

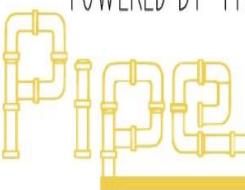
PERSONALIZED AND

ACCESIBLE

RESOURCES FOR

ADVANCEMENT

POWERED BY THE ND SPED

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Project PARA
Getting
Started Guide

Updated 10/27/2025

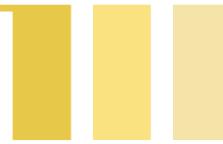


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Project PARA

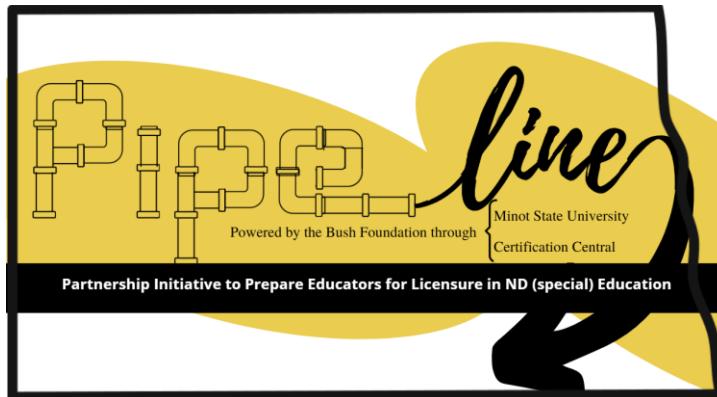
Personalized and Accessible Resources for Advancement



Introduction

Welcome to Project PARA! This training was designed to provide personalized and accessible resources to advance the knowledge and skills of paraprofessionals. Project PARA contains 53 lessons that were selected and developed by practicing professionals across the state of North Dakota. Lessons were constructed by special education teachers, BCBAs/behavior specialists, speech pathologists, school psychologists, school nurses, and administrators. To this point, the content is multi-disciplinary in nature. Please review this *Getting Started Guide* in its entirety before beginning Project PARA.

Project PARA is part of a **Partnership Initiative to Prepare Educators for Licensure In ND (special) Education (PIPELINE)**. This initiative creates a seamless and continuous pathway for training educators who are beginning as paraprofessionals, then advancing into special education technicians, and finally becoming licensed teachers.



Contact Information

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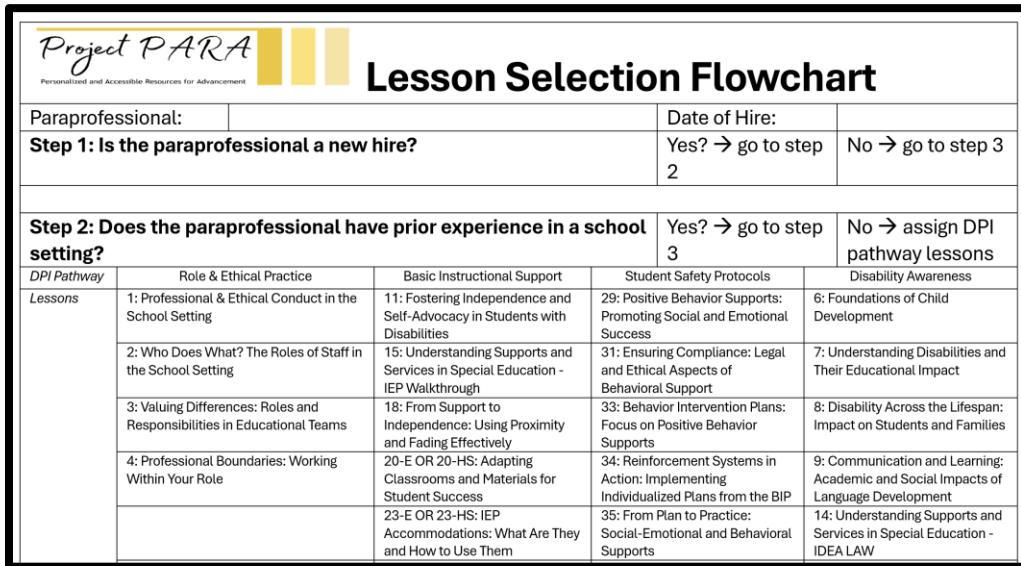
Lessons

