONTROL

14) THE TEAM AWARDED A NEW POSSESSION THROW-IN FROM THE BACKCOURT WILL HAVE THE SHOT CLOCK RESET TO THIRTY (30) SECONDS

15) DURING FREE THROWS, THE SHOT CLOCK WILL BE SET TO EIGHTEEN (18) SECONDS. IF THE OFFENSIVE TEAM GETS CONTROL OF THE REBOUND, IT WILL RUN DOWN FROM 18. IF THE DEFENSIVE SECURED THE REBOUND, THE SHOT CLOCK WILL BE RESET TO THIRTY (30) SECONDS.

# HIGH SCHOOL MODIFICATIONS:

16) IF BALL LODGES BETWEEN THE RING AND BACKBOARD (JUMP BALL), THE SHOT CLOCK IS RESET TO THIRTY (30) (DEFENSE TEAM'S ARROW) OR EIGHTEEN (18) SECONDS (OFFENSIVE TEAM'S ARROW)

17) ALL THROW-INS AS PART OF AN UNSPORTSMANLIKE OR DISQUALIFYING FOUL SHALL BE ADMINISTERED FROM THE FRONT COURT THROW-IN SPOT WITH EIGHTEEN (18) ON THE SHOT CLOCK

# HIGH SCHOOL MODIFICATIONS:

## TO REVIEW SHOT CLOCKS:

A) BACKCOURT THROW-IN AFTER AN OPPONENT'S FOUL, VIOLATION, OR LEGAL SCORE: SHOT CLOCK TO THIRTY (30) SECONDS

B) BALL ADVANCED BY TEAM TO THE FRONT COURT, AND THERE IS A FOUL, IF SHOT CLOCK AT 19 SECONDS OR MORE, SHOT CLOCK STAYS AS DISPLAYED

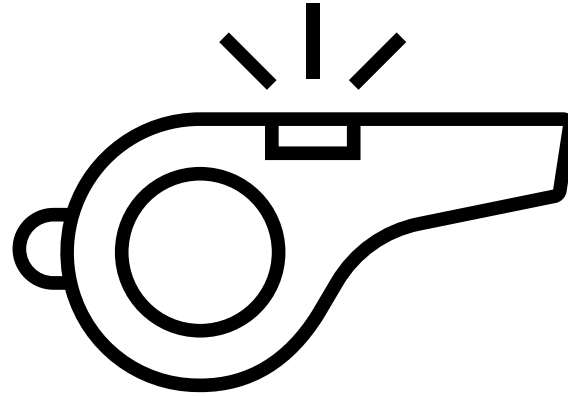
C) BALL ADVANCED BY TEAM TO THE FRONT COURT, AND THERE IS A FOUL, IF SHOT CLOCK IS AT 17 (17) SECONDS OR LESS, THEN SHOT CLOCK IS RESET TO EIGHTEEN (18) SECONDS

# FIBA RULES' SESSION:

THANKS!!!

QUESTIONS???



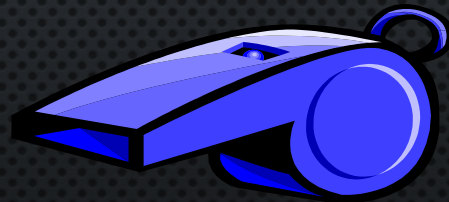


BBCOC REGIONAL CLINIC  
NOV 4<sup>TH</sup>, 2023  
SLIDE DECK #2 – MANAGING PLAYERS AND  
COACHES SEGMENT





# EFFECTIVELY MANAGING PLAYERS AND COACHES



# OFFICIALS' TENDENCIES

- 3 CATEGORIES:
- OFFICIALS WHO TAKE CARE OF IT (WHY?)
- OFFICIALS WHO DO NOT TAKE CARE OF IT (WHY?)
- OFFICIALS WHO DO NOT KNOW HOW TO CARE OF IT (WHY?)





## OFFICIALS WHO TAKE CARE OF IT (WHY? GAME CONTROL!)

- OVERALL, THESE OFFICIALS ARE RESPECTED, ESTABLISH CONTROL EARLY, AND COMMUNICATE OFTEN & EFFECTIVELY
- PERCEPTION IS GIRLS' WOMEN'S COACHES MANAGED BETTER THAN BOYS' MEN'S COACHES
- THE FEW THAT DO ARE LEFT TO MANAGE THE CHALLENGE "ISOLATED"



# OFFICIALS WHO DO NOT TAKE CARE OF IT (WHY? NO STRATEGIES, NO GAME PLAN, INEXPERIENCED, FEEL UNSUPPORTED, WANT TO GO MORE UNNOTICED)



- APPROXIMATELY 7 OUT OF 10 OFFICIALS ON THE BOYS' / MEN'S SIDE
- MORE TAKE CARE OF GIRLS' / WOMEN'S COACHES THAN BOYS' / MEN'S COACHES ; BOTH GENDERS' TEAMS' COACHES EVEN COMMENT ON THIS
- IT GETS WORSE, UNFORTUNATELY AS THE THE LEVEL OF COMPETITION GOES UP
- 3-4 OUT OF 10 KNOW WHAT TO DO, BUT CHOOSE NOT TO
- APPEARANCE FROM STANDS IS THAT ONLY TACTIC USED IS LOTS OF IGNORING
- GENERALLY, THESE REFEREES WAIT TOO LONG TO ADDRESS – THEN IT BECOMES IRREPARABLE
- FEEL UNSUPPORTED BY SUPERVISORS



# OFFICIALS WHO DO NOT KNOW HOW TO TAKE CARE OF IT (WHY? NO STRATEGIES, YOUNG, INEXPERIENCED)

- 6 OUT OF 10 DO NOT KNOW WHAT TO DO
- FIND IT DISTRACTING IN DOING THE JOB
- NEED TO BE BRAVE AND “TAKE A RISK”
- GOING TO MAKE MISTAKES (OK), BUT LEARN FROM THESE
- SELF ESTEEM - DO YOU HAVE THIS?
- MANAGING YOUR EMOTIONS CRITICAL
- POSSIBLE GAME / CREW DISRUPTION AS A RESULT



# WHAT CAN WE DO BETTER?

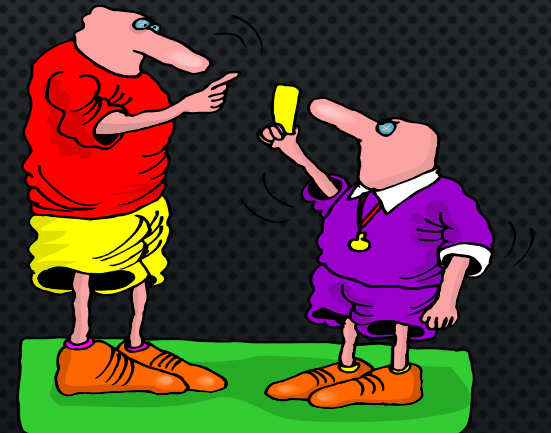
- COMMUNICATION
- BEING POLITE
- MANAGING EARLY AND OFTEN (IF NECESSARY)
- TRYING DIFFERENT STRATEGIES
- SCRIPTING & PRACTICING
- GETTING HELP AND EXAMPLES FROM MORE EXPERIENCED OFFICIALS
- HAVING A COMMUNICATION PLAN (SEE NEXT FEW SLIDES!)



