



THE HARD COURT HERALD

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COACHES ASSOCIATION**

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The official Newsletter of the Missouri Basketball Coaches Association

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Letter From the Editor

All coaches know that, despite all of the adversities the job brings, coaching high school sports is extremely rewarding. There's nothing like making a difference in a young person's life and having a positive, lasting impact on them. It is a feeling that money cannot buy.

With that being said, coaches face new, unprecedented obstacles every day that nothing can prepare them for. Like a slow developing, half-court trap, coaching high school sports has become difficult for many of us to navigate. Whether it is social media, parents, club sports, school personnel, or new rules, coaches are constantly on the front line, fighting for their programs against these opponents... and against their teams' opponents as well!

While there is nothing wrong with being competitive with each other, we are all on the same team together... as coaches. It does not matter whether you are a hall of fame coach or a new coach straight out of college, the fraternity of coaches extends to everyone, and we all have problems we are dealing with. So when you know a fellow coach is under siege with problems, reach out and be a friend. Give them an avenue to vent or bounce ideas for these problems off of. Be a mentor to younger coaches. Give a fresh perspective to a veteran coach. We get great satisfaction helping our players and students; why not do the same for each other? That can be just as rewarding.

Chris Miller - Hard Court Herald Editor



Time to Stop Losing

By: Chris Miller

To all Missouri high school basketball coaches...

I don't care how many coaching wins are on your record, how many championships you've won, or if you are even the third freshmen assistant coach in the program straight out of college...

At this point, WE ARE ALL LOSERS!

Now, before you get overly offended and feel the need to use all of your Coach of the Year Awards to defend yourself, hear me out...

We are losers because we are *losing*.

We are *losing* our *sport* to all the AAU, Club, and Select Basketball programs out there in our state, and some out of state.

You know it. I know it. And sadly, those teams know it too. To be clear: I'm not against AAU participation by my players (***for all intents and purposes of this article, I am going to lump AAU, Club, Select, and all others into just one thing: AAU.***)



I actually encourage my players to do so. However, not all AAU teams are beneficial to the development of our players and can do damage to a program's foundation... as well as cost one of us our jobs.

So let's dive in and ask the question: "***How did we lose control?***"

Several aspects has led to us losing control on this problem. The first comes when, years ago, we allowed AAU coaches and team directors to float this simple idea to parents: play more games with players with more talent, your kid will get looks from college scouts.

Meritocracy is not something new in high school sports. If you have athletic success in high school, your chances of getting your higher education paid for is much better. However, before live-streaming, YouTube, and Hudl, players had to be seen in person or on tape to get recruited. Rather than an a player sending tapes to all of these college programs (which is time-extensive and at the time expensive), they most likely need to showcase their talents in person in games in hopes that a scout was there. So I need to play in as many games as I can to get scouted.

BUZZ! Sorry kid. Here in Missouri, high school teams can only play 25 regular season games unless they make it into state tournament... and coaches from AAU teams are fully aware of this too.

Now, here's the kicker: If you're a prospective college basketball player and your high school team does not do well or does not have the name recognition, you are not getting scouted. So if you are a stud who plays with four other duds in rural Missouri, you had about a snowflake chance. Your best hope was on a declining local media presence to really push your name. Otherwise, it was tape splicing time or writing letters for a try-out.



So in come AAU coaches with the fix for these two problems: **need more games, need better players to play with.**

I like to think of AAU basketball like the Wild West: not a whole lot of law around. Anyone can run a team. Anyone can run a tournament. With a little money and some paperwork to cover your tail, you can get waivers to protect you against player injuries.

It's the easiest sell to any prospective college player for these coaches and organizers because they do not have the governing body of MSHSAA regulating the number of games they can play, when their season starts, when it ends, or who they can play. With the right connections, AAU teams 'recruit' players and build 'super teams', packed with talent, which draws attention from scouts. Now, instead of a college scout checking out the annual Thanksgiving or Christmas Tournament at a high school for look at one or two prospects, they are spending an entire Saturday in April going to some run-down, barely usable multi-purpose gym with no concession stand (that was cheap to rent) to watch an AAU tournament that charges \$5 a person at the door in hopes of being able to see a large amount of talented players all in one place.

Worst than that, it's not just our high school teams that are being pillaged by these teams. Our lower levels are being plucked of any talent that would help our programs grow, and unfortunately, this trend does not look like it is going to change any time soon. This is one of the reasons you see many junior high/ middle school programs in Missouri making the switch from a full-fledged MSHSAA member school (7-12) to an affiliate junior high/middle school team. In some places, numbers are low in these grades so bringing up 6th graders to help fill rosters. But in other places and situations, the ability to play more games as an affiliate-member school (unlimited) rather than a full-member school (15) is just as much a benefit as playing up a good 6th grader and allows schools to keep AAU coaches away from their programs, but only to a degree. There are many cases where AAU still wins out despite schools taking these measures.

Even worse, in larger school districts, where there are no junior high/middle school teams ran by the school, the **only** games to play are **with** AAU teams, giving those coaches and directors more influence over our players, even after they enter high school. You are just meeting this kid; he's played for Coach So-And-So for the last 5 years. Who do you think has the better connection with the kid?

The fact is that we are at a fundamental disadvantage as basketball coaches in schools based on our governing body. AAU coaches know it and take every opportunity they can to exploit it in this fight. Plain and simple. Too many rules for us; little to none for them.

Another way we lost control plays into our own greed as coaches: **specialization**.

Yes, it's a dirty word for most of us, and should be. And most of us can agree that a multi-sport athlete has a better upside, is more well-rounded, usually has been in the weight room instead of needing directions, and has better post-high school opportunities than the specialized athlete.

But when that stud 'Basketball-1' junior, who plays football, comes to you in August and says, "Coach, I'm not playing football this year", you tell him he should play football, but there's a self-ish part of you that hopes he doesn't play. Whether it's so they do not get injured for basketball, or you can get more time with them, that greedy part of you wants that kid not to play. However loud that little greedy voice is depends each of you, and this same scenario has probably played out with different sports, both for boys and girls coaches alike.

Unfortunately, the absolute worst part of specialization is that high school coaches are limited on time to work with these specialized basketball players; AAU coaches are not.

Now, that former two-sport athlete is a specialized basketball player who is hoping to garner some college's attention, is fair game for AAU coaches who can offer a plethora of games, a team full of talent, and the attention of college coaches. They are not just limited to the winter for basketball now; they can play all year long now since they are *specialized*. Not only is this unhealthy for the athlete, it's unhealthy for your program. Again, who has the better connection with the kid? You or their AAU coach?

As you can see, we are losing this fight...

With a specialized basketball player, you may think that playing AAU basketball guarantees that when he shows up to play for your varsity team, he is well-polished and has developed his game.

Most often that not, this is not the case, particularly when it comes to fundamentals.



Back in 2015, ESPN interviewed the late Kobe Bryant about how fundamental European players were in comparison to American players at that time. Kobe had blamed one thing then and it still holds true today: AAU Basketball.

"Horrible, terrible AAU basketball. It's stupid. It doesn't teach our kids how to play the game at all so you wind up having players that are big and they bring it up and they do all this fancy crap and they don't know how to post. They don't know the fundamentals of the game."

-Kobe Bryant, 2015

*Interview For ESPN, Senior Writer, Arash Markazi**

There is a declining interest in playing high school basketball because playing games is fun, and doing drills is not. Kids want the path of least resistance. They want to microwave their food. They want high-speed internet. They want instant gratification. Basketball is in no way instant gratification. You cannot microwave success. You have to drill and work on your game. You have to be taught, and you develop your talent through repetition. That's why you see more athletes play basketball, but lack fundamentals. Twenty years ago, that same player could dribble, pass, and shoot. Now, he may just be able to run fast and jump high for rebounds or dunks. God-forbid working on free throws or ball-handling. AAU coaches feed off of that as well.

"Why do drills all throughout practice there, when you can play here and scrimmage?"

And even if AAU coaches aren't **saying** this, playing for both the school team for you and the AAU team allows that thought to run through your player's mind, and they begin questioning you and your coaching. The last thing you want is your players doubting you which will destroy any credibility you have built.

I could dive further into the "money machine" AAU basketball is and how some people running these programs benefit financially through the exploitation of kids from both poor and rich families, but I think many of us already understand this aspect when we look at our post-taxed coaching stipend amounts on our school checks on payday.



We are obviously not coaching because it is a lucrative venture for us. We have to be genuinely invested in our kids, and we do it for the love of the sport and the love of our players. Based on how some of these AAU programs are ran, I cannot say the same about them. I do know there are good programs out there, but there are certainly a lot of bad ones as well.