Project PARA is a compilation of 53 lessons that are based on the Council for Exceptional Children's [core competencies](#) for paraprofessionals, which include 7 core competencies:

- Core 1 Professional Learning and Ethical Practice
- Core 2 Learner Development and Individualized Learning Differences
- Core 3 Special Education Services and Supports in the Learning Environment
- Core 4 Assessment
- Core 5 Instructional Supports and Strategies
- Core 6 Social, Emotional, and Behavioral Supports
- Core 7 Collaboration with Team Members

Each lesson and corresponding objectives are listed on the [website](#) and expanded in Appendix A. The structure of the lessons is similar, and each lesson should take approximately 60 to 90 minutes. Each lesson is comprised of learning objectives, topic specific content and practice activities, and a 5-question quiz. The quiz must be passed with 100% and can be taken multiple times. Each lesson includes a 1-page informational sheet that summarizes the lesson's content. Lessons can be completed in any order. Please know that the learning management system, Canvas, has detailed analytics that report the amount of time spent in each lesson. Presentations cannot be downloaded.

It's recommended that the paraprofessional and supervisor meet to complete the Lesson Selection Flowchart to identify lessons that best match individual needs. The flowchart can be found in Appendix B and at [projectpara.com](#).



Focused Pathways

Below are focused pathways of lessons designed around a specific topic, which include the following: preschool, elementary, high school, autism, intellectual disability, and emotional disability. In addition, North

Pathways	Lessons
DPI Certificate **23 Lessons	<ol style="list-style-type: none"> 1. Lesson 1 Professional and Ethical Conduct in the School Setting 2. Lesson 2 Who Does What? The Roles of Staff in the School Setting 3. Lesson 3 Valuing Differences: Roles and Responsibilities in the Educational Teams 4. Lesson 4 Professional Boundaries: Working within Your Role 5. Lesson 6 Foundations of Child Development 6. Lesson 7 Understanding Disabilities and Their Education Impact 7. Lesson 8 Disability Across the Lifespan: Impact on Students and Families 8. Lesson 9 Communication and Learning: Academic and Social Impacts of Language Development 9. Lesson 11 Fostering Independence and Self-Advocacy in Students with Disabilities 10. Lesson 14 Understanding Supports and Services in Special Education-IDEA Law 11. Lesson 15 Understanding Supports and Services in Special Education-IEP Walkthrough 12. Lesson 16 Introduction to Special Education Categories 13. Lesson 18 From Support to Independence: Using Proximity and Fading Effectively 14. Lesson 20-Select One: <ol style="list-style-type: none"> a. Lesson 20-P Adapting Classrooms and Materials for Student Success (Preschool Focus) b. Lesson 20-E Adapting Classrooms and Materials for Student Success (Elementary Focus) c. Lesson 20-HS Adapting Classrooms and Materials for Student Success (High School Focus) d. Lesson 20-D Adapting Classrooms and Materials for Student Success (Disability Focus) 15. Lesson 23-Select One: <ol style="list-style-type: none"> a. Lesson 23-E IEP Accommodations: What Are They and How to Use Them (Elementary Focus) b. Lesson 23-HS IEP Accommodations: What Are They and How to Use Them (High School Focus) c. Lesson 23-A IEP Accommodations: What Are They and How to Use Them (Academic Focus) d. Lesson 23-B IEP Accommodations: What Are They and How to Use Them (Behavior Focus) 16. Lesson 25-Select One: <ol style="list-style-type: none"> a. Lesson 25-E Strategies for Success: Differentiation, Accommodations, Modifications, and High Leverage Practices (Elementary Focus) b. Lesson 25-HS Strategies for Success: Differentiation, Accommodations, Modifications, and High Leverage Practices (High School Focus) 17. Lesson 26-Select One:

