FIBA REFEREES MANUAL

INDIVIDUAL OFFICIATING TECHNIQUES (IOT)

VERSION 3.0a

This Referees Manual is based on
FIBA Official Basketball Rules 2026.

In case of discrepancy between different language editions on the meaning or interpretation of a word or phrase, the English text prevails.

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FOREWORD

Basketball, as a game, is progressing in skill and speed every day. It is a natural environmental development process that takes place unconditionally and it is called evolution. The game and more so refereeing has completely changed from 10 years ago. Presently, top level refereeing is improving at least at the same speed as the game itself and higher standards of performance are expected every year. The pace of change has necessitated the adoption of a motto: "What was considered exceptionally good yesterday, is considered standard quality today and below average quality tomorrow".

This manual complements other FIBA technical manuals for officiating. The Individual Officiating Techniques (IOT) Manual provides the foundation of successful basketball refereeing, namely to referee one play situation at a time.

The content in this IOT Manual content should be considered as a basic standard of mechanical and technical procedures that are executed individually on the court and every referee at FIBA level should have the detailed know-how.

To enhance the IOT skills, referees are expected to train and practice these techniques in their own time, both on and off the court. This should be done in pursuit of mastering your skills - remembering of course that thousands of repetitions are needed to develop muscle memory. This makes the difference between a good referee and a top elite level referee and generates a standard operational level regardless of the games or environment.

In addition FIBA Referee Operations produce a variety of supporting material, namely "Improve Your" series (for example 'Improve Your Lead Positioning'). These guides provide more insight and details on how to work with the content mentioned in this manual.

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Updates		
v2.5	1.3	Diagram updated
	2.7	Making a call – text and diagram updated
	3.2	Official Referees' Signals updated
v3.0	1.4-1.5	Text added
	2.1	Text amended
	2.13	Text added
	2.16	Text added
v3.0a	2.2	Editorial refinements
	2.14	Text amended

GENERAL

CHAPTER 1

1. GENERAL

1.1 BASKETBALL OFFICIATING

Generally, sports officiating is challenging and more so in the game of basketball – especially where ten athletic players are moving fast in a restricted area. Naturally the game has changed and the court has actually become larger, not in actual court size but in the playing and refereeing sense. Play situations are spread all over the court with every player able to play in almost every position. Naturally this sets a new requirement for basketball refereeing. It is good to remember that improving daily should not be considered as actual progress but rather is only designed to keep pace with the game's development – this is called evolution and this will occur regardless if we want it or not.

Sometimes there is a tendency to define basketball officiating as a very complex combination of various skills. It is true it requires many abilities by the referee, but the bottom line is that all these skills aim to achieve one thing - being ready to referee the play or handle situations that may arise during the game. All the training should focus on game preparation to assist referees to address various situations in games.

Refereeing is:

Anticipate what will happen — Active mind-set

Understand what is happening — Basketball knowledge

React properly for what has happened — Mental Image Training

1.2 IMAGE OF AN ELITE BASKETBALL REFEREE

FIBA has one golden rule when it comes to prioritising for referee training for FIBA games - Game Control. That is ensuring a smooth running and dynamic game where players are able to showcase their basketball skills. This is the image FIBA is looking for. The two or three appointed referees are the ones who are responsible for this game control.

It is good to define and remember that game control is different to game management. Ultimately, it is the Referees that are in charge of the game. They define what is allowed and what is not – nobody else.

Having said that, it is equally important that referees look and act like they are in charge. Referees should give a non-verbal message that they are ready and able to make decisions. The core function of refereeing is decision making. Referees need to feel comfortable in making decisions without hesitation in the decision making process. Of course, the correctness of these decisions can be analysed after the event and so referees must demonstrate confidence and trust or at the very least present so that others view them this way (perception).

Therefore, FIBA has added the topic of "court presence" to its training program. It includes mental training with an "I am in charge" concept. This will be combined with a physical training plan to create an image of a strong and athletic body, fitting into the image of professionalism and promoting game control.

"Controlling is an attitude"

1.3 PROCESSING THE PLAY – QUALITY DECISION

In the modern basketball game the referees are making approximately 700 decisions each game. Only 10% of those decisions are 'visible' i.e. when the whistle is blown. Basketball is an extremely fast paced game nowadays and the speed of the game adds a great challenge to decision making.

Decision making in basketball refereeing

It is a perceptual and cognitive process.

1. See - Gather all relevant information.
2. Process - Organise the relevant information.
3. Decide - Define the needed action.

FIBA referees are expected to make decisions based on the observations and facts they have collected of the play situation. Before blowing their whistle, referees should process the entire play from the start - through the development - until the end of the play, before making a decision to call or not to call. This will produce more analytical decision making instead of only seeing the end of the play and then reacting to it (this is called an emotional decision).

Diagram 1: See the whole play before making a decision.

1.4 TIMING OF THE WHISTLE

The moment at which a referee blows the whistle is not incidental; it carries information. Different play situations call for different whistle timings, and each timing belongs to a different level of coverage. When all three referees apply the correct timing, the decisions of the crew are read clearly by players, coaches and partners, and two referees whistling the same play becomes almost impossible.

There are three timings of the whistle:

	WHISTLE	WHEN IT IS USED
1	**Immediate Whistle (IW)**	The play has been seen and processed, but the game must be stopped at once: dangerous or hard contact, contact inside the cylinder, hand-checking, or a violation during a free throw while the ball is in the air.
2	**Patient Whistle (PW)**	Working the primary coverage, the referee takes the time to see the entire play (start, development, finish) and then decides: a call for illegal contact, or a no-call.
3	**Cadence Whistle (CW)**	Working the secondary coverage on an obvious play the primary did not cover, the referee first pauses to allow the responsible referee to decide, and then steps in with the call.

Applied correctly, these timings follow one another (immediate, then patient, then cadence), each sitting at a different point in time. This is what makes a double or triple whistle on the same play almost impossible to occur by mistake.

Note: A double whistle on a dangerous-contact play, where two referees blow an immediate whistle together, is not an error. In that situation there is no time to process which referee holds the primary coverage; both are effectively primary and the priority is to stop the game.

The timing of the whistle communicates the coverage

1.5 FIX ON THE SPOT

When the timing of the whistle does not match the coverage, the crew has a small imbalance to resolve. A cadence whistle where a patient whistle was expected, or a patient whistle from a referee working the secondary coverage, both tell the crew that the system briefly broke: the same situation should always produce the same whistle.

There are four opportunities to correct such an imbalance. The earlier it is addressed the better, and the depth of the correction grows with the time available:

1. **On the spot** - body language or a brief self-correction, using signals to acknowledge and correct.
2. **Time-out** - a short question and answer between partners, and a brief correction.
3. **Half-time** - a question, an answer and a short explanation, followed by the correction.
4. **Post-game** - a full question, explanation and analysis that carries value into the next game.

If a game ends with a timing or coverage situation that was never discussed, it is placed on the table post-game. Understanding why the whistle did not match the coverage is what improves the crew's next game.

The same situation should always produce the same whistle

BASIC INDIVIDUAL OFFICIATING TECHNIQUES (IOT)

CHAPTER 2

2. INDIVIDUAL OFFICIATING TECHNIQUES (IOT)

2.1 THE SEQUENCE OF REFEREEING A PLAY

Individual Officiating Techniques (IOT) is the most important foundation for either 2 Person Officiating (2PO) or 3 Person Officiating (3PO). The techniques described in this manual are not applied at random. They follow a fixed, logical order, and when that order becomes second nature it forms the standard way to referee any single play. These are inherent skills of IOT and are similarly relevant to both 2PO and 3PO.

Learning the sequence by its acronyms allows the whole crew to share one vocabulary, so that pre-game discussions, video analysis and communication during the game all refer to the same steps.

