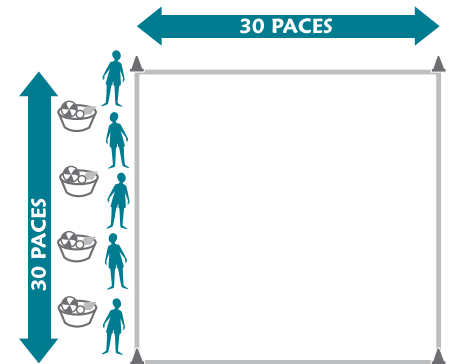


PREP

- 6-12 tossables per student (various sizes, shapes, densities, etc.).
Use items that can't roll away (e.g., beanbags, spider balls, success balls, sock balls, paper balls, etc.)
- 1 bucket, basket, or similar to hold tossables per student
- Hoops and spot markers (as place markers and targets)
- Visuals (photos, demos, or videos) of the catch
- Stopwatch or interval music for start/stop signals

SET

- Create large (30x30 paces) activity area. Scatter hoops and spots inside area for targets.
- Distribute beanbags (6-12 in baskets) to students.
- Scatter students along a sideline, facing activity area and hoop/spot targets.



TEACH

1. OBJECTIVE

- The object is to throw an object towards a target using an underhand throw. You do that by reaching back with your throwing arm, then as you swing it forward toward your target/partner, step forward with the opposite foot. Let go of the object when your hand points at your target/ partner.

2. CHALLENGES

- How many times can you hit the target you are aiming for?
- Can you and a friend throw at and hit the same target?
- What is the farthest target you can aim for and still hit?

3. GENERAL INCLUSIVE STRATEGIES

- Throwing toward a target is easier than to a partner. However, if tossing with peers or aides who can catch and toss back, that works well too.
- Use tossables that don't roll, but stop where they are tossed.

4. SPECIFIC CHALLENGES and INCLUSIVE STRATEGIES

• **Difficulty focusing on task or staying in assigned area**

- Use place markers on the sideline for students to have as "home base" (spot markers, an "X" from tape or chalk, a hoop, etc.).
- Use a stopwatch or interval music to count down and signal when practice begins and ends.
- Use challenges such as: "How many X can you make before the signal?" or "How quickly can you make x# in the target?"
- Use a counting board with numbers. After every toss, a number comes down from the board or gets put up. Numbers have hook-and-loop fasteners on the back.
- Use clear, concise instructions.
- Be sure start and stop signals are clear as far as when to throw and when to retrieve. Possible cue words: "tick-tock", "ready-toss", "throw.... go", "throw...retrieve".
- Keep students engaged. Expect them to retrieve their own tossables.
- Use peer buddies to help count, keep them focused, retrieve, etc.

Underhand Throwing

• Lack of Technique

- Instruct them to step over the line with opposite foot on throw. Use footprints to show where to place feet. Tie a twist-tie or string on the opposite shoe to cue student as to which foot to use when stepping with opposition.
- Allow 2-handed toss, sideways toss, or backward toss as needed due to limitations.
- Provide heavier beanbag/ball for better proprioceptive feedback.
- Lightweight objects such as a scarf or crumpled paper provide more time when doing selftoss and catch.
- If no left or right hand preference, ask the classroom teacher which hand they use for writing.
- Use a picture, photo, peer demo, or video to help them visualize the skill.

• Difficulty Aiming at Targets

- Position student near a wall or at the end of the line to help “corral” throws.
- Use only tossables that don’t roll away.
- Tie beanbag/ball to a string with one end looping around wrist or to a belt loop.
- Provide a purpose for the toss such as counting, tossing it in a bucket, box or basket, knocking something over, or have the tossable stick to the target (e.g., hook-and-loop fasteners). Students on the autism spectrum may enjoy cleaning up, lining up items, etc.
- Provide low targets at a short distance.

• Limited Vision

- Use large, brightly colored tossables. Ask the student what they can see. In most cases, yellow and orange are good colors. This makes them easier to retrieve.
- Use tossables with sound such as a bell.
- Use targets with sound such as a beeper or music, or use a partner who makes noise at the target.
- Use larger and closer targets.
- Ask permission to move their arm through the motion.
- Keep music off during instructions and demonstrations so they can clearly hear important instructions / cues.
- Tape rope on the floor to mark personal space perpendicular to the target so students know the direction to throw.
- Walk student to the target to help them understand the distance to the target.
- Allow student to touch the target to learn about it.

• Limited Mobility

- Tie a string to tossable for easy retrieval.
- Allow wider stance or provide a chair to help with balance issues.
- Adjust distance of target.
- Take armrest off wheelchair to allow arm to swing back.
- Use a peer buddy to help retrieve items.

• Limited Grasp

- Use a ramp to roll ball down.
- Push ball out of lap or push beanbag off wheelchair tray.
- Use tossables that are easier to grasp: O-balls, yarn balls, deck-tennis rings, beanbags, etc.
- Allow for alternate technique (e.g., 2-handed toss, chest pass, etc.).