	<ol style="list-style-type: none"> a. Lesson 26-E Blending Strategies and Technology for Effective Learning (Elementary Focus) b. Lesson 26-HS Blending Strategies and Technology for Effective Learning (High School Focus) c. Lesson 26-D-1 Blending Strategies and Technology for Effective Learning (Disability Focus...ADHD, Autism, Sensory) d. Lesson 26-D-2 Blending Strategies and Technology for Effective Learning (Disability Focus...Deaf & Hard of Hearing, Visual Impairment) e. Lesson 26-D-3 Blending Strategies and Technology for Effective Learning (Disability Focus...High School Behavior and ED) <ol style="list-style-type: none"> 18. Lesson 29 Positive Behavior Supports: Promoting Social and Emotional Success 19. Lesson 31 Ensuring Compliance: Legal and Ethical Aspects of Behavior Support 20. Lesson 33 Behavior Intervention Plans: Focus on Positive Behavior Supports 21. Lesson 34 Reinforcement Systems in Action: Implementing Individualized Plans from the Behavior Intervention Plan 22. Lesson 35 From Plan to Practice: Social-Emotional and Behavioral Supports 23. Lesson 37 Behavior Response Strategies: From Reaction to Redirection-Trauma Informed Approach
Preschool	<ol style="list-style-type: none"> 1. Lesson 6 Foundations of Child Development 2. Lesson 20-P Adapting Classrooms and Materials for Student Success (Preschool Focus)
Elementary	<ol style="list-style-type: none"> 1. Lesson 5 Professional Boundaries: Navigating Relationships 2. Lesson 11 Fostering Independence and Self-Advocacy in Students with Disabilities 3. Lesson 17 Foundations of Inclusion in the Classroom 4. Lesson 18 From Support to Independence: Using Proximity and Fading Effectively 5. Lesson 20-E Adapting Classrooms and Materials for Student Success (Elementary Focus) 6. Lesson 23-E IEP Accommodations: What Are They and How to Use Them (Elementary Focus) 7. Lesson 24 select one: <ul style="list-style-type: none"> a. Lesson 24-A Effective Data Collection in Educational Settings (Academic Focus) b. Lesson 24-B Effective Data Collection in Educational Settings (Behavior Focus) 8. Lesson 25-E Strategies for Success: Differentiation, Accommodations, Modifications, and High Leverage Practices (Elementary Focus) 9. Lesson 26-E Blending Strategies and Technology for Effective Learning (Elementary Focus) 10. Lesson 28 Fading Supports: Promoting Student Independence 11. Lesson 29 Positive Behavior Supports: Promoting Social and Emotional Success 12. Lesson 37 Behavior Response Strategies: From Reaction to Redirection-Trauma Informed Approach

	<ul style="list-style-type: none"> 13. Lesson 38 Behavior Response Strategies: From Reaction to Redirection-Communication Focus 14. Lesson 41 Working Together for Student Success 15. Lesson 42 Positive Relationships: Professionalism and Collaboration in Schools
High School	<ul style="list-style-type: none"> 1. Lesson 17 Foundations of Inclusion in the Classroom 2. Lesson 18 From Support to Independence: Using Proximity and Fading Effectively 3. Lesson 19 Building Positive Relationships with Students 4. Lesson 20-HS Adapting Classrooms and Materials for Student Success (High School Focus) 5. Lesson 23-HS IEP Accommodations: What Are They and How to Use Them (High School Focus) 6. Lesson 25-HS Strategies for Success: Differentiation, Accommodations, Modifications, and High Leverage Practices (High School Focus) 7. Lesson 26-HS Blending Strategies and Technology for Effective Learning (High School Focus) 8. Lesson 26-D-4 Blending Strategies and Technology for Effective Learning (Disability Focus...High School Behavior and ED) 9. Lesson 37 Behavior Response Strategies: From Reaction to Redirection-Trauma Informed Approach 10. Lesson 38 Behavior Response Strategies: From Reaction to Redirection-Communication Focus 11. Lesson 41 Working Together for Student Success 12. Lesson 42 Positive Relationships: Professionalism and Collaboration in Schools
Autism	<ul style="list-style-type: none"> 1. Lesson 7 Understanding Disabilities and Their Education Impact 2. Lesson 8 Disability Across the Lifespan: Impact on Students and Families 3. Lesson 9 Communication and Learning: Academic and Social Impacts of Language Development 4. Lesson 10 Every Voice Matters: Supporting Non-Verbal Communication in Education 5. Lesson 11 Fostering Independence and Self-Advocacy in Students with Disabilities 6. Lesson 13 Strategies Supporting Diverse Learners 7. Lesson 20-D Adapting Classrooms and Materials for Student Success (Disability Focus) 8. Lesson 24-B Effective Data Collection in Educational Settings (Behavior Focus) 9. Lesson 26 Select one: <ul style="list-style-type: none"> a. Lesson 26-D-1 Blending Strategies and Technology for Effective Learning (Disability Focus...ADHD, Autism, Sensory) b. Lesson 26-D-4 Blending Strategies and Technology for Effective Learning (Disability Focus...High School Behavior and ED) 10. Lesson 27 Optimizing Instruction: Time Use and Flexible Pacing 11. Lesson 29 Positive Behavior Supports: Promoting Social and Emotional Success 12. Lesson 30 Understanding Behavior as Communication 13. Lesson 33 Behavior Intervention Plans: Focus on Positive Behavior Supports