# PLAYER INTERACTIONS

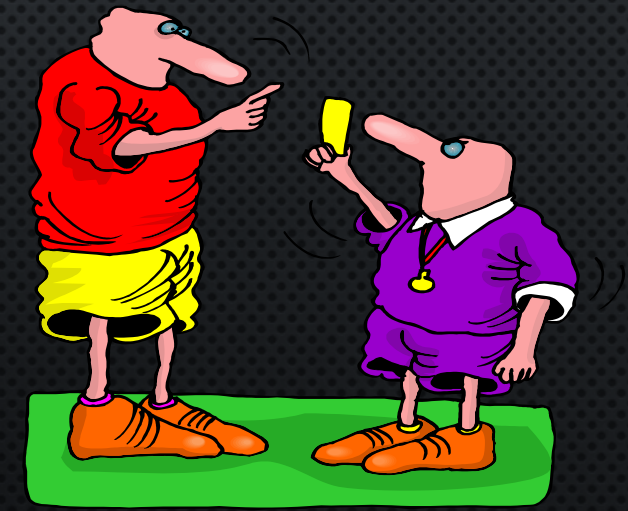


- NOTICING TRIGGERS / EMOTIONS RISING, ESPECIALLY IN:
  - POST PLAY
  - HIGH SCREENS NEAR ELBOWS / ABOVE THREE-POINT LINE
  - DRIBBLER MATCHUPS
- INTERACT POSITIVELY WITH PLAYERS – FRIENDLY CONVERSATIONS, THEN VOICE!
  - HELPS IF YOU NOTICE EARLIER (NOTICING IF PLAYERS ARE TALKING TO ONE ANOTHER, THEIR BODY LANGUAGE, THEIR LOOKS, ETC.)
- STATE WHAT YOU WANT TO HAVE HAPPEN
  - COACHES WANT TO / NEED TO / CAN HELP TOO
- LOTS LESS FLEXIBILITY WITH PLAYERS THAN WITH COACHES



# COACH INTERACTIONS

- NEED AWARENESS OF COACHES AND BENCHES
  - BENCH DECORUM
  - REMEMBER, HEAD COACH IS RESPONSIBLE FOR ALL ASSISTANT COACH(ES), PLAYERS, TRAINERS, STATS PERSONNEL, ETC.
- HELPS IF YOU KNOW SOME OF THE PERSONALITIES OF WHO YOU ARE DEALING WITH, SPECIFICALLY:
  - WHAT DO THEY WANT?
  - WHAT DO THEY DO?
  - WHAT DO YOU DO? (ACTION OR REACTION?)





# PERSONAL SCRIPTS

- HELPS IF YOU HAVE YOUR OWN PERSONAL LIBRARY OF “SCRIPTS”
- HAVE A COMMUNICATION “PLAN”: (IF, THEN)
  - KEEP COMPOSURE - ME
  - HELP KEEP COMPOSURE - THEM
  - POSITIVE TONE OF VOICE
  - GETTING THEM IN THE BOX
  - USING YOUR PERSONAL TOOL KIT



# SAMPLE SCRIPTS

- COACH IS ANGRY AND YELLING:
  - “I CANNOT TALK TO YOU WHEN YOU ARE SCREAMING AT ME”
  - “I CANNOT TALK TO YOU WHEN YOU ARE YELLING AT ME”
  - “COACH, YOU NEED TO WORK WITH ME”
  - “COACH, YOU ARE DISTRACTING ME FROM DOING MY JOB”
  - “ COACH, I WOULD LIKE TO TALK TO / WORK WITH YOU”
  - “I WILL NOT DO ANYTHING TO BE DISRESPECTFUL TO YOU”
  - “I WILL NOT ALLOW YOU TO BE DISRESPECTFUL TO ME”



# PERSONAL SCRIPTS

- NEVER TELL COACHES THEY ARE WRONG
  - “I CAN APPRECIATE YOUR OPINION, ... HERE IS WHAT I SAW”
  - ”I HEAR WHAT YOU ARE SAYING”
  - “I HEAR THAT”
  - “I RESPECT THAT”
  - “I RESPECT WHAT YOU ARE SAYING”
  - “ I UNDERSTAND WHY YOU FEEL THAT WAY”
  - “I UNDERSTAND WHY YOU WOULD SEE IT THAT WAY”
  - “OK... HERE IS WHAT I SAW”
  - “I WANT YOU TO KNOW YOU HAVE MY ATTENTION”
  - “BY RULE...” OR “THIS IS THE RULE \_\_\_\_\_”



# PERSONAL SCRIPTS



- COACH IS MORE CHIPPY & OFFICIATING

- “COACH, I CAN ONLY WORK ON ONE THING AT A TIME”
- “COACH, I HEAR YOU”
- “COACH WHAT WOULD YOU LIKE THE CREW TO DISCUSS?”
- “WE WILL DISCUSS THAT @ THE NEXT DEAD BALL”
- “WHAT CAN I HELP YOU WITH?”
- “WHAT ARE YOU SEEING?”- “OK”
- “I NEED YOUR HELP...YOU ARE DISTRACTING ME FROM DOING MY JOB”
- “I CANNOT ALLOW YOU TO OFFICIATE THE GAME”
- “WHAT IS ONE THING YOU WANT US TO WORK ON?”
- “PLEASE, GIVE ME A NUMBER”



# PERSONAL SCRIPTS



- COACH IS OUT OF THE COACHING AREA
  - “I NEED YOUR HELP, PLEASE”
  - “ I WILL TALK TO YOU, PLEASE, LET’S WALK THIS WAY”
  - “I WILL ANSWER YOUR QUESTION, BUT LOOK WHERE YOU ARE?”
  - ASK A QUESTION -”HOW CAN I HELP YOU?”
  - “I UNDERSTAND YOU FEEL THAT WAY, BUT YOU ARE POSSIBLY GOING TO MAKE ME DO SOMETHING I DO NOT WANT TO DO”
  - “I WILL BE GLAD TO TALK TO YOU ONCE WE ARE IN THE COACHING AREA”
  - “ I HEAR YOU, BUT CAN WE GO DOWN HERE TO DISCUSS IT?”

# PERSONAL TOOL KIT

BE RESPECTFUL AT ALL TIMES!

- SHOW RESPECT AND YOU WILL RECEIVE RESPECT
- COMPOSURE IS A MUST
- BE A GOOD ACTIVE LISTENER
- BE QUICKER TO ACKNOWLEDGE, THEN RESPONDING

