



**SVENSK
BASKET**



FRAMEWORK FOR PLAYER DEVELOPMENT

INTRODUCTION.....	3
SWEDISH BASKETBALL FRAMEWORK FOR PLAYER DEVELOPMENT	3
THE FRAMEWORK... ..	3
THE COMPONENTS OF PLAYER DEVELOPMENT	4
OUTCOMES	5
LONG TERM	5
MID TERM.....	5
.....	5
SHORT TERM	5
THE PHILOSOPHY OF THE FRAMEWORK.....	5
A PERSON PLAYING BASKETB.....	5
DEVELOPMENT IS NON-LINEAR	6
MOTIVATION.....	6
LEARNING TO PLAY BASKETBALL.....	8
DECISION MAKING.....	8
THE FIVE GOLDEN PRINCIPLES	9
SKILLS.....	11
BASKETBALL SPECIFIC SKILLS	12
THE CORE CONCEPT OF BASKETBALL	12
PHYSICAL SKILLS	13
BIOLOGICAL AGE	13
GROWTH SPURTS/PHV (PEAK HEIGHT VELOCITY)	13
DEVELOPMENT OF PHYSICAL SKILLS.....	14
TO PREVENT INJURY.....	15
KNEE INJURY PREVENTION/HEALTH	15
MENTAL SKILLS.....	16
ADVANCED MENTAL SKILLS	17
MENTAL ILLNESS	17
MOTIVATION.....	18
SELF-DETERMINATION THEORY (SDT)	18
ACHIEVEMENT GOAL THEORY	20
SOCIAL SKILLS	21
TIPS AND TRICKS – DEVELOPMENT OF SOCIAL SKILLS	22
PRACTICE PLANNING	24

PRACTICE CONTENT	24
LOADINGS	25
DISTRIBUTION OF PRACTICE TIME	26
EXPLANATIONS	27
PERIODIZATION	28
TRAINING LOAD AND RECOVERY	28
NUMBER OF PRACTICES.....	29
NUMBER OF GAMES	29
RECOVERY	29
TO KEEP IN MIND REGARDING PRACTICE	30
GENERALLY.....	30
U7-U12	30
U17-U19	32
TO KEEP IN MIND REGARDING GAMES	33
TACTICS	33
GENERALLY.....	33
U7-U12	33
U13-U16	33
U17-U19	34
RECOMMENDED GUIDELINES	35
DEVELOPMENTAL-BASED ADAPTATIONS.....	35
LATE SPECIALIZATION.....	36
PLAYING TIME	36
MORE KNOWLEDGE, TIPS, AND IDEAS.....	38
COACHES' EDUCATION AND OTHER SOURCES OF KNOWLEDGE	38
SOURCES OF INFLUENCE	38
REFERENCES/LIST OF LITTERATURE	41

INTRODUCTION

SWEDISH BASKETBALL FRAMEWORK FOR PLAYER DEVELOPMENT

After just over two years of reviewing relevant research articles and literature, interviewing experienced basketball coaches (both Swedish and international), external monitoring, consultations and a large number of drafts, the Swedish Basketball Federation published its Framework for Player Development in January 2020.

The framework is a resource, underpinning the Swedish Basketball Federation's educational materials/modules, regulations and developmental environments. It will hopefully also be a great support for coaches and clubs throughout Sweden when it comes to modern player development throughout the 2020s.

The framework is based on contemporary sports science. However, it is not a set of pointers or formal requirements. You as a coach or as a team/organization decide to what extent you wish to implement the framework: as a whole, in parts, or not at all.

THE FRAMEWORK...

- Places the players at the forefront; clubs and federations exist to enable kids, youth, and adults to play organized basketball. Therefore, all recommendations are intended to help the players first and foremost.
- Covers all levels of player development as well as all ages from U8 to U19.
- Is highly evidence-based; that is, based on contemporary sports science.
- Takes into account best practices.
- Takes into account trends in society, values, prevailing social culture, the Swedish Sports Confederation's Strategy 2025, and the UN Convention on the Rights of the Child which on the 1st of January 2020 became law in Sweden.
- Aligns with the core values of Swedish Basketball.



THE COMPONENTS OF PLAYER DEVELOPMENT

Player development comprises multiple components that must interact in order to produce the best possible conditions, both in the short and long term.

SKILL DEVELOPMENT

The content of the player development is divided into four areas:

Basketball specific skills

Mental skills

Physical skills

Social skills

Pedagogy/methodology is also included here

SOCIAL CLIMATE

To have well-functioning relationships within the team, between players, coaches and parents, as well as within the club in general, greatly promotes **learning** and **motivation**. A holistic leadership together with a sound and clear foundation of values are crucial.

COMPETITION

The competition needs to be organized so that it is challenging, stimulating and motivating.

The referees are important; their educational and communicative skills, as well as their understanding of the game and their knowledge of the rules are key factors in creating meaningful matches.

DEVELOPMENTAL ENVIRONMENT

A sound developmental environment (e.g. a club) is characterized by:

Coaches who have **knowledge of the sport**, **pedagogical skills**, continuously reflect on their leadership and have a desire to **constantly improve**.

Good opportunities to practice (access to gym) and/or ability to use available equipment and facilities optimally.

OUTCOMES

When players practice sport in a good and supportive environment, it leads to various positive outcomes¹:



THE PHILOSOPHY OF THE FRAMEWORK

The Swedish Basketball Framework for player development rests on four pillars; see the human being, development is non-linear, the theory of self-determination and finally, player development should be based on the game (the match).

A PERSON PLAYING BASKETBALL

A basketball player is a person who plays basketball, not a basketball player who also happens to be a person.

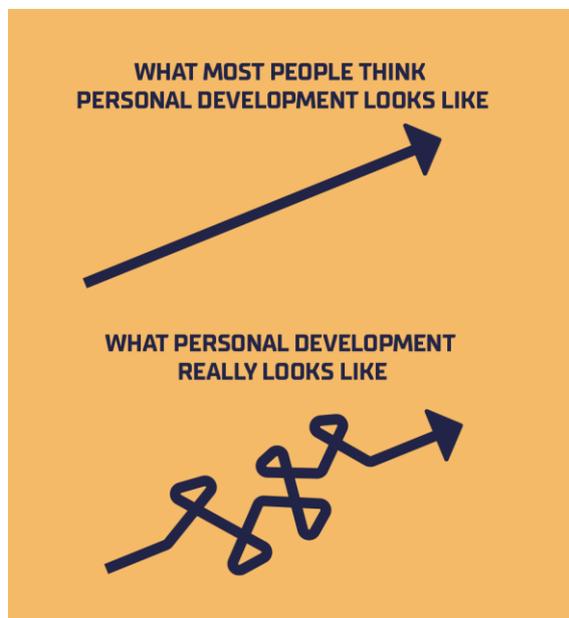
As humans we are influenced by biology, social relations, trends, idols, the environment, society and millions of other things. Basketball is just one of many components in the life of a person playing basketball. If we manage to make our sport where people thrive and develop, then we increase the chance that it will form part – perhaps even a large part – of a person's life, regardless of the goals they have playing basketball. This also means that you as a coach need to get to know the person, and not just the player.



¹ Côté, J., Turnidge, J., & Evans, M. B. (2014). The dynamic process of development through sport. *Kinesiologia Slovenica*, 20(3), 14–26.

DEVELOPMENT IS NON-LINEAR

There are many things that affect the development of a basketball player; biological maturity, motivation and injuries are some examples. As a coach, you must therefore be patient and recognize that each individual is unique in their own personal development, and that development does not happen in a linear or predictable way.



MOTIVATION

There are three basic human needs that drives our intrinsic motivation²:

Autonomy

A sense of freedom of choice, voluntariness, and self-determination. To act in line with ones values and interests.

Competence

A feeling of effectively and competently meeting ones surrounding environment.

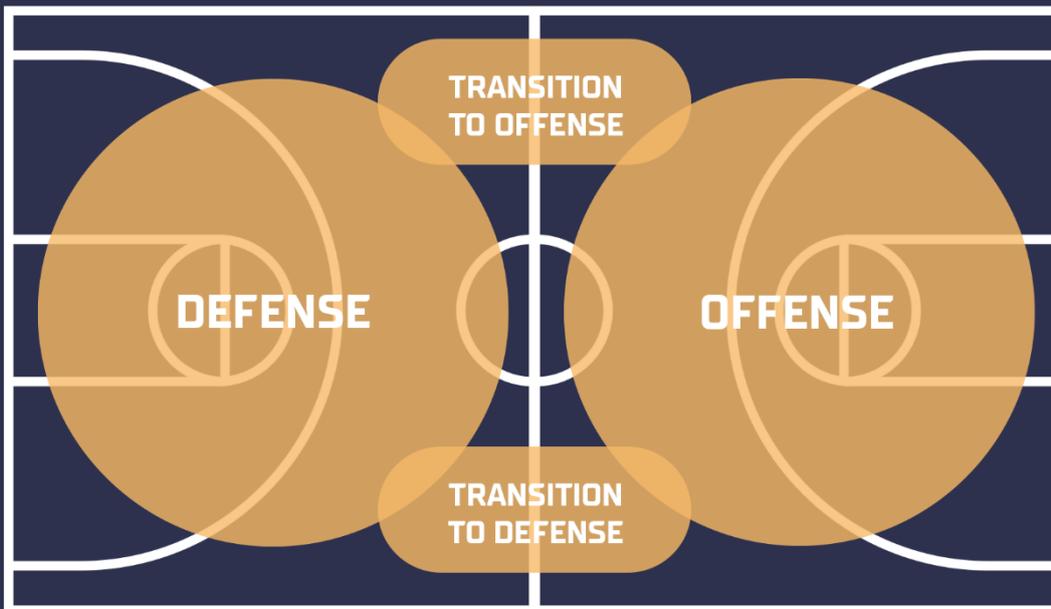
Relatedness

A feeling of being connected to and belonging with others. To care about others and that others care for me.

² Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68–76. <https://doi.org/10.1037/0003-066X.55.1.68>

GAME-BASED

The core concept of the game of basketball is to score points by creating advantages, and likewise to prevent the opposing team from scoring by preventing them from (or minimizing) creating advantages. This logic, together with the complex context that is a basketball game, guides us in terms of the types of skills a basketball player needs.



LEARNING TO PLAY BASKETBALL

As a coach, you are invaluable to a young person's development as a basketball player (and person). Involving the athlete in their own learning is an important part of creating commitment, motivation and, not least, the ability to think independently. You are the architect who creates practices that allow players to discover, understand and find ways to develop as a basketball player, with you as a guide and inspirational figure. As a wise coach said: "I want my players to learn to understand the game. That they can make good independent decisions on the court and their skill-sets work in the game. The intention is not that they should be good at performing different drills".

In order to teach basketball, you yourself must understand basketball and constantly strive to deepen your knowledge as a coach. You can do this, for example, through education (basketutbildning.se) but also by watching basketball, studying basketball and discussing basketball with others.

DECISION MAKING

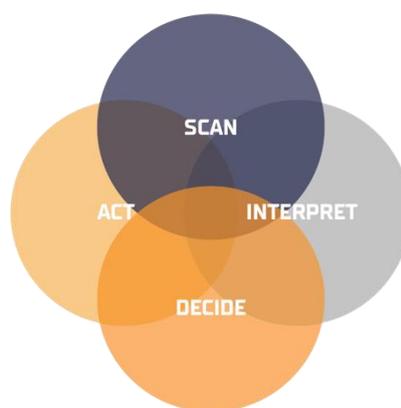
A basketball game is comprised of a great number of decisions. Therefore, it is important that players – starting from the moment they start playing the game - get to practice scanning and interpreting what happens on the court. From that, players can make an appropriate decision based on the situation and act on it.