	<ul style="list-style-type: none"> 14. Lesson 34 Reinforcement Systems in Action: Implementing Individualized Plans from the Behavior Intervention Plan 15. Lesson 35 From Plan to Practice: Social-Emotional and Behavioral Supports
Intellectual Disability	<ul style="list-style-type: none"> 1. Lesson 7 Understanding Disabilities and Their Education Impact 2. Lesson 8 Disability Across the Lifespan: Impact on Students and Families 3. Lesson 9 Communication and Learning: Academic and Social Impacts of Language Development 4. Lesson 10 Every Voice Matters: Supporting Non-Verbal Communication in Education 5. Lesson 11 Fostering Independence and Self-Advocacy in Students with Disabilities 6. Lesson 20-D Adapting Classrooms and Materials for Student Success (Disability Focus) 7. Lesson 21 Promoting Independence Through Routines and Transitions 8. Lesson 26-select one <ul style="list-style-type: none"> a. Lesson 26-D-2 Blending Strategies and Technology for Effective Learning (Disability Focus...Deaf & Hard of Hearing, Visual Impairment) b. Lesson 26-D-3 Blending Strategies and Technology for Effective Learning (Disability Focus...High School Behavior and ED) 9. Lesson 27 Optimizing Instruction: Time Use and Flexible Pacing 10. Lesson 29 Positive Behavior Supports: Promoting Social and Emotional Success 11. Lesson 30 Understanding Behavior as Communication 12. Lesson 33 Behavior Intervention Plans: Focus on Positive Behavior Supports 13. Lesson 34 Reinforcement Systems in Action: Implementing Individualized Plans from the Behavior Intervention Plan 14. Lesson 35 From Plan to Practice: Social-Emotional and Behavioral Supports
Emotional Disability	<ul style="list-style-type: none"> 1) Lesson 7 Understanding Disabilities and Their Education Impact 2) Lesson 8 Disability Across the Lifespan: Impact on Students and Families 3) Lesson 13 Strategies Supporting Diverse Learners 4) Lesson 24-B Effective Data Collection in Educational Settings (Behavior Focus) 5) Lesson 26-D-4 Blending Strategies and Technology for Effective Learning (Disability Focus...High School Behavior and ED) 6) Lesson 29 Positive Behavior Supports: Promoting Social and Emotional Success 7) Lesson 30 Understanding Behavior as Communication 8) Lesson 33 Behavior Intervention Plans: Focus on Positive Behavior Supports 9) Lesson 34 Reinforcement Systems in Action: Implementing Individualized Plans from the Behavior Intervention Plan 10) Lesson 35 From Plan to Practice: Social-Emotional and Behavioral Supports 11) Lesson 37 Behavior Response Strategies: From Reaction to Redirection-Trauma Informed Approach 12) Lesson 38 Behavior Response Strategies: From Reaction to Redirection-Communication Focus 13) Lesson 39 Supporting Social Development through Positive Peer Interaction 14) Lesson 40 Resolving Conflict and Building Solutions

Subscription Fee

District subscription fees are based on total K–12 student enrollment within the district or special education unit. These subscription rates apply to districts that self-manage enrollment and monitor paraprofessional progress independently. With a subscription, districts will have full access to all Project PARA lessons and are responsible for rostering and enrolling their paraprofessionals, as well as determining which lessons best align with their professional development goals.

