

Stop. Start. Consider...

Doing Disability-Centred Physical Education (PE) & Sport

Stop

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

Start

Start taking the time to get to know them.

Consider

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

Stop

Stop making assumptions about the kinds of programming students with disabilities need.

Start

Start prioritizing the voice and choice of students with disabilities.

Consider

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...

Doing Disability-Centred Physical Education (PE) & Sport

Stop

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

Start

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

Consider

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

Stop

Stop prioritizing competitive sports in PE.

Start

Start including games where everyone can participate and where skills like teamwork and cooperation are valued.

Consider

Consider planning activities that highlight students’ interests, expertise and abilities to foster a lifelong love of physical activity.

Stop. Start. Consider...

Doing Disability-Centred Physical Education (PE) & Sport

Stop

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

Start

Start teaching variations on activities to all students.

Consider

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

Stop

Stop thinking you need to have all the answers about assessment and evaluation for students with disabilities.

Start

Start seeking support from other educators and experts in the field.

Consider

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

Stop. Start. Consider...

Doing Disability-Centred Physical Education (PE) & Sport

Stop

Stop making separate activities the only options available for students with disabilities.

Start

Start including students with disabilities in all programs, events and activities, and incorporate disability-centered programming.

Consider

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

Stop

Stop using assessment and evaluation criteria that don't reflect the diverse needs of students.

Start

Start rethinking how assessment and evaluation can be personalized to meet the strengths and needs of every student.

Consider

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