The sequence for processing a play is as follows:

	INGREDIENT	IN SHORT
1	AMI – Active Mind-set	Anticipate the next action and plan how it will be refereed.
2	D&S – Distance & Stationary	Keep proper distance so the play looks slower, and remain stationary at the moment of the decision.
3	RD – Referee the Defence	Focus on the illegality of the defensive player, not on the space between the players.
4	LILL – Look for Illegality	Actively look for the illegal action to call.
5	SWP – Stay With the Play	Understand when the play has ended and stay with it until it is over.

Followed together, these steps allow the referee to process the play and reach an analytical decision rather than an emotional one.

Process the play: AMI - D&S - RD - LILL - SWP

2.2 DISTANCE & STATIONARY

Target: To identify and understand the key points and impact of maintaining a proper distance from the play and being stationary when refereeing competitive match ups.

Many referees have the tendency to think that moving up and down the court and being very close to the play helps them to make correct decisions.

Therefore, we need to understand and focus on these two main issues:

1. **Distance** - When refereeing the play, it is important to maintain an appropriate distance from the play, without getting too close. The referee can lose perspective, as all movements appear to look faster. Imagine yourself watching the game from the upper deck of the stand and you will see that the players' movements look slower than at the court level. They only appear to look that way, but obviously they are not.
2. **Stationary** - Often referees that are engaged with the play are not conscious as to whether they are moving or not when the action starts. It is common sense that if we want to focus on something it is best to do so whilst stationary. These same two principles apply to refereeing.

If a referee has the proper distance from the play (3-6 meters):

a. The possibility of an emotional or reaction call decreases.

b. They can maintain a perspective as movements look slower

c. They can maintain a wide angle, which increases the possibility of seeing more players in the field of vision.

d. They are able to see the big picture (next plays to follow, control the clocks, identify where partners)

If a referee is stationary when making a decision:

a. Their eyes are not bouncing and concentration increases

b. A correct decision is more likely due to being focused and concentrated.

It is important that a referee must move to be in the right position to see the gap (this is different than position adjustment); and must do so as quickly as possible. Stop, Observe and Decide.

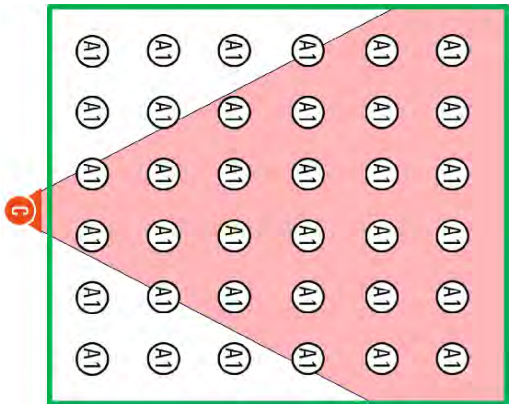


Diagram 2:
Proper distance creates wider angle and the referee is able to have more players in the field of vision at the same time. Example in the first row 2 players, second row 3 players, third row 4 players, etc. Totally 26 players out of 36 (72%).

2.3 REFEREEING THE DEFENCE

Target: To identify the primary focus when analysing a 1 on 1 play.

The concept of refereeing the defence is one of the corner stones for accurate basketball refereeing. Essentially, it means that the priority of the referee in an on ball competitive match-up is to focus the attention on the illegality of the defensive player whilst keeping the offensive ball handler in your field of vision. The referee is required to get into a position that allows them to clearly see the defensive player.

Note: We are not refereeing the space between the players, we are refereeing the defence itself - but you need to have a position where you see the space between players in order to referee the defence.

When refereeing on ball focus your attention on the illegality of the defensive player!

2.4 POSITIONING, OPEN ANGLE (45°) AND ADJUSTMENTS

Target: To understand the impact and technique of maximising the number of the players within your field of vision at all times.

It has been stated that referees must always look for illegal actions (something to call). Logically, if a referee has more players in the field of vision, the chances of seeing illegal actions dramatically increase. Namely, those referees who have positioned themselves on the court with proper distance and a wide open angle, are more likely to have a higher level of accuracy thus leading to a higher standard of performance.

Analysis proves that the concept of maintaining an open angle is not necessarily well understood by referees. Often referees who have established an open angle, unnecessarily move again, losing the open angle and becoming straight lined on the play.

A second key principle is to have both Lead (L) and Trail (T) on the edge of the play (players and ball). This way referees are able to maintain as many players as possible in their field of vision. As a result, it is important for Lead to move on the baseline with ball (mirroring the ball) and for Trail to always be behind the play (between the last player and basket in the backcourt). The following diagram demonstrates the advantage of being at the "edge of the play" and having a 45° angle).

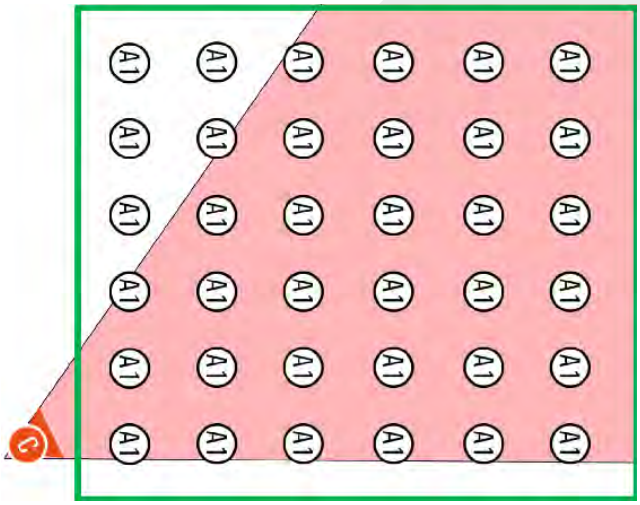


Diagram 3:
It is important to find a position and angle on the court where the referee is able to observe as many players as possible. If you compare the number of the players covered with Diagram 2, you will find that with 45° and an "edge of the play" adjustment, a total of 32 players out of 36 (89%) are covered at the same time.

The principles for positioning and open angle are:

a. Move to the right spot and establish the open angle
b. Anticipate (mentally one step ahead of the play) where you need to be
c. Adjust to the play to maintain the open angle (step here, step there)
d. Always move with a purpose, know where you need to go and why
e. Go where ever you need to go to be in the position to referee the play (different to the Working Area)
f. If the initial position is correct – there is a less need to move, but do not be STATIC (you need to adjust all the time according to the play and players' movement).

2.5 STAY WITH THE PLAY

Target: To understand how to increase quality control in play situations.

On occasions, referees miss an obvious foul. Unfortunately, it often looks like the only persons in the arena who missed the obvious foul were the two or three persons on the court who have the whistle. The key to correctly calling these obvious plays is by adopting a professional discipline – that is to be patient and careful every time you referee the play. It is expected referees will "stay with the play until the end of action" (that is keeping your eyes and attention on the play until it has ended).

Practically, referees need to implement strategies:

a. mentally focussing on the defender until the play has come to its end e.g. shooter has landed, in penetration defender has landed.
b. physically do not start to move. Trail / Centre stepping backwards on the shot – has the potential for the referee to mentally release the play before ball has entered the basket or the defensive team has gained control of the rebound.

Processing the play (Patient Whistle)

Before blowing their whistle referees should process the entire play from the start - through the development - until the end before making a call. This will produce more analytical decision instead of only seeing the end of the play and reacting to it (emotional decision).

2.6 PRE-GAME CONFERENCE AND USE OF FIBA IREF PG APP

Target: To know the topics that have to be covered during the pre-game conference and what functionalities are offered by the App.

A pre-game conference is absolutely necessary. The concept is to ensure you and your partner(s) are on the same page when officiating together. This promotes good teamwork and good officiating.

