

ABF Coach Accreditation L4 Assessment

Section One: Duty of Care and the NCAS

In this section: twelve answers are required, all must be correct

<p>Demonstrate knowledge of a coach's duty of care</p>	<p>1. Mark the correct statement(s) only: (if an incorrect answer is marked, a point will be subtracted from the total for the section)</p> <p><input type="checkbox"/> All Australian baseball coaches are bound by the law, and the policies and rules of the ABF.</p> <p><input type="checkbox"/> Negligence and sexual harassment are both addressed in a coach's duty of care.</p> <p><input type="checkbox"/> Personal misconduct is an important issue but not a duty of care consideration.</p> <p><input type="checkbox"/> Enforceable duty of care policies and guidelines for baseball coaches in Australia are mandated by the ABF and are identical for all levels of baseball in Australia</p> <p>2. True or False: The test regarding a breach of care by a coach is:</p> <ul style="list-style-type: none"> • whether a reasonable person in the position of the coach would have foreseen that the act or omission involved real risk <u>and</u> • whether that it was the act or omission that caused the injury. <p style="text-align: right;">Answer: _____</p> <p>3. True or False: A coach would not be breaching his or her duty of care if exposing a player to unreasonable risk was for the good of the team.</p> <p style="text-align: right;">Answer: _____</p> <p>4. Mark the correct statement(s) only: (if an incorrect answer is marked, a point will be subtracted from the total for the section)</p> <p>Coaches should</p> <p><input type="checkbox"/> encourage athletes to play with a minor injury to develop character</p> <p><input type="checkbox"/> avoid unaccompanied and unobserved one-on-one activity with people under the age of 18 years.</p> <p><input type="checkbox"/> match the level of supervision to the level of risk in any activity</p> <p><input type="checkbox"/> encourage potentially dangerous behaviour only when the potential benefits to the team are significant</p>
<p>Outline the key risk factors for young pitchers</p>	<p>5. Research has established that the number one factor contributing to arm injuries in young pitchers is:</p> <ol style="list-style-type: none"> a. pitching mechanics b. throwing velocity c. fatigue/overuse d. throwing curve balls <p style="text-align: right;">Answer: _____</p> <p>6. Which of these practices would not be considered as increasing the risk of injury in a young pitcher?</p> <ol style="list-style-type: none"> a. catching for the first part of the game, then pitching for the rest b. throwing curve balls in moderation c. pitching with an inefficient delivery d. pitching moderate outings several days in a row <p style="text-align: right;">Answer: _____</p>
<p>Present competency training for candidates for lower levels of accreditation</p>	<p>7. Mark the correct statement(s) only: (if an incorrect answer is marked, a point will be <u>subtracted</u> from the total for the section)</p> <p><input type="checkbox"/> The ABF Coach Accreditation scheme requires that coaches at each level demonstrate a specified collection of competencies</p> <p><input type="checkbox"/> Candidates must learn those competencies by attending ABF approved courses</p> <p><input type="checkbox"/> Any capable coach can assist other coaches in acquiring specific competencies</p> <p><input type="checkbox"/> Objective assessment is a key part of the ABF Coach Accreditation scheme.</p>

Section Two: Skill acquisition theory, learning styles and organising a team training session