You may be saying, "*What can I do?*" and that's a valid question. Here are some ideas to help:

ASK PLAYERS AND PARENTS THEIR PURPOSE FOR WANTING TO PLAY AAU

This is a legitimate question to ask, and they should have a good answer. Most are going to say they are wanting to get more look from college coaches and get a scholarship. Others will want more game reps to work on their skills. All players and parents are different so there are no cookie cutter answers for how they respond to this question. The best advice is to answer accordingly based on your own philosophy in coaching and the *needs* of the player, meaning skill development, game reps, or even opportunities based on their life situations. AAU might be the best way to help a player. You will need to make sure to guide them in the right direction.

EDUCATE YOUR PLAYERS AND THEIR PARENTS

As I stated, I *encourage* my players to play on an AAU team. However, I get very specific on the types of programs they need to play on and what they should be looking for in a team. This includes how their practices are constructed and if they are “teaching”. If their practices are just scrimmage, a player is not growing other than getting “playing time”. In reality, it’s not even *quality* playing time. College coaches coach a little bit, but they have the expectation that their players understand the game when they arrive on campus. Make sure players and parents alike understand this, which only furthers your argument for learning the game of basketball from you, their high school coach, and not some glorified, over-priced recess monitor. There are good AAU programs out there so help your players find them. Don’t let a bad program exploit your player for their talent or their money!

RECRUIT COACHES WHO KNOW THE GAME

Yes, I coach at a private school and used the “R-word”. The meaning is totally different here. Encourage adults in your community to form their own AAU programs of younger aged kids. This way, groups of kids are playing together, learn the game together, learn fundamentals together, and play games together. Without even being involved, you have empowered parents to be more involved with their kids instead of handing them off to someone who may not have their best interests in mind or care about their development and their futures.



The bottom line is that high school basketball coaches are up against it. We are allowing AAU programs to dictate and direct our game far too much, and the cost is high school basketball becoming extinct within the next 10-20 years. You may think that’s an extreme futuristic view, but look at the evolution of AAU/Club/Select volleyball, softball, and soccer. We have to continue to push back and retake our sport. We can still advocate for our sport and programs even within our governing body of MSHSAA to ensure that we are not pushing our players towards AAU and/or sport specialization. As coaches, we have that responsibility to our programs, players, and our communities.

Tired of being a loser in this game? Do something about it.

* Per ESPN, Link to the rest of the article:

http://espn.go.com/los-angeles/nba/story/_/id/12114523/kobe-bryant-says-european-players-more-skilled-americans-blames-aau

Lost Art Series, Part II: Boxing Out

By: Lee Richardson

PART ONE - PHILOSOPHY

High school players are huge NBA fans! There's a lot to be said for the skill and athleticism thAT our players look up to at that level. But when you study the way the pro game is changing, there are many more three-pointers offensively, and (at least partly) to prevent the other team from getting out in transition, very few, if any, players are crashing the offensive glass. This has led to a predictable lack of proper technique and effort on the defensive boards. As players watch their NBA heroes, there are many great things they can learn and emulate, but getting good position and boxing out for a defensive rebound isn't often one of them.



Still, we know that rebounding is one of the biggest team factors in winning basketball. An oft-quoted stat goes something like this: **“The team that wins the rebounding battle wins the game 80% of the time.”** However close the data comes to actually being four out of five, it sure feels like a winning effort when our teams are rebounding well. So let's take a look at ways to teach box out technique and execution, and a few ideas on how to emphasize and work on this important skill. Keep the box out from becoming another lost art in basketball!

PART TWO: EXECUTION

Rule #1: See & “Shot”

The first rule might sound like the easiest. See a shot go up from one of your opponents, and yell “Shot!” - some way of alerting your teammates that the ball is in the air and it's time to put your body on somebody. But just as often as the help defender is late or absent, players may not have great awareness or anticipation in recognizing when the opponent shoots. I always thought of defense as five players guarding the ball, and seeing their man. For rebounding purposes, seeing the ball means seeing any shot that is released and notifying the rest of the team that it's time to rebound. And perhaps the most important idea - players must always assume the shot will be missed, whether it's a long three or a wide open layup! Always get to the boards. There is nothing more frustrating than seeing our players on defense give a missed layup a second chance just because they didn't assume a miss.

Rule #2: Find & Hit

Players should locate their box out assignment and SPRINT to initiate the contact - go get them! Create the most distance possible from the basket. Tell your rebounders to get face to face, chest to chest, toe to toe with their box out assignment in less than a second. Also remember, long shot = long rebound, so a three-pointer requires even more space. The hit must be legal - create a solid arm bar, and hold your position. The defender cannot push, but they can adopt a strong stance and hold it firmly.

If you are playing man defense, it is generally easier than finding someone to block out in zone. If the players are moving and communicating in man, finding a box out in less than a second should be simple. With a zone defense, it is often easier to teach general location rules, such as “get two to the weakside” and tell the ballside guard to check the shooter then release. However you teach zone box out rules, be sure to drill players in multiple positions and situations.

Rule #3: Turn & Get

This next part might seem a little unorthodox, but once our player made contact this technique seemed to make the rest of the rebounding process much easier. We taught players to keep their eyes on the offensive player through their first move and execute a front turn. In other words, if I am blocking out and still facing the offense, if their first move is to my left, I would swing my right foot forward and create separation with my right arm as I began to turn sideways into an actual box out position - keep eyes locked on the offense and initially turn in that direction.

Then, if the offense were to change direction, I would be in great position to plant and execute a standard reverse pivot and sit on the offensive player’s thighs and spread my arms out to feel where they are headed next and keep them officially boxed out. To break this down, the process is HIT - FRONT TURN - REAR TURN (if offense changes direction). Of course, if the offense just moves in one direction, the front turn is all that is needed and the box out player tries to get fully turned and put the offense on their back. However, what you may find is that just the process of hitting the offense and turning with them and staying between them and the basket any way possible will do the job. It’s always fun when everyone boxes someone out so well that the ball has time to hit the court after a miss!



Which brings us to the last and most important part - securing the rebound. Of course we want to grab it BEFORE it hits the court, it's just a point to illustrate how much of a seal we are trying to achieve. As the ball comes off the rim, players must hold their box out but then aggressively attack the ball. Work on timing the jump so as to grab the ball at its highest point.

Rule #4: Protect & Attack

The best way to protect a rebound is the "chin it" position. The rebounder lands with knees flexed, ball brought strongly under the chin, and elbows extended up and outward. The next consideration is the attack. Players should pivot from the "chin it" position while quickly scanning their area for jammers, then up the floor for open teammates. If it is a guard, do you allow them to push the ball after a rebound? If so, be sure to drill their teammates to quickly move up the floor according to your transition rules. If it is a player you would rather have outlet passing the ball, I liked to teach the "swing out" move. If facing the defensive basket, they would rebound, chin, then pivot and swing their inside leg toward the sideline on the side they grabbed the rebound - in other words, keeping the ball to the outside as they turned, away from traffic or a defender with quick hands. Your outlet guard should be waiting with their back to the sideline. If this pass isn't open, teach the bigs to fake the outlet, rip through, then execute a "two-dribble push" up the floor then jump stop. At that point they should be able to find an open guard.

PART THREE: EMPHASIS

There is no magic formula to building good rebounding habits. They must be built consistently and intentionally every day in practice. Start by incorporating the box out turns and rebounding jumps into dynamic warm ups. Work in at least one quick rebounding drill each practice, and make rebounding one of the most important points in scrimmage situations. One way to do that is give the offense an extra point for every offensive rebound in competitive drills.



Here are a few more of my favorite ways to drill and emphasize rebounding in practice:

Preseason Technique Breakdown - during preseason work, take the team out to the baseball or football field and have them practice the hit, turn, and get fundamentals described above. Start slowly instructing the offense to move a few steps in one direction after contact, then have them take one step in one direction then cut the other way to test the defender's ability to complete both the front and rear turns. For bonus fun, while on some grass or turf this is a good time to start working on the fundamentals of taking a charge!



Rebound by Numbers - three defenders in a line inside the lane, five offensive players outside the 3-point line numbered 1-5 from the right corner. The coach calls out two of the numbers then shoots, it simply becomes a 3-on-2 blockout drill at that point. The main points of emphasis are communication (which two are boxing out, and who is free to attack the rebound?), and for the two box out players to quickly meet, hit, and box out their player.

If desired, the defense can double team one of the offensive players, or as described above they can leave the third one free to read the ball in flight and attack the rebound.