Some general topics for pre-game discussion are:

1. Know your areas of responsibility on the floor and avoid having both referees watch the ball and the players immediately surrounding it.
2. Referee the play away from the ball when it is your primary responsibility.
3. With double calls, establish eye contact with your partner before proceeding with your signal. Remember: The referee nearest to the play or towards whom the play is moving shall have primary responsibility.
4. Give help when required on out-of-bounds situations, but only when requested to do so by your partner. Get into the habit of establishing eye contact.
5. Try to know at all times, not only where the ball and all the players are located, but also the location of your partner.
6. In fast break situations, especially where the offensive players outnumber those on defence, let the nearest referee make the decision on whether or not to call the foul. Avoid the temptation to make a call when you are ten (10) metres or more away from the action.
7. Blow your whistle for a foul only when it has an effect on the action. Incidental–marginal contact should be ignored.
8. Establish your standards early in the game. The game will become easier to control. Rough and over-aggressive play must always be penalized. The players will adjust to the way you allow them to play.
9. Try to maintain the best possible position and a wide angle of vision between the defensive and offensive players. Be on top of the play having proper distance and being stationary when you make the decision (call or no call).

To help the referees in this matter, FIBA has developed an FIBA iRef Pre-Game App that can be easily used everywhere to help the referee crew to prepare for the game.

You can download the application from Apple App Store or Google Play Store.

FIBA iREF TOOLS Pre-Game APP

Available on the App Store

GET IT ON Google Play

2.7 MAKING A CALL, DECISION MAKING AND COMMUNICATION

Target: To know how to make the call and being able to immediately communicate the decision verbally and with standard hand signals.

Sometimes we underestimate the value of simple basic techniques in creating the solid foundations of successful basketball officiating at the top level.

When blowing the pea-less whistle it is important to have enough air (force) in a short period to enter into whistle. This creates the strong decisive sound. Given the need to communicate verbally the decision after making the call, it is imperative we retain some air in our lungs.

Therefore following key points are important:

1. Technique how to blow the whistle – strong short blow ("spit") into the whistle - one time.
2. Release the whistle out of the mouth after making a call.
3. Indicating the relevant signals for the decision.
4. Support your decision verbally "Foul blue 5, offensive foul; Travelling; etc."
5. Less is more – remember less and once you indicate/state something, the power of the message is stronger (practice the key words and how to articulate them clearly).

2.7.1. MAKING A 'NO-CALL'

Referees are to use official signals only. Where a referee is making a decision on a play and a no call situation eventuates, referees are not to demonstrate or use other signals for the 'no call'. This is particularly relevant in such situations where your partner sees an illegal action on the same play due to having a different angle and actually makes a call.

2.7.2. MAKING AN OUT-OF-BOUNDS CALL

When calling out-of-bounds plays referee should always support their decision verbally i.e. saying "blue ball" at the same time as showing the direction. This will be very useful if you accidentally point in the wrong direction.

Out-of-bounds situations are not always the easiest to see correctly. Therefore occasionally referees might need assistance from their partners. There are two different protocols to be used in these situations:

Asking for help (OOBH – out-of-bounds help):

1. Blow the whistle and stop the game clock. You might say 'Help' loudly.
2. Make eye contact with your partner(s) and request assistance.
3. Your partner blows the whistle and signals the direction of play.
4. If your partner(s) is also unsure, the calling referee signals a jump ball.

Intervention (OOBI – out-of-bounds intervention):

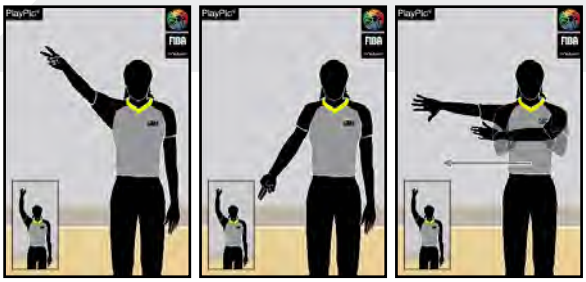
Referees should only intervene a partners OOB call when they are 100% sure.

1. Your partner calls an out-of-bounds that is incorrect.
2. Approach your partner and provide the necessary information (intervention).
3. Your partner changes the initial call and signals the new direction of play, providing the required verbal support.

2.7.3. MAKING A FOUL CALL

It is important to communicate your decision to players and other participants clearly and quickly. In act of shooting situations people are eager to know whether there will be free throws or not. To avoid confusion in these situations referees should communicate their decision immediately by using appropriate authorized signal.

When a player is fouled in the act of shooting, but then decides to pass the ball, this is considered as a "not act of shooting foul" and therefore a "pass-off" signal is used to clarify the situation.



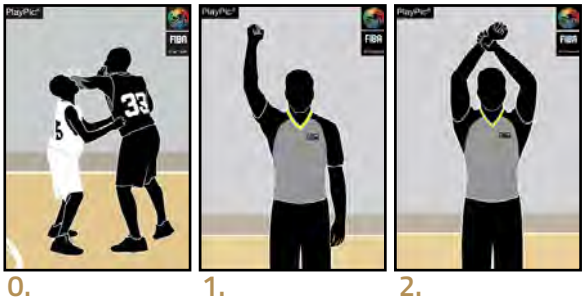
Foul in Act of Shooting (FAOS) | Foul not in Act of Shooting (FNAOS) | Pass-off after a Foul

Note: These signals should only be used when there is an act of shooting situation or potential act of shooting situation.

Flagrant foul – 0-1-2 technique

When calling a situation with a potential FL action, the following protocols should be used:

0. Make the decision to call something
1. Indicate foul signal first (gives time to process what criteria is used for FL)
2. Upgrade the signal for FL



0. 1. 2.

Referees should avoid showing the FL hand signal directly when calling a foul.

Disruptive foul

When calling a situation with a potential DI action, the following protocols should be used:

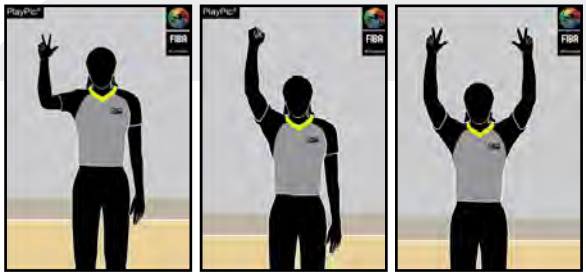
0. Make the decision to call something
1. Indicate foul signal first (gives time to process what criteria is used for DI)
2. 'Upgrade' the signal for DI

0. 1. 2.

3 point shot, foul & basket

When calling a defensive foul in the shot; the following protocol is to be used:

1. Shot is taken – 3 Point Attempt Signal
2. Foul is called – switch to Regular Foul Signal (use the same hand)
3. The ball goes to into basket – Successful 3 Point Signal



1. 2. 3.

2.8 SIGNALS & REPORTING

Target: To identify the different phases and techniques of having strong and decisive signals as part of court presence.

Referees should use only the official signals defined in the FIBA Basketball Rules. It is a professional sign and attitude to use only the official signals. Personal habits and preferences only demonstrate a lack of understanding and professional attitude.

When communicating decisions with signals it is good to remember that the use of signals creates a strong perception among the people who are watching the referees. It is one piece in the overall package of providing a trusted and accepted refereeing image. Often we think that there is no need to practise the official signals at all, but it is highly necessary.