Number of K–12 Students in District/Sped Unit	Subscription Fee
0–500	\$500
501–1,000	\$750
1,001–5,000	\$1,500
5,001–10,000	\$3,000
10,001–15,000	\$4,500

Districts that would like the Project PARA team to oversee paraprofessional progress and provide progress reports may add this service for \$7 per paraprofessional. If you would like our team to manage enrollment as well, there is an additional \$5 per paraprofessional fee. This option includes access to Canvas analytics, allowing the Project PARA coordinator and/or building administrator to view engagement data such as last log-in, total time spent in content, time spent reviewing materials, lesson completion status, and quiz performance—ensuring accurate and comprehensive progress tracking.

After the subscription request is submitted, an invoice will be sent to the district or unit.

Districts with more than 15,000 students should reach out directly to the Project PARA team for customized pricing.

Information will soon be available detailing how lessons can be turned into credit/credit equivalency through Certification Central and Minot State University. Stay tuned!

How to Enroll

To get started, visit projectpara.com and select the number of students that corresponds with your district/unit's total K–12 enrollment. Once your purchase is complete, the designated district administrator will receive an email with login credentials to access the enrollment system.

Updated 10/27/2025

The administrator will have full access to all Project PARA lessons and will decide which lessons paraprofessionals in the district should complete. A short instructional video will be provided to guide you through the enrollment and assignment process. If additional support is needed, you can schedule a meeting with the Project PARA team for step-by-step assistance in uploading and assigning paraprofessionals. If your district has purchased the upgraded option for Project PARA to monitor progress and generate reports, our team will manage student tracking and provide regular progress updates as part of that service.

Accessing Lessons

Canvas® is the online learning management system where all Project PARA lessons are housed. After your district subscription is set up and paraprofessionals are enrolled by the district administrator, each paraprofessional will receive an email invitation to join the Project PARA course in Canvas.

The invitation will be sent to the email address entered during enrollment and will come from Instructure Canvas.

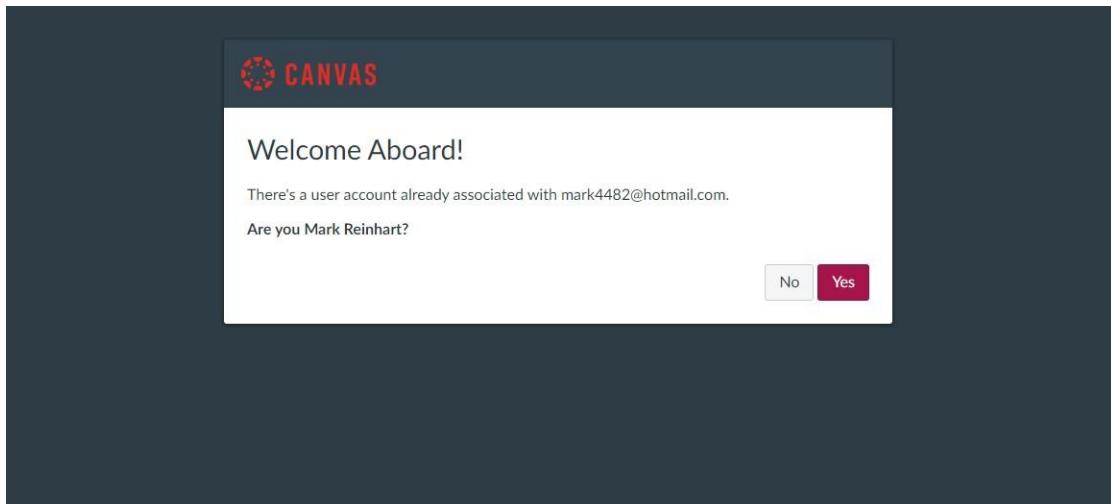
The message will look similar to the example below (be sure to also check your Spam or Junk folder):

Subject: You've been invited to participate in a class titled *Project PARA*
Course role: Student
Name: [Paraprofessional Name]
Email: you@whatevermail.com

You'll need to register with Canvas before accessing your lessons. Please check your Spam or Junk folder if you do not see the invitation in your inbox.