LOOK THEM IN THE EYE

STAND SIDE TO SIDE

VOICE - CALM & COOL

BE AWARE OF YOUR BODY LANGUAGE - AVOID GESTURING

DO NOT EMBARRASS

UNDERSTANDING IS THE KEY TO CONTROL

BE A DIFFUSER

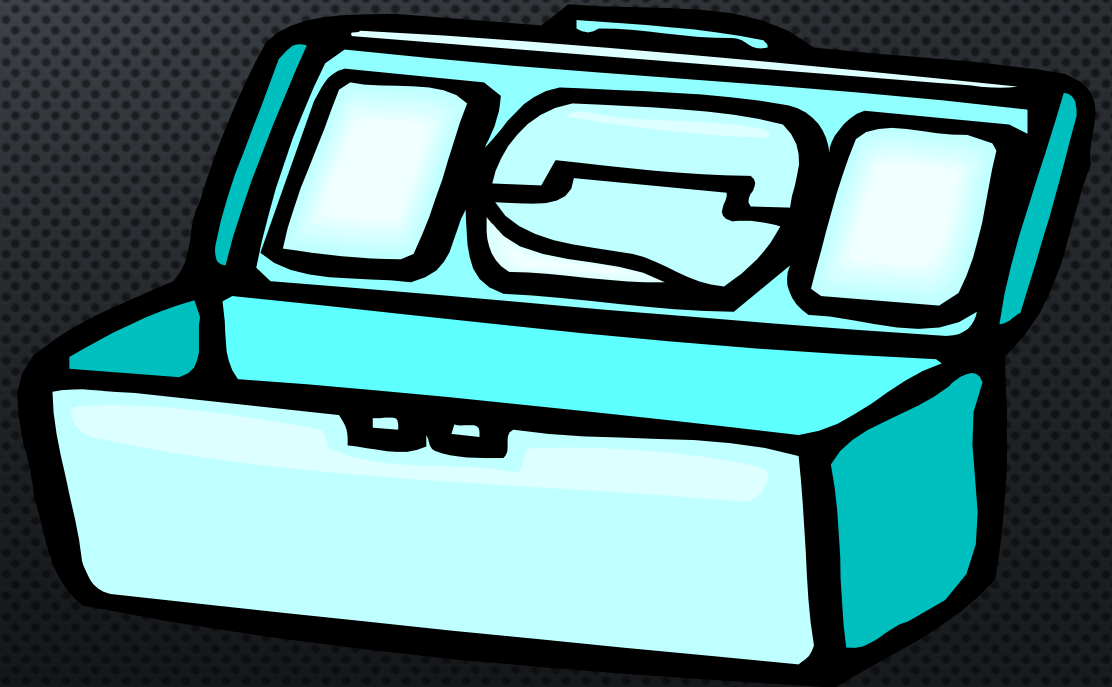


# PERSONAL TOOL KIT

- IMPORTANCE OF WORD CHOICE, AND # OF WORDS USED
  - SILENCE CANNOT BE REPEATED AND SILENCE CANNOT BE MISINTERPRETED

NEVER NEGATIVE TO START

- "I NEED YOUR HELP"
- BE PROFESSIONAL & POLITE
- "I UNDERSTAND"



# SHORT KEY WORDS



THANK YOU (THANKS)

PLEASE

EXCUSE ME

WOULD YOU

COULD YOU

COULD I

MAY I

I UNDERSTAND

I NEED YOUR HELP

YES / YEP

I HEAR YOU

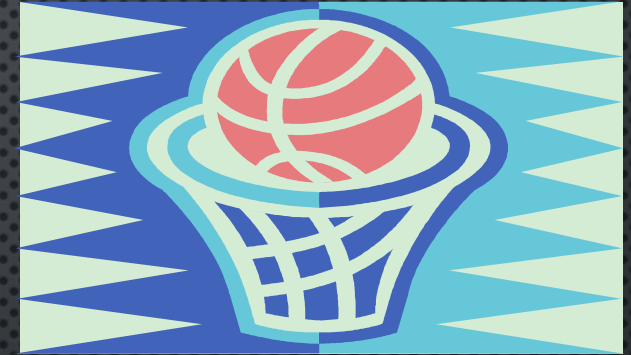




# PERSONAL SCRIPTS

- CONSISTENCY ISSUES

- I WILL TALK TO THE CREW NEXT DEAD BALL
- WHAT WOULD YOU LIKE US TO ADDRESS?
- I NEED A NUMBER TO FOCUS ON YOUR REQUEST
- I AM LOOKING FOR THE SAME THING ON THE OTHER END
- WHAT CAN WE HELP YOU WITH TONIGHT?
- I WANT TO MAKE SURE I UNDERSTAND YOU
- “GIVE ME SOME TIME...I’LL GET BACK TO YOU SHORTLY”



# PERSONAL SCRIPTS

WHAT NOT TO SAY:

- YOU ARE WRONG
- THAT'S NOT RIGHT
- NO
- I WAS STRAIGHT-LINED
- I WAS NOT IN POSITION
- I DO NOT KNOW WHAT YOU ARE TALKING ABOUT
- GET BACK IN THE BOX
- SIT DOWN
- SHUT UP
- STOP YELLING
- I AM GOING TO GET YOU
- IT IS NOT MY AREA

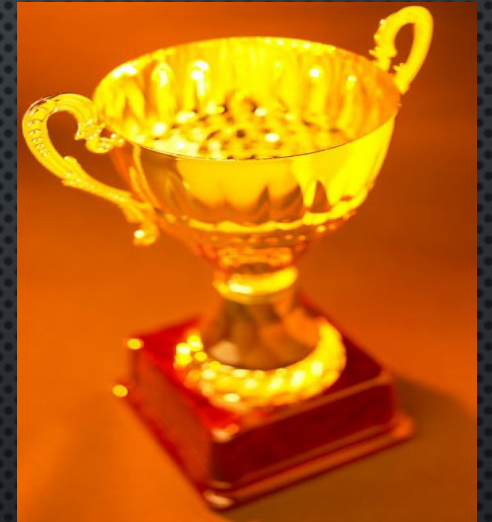


# RECOGNITION / ACKNOWLEDGEMENT

BE AWARE AT ALL TIMES, BUT ESPECIALLY DURING DEAD BALL PERIODS

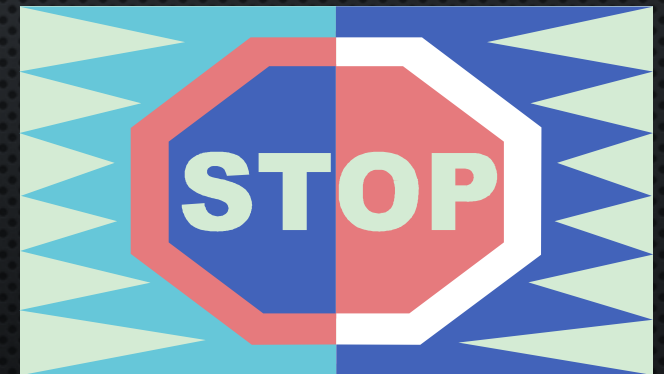
YOU DO NOT HAVE TO ADDRESS EVERY CONCERN / COMMENT

- KNOW WHAT IS BEING SAID
- ACKNOWLEDGE AS SOON AS POSSIBLE
- AVOID THE “BIG IGNORE”, AS THINGS MAY ESCALATE
- GESTURES CAN BE DEMEANING & DISRESPECTFUL – ADDRESS ASAP
- USE YOUR VOICE, HAVE A POSITIVE TONE, USE “ONE LINERS”, WHILE ALWAYS BEING COMPOSED



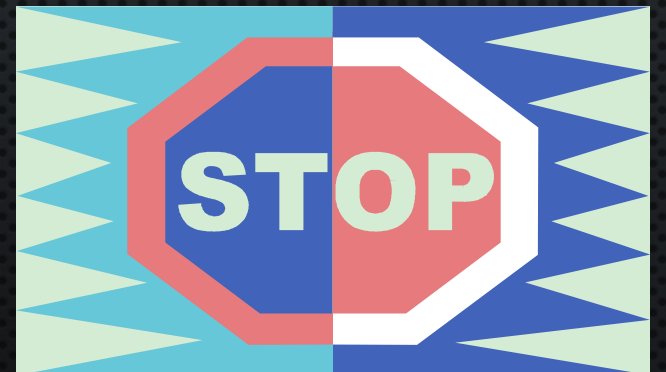
# CAUTIONS

- YOU STILL HAVE TO OFFICIATE (KEEP FOCUS); AVOID BE DISTRACTED!
- QUICK HITTERS / ONE-LINERS HELPFUL
- KEEP THE WHISTLE IN YOUR MOUTH - LIVE BALL
- BE AWARE OF POSSIBLE PERCEPTION(S) FROM THE OPPOSING COACH(ES)
- AVOID TALKING / TAKING TOO LONG
- AVOID SOUNDING ANGRY
- AVOID ALLOWING EMOTIONS TO GET INVOLVED



# FINALLY...

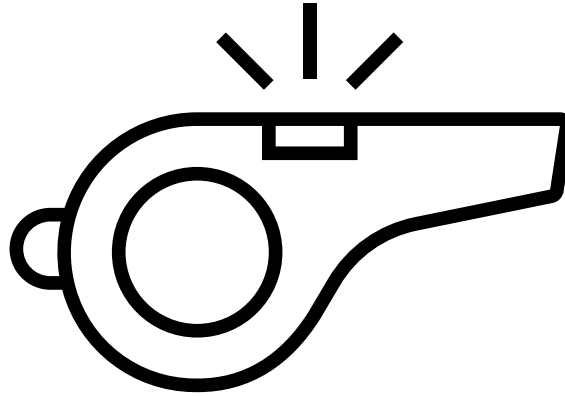
- YOU STILL HAVE THE RULES TO BACK YOU UP!
- TECHNICAL FOUL IS ONLY A 1 SHOT PENALTY
- COACHES AND PLAYERS LESS LIKELY TO OBJECT TO A T OR ANOTHER PENALTY IF THE COMMUNICATION WORK HAS BEEN DONE PRIOR TO
- SOME ACTIONS DO NOT REQUIRE WARNINGS OR CONVERSATIONS (F-WORD, PUNCH THROWN, LOUD TRASH TALKING, ETC.)