SCAN

With the help of the senses (e.g. sight and hearing) the player can scan what is happening on the court. The ability to perceive information (perception) increases with the biological maturation and brain development. Experience also improves the ability to focus attention on the most relevant information.

DECIDE

Making the right decision at the right time is complex. Not only does the available information need to be interpreted correctly ("I understand that I have an advantage over my opponent"), but other factors that can influence a player's decision - such as self-confidence, status in the group, how information is weighed against the team's overall gameplan etc – must be considered. If a player shows signs of insecurity in their decision-making, it might be a result of poor self-esteem or the larger social climate in the group.



The four parts are integrated, and they continuously affect each other.

INTERPRET

A very important part of the player development is for players to learn to interpret (understand) the information. Therefore, it is important that the activities and exercises in the practice are game-like and varied, for the players to have the opportunity to learn how to interpret as much information as possible, e.g. angles, distance, space, opponents' position and actions. With game-like and varied practice, they gain experience of situations they can face during a game.

ACT

What a player does on the court is called an action. For example, it could be dribbling the ball or performing a ball screen, but it could also be moving away from the team-mate who has the ball and thus create space for a drive to the basket.

THE FIVE GOLDEN PRINCIPLES

To develop good decision-making within a complex environment such as basketball, where everything happens quickly and there are lots of potential opportunities for action, players need to practice in a way that prepares them for those challenges³. Our recommendation is therefore that players develop decision-making and basketball-specific skills within an integrated way. This means the practice environment needs to be similar to what players can expect to see in a game. Coaches can create high levels of task representative through adopting these five golden principles:

MANY AND VARIED REPETITIONS

To become good at something, lots of repetitions are needed. But since game situations are never the same (partly except for free throws), repetitions need to be varied to maximally prepare the player.

Example: Start the 1-1 situation from different starting points each time.

LOTS OF DECISIONS

To develop the cognitive ability, to be able to interpret a situation in an instant to make a good decision at the right moment, the player needs to be faced with the decisions they would expect to encounter in a 5v5 game.

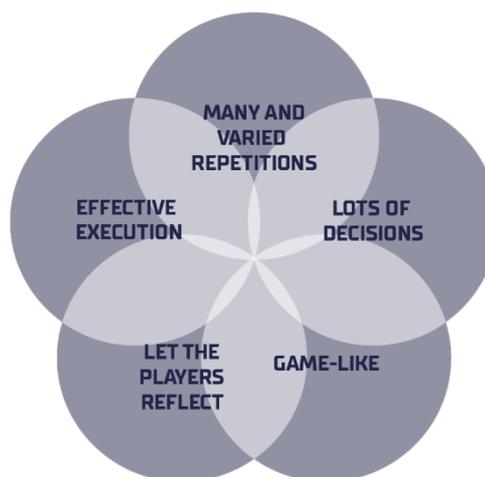
The brain of a young and inexperienced player may only be able to handle a few decisions. But as the biological maturity increases and the player accumulates more practice and game experience, you can increase the number of decisions a player is faced with during a practice and within an exercise. Example: Including both an offensive and a defensive player in an exercise provides an opportunity for decision-making. That way, the players develop the decision-making both regarding how it is suitable to, for example, pass the ball for it to arrive, as well as in what situation it is appropriate to pass the ball.

GAME-LIKE

If the content of practice remains similar to situations in the game, the players will become good at playing the game. Make sure to vary the number of players engaged in games during practice 1-1, 2-2, 3-3, 2-1, 5-5 etc.

Various types of exercises that include both offensive and defensive players are also developing. Many traditional exercises can be made more game-like by adding a defender, or offensive player.

Keep in mind that game-like should be representative of the age and context of the players, i.e. for a 10-year-old game-like refers to the district U11 league, while for a European professional player the representative level is EuroLeague.



³ Chow, J. Y., Davids, K., Button, C. & Renshaw, I. (2016). Nonlinear pedagogy in skill acquisition: an introduction. Routledge. ISBN: 9780415744386

Example: The exercise creates the same kind of 2-1 situation that often happens in a game during a fast-break.

LET THE PLAYERS REFLECT

To give the players the correct answer might have a quick and superficial effect. But allowing the players to reflect and figure out the answer by themselves provides a profound and long-lasting effect. "What did you notice?" "What did it look like?" "What worked well?" Here it is also appropriate to use the ABCD method (see Social skills) as a communication tool.

Example: Ask questions to the players after the execution; Why did you succeed / fail last time? Would you do anything differently next time? There are obviously times when the players may need clear instructions and descriptive feedback from you as a coach. Especially when your descriptive feedback can lead to an immediate increased sense of competence.

EFFECTIVE EXECUTION

The most important concept in assessing the efficiency of a skill, is to look at the solution. For instance, if a pass arrives on time on target to a team-mate, it does not matter what technique was used to accomplish the task. Passes can be made with one hand or two hands, while jumping or on the floor, while looking at the teammate or looking somewhere else etc.

There are several similarities between effective passes – e.g. that they are performed in balance and the wrist movement controls the direction and speed of the ball but will otherwise differ somewhat between players due to anatomical differences. In addition, the anatomy changes until a person is fully grown, making it inefficient to spend too much time refining the technical execution while a player is growing. Instead, the focus should be on players learning how to perform the basketball-specific skills with varying degrees of resistance, pressure, angle and speed.

SKILLS

A basketball player needs to possess a wide range of skills. To simplify, we group the most common ones into four areas, even though they are closely interrelated and influence one another.

Skill, a personal ability to perform a certain action with the help of one's knowledge, experiences and physical characteristics.

SUMMARY OF SKILLS

BASKETBALL SPECIFIC SKILLS

The basketball specific skills are based on the game. The technical execution is only valuable in a game situation if the player understands how it is most effectively used, i.e. adapting to the situation, and when it is suitable to be used (decision-making).

PHYSICAL SKILLS

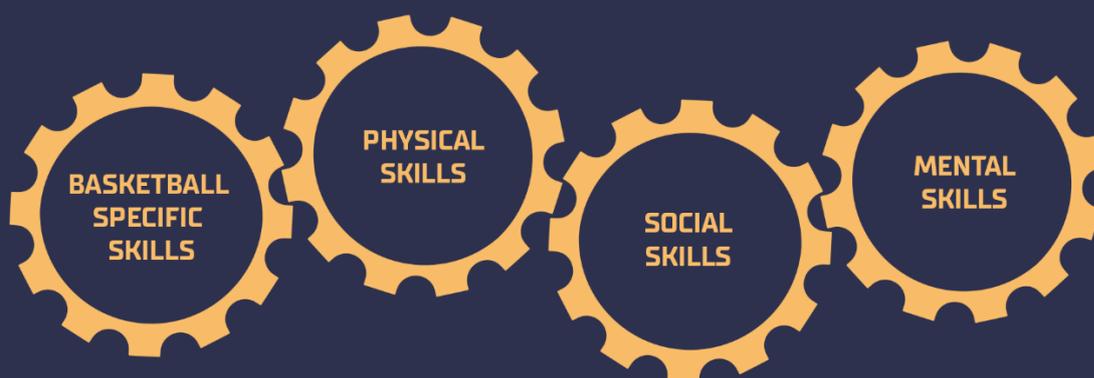
Players need strength, speed, coordination, flexibility and endurance to perform, recover quickly, and remain injury-free.

SOCIAL SKILLS

To communicate, collaborate, spread good energy, respect one's surroundings, show empathy, and take responsibility are important to make each other better and make everyone to feel comfortable. A culture that allows successes, mistakes, and differences within the team will promote creativity and decision-making on the court.

MENTAL SKILLS

Players need to have the mental skills to deal with anxiety, stress and to quickly get over a failure on the court. They also need to have self-confidence, so the will to succeed is stronger than the fear of failure. Fear inhibits creativity and affects the decision-making negatively in the game.



BASKETBALL SPECIFIC SKILLS

THE CORE CONCEPT OF BASKETBALL

There are a wide variety of tactics in basketball, but the core concept of the game is to score by creating advantages and prevent the opponent from scoring by reducing or preventing their advantage.

A basketball game can be divided into four phases: offense, transition defense, defense, and transition offense.

Different types of skills can be used to achieve the goals in each phase. Younger players might not yet have as large and advanced a “toolbox” of skills, but the same logic applies to them as to older players; create advantages and get a controlled finish, reduce advantages opportunities for the opponent and recover the ball.

An **advantage** can, for example, involve space or mismatch in height or skill

DEFENSE

AIM

- Stop scoring opportunities
- Reduce advantages
- Shrink the space
- Make time pass by
- Box-out
- Rebound FG attempts
- Regain possession

PRIORITIES

1. Stop open shots and attacking player
2. Am I between my player and the basket?
3. Do I see my player and the player with the ball?
4. Step in to play help defense
5. Help the helper

TRANSITION TO OFFENSE

AIM

- Create an advantage
- Keep and convert advantages

PRIORITIES

With the ball

1. Is there a teammate with an advantage closer to the basket than me?
2. Do I have an advantage?
3. Can I create an advantage for myself?
4. Can I create an advantage for my teammate?

Without the ball

1. Connect with a team mate with the ball if you have an advantage closer to the basket.
2. Can I create an advantage for my teammate with the ball?

OFFENSE

AIM

- Controlled finishes
- Recognize an advantage
- Create advantages with the ball
- Create advantages without the ball
- Offensive rebounding

PRIORITIES

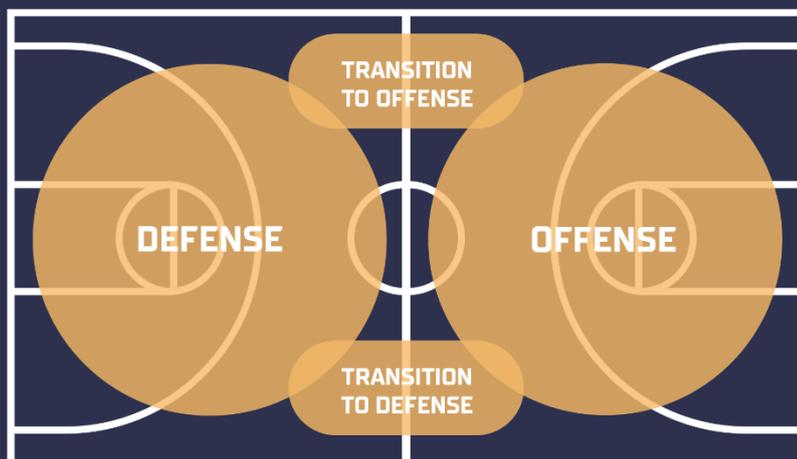
With the ball

1. Can I shoot or attack the basket?
2. Is there a teammate with an advantage in position to score?

3. Can I create an advantage for me or a teammate?

Without the ball

1. Can I create an advantage for my teammate with the ball?
2. Can I create an advantage for me or a teammate without the ball?



TRANSITION TO DEFENSE

AIM

- Protect the basket
- Reduce the opponent's speed and advantage.