Get Started

Simply click the blue “Get Started” button link and a new tab will open with an address similar to this, certificationcentral.instructure.com. A large Welcome Aboard! Icon will present you with an introductory question, “Are you Your Name? If the name is indeed yours, select yes



You will be brought directly to the homepage of the lessons you have been enrolled in. For a brief moment a green banner will appear near the top of the page declaring, “Your registration is complete.” At this point, you are ready to get started. Begin by clicking on the *Welcome to Project PARA* badge. This will get you oriented to the lesson structure and to the Canvas Learning Management System

Timeline & Progress Reports

Paraprofessionals have 12 months to complete all lessons assigned by their supervisor. Lessons may be completed in any order.

Districts that choose to have paraprofessional progress monitored, and reports generated by the Project PARA team may request this service for an additional cost of \$7 per student. If you would like our team to also manage paraprofessional enrollment, an additional \$5 per student fee applies.

This option provides access to Canvas analytics, allowing the Project PARA coordinator and/or building administrator to view each paraprofessional’s last log-in, total time spent in lesson content, time dedicated to reviewing presentations and materials, lesson completion status, and quiz performance. To ensure progress is accurately tracked, all lesson content within Canvas should be viewed and completed in full, and quizzes must be submitted.

Certificate, Credit, & Career Ladder

After the Professional Learning Plan is completed, you will be issued a Certificate of Completion from Certification Central. If you would like to earn the [Special Education Paraprofessional Certificate](#) issued by the North Dakota Department of Public Instruction (NDDPI) then you must complete the lessons listed under the Focused Pathway section. After all lessons are completed, you apply to NDDPI for the certificate.

Further, these lessons may be packaged as a 3-credit course that can be applied to the 42-credit [Special Education Technician](#) program through Certification Central. A Special Education Technician is a midlevel position in North Dakota that is between a paraprofessional and licensed teacher. NDDPI issues the Special Education Technician certificate. Please inquire for more information.

Finally, Special Education Technicians can choose to continue their education by earning their Bachelor’s degree through Minot State University (MSU). All 42-credits transfer into MSU’s special education program without any hassle or redundancy in coursework (see Appendix C). To learn more about MSU and CC’s collaborative PIPELINE, visit <https://ndspedpipeline.org/>



Withdrawal/Refund Policy

After one year, paraprofessionals will be removed from Canvas. Should paraprofessionals leave their position, refunds will not be granted nor will funds transfer to another paraprofessional's training.

Appendix A

Lessons, Objectives, & Competencies

Lessons	Objectives	CEC Competencies
1 Professional and Ethical Conduct in the School Setting	<ul style="list-style-type: none"> • Explain ethical practices of paraprofessionals • Define dignity and confidentiality • Describe your role in mandatory reporting • Identify potential cultural biases • Explain the chain of command in the school setting 	<p>Ethical practice guidance</p> <p>Person and cultural bias and its influences</p> <p>Dignity, privacy and confidentiality</p> <p>Chain of command</p> <p>Report suspected child abuse</p>
2 Who Does What? The Roles of Staff in the School Setting	<ul style="list-style-type: none"> • Identify the different roles within the school system (e.g., supervising teacher, principal, special education staff) • Describe the paraprofessional's role in data collection • Explain the paraprofessional's role in communicating with parents • Review legal documents required to support students: IEPs and BIPs • Identify the role of the licensed professional (teacher, case manager, etc.) 	Recognize the role of the licensed professional (teacher, case manager, etc.)
3 Valuing Differences: Roles and Responsibilities in Educational Teams	<ul style="list-style-type: none"> • Define related services • Describe the roles and responsibilities of related service providers • Identify skills targeted by related services • Explain the paraeducator's role with related services • Demonstrate respect for role differences 	Recognize and respect role differences
4 Professional Boundaries: Working Within Your Role	<ul style="list-style-type: none"> • Describe professional expectations and boundaries of the paraprofessional role • Describe accountability in accepting responsibilities aligned with your position • Develop readiness to perform additional duties as assigned by supervising staff or administration • Practice within the limits of the paraprofessional role 	<p>Practice within the limits of the role</p> <p>Practice within one's limits and request support with unfamiliar tasks</p>
5 Professional Boundaries: Navigating Relationships	<ul style="list-style-type: none"> • Define professional boundaries • Demonstrate understanding of confidentiality and privacy • Describe how to communicate professionally and appropriately • Describe examples of healthy boundaries and 	Maintain boundaries with students and families

