|  |  |
| --- | --- |
| **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 unacceptablebehaviors.* 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.