In this section twelve correct responses are required

<p>Understand accepted theory of skill acquisition</p>	<p>8. Which of these is not a characteristic of the cognitive stage</p> <ol style="list-style-type: none"> Forming mental image: thinking & planning Movements accurate and consistent Frequent mistakes in decisions Good instruction & demonstration is essential <p style="text-align: right;">Answer: _____</p> <p>9. Which of these is not a characteristic of the associative stage</p> <ol style="list-style-type: none"> Now focusing on fine-tuning the movement skills Movements more consistent and accurate Rapid improvement Practice should become more complex in order to familiarize player with perceptual and decision-making demands of the skill <p style="text-align: right;">Answer: _____</p> <p>10. True or False: There is some evidence that skills that have been learnt under the specific instructions of a coach are less permanent and more likely to break down under pressure</p> <p style="text-align: right;">Answer: _____</p>
<p>Outline the fundamentals of individual learning styles</p>	<p>11. The three most common preferred learning styles are: (if an incorrect answer is marked, a point will be subtracted from the total for the section)</p> <p><input type="checkbox"/> visual</p> <p><input type="checkbox"/> kinaesthetic</p> <p><input type="checkbox"/> game-based</p> <p><input type="checkbox"/> auditory</p> <p>12. Learning a new skill is best achieved through:</p> <ol style="list-style-type: none"> well organized verbal explanations high quality demonstrations substantial practice opportunities a mix of the above <p style="text-align: right;">Answer: _____</p> <p>13. Which of these support(s) the need to provide plenty of physical activity for young players? Mark correct answer (s) only: (if an incorrect answer is marked, a point will be <u>subtracted</u> from the total for the section)</p> <p><input type="checkbox"/> Kinaesthetic awareness can only be developed through physical activity</p> <p><input type="checkbox"/> All baseballers need to develop kinaesthetically to advance their skills</p> <p><input type="checkbox"/> Even people who acquire information visually need to develop a kinaesthetic image before they can master a technique</p>
<p>Outline a comprehensive schedule for a 3 hour training session</p>	<p>14. Select the correct answer: In a comprehensive training session, the moving warm-up stage should include activity to:</p> <ol style="list-style-type: none"> raising the body temperature, joint mobility and static stretches raising the body temperature, joint mobility and range of motion raising the body temperature, range of motion and static stretches improve range of motion, a throwing program and joint mobility <p style="text-align: right;">Answer: _____</p> <p>15. True or False: Conducting bullpens during regular batting practice means that catchers will have to miss out on batting practice.</p> <p style="text-align: right;">Answer: _____</p> <p>16. True or False: A comprehensive training session does not include a separate conditioning stage, as this occurs naturally throughout the training session</p> <p style="text-align: right;">Answer: _____</p>

	<p>17. Examine the outline provided for a three-hour training session (below). According to the recommended outline, which of the following activities should be conducted in the gap (activity iv)?</p> <ul style="list-style-type: none"> a. Throwing program b. Tee work c. Bull pens <p style="text-align: right;">Answer: _____</p> <p>3-hour session:</p> <ul style="list-style-type: none"> i. Team meeting (5 minutes) ii. Moving warmup (15 minutes) iii. Speed work (15 minutes) iv. _____ (15 minutes) v. Individual defence (15 minutes) vi. Team defence (20 minutes) vii. Hitting (45 minutes) viii. Baserunning (10 minutes) ix. Conditioning (15 minutes) x. Stretch (20 minutes) xi. Review (5 minutes)
Outline, with examples, the 'volume' approach to planning a training session	<p>18. True or false:</p> <ul style="list-style-type: none"> • The 'Volume' approach to a training session is not suited to younger players who are not familiar with the various activities. _____ • The 'Volume' approach can assist in developing player accountability, as each is responsible for ensuring that he or she gets his or her work done. _____