# THANKS 😊 - QUESTIONS / COMMENTS???

- QUESTIONS / COMMENTS???
  - POLL AUDIENCE:
    - THINGS THAT HAVE WORKED FOR YOU
    - THINGS THAT HAVE NOT WORKED
- FOR YOU





BBCOC REGIONAL CLINIC  
NOV 4<sup>TH</sup> ,2023  
SLIDE DECK #3 – EDI SEGMENT

# POINT OF VIEW

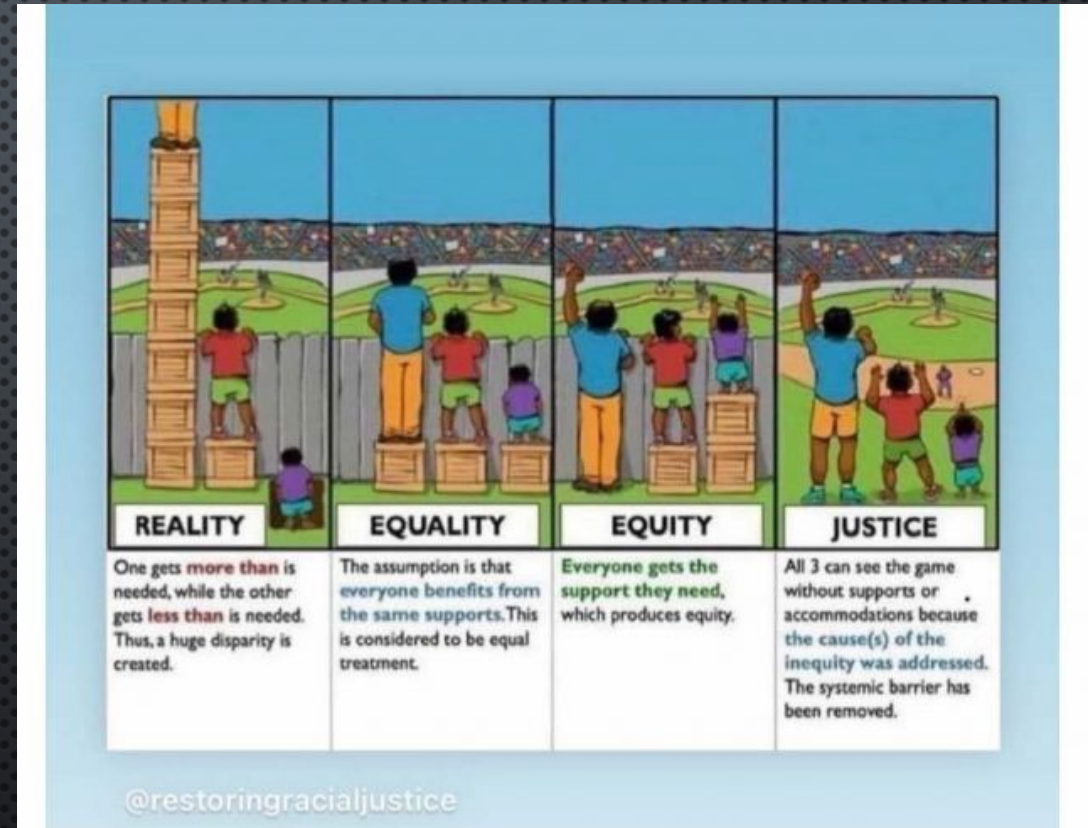
- REFEREEING AS A MINORITY OFFICIAL (GENDER, RACE, AGE, ETC.)
- EDI AND NEWER OFFICIALS





# POINT OF VIEW SEGMENT:

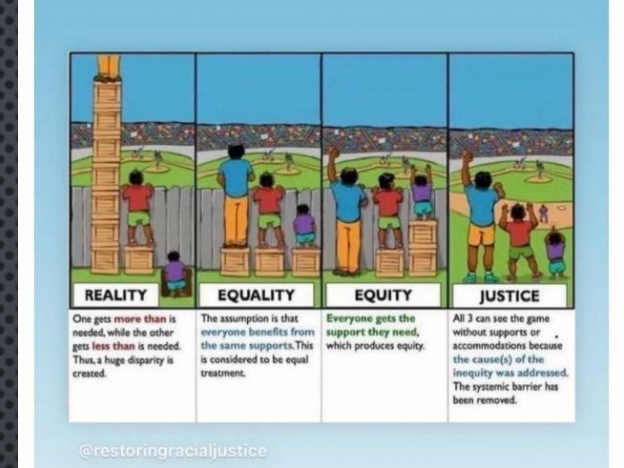
- EDI IN THEORY ...
- P.O.V. SESSIONS
- BENEFITS
- CHALLENGES
- EXPERIENCES (POSITIVE AND NEGATIVE)
- TRICKS AND TIPS



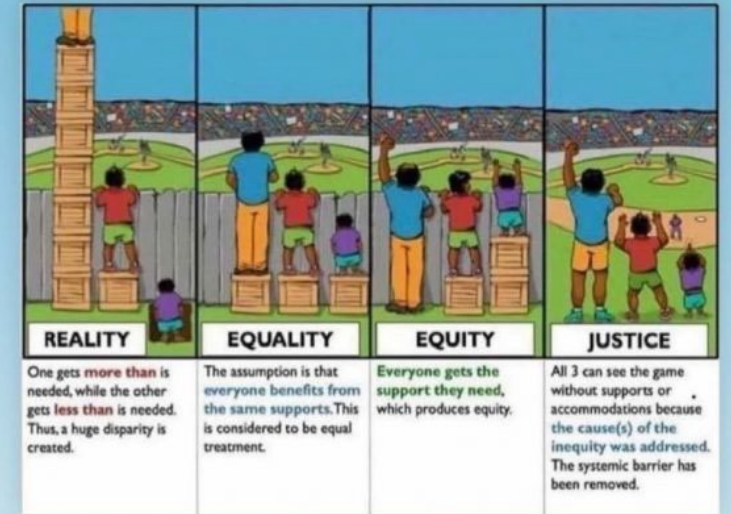
# EDI IN THEORY

## EQUITY, DIVERSITY AND INCLUSION:

- Equity - is practices, processes and policies that ensure and promote fair access to opportunities and outcomes for diverse identities within an organization
- Diversity – is representation in terms of difference (e.g. race, nationality, ethnic origin, gender, sexual orientation, age, ability, religion, language, etc.) that resembles the identity of the people and the larger community
- Inclusion – is a sustained welcoming and safe/protected environment for all people that prioritizes diversity and equity as foundations for creating spaces where people feel valued and respected for their identity and contributions



