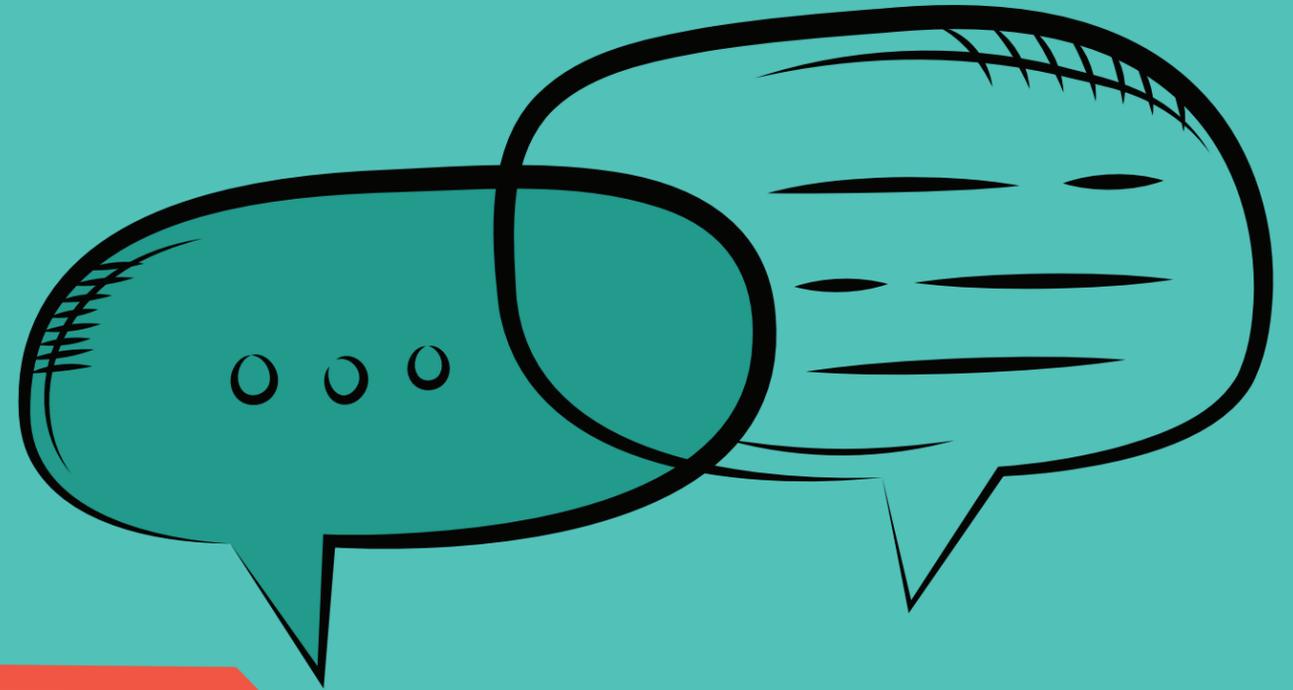




STOP. START. CONSIDER...



STOP
Sideline 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.

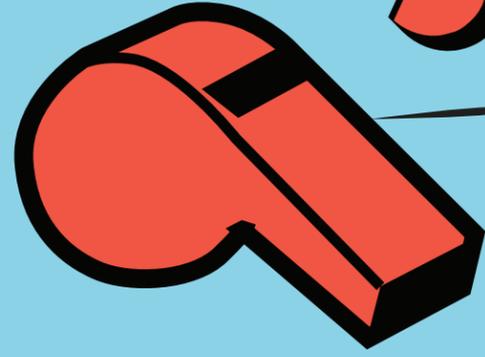


STOP
Making assumptions about the kinds of programming students with disabilities need.