Section Three: Coaching games, game strategy and rules

In this section, twenty-six correct responses are required

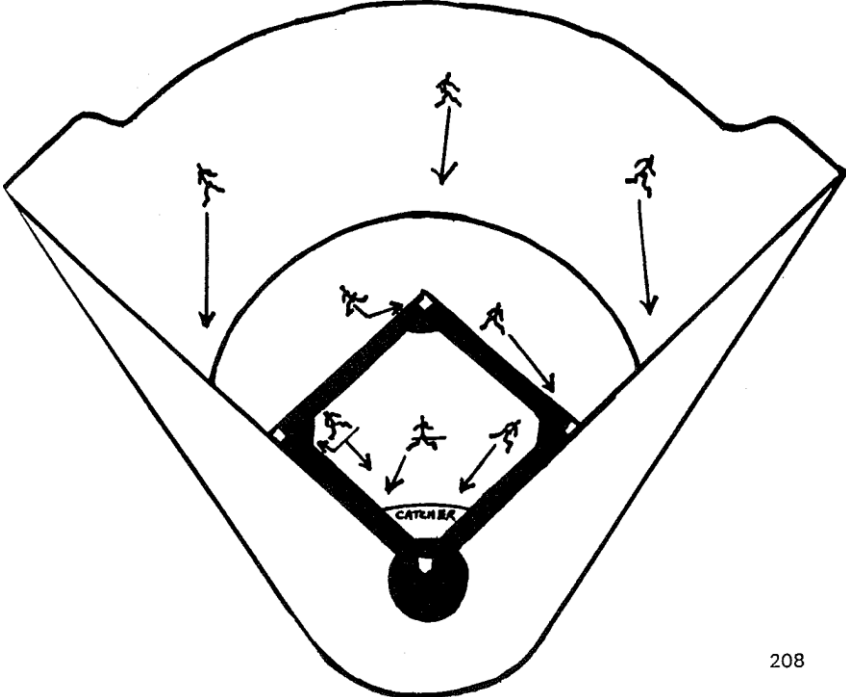
Show an understanding of the conventional manner of setting a hitting line-up	<p>19. In this activity, you are being asked to place these players in batting order purely on the basis of the information provided and according to conventional practice.</p> <p>Place a number besides each, indicating which place he would have in the batting order (remember, "according to conventional thinking"):</p> <p>_____ Best hitter (Highest BA).</p> <p>_____ Defensive specialist; low BA, moderate power, slow runner</p> <p>_____ Does well in runs scored; naturally hits to right side</p> <p>_____ Defensive specialist; moderate BA, power</p> <p>_____ Leads the league in runs scored - (gets on base, run the bases well).</p> <p>_____ 2nd best RBI guy</p> <p>_____ Does quite well in RBIs and runs scored</p> <p>_____ Best RBI guy</p> <p>_____ Defensive specialist; weak bat but very fast</p>
Explain "hitting counts" and a "2-strike" approach	<p>20. A pitcher can be most expected to throw a fastball when the count is:</p> <ul style="list-style-type: none"> a. 2 balls - 0 strikes b. 1ball - 1 strike c. 0 balls – 2 strikes d. 1 ball – 2 strikes <p style="text-align: right;">Answer: _____</p> <p>21. True or False: Generally, a two-strike approach is called for when getting the ball in play is critical. _____</p> <p>22. One adjustment recommended for a hitter to improve his chances of success with two strikes is:</p> <ul style="list-style-type: none"> a. set up for an inside fast ball b. shorten up on the bat c. move to the back of the batter's box

	<p>d. focus on trying to pull the ball</p> <p>Answer: _____</p>
Show how the team objective relates to adjusting the level of aggression in offence and defence	<p>23. Situational strategy is based on the relationship between the number of outs remaining and</p> <ol style="list-style-type: none"> the quality of your players the number of runs needed to win the stage of the season how much pitching you have left <p>Answer: _____</p> <p>24. True or False: Generally, it is considered better strategy to play more aggressively early and modify your approach, if necessary, according to the situation late in a game. _____</p>
Explain the meaning and strategic relevance of “the big inning”	<p>Mark the correct statement(s) only: (if an incorrect answer is marked, a point will be subtracted from the total for the section)</p> <p>25. Key factors in achieving a ‘big inning’ include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> with none out and a runner on first base, using the steal, hit-run and bunt to get a runner to third base as soon as possible <input type="checkbox"/> being conservative on the basepaths to minimise the risk of losing base-runners <input type="checkbox"/> taking the extra base when there is a chance of doing so <input type="checkbox"/> accepting the risk of double plays to allow hitters to the chance to drive the ball
Justify the use of bunts and the hit & run	<p>Mark the correct statement(s) only: (if an incorrect answer is marked, a point will be subtracted from the total for the section)</p> <p>26. Bunts are a good tactic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> early in a game to keep the opposition guessing <input type="checkbox"/> to get a critical runner into a scoring position <input type="checkbox"/> early in a game to break a nil-nil deadlock <input type="checkbox"/> when avoiding a double play is crucial <p>27. Hit-and-runs are best used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> when the hitter has below average bat control but good power <input type="checkbox"/> when the pitcher is consistently throwing strikes <input type="checkbox"/> when the hitter has good bat control but little power <input type="checkbox"/> when the count suggests that the pitcher is likely to throw an off-speed pitch
Explain the important basics of giving signs, and the implications of thinking ahead when coaching in a game	<p>28. Which of these is a recommended practice for coaching at 3rd base? (if an incorrect answer is marked, a point will be subtracted from the total for the section)</p> <p>Mark correct answer (s) only:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To give signs, stand in a location where hitter and all baserunners can clearly see you. <input type="checkbox"/> Once you have given signs, move to best location to assist priority baserunner <input type="checkbox"/> To assist a 2B runner, position yourself adjacent to the 3rd baseman <input type="checkbox"/> Stay calm and plan the moves you will make in a given situation before the situation actually occurs <input type="checkbox"/> Give signs to the hitter and runner(s) before every pitch, irrespective of the game situation <input type="checkbox"/> Make sure your signs can not be picked up by the opposition, even if your own players sometimes struggle to pick them up
Demonstrate knowledge of important rules	<p>29. True or false:</p> <ul style="list-style-type: none"> • An infield fly is automatically out even if the umpire does not call it. _____ • A foul ball cannot be an infield fly _____ • The ball is alive and in play on a foul tip _____ • When a batted ball is fielded and thrown by an infielder, then passes out of play, the baserunner should be awarded two bases from the time of the pitch. _____ • On an unenclosed field, if a fielder catches the ball in foul territory and then runs into dead ball territory the ball is automatically dead. _____ • On an unenclosed field, if a fielder catches a fly with any part of his body touching the dead ball line, the ball is dead and the hitter is not out. _____ • The pitcher must step off the back of the mound before picking off. _____ • A coach may make two mound visits per inning without making any changes. _____