# EDI IN THEORY

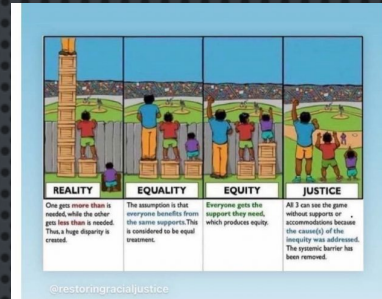


@restoringracialjustice

- Microaggression – is indirect, subtle put downs and insults that minoritized identities experience via statements / comments, actions / inactions / reactions, or incidents in their day-to-day interactions

# EDI IN THEORY

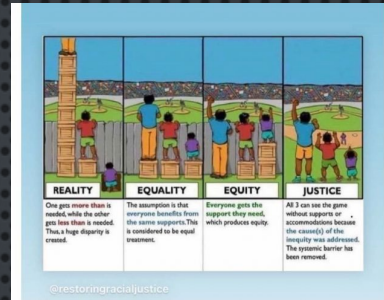
- Similar to what a great official would do to succeed at all levels, we must be prepared and proactive in mitigating problems, challenges, and barriers instead of waiting for incidents to occur and then responding
- FIBA and Canada Basketball expects that officials control the game, and not manage it, and “be in charge with a service attitude”
- This is accomplished by being strong, decisive, and approachable
- We need to apply these characteristics to the day-to-day functioning of basketball officiating organizations to create a sense of belonging for members



# EDJ IN THEORY

## Benefits:

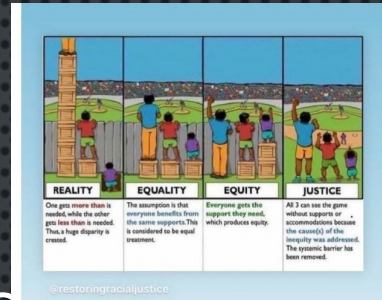
- More opportunities for all minority groups
- Recognition and opportunity for leaders in the basketball community to identify and mentor / support minorities more quickly
- Creates support network for all officials, as well as creating safe, supportive, basketball communities
- Creates diversity within the officiating community
- Forces all of to step out of our comfort zone a bit and address realistic and uncomfortable truths



# EDI IN THEORY

## Perceived Challenges:

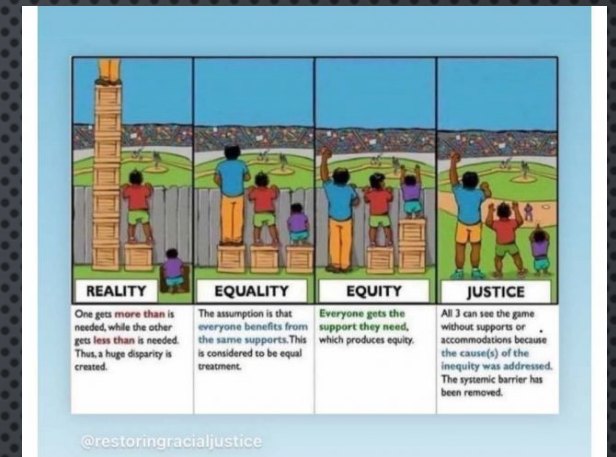
- Weakening skill set “We are choosing candidates based on their minority group instead of their overall skill level”
- Local boards, need to create policies, practices, and intentional programs that facilitate equitable access to opportunities for its members
- Institutions across different sectors have historically been resistant to transformative work, often wanting to maintain the status quo
- Yet, the status quo often historically favors those who have been in power and benefited from this process
- LOTS of time still needed to correct years of injustice



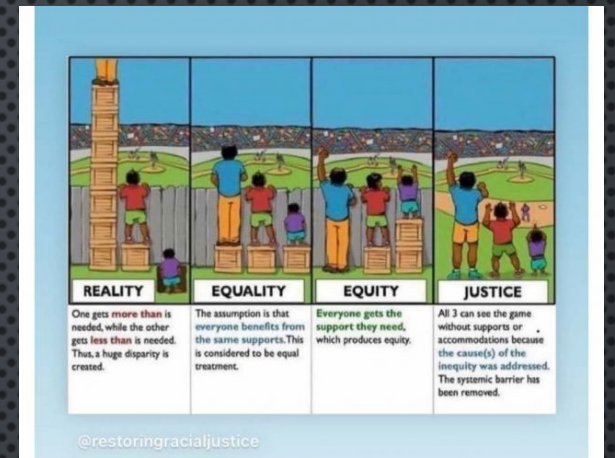
# EDI - P.O.V. SESSION

## POINT OF VIEW SESSION – PRESENTER DISCUSSES:

- EXPERIENCES
- INEQUITIES FELT
- HOW / WHEN THINGS FELT MORE CHANGED FOR THEM (IF ANY)
- INSECURITIES
- OTHER POSITIVE EXPERIENCES
- OTHER NEGATIVE EXPERIENCES



# EDI - P.O.V. SESSION



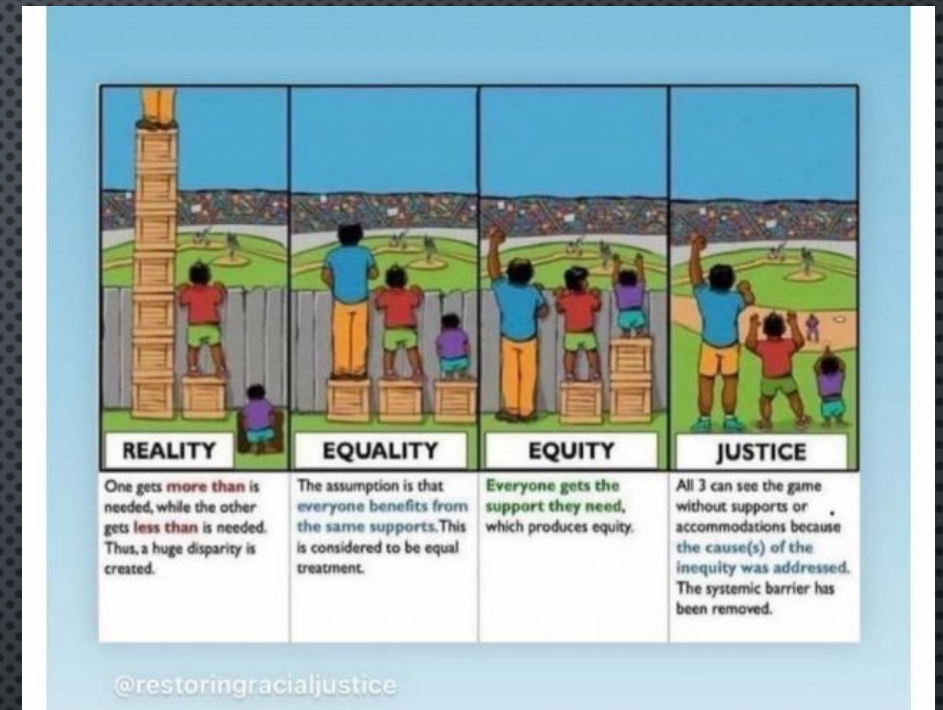
## POINT OF VIEW SESSION — PRESENTER DISCUSSES:

- TRICKS AND TIPS?
- WHAT MINORITY GROUPS / OFFICIALS APPRECIATE



# EDI – GOING FORWARD

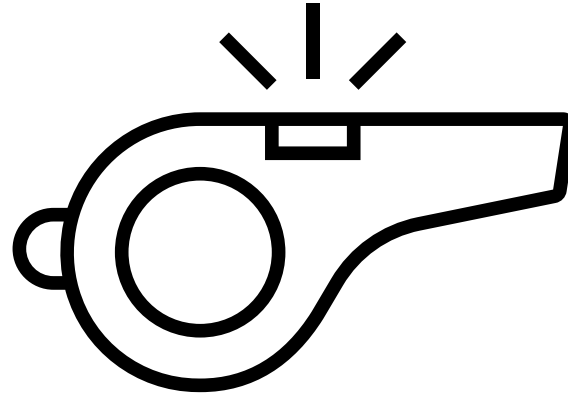
- ACCEPTANCE
- WILLINGNESS TO CHANGE
- BEING OPEN AND HONEST
- PROVIDING SUPPORT AND HELP
- INVOLVEMENT, AS THIS IS A LIFE-LONG PROCESS
- “The goal is for all members to feel like they belong, valued for who they are, and who can get a fair equitable access to opportunities through their officiating careers” Dr. Artevan Eizadirad