A checklist for successful use of the signals:

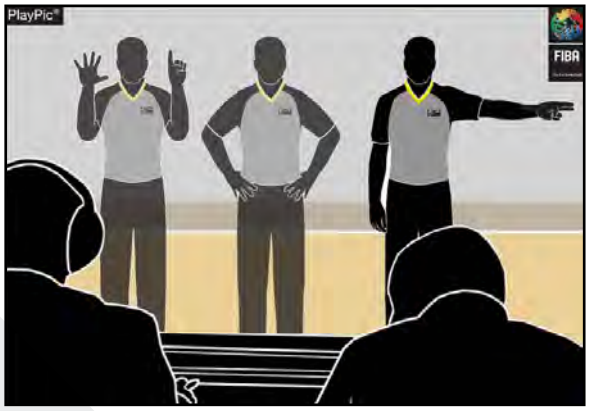
1. Use official and authorized FIBA signals
2. Rhythm
   a. Each signal has a start and a stop
   b. When finishing the signal, freeze it and count "one-two" in your mind
3. Strong, Sharp, Visible and Decisive signals (practice this in front of the mirror)
4. Use both hands for direction, depending which shoulder is in the front.
5. Treat each team, player and play with the same standard (no histrionics)
6. Remember less is more (no repetition, one clear and strong signal)
7. Verbally support the signal at all times.

2.8.1. REPORTING

A checklist for successful reporting to the scorers' table:

1. Walk sharply to a spot where you have visual contact with the table. Minimize distance – think where is your next position after reporting.
2. Stop, both feet side by side on the floor and breathe (body balance – shoulders level)
3. Rhythm (start - stop -"one - two" / start - stop-"one -two"/ start -stop-"one - two")
4. Identify: Number, nature of foul and penalty (throw-in or free throws)
5. Nature of the foul must be the same as what really happened in the play
6. Verbally support the reporting to the scorer's table.

Foul with throw-in

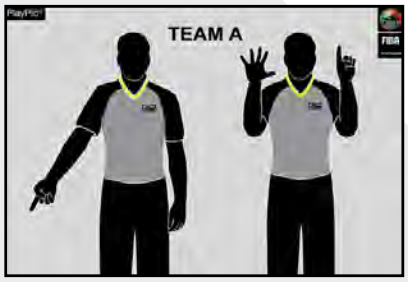


1. Number – No. 6
2. Nature of foul – Blocking foul
3. Penalty – Throw-in direction

Foul with free throws

1. Number – No. 6
2. Nature of foul – Illegal contact to hand
3. Penalty – 2 free throws

Double Foul



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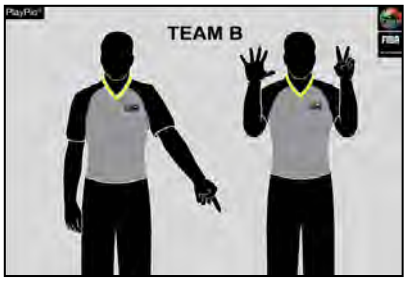

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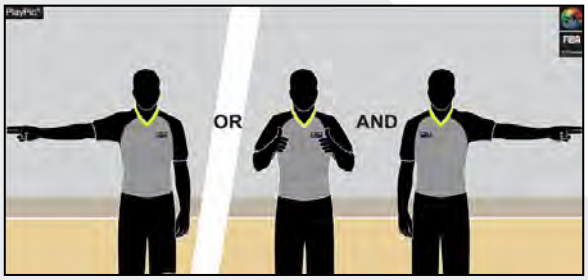


3a. 3b.

1. Point to team A´s bench and report the number
2. Point to team B´s bench and report the number
3. Show how the game will continue
   3a. throw-in direction OR
   3b. jump ball situation & throw-in direction

Disruptive Foul

1. Number – Blue No. 6
2. Nature of foul – Disruptive foul
3. Penalty – # of free throws and point to the opposite side throw-in line

Remember verbal support!

2.9 JUMP BALL / ACTIVE REFEREE (TOSSING THE BALL)

Target: To identify the different phases and correct techniques during the ball toss.

Jump-ball situations are exciting, but unfortunately sometimes the administrating referee is unable to toss the ball properly. Analysis indicates that 50% of the violations during the jump-ball are caused by a poor toss by the referee. In other words, they could have been avoided. Tossing the ball is something that needs to be trained on a regular basis, unlike what is currently the case.

It is crucial to understand that the jumpers are tense and will react easily on any movement caused by the referee. So therefore it is crucial to avoid any unnecessary movements.

A checklist for a successful ball toss:

a. Players are tense - avoid any extra movements
b. Style of tossing the ball is irrelevant (two hands - low or high, one hand - low or high)
c. It is more important is to have one solid upward movement to toss the ball
d. Level of the ball at the start – the lower the ball is – the longer it has to travel to reach the "highest point".
e. Speed & intensiveness of the toss (lower starting point – more intensive and faster)
f. No whistle in the mouth when administrating the toss.
g. Checking that the alternating possession arrow is set properly after one of the teams has established the first possession of a live ball.

2.10 JUMP BALL / NON-ACTIVE REFEREE(S)

Target: To identify the different tasks and techniques for non-administrating (passive) referees during the ball toss.

The non-administrating referee(s) have only very limited duties during the jump-ball situations. Even so, from time to time we still witness obvious violations or administrating error(s) that are not officiated properly. A possible reason is that the non-active referee(s) is not ready to react to any illegal actions by the players or administrating errors by their partner. The active mind-set is the key for appropriate coverage. The non-active referee(s) should remind themselves (self talking) to identify illegal actions and the proper procedures that follow in case they take place.

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

a. Call back the poor toss (too low, not straight, incorrect timing)
b. Call the violation if the ball is touched by jumpers on the way up (stealing the tap)
c. Call the violation if the non-jumpers are not staying outside the circle until ball is tapped legally by the jumper(s).
d. Controlling the game clock (10:00) and the shot clock (24") – ensuring they are reset where a violation is called before the ball is legally tapped.
e. Ensuring that any throw-in as a result of a violation by the jumper is placed in the new front court, close to the mid court line.
f. Checking that the alternating possession arrow is set properly after one of the teams has established the first possession of a live ball.

2.11 COVERING A SHOT (PROTECT THE SHOOTER)

Target: To have full coverage on all act of shooting situations.

Referees should have full coverage on obvious situations in their primary. A shot is an obvious play – always! The correct way to referee a shooting situation is to use a 1-2-3 technique for shooting situations. When used properly this technique provides the details for possible foul or fake call. The action need to have contact to be illegal

1-2-3 technique on shooting situations

a. Referee defense all the time.
b. Check the play in following order: **1.** hands **2.** body **3.** feet (landing).
c. Stay with the play until shooter has returned to the floor.
d. Only then turn your attention to ball & rebounds.

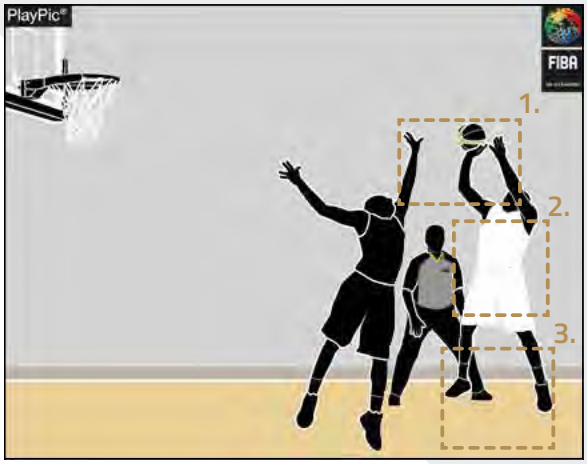


Diagram 4:
The 1-2-3 technique covering act of shooting situations.

2.12 THROW-IN ADMINISTRATION

Target: To identify the standard phases and correct administration procedure for all throw-in situations.

The throw-in administration should be an automatic (muscle memory) procedure. If done every time and with the proper technique, the referee will always be ready physically and mentally to cover the various types of play situations than can occur with a throw-in action.

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

1. Always designate the throw-in spot
2. Use preventative officiating e.g.. "on the spot", "stay" or "don't move"
3. Check the clocks
4. Take and maintain distance from the play
5. Put the whistle in your mouth while holding ball
6. In L2M show the Illegal Boundary Line Crossing signal (no. 54)
7. Bounce the ball to the player
8. Start the visual count
9. Observe the throw-in and action surrounding.
10. Use the start clock signal.