	<ul style="list-style-type: none"> Officially, the out made on a runner leaving the bag early on a fly ball is deemed to be made at the time of the catch. _____
Outline the reasons for and execution of varying infield depth	<p>30. Mark the correct answers only. (if an incorrect answer is marked, a point will be subtracted from the total for the section) Generally accepted reasons for 'bringing the infield in' include:</p> <p><input type="checkbox"/> a runner on 3rd base, one out, a close scoreline, and the hitter is not capable of stealing a base</p> <p><input type="checkbox"/> a runner on 1st base, to enable infielders to receive the ball earlier than normal</p> <p><input type="checkbox"/> a runner on 3rd base, late in a game, you are the visiting team, and the winning or tying run on is on 3B</p> <p><input type="checkbox"/> to discourage a fast runner from attempting to bunt for a hit</p> <p><input type="checkbox"/> a runner on third base, to protect a shut-out game for your pitcher with a comfortable lead late in the game</p> <p><input type="checkbox"/> any time the hitter reaching 1B is less important than allowing the 3B runner to score</p>

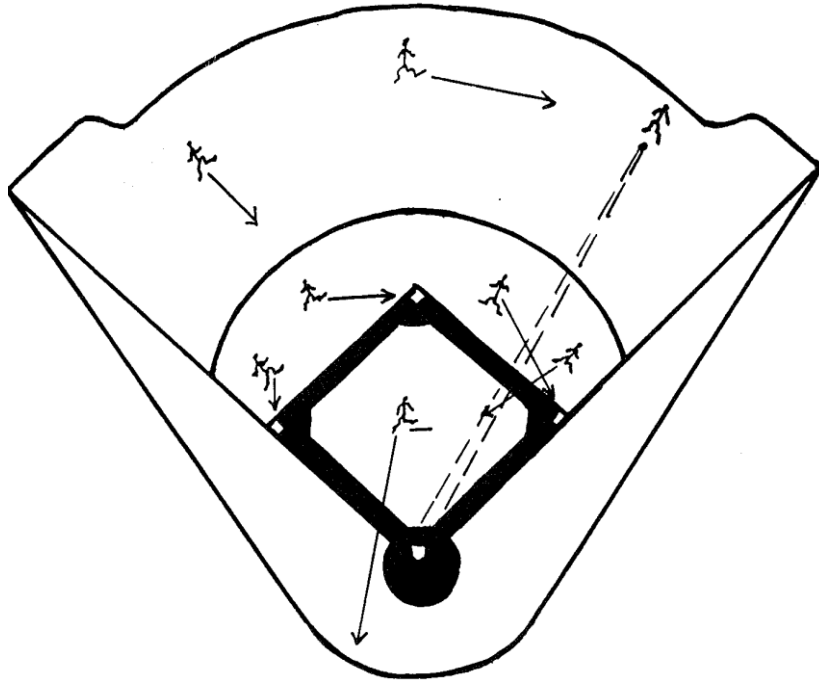
Section Four: Team fundamentals

In this section, two correct responses are required

Illustrate understanding of specified relays according to the National playbook	<p>31. The diagram below shows the movements of defensive players during a regular bunt defense. Where are the runners most likely to be situated prior to the pitch?</p> <p>a. 1st base only b. 1st and 2nd bases c. All bases d. 3rd base</p>  <p>208</p> <p>Answer: _____</p>
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32. Which of the following best describes the situation illustrated below?