PRIORITIES

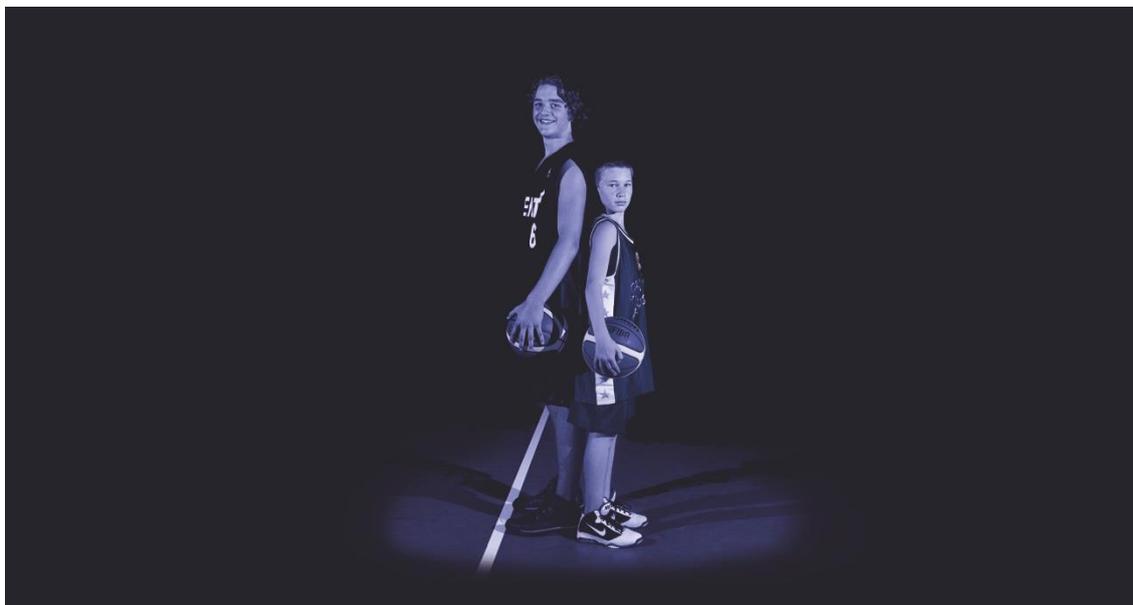
1. Is the basket protected?
2. Is someone defending the player who has the ball?
3. Is there an open opponent ahead of the ball?

If you want to learn more about the basketball specific skills, we refer to the coaching courses of the Swedish Basketball Federation (www.basketutbildning.se) which are largely based on the educational material of FIBA (<http://www.fiba.basketball/wabc>).

PHYSICAL SKILLS

BIOLOGICAL AGE

In the age range of 10-16 years, the biological age (skeletal and muscular maturation) can differ up to five years between two same-age adolescents of the same sex, as well as between sexes. The biological maturation also affects the social and mental maturity of children and young people. Everything does not happen at the same time, and the pace of development varies between individuals as well as between the different aspects.



GROWTH SPURTS/PHV (PEAK HEIGHT VELOCITY)

The period during puberty when a person grows the most is called the growth spurt. For girls, it generally starts around the age of 10, and for boys around two years later. Many of the physical abilities are more sensitive to training during the growth spurt. But it is also the period when players are more likely to suffer injuries, as the skeleton, ligaments, and muscles don't mature simultaneously. This is the case both for acute injuries, such as sprained ankles, and overuse injuries, e.g. jumpers knee and Sever's disease (heel pain).

How do you know if a player is in their growth spurt?

The simple answer is: when the player is constantly outgrowing their pants. Have a continuous dialogue with players and parents and ask them to tell you when the player has entered the "constantly-buy-new-pants-period".

There are more sophisticated methods to determine at what stage of puberty a player is in. However, we do not currently recommend coaches or clubs to utilize these methods without the supervision of a qualified person within the club.

DEVELOPMENT OF PHYSICAL SKILLS

When it comes to the development of physical skills, there are periods during the biological development – especially before and during puberty – in which certain types of training should be given priority. As a coach of a team with a large span of biological maturity – i.e. teams where some players have hit puberty whilst others have not – you simply must do the best you can to adapt. If you have the opportunity, it is recommended to make individual adjustments for the players that have entered puberty, especially when it comes to strength, agility, speed and power training. However, if it is not possible to tailor the training, remember that the most important is that you do train the physical skills.

BASIC PHYSICAL ABILITIES	BEFORE PUBERTY	DURING PUBERTY
<p>COORDINATION Coordination of movements in time and space</p>	<p>It is a bit easier to develop coordination before and at the onset of puberty than it is at later stages. It is good if children get to practice the basic motor skills to jump, run, throw, catch, roll, rotate, balance, crawl, climb, walk, hang and brace. The goal is for every child to have as wide and varied a motor repertoire as possible.</p>	<p>Once you have entered puberty, it is a little harder to learn new movements as the body's anatomy changes rapidly as a result of growth. In order not to lose the basic motor movements as the body changes, it therefore remains important to exercise them.</p>
<p>FLEXIBILITY ability to perform movements with maximum range of motion</p>	<p>The players need to be sufficiently flexible in order to not be limited in the execution of the basic movement skills (run, jump, throw, hang etc.) and the sport specific technical skills.</p>	<p>The players need to be sufficiently flexible in order to not be limited in the execution of the basic movement skills (run, jump, throw, hang etc.) and the sport specific technical skills.</p>
<p>SPEED the sum of the functional characteristics that determine the individual's ability to perform movements in the shortest possible time.</p>	<p>The years immediately before puberty is when the opportunity to develop the ability to run really fast is as greatest. Focus on developing the reaction ability as well as the sprint technique.</p>	<p>The ability to develop reaction speed decreases once you reach puberty. However, the possibility of building muscle mass that affects the speed increases.</p>
<p>STRENGTH ability to resist or overcome external force with the help of muscle strength.</p>	<p>The purpose of strength training before puberty is to 1) develop the connections / cooperation between nerves and muscles, which gives some strength improvements and lays the foundation for future opportunities to develop muscle strength, 2) learn strength training techniques. Prior to puberty, strength training provides no major muscle growth, but the small strength enhancements facilitate motor learning.</p>	<p>During puberty, particularly favorable conditions for the development of muscle mass by weight training arise. Hypertrophy training during puberty provides benefits throughout a person's life, both in terms of performance and good health.</p>

<p>ENDURANCE ability to resist fatigue during physical activity</p>	<p>It is not possible to develop the maximum oxygen uptake capacity before entering puberty. However, cardiovascular training can, above all, provide improved contact between nerves and muscles, resulting in increased performance. In addition, running practice results in better running technique, which also improves endurance. Various types of high intensity relays for a short period, followed by rest are a good form of exercise for pre-pubertal children.</p>	<p>During puberty, it is important to strengthen the heart muscle with the help of cardiovascular training, which gives life-long positive effects for the heart. For basketball players, a mix of long and short intervals, as well as slightly longer distances is recommended to develop bone and tendon strength.</p>
<p>COMPOSITE PHYSICAL ABILITIES</p>	<p>BEFORE PUBERTY</p>	<p>DURING PUBERTY</p>
<p>AGILITY the ability to move and change direction and position of the body quickly and effectively while under control.</p>	<p>Before puberty, it is advisable to develop agility through different type of tag games, as well obstacle courses.</p>	<p>During puberty, the agility skills need to be adapted to the players "new" conditions due to the anatomical changes resulting from growth. The best type of agility training is basketball, but it requires that all players get to practice all types of skills for it to be effective, i.e. not specializing in position-specific skills too early on.</p>
<p>POWER the combination of force (strength) and velocity (speed)</p>	<p>Before puberty, power training is primarily concerns developing jumping and landing techniques as well as sprinting technique.</p>	<p>Higher loaded power-training should start to be introduced at puberty onset.</p>

TO PREVENT INJURY

A good balance between basic physical abilities creates a fantastic platform to develop basketball specific skills. But strength and endurance also strengthen the bones, muscles, and joints, which reduces the risk of injury. Basketball practice cannot replace the injury prevention effects that systematic strength and endurance training provides. On the contrary, basketball practices load and "tear down" the body's tissues. In order to stimulate the body to start the processes that increase strength and endurance, the load must be sufficiently high, which often can be difficult to achieve in a regular basketball practice. Therefore, the weekly basketball practices should be supplemented with specific strength and endurance training.



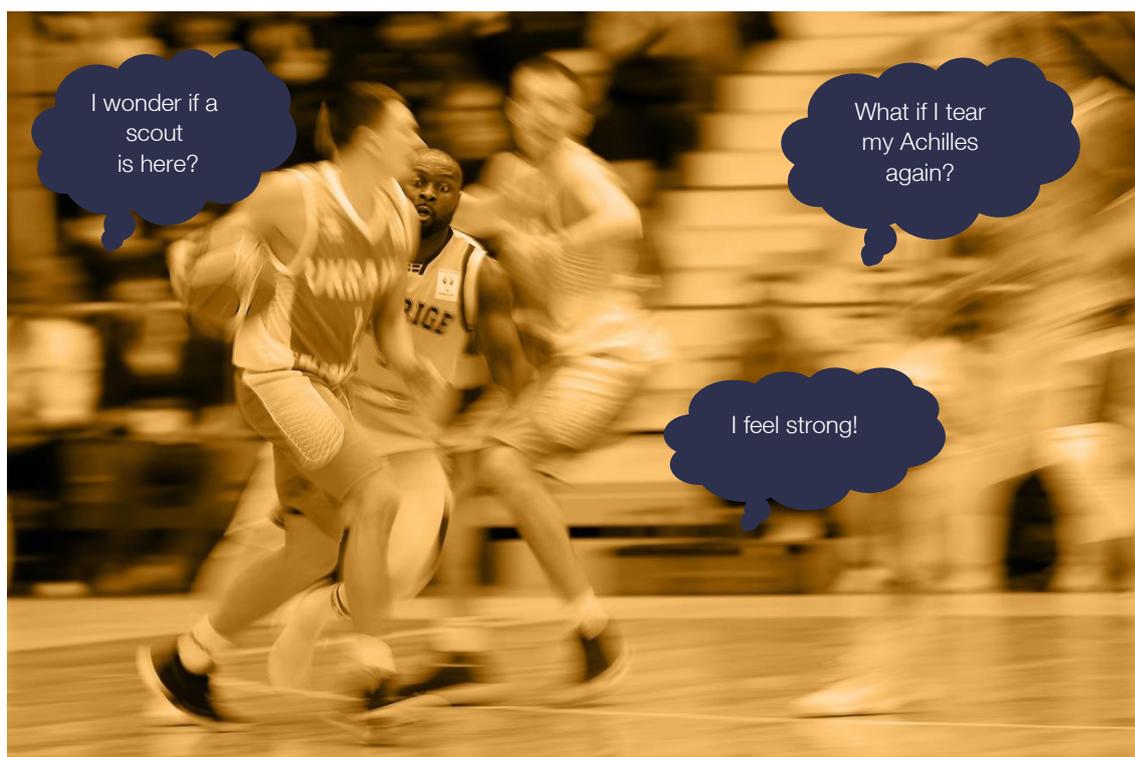
KNEE INJURY PREVENTION/HEALTH

As for the prevention of knee injuries, it is primarily the trunk and hip strength that contributes to reduce risk of injury. "Basketsmart" is a 15-minutes long warm-up protocol that was developed to reduce the amount of knee injuries in basketball. The warm-up is suitable for everyone, regardless of level or ambition. You can find it on the YouTube channel of the Swedish Basketball Federation.

MENTAL SKILLS

Mental skills are about behaviors that are linked to an individual - or as someone said: "that's when your head talks to your head", while social skills are about when "your head talks to other heads".

There will always be various kinds of distractions and mental pressures in the daily life of a basketball player. With mental training, one can improve their ability to perform, as well as learning how to deal with adversity so that it does not significantly affect the performance on the court and the psychological well-being.



Do I have to become a sport psychologist now?

No, you don't! Many of the basic mental skills a player needs develop naturally in an environment where the player feels involved and can influence, feel competent and feel that they belong to the group.

Tips and tricks

Nervousness as a superpower

To be nervous, for example before a game, is perfectly natural. Nervousness is the body's way of saying it is prepared. The best thing you can do is to explain to a player feeling nervous that palpitations, tremors, sweating and nausea are really superpowers (in the form of cortisol and adrenaline) that make it easier for a person to perform at your best. When you feel nervous, for example in the end of a close game, the attitude "This is going to be fun!" will influence the performance positively compared to "Calm down now, it's not so dangerous".