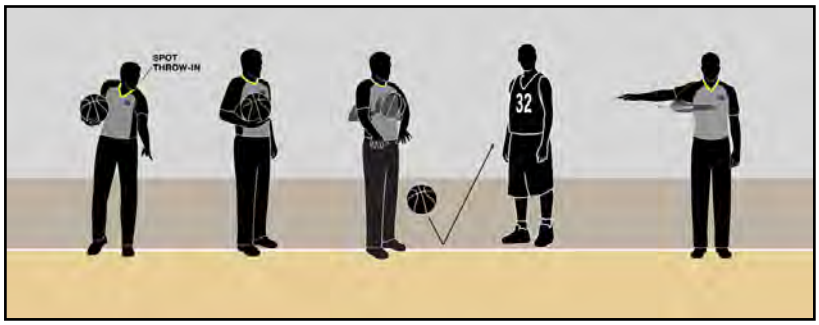


Diagram 5:
The different phases of the correct throw-in procedure for the administrating referee.

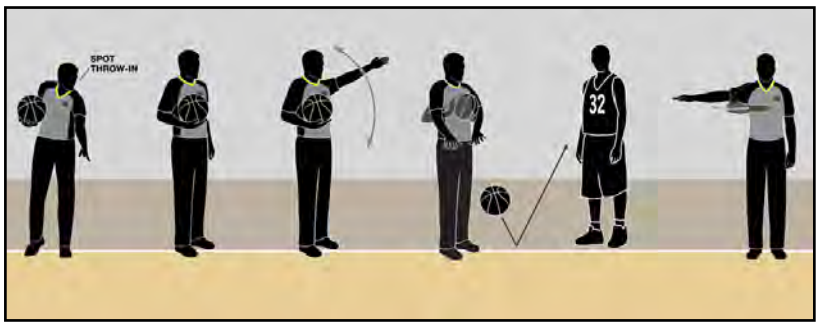


Diagram 6:
The different phases of the correct throw-in procedure in the last 2 minutes of the 4th quarter or the overtime.

2.12.1. WARNING WHISTLE

In order to alert players before re-starting the game after a longer stoppage the active referee will blow the whistle (warning whistle) before placing the ball at the player's disposal for the throw-in. This also applies to the opening toss.

The warning whistle will be given before:

- the Crew Chief enters the centre circle to administer the opening toss
- a throw-in taken at the start of each quarter
- a throw-in taken on the end line in the front court
- a throw-in taken after a time-out

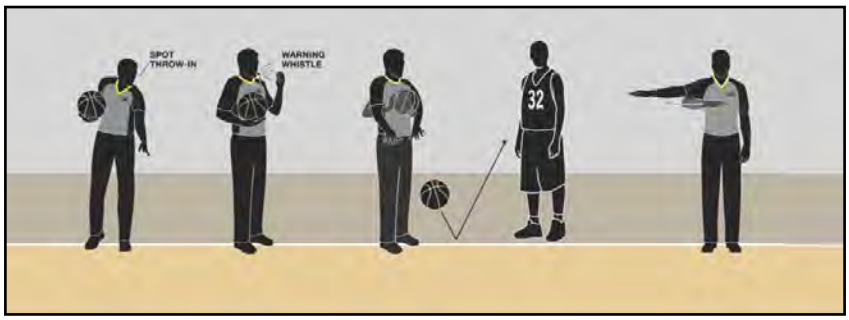


Diagram 7:
The different phases of the correct throw-in procedure with the Warning whistle.

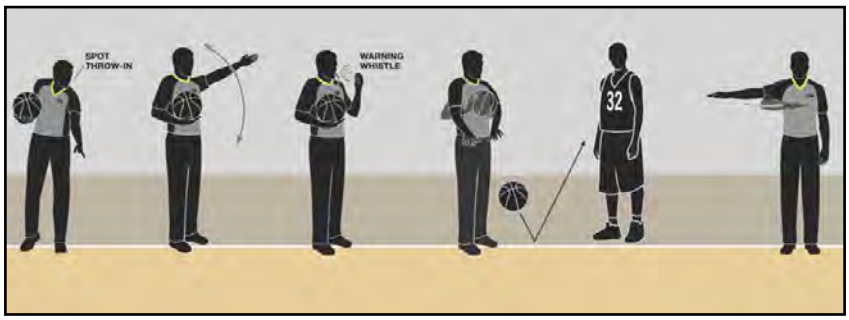


Diagram 8:
The different phases of the correct throw-in procedure with the Warning whistle in the last 2 minutes of the 4th quarter or the overtime.

2.13 DELAY OF GAME

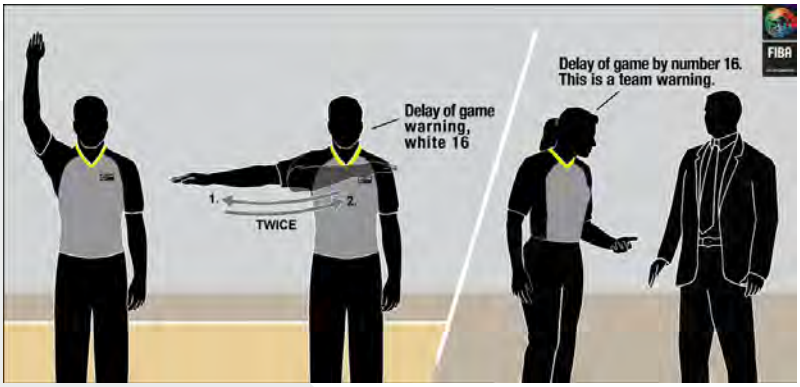
Target: To understand what is delay of game and how to manage the situation when it occurs.

Delay of game is an action by a player or team that prevents the game from continuing normally without a delay. When a player or team delays the game, the referees will issue a warning to the player and the head coach. This will serve as a warning to the team in question. Each team is entitled to one warning. A second delay of game by the same team results in a category 2 technical foul.

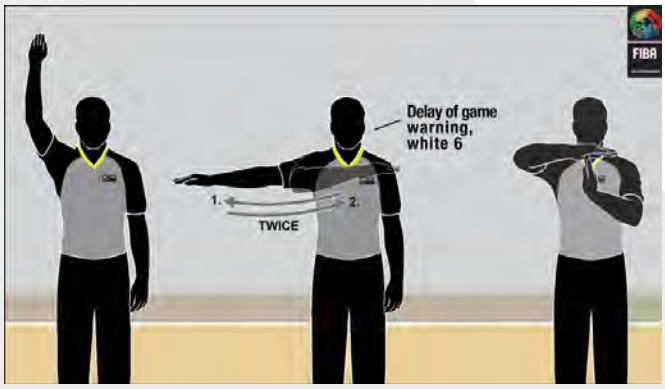
Examples of a player delaying the game include, but are not limited to:

- Deliberately touching the ball after it passes through the basket and diverting it away from the opponent or preventing the opponents immediate access to the ball.
- Preventing a throw-in or a free throw from being taken promptly
- Tossing the ball away after a call is made (for example to the other end of the court)
- Coming on the court late to start the game or the second half.

1. Protocol for the delay of game warning during the play:
   a. A delay of game action by the player during the play
   b. Stop the clock signal (blow the whistle) and show the Delay of Game signal
   c. Verbally communicate the collective warning to the Head Coach of the offending team



2. On repetitive delay of game action:
   a. Stop the clock signal (blow the whistle)
   b. Delay of Game signal (verbal support)
   c. Followed by the "Technical Foul" signal



2.14 FAKE A FOUL

Target: To know what is a fake and how to manage the situation when it occurs.

Faking is behaviour that does not fit within the spirit of sportsmanship and fair play and for this reason, it is the referees who need to identify the action early and to clean it up early.