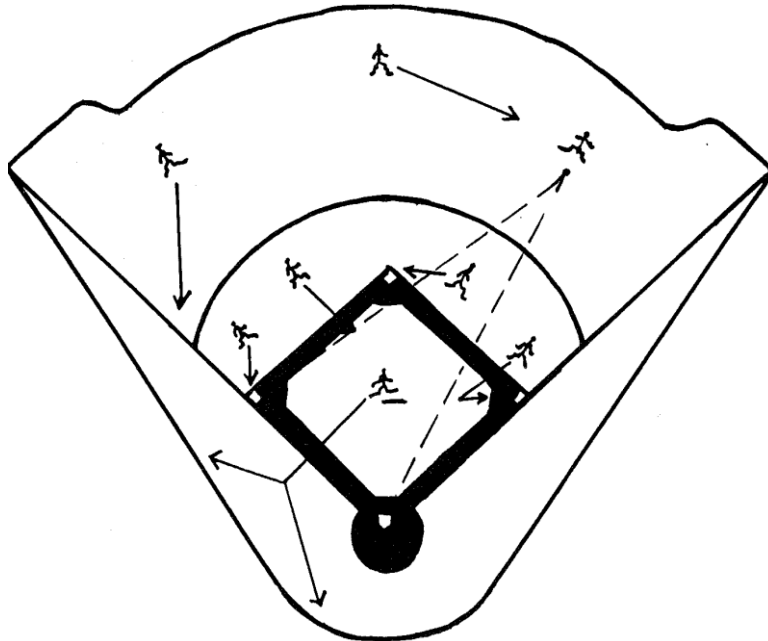
- a. Single to right-field, no one on
- b. Single to right-field, runner on 1st base
- c. Single to right-field, runner on 2nd base
- d. Single to right-field, runner on 3rd base



Answer: _____

33. Examine the diagram below: how can you tell there is more than one runner on base?

- a. Cut-offs are positioned for throws to both home and 3rd base
- b. The pitcher appears ready to cover two possible throws
- c. The 1st baseman has to cover 1B as well as be a cut-off
- d. All of the above



Answer: _____

Section Five: Long Term Athletic Development, and planning

In this section, fourteen correct responses are required

Understand relevant aspects of LTAD theory	<p>34. True or false:</p> <ul style="list-style-type: none"> The FUNdamental stage has no real function other than to let the kids have fun. _____ <p>According to LTAD theory, the function of a coach of athletes in the Train to Train stage is to educate players on the process of getting better. _____</p>
Explain the four properties to be developed and the seven streams of movement utilised in the ABF LTAD approach, and the key points in progressing a player through each stream	<p>35. The four underlying qualities which form the basis for excellence in movement are: stability, range of motion, _____ and strength</p> <ol style="list-style-type: none"> coordination control speed reflex <p style="text-align: right;">Answer: _____</p> <p>36. One aspect of _____ is that the joint should move consistently in the direction which it is intended to move.</p> <ol style="list-style-type: none"> range of motion strength stability control <p style="text-align: right;">Answer: _____</p> <p>37. True or false?</p> <ul style="list-style-type: none"> The pulling stream is more important to baseballers than the pushing stream _____ A player should be encouraged to progress in each stream as soon as possible so that they can get to the more interesting exercises. _____ Range of motion is not as important as strength _____ Players should not progress in one stream until they are of the same standard in all the other streams _____
Plan suitable on-field strength and conditioning programs based on the ABF LTAD model	<p>38. Which of these is <u>necessary</u> in order to conduct a beginners' on-field strength session involving at least one exercise from each stream? (There may be more than one). (if an incorrect answer is marked, a point will be subtracted from the total for the section)</p> <p><input type="checkbox"/> Barbell with adjustable weights</p> <p><input type="checkbox"/> Medicine balls</p> <p><input type="checkbox"/> Horizontal bar, or "cables" (rope with loops for handles)</p> <p><input type="checkbox"/> Kettle bells or dumbbells</p> <p><input type="checkbox"/> Swiss ball</p>
Plan a simple annual periodisation plan for one of his or her players	<p>39. True or false?</p> <ul style="list-style-type: none"> Periodisation is an approach to assembling an annual training plan. _____ After the season, a player should rest for a couple of months to make sure any niggling injuries heal. _____ The best time to re-build swing mechanics is in the pre-season phase. _____
Design a hitting circuit which incorporates several drills and progressions	<p>40. Mark those items which must be considered in planning a hitting circuit:</p> <p><input type="checkbox"/> Available space</p> <p><input type="checkbox"/> Equipment requirements</p> <p><input type="checkbox"/> Ball retrieval</p> <p><input type="checkbox"/> Safety</p> <p><input type="checkbox"/> The order of the drills</p> <p><input type="checkbox"/> Number of drills required</p>

