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| **Dos: The helping paraeducator** | **Don’ts: The hindering paraeducator** |
| Assists only as the student needs it. Makes modifications so  the student can do the task independently or with minimal  assistance. | Babysits or watches without assisting when needed, or  may 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 just  watches. |
| Moves away from the student to encourage independence as  appropriate. | Always sits or stands right next to the student. |
| Finds ways to encourage social interactions between  students with and without disabilities. | Serves as a physical presence and barrier for  communication with other students or the general  education teacher. |
| Encourages the general education teacher to interact with  the student within the context of the physical education  class, including instruction and feedback when appropriate. | Gives all the instruction and feedback to the student  without encouraging teacher or peer interaction. |
| Allows the student to talk for self and encourages  communication directly with the student from others. | Talks for the student. |
| Provides appropriate, positive, specific feedback or  corrective feedback as needed. | Allows the student to continue to practice incorrectly. |
| Values the student’s interests and desires and utilizes this  information in interactions and modifications for instruction. | Assists the student based on own ideas about what  the student needs without regard for the student’s  interests. |

**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.