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| **Dos: The helping paraeducator** | **Don’ts: The hindering paraeducator** |
| Assists only as the student needs it. Makes modifications sothe student can do the task independently or with minimalassistance. | Babysits or watches without assisting when needed, ormay not know how to assist.Could also be overly helpful. |
| Assists other students in the class who need help. | Sits in the environment where the student is and justwatches.  |
| Moves away from the student to encourage independence asappropriate. | Always sits or stands right next to the student. |
| Finds ways to encourage social interactions betweenstudents with and without disabilities. | Serves as a physical presence and barrier forcommunication with other students or the generaleducation teacher. |
| Encourages the general education teacher to interact withthe student within the context of the physical educationclass, including instruction and feedback when appropriate. | Gives all the instruction and feedback to the studentwithout encouraging teacher or peer interaction. |
| Allows the student to talk for self and encouragescommunication directly with the student from others. | Talks for the student. |
| Provides appropriate, positive, specific feedback orcorrective feedback as needed. | Allows the student to continue to practice incorrectly. |
| Values the student’s interests and desires and utilizes thisinformation in interactions and modifications for instruction. | Assists the student based on own ideas about whatthe student needs without regard for the student’sinterests. |

**Dos and Don’ts: Real Paraeducators Aren’t Babysitters**

From *Paraeducators in Physical Education,* by Lauren Lieberman, Editor, and AAPAR, 2007, Champaign, IL: Human Kinetics.