Mascot Rebounding - Call it “Tiger Rebounding”, “Lion Rebounding”, “Cardinal Rebounding”, or whatever your mascot is. Split your players into two teams. 3 offensive players stand in a triangle about 18 feet out on the wings and above the free throw line. 3 defenders are matched up on them, but in the lane inside the blocks and just in front of the rim. The coach is an all-time outlet and passer. He passes to one of the offensive players who shoots, and all three defenders close out and box out. Make or miss, that’s when the game really begins. Whichever team rebounds immediately tries to score. They can pass to each other (or the coach) but there is **no dribbling allowed** and they **must score in the paint**. If a shot is missed, players can take it back up immediately - they don’t have to take it back. After each score, that rep is done and we rotate a new player in on each team. Play to 7, then switch sides - offense to defense, defense to offense. This is a VERY physical drill - as a coach I basically wouldn’t call any foul except a shove in the back. But it really reinforced the importance of creating good initial contact and a 3-player seal around the basket. The initial defensive team must make the most of their time on that end, as they have inside position at first. An offense that wins their game to 7 usually indicates which team is hustling and playing with more desire. Mascot Rebounding teaches players to be tough, assume a miss from the offense, and work on cutting and teamwork in a confined space.

Boxing out and rebounding may be something of a lost art, but the good news is with daily commitment and emphasis it can become a big edge for your team. Sell your players on the reward for getting their hands dirty - that they can expect to win the game 80% of the time if they win the battle of the boards.

Lee Richardson is the former head coach at Crystal City High School and Lesterville High School, and is the author of “Next Level: A Recruiting Guide for High School Basketball Players.”

Q&A With the Difference Makers

Allen Davis - MBCA Hall of Fame Basketball Coach



Allen Davis is a former head boys' basketball coach at DeSoto and Park Hills Central High Schools, and a 2011 MBCA Hall of Fame Inductee. From 1984 to 2012, Coach Davis ruled the sidelines at DeSoto High School, where his teams compiled an impressive 536-235 record, including 19 conference championships, 11 District Championships, and 2 State Final Four appearances. During that time, Davis won 17 JCAA Conference Coach of the Year Awards and was named the 1992-93 Missouri Coach of the Year as well. After retiring from teaching and coaching in 2012, he began working part time at Grandview High School in Hillsboro, Missouri, as an administrator, where he also helped out as an assistant coach for several years for Chris Miller, who is also the editor of the Hard Court Herald Newsletter.

Feeling the need to be a head coach again, Coach Davis took over as head coach of the Park Hills Central Rebels in 2019. His winning ways followed him down Highway 67 as he helped guide the Rebels to a 21-8 record, a conference title, and a District Championship. Coach Davis retired from coaching again after the 2019-20 season, amassing an overall head coaching record of 557-243 between both schools.

During his 26 years of being a head coach, and nearly 40 years in education, Coach Davis has impacted the lives of his players, his students, and his assistant coaches through his unique dedication to a game that he thoroughly loves to teach and coach.

The Hard Court Herald's Chris Miller sat down to talk to his former boss... and assistant coach for a very candid and entertaining interview that contained several moments of brutal honesty as well as answers given with tongue in cheek, as only Coach Davis is able to do.

Chris Miller: Thanks for doing this, Coach. I'll start at the beginning of it all: What made a former shop teacher want to get into coaching basketball?

Allen Davis: Well, my first love was basketball. I loved it, even though my dad played a little bit of professional baseball, which I loved playing too. Back in junior high, I wanted any workout I could do to get better so I wrote to every professional baseball team, NBA team, and colleges to get the workouts they were doing. But I especially wanted them for basketball because I never played in the 7th grade. I pretty much sat the bench. Didn't get to play in the 8th grade either and sat the bench.

(Continued on next page)

Davis (continued): And that was the same all the way through high school until I matured enough to get to play more. But I loved to play basketball. I would've played it 24/7. When I got out of school, I was playing basketball on every dirt court I could find, and against anyone I could find to play against. I got good enough to go play in college at Kirksville. Once I got there and was playing in college, I realized I wasn't very good, and wasn't as good as this other guy.

Miller: Little different level up there, huh?

Davis: Oh yeah. I did score 17 points in the first half of a game once... and then never played in the second half. I could've signed at Jefferson College and should have. But always wanted to go to Three Rivers and play for Coach (Gene) Bess. I loved how he wanted guys to play defense nose-to-nose, and I really wanted to play for him. I also realized real quick that maybe I should pursue something else. Basketball in college was limiting my ability to take really important classes, because you have to practice in the afternoon. So I wanted to get the quickest way possible out of college. I ended up doing industrial arts because I liked it. After that, I came back to DeSoto and got a job.

Miller: In high school, I got to play against some of those good teams you had at DeSoto. What made those teams so good?

Davis: De Soto had always had a little knack for good basketball. I followed a great coach, Rod Cable. He did a really good job. But I guess I'm a car salesman because kids that shouldn't have played, did play for me. Once you start that excitement rolling, everyone wanted to be a part of it, and they wanted to be on the team because we would win, not really because of me. I think our style of play really helped. When I started, I came in and said we were going to play full court man-to-man. We created a lot of one-on-one against other teams, and we were going to grab, push, and shove or do whatever we had to do to win the game and do that for 32 minutes. The kids really bought into it.

Miller: How did you get those guys to play so hard though?

Davis: In practice, I never gave an inch. I was an ass. The reason I felt I had to be that way was that, as a coach, I had limited time, and you have to get kids to respond. I've probably lost as many good players as I had because they didn't want to put up with me. I remember one year at De Soto, we went to the state quarterfinals, and three of my players quit before the game. I ended up having to dress three JV kids for the game, and they hadn't practiced in two weeks because their JV season ended, just to fill out the roster for the game! They didn't want to put up with me anymore and baseball practices had already started, so they came to me and said we'd rather go play baseball. I just said, "Go ahead".

We had to play that quarterfinal game against Hazelwood Central with 5 kids and lost by 1 on a last second shot. I look back and think I lost those players because I was being an ass and pushed too hard. But nowadays, you can't do that, and to be honest, my technique was probably not very good... to say the least. If I had to do it over again, I wouldn't have been that harsh.



Miller: Coach, you've had quite a few assistant coaches and former players go on to being head coaches and school administrators. Do you feel that working or playing for you had anything to do with that?

Davis: I think one thing sports can teach kids is time management, which is why I think it's a good thing for kids to play sports. Some coaches, like myself, demand a lot of time and it's tough for them. If kids can juggle their schedule around playing sports to make things work, they're going to be successful no matter what they end up doing. I always believed and taught my players that good things happen to those that work hard. I might have been demanding and tough, but I tried to make working hard fun, even when it came to doing conditioning or sprints in practice. I would challenge them constantly and make things competitive, which created a will to win, and outweighed a willingness to quit. I think that really helped my former players and assistants in those roles because it gave them a little bit of an edge.



Miller: So I get this question a lot from people: “What was it like to work for (and with) Allen Davis?” Why do you think people would ask that?

Davis: Probably because people who know me know I'm a control freak. I'm not going to accept anything from the best effort, whether that's from my coaches, players, or whoever. Sometimes people see an intense version of me, and that might be negative to some. If people know me, they know I'm different off the court. But on the court, it's like Bobby Knight said, “When you cross that over that line onto the court, if your demeanor doesn't change, then you're not much of a coach.” I think I learned that a long long time ago, probably around my second year coaching, and since then, when I'm on the court, I'm a little... different...

Miller: I have seen that... firsthand...

Davis: Yeah, you probably have...

Miller: What's your thoughts on coaching high school sports today compared to when you started? What's stayed the same? What's different?

Davis: Well everyone says it's different now, but I'm not sure that's true. When I retired from De Soto, I never thought I'd get back into coaching, but then I did at Grandview and helped you out, that was one thing.

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Davis (continued): Years later, I took the head coaching job at Park Hills Central. A lot of people said, “you can’t come down here and do what you did at De Soto with your ‘temperament’” or stuff like that. Honestly, I found that while I may have lost a few kids because of my demeanor, the ones that stayed and played bought in just like any other kids I’ve coached. Kids are kids. They haven’t changed. Parents are the ones that changed if you really think about it.

Miller: I totally agree with you there, Coach. Parenting is nowhere near the same as it was.

Davis: Whatever you expect your kids to do, as long as you lay it out to them and tell them how it’s going to be without changing and being consistent, there may be some rough roads but you’ll win your kids over every time. Now they may not be able to play for you, but you’ll win them over because they know where you stand and how things are going to be. But that parent, it’s always their way, and they just don’t see things the same way a lot of the time. I would have to say I’ve pissed off a lot more parents than I have kids in my career.