Lower the heart rate

Deep breathing is a very effective way to quickly lower your heart rate when feeling nervous, for example before a free-throw. You can teach players this trick: pretend to inflate a balloon with slow breaths, concentrate on the exhale, try to get all the air you have in your lungs into the fictional balloon. Repeat a few times.

Mindfulness

Mindfulness is great and can be introduced at an early age, see Jr NBA's Mindfulness app: <https://jr.nba.com/category/basketball-skills-and-drills/headspace/>

Reinforce the positive

Young children often have an excessively good self-image, but for older children and teenagers the opposite is often true, they have an excessively poor self-image. So be positive as coach and recognize and acknowledge what is good. It is also good to create a culture where the players mutually recognize when a teammate does something good, for example by giving a thumbs up, a high-five, verbally or otherwise.

Let the players keep a journal

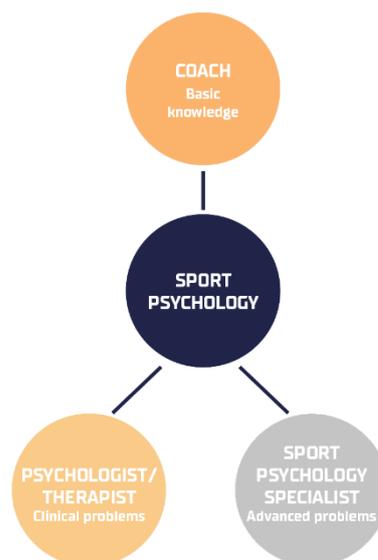
Learning to describe one's own thoughts and feelings leads to increased self-awareness. How do I want to be perceived as a basketball player? How do I want to behave? What should I do to be the basketball player I want to be? What support do I need to be able to perform the way I want? How do I want to act to be a good teammate? And regular self-reflection: Do I act as I myself describe that I want to act?

By keeping a journal about how you feel, eat, exercise, and sleep, you can also gain insights regarding what different things might affect your performance. A bad performance in a game should perhaps not be interpreted as being a bad shooter, but rather that it was due to bad sleep.

ADVANCED MENTAL SKILLS

Especially for those players who enter a performance environment (in their later teens) it can be of great value to supplement the basic mental skills with more advanced mental skills. If you as a coach do not have the knowledge, you can utilize the help of a sport psychology specialist. They are experts in helping athletes develop skills such as:

- Visualization and imagery
- Positive self-talk, self-compassion and empathy
- Being able to let go of mistakes and focus on the next action
- Concentration – the ability to switch between a narrow and broad focus
- Ability to set process-oriented goals and act in valued direction⁴



MENTAL ILLNESS

SISU Idrottsutbildarna has a [website](#) about mental illness primarily targeted at young people engaged in sports, but it provides a good source of knowledge for coaches as well..

Players with mental illness, such as severe performance anxiety, may need the help of a trained psychologist or therapist. What you as a coach can do is talk to the team about mental illness from now and then, so that the players understand that you do not think it is something shameful. Mental illness is a societal problem, but what differentiates athletes from non-athletes is that athletes are less likely to seek the professional help they may need.

⁴ Kenttä G., Lundqvist C., & Bjurner P. (2015). Bättre prestation och hälsa med KBT, SISU Idrottsböcker. ISBN: 9789187745546

MOTIVATION

A prerequisite for wanting to participate in sport at all is motivation. A player can be driven by both external and internal motivation. Research indicates that self-determining motivation – internal motivation – has greater positive effects on physical and mental health than controlling motivation – external motivation – has. Intrinsic motivation contributes to higher levels of physical activity over time.⁵



Some of the most recognized theories of motivation are Self-Determination Theory (SDT) and Achievement Goal Theory (AGT).

SELF-DETERMINATION THEORY (SDT)

Self-Determination Theory⁶ is based on the three basic needs of a person:

Autonomy

A sense of freedom of choice, voluntariness, and self-determination. To act in line with one's values and interests.

Competence

A feeling of effectively and competently meeting one's surrounding environment.

Relatedness

A feeling of being connected to and belonging with others. To care about others and that others care for me.

The local community of coaches, parents and peers surrounding the team has a very big impact on an individual's ability to feel autonomy, competence, and relatedness. Need-satisfaction is like a three-legged stool, if one leg is missing, the stool falls. In other words, all three needs need to be met.

⁵ Lindwall, M., Stenling, A. & Weman Josefsson, K. (2019). Chapter 2: En självbestämmande teori om motivation. In M. Lindwall, A. Stenling & K. Weman Josefsson (eds.), *Motivation inom träning, hälsa och idrott: Ett självbestämmande perspektiv* (pp. 17–58). Studentlitteratur. ISBN: 978-91-44116-02-0.

⁶ Weman Josefsson, K. & Jonsson, L. (2018). Kapitel 4: Motivation inom idrotten. I *Idrottens ledarskap* (pp. 61–82). SISU Idrottsutbildarna. ISBN: 978-91-77270-20-1

As a coach, you can help the players by adopting a need-supportive coaching approach, which encompasses three key dimensions⁷:

<p>Autonomy support</p>	<p>See things from the player's perspective Try to understand the player's perspective before providing feedback, suggestions, instructions etc. Ask yourself how they might look at the matter before you make suggestions.</p> <p>Explain why Explain why the activity is carried out, why it is done in a certain way, and what it contributes to the team and the individual.</p> <p>Offer options When possible, offer opportunity for players to choose, for example, type of exercise, order of exercise, and level of difficulty.</p> <p>Encourage initiative and curiosity Welcome and encourage suggestions and ideas from the players; let them come up with and try their own ideas.</p> <p>Recognize and accept feelings Show and express that you see and accept feelings expressed by the player, both negative and positive.</p> <p>Avoid a controlling language Communicate in an informative and objective way. Avoid words that can be perceived as commanding and controlling such as "you must / should ..." and try to use an inviting language such as "you can / may ..."</p>
<p>Structure</p>	<p>Clarify expectations and goals Communicate both short- and long-term goals with the activities carried out. It facilitates the player's understanding of how they can develop the necessary skills, meet expectations and requirements, and manage challenges if they are aware of the goals and expectations.</p> <p>Descriptive feedback Descriptive feedback is feedback directed at something specific that the player has done, for example how they executed a performance. Don't just communicate if you think the player performed well or not, communicate what the player did well or not and in what way they can improve during the next try.</p> <p>Encourage players to self-reflect and to ask questions Invite and encourage athletes to reflect on and ask questions about their performance.</p>

⁷Stenling, A. (2019). Chapter 5: Idrott och elitidrott. In M. Lindwall, A Stenling & K. Weman Josefsson (eds.), Motivation inom träning, hälsa och idrott: Ett självbestämmande perspektiv (pp. 137–160). Studentlitteratur. ISBN: 978-91-44116-02-0.

Involvement	<p>Show understanding and consideration Show that you care about your players, for example by asking how they feel and by inviting them to have conversations.</p> <p>Show empathy Use empathy-oriented conversations by inviting players to share and trying to understand their perspective. This can, for example, be about asking for input on today's practice or inviting players to come up with ideas.</p> <p>Be inclusive Actively work for everyone to feel like part of the team and pay attention to whether any player seems to be outside the group.</p> <p>Listen actively Pay attention to and listen to how players view different things (feedback, exercises, etc.). Give players the opportunity to express their opinions without judgment and evaluation from you.</p>
--------------------	--

ACHIEVEMENT GOAL THEORY

While Self-Determination Theory explains why we humans participate in a particular activity, Achievement Goal Theory describes the driving force when a person wants to prove themselves good or competent, for themselves or for others. Achievement Goal Theory can be divided into mastery-oriented approach and outcome-oriented approach.

With a mastery-oriented approach, the focus is on the player's development in relation to themselves. The goal in a mastery-oriented climate is to learn new skills and to improve oneself. If this goal is met, it strengthens the person's perceived competence. In a mastery-oriented climate, the coach places great emphasis on encouraging players to learn new things, make an effort, and do their best. The environment has a permissive attitude to mistakes. In a mastery-oriented climate, players dare to leave their safety zone and can be at the forefront of their own development.

With an outcome-oriented approach, success is determined in relation to the performance of others. The person's goal is to prove themselves better than others, or at least not worse. The sense of competence is thus hinged on the performance of others.

The coach risks several things by creating an outcome-oriented climate: 1) only the best players feel competent, leading to many players quitting and in consequence removing the basis to form a team; 2) players become cautious and do only what they are good at, which can hamper their development. The fear of "doing wrong" makes them reluctant to leave their "safety zone".

SOCIAL SKILLS



No teammates, no basketball. To communicate respectfully, collaborate, spread good energy, abide by the rules, and take responsibility is important in order for everyone to be able to perform together. There needs to be a culture within the team that allows success, mistakes and differences. Otherwise, motivation, creativity and achievement are hampered.

Everyone in a team does not always like each other, which is perfectly natural. But everyone must feel that they have a place in the group for the team to have the best opportunities to perform together. Studies show that sincerity is the key to creative and successful groups, but it requires respectful communication for it to work. There must be a so-called psychological security for a group to be effective.⁸

Each individual is part of and contributes to the culture of the team. Learning to see their role in and contribution to the whole is an important part of player development.

⁸ Edmondson, A. C. (2004). Chapter 10: Psychological safety, trust, and learning in organizations: A group-level lens. In R. M. Kramer & K. S. Cook (eds.), *Trust and distrust in organizations: Dilemmas and approaches* (pp. 239–272). Russel Sage. ISBN: 0871544865.

TIPS AND TRICKS – DEVELOPMENT OF SOCIAL SKILLS

Key behaviours

A suggestion is that the team and the coaches together formulate desirable key behaviors within the team, as well as key behaviors that apply specifically to the coaches. This way, the group creates a common culture that is self-chosen and that they can remind each other of.

Work out 3-5 key behaviors:

What behaviors make the team thrive and perform together?

What behaviors of the coach can make the team feel safe and perform better?

The key behaviors listed in the table below are just examples, each team should make their own.

EXAMPLES OF DISARABLE KEY BEHAVIORS		
	<i>On the court</i>	<i>Off the court</i>
The team	everyone contributes by always giving their best effort everyone contributes with high intensity everyone contributes with good preparation (food, sleep etc.) everyone contributes by cheering each other on	everyone contributes by greeting everyone everyone may not love everyone, but everyone respects each other as everyone has the same right to enjoy the team and play here
The coach	the coach cheers on everyone and praises us all for what we do well the coach comes prepared and has a good practice plan the coach can get frustrated if we do not give our best effort, but must not yell at us or make faces when we make mistakes or miss shots the coach is fair	the coach greets everyone the coach plans ahead and communicates the coach respects that you sometimes have a lot to do in school and do not have time to attend the practice the coach recognizes all players equally

To check-in and check-out

To "check-in" at the beginning and "check-out" at the end of a practice is a great way to create security within the group.

Gather the full team in a semi-circle where everyone can see everyone. Either all standing, or all sitting, including the coach. Then ask a personal, age-appropriate, question that everyone can answer. For example: What is your favorite animal? What makes you laugh? How has the day been; Thumb up? Thumb down?

The trick is to use a simple question to get the players to tell a little about themselves, their thoughts and opinions. It also gives players an opportunity to shift focus to their teammates and the practice, and away from outside thoughts that may have accompanied them into the gym. It also gives you as a coach an opportunity to feel the mood of the group and the individuals. When you check-out, you can, for example, ask all players to think of one thing they thought they did well on training today.

