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| **Do’s** | **Don’ts** |
| * Exhibit leadership. * Know all learners with and without disabilities. * Provide appropriate classroom arrangements that foster positive socialization. * Encourage age-appropriate behaviors and reinforce appropriate behaviors. * Pay attention to all learners. * Work with all learners (with and without disabilities) to increase motor and fitness skills. (For learners with disabilities, both pullout and inclusion settings may be appropriate.) * Find ways for learners with disabilities to be accepted. * Write objectives to improve social behaviors. * Record social behaviors to document progress. * Teach paraeducators how to record social behaviors. * Dispel misconceptions about learners’ disabilities (e.g., not contagious). * Help peers to have equal-status relationships. * Encourage social interactions among all learners. * Help learners develop and maintain friendships. | * Don’t isolate learners with   disabilities from the rest of the class.   * Don’t be negative toward   learners with unacceptable  behaviors.   * Don’t ignore social opportunities to develop peer interactions. * Don’t rely too much on   technology to help learners deal with social problems.   * Don’t hinder learners with   disabilities from being self-sufficient and independent (know when to let go). |

**Dos and Don’ts for Teachers and Paraeducators to**

**Encourage Positive Social Behaviors**

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