Miller: I can see that. But speaking of your career: after you retire from DeSoto, you ended up taking a part-time principal job at Grandview (Hillsboro) as my boss... but also helping me out as an assistant coach. After being ‘the man’ for so long, what was that transition like?

Davis: It was pretty good actually. I never had to take any of the heat for winning or losing. I got to say what I wanted to say, and if the head coach (you) didn’t wanna do it, he didn’t wanna do it, but at least I said it and I felt good that I said it.

Miller: Ok hold up... are you sure that really happened a lot where you said you wanted to do something, and we ended up NOT doing it? I don’t think that happened as much as you think it did!

Davis: Well that’s probably true. But, thinking back, I really enjoyed practices more than games. A lot of head coaches like the games, but I liked the practices. I always considered myself a practice coach. I’m not really a game guy, I never thought I was very good at it, but I do feel I’ve always been good at preparing kids to get ready for the game. In games, you have to be able to make changes, and I could see myself slipping some when I was at Park Hills. That bothered me because I let the kids down because I didn’t make adjustments at the right time. Practices are still the best place to make adjustments and I didn’t make them there as well either. But I really didn’t mind being an assistant coach though. When I was at De Soto, I kind of had what people called an ‘entourage’ of coaches, but if you go ask any of them, they had equal input and gave great insight. I just kind of wanted to do that and stay close to the game I love.



Miller: A couple of years ago, you ended your head coaching retirement and took the Park Hills Central Boys head coaching job. I told you you were nuts, but what made you decide to the job after so many years away from being a head coach?

Davis: It was a challenge. Like I said, I missed the camaraderie with players and practicing, and I kind of wanted to see if I could still do it.

Miller: What made you decide to hang it up after just a year?

Davis: Well, first off, I wish I was still there. Covid was a little bit of a problem and a 45 minute drive from my farm was another, otherwise, I would still be with a great group of kids. Now, another reason I'm not there, is because the Internet is not good here at my house, and I can't use Hudl out at my house, so I'm staying at the school until midnight or 1 a.m. watching film and breaking down our opponents... and you know how I like to watch game film.

Miller: I'm quite aware...

Davis: So now, I'm getting home at 2 a.m. because I'm just trying to keep up with you young coaches on Hudl. You all might as well be 'cheating' on there using Hudl. When I was coaching with 'real coaches' and not you little 'suckers' who think you can coach, we had to drive somewhere to a game after practice, take a VHS tape and video a damn game, looking through some little camcorder lens thing, go back home, rewatch the damn tape, and break it down for practice. Oh no, not you guys. You get on [Hudl], press a button, and it tells you that #24 shoots the ball 50 times from this spot or that spot or whatever else you need. It's done for you. WHERE IS THE COACHING?

(At this point, I'm laughing too hard to ask a follow-up question.)

Davis: Us old-time coaches should unite or something. It's crazy!

Miller: What are you guys going to do? Knock out the Internet or something?

Davis: Haha! Might have to! But in all seriousness, Hudl and bad Internet at my house made things tough for me there at Park Hills. I just spent a lot of time either driving or watching film and when I'd have rather been in the gym.



Miller: Ok, so back to some of the 'important' questions: What was the experience like coaching at Park Hills after so much time at De Soto and Grandview?

Davis: Park Hills had a great program before I got there. Their teams have always had a great tradition too. I was handed about 10 kids that could play. And while I may have had some discipline issues early on, they were all very good kids. My defensive style was a little different than they were accustomed to because I played man-to-man. Who's to say that I was right? Maybe if we would've played more zone, maybe we would've beat Cape Notre Dame in the State Sectionals that year instead of losing. But the experience was very good, and I really enjoyed it. Although there was one thing, I didn't like being told that I had to have practice on a tile floor.

Miller: Do you want me to that in the article too?

Davis: Sure. I mean the thing about basketball nowadays is that you're told where you had to practice. Twenty years ago, I wasn't told where I had to practice. I wasn't told I had to give up the gym for concerts, band, and other teams. I wasn't told I couldn't practice on Sunday's or Wednesday's. There's a lot more 'give and take' nowadays that you all have to deal with that I didn't. I also never had to worry about a superintendent telling me who I had to play. Or worry about a parent issue. I mean my old high school coach, Coach Cozine, wouldn't deal with parent stuff and even punched a parent in the face when he was coaching at South Iron, so I kind of followed that kind of demeanor I guess, which you can't really do now. I guess I was just fortunate that I didn't have to deal with the things back then that you coaches deal with nowadays. College coaches recruiting and interfering. AAU and select coaches interfering. I never had to deal with that. Back then, our kids and coaches had our own little groups and we just stuck together. Now kids are on YouTube and stuff. But then again, there's a lot of great videos on YouTube on how to handle the ball. So I mean while coaching techniques are a lot easier nowadays, your hands are tied a lot more.



Miller: I can understand that completely. Alright, how did you (or do you) evaluate success in your programs and teams?

Davis: I don't think success is based on winning. I think seeing kids develop as young people and how they change and mature is most important. You can take a kid that's non-athletic or not really a basketball player and see the change in them in their whole life just because the sport itself has changed them as a person. So when you say successful, I say it's the example you set for kids. That's where it's at.

Miller: You've said the same thing before about our first year at Grandview coaching together, when we only won 3 games that it was one of the best years you've had in coaching.

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Davis: Probably my best year in my career is probably that year. I had never been in that situation before. Just to see kids draw charges and dive on the floor for loose balls that would have never done that the year before, you saw they wanted to win and you never saw them quit playing hard. And that's one of the things we had at De Soto: kids never quit playing hard. It didn't matter what the score was.

Miller: In your opinion, what do you think was the biggest contribution to that?

Davis: I would have to say that the kids knew I would always be there for them. We all had the same goals. I think setting goals and setting boundaries for kids was big. Parents have to split their focus on that kid as well as their other kids, but I could focus on that kid like they were my own kids. They were my kids. And I treated them all the same... terrible. And they will ALL tell you that!

Miller: Well this seems like the perfect segway for my follow-up question: One of the things that I learned while working with you is the importance of connecting with kids. Why do you feel that that is important from a coaching or teaching standpoint?

Davis: Kids have too many ups and downs already, which is another thing you younger coaches have to deal with nowadays. There are just so many highs and lows, and it didn't seem like there were as many highs and lows when I was coaching before. Kids just have to know that you (the coach) are going to be there and you're going to stay. You have to be the steady person for them, and they have to know they can count on you. If they get in trouble on the weekend, they got to know the first person they should be calling is me. Hmm. I don't know...

Miller: I think you answered it, Coach.

Davis: Well did I answer it good enough for you or not?

Miller: There's no wrong answers here... well, maybe there are, but we can edit those out later.

Davis: Oh no. I wouldn't edit them at all! Who is this thing going to?



Miller: Umm, well every coach in the MBCA can read it...

Davis: Well retired coaches need to unite. You young guys suck!

(Both laughing)

Miller: Alright... with all of your 'infinite wisdom', what advice do you have for young basketball coaches entering this profession that you feel is vital for their own success?

Davis: Be more open-minded. Be more understanding of what's
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Davis (continued): going on in kids' lives. Be more understanding of their situations. Don't go off the deep end, because there's really no reason for that. Take it from me; I'm the worst one about that. I mean I felt like that was one of the reasons I wanted to go back into coaching when I went to Park Hills: to prove that I wouldn't do that again and



go off... but I went off. Probably a good reason why I got out of coaching. But keep level-headed and realize that it's just a game. If you can make kids play as hard as they can, winning and losing do not matter. It really doesn't. Some games, you're just outmatched. I think sometimes coaches put too much into that 'coaching aspect' of it. It's kids against kids, and no coach knows what they're going to do, and if they're going to show up and play how they should in that game. Coaches put too much into the "I won 200 games" or "I won whatever" or "I beat you, the other coach" or whatever. No you didn't. I didn't play you. The kids won, and you just don't know what they're going to do. Even my last year at Park Hills, some young coach, after his team beat us in the second game of the year, said 'I beat the Hall of Fame Coach, Allen Davis'. I'm thinking "What the hell? Really?" It ain't about me or you. But a lot of these guys make it about them, and they dress fancy to coach and make it about them. Now, I love playing teams coached by those kinds of guys, and having my kids beat their teams. I mean I would probably want to get back into coaching just to do that. It would be easy to get my players motivated and pumped to beat those teams because of those clowns who think it's all about them, if you wanna know how I really feel.