Faking is where a player pretends he/she has been fouled or makes theatrical exaggerated movements to create an opinion of being fouled and therefore gaining an unfair advantage. Note: A flop is a special type of the defender's action (charge/block) but it is still a fake. A fake without any contact with an opponent is considered to be excessive fake.

It is important for referees to know the game of basketball and the technical movements and tactics of the players to assist them in officiating faking, especially where players maximise the impact of marginal contact.

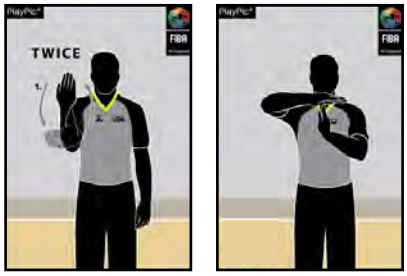
When a player is faking during the play the referees shall give a warning to the player and to the head coach. This serves as a warning for that team. Each team is entitled to one warning. Any repetition of faking by the same team is a category 1 technical foul.
An excessive fake results in a direct category 1 technical foul (no warning required).

1. Protocol for the standard fake warning during the play:

- **a.** A fake action by the player during the play (no stoppage)
- **b.** Show the "lower-the-forearm" signal to indicate the "fake action"
- **c.** Verbal support – for example "white 8 fake"

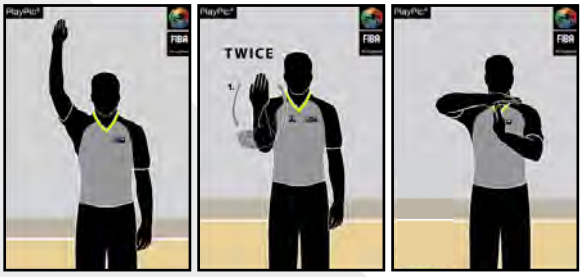
2. Protocol for the team warning
(next stop clock period-game interruption):

- **a.** Communicate the warning to the affected player and the coach plus the co-referee(s)
- **b.** Show the "lower-the-forearm" signal and demonstrate the "Technical Foul" signal supported verbally



3. On repetitive fake action or on excessive fake resulting in a technical foul, whistle with:

- **a.** Stop the clock signal
- **b.** "lower-the-forearm" signal
- **c.** Followed by the "Technical Foul" signal



Some signs of faking:

- Faker is looking for contact first (he/she needs a contact to make the fake)
- Head goes back (head fake) when contact does not occur on the head
- Making theatrical, exaggerated movements
- Jumping off spot and landing spot are close to each other
- Feet go up in the air when falling and hands are prepared for the fall

Not all the movements are fakes:

- If a dribbler extends their arm to create space – it is still an offensive foul in principle.
- If a player steps on another player's foot and loses their balance – this is not a fake in principle.

It is important to see the entire play, not only the reaction of the player. Illegal contact is still to be called as a foul, marginal contacts are still part of the game and legal.

All faking to be fouled actions shall be addressed with a "fake a foul warning" regardless if there is a foul or violation called in the same play.

A player may be charged with both a foul and a 'fake a foul warning' on any play, or the player who is fouled may also be charged with a 'fake a foul warning'.

When any player of the given team receives another "fake a foul warning", the 2nd warning results a category 1 technical foul charged on the player in question.

An excessive fake to be fouled action (without contact) may lead to a category 1 technical foul directly on the player in question.

2.15 CONTROL OF THE GAME AND SHOT CLOCK

Target:

- **Identify the correct techniques of how to control the game & shot clock.**
- **Identify the most common play situation where a possible error might occur.**
- **Identify the correct procedure and methods of how to re-set the game or shot clock.**

The control of the game & shot clock by referees has become a standard routine nowadays. Five years ago it was practically inexistent or at the least very rare. It has been previously questioned as to how a referee is able to control the clocks almost all the time and still focus fully on play situations. The secret is in the correct technique and appropriate timing. This combined with thousands of repetitive actions (practise) will ensure it becomes automatic skill (developed and maintained in your muscle memory). The basic element being that game clock will be controlled every time there is new team control.

Note: These techniques work when timing displays are visible to the referees.

Phase 1	Learn to control game clock
Game clock - when it should be started	**Starting the game clock when:** A. During a jump ball, the ball is legally tapped by a jumper. B. After an unsuccessful last or only free throw and the ball continues to be live, the ball touches or is touched by a player on the playing court. C. During a throw-in, the ball touches or is legally touched by a player on the playing court.
Game clock -when it should be stopped	**Stopping the game clock when:** A. Time expires at the end of playing time for a quarter, if not stopped automatically by the game clock itself. B. A referee blows the whistle while the ball is live. C. A field goal is scored against a team which has requested a time-out. D. A field goal is scored when the game clock shows 2:00 minutes or less in the fourth quarter and in each overtime. E. The shot clock signal sounds while a team is in control of the ball.
Phase 2	**Learn to control game clock whenever there is a new team possession**
Team establishes a new team control possession (new shot clock period)	**Pick up the game clock:** A. Pick up the last two digits of the game clock. B. Example: 6:26 -> pick up the 26. C. Whenever you have to correct the shot clock, you know the game clock time and when the shot clock period started. D. Example: 6:26 - new team possession -> ball goes out of bounds and shot clock is re-set by mistake. When the game clock shows 6:10 the Referee can determine the shot clock with some basic mathematics: 26 – 10 = 16 (therefore 16 seconds has elapsed). The new correct shot clock time is 8 seconds.
Most common situations when errors occur with timing.	A. Jump ball - legally tap (start game clock) and first possession (shot clock) B. Out of bound play (stop game clock) C. Throw-in (start game clock) D. Rebound play - new possession (shot clock) E. Saving ball from out of bounds play (if new control or not – shot clock) F. "Loose ball" but not a change of team control (re-set clock by mistake)

Phase 3	Learn to control game and shot clock in the end of quarter
New team control and 24.0 / 14.0 seconds or less on the game clock.	**When you have 24.0 / 14.0*) seconds or less on the game and there is a new team control** 1. One of the referees indicates this by showing one finger. 2. The other referee(s) will copy the signal (mirroring). 3. This means: it is possible that the quarter will end during this team's control. 4. All referees should get ready to pay close attention to the game clock in order to determine in a last moment shot situation whether the shot has been taken in time – A valid basket or not (cancelled basket). * in case of offensive rebound or throw-in from front court according to OBR article 29.2.1

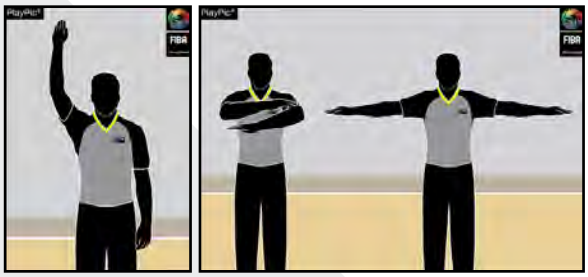
End of the quarter procedure:

When signal sounds / LED lights appear for the end of the quarter.

- Referee blows the whistle immediately and raises one hand.

- If the basket is valid (ball is released before the signal sounds / LED lights appear), the referee keeps the hand up and when ball goes into the basket shows the basket count signal (2/3 points).

- If the basket is to be cancelled (ball is still in the hand of the shooter when the signal sounds / LED lights appear), the referee indicates immediately the "cancel basket" signal.