	<ul style="list-style-type: none"> respectful behavior • Respond appropriately to ethical dilemmas • Explain the importance of avoiding dual relationships 	
6 Foundations of Child Development	<ul style="list-style-type: none"> • Identify typical developmental milestones • Recognize atypical development patterns • Understand educational challenges related to development 	Cognitive, physical, social, emotional, and language development
7 Understanding Development and Their Educational Impact	<ul style="list-style-type: none"> • Understand IDEA eligibility categories and the medical diagnoses that influence the development of Individualized Education Programs (IEPs) • Recognize how different disabilities influence student learning, behavior, and engagement in the classroom to provide appropriate support 	Cognitive, physical, social, emotional, and language development and impact on milestones
		Educational challenges
8 Disability Across the Lifespan: Impact on Students and Families	<ul style="list-style-type: none"> • Define disability across developmental stages • Describe prevalence and broad classifications of disabilities • Describe academic, social, and emotional impacts on students • Explain effects of disability on family dynamics, finances, and wellbeing • Identify inclusion strategies and policy supports • Review key research articles on disability and lifespan impact 	Effect of disabilities on students, families through lifespan
9 Communication and Learning: Academic and Social Impacts of Language Development	<ul style="list-style-type: none"> • Describe the different components of speech and language • Understand how language develops • Understand how speech develops • Explain the difference between receptive and expressive language • Describe some of the effects on academic learning 	Effect of speech and language development on academic and nonacademic learning
10 Every Voice Matters: Supporting Non-Verbal Communication in Education	<ul style="list-style-type: none"> • Describe nonverbal communication • Explain the different types of AAC devices and how they support learning • Describe ways to support an AAC user in the classroom 	Non-verbal modes of communication - including augmentative and alternative communication
11 Fostering Independence and Self-Advocacy in Students with Disabilities	<ul style="list-style-type: none"> • Encourage student independence • Support student self-advocacy skills • Teach and reinforce self-control • Use self-assessment and problem-solving tools • Apply real-life examples to support independence 	Support student's independence, self-advocacy, self-control
		Support students with disabilities using self-assessment, problem-solving
12 Communicating Effectively: Matching Methods to	<ul style="list-style-type: none"> • Describe why communication matters • Describe ways to support communication and conversations • Describe ways to adapt "on the fly" in real life 	Align communication methods to the student's language proficiency