Miller: Of course. That's why I asked the question, Coach... So if you were getting into coaching now, how would you build a program and a culture nowadays, compared to when you first started?

Davis: Well you have to have summer camps. We would bring clinicians in to talk and do demonstrations and work with kids. I think summer camps have to set the stage, and that means you have to start down in the third grade. I mean when we were rolling good [at De Soto], I was very fortunate to have a lot of parent support. I found those parents that were active and I tried to have them put a third grade team together. A fourth grade team put together. I was lucky back then too because Farmington had a good AAU program going so I could have parents send their third, fourth, and fifth grade teams down to it. I had my high school kids work camps and practices with the kids too, which is something I learned from an old football coach over in Hillsboro and what he did during his summer camps. During those camps, when the little kids are working, I let my high school players work with the kids and then we grouped them up into teams. My high school players would coach those teams, and they all picked team names. One would be the 'Lakers' and another would be the
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THE HARD COURT HERALD

The official Newsletter of the Missouri Basketball Coaches Association

Davis (continued): 'Celtics' and so on. Everybody would be in a team of seven and they would play. Now we had kids coming from all over Jefferson County to be in our camps, and we could do stuff like that. I wasn't trying to recruit any kids; I just wanted them to have fun. But those kids grew up knowing my high school kids, and when they would come to games, they would wear my kids' jerseys or numbers and would say they are rooting for 'my coach' when they played. One of my De Soto players, Ryan Lawrence, his team was the Pistons, and all of his players showed up to root for him and brought 'Ryan Lawrence Rowdy Rags' to the games that they were given at the end of the camp. So if I'm a young guy and wanted to develop a program and a culture, I would do it the exact same way as I did before. Start at the lower levels. I wouldn't let these AAU people sneak in. I probably wouldn't let these training people sneak in. I would do it, and did it back then, without being paid. I've noticed today that schools are having to pay people to do the weight room. Schools are having to pay people



to do the extra things. Now, if you have to pay people to do things, I'm not sure they really love what they're doing. But I get it, people gotta live and make money, and it's a tough two way street. But you have to be willing to put in that extra, unpaid time too. And you have to create a wild environment that's all about show. I mean every NBA or football game is a wild environment that's all about show, so we tried to make every basketball game the same way down at The Pit in De Soto. I had kids coming out to the craziest music. We turned the lights off. Used the smoke. The kids wore hoods on their warm-ups. I'm sure the other coaches and players were like 'This is nuts!' The kids loved it. And the kids coming up loved it. We even had our basketball players do assemblies for the elementary kids. We played some music. Those little kids got wild and danced. My players threw out plastic basketballs at them in the crowd. We gave them 'Rowdy Rags' there too. And next thing you know, our gymnasium was packed! If you're not willing to do all of that, you can't really make a program.

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Davis (continued): Honestly, I was very fortunate to have a wife that allowed me to be able to do all of that. That's really the biggest part of all of it. If I was a young coach now and had kids, I don't know. It's definitely tough.

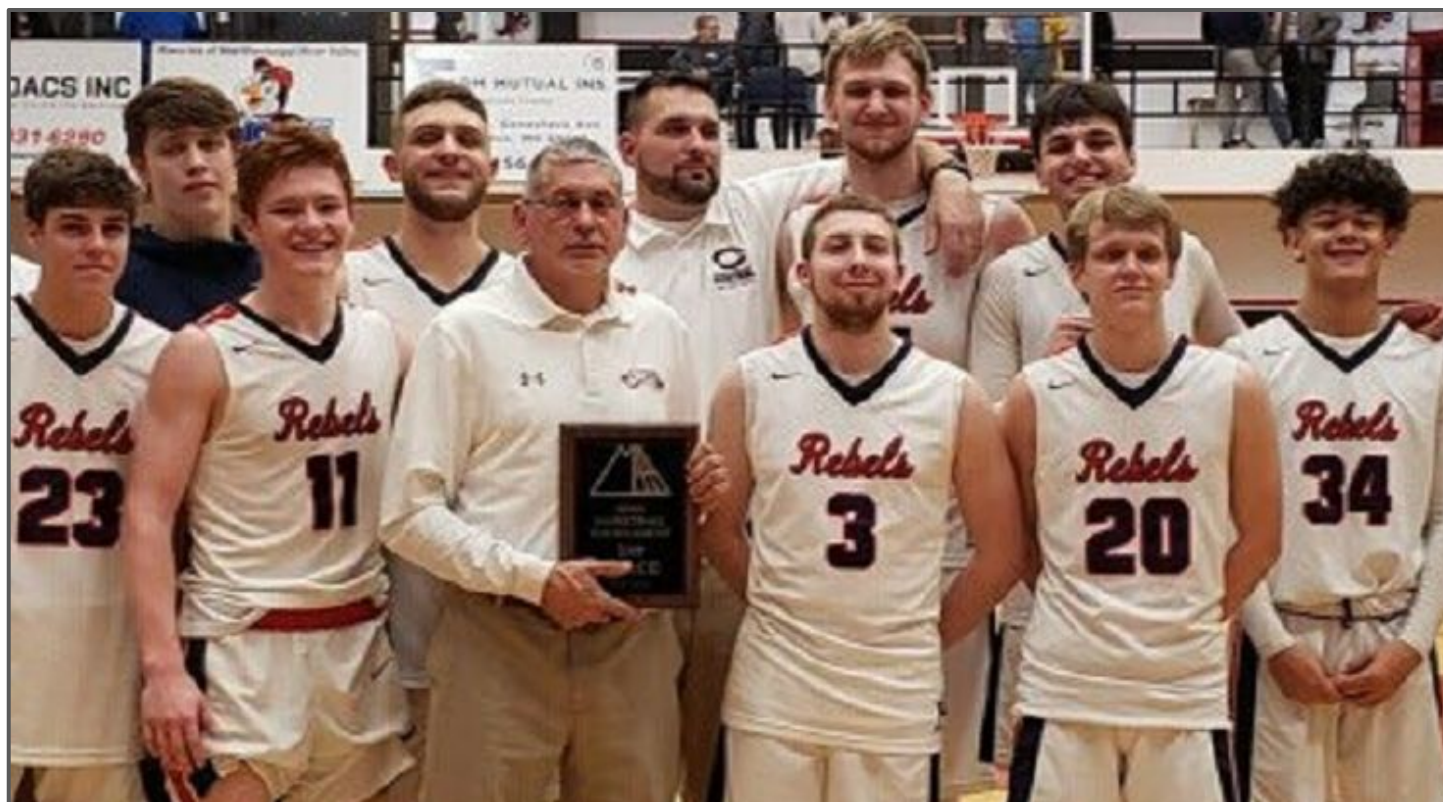
Miller: Finding that balance is tough, isn't it?

Davis: Yes it is. I was having a conversation with some of my former players, and they were saying I should get back into coaching, and they'd come help me coach. I told them my own kids are gone and moved away because I spent too much time with you guys. My players were always my kids. I probably put too much time into my players than I did my own kids. That's the tough part for all you young coaches. You better find balance in life for all you young coaches getting into this profession.

Miller: Well, Coach, you know there's a bunch of current teachers who would love to be retired right now. Why do you continue to stick around coaching and teaching?

Davis: I still like to work with kids, and I still like to think I'm learning something new every day. That might not be just in basketball either, but in other areas in education. I enjoy the camaraderie with staff and students. I had another former colleague and coach text me the other day and asked me the exact same question after I sent him a message congratulating him on an administrative job he got. I told him that it was people like him that I stay in this profession and the reason I like doing this. Heck, I may even want to coach again someday haha...

Miller: That doesn't surprise me at all, Coach...



Letter to the Editor

(received August 30, 2021)

I would like to take this time just to give an opinion on how I see the new rule 2021-22 MSHSAA OFFICIAL Handbook: 3.14.7. This rule discusses an outline for Out-of-Season Sport-Specific Practice Periods.

First, let me start by saying I understand and appreciate where the association is coming from. I currently coach at Woodland High School which is a small class 3 school in basketball, and I've been trying to get a handle on how much time young athletes participate during the school year.

