
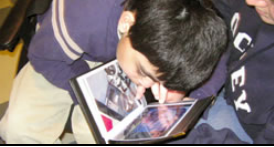


THROWING THINGS

Many students who continually throw things often have some good hand skills, including reach, grasp and release. Sometimes the difficulty has been taking those skills and incorporating them into functional activities. The student's team can help your student learn how to grade their movement, develop their hand skills and make their existing hand skills more efficient. Using hand over and hand under hand techniques, along with learning successful release techniques, can assist your student in learning how to use his/her hands and the objects in their hands, more successfully and in a more functional manner.

Listed below are some possible reasons that your student may 'throw things'.

REASONS TO THROW	POSSIBLE SOLUTIONS
Student Is Mad/Angry	<p>If this is a way for your student to communicate distress or anger, it should be included in the student's personal dictionary. When your student appears to be angry, try to redirect the throwing behaviour, for example by.</p> <ul style="list-style-type: none"> • talking the student through the difficulty, • a gentle 'blocking' or pressure on the arm before the throw, • or having the student help pick up or clean up after throwing the item (when possible).
Tactile Defensiveness	<p>Sometimes objects are tactilely aversive to our students. Always try to ensure that this is not the difficulty. Check out the texture of the object that they are throwing. Are there other times when the student reacts to this texture? If it is important that the student hold onto the item, you may wish to cover it in a less aversive texture. You will also need to work with the student to help reduce tactile sensitivity.</p>
Attention Getting	<p>If throwing things is an attention getting activity, try ignoring or have the student help clean up or pick up the object.</p>
It's Funny !!!	<p>Sometimes throwing objects is funny to the student. If this becomes a problem, try to redirect the humor in a more appropriate way, so that the student learns other ways to elicit a humorous response.</p>
Over Stimulation	<p>Rule out the possibility of the student being over stimulated by the environment. Look for environmental factors that might be contributing to this type of behaviour (e.g. lighting, noise, tactile information, pain) and try to reduce or eliminate it.</p>
Under Stimulation	<p>The student may not be stimulated enough by the environment. Throwing objects gives a sensory response to an activity. Sometimes increasing the sensory environment (e.g. vibration, music, pressure etc.) may reduce the need for your student to throw things.</p>
Auditory Input 	<p>Students who have visual impairments may have difficulty with having a connection with the object in his/her hands, sometimes the auditory feedback when throwing the object is the only interest the object may have. Try:</p> <ul style="list-style-type: none"> • giving your student objects that make a noise • using a box or bin to encourage throwing the object into the box so that it makes a sound as it fall. It will also encourage appropriate placement of an object

Object Meaning	Students with visual impairments often have difficulty putting meaning to an object, especially if there is no feedback (vibration, noise etc) from the object. The caregiver may need to explain the object's meaning to the student. Try helping the student explore the shape, texture and meaning of the object
Lack Of Interest	Try to ensure that objects presented to your students have meaning for the student. We must remember that our students have preferences as we do.
Visual Difficulties 	If an object does not make visual sense to our students they may try to discard the object by throwing it away. To help students with visual impairment, particularly cortical visual impairment (CVI), try using bright, simple and familiar objects that might capture the student's visual interest and reduce the throwing behaviour.
Can't Release	<p>Sometimes our students are developing the hand skills necessary to appropriately release an object. To help with release, you could.</p> <ul style="list-style-type: none"> • Put slight pressure on the student's fingers (towards the palm) to help facilitate release. • Work with your student in developing the strategies for release. Talk to the community therapist to develop a plan specific to your student's fine motor developmental needs.
Turn Taking	<p>Some students are not familiar with turn taking activities and will tend to throw an object. This is often due to lack of understanding of cause and effect concepts. You can help your student develop the cause and effect concepts for turn taking events by.</p> <ul style="list-style-type: none"> • Telling the student what is happening • Reinforcing 'your turn' • Assisting with hand over hand support when it is the student's turn to give • Assisting with release • Using other reinforcers for your student's turn e.g. throwing into a bucket (noise reinforcer)
Boredom	<p>Boredom can be a concern but it may be important for your student to maintain a grasp on an object. If you wish to maintain interest in an object but reduce the 'throwing behaviour' some general strategies could include the following.</p> <ul style="list-style-type: none"> • Use Velcro to keep the item on your students hands • Use Velcro to keep the item attached to the wheelchair tray or other surface • Use handholding tools (e.g., ponytail holder, neoprene holder etc.) • Tie the object to a chair or other stationary object (e.g. wheelchair) to prevent the object falling to the floor • Try using arm splints to keep the objects from being easily being thrown/tossed • Try using an object box and have the objects attached to the box • Try using a timer and teaching the student that they must hold onto the object for X number of seconds or until the bell goes off • Try using deep pressure or proprioceptive feedback when throwing objects • Teach communication strategies e.g. 'finished', explaining the

	<p>object to the student, etc.</p> <ul style="list-style-type: none">• Teach the student how to release, or hand back an object• Try introducing other sensory information at the same time as the object• Try to make the object motivating to the student.
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