**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.).