Let me clarify what we are talking about here. The rule states:

During a period the student is not a member of a school sports team, he/she may have instructional interaction with approved school coaches under the following conditions:

- a. *Out-of-Season Practice periods are seven weeks in length, and the interaction time may not exceed three hours per week. Any interaction time, on a given day, will count as at least one hour of the three allowable hours. Interaction time, on a specific day, may not exceed 90 minutes.*
- b. *Such practices may be sport and gender specific, and non-school facilities may be used. Group and individual player skill development, drills, and instruction, are allowable. Competition (interscholastic or non-school) is not allowable.*
- c. *The opportunity to participate is open to enrolled students at the high school only (no 8th graders).*
- d. *Use of these practice periods is optional and will be determined by the local school administration.*
- e. *Open Facilities for enrolled students may not be held during the sport's Out-of-Season Practice Period even if the period is not utilized.*
- f. *The penalty for violation of By-Law 3.14 shall be ineligibility for a period not to exceed 365 days in the sport in which the violation occurred.*

This rule is causing some confusion amongst my colleagues. Some believe this doesn't prevent any athletes from participation and others believe it prevents all athletes that are currently participating in a fall sport from actively taking part in the three hours of skill work per week. To clarify [this rule] for myself and my athletes, I contacted [MSHSAA] and asked exactly what my kids could and could not do. I was told that all athletes participating in a fall sport couldn't participate in our skills workouts.

Now I started my coaching career in 1982, and I have been a head basketball coach for almost four decades. Many things have changed over the years, and most have been for the better. The one thing that remains the same during that time for me is the dedication of young athletes to high school sports, and the men and women that take on the responsibility to be coaches at every level.

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It's been a week since I informed my players and parents of this new rule and how it impacts them as we go forward from here. Several parents have voiced their concerns to me about how upset their sons were about losing gym time. I've even had three young men that told me they would prefer to participate in our sessions and give up playing fall baseball because basketball is more important to them. I currently have almost two dozen athletes participating in fall baseball and cross country. All of these young men (who are full of enthusiasm and energy, and between the ages of 14 and 18 years old), would be at our skill sessions for one hour a night, three times a week if given the chance or the opportunity. Several feel that they will fall behind the competition if not allowed to take part in our sessions.

I personally don't like putting any individual in a position to have to choose between sports. I believe this does a disservice to all involved. I have told the young men who came to me with their concerns that baseball is just as important as basketball, and it would greatly bother me if they stopped playing fall baseball to participate in our off-season basketball skill sessions.

I have always believed in following the rules and nothing has ever changed my mind. I will comply with this rule and do my very best to make sure this rule is enforced at Woodland High School. My concern here is that we place such importance on winning that jobs are lost because of wins and losses. I also do not believe all programs will comply with this new rule as intended. As I stated earlier, I have already had coaches tell me they don't read this rule the same way I do.

I can't speak or act for others; I can only do what's best for my school and athletes. I don't feel this completely solves the problem of off-season participation and probably creates a few more. But as I said before, I understand where the association is coming from, and I will do my best to comply. Hopefully other schools do too.

Sincerely,
Chris Trimmer
Head Boys Basketball Coach
Woodland High School

Editor's Note:

Over the course of the Fall Sports Season, I have received several emails, and have had numerous conversations with other coaches and school administrators in regards to the new 3.14.7 MSHSAA rule, which outlines Out-of-Season Sport-Specific Practice Periods.

I'd like to encourage all coaches, no matter your stance on the stance on the rule, to communicate with the MSHSAA Advisory Board and their own school administrators on voting issues to ensure that the voices of our MBCA coaches are heard and represented appropriately.

Attacking a Switching Defense

By: Ryan Schultz (courtesy of breakthroughbasketball.com)

Coach Ryan Schultz from Cedar Falls High School in Iowa has built his boys' basketball team into a perennial powerhouse. In the past 6 years, Cedar Falls HS has:

- 5 Trips to the Final 4 (Large School Division)
- 2 State Titles

Coach Schultz created a Hybrid Attack Offense that combines a Motion Offense and a Dribble Drive Offense. Because of their success with this high octane offense, they have seen more and more teams try to switch all screens on them to combat this success. As a result, he has developed strategies to successfully attack the switching.

Like everything else, defenses change, adapt, and evolve.

Over the past few years we have seen some of that evolution. More and more defenses are trying to defend our Hybrid Attack Offense by switching all of our screens and exchanges.

Our team used to see switching actions **occasionally**. Now, however, we are seeing a higher frequency of teams that want to switch everything!

When we saw this trend beginning several years ago, our coaching staff started to break down film and look for ways that we could actually **ATTACK** these switches and turn the table on the defense.

We wanted to make teams PAY for switching screens against us.

We developed a philosophy and a style of play that flowed with what we were already doing offensively with our Hybrid Attack Offense. This offense is something I created by taking what I saw as the best of two worlds, a motion offense and a dribble drive offense, and meshed them into one seamless offense.

Any time your offense has success, teams begin finding different ways to try to stop you. We soon began facing more teams switching all of our screening actions. ***We needed to evolve offensively and find ways to attack switching defenses!***



Why Do Teams Switch?

Teams switch screens for a number of reasons. Some of those include:

- To take away good perimeter shooters
- Force teams to play more one on one and less team basketball
- Less movement and effort (don't have to fight through screens)
- Take away a team's offensive strengths
- Force teams to go to alternate offensive options
- Blow up set plays and designated actions

Each team is unique in WHY they decide to switch everything.

The key is to find ways to attack the switch that do not take you completely out of your normal offensive flow.

Advantage Offense

Switching defensively is supposed to be an advantage for the defense. By being prepared for the switching defense and knowing EXACTLY how to attack a switching defense, we feel it now has become an advantage for our Hybrid Attack Offense!

Our goal was not to simply SURVIVE against teams that switched everything, but rather it was to THRIVE! We wanted to create looks that gave the ADVANTAGE TO US every time we came across teams using this tactic.

6 STRATEGIES FOR ATTACKING SWITCHING DEFENSES

1. The Slip

Slip the screen, or as some coaches will call it "skip" the screen. The offensive player starts out like they are going to set a screen but instead, they Slip (or skip) the screen and head straight to the basket.

- Screener (3) should go toward the defender (x2) they will be screening.
- Before getting there, screener (3) should plant their foot that is furthest from the basket and make a hard basket cut.

This is an easy and VERY effective way of beating a switching defense.

Tip: Try to set the slip screen on the basket side of the player being screened. This will allow the player slipping to be one step closer to the basket and their defender will not be in a good defensive position.

Bonus Tip: Use the same tactic in flare situations. Begin to set a flare screen on the basket side of the defender and slip to the basket. This creates a great angle to catch and finish or make a dump pass as help comes. This is also fantastic to build into your zone attack!

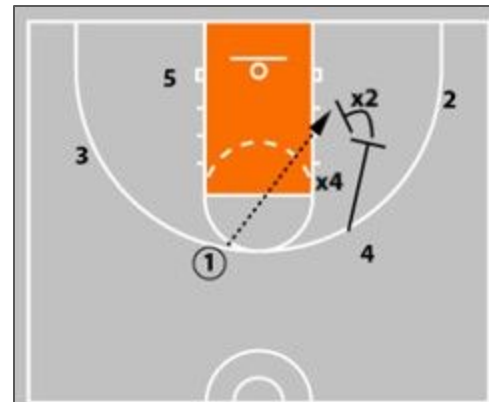


2. Slip & Seal

This is the same idea as the Slip.

In this case, instead of taking advantage of catching defenders off guard and using a quick basket cut, you are going to take advantage of the "switcher" being out of position.

- Screener (4) goes toward defender (x2) as if to set a screen.
- Instead of a basket cut, screener pivots and puts their body into the defender, sealing the defender behind them..



Oftentimes this works best if the player slipping is a post or has a size advantage on the player they are sealing.

Tip: Again, try to set the screen on the basket side of the player being screened. This will create a better angle to seal.

3. Invert

To Invert your offense, simply have any post who plays on the interior switch with a guard on the perimeter.

- Ideally you would take your post (5-man) and start them out on the perimeter and then start a guard (2), who has a smaller defender on them, in the post.
- Start the offense with your post player, who is now on the perimeter, setting a screen for the guard. Set this screen as close to the basket as possible.



The post player can now simply seal the defender (x2) as they switch and should have a mismatch underneath the hoop.

You now have two GREAT advantages!

- You have a post player near the hoop with a smaller defender.
- And you have a shooter with good handles on the perimeter with a defender who likely can't guard them.

Tip: You can use this against any defender. It could be the smallest or the weakest or the worst post defender. Your options are limitless!

4. Ball Screen

Setting a ball screen is also a great way to get ANY match-up that you want. Imagine this, you can put any defender on any of your offensive players, at any time.

Maybe you want to put the worst on-ball defender on your best driver and scorer.

