

# **BOCCIA PPP: 1-60 PERFORMANCE TEST**

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## **Abstract**

This comprehensive performance measuring tool is designed for all classifications, and enables an athlete to identify their current strengths and areas that would benefit from further analysis, training and development. Directions are given on how to conduct the test, and the role of the coach to use the test within the broader context of an athlete's development plan

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### **Purpose of the 1-60 Performance Test**

This coaching tool is designed to fulfil and a number of functions;

- To measure the ability of an athlete to execute a wide variety of commonly played boccia shots
- To enable an athlete and coach to identify areas of current strengths, and those that require development
- To measure skill development over time, and to analyse the effectiveness of training methods being utilised

### **Application and Resources Required**

The tool is designed to be easy to use, and to be effectively replicated in any typical boccia training venue. A full Boccia court needs to be marked out, and it is highly advised to complete the test over a variety of surfaces. A “fair surface” is one that is flat and consistent in pace. The test can be completed with the following minimal equipment:

- One set of Boccia balls
- A couple of A4 pieces of paper
- A metric measuring tape

Ideally, the coach or facilitator will have a second set of balls to use for setting up the targets, and especially a few extra white balls.

The importance and function of variability in coaching is well documented, and equally applies to boccia. It is highly recommended that all boccia coaches becomes familiar with Ross Pinder's document 'Skill Acquisition in Boccia'. Variability should equally be applied when using the 1-60 Performance Test, by setting targets in different positions and at different lengths. It is not advised to specifically train to improve test results, as training should be undertaken to improve match results.

## **The Coach's Role**

The coach plays a key role in applying the 1-60 Performance Test: Firstly, in creating the right conditions that ensures a "fair test" is applied; Secondly, in analysing performance and identifying the key details of skill execution or equipment development that are required to improve future results; and lastly, using the 1-60 Performance Test within the athlete's individual Club, State or National level Training Plan.

The coach also needs to know how to effectively work with the individual athlete to use the measuring tool effectively. This will include a variety of factors. How to set up the right environment, how to conduct the test, to give feedback, and apply the most effective implicit coaching methods to maximise self-learning. It is also important to carefully manage the expectations of athletes. For example, setting an unobtainable "personal best" will only serve to reduce an athlete's confidence. It is also important to understand the link between testing and actual match play. Skill execution in match play still requires other areas of strengths, most notably in shot selection, and also the ability to play under pressure of win/losing and timing clocks. A high 1-60 PB will not necessarily produce excellent match results.

It is advised to only complete the 1-60 Performance Test with an athlete 2 to 4 times a year, and only undertake testing relevant to the individual aspirations of an athlete. If an athlete is playing Boccia for fun and friendships, then measuring to this level of detail is inappropriate. Equally, juniors or recreational players are more effectively measured using the less detailed 'National 15 Ball Test'.

It is also important not to confuse the two coaching roles of measuring and skill development. Measuring is about recording data objectively, and while the coach will be observing and analysing, giving feedback during testing will only serve to corrupt results. It is recommended to only give feedback at the conclusion of testing, and record observations unobtrusively during application.