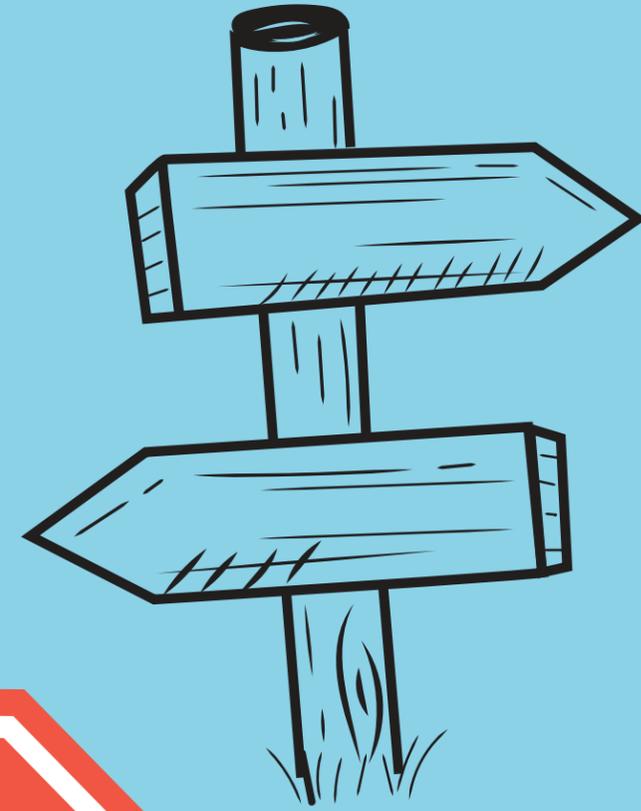


START
Prioritizing the voice and choice of students with disabilities.

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

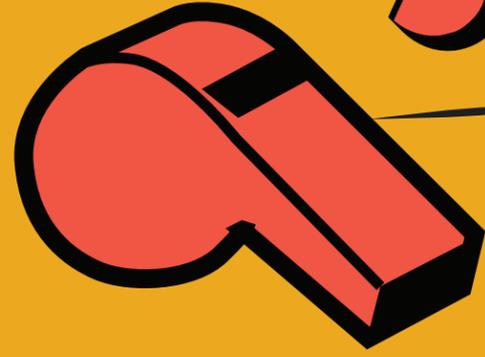
Labeling accommodations as “easier,” or presenting them as a “lesser” version of a skill or activity.



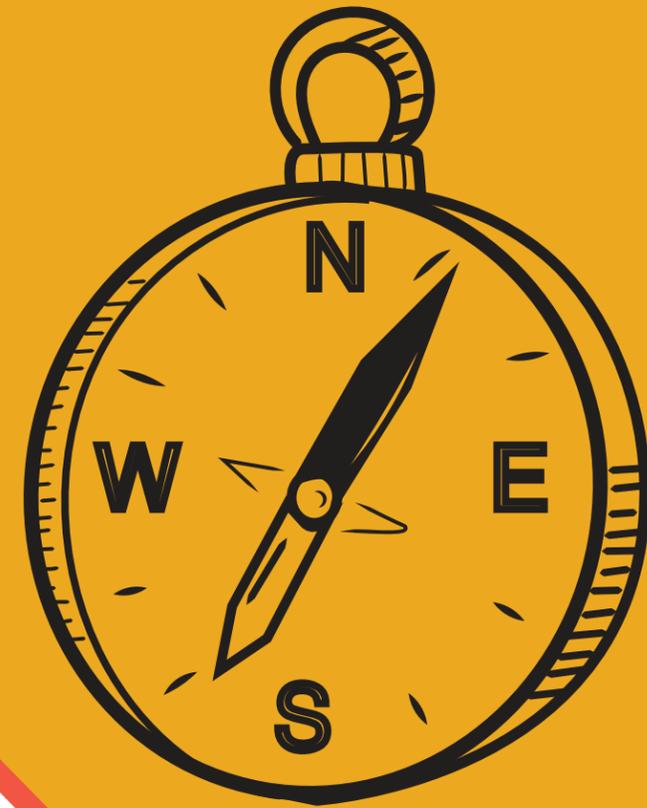
START

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."