The communication model of Canada Basketball

Canada Basketball uses an effective model for respectful and stimulating communication, as it sets the framework for de-briefing and discussion:

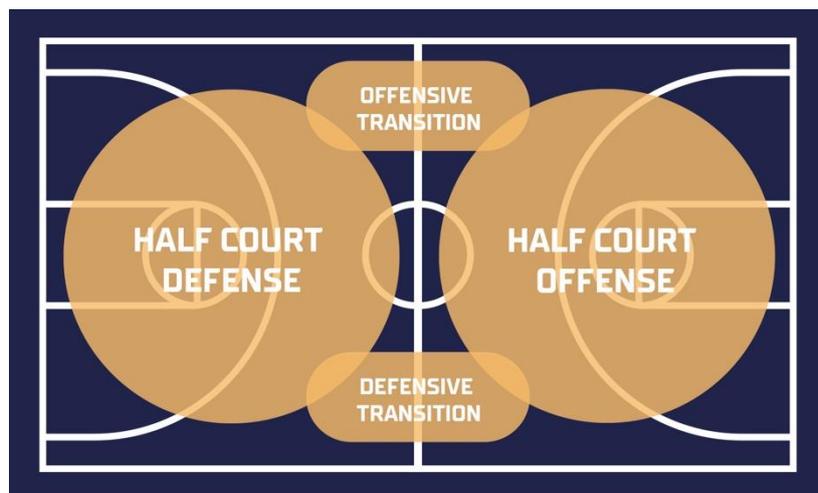
A stands for AGREE – "I agree with what you said" – the sentence confirms and create security.

B stands for BUILD – "I wish to build on what you said, what do think about countering their zone-pressure by you flashing the middle?" – the sentence confirms, create security, while simultaneously bringing the conversation closer to a solution.

C stands for CHALLENGE – "I challenge you in what you just said, I understand how you think, but I think it is better that we counter their zone pressure by ...", the sentence confirms, create security, while simultaneously evaluating another solution.

D stands for DEPTH – "That is a good start, but I think we need to go deeper, I don't think it is enough that you flash the middle, we could try to also ...", the sentence confirms, create security, while simultaneously trying to develop the solution by adding depth to it.

PRACTICE PLANNING



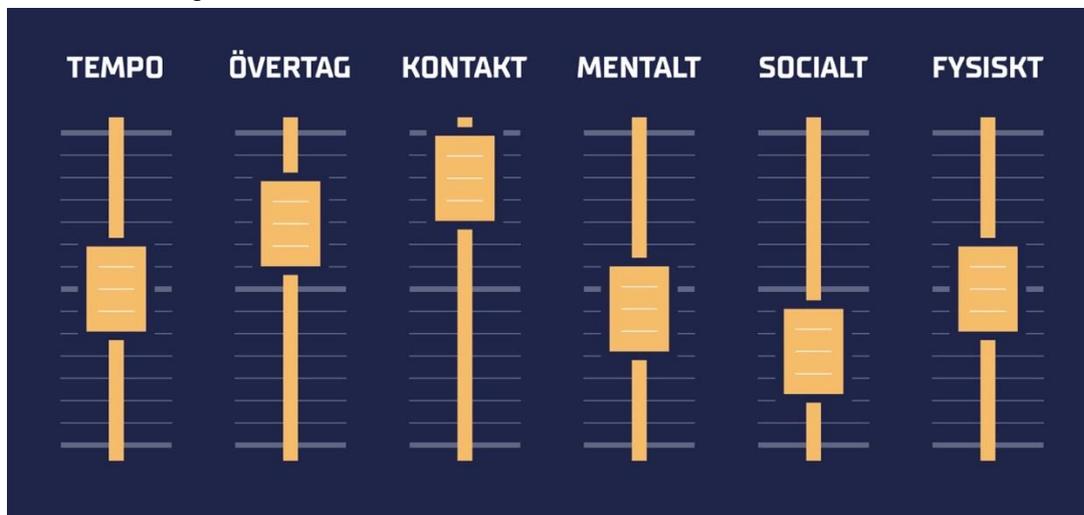
PRACTICE CONTENT

CHEAT SHEET		
1.	What situation do we want to practice?	Example: 1v1 that can be loaded to become 2v1 and 2v2.
2.	What basketball-specific skills are in focus?	Example: Attacking the basket, finishing close to the rim- and mid-range, passing.
3.	How can you design the exercise?	Example: One offensive and one defensive player starts in the corner. A coach or team-mate is positioned 4-5 meters away with both arms extended to the sides, with the ball in one of them. The exercise starts by the offense running and getting the ball out of the hand of the team-mate or coach. The defender has to touch the other hand of the team-mate or coach before defending the offense, who drives to the basket.
4.	How can you load the exercise?	Add a help defender and an offensive player on opposite wing. When the second defender helps, the offensive player moves to get the pass from the driving player. If a player scores, they have to score 1 of 1 free-throws to get the point. Defense must communicate with each other, when they do so, they receive 1 point.
5.	Review	For the skills in focus, are there many repetitions (good flow, no long lines)? And are the repetitions varied (e.g. different starting positions each time)? Which decisions do the players have to make in the exercise? What makes the exercise game-like? E.g. what other skills do the players perform in the exercise? What questions might be appropriate to ask to get the players to reflect on their execution of the skills in focus? Which phases of the game do the exercise cover?

LOADINGS

Regardless of age – from mini basket to seniors – you can load a specific exercise in several ways in order to develop the skills a basketball player needs. The way to load an exercise will however differ, depending on the biological maturation, years involved in the sport and so on.

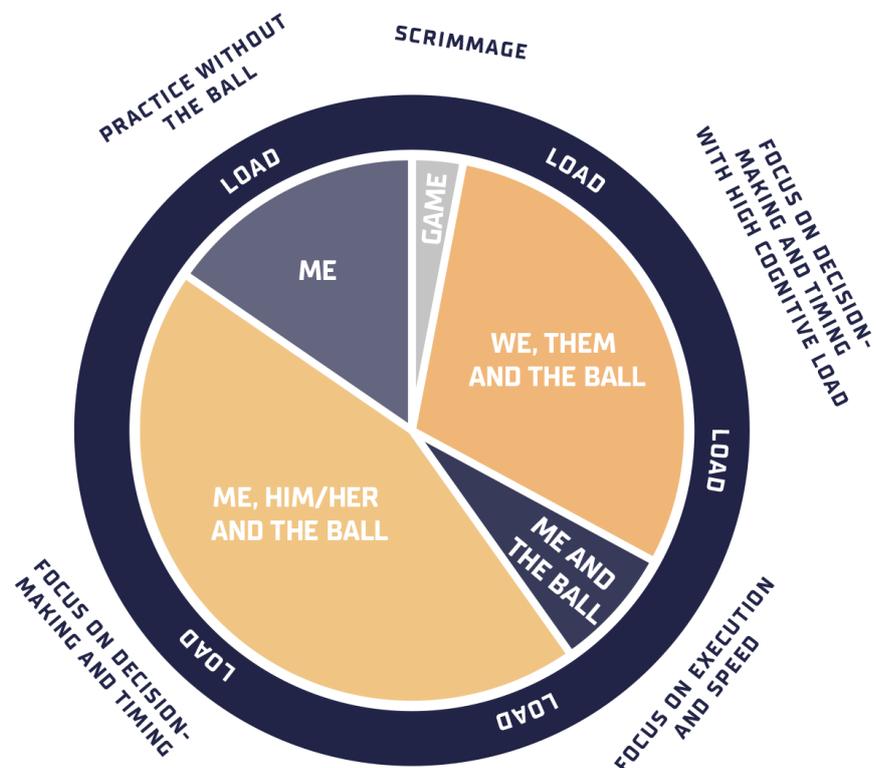
Different categories of loads in an exercise



Tempo	You can control the tempo of the players performance, for example by adding a competitive element (e.g. relay) or by keeping time ("you should score on all baskets within a minute"). You can also increase the intensity of, for example, fast break by reducing the size of the court.
Advantage	There is room for a lot of creativity in the exercise design when it comes to advantages. Example: 1v1 situation that begins by the defender leaning forward to touch either knee of the offense. The offense works on reading to what side there is an advantage, depending on the knee the defender touches.
Pressure	You can vary the amount of physical pressure in an exercise: no contact, hand, body, pushing.
Mental	Many mental skills can be developed by incorporating mental loads into the exercise design. Example: Game 3v3. Offense get the point only if they score a subsequent free-throw.
Social	For young children, many playful exercises are socially developing. For young people, mini time-outs without the coach, as well as communicating on the court can develop the social skills.
Physical	Incorporating strength and conditioning training into the basketball practice is a great way to keep the players motivated, especially for kids and in early adolescence. Example: Play 1-1 uninterrupted for one minute, followed by a 30 second break in which the players find a new opponent, providing interval training in the form of basketball practice.

DISTRIBUTION OF PRACTICE TIME

The image shows a rough recommendation of how to distribute the content of practice. The order of the slices can be redistributed, and a slice may very well return in later parts of the practice. However, from U8 and up, the recommendation is that the total practice time is divided similarly to the circle.



EXPLANATIONS

GAME	SCRIMMAGE	Execution and decision-making under maximal pressure and pace. Standard basketball rules.
WE, THEM AND THE BALL	FOCUS ON DECISION-MAKING AND TIMING WITH HIGH COGNITIVE LOAD	The higher number of players on the court, the more information for the players to scan and interpret. The higher the tempo and amount of pressure, the greater the challenge for the player to be able to scan and interpret information (increased cognitive load). The coach can set rules and change conditions to emphasize certain behaviors. Example: "Finishing from a pass gives 2p, finishing from dribble gives 1p". "Finishing from an inside-position gives an extra point" "You have to play zone." Small-sided games 2-2, 3-2 etc.
ME AND THE BALL	FOCUS ON EXECUTION AND SPEED	As warm-up and cool-down. To introduce new basketball-skills.
ME, HIM/HER AND THE BALL	FOCUS ON DECISION-MAKING AND TIMING	Offense: Working on observing and acting on advantages in offense. Working on creating advantages from neutral starting-point. Defense: Working on observing and neutralize an offensive advantage in defense. Working on creating advantages in defense. 1-1, 2-1, 1-1+1
ME	PRACTICE WITHOUT THE BALL	Develop physical skills without the ball, such as obstacle courses or strength training in the gym. Develop some mental skills in isolation, e.g. mindfulness.

PERIODIZATION

As for all training for basketball players, it is recommended to avoid medium intensity. To periodize the weekly practice sessions and the yearly practice schedule is a great way to increase the quality of the player development. For example:

Instead of performing the full practice at similar intensity, it is recommended to alternate between exercises at heart rate maximum and low intensity exercises.

Instead of four medium intensity practices a week, it is recommended to program two less intensive and two highly intensive practices. That way, the players will experience a better development as a result of super-compensation,⁹ as well as a reduced injury risk.

Instead of maintaining a constant intensity throughout the year, the practice should be periodized in more and less intensive weeks.

The recommendation is to periodize from U15 onwards. You can download a customizable periodization template at www.basketutbildning.se.

TRAINING LOAD AND RECOVERY

The World Health Organization recommends that children and young adults should engage in physical activity for at least an hour a day. However, most researchers and children's health practitioners agree that this hour a day should not be organized sport seven days a week – and especially not within the same sport. From a short and long-term player development perspective, it is unfortunate when the load becomes too one-dimensional, since that increases the risk for overload injuries and mental “burn-out”.

In order to reduce the risk of one-dimensional loading resulting in injuries, it is recommended that children and young adults practice different sports or engage in non-organized physical activities. For that reason, fewer practice days are recommended for children and young adults than for adult basketball players.

Naturally, not all kids can or want to participate in several different sports. It is therefore extra important not to overload players by engaging in one-dimensional training.

⁹ McGawley, K. & Laaksonen, K. (2018). Chapter 5: Träningsplanering. In *Idrottens träning* (pp. 105–136). SISU Idrottsböcker. ISBN: 9789177270195

NUMBER OF PRACTICES

The table below contains the recommended average training load on a weekly basis.