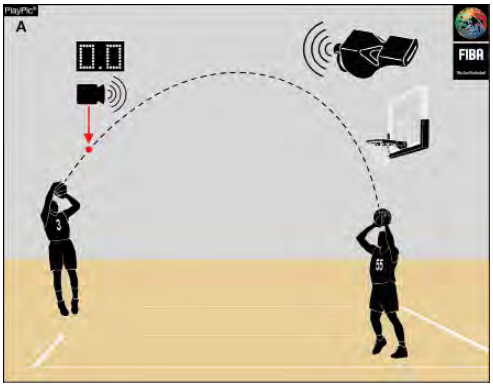


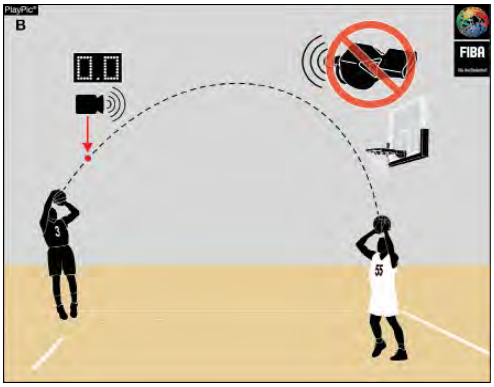
Shot clock violation procedure:

When the shot clock violation occurs:

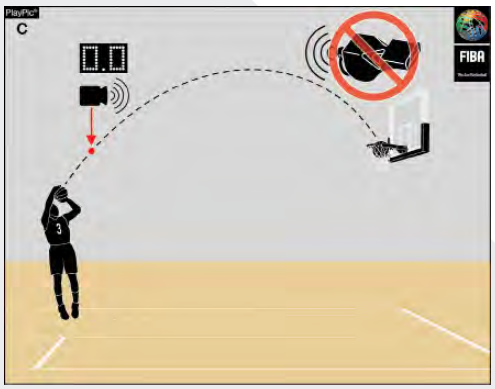
1. Trail and/or Centre referee blows the whistle immediately and raises one hand to stop the game clock, and
2. Then the calling referee shows the official signal for shot clock violation.

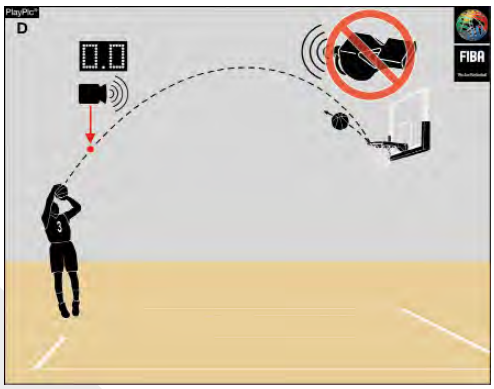
When a shot for a field goal is attempted near the end of the 24-second period and the shot clock signal sounds while the ball is in the air:





A) If the ball misses the ring, a violation has occurred and referees should blow their whistle. However, if the opponents gain immediate and clear control of the ball (B), the signal shall be disregarded and the game shall continue.





C) If the ball enters the basket, no violation has occurred, the signal shall be disregarded and the goal shall count.

D) If the ball touches the ring but does not enter the basket, no violation has occurred, the signal shall be disregarded and the game shall continue.

Note: When the backboard is equipped with yellow lighting along its perimeter at the top, the lighting takes precedence over the shot clock signal sound.

SUPPORTING MATERIAL

CHAPTER 3

3. SUPPORTING MATERIAL

3.1 BASIC BASKETBALL OFFICIATING TERMINOLOGY

To help all the stakeholders to speak the same basketball officiating language, FIBA Referee Operations has published BASIC BASKETBALL OFFICIATING TERMINOLOGY manual. It contains a glossary of terms and abbreviations used in modern basketball officiating.

It can be read and downloaded from FIBA iRef Library App or directly from this link.

