

# Throwing

|  |
| --- |
| Background information Firstly, with any behaviour that keeps occurring, it is important to try to establish why the behaviour is happening.   It can be useful to know that the behaviour will only keep happening if it continues to meet the child's needs.  In order to try to manage and reduce the behaviour, it is really useful to find out what the trigger or function of the behaviour is.  Once this is identified, it is much easier to know how and where to support the child, what skills to teach the child or how to adapt the environment to support their needs. |
| First things first There may be few reasons why this is happening   * They may not know how to play with the objects * It may be through frustration * They may be disinterested and it is their way of ending the activity. * It may be for sensory feedback (proprioceptive feedback); for example they may enjoy the feeling of the object leaving their hands, watching it move or the sound as it lands * They may throw because they enjoy the reaction that they are getting.   Use an ABC chart where you can keep a record of behaviour. This will help you to identify any patterns and perhaps what the triggers or function may be. This will help you to choose an appropriate way to tackle the throwing. (See tips on behaviour) Classroom strategies  * Make sure all staff respond consistently; have an agreed strategy. (Share with family, too) * Limit your response as much as possible just in case your response is reinforcing the behaviour. (Use calm, monotone voice. It is useful to say the child’s name first and to say want you want from the child. (“Ben, on the table”). A visual support or symbol may help. * Any item that the child is throwing, teach them how to use it appropriately and reward them if they do. * If the child is throwing due to sensory needs, allow time on the day for the child to seek this sensation in a more appropriate way. This could be pushing/pulling items outside or throwing other items in a controlled activity such as a beanbag into a bucket. * If there is a particular trigger in the environment that leads to the behaviour, look at how the opportunity can be reduced if possible. For example, move the resources to limit access, or arrange the area differently as these measures will reduce the opportunity and therefore break the cycle of behaviour. (They could be returned to the area when the habit is broken and then the child taught how to use appropriately.) |
| Useful websites & further reading  * <http://www.autism.org.uk/about/behaviour?_ga=2.25105016.315625401.1599228505-1197452088.1511517976> * http://www.autism.org.uk/18450?\_ga=2.235763139.315625401.1599228505-1197452088.1511517976 |