

PARTNERSHIPS IN APE

Meet Your Para

A 5-minute partnership starter for building a respectful working relationship.

Name / preferred name:

Best way to communicate: Email Text In person Other

Experience working in PE / APE:

What do you feel most confident helping with?

What do you feel least confident helping with?

What helps you feel supported by a teacher?

How do you prefer to receive feedback or redirection?

One thing you are looking forward to this year:

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What Works for This Student?

Invite the paraeducator to share what they already know, then add your own observations over time.

Student name:

Paraeducator:

How does this student communicate?

What motivates them?

What helps them participate?

What tends to trigger frustration, withdrawal, or avoidance?

What prompts or supports work best?

What should we avoid?

What helps increase independence?

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Your Role in APE

Clear expectations help adults work together and help students become more independent.

BEFORE CLASS

- Know today's lesson and student goals
- Ask questions if anything is unclear
- Know where support may be needed
- Help prepare equipment when appropriate

DURING CLASS

- Encourage participation
- Reinforce the teacher's cues
- Allow processing time
- Support - do not overhelp
- Encourage peer interaction
- Share important observations

AFTER CLASS

- Share important information
- Celebrate progress
- Identify concerns
- Suggest what worked
- Decide what to adjust next time

OUR SHARED GOAL

Help the student participate as independently as possible.

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Para Partnership Check-In

Use after the first few weeks - or anytime the team needs a reset.

What is working well in PE right now?

Where is your role still unclear?

Where does the student still need support?

Where could we encourage more independence?

Is there something I can communicate more clearly?

What should we try or change next?

Professional foundation: Fuller, S., & Lieberman, L. (2024). Paraeducators in Physical Education: Communication Is Key. *Journal of Physical Education, Recreation & Dance*, 95(4), 45-50.