Section Six: Infield technique

In this section, fourteen correct responses are required

<p>Demonstrate solid knowledge of the 6Fs approach to fielding a routine groundball</p>	<p>41. In sequence, "The Six Fs" of fielding a ground ball are:</p> <ol style="list-style-type: none"> Feet, Field, Funnel, Footwork, Fire, Follow Feet, Find, Footwork, Field, Flex, Fire Find, Field, Footwork, Focus, Fire, Follow Feet, Find, Field, Funnel, Footwork, Fire <p style="text-align: right;">Answer: _____</p> <p>42. True or False (NB: these statements relate to a right-handed thrower:) according to the 6Fs approach to fielding a routine groundball:</p> <ul style="list-style-type: none"> On every pitch, the infielder must be ready to move immediately in any direction as the ball reaches the contact zone. _____ If possible, an infielder should come to a complete stop before receiving a ground ball. _____ The ball should be brought in to the centre of gravity with two hands, before splitting the hands to make the throw _____ In preparing to throw, the right foot should remain stationary and the left foot should be swung around toward the target _____
<p>Demonstrate solid knowledge of the 6Fs approach to making a backhand play</p>	<p>43. In fielding a groundball on the backhand side, it is important for a right-handed infielder to:</p> <ol style="list-style-type: none"> keep the head as high as possible to avoid injury get the right foot behind the ball keep both feet well inside the path of the ball field the ball as close as possible to the right foot <p style="text-align: right;">Answer: _____</p>
<p>Outline the 6Fs approach to executing a double play</p>	<p>44. When a double play ball is hit to the glove side of a right-hand shortstop, he should:</p> <ol style="list-style-type: none"> stop, stand tall and throw overhand just to the first base side of second base deliver the ball low enough for the second baseman to catch it with his glove fingers pointing downward limit the backswing of the throwing arm and deliver the ball with a stiff wrist toward the face of the second baseman flip the ball backhand out of his glove to the second baseman as quickly as possible. <p style="text-align: right;">Answer: _____</p> <p>45. On a double-play ball hit directly at the 2nd baseman, the backhand power feed:</p> <ol style="list-style-type: none"> can be the most efficient feed should be avoided until adult is too risky, and is used only by show ponies is not as good as flipping the ball with the glove <p style="text-align: right;">Answer: _____</p> <p>46. True or False:</p> <ul style="list-style-type: none"> When turning a double play, the shortstop should always try to touch second base with his left foot _____ When turning a double play, the second baseman should throw the ball underhand to first base to make sure the runner from first base slides. _____ As soon as the runner breaks from 1st base, with the second baseman covering, the shortstop should move behind second base to prevent an overthrow. _____ If possible, the covering infielder should break and straddle the bag so that he is in the best position to receive the ball and tag the runner quickly _____

<p>Outline the 6Fs approach to a 1st baseman receiving an infield throw</p>	<p>47. Mark the recommended key points for a 1st baseman receiving an infield throw: (if an incorrect answer is marked, a point will be subtracted from the total for the section)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do not worry about fielding a groundball: your job is to be at the base early <input type="checkbox"/> While retaining the feel of the base with the heel of the throwing-side foot, turn to face the direction of the throw <input type="checkbox"/> Be in an athletic position, ready to move in any direction <input type="checkbox"/> When receiving, step to the ball as early as possible to make sure you are able to wait for the ball <input type="checkbox"/> The back foot, being sideways, provides more stability and is less likely to drag off <input type="checkbox"/> Step off base once out is made
<p>Name the five tools of a ballplayer and provide a basic outline of the positional relevance of each</p>	<p>48. The five tools of a baseball player are:</p> <ul style="list-style-type: none"> a. arm strength, running speed, hitting for average, hitting power, defensive ability b. throwing accuracy, running speed, hitting for average and power, defensive ability, aggression c. arm strength, running speed, hitting, defensive ability, attitude d. arm strength, endurance, hitting for average, hitting power, catching ability <p style="text-align: right;">Answer: _____</p> <p>49. The fielding positions where arm strength is least important are:</p> <ul style="list-style-type: none"> a. left field and first base b. second base and right field c. second base and left field d. anywhere in the outfield <p style="text-align: right;">Answer: _____</p>