# THANK YOU!

- QUESTIONS?
- A SPECIAL THANK YOU TO DR. ARDAVAN EIZADIRAD FOR PROVIDING ARTICLE MATERIAL, AND TO OUR WONDERFUL BBCOC MEMBERS FOR PRESENTING ON THIS TOPIC AT THE 5 X BBBOC PROVINCIAL REGIONAL CLINICS





BBCOC REGIONAL CLINIC  
NOV 4<sup>TH</sup> ,2023  
SLIDE DECK #4 - IOT FOCUS

# IOTs FOCUS:

## **FIBA REFEREES MANUAL** **INDIVIDUAL OFFICIATING TECHNIQUES (IOT)**

VERSION 1.1

- THESE CHANGE FROM YEAR TO YEAR, BUT MOSTLY HAVE THE SAME FOCUS

# IMPORTANT INDIVIDUAL OFFICIATING TECHNIQUES (IOTs)

- RUNNING THE GAME – PREGAME DISCUSSIONS AND PARTNER COMMUNICATION
- SIGNALS AND REPORTING
- JUMP BALL
- FAKING A FOUL
- CONTROLLING THE GAME AND SHOT CLOCKS



# RUNNING THE GAME

## PREGAME:



- HIGH SCHOOL – AT LEAST 30 MINUTES BEFORE TIP / COLLEGE AND UNIVERSITY – 1 HOUR
- PREGAME CARD OR FIBA APP (SEE ABOVE!)
- DISCUSS TEAM TENDENCIES, YOUR AND PARTNER TENDENCIES, POSITIONING, TRANSITION ZONES, SCREENS, POST PLAY, DRIBBLER CONTACT, REBOUNDING, PRESS COVERAGE, LAST SECOND SHOT, ETC.
- ALL REFEREES ON CREW SHOULD PARTICIPATE
- PICK 2 THINGS TO WORK ON THIS GAME – ACTIVE LEARNING

# RUNNING THE GAME

## DURING THE GAME:



- COMMUNICATION, COMMUNICATION, COMMUNICATION
- GAME CONTROL INCLUDES YOUR CALL SELECTION, PRESENCE, MANAGING PLAYERS AND BENCHES, RULE KNOWLEDGE, AND YOUR ABILITY TO ALLEVIATE CONFLICT
- BE A GOOD PARTNER AND BE APPROACHABLE

# RUNNING THE GAME

## AFTER THE GAME:

- HAVE A POST GAME!
- DID YOU DO WHAT YOU SET OUT TO DO IN PREGAME?
- BE HONEST, YET SUPPORTIVE
- WRITE DOWN SOME NOTES FROM REFEREE COACH IF YOU GET ONE!
- TRY TO FIND 2 THINGS FROM GAME YOU WILL WORK ON NEXT GAME





# SIGNALS AND REPORTING

## FIBA RULEBOOK, PAGES 61-68

- USE FIBA APPROVED SIGNALS
- WORK ON YOUR WHISTLE!
- VOICE AT POINT OF OUT OF BOUNDS, VIOLATION, AND/OR FOUL (PLUS COLOUR, NUMBER, INFRACTION, CONSEQUENCE ) EVERY TIME!
- COLOUR, NUMBER, INFRACTION, CONSEQUENCE, SUBSTITUTES, TIMEOUTS AT TABLE
- ALL OF THIS PROMOTES CONSISTENT COMMUNICATION



# JUMP BALL:

A checklist for a successful ball toss for the crew chief or administrating official:



- a) Players are tense - avoid any extra movements
- b) Style of tossing the ball is irrelevant (two hands - low or high, one hand - low or high)
- c) It is more important is to have one solid upward movement to toss the ball
- d) Level of the ball at the start – the lower the ball is – the longer it has to travel to reach the “highest point”)
- e) Speed & intensiveness of the toss (lower starting point – more intensive and faster)
- f) No whistle in the mouth when administrating the toss



# JUMP BALL:

A checklist for a successful coverage by non-active referee(s):

- a) Call back the poor toss (too low, not straight, incorrect timing)
- b) Call the violation if the ball is caught by jumper, touched by jumpers on the way up (stealing the tap), or tapped more than twice by either jumper
- c) Call the violation if the non-jumpers are not staying outside the circle until ball is tapped legally by the jumper(s)
- d) Controlling the game clock (10:00) and the shot clock (24') – ensuring they are reset where a violation is called before the ball is legally tapped.
- e) Ensuring that any throw-in as a result of a violation by the jumper is placed in the new front court, close to the mid court line

## HELD BALL/JUMP BALL SITUATION



Thumbs up, then point in direction of play using the alternating possession arrow

# FAKE A FOUL PROCEDURE:

## Protocol for the warning:

A checklist for a successful procedure after a player has faked a foul:

- a) A fake action occurs by a player during the play (No play stoppage)
- b) Show the “Raise the lower arm” signal to indicate the “fake action”; Signal this twice, starting from the top
- c) On the next stop clock period, with a game interruption,
  - i) Communicate the warning to the affected player and the coach plus co-official(s)
  - ii) Verbally indicate next one is a technical foul, while the travelling signal + the “ Technical Foul“ signal

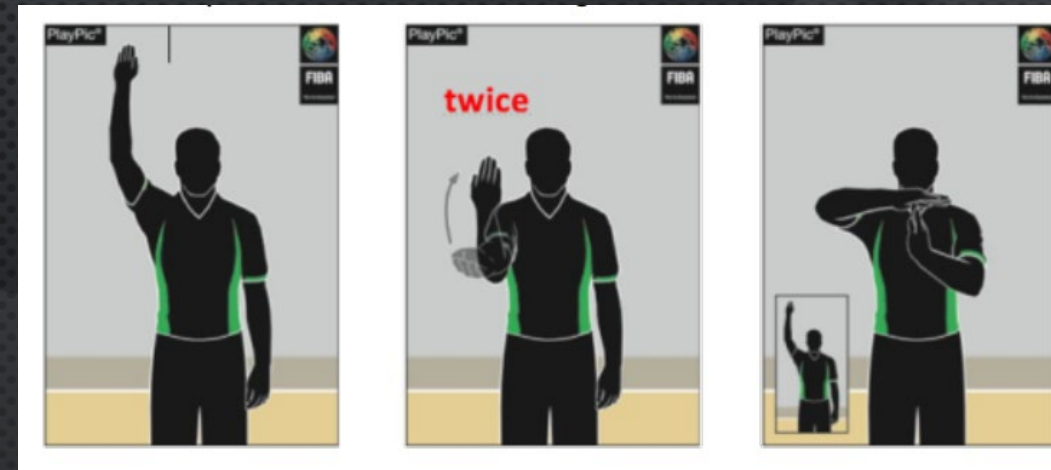


# FAKE A FOUL PROCEDURE:

## Protocol for the fake a foul technical foul:

A checklist for the successful procedure after a player / team, on repetition of, or on excessive action of, faking a foul, resulting in a technical foul (Excessive Action = No contact on the play or excessive action (Faking, Yelling, Diving, etc.):

- Whistle with “Stop the clock” signal
- “Raise the lower arm” twice signal
- Followed by the “Technical foul” signal



# CONTROLLING THE GAME CLOCK



## Starting the game clock when:

- A. During a jump ball, the ball is legally tapped by a jumper
- B. After an unsuccessful last or only free throw and the ball continues to be live, the ball touches or is touched by a player on the playing court
- C. During a throw-in, the ball touches or is legally touched by a player on the playing court

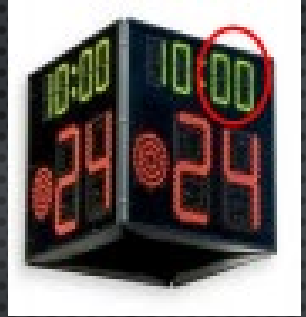
## Stopping the game clock when:

- A. Time expires at the end of playing time for a quarter, if not stopped automatically by the game clock itself
- B. A referee blows his whistle while the ball is live
- C. A field goal is scored against a team which has requested a time-out
- D. A field goal is scored when the game clock shows 2:00 minutes or less in the fourth quarter and in each overtime
- E. The shot clock signal sounds while a team is in control of the ball.