EXTERNAL MATERIAL

3.2 OFFICIAL REFEREES' SIGNALS

Game clock signals

STOP THE CLOCK

Open palm

STOP THE CLOCK FOR FOUL

One clenched fist

START THE CLOCK

Chop with hand

Scoring

1 POINT

1 finger,
'flag' from wrist

2 POINTS

2 fingers,
'flag' from wrist

3 POINTS

3 fingers extended
One arm: Attempt
Both arms: Successful

Substitution and Time-out

SUBSTITUTION

Cross forearms

BECKONING-IN

Open palm, wave towards the body

CHARGED TIME-OUT

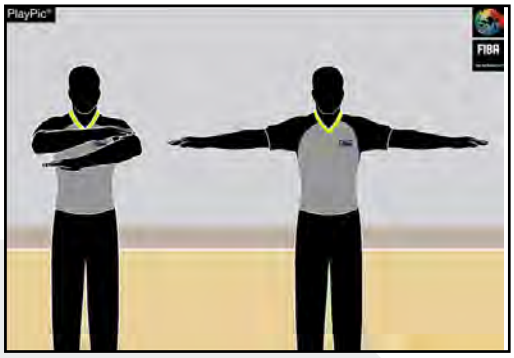
Form T, show index finger

MEDIA TIME-OUT

Open arms with clenched fists

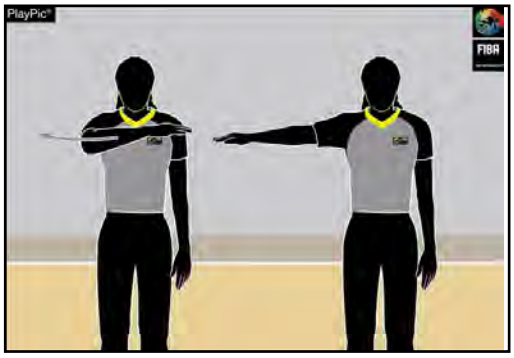
Informative

CANCEL SCORE, CANCEL PLAY



Scissor-like action with arms, once across chest

VISIBLE COUNT



Counting while moving the palm

COMMUNICATION

Thumb up

SHOT CLOCK RESET

Rotate hand, extend index finger

DIRECTION OF PLAY AND/OR OUT-OF-BOUNDS

Point in direction of play, arm parallel to sidelines

HELD BALL/JUMP BALL SITUATION

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

Violations

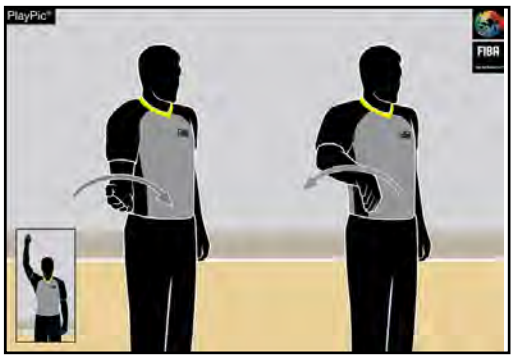
TRAVELLING

Rotate fists

ILLEGAL DRIBBLE: DOUBLE DRIBBLING

Patting motion with palm

ILLEGAL DRIBBLE: CARRYING THE BALL



Half rotation with palm

3 SECONDS

Wave arm, show 3 fingers

5 SECONDS

Show 5 fingers

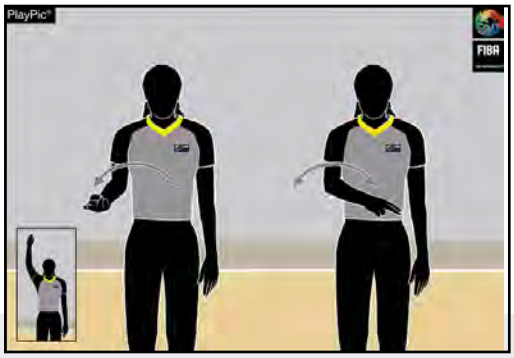
8 SECONDS

Show 8 fingers

SHOT CLOCK

Fingers touch shoulder

BALL RETURNED TO BACKCOURT



Wave arm front of body

DELIBERATE KICK OR BLOCK OF THE BALL

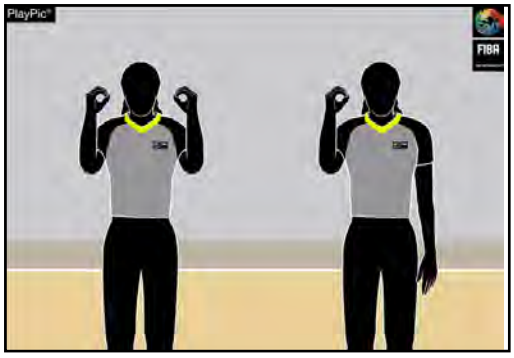
Point to the foot

GOALTENDING / BASKET INTERFERENCE

Rotate finger, extend index finger over the other hand with a circle

Number of Players

No. 00 and 0



Both hands show number 0 | Right hand shows number 0

No. 1 - 5

Right hand shows number 1 to 5

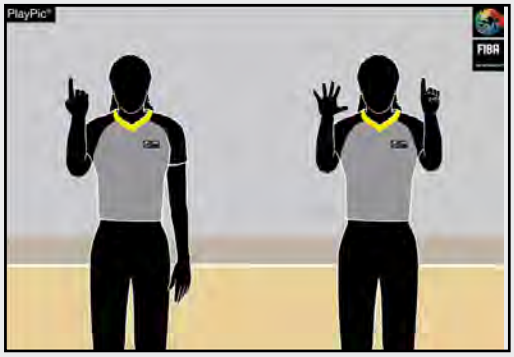
No. 6 - 10

Right hand shows number 5, left hand shows number 1 to 5

No. 11 - 15

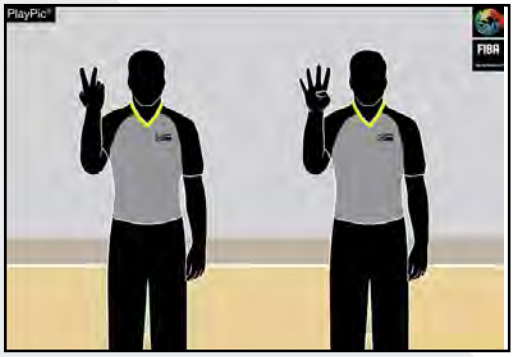
Right hand shows clenched fist, left hand shows number 1 to 5

No. 16



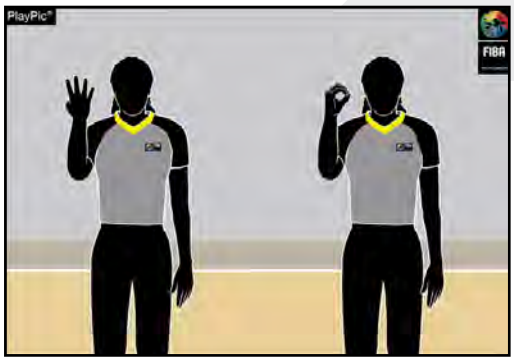
First reverse hand shows number 1 for the decade digit - then open hands show number 6 for the units digit

No. 24



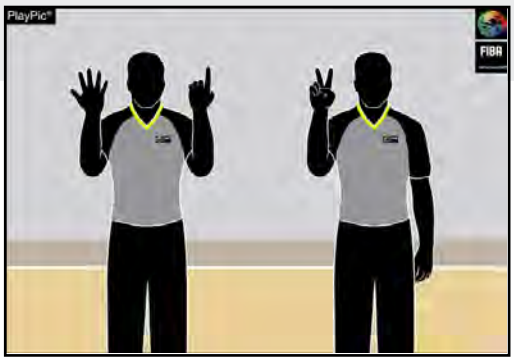
First reverse hand shows number 2 for the decade digit - then open hand shows number 4 for the units digit

No. 40



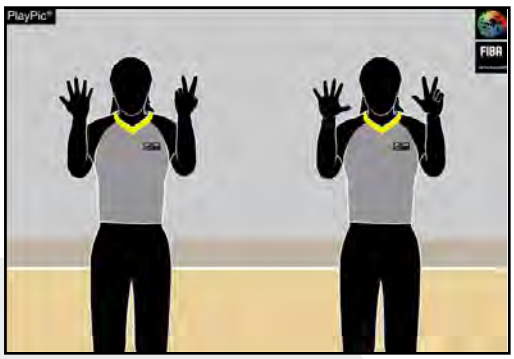
First reverse hand shows number 4 for the decade digit - then open hand shows number 0 for the units digit

No. 62



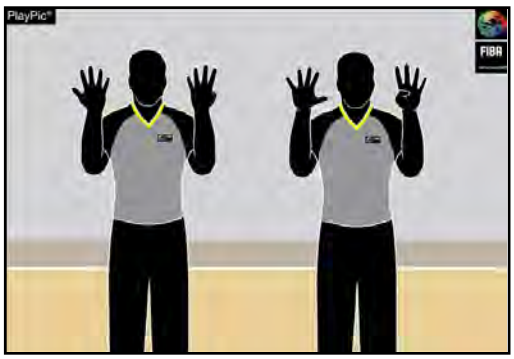
First reverse hands show number 6 for the decade digit - then open hand shows number 2 for the units digit

No. 78



First reverse hands show number 7 for the decade digit - then open hands show number 8 for the units digit

No. 99



First reverse hands show number 9 for the decade digit - then open hands show number 9 for the units digit

Type of Fouls

HOLDING

Grasp wrist downward

BLOCKING (DEFENSE), ILLEGAL SCREEN (OFFENSE)

Both hands on hips

PUSHING OR CHARGING WITHOUT THE BALL

Imitate push

HANDCHECKING

Grab palm and forward motion

ILLEGAL USE OF HANDS

Strike wrist

CHARGING WITH THE BALL

Clenched fist strike open palm

ILLEGAL CONTACT TO THE HAND

Strike the palm towards the other forearm

HOOKING

Move lower arm backwards

ILLEGAL CYLINDER

Move both arms with open palm vertically up and down

EXCESSIVE SWINGING OF ELBOW

Swing elbow backwards

HIT TO THE HEAD

Imitate the contact to the head

FOUL BY TEAM IN CONTROL OF THE BALL

Point clenched fist towards basket of offending team

FOUL ON THE ACT OF SHOOTING

One arm with clenched fist, followed by indication of the number of free-throws

FOUL NOT ON THE ACT OF SHOOTING

One arm with clenched fist, followed by pointing to the floor

PASS-OFF AFTER FOUL

Move both arms with open palm to the side

Special Fouls / Warnings

DOUBLE FOUL

Wave clenched fists on both hands

TECHNICAL FOUL

Form T, showing palms

DISRUPTIVE FOUL

One arm with clenched fist, followed by showing '2' at face level

FLAGRANT FOUL

Grasp wrist upward

DISQUALIFYING FOUL

Clenched fists on both hands

FAKE A FOUL

Lower the forearm twice

DELAY OF GAME

Wave forearm horizontally twice

ILLEGAL BOUNDARY LINE CROSSING ON A THROW-IN

Wave arm parallel to boundary line (in last 2 minutes of the fourth quarter and overtime)

Instant Replay System

IRS REVIEW

Rotate hand with horizontal extended index finger

HEAD COACH'S CHALLENGE

Draw a rectangle in the air

Foul Penalty Administration – Reporting to Table

AFTER FOUL WITHOUT FREE-THROW(S)

Point in direction of play, arm parallel to sidelines

AFTER FOUL BY TEAM IN CONTROL OF THE BALL

Clenched fist in direction of play, arm parallel to sidelines

ONE FREE-THROW

Hold up 1 finger

TWO FREE-THROWS

Hold up 2 fingers

THREE FREE-THROWS

Hold up 3 fingers

Administrating Free-Throws – Active Referee (Lead)

1 FREE-THROW

1 finger horizontal

2 FREE-THROWS

2 fingers horizontal

3 FREE-THROWS

3 fingers horizontal

Administrating Free-Throws – Passive Referee (Trail in 2PO & Centre in 3PO)

1 FREE-THROW

Index finger

2 FREE-THROWS

Fingers together on both hands

3 FREE-THROWS

3 fingers extended on both hands

STANDARD QUALITY
GLOBAL CONNECTION

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