RECOMMENDED AVERAGE AMOUNT OF PRACTICE		
Age	Practice length	Number of organized basketball practices per week*
7-8	30-60 min	1
9-11	45-75 min	2
12-14	60-90 min	2-4
15-17	90-120 min	3-6**

*Organized basketball is considered structured team practices. Unstructured practice, such as street basketball, individual shooting or other skill practice is not included.
 **NIU/RIG or other organizations offering morning practices might reach the upper limit. This however requires highly competent coaches to minimize the risk for overuse injuries.

NUMBER OF GAMES

As for the number of games per day or per week, it is difficult to give a general recommendation as playing time and physical stress resistance can vary between players. However, the rule of thumb is one game per week. Of course there will be more games during, for example, tournaments. But during the regular league period the rule of thumb should not be exceeded.

The Easy Basket activities composes shorter games and players can therefore play multiple games in a single day without any problem.

RECOVERY

Those who exercise extensively need also to recover. The more time a player invests in basketball, the greater the need to plan for rest and recovery. The practice schedule also needs to be balanced against school, other sports, work and other things that belong to life depending on age.

Recovery is something holistic and is primarily affected by:

- Diet and eating habits
- Physical recovery
- Psychosocial recovery
- Amount and quality of sleep

The table below contains the recommended hours of sleep for different ages:

Age	Number of hours
7-8	9-12 hours
9-11	9-12 hours
12-14	8-10 hours
15-17	8-10 hours

If a player does not recover properly, there is a risk of so-called overtraining syndrome. If the overtraining syndrome is not taken seriously, there is a risk that the player develops sports-

related burnout¹⁰.

PRACTICE AND GAMES – TO KEEP IN MIND

TO KEEP IN MIND REGARDING PRACTICE

GENERALLY

The recommendation is to follow the 5 golden principles and the recommended distribution of practice time.

The development of skills can be compared to the logic in computer games; when a player demonstrates that they can execute a certain skill during a game, a new world opens, i.e. you can introduce a new skill.

Make sure that all players hear their name connected with positive feedback during each practice: "I saw that you got it now Agnes, Good job!"

Try to give everyone something to work on until next week. It provides the players with confirmation.

Clarify the learning objectives of the exercise before starting it.

Pick-up games, i.e. non-organized practice, stimulates the development of creativity and the understanding of the game. Therefore, it is recommended to complement the team practices with so-called "open gym", where adult involvement is kept to a minimum.

U7-U12

Children learn best through play, so planning a workout for these age groups is very much about finding games or play-based exercises designed to develop the skills you as a coach wish to work on. For example, playing tag games during practice is to practice agility, which is a very important ability for a basketball player.

A coach's main objective during these years is to get the players to fall in love with basketball and that they get passionate about being active in general. The practices should have relatively low structure but be clear and consistent; "an organized chaos". Design the practices so that there is freedom for the children to explore and be creative.

Give a bit of extra thought to the players born in the latter part of the year. Most players born in the early months of a year have a physical and mental advantage compared to the peers born in later months. It is not uncommon to compare players without considering this relative age effect. As a result, this advantage is often, incorrectly, construed as talent or high motivation. The positive reinforcement this brings is called the Pygmalion effect, i.e. when the

¹⁰ Åkesdotter, C. (2018). Chapter 6: Vikten av återhämtning. In *Idrottens träning* (pp. 137–152). SISU Idrottsböcker. ISBN: 9789177270195

player's performance increases as a result of the coach having a positive perception of the player's ability.

Create games where different types of skills are rewarded. That way, everyone gets to boost their feeling of competence.

U13-U16

A lot of things change in a person's life during the U13-16 period. The parents' influence decrease while the influence of peers increases. School takes up a substantial amount of time and a lot of teenagers feel stressed about their grades. As a coach, there it is a balancing act between making demands from which the player grows (e.g. learn to structure their time) and making demands that make the player drop out from basketball (e.g. if you miss practices, you are out of the team). During adolescence it is more important than ever that the players have influence on their environment. Remember that the team exists on behalf of the players.

In the timeframe of U13-U16 the difference in biological maturity might be as big as five years between two players born in the same year. It can be a challenge to run a practice with such big differences between players. Using different loads, as described in PRACTICE PLANNING, is an effective way to adapt a single exercise to the level of maturity among the players.

Using different scoring is an effective way to guide the players toward a desired behavior. For example, you can guide the players towards trying to score with the left hand by doubling the points if scored with left. Another example is to encourage boxing-out by giving points for offensive rebounds.

The fact that the players enter puberty at different times is perfectly natural. The same goes for the pace with which they go through puberty. Keep the following in mind regarding puberty:

BOYS. Players that enter puberty early often "cut corners" in the development of basketball-specific skills, since they have such a physical advantage. When the other players in their age group goes through puberty and catches up biologically, the physical advantage will disappear. If players who enter puberty early don't work to properly develop their basketball skills, players who entry puberty late will become more competent basketball players.

During the growth spurt there are physical skills that are beneficial to develop. For players entering puberty early, there is a risk that they will not be offered adequate strength and conditioning training, since it might be based on the need of the team in general. It is also important to keep in mind not to encourage players entering puberty late to load exercises with the same weights as players who have entered puberty and have accumulated more muscle mass.

The increase in testosterone levels for boys during puberty results in them getting faster and stronger, which often leads to increased self-confidence.

Players that enter puberty late can have a tough time competing against players who have already entered puberty. It is important that players, coaches, clubs and parents understand this, and are patient enough to see the difference in biological maturation in a longer perspective. In the long run, it might even be an advantage for those who enter puberty late, as it gives the player more time to develop motor skills. However, many players drop-out along the way, as the experience of being physically inferior to teammates and opponents can lead to a lack of motivation.

GIRLS. The changes in hormones during puberty generally causes girls to get rounder body shapes and gain weight more easily, which is completely natural. However, the consequence on the basketball court can be that the female players get slower and loose some motor skill, potentially destroying their confidence. Girls regain and improve their speed and agility after puberty; but by then, many have already quit playing. It is a good idea to talk to the players about this, in general terms, to make them understand what happens during and after puberty. That the circumstances may make them perform at a lower level during a period, but that this does not mean that they've "lost it" as basketball players. Instill the players with patience, and make sure that you as a coach also have patience.

During the growth spurt there are physical skills that are beneficial to develop. For players entering puberty early, there is therefore a risk that they will not be offered adequate strength and conditioning training if training will be based on the need of the team in general. This is especially unfortunate as physical training early in puberty reduces the risk of future knee injuries. Girls suffer ACL-injuries 6-7 times as often as boys. Research¹¹ show that injuries are drastically reduced in girls who undertake physical training from an early age and develop good movement patterns. It is also important to keep in mind not to encourage players entering puberty later to load exercises with the same weights as players who already entered puberty and have accumulated more muscle mass.

U17-U19

Most players have now come so far into puberty that they have reached their adult proportions. This means that all skills can and should be automated.

¹¹ [1] Hewett, T. E., Lindenfeld, T. N., Riccobene, J. V., & Noyes, F. R. (1999). The effect of neuromuscular training on the incidence of knee injury in female athletes. *The American Journal of Sports Medicine*, 27(6), 699-706.

TO KEEP IN MIND REGARDING GAMES

The weekend's game is for many the highlight of the week! Some things to keep in mind:

TACTICS

Players who understand the aims of the different phases of the game and can act accordingly, can play both highly structured set-plays, and more free-flowing principle-based offense. The risk of introducing structured set-plays too early is that the players learn how to run in the system but fail to learn to read and understand the game. In a learning environment where the game's logic and principles provide the framework, players are given greater opportunity to develop creativity and individual skills. Therefore, up to, and including, U16 there should be no predetermined decisions in the game and players should always be free to break the pattern. This to ensure that the players learn how to scan and interpret situations, find solutions and make decisions. The role of the coach is to help the players self-evaluate the decisions the players make.

GENERALLY

Think of the warm-up as a mini practice, i.e. use it as an opportunity to work on some basketball skills.

If you sit in the middle of the players on the bench it becomes natural to talk about what happens in the game; you can ask them questions and they can likewise ask you. It is an excellent learning opportunity.

U7-U12

Simple routines and short briefings.

Focus on giving your maximal effort and only comparing your performance to yourself.

Few players on the bench, a lot of playing time for everyone.

No fixed positions or roles.

Do not call out instructions during the game. At this age, children have a tough time as it is trying to be aware of what happens on the court, getting instructions from the bench only increases the risk of a "brain freeze". In addition, players need to learn how to interpret what's happening on the court and make good decisions based on it. If you as a coach instruct the players on what they should do on the court, you risk thwarting their development. But you should of course cheer them on!

In breaks and after the game, talk about things they did well. Things they might have done less well is best to simply work on more in practice.

After the game, ask each player to choose one thing they did well during the game. It may be something basketball-specific, but it might as well be something related to their physical, mental or social development. Let them choose if they want to share it with you as a coach or at home.

U13-U16

Routines and briefings can get longer as players age but be aware of players that might have concentration-, language- or other cognitive challenges. Therefore, avoid introducing new tactics during pre-game briefings; instead, introduce them in practice. It is recommended to involve the players in the pre-game preparations.

Invite players to participate during pre-game talks, time-out and breaks between quarters. What do they think about the execution of the things the team talked about in the pre-game briefing? What works well? What needs to improve? Do they believe that they are exhibiting the in-game behaviors previously agreed upon? Avoid introducing new information.

Let the players play multiple positions. At the U15-16 level, the players can start to specialize more towards a specific position. Especially that players whom, as seniors, will likely play as inside players or point guards, as these positions tend to require more position-specific experience from games and practices already at this age.

Focus on giving your maximal effort and only comparing your performance to yourself.

Few players on the bench, a lot of playing time for everyone.

Call out instructions only sparingly during the game. The player education aims to give the players tools to interpret what happens on the court and make good decisions based on it. If you as a coach instruct the players on what they should do on the court, you risk thwarting their development. What the players cannot do in the game, you simply have to work on it in practice.

When players make good and brave decisions outside of their safety zone, reinforce it with positive feedback. Create a culture where players mutually recognize when a team-mate did something good by a thumbs up, high-five or similar.

After the game, ask each player to reflect on something they did well and can do more of in the next game, both individually and as a team. It may be something basketball-specific, but it might as well be something related to their physical, mental or social development. Let them choose if they want to share it with you as a coach or at home.

U17-U19

Routines and briefings can hold an advanced level.

Invite the players to participate during pre-game talks, time-out and breaks between quarters.

Focus on giving your maximal effort and only comparing your performance to yourself.

Few players on the bench, a lot of playing time for everyone.

Players specialized in the roles of position 1-5.

Call out instructions only sparingly during the game. The player education aims to give the players tools to interpret what happens on the court and make good decisions based on it. If you as a coach instruct the players on what they should do on the court, you risk thwarting their development. What the players cannot do in the game, you simply have to work on in practice.

When players make good and brave decisions outside of their safety zone, reinforce it with positive feedback.

Create a culture where players mutually recognize when a team-mate did something good by a thumbs up, high-five or similar. At this age, players should also be able to give and receive feedback from each other, both regarding positive actions and opportunities for development. Therefore, take the time to encourage good examples of how to give feedback, as well as curbing non-productive feedback.

Have a routine of analyzing the games afterwards, in group and/or individually, preferably by using game-film.

RECOMMENDED GUIDELINES

DEVELOPMENTAL-BASED ADAPTATIONS

Sometimes there are players who have come further in their basketball development than their teammates and may need a more challenging situation. This can be achieved in different ways within a club:

Switch to an older age-group team.

Consider the following:

The fact that a player is more developed physically, and in this regard is equal to older players, does not necessarily mean that they are as developed mentally and/or socially. All aspects of the players development (physical, technical-tactical, social and mental) should have developed roughly the same for it to be appropriate to move a player to an older age-group team.