# CONTROLLING THE GAME AND SHOT CLOCKS

Learn to control game clock whenever there is a new team possession

When a team establishes a new team control possession (New shot clock period), pick up the game clock to correct shot clock:



A. Pick up the last two digits of the game clock.

B. Example: 6:26 -> pick up the 26.

C. Whenever you have to correct the shot clock, you know the game clock time and when the shot clock period started

D. Example: 6:26 - new team possession

-> Ball goes out of bounds and shot clock is re-set by mistake

When the game clock shows 6:10, the Referee can determine the shot clock

-> With some basic mathematics:  $26 - 10 = 16$  (Therefore, 16 seconds has elapsed)

-> The new correct shot clock time is 8 seconds.



# CONTROLLING THE GAME AND SHOT CLOCKS

The most common situations to be on the look out for when there are errors occur with timing:

- A. Jump ball - Legally tap (start game clock) and first possession (shot clock)
- B. Out of bounds play (Stop game clock, shot clock stays put or is reset)
- C. Throw-in (Start game & shot clock)
- D. Rebound play - New possession (Shot clock)
- E. Saving ball from out of bounds play (If new control or not – shot clock)
- F. “Loose ball” but not a change of team control (Reset clock by mistake)



# CONTROLLING THE GAME AND SHOT CLOCKS – END OF QUARTER



Learn to control game and shot clock in the end of quarter

New team control and 24.0 / 14.0 seconds or less on the game clock

When you have 24.0 / 14.0 seconds or less in the game and there is a new team control (Shot clock turned off)

1. One of the referees indicates this by showing one finger
2. The other referee(s) will copy the signal (Mirroring)
3. This means it is possible, but likely, that the quarter will end during this team's control.
4. All referees should get ready to pay close attention to the game clock in order to determine in a last moment shot situation, whether the shot has been taken in time

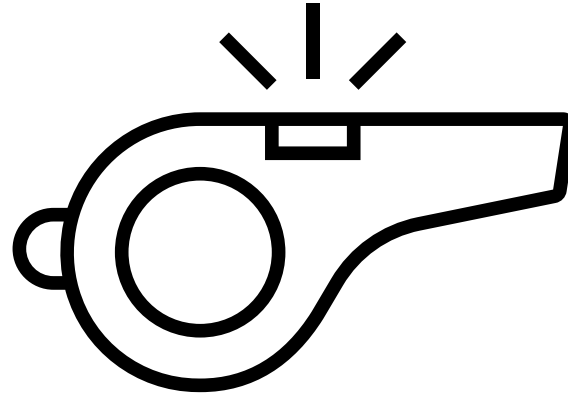
# CONTROLLING THE GAME CLOCKS – END OF QUARTER



In case of offensive rebound or a throw-in from the front court:

Procedure when signal sounds for the end of the quarter:

1. Referee blows the whistle immediately and raises his hand
2. If the basket is valid (Ball is released before the signal sounds), the referee keeps the hand up and when ball goes into the basket shows the basket count signal (2/3 points)
3. 3. If the basket is to be cancelled (Ball is still in the hand of the shooter when the signal sounds), the referee indicates immediately the “Cancel basket” signal



BBCOC REGIONAL CLINIC  
NOV 4<sup>TH</sup>, 2023  
SLIDE DECK #5 – REFEREEING BASICS & HIGHER  
LEVEL THINKING

# BASICS AND HIGHER -LEVEL THINKING



- WARNING WHISTLES AND STOP CLOCK SIGNALS
- THROW-IN PROCEDURES
- DEAD BALL OFFICIATING
- STAYING WITH THE PLAY (START, DEVELOPMENT, FINISH, PROCESS, DECISION)
- LEGAL GUARDING POSITION
- VERTICALITY AND CYLINDER PRINCIPLE



# WARNING WHISTLES

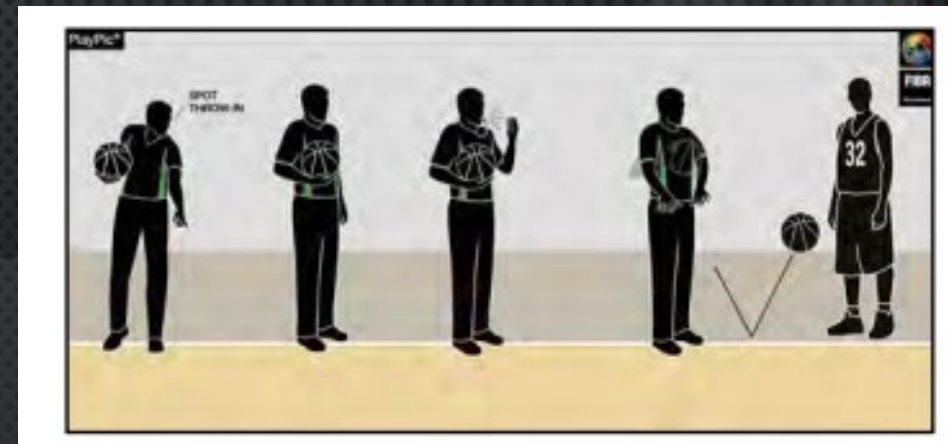


- WHISTLE USED AT 3 MINUTES, AND 90 SECONDS, REMAINING IN WARM UP TIME
- WHISTLE USED BEFORE CREW CHIEF GOES INTO CIRCLE TO TOSS OPENING JUMP BALL
- WHISTLE USED BEFORE EACH QUARTER BEGINS, AND AFTER A TIME OUT & THROW-IN
- WHISTLE USED TO INDICATE SUBSTITUTIONS ARE ABOUT TO BE LET INTO GAME
- WHISTLE AND HAND UP (OPEN HAND OR FIST) ON EVERY WHISTLE, FOR A VIOLATION OR FOUL CALL (VOICE USED TO BACK UP THE DECISION MADE)
- WARNING WHISTLE BEFORE HANDING BALL TO THROWER IN ON BASELINE THROW-IN IN TEAM'S OFFENSIVE END (GETS DEFENSE READY) – REMEMBER: TRAIL OFFICIAL MIRRORS HAND UP & CHOPS TIME IN!
- WHISTLE AT 50 SECONDS ELAPSED IN TIMEOUT TO GET TEAMS OUT AND READY TO PLAY
- WHISTLE NEEDED AT END OF QUARTER(S) WHEN HORN SOUNDS

# PROPER THROW-IN PROCEDURES

Check list for the general throw-in procedure as an administrating referee:

1. Always designate the throw-in spot
2. Use preventative officiating – E.G. “On the spot”, “stay” or “don’t move”
3. Check the clocks
4. Take and maintain distance from the play
5. Put the whistle in your mouth while holding ball
6. Bounce the ball to the player
7. Start the visual count
8. Observe the throw-in and action surrounding.
9. Use the start clock signal



# DEAD BALL OFFICIATING



1. When and where all the weird stuff happens
2. Leave the ball alone! (Players will get it for you)
3. Scan game clock & shot clock to ensure stopped and correct, then scan benches and scorers' table
4. Keep eyes on all players during, especially if you are the non-calling official
5. Have an open look to court and don't give players your back
6. Get players ready for next play
7. Great communication opportunity if needed

## DEAD BALL OFFICIATING

- Officials must focus on doing a good job of managing dead ball situations during a contest.
- This requires teamwork between the entire crew (2 or 3 person).
  - Officials should keep all players in the field of vision.
  - Officials should not turn their backs on any situation.
- The non-calling official(s) should step in, using his/her voice and presence to defuse situations if necessary.