- Simply have your player that currently has the worst defender guarding them (4) go set a ball screen (x3).
- After the ball screen, simply have the screener sprint away and create space for your best driver (3) to attack the basket.

- The 3-man should have a big advantage and be able to attack the hoop and score.

And if the 3-man can't score in this situation, it likely means the defense has had to provide A LOT of help, meaning someone else will be WIDE OPEN!

Tip: Run some backside action such as a double stagger or you could even have the 5-man step up and set a back screen for a guard. This will provide some "window dressing" for your real action, which is your 3-man attacking their worst defender.

5. Ball Screen With Skip & Seal

If you want to take advantage of a size mismatch on a ball screen, this strategy can be very effective.

Step 1:

- Run this action from any "4 out-1 in" look, or even a "5 out" look.
- Start by setting a big/little ball screen (5 sets screen on x1).
- This will create a big- on-little mismatch.

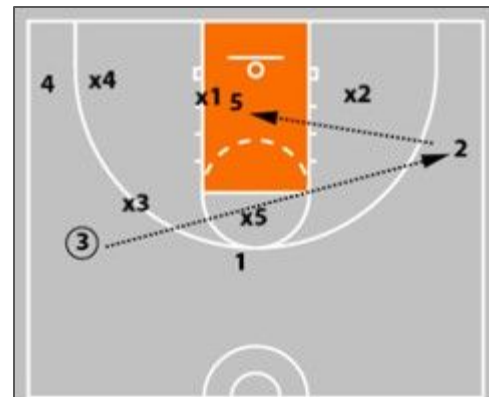
Step 2:

- After the ball screen, immediately roll your big into the post toward the ball while maintaining wide and high spacing on the perimeter.
- Many teams that switch and get caught in this situation will work to front the post since they have a smaller defender on the post. They will also use weak side help to prevent the post entry.
- When this happens, lift the weak side guard (2) that the help defender (x2) is covering. Skip the ball to that guard. This can be done by a pass to the wing (3) and then a skip. Or the point guard (1) can come off the screen and skip back to the opposite side of the court.



Step 3:

- The post now has a GREAT seal opportunity with a smaller defender guarding and a long closeout occurring on the wing!
- If the weak side defender stays in to help on the post, or is late, a wide open shot is available.
- If they close out (as normally happens), you should be able to get the ball deep in a great position to your post player (who is guarded by a smaller defender) for a layup.



6. Quick Hitters

While the Hybrid Attack Offense is effective because it is not patterned, not predictable, and not scoutable. Mixing in quick hitters against switching teams can be a very effective strategy as well.

Why?

You can design quick hitters to specifically attack a switching defense. And since you already know what the defense will be doing against your quick hitter, you can prepare for their defensive strategy and make them pay for switching. In other words, you are countering what the defense is doing.

Below is one of my favorite quick hitters that we run against switching defenses.

2-3 Hi Seal Back

Here is a great quick hitter that starts from a 2-3 Hi Set. It looks simple, which it is - the key is in the execution.

- Place your best shooting guard (2) on the same side of the court as the PG.
 - The ball is reversed QUICKLY to the 3-man.
 - While this is happening, the 1-man gets a back screen from the 5-man.
 - The 1-man MUST SPRINT TO THE CORNER and go on the top side of the screen. It is key that they sell the idea of them getting a shot in the corner.
 - The 2-man lifts to bring their defender away from the paint. After setting the back screen, the 5-man seals the x1 defender as they roll back to the basket.
-
- Notice the 5-man should be wide open in the middle of the paint and the closest defender will be x1 (likely a smaller guard)!



Again, this is a SIMPLE quick hitter, but it will not be effective unless all of the little teaching points are executed correctly.

Be Prepared

Over the years as a coach, I've found the more variables my teams can be prepared for, the more success they tend to have. Players can't be expected to be successful against defenses they haven't been prepared to beat.

Most teams today will see some defenses that switch everything. Being prepared to attack switching defenses is crucial to success when you run up against these teams.

Hopefully one or more of the strategies above will help you have success against those defenses!

Good Luck!

Coach Ryan Schultz

Article included in Breakthrough Basketball October Newsletter, Editor: Mark Brase

For the full article, visit: <https://www.breakthroughbasketball.com/offense/switching-defenses.html>

If you'd like to learn more about the Hybrid Attack Offense, check out the following page where you can gain immediate access: <https://www.breakthroughbasketball.com/pr/hybrid-attack-offense.html>



Have an Article or Story you want to share?

Send it in to us so we can help you share it!

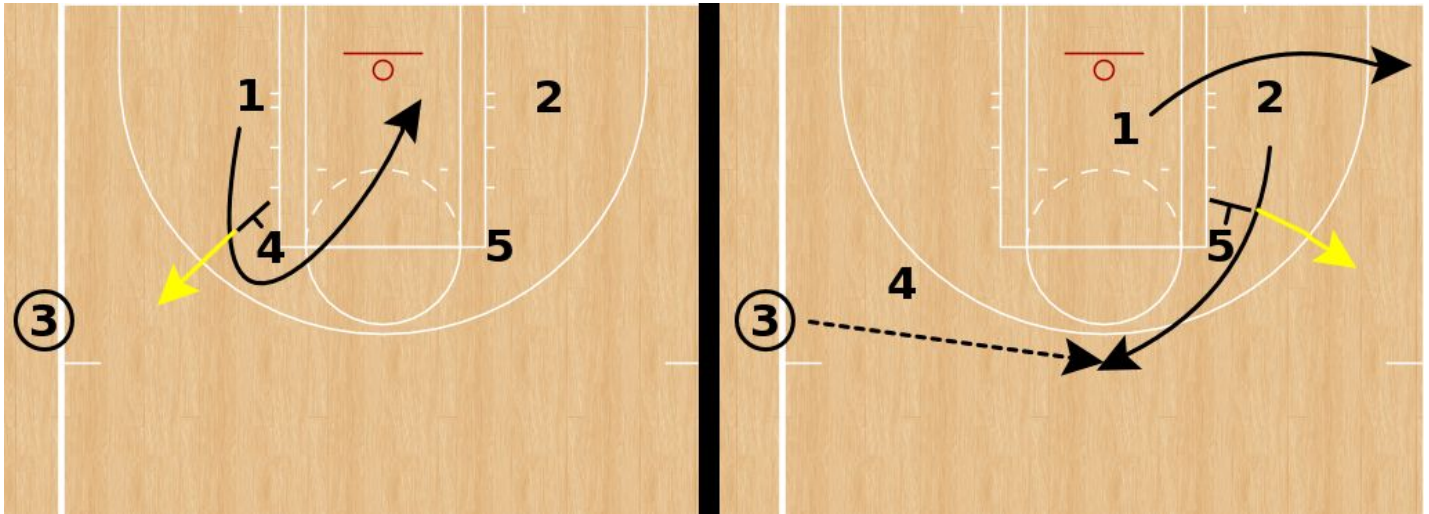
Chris Miller - Hard Court Herald Editor

cmiller@stpius.com

Our Featured Play

Chicago Sky - Box Curl SLOB

A simple end of quarter/game set to get your best shooter a 3 point shot.



1 curls around the screen from 4.
4 pops back to the ball.

5 sets a screen for 2 who cuts to the top of the key.
3 passes to 2 for the shot.

MBCA Milestones Submission

The Missouri Basketball Coaches Association celebrates the accomplishments of some of the finest coaches in the nation.

We would like to recognize those coaches who have achieved success through longevity and victory in the sport of high school basketball. Although we coaches realize that “wins” alone do not measure success, it is a quantitative way that the association can give recognition to those coaches who have established “winning” traditions at the high school’s at which they have coached.

If you have a milestone to submit, visit: <https://mo.nhsbca.org/contact/bill-gunn>



MBCA Membership - What It Means To You

You'll be a part of a group larger than yourself, your program, your school, your conference or your district

- A vast wealth of knowledge, experience and ideas just waiting to be tapped.
- A chance to share ideas and be a mentor to other coaches. In addition to learning from others.
- The opportunity each fall to be a part of one of the nation's largest and fastest-growing clinics.
- Choice of submitting dues by P.O., mail or online for membership, clinic or our traditional, money-saving membership/clinic combo.