The feeling of relatedness is one of the key factors to promote internal motivation (self-determination theory). If a player moves up to an older team, it is essential that the player quickly feels welcome and becomes part of the group. Keep in mind that the relationship with the same-age players often changes as a result of switching to a team with older players. This might be a profoundly negative experience for the player.

As a result of moving a player to a team with older player their opportunity to develop creativity on the court might diminish. Partly because they face tougher and better opposition, and partly because they might be less keen on stepping out of their safety zone in an environment with older players.

Will the player get enough playing time?

Practice with an older age-group team but play with same age-group.

Consider the following:

Can often be a better option than the one above. However, keep in mind that the player may lose the sense of relatedness with their peers and at the same time find it difficult to relate with the older players. Sense of relatedness is important to promote the internal motivation.

Developmental-based teams.

Consider the following:

During adolescence, the differences in biological maturity can be as much as 5 years between players in the same age-group. Early biological maturity is often confused with talent and skilfulness. Instead of dividing players into different teams, the solution may be to divide certain parts of the practice, as well as playing in leagues of different levels, with all players still pertaining to the same team. The grouping can be made by the coach but can also self-chosen; "the ones that prefers an advanced level today, go to the right side".

If you wish to divide the teams based on the players "interest", the players should decide their own level of interest, and not assessed by the coach. It is important that both groups are valued equally and receive the same attention from the club, i.e. same access to coaches, practice times, gyms, and so on. If a player wishes to, they should be able to switch team.

The Swedish Basketball Federation discourage selected teams (so-called Academy teams) up until U15-16 but encourage you to wait a bit longer to introduce it (U17). Keep in mind that players tend to develop more when the skill-level varies within the team; players that have not progressed as far in their development can get support by the more skilled players, and the more skilled players develop by assuming responsibility on the court. The risks of gathering the best players into one team are that the teams from where the players came falls apart, and that only some of the players on the selected team will get the opportunity to assume the necessary responsibility to develop sufficiently. In addition, there is always the risk of what is called "big-fish-little-pond" effect, where players initially feel highly competent – as the big fish in the little pond – but after changing to the selected team, where there are other players as good – being a small fish in a big pond – players feel less competent and loose motivation. Which results in lots of players dropping out.¹²

Another scenario is that the majority of the players on a team wants to invest more, while some are not interested in going down the performance pathway. In these cases, it is important to find solutions where everyone can continue to participate at the level of investment they wish. It is common that players are either forced to try to live up to ambitions they do not have (demands for increased amount of practice etc.) or that the activities for those who do not want to invest is left afloat (lack of coaches, practice time and developing practice content). Both likely result in players dropping out, as the opportunity to continue playing in a well-organized environment without fully investing tend to disappear. Having a dialogue with the players about how they wish to structure the activities is key to find solutions where the players keep playing.

Additional practice opportunities.

The opportunity for additional practice sessions can stimulate players further ahead in their development, while it provides an opportunity for less developed players to catch up. Therefore, the recommendation is that additional practice opportunities should be equally accessible for all players, but not necessarily in the same sessions.

LATE SPECIALIZATION

Basket klassas som en sen specialiseringsidrott, d v s det är en framgångsfaktor om utövaren har hållit på med flera andra idrotter, dans eller annat, ända upp i gymnasieåldern, innan en dedikerad satsning på basket inleds. Resultaten pekar på ökad prestationen som seniorspelare samt att det minskar skadefrekvens och utbrändhet.

The Swedish Basketball Federation recommend:

Uppmuntra spelarna att hålla på med andra sporter parallellt med basket under hela grundskolan. Underlätta det både praktiskt och ekonomiskt om det går. Samarbeta med andra idrottsföreningar kring träningstider, lovaktiviteter och annat.

PLAYING TIME

Regarding playing time, the follow should be taken into account:

A central aspect of the Sweden Basketball core values is that everyone should get the same opportunities to develop. This is not possible sitting on the bench.

¹² Wagnsson, S. (2019). Chapter 6: Barn- och ungdomsidrott. In M. Lindwall, A Stenling & K. Weman Josefsson (eds.), Motivation inom träning, hälsa och idrott: Ett självbestämmande perspektiv (p. 173). Studentlitteratur. ISBN: 978-91-44116-02-0.

If playing time is regulated based on practice attendance, please note that we recommend involvement in multiple sports up until and including the age of 15-16. Absence from practice due to other sporting activities should therefore count as attendance.

Research shows us that the best player at age 12 is unlikely the best player at 25; the body changes drastically during puberty (biologically and mentally), loss of motivation and injuries might occur. There exist multiple reasons to make sure everyone gets the opportunity to develop during childhood and adolescence, something they will not do sitting on the bench.

The Swedish Basketball Federation recommend:

Up until U12 – equal playing time for everyone.

U13-U16 – playing time may be partly based on practice attendance. However, everyone dressing for a game should get plenty of time on the court. If a player misses practice due to involvement in other sports it should be considered as attendance. Do not base playing time on how far in their development a player is.

From U17 – playing time can be distributed unequal. However, everyone dressing for a game should get playing time.

MORE KNOWLEDGE, TIPS, AND IDEAS

You as a coach are crucial for Sweden Basketball to achieve success, both in terms of the number of active players and the results of the senior national team. Therefore, we want to encourage and offer you development opportunities in as many ways as possible, so that you can in turn offer as good development environments as possible for those players you coach.

COACHES' EDUCATION AND OTHER SOURCES OF KNOWLEDGE

At www.basketutbildningar.se you can find the Swedish Basketball Federation's coaching courses. The courses alternate between theory presented digitally and practical sessions.

SISU Idrottsutbildarna often arranges excellent courses and lectures locally. They can, for example, be about diet, considerations when coaching kids with attention disorders, on the autism spectra and so on.

Please follow our Facebook group named BASKETRESAN where you can find tips on podcasts and articles.

We also recommend you to follow SISU Idrottsutbildarna on social media, where they often publish interesting articles and literature suggestions (in Swedish).

A lot of knowledge can also be obtained digitally through SISU Idrottsböcker:
<https://utbildning.sisuidrottsbocker.se/sisu/generell/>

You can find interesting articles on the Swedish Research Council for Sport Science's website: <https://centrumforidrottsforskning.se/en/>, or through their social media.

The International Basketball Federation (FIBA) have a great website for coaches development:
<http://www.fiba.basketball/wabc>

SOURCES OF INFLUENCE

The Swedish Basketball Framework for Player Development is influenced mainly by the following sources:

LaPrade, R. F., Agel, J., Baker, J., Brenner, J. S., Cordasco, F. A., Côté, J., ... & Hewett, T. E. (2016). AOSSM early sport specialization consensus statement. *Orthopaedic Journal of Sports Medicine*, 4(4), 1–8. <https://doi.org/10.1177/2325967116644241>

Bernštejn, N.A. (1967). *The co-ordination and regulation of movements*. Pergamon Press.

Brenner, J. S. (2016). Sports specialization and intensive training in young athletes. *Pediatrics*, 138(3). <https://doi.org/10.1542/peds.2016-2148>

Chow, J. Y., Davids, K., Button, C. & Renshaw, I. (2016). *Nonlinear pedagogy in skill acquisition: an introduction*. Routledge. ISBN: 9780415744386

Clarke, D. D. & Crossland, J. (1985). *Action systems: an introduction to the analysis of complex behaviour*. Methuen.

Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4(3), 307–323.

<https://doi.org/10.1260/174795409789623892>

Côté, J., Turnidge, J., & Evans, M. B. (2014). The dynamic process of development through sport. *Kinesiologia Slovenica*, 20(3), 14–26.

Davids, K., Glazier, P., Araujo, D., & Bartlett, R. (2003). Movement systems as dynamical systems. *Sports Medicine*, 33(4), 245–260. <https://doi.org/10.2165/00007256-200333040-00001>

Edmondson, A. C. (2004). Kapitel 10: Psychological safety, trust, and learning in organizations: A group-level lens. In R. M. Kramer & K. S. Cook (eds.), *Trust and distrust in organizations: Dilemmas and approaches* (pp. 239–272). Russel Sage. ISBN: 0871544865.

Fahlström, P. G., Glemne, M., & Linnér, S. (2016). *Goda idrottsliga utvecklingsmiljöer (FoU-rapport 2016:6)*. Riksidrottsförbundet. ISBN: 9789187385179

[FIBA Coaches Education Platform](#)

Gibson, J.J. (1979). *The ecological approach to visual perception*. Lawrence Erlbaum Associates. ISBN: 9781315740218

Güllich, A. (2014). Selection, de-selection and progression in German football talent promotion. *European Journal of Sport Science*, 14(6), 530–537.

<https://doi.org/10.1080/17461391.2013.858371>

Güllich, A. & Emrich, E. (2006). Evaluation of the support of young athletes in the elite sports system. *European Journal for Sport and Society*, 3(2), 85–108.

<https://doi.org/10.1080/16138171.2006.11687783>

Hassmén, P., Kenttä, G., & Gustafsson, H. (2009). *Praktisk idrottspsykologi*. SISU Idrottsböcker. ISBN: 9789185433742

Hewett, T. E., Lindenfeld, T. N., Riccobene, J. V., & Noyes, F. R. (1999). The effect of neuromuscular training on the incidence of knee injury in female athletes. *The American Journal of Sports Medicine*, 27(6), 699–706.

Hristovski, R., Serre, N. B., & Schöllhorn, W. (2013). Basic notions in the science of complex systems and nonlinear dynamics. In K. Davids, R. Hristovski, D. Araújo, N. Balagué Serre, C. Button, P. Passos (eds.), *Complex Systems in Sport* (pp. 29–43). Routledge.

Idrottens träning (2018). SISU Idrottsböcker. ISBN: 9789177270195

Idrottens ledarskap (2018). SISU Idrottsböcker. ISBN: 9789177270201

Kelso, J. S. (2013). Coordination dynamics and cognition. I K. Davids, R. Hristovski, D. Araújo, N. Balagué Serre, C. Button, P. Passos (eds.), *Complex Systems in Sport* (pp. 44–69). Routledge.

Kenttä, G., Lundqvist, C., & Bjurner, P. (2015). *Bättre prestation & hälsa med KBT: fakta, inspiration, fallbeskrivningar*. SISU idrottsböcker. ISBN: 9789187745546

Kinnerk, P., Harvey, S., MacDonncha, C., & Lyons, M. (2018). A review of the game-based approaches to coaching literature in competitive team sport settings. *Quest*, 70(4), 401–418.