### 1-60 PERFORMANCE TEST

**ATHLETE:**

**CLASSIFICATION:**

**DATE:**

**VENUE:**

**Note: All balls played from the Singles box's Red (3) and Blue (4)**

<b>TASK</b>	<b>PROCEDURE</b>	<b>BALLS</b>	<b>Max</b>	<b>SCORE</b>	<b>COMMENTS</b>
1 <sup>st</sup> balls on jacks	Two jacks to selected lengths, and then play a red and a blue 1 <sup>st</sup> ball to each. White must be played each time. BC3's to "break ramp". Note: Do not include "over the V jacks". Must be at least 1m between both lengths	2 x red 2 x blue	4pts		2pts saved for later Task
Cluster on own Jack	Place A4 paper under top of jack, and play balls on to it. Only score if touching paper	4 x red or blue	4pts		(From box 3 or 4)
Cross court cluster	Place a cross court jack ball at 4m to 5m and play a cluster of 4 balls on to it. To score 1pt a ball must be within 2 ball widths of the jack	4 x red or blue	4 pts		(Play from one box to opposite side)
Cross court drawing shot	Place a cross court jack at three lengths from 4m to 7m, and draw two balls on each to within a ball length. Use 6 different balls.	6 x red or blue	6pts		
Cross court target shooting	Place 4 balls as targets along the opposite sideline from the V to the cross. Hit each one to score a point. Velocity can vary according to each classification.	Any 2 balls can be used	4pts		(Play from one box to opposite side)
Cluster to the cross	Place an A4 paper on the cross and cluster	Either 4 red	4pts		(From box 3 or 4)

	a set of balls on to it. Must be touching the paper to score. Jack placed top of page	or blue			
Knock up shots	Place three pairs of balls from 3m to 5m distance, at varying widths apart. Push each front ball onto the ball behind to hold. Contact between balls must occur. BC1 = 1 ball width BC2 = 2 ball widths BC3/4 = 3 ball widths	Either 3 red or blue	3pts		(From box 3 or 4)
Ball switch or "knock off and hold"	Place three pairs of balls (side by side and close to touching) from 3m to 5m distance, and use one to knock off and hold the other. The delivered ball must hold after contact to score a point	Either 3 red or 3 blue	3pts		(From box 3 or 4)
Drawing shot to long target	Place a jack from 6m to 8m, and cluster a ball set on to it. To score 1pt a ball must be within 3 ball widths of the jack	Either 4 red or blue	4pts		(From box 3 or 4)
Drawing to the corner	Place a jack within the square metre area of both the 2 furthest corners, and have 3 attempts to land a ball within each box. Note: Played balls are left in place.	Use 3 red and 3 blue balls	6pts		(Use same box)
Cluster to short target	Place an A4 paper sideways from 1.5m to 2.5m, and cluster a 4 ball set on to it. Jack placed on top	Either 4 red or blue	4pts		(From box 3 or 4)
Lay up shot	Place a pyramid/triangle of six balls at 3m and either "lay up" or "lob" a ball on top	3 attempts with any selected ball	3pts		(From box 3 or 4)
BC2/4 specific Tasks	At 1.7m, 3m and 4m, place a jack behind	1 ball at	3pts		(From box 3 or 4)

A) Lobbing	a coloured ball, and then lob in a ball to hit the white back. Must hit the white back by more than a ball width	each length x3			
B) Roll over	Roll or flop over a line of six balls placed at 3m. Must hold on the jack placed behind at 3.5m	3 attempts with 3 balls	3pts		
C) Ricochet	Place a triangle of 6 balls facing the back of the court at one end of an A4 target, and a jack at the opposite end. Try 3 separate times to; place a set up ball on the side (which must be played off), and then by a second ball off it to hold on the jack.	3 attempts with 3 pairs of balls	3pts		
Drawing to the Penalty Box	Play both a red and blue ball of choice to the penalty box. Must land inside without touching the lines.	Attempt 2 times with each ball being removed	2pt	1pt	(From box 3 or 4)
<b>Totals</b>			60pts		

Discuss the final score with the athlete, and investigate whether it met their expectations? Analyse where points were missed, and what training techniques, or improvement in equipment, will enable the athlete to score better next time.

It is important to note that both form, conditions and inevitable 'boccia variability' will have an impact on results. When setting a PB for an athlete to be obtain, set this within a 10% margin of above and below. This will assist in managing expectations. For example, a developing State level BC3 may set themselves the goal of increasing their PB from 26 to a score of 35 over a season. It may be more constructive for them to think about a broader target. For example, to achieve an average test score over a season. I.E Over 4 Tests: total Pts divided by 4 = target to achieve