Sponsorship of great events for our state

- MBCA Clinic, one of the largest in the nation
- Norm Stewart Classic @ Columbia College
- MBCA Academic All-State Mr & Miss Show-Me
- Recruiting Showcase for D-1 players (six state event)
- Recruiting Showcase for non D-1 players (Missouri players only event)
- Basketball Banquet

The many opportunities to honor our players

- Mr & Miss Show-Me Basketball
- Players-of-the-Year in each class
- All-State squads
- Academic All-State squads
- Curtis Kerr Student-Assistant of the Year
- All-District team selection

The many opportunities to honor our peers

- MBCA Coaches Hall of Fame
- Century Club (honoring coaches each year who attain career win 100, 200, 300, etc)
- Class level Coach of the Year
- Cub Martin Assistant Coach of the Year
- District level Coach of the Year & Eligibility for the NHSBCA Coach of the Year Award

Special Bonuses

- Automatic membership in the NHSBCA (National High School Basketball Coaches Association @ www.nhsbca.org)
- Your voice via MBCA member seated on the MSHSAA Basketball Advisory Committee
- Liability insurance, specifically related to coaching, provided for all members of the association. [Click Here](#) for information about your insurance.
- "The Hard Court Herald" The country's most comprehensive coaching association-sponsored newsletter
- 15% member discount when ordering products from Collegiate Awards

NHSBCA PLAYBOOK APP

- Receive your own license to NHSBCA Playbook app making it fast and easy to create and keep an animated breakdown of all your strategy concepts in one secure place.
- This app is purchased by the MBCA through the NHSBCA, so it is free of charge to all MBCA members.

Most of all...it's about PROMOTING BASKETBALL IN THE STATE OF MISSOURI

To register for membership online,

Visit: <https://mo.nhsbca.org/mbca-membership>



MBCA Membership - What It Means To You

To register for membership offline:



2020-2021 MBCA MEMBERSHIP APPLICATION FORM SCHOOL:

SCHOOL: _____ CLASSIFICATION: _____

MEMBERSHIP:

_____ Individual Membership (\$40, \$45 after February 1st, 2020)

_____ Two Coach Membership (\$80, \$90 after February 1st, 2020)*

_____ Staff Membership (\$100 Three or more coaches, \$110 after February 1st, 2020)*

Coach: _____ Coach's Email: _____

Coach: _____ Coach's Email: _____

Coach: _____ Coach's Email: _____

Coach: _____ Coach's Email: _____

Coach: _____ Coach's Email: _____

Coach: _____ Coach's Email: _____

Coach: _____ Coach's Email: _____

Coach: _____ Coach's Email: _____

Coach: _____ Coach's Email: _____

Coach: _____ Coach's Email: _____

*You may register online (www.mobca.org) or send Check, Money Order or Purchase Order to:

c/o Shawn Erickson
14860 State Road DD
Festus, MO 63028
info@mobca.org

Everyone who completes an OFFLINE membership form will receive an invoice via email.
If you have questions, please visit the membership page on mobca.org or e-mail info@mobca.org

Nomination Form

Missouri Basketball Hall of Fame

Sponsored by the Missouri Basketball Coaches Association

Coach's Name: _____

School(s) coached at and record at each school:

Nominated Coach's

Phone: _____
School Home Cell

Nominating Coach's Name: _____

Nominating Coach's Phone: _____
School Home Cell

Career Honors

Received: _____

Nominating Coach's

comments: _____

Nominating Coach's Signature: _____

Coaches with 500 or more wins in Missouri are automatic qualifiers. Please mail form or seek more information by contacting Brad Conway, Hall of Fame Coordinator, at the following address:

Brad Conway
Jefferson City High School
609 Union Street
Jefferson City, MO 65101

Return this form by December 1. YOU MUST BE A MEMBER TO SUBMIT A NOMINATION.

Nomination Form
Richard Fairchild Coach of the Year
Sponsored by the Missouri Basketball Coaches Association

Nominated Coach's Name: _____

School: _____

School Classification (circle one): 1 2 3 4 5 6

(circle one): Boys Girls

Nominating Coach's Name: _____

You must coach in the SAME classification as the individual you are nominating!

Nominating Coach's School: _____

Reason for Nomination: _____

Mail all nominations by March 15, 2016 to:

Shawn Erickson, MBCA Office
14860 State Road DD
Festus, MO 63028

You MUST be an MBCA member to nominate!!!

Nomination Form Academic All-State

Sponsored by the Missouri Basketball Coaches Association

Player Name: _____ Select: Boy Girl

School: _____

Player's Home Phone: _____

Coach's Name: _____

Coach's Phone: _____

School

Home

Cell

Coach's email: _____

The individual being nominated for Academic All-State must meet the following qualifications:

1. Senior standing
2. Started 90% of his or her team's games or played in 75% of the total team quarters played.
3. Possesses outstanding moral character.
4. Has ONE OR MORE of the following verified minimum scores:
 - a. ACT score of 27 composite or above
 - b. SAT score of 1920 composite or above
 - c. PSAT score of 185 selection index or more
5. Grade-Point Average of 3.25 out of possible 4.0 (or equivalent on alternate grade scale)

Please List Senior Season Basketball Statistics: PPG _____ RPG _____ APG _____ SPG _____ FT% _____
FG% _____ Other _____

---SCHOOL PRINCIPAL MUST VERIFY ALL OF THE APPLICABLE ITEMS---

Coach's signature: _____

Principal's signature: _____

---AN OFFICIAL TRANSCRIPT MUST ACCOMPANY THIS NOMINATION---

All student-athletes who meet ALL of the required criteria will be honored as members of the Missouri Academic All-State team. Please send additional information to your district representative. **YOU MUST BE AN MBCA MEMBER TO NOMINATE FOR THE ACADEMIC ALL-STATE TEAM.** Mail all nominations to the following address by March 15, 2016:

Shawn Erickson, MBCA Office
14860 State Road DD
Festus, MO 63028

COACHES.....THERE IS A LATE FEE OF \$10 EXTRA TO BE ADDED TO YOUR MEMBERSHIP IF YOU JOIN AFTER FEBRUARY 1!

Nomination Form
Kevin "Cub" Martin Memorial
Missouri Assistant Basketball Coach Of The Year
Sponsored by the Missouri Basketball Coaches Association

This award is being awarded in honor of the late Kevin "Cub" Martin, the long-time assistant basketball coach at Nixa High School. A lifetime resident of Nixa, Kevin's committed loyalty to his students, players, family and friends was always proudly displayed and never questioned. He was a source of inspiration to all he came in contact with. His legacy is one that will now live on in honoring those who give of their time to basketball in our state in a manner befitting Kevin's life and career.

CRITERIA

Outstanding Character
Loyalty
Commitment to Program and Community
Sportsmanship
Ethics
Selflessness
Leadership
Longevity at a School/Program

NOMINATION REQUIREMENTS/PROCESS

Nominating coach must be a member of the MBCA
Applicants will be sorted and honorees selected by the MBCA board

Fill out the space below with appropriate information and return by March 15, 2016 to:
Shawn Erickson, MBCA Office
14860 State Road DD
Festus, MO 63028

Assistant Coach Nominated: _____

School Affiliation: _____

Years at School: _____

MBCA Member Nominating: _____

******In addition to this form, please submit a letter of recommendation including:**
1) career overview of nominee
2) reason for nomination

Nomination Form

Curtis Kerr Memorial

Missouri High School Basketball Student-Assistant Coach Of The Year

Sponsored by the Missouri Basketball Coaches Association

This award is being presented in honor of the late Curtis Kerr, a four-year basketball manager during his time at Elsberry High School. Though Curtis lost his life at a very early age soon after graduating from EHS, his dedication and devotion to the Indian basketball program will and should never be forgotten. This award will not only carry on Curtis' legacy but give just due to those hard-working young men and women who do all the previously-unsung work that makes a high school basketball program go.

The winner of this award will be honored at the annual MBCA Academic All-State Banquet in April and all nominees will be listed in the May Edition of the MBCA newsletter ("*The Hard Court Herald*").

CRITERIA

- 1) Outstanding Character*
- 2) Devotion to Academics
- 3) Loyalty
- 4) Commitment to Program (must have served as a manager for your program for at least three seasons)
- 5) Outstanding Work-Ethic

NOMINATION REQUIREMENTS/PROCESS

Nominating coach must be a member of the MBCA

Applicants will be sorted and honorees selected by the MBCA board

Fill out the space below with appropriate information and return by March 15, 2016 to:

Shawn Erickson, MBCA Office
14860 State Road DD
Festus, MO 63028

Nominee's Name: _____

High School: _____

Years as Student Assistant: _____

MBCA Member Nominating: _____

MBCA Member Contact Info: _____

Phone

Email

******In addition to this form, please submit a letter of recommendation from nominating coach.**

PLEASE SUBMIT THIS FORM AND LETTER BY MARCH 15, 2016!