# STAYING WITH THE PLAY (START, DEVELOPMENT, FINISH, PROCESS, DECISION)

1. SEE THE ENTIRE PLAY AND RESIST URGE FOR A QUICK WHISTLE

2. REFEREE THE DEFENSE



3. COVER THE SHOT ATTEMPT AND PROTECT THE SHOOTER ALL THE WAY TO THE FLOOR

4. HAS RHYTHM, SPEED, BALANCE OR QUICKNESS BEEN AFFECTED? IF NOT, THEN A NO CALL IS FINE. OTHERWISE, FOUL.

5. SEE ALL 12 FRAMES OF THE PLAY, AND RESIST TEMPTATION TO MAKE CALL OUT OF PRIMARY, OR IF YOU ONLY SEE 2-3 FRAMES



## LEGAL GUARDING POSITION

Once a legal guarding position is established, a defensive player may move laterally or obliquely to maintain the guarding position provided it is not toward the player when contact occurs.



# LEGAL GUARDING POSITION

## Legal Guarding



Every player is entitled to a spot on the floor provided such player gets there first without illegally contacting an opponent.

### GUARDING:

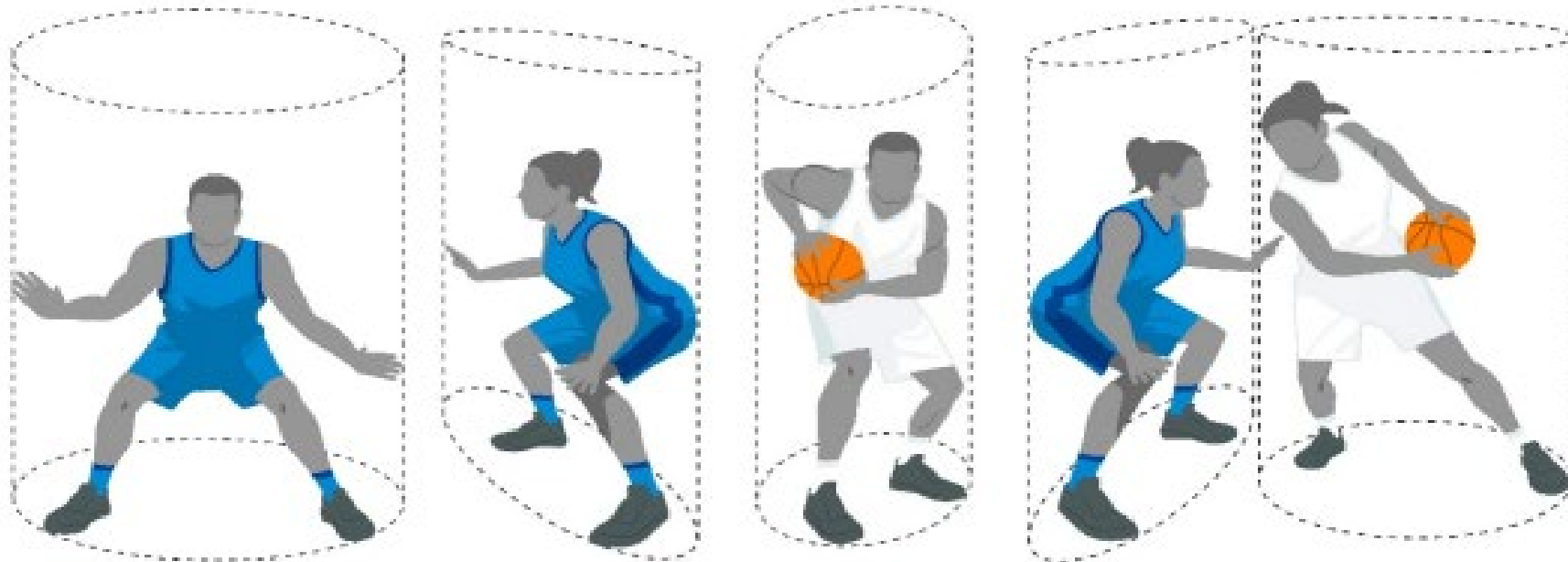
is the act of legally placing a body in the path of an offensive opponent.

Obtaining a legal guarding position:

- The guard must have both feet touching the floor
- The front of the guard's torso must be facing the opponent.

1. Know rulebook definition: Read pages 38-39
2. Two feet on the floor and facing with both feet on the floor to be initially legal, then player can move to play defence, get in position to draw a charge, or to jump vertically to maintain defensive position
3. Offensive players have a right to land if that spot is not initially taken by the defense first. If defense gets there first they can legally jump vertically or backwards to maintain L.G.P.

# VERTICALITY AND CYLINDER PRINCIPLE



**Diagram 6**

**Cylinder principle**

# VERTICALITY AND CYLINDER PRINCIPLE

## 33.2 Principle of verticality

During the game, each player has the right to occupy any position (cylinder) on the court not already occupied by an opponent.

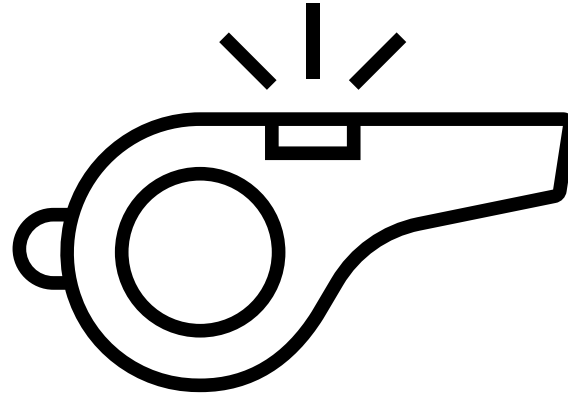
This principle protects the space on the court which he/she occupies and the space above him/her when he/she jumps vertically within that space.

When the player leaves his/her vertical position (cylinder) and body contact occurs with an opponent who had already established his/her own vertical position (cylinder), the player who left his/her vertical position (cylinder) is responsible for the contact.

The defensive player must not be penalised for leaving the court vertically (within his/her cylinder) or having his/her hands and arms extended above him/her within his/her own cylinder.

The offensive player, whether on the court or airborne, shall not cause contact with the defensive player in a legal guarding position by:

- Using his/her arms to create more space for himself (pushing off).
- Spreading his/her legs or arms during or immediately after a shot for a goal.



BBCOC REGIONAL CLINIC  
NOV 4<sup>TH</sup> ,2023  
SLIDE DECK #6

# FLOOR SESSION TOPICS / CLINIC

1. FINDING SPACES & ANGLES BETWEEN PLAYERS

2. REFEREEING THE DEFENSE

3. HUSTLING TO GET GOOD POSITION, GETTING DISTANCE AND REMAINING STATIONARY WHEN DECISION-MAKING

4. POSITIONING AND OPEN ANGLES (45 DEGREES) – LEAD AND TRAIL (2-PERSON); LEAD, CENTRE AND TRAIL (3-PERSON)

5. COVERING A SHOT AND PROTECTING THE SHOOTER



# FLOOR SESSION IN GYM