<https://doi.org/10.1080/00336297.2018.1439390>

- Knight, C. J., Harwood, C. & Gould, D. (eds.) (2018). Sport Psychology for Young Athletes. Routledge. ISBN: 9781134820351
- Lindgren, E.-C., Dohlsten J., & Annerstedt C. (2016). Individnen i centrum när idrottsföreningar lyckas behålla sina ungdomar (FoU-rapport 2016:2). Riksidrottsförbundet. ISBN: 9789187385131
- Lindwall, M., Stenling A., & Weman Josefsson, K. (eds.). (2019). Motivation inom träning, hälsa och idrott - ett självbestämmande perspektiv. Studentlitteratur. ISBN: 9789144116020
- Lloyd, R. S., & Oliver, J. L. (2012). The youth physical development model: A new approach to long-term athletic development. *Strength & Conditioning Journal*, 34(3), 61–72. <https://doi.org/10.1519/SSC.0b013e31825760ea>
- Newell, K. (1986). Constraints on the development of coordination. *Motor development in children: Aspects of coordination and control*.
- Newell, K. M., & Valvano, J. (1998). Movement science: therapeutic intervention as a constraint in learning and relearning movement skills. *Scandinavian Journal of Occupational Therapy*, 5(2), 51-57. <https://doi.org/10.3109/11038129809035730>
- Riksidrottsförbundet. Strategi 2025. www.strategi2025.se
- Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68–76. <https://doi.org/10.1037/0003-066X.55.1.68>
- Thedin Jakobsson Britta, Vilka stannar kvar och varför? (2015),
- Tonkonogi, M. & Bellardini, H. (2012). Åldersanpassad fysisk träning för barn och ungdom: för hälsa, prestation och individuell utveckling. SISU idrottsböcker. ISBN: 9789186323448
- UNICEF Sverige. (2019). Barnkonventionen och föreningsidrotten – handbok för idrottsledare. unicef.se/rapporter-och-publikationer/barnkonventionen-och-foreningsidrotten-handbok-for-idrottsledare
- United States Olympic Committee. (2017). Quality Coaching Framework. <https://www.teamusa.org/About-the-USOPC/Programs/Coaching-Education/Quality-Coaching-Framework>
- Ungdomsbarometern 2017.
- Visek, A. J., Achrati, S. M., Mannix, H. M., McDonnell, K., Harris, B. S., & DiPietro, L. (2015). The fun integration theory: toward sustaining children and adolescents sport participation. *Journal of Physical Activity and Health*, 12(3), 424-433. <https://doi.org/10.1123/jpah.2013-0180>

REFERENCES/LIST OF LITTERATURE

- LaPrade, R. F., Agel, J., Baker, J., Brenner, J. S., Cordasco, F. A., Côté, J., ... & Hewett, T. E. (2016). AOSSM early sport specialization consensus statement. *Orthopaedic Journal of Sports Medicine*, 4(4), 1–8. <https://doi.org/10.1177/2325967116644241>
- Bernštejn, N.A. (1967). *The co-ordination and regulation of movements*. Pergamon Press.
- Brenner, J. S. (2016). Sports specialization and intensive training in young athletes. *Pediatrics*, 138(3). <https://doi.org/10.1542/peds.2016-2148>
- Chow, J. Y., Davids, K., Button, C. & Renshaw, I. (2016). *Nonlinear pedagogy in skill acquisition: an introduction*. Routledge. ISBN: 9780415744386
- Clarke, D. D. & Crossland, J. (1985). *Action systems: an introduction to the analysis of complex behaviour*. Methuen.
- Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4(3), 307–323. <https://doi.org/10.1260/174795409789623892>
- Côté, J., Turnnidge, J., & Evans, M. B. (2014). The dynamic process of development through sport. *Kinesiology Slovenica*, 20(3), 14–26.
- Davids, K., Glazier, P., Araujo, D., & Bartlett, R. (2003). Movement systems as dynamical systems. *Sports Medicine*, 33(4), 245-260. <https://doi.org/10.2165/00007256-200333040-00001>
- Edmondson, A. C. (2004). Kapitel 10: Psychological safety, trust, and learning in organizations: A group-level lens. In R. M. Kramer & K. S. Cook (eds.), *Trust and distrust in organizations: Dilemmas and approaches* (pp. 239–272). Russel Sage. ISBN: 0871544865.
- Fahlström, P. G., Glemne, M., & Linnér, S. (2016). *Goda idrottsliga utvecklingsmiljöer (FoU-rapport 2016:6)*. Riksidrottsförbundet. ISBN: 9789187385179
- FIBA Coaches Education Platform
- Gibson, J.J. (1979). *The ecological approach to visual perception*. Lawrence Erlbaum Associates. ISBN: 9781315740218
- Güllich, A. (2014). Selection, de-selection and progression in German football talent promotion. *European Journal of Sport Science*, 14(6), 530-537. <https://doi.org/10.1080/17461391.2013.858371>
- Güllich, A. & Emrich, E. (2006). Evaluation of the support of young athletes in the elite sports system. *European Journal for Sport and Society*, 3(2), 85-108. <https://doi.org/10.1080/16138171.2006.11687783>
- Hassmén, P., Kenttä, G., & Gustafsson, H. (2009). *Praktisk idrottspsykologi*. SISU Idrottsböcker. ISBN: 9789185433742
- Hewett, T. E., Lindenfeld, T. N., Riccobene, J. V., & Noyes, F. R. (1999). The effect of neuromuscular training on the incidence of knee injury in female athletes. *The American Journal of Sports Medicine*, 27(6), 699-706.

- Hristovski, R., Serre, N. B., & Schöllhorn, W. (2013). Basic notions in the science of complex systems and nonlinear dynamics. In K. Davids, R. Hristovski, D. Araújo, N. Balagué Serre, C. Button, P. Passos (eds.), *Complex Systems in Sport* (pp. 29–43). Routledge.
- Idrottens *träning* (2018). SISU Idrottsböcker. ISBN: 9789177270195
- Idrottens *ledarskap* (2018). SISU Idrottsböcker. ISBN: 9789177270201
- Kelso, J. S. (2013). Coordination dynamics and cognition. I K. Davids, R. Hristovski, D. Araújo, N. Balagué Serre, C. Button, P. Passos (eds.), *Complex Systems in Sport* (pp. 44–69). Routledge.
- Kenttä, G., Lundqvist, C., & Bjurner, P. (2015). Bättre prestation & hälsa med KBT: fakta, inspiration, fallbeskrivningar. SISU idrottsböcker. ISBN: 9789187745546
- Kinnerk, P., Harvey, S., MacDonncha, C., & Lyons, M. (2018). A review of the game-based approaches to coaching literature in competitive team sport settings. *Quest*, 70(4), 401–418. <https://doi.org/10.1080/00336297.2018.1439390>
- Knight, C. J., Harwood, C. & Gould, D. (eds.) (2018). *Sport Psychology for Young Athletes*. Routledge. ISBN: 9781134820351
- Lindgren, E.-C., Dohlsten J., & Annerstedt C. (2016). Individnen i centrum när idrottsföreningar lyckas behålla sina ungdomar (FoU-rapport 2016:2). Riksidrottsförbundet. ISBN: 9789187385131
- Lindwall, M., Stenling A., & Weman Josefsson, K. (eds.). (2019). *Motivation inom träning, hälsa och idrott - ett självbestämmande perspektiv*. Studentlitteratur. ISBN: 9789144116020
- Lloyd, R. S., & Oliver, J. L. (2012). The youth physical development model: A new approach to long-term athletic development. *Strength & Conditioning Journal*, 34(3), 61–72. <https://doi.org/10.1519/SSC.0b013e31825760ea>
- Newell, K. (1986). Constraints on the development of coordination. *Motor development in children: Aspects of coordination and control*.
- Newell, K. M., & Valvano, J. (1998). Movement science: therapeutic intervention as a constraint in learning and relearning movement skills. *Scandinavian Journal of Occupational Therapy*, 5(2), 51-57. <https://doi.org/10.3109/11038129809035730>
- Riksidrottsförbundet. *Strategi 2025*. www.strategi2025.se
- Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68–76. <https://doi.org/10.1037/0003-066X.55.1.68>
- Theдин Jakobsson Britta, *Vilka stannar kvar och varför?* (2015),
- Tonkonogi, M. & Bellardini, H. (2012). *Åldersanpassad fysisk träning för barn och ungdom: för hälsa, prestation och individuell utveckling*. SISU idrottsböcker. ISBN: 9789186323448
- UNICEF Sverige. (2019). *Barnkonventionen och föreningsidrotten – handbok för idrottsledare*. unicef.se/rapporter-och-publikationer/barnkonventionen-och-foreningsidrotten-handbok-for-idrottsledare

United States Olympic Committee. (2017). Quality Coaching Framework.
<https://www.teamusa.org/About-the-USOPC/Programs/Coaching-Education/Quality-Coaching-Framework>

Ungdomsbarometern 2017.

Visek, A. J., Achrati, S. M., Mannix, H. M., McDonnell, K., Harris, B. S., & DiPietro, L. (2015). The fun integration theory: toward sustaining children and adolescents sport participation. *Journal of Physical Activity and Health*, 12(3), 424-433. <https://doi.org/10.1123/jpah.2013-0180>

YOUTH PHYSICAL DEVELOPMENT MODEL

Youth Physical Development Model, YPD (Lloyd & Oliver, 2012) är en forskningsöversikt som visar vilka fysiska färdigheters utveckling som bör prioriteras i vilka åldrar. Bokstävernas storlek visar hur prioriterad färdigheten är per åldersspann.

YOUTH PHYSICAL DEVELOPMENT (YPD) MODEL FOR FEMALES																								
CHRONOLOGICAL AGE (YEARS)	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+				
AGE PERIODS	EARLY CHILDHOOD			MIDDLE CHILDHOOD						ADOLESCENCE						ADULTHOOD								
GROWTH RATE	RAPID GROWTH			STeady Growth						Adolescent Spurt						Decline in Growth Rate								
MATURATIONAL STATUS	YEARS PRE-PHV									PHV			YEARS POST-PHV											
TRAINING ADAPTATION	PREDOMINANTLY NEURAL (AGE-RELATED)									COMBINATION OF NEURAL AND HORMONAL (MATURITY-RELATED)														
PHYSICAL QUALITIES	FMS	FMS		FMS		FMS																		
	SSS	SSS		SSS		SSS																		
	Mobility	Mobility						Mobility																
	Agility	Agility						Agility						Agility										
	Speed	Speed						Speed						Speed										
	Power	Power						Power						Power										
	Strength	Strength						Strength						Strength										
		Hypertrophy						Hypertrophy			Hypertrophy									Hypertrophy				
Endurance & MC	Endurance & MC						Endurance & MC						Endurance & MC											
TRAINING STRUCTURE	UNSTRUCTURED			LOW STRUCTURE						MODERATE STRUCTURE			HIGH STRUCTURE						VERY HIGH STRUCTURE					

Figure 2. The YPD model for females. Font size refers to importance; light pink boxes refer to preadolescent periods of adaptation, dark pink boxes refer to adolescent periods of adaptation. FMS = fundamental movement skills; MC = metabolic conditioning; PHV = peak height velocity; SSS = sport-specific skills; YPD = youth physical development.

YOUTH PHYSICAL DEVELOPMENT (YPD) MODEL FOR MALES																								
CHRONOLOGICAL AGE (YEARS)	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+				
AGE PERIODS	EARLY CHILDHOOD			MIDDLE CHILDHOOD						ADOLESCENCE						ADULTHOOD								
GROWTH RATE	RAPID GROWTH			STeady Growth						Adolescent Spurt						Decline in Growth Rate								
MATURATIONAL STATUS	YEARS PRE-PHV									PHV			YEARS POST-PHV											
TRAINING ADAPTATION	PREDOMINANTLY NEURAL (AGE-RELATED)									COMBINATION OF NEURAL AND HORMONAL (MATURITY-RELATED)														
PHYSICAL QUALITIES	FMS	FMS		FMS		FMS																		
	SSS	SSS		SSS		SSS																		
	Mobility	Mobility						Mobility																
	Agility	Agility						Agility						Agility										
	Speed	Speed						Speed						Speed										
	Power	Power						Power						Power										
	Strength	Strength						Strength						Strength										
		Hypertrophy						Hypertrophy			Hypertrophy									Hypertrophy				
Endurance & MC	Endurance & MC						Endurance & MC						Endurance & MC											
TRAINING STRUCTURE	UNSTRUCTURED			LOW STRUCTURE						MODERATE STRUCTURE			HIGH STRUCTURE						VERY HIGH STRUCTURE					

Figure 1. The YPD model for males. Font size refers to importance; light blue boxes refer to preadolescent periods of adaptation, dark blue boxes refer to adolescent periods of adaptation. FMS = fundamental movement skills; MC = metabolic conditioning; PHV = peak height velocity; SSS = sport-specific skills; YPD = youth physical development.



**SVENSK
BASKET**