



# STOP. START. CONSIDER...

## STOP

Sidelineing students with disabilities because you aren't sure how to engage with them.

## START

Taking the time to get to know them.

**CONSIDER** co-planning with the student (and their caregiver(s)) to learn the student's strengths and interests.

## STOP

Making assumptions about the kinds of programming students with disabilities need.

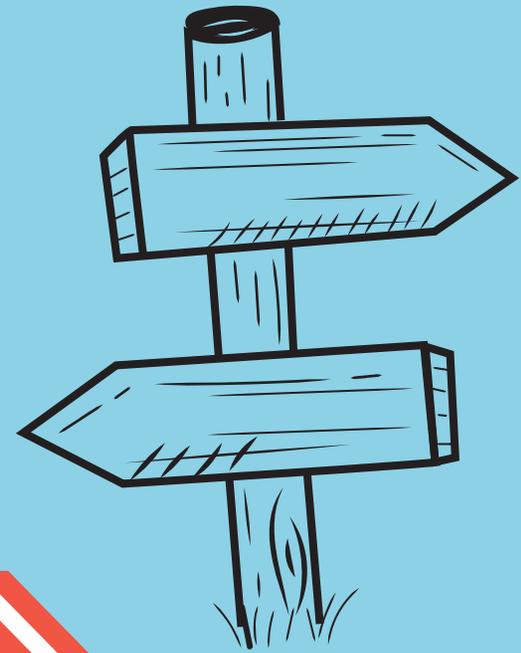
## START

Prioritizing the voice and choice of students with disabilities.

**CONSIDER** observing how the students in your classroom learn best and incorporate it into lesson plans (e.g., send and receive with different body parts).



# STOP. START. CONSIDER...



## STOP

Focusing on trying to “fix” or “improve” the movements that students with disabilities enjoy.

## START

Embracing the ways students with disabilities move and center these movements in games and activities.

**CONSIDER** providing various instructional, environmental and assessment accommodations to support individual learning goals.

## STOP

Labeling accommodations as “easier,” or presenting them as a “lesser” version of a skill or activity.

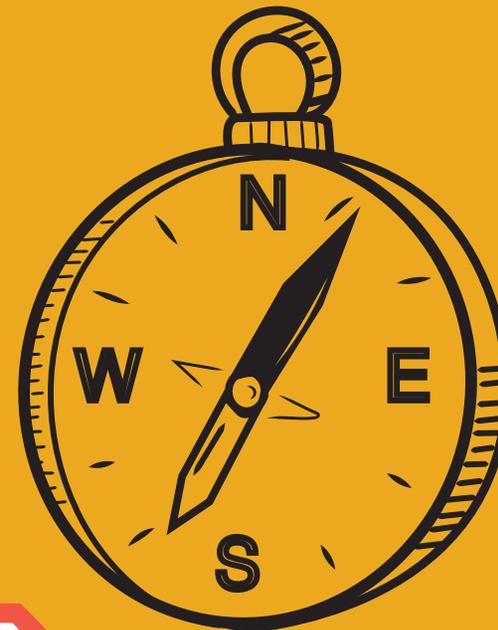
## START

Teaching variations on activities to all students.

**CONSIDER** encouraging students to choose the movements that feel best for their body/abilities.



# STOP. START. CONSIDER...



**STOP**  
Prioritizing competitive sports in PE.

**START**  
Including games where everyone can participate and where skills like teamwork and cooperation are valued.

**CONSIDER** planning activities that highlight students' interests, expertise and abilities to foster a lifelong love of physical activity.

**STOP**  
Making separate activities the only options available for students with disabilities.

**START**  
Including students with disabilities in all programs, events and activities, and incorporate disability-centered programming.

**CONSIDER** engaging local subject matter experts, community organizations, and students with disabilities when planning programs, events and activities.

# STOP. START. CONSIDER...



**STOP**  
Thinking you need to have all the answers about assessment and evaluation for students with disabilities.

**START**  
Seeking support from other educators and experts in the field.

**CONSIDER** working with professionals and community members with disabilities to learn about asset-based approaches.

**STOP**  
Using assessment and evaluation criteria that don't reflect the diverse needs of students.

**START**  
Rethinking how assessment and evaluation can be personalized to meet the strengths and needs of every student.

**CONSIDER** re-imagining how you evaluate students in H&PE. Reflect on the possible harms of doing "what you've always done."