

Pat Summitt and her husband, R.B., were sitting at the kitchen table one night, trying to figure this thing out, and he said,

“Look, let’s come up with a way that the players have to verbalize and recognize both negatives and positives, because people tend to only hear negatives. Is there a way that you can emphasize it when you’re giving positives, so they are aware of it?”

- **R.B.**

“We decided to play with the terms *rebound* and *two points*. Anytime a Lady Vol got a compliment from me, she had to say, “Two points.” If I criticized her, she had to yell out, “Rebound!” It forced her to keep score in her mind, and to count compliments.

In the process, we were also teaching them to communicate on the floor—to be vocal, so everyone can hear. It was interesting as I watched the players, because it seemed that they were much

more comfortable saying “Two points” than “Rebound.” That “Rebound” stuck in their throats.

I chose the word *rebound* because of what it connotes. When you make a mistake, you have to find a way to move on. Otherwise, dwelling on it will just cause you to make another mistake. When our players say, ‘Rebound,’ that’s exactly what I want them to do. I want them to rebound the ball, get back up off the floor from this negative situation.

Ever since then, it’s taken over the program. Maybe a player will drop by the office and I’ll say, ‘That’s a cute outfit.’ She’ll say, ‘Two points.’ It’s become our communication system, on and off the court.”

- **Pat Summitt**