Student Language Proficiency	situations.	
13 Strategies Supporting Diverse Learners	<ul style="list-style-type: none"> Explain why communication skills matter for diverse learners Compare verbal vs. nonverbal and written vs. oral communication modalities Apply key strategies and classroom interventions based on evidence-based practices Support student use of verbal and nonverbal communication Reinforce oral and written communication 	Support in understanding, acquiring and using verbal and non-verbal means to communicate
		Reinforce the use of oral and written communication
14 Understanding Supports and Services in Special Education - IDEA LAW	<ul style="list-style-type: none"> Identify the key principles of IDEA, including FAPE, Least Restrictive Environment (LRE), Individualized Education Programs (IEPs), and procedural safeguards Describe the role of paraprofessionals in supporting the implementation of students' IEPs within the guidelines of IDEA Demonstrate understanding of confidentiality and ethical responsibilities under IDEA when supporting students with disabilities Apply knowledge of IDEA to real-life classroom scenarios through discussion and case study activities 	Purposes of supports, services, and specially designed instruction
15 Understanding Supports and Services in Special Education - IEP Walkthrough	<ul style="list-style-type: none"> Understand the difference between supports, related services, and SDI Recognize the purpose of each component within the IEP List paraprofessional responsibilities Read and interpret key sections of the IEP 	Purposes of supports, services and specially designed instruction
16 Introduction to Special Education Categories	<ul style="list-style-type: none"> Explain the importance of understanding IDEA eligibility Identify the 13 IDEA categories Describe eligibility requirements for each category Analyze national prevalence data Review supporting research and peer-reviewed sources 	General knowledge of categories for special education
17 Foundations of Inclusion in the Classroom	<ul style="list-style-type: none"> Define inclusion and its importance Describe principles of inclusion Identify inclusive practices Explain the paraprofessional's role in inclusive practices 	General knowledge of inclusion practices
18 From Support to Independence: Using Proximity and Fading	<ul style="list-style-type: none"> Explain the importance of student independence Describe proximity of support and its role in learning Explain how collaboration supports independence Apply strategies to build student independence 	Effects of proximity and fading on student engagement, learning and independence

Effectively		
19 Building Positive Relationships with Students	<ul style="list-style-type: none"> Define rapport and its relevance in educational settings Describe the importance of establishing and maintaining rapport Explain the benefits of rapport on student engagement, behavior, and learning outcomes Identify and apply strategies to effectively build and sustain rapport with diverse learners 	Establish and maintain rapport with learners
20-E Adapting Classrooms and Materials for Student Success - Elementary Focus	<ul style="list-style-type: none"> Understand how to prepare and organize materials for math, reading, writing, and science Explore ways to create accessible classroom environments for students with diverse needs Learn how to modify learning materials and tasks in ways that align with IEP accommodations and classroom routines 	Prepare and organize material to support teaching and learning Adapt the physical environment and modify learning materials and activities
20-HS Adapting Classrooms and Materials for Student Success - High School Focus	<ul style="list-style-type: none"> Understand the importance of materials preparation Recognize the paraprofessional's role in material support Explore strategies for classroom adaptations Collaborate effectively with teachers Apply practical tools and techniques 	Prepare and organize material to support teaching and learning Adapt the physical environment and modify learning materials and activities
20-P Adapting Classrooms and Materials for Student Success - Preschool Focus	<ul style="list-style-type: none"> Understand how to prepare and organize materials for preschool learning Explore ways to adapt the physical environment for young learners Learn strategies to modify materials and activities to support all students 	Prepare and organize material to support teaching and learning Adapt the physical environment and modify learning materials and activities
20-D Adapting Classrooms and Materials for Student Success - Disability Focus	<ul style="list-style-type: none"> Identify key elements of structured teaching used in TEACCH, such as physical structure, schedules, work systems, and visual cues Demonstrate how to use visual schedules and work systems to support students' understanding of daily expectations and transitions Modify classroom materials using TEACCH principles to meet individual student needs, including task organization, clarity, and predictability. Assist in setting up and maintaining structured work systems that encourage task completion and promote independence Collaborate with teachers and other team members to apply TEACCH strategies consistently across classroom activities and routines 	Prepare and organize material to support teaching and learning Adapt the physical environment and modify learning materials and activities
21 Promoting Independence	TBA	Support students to follow school routines and expectations

Through Routines and Transitions		Use routines and procedures to support transitions
22 Health and Safety Essentials for School Support Staff	<ul style="list-style-type: none"> Understand the importance of maintaining a safe and healthy school environment Identify common health and safety responsibilities in a school setting Demonstrate knowledge of emergency procedures Recognize how to respond appropriately to student medical or behavioral emergencies Follow infection control and hygiene best practices 	Universal precautions to assist in maintaining a safe, healthy environment Understand educational and medical terminology used in the school setting Use techniques to address personal care, medical care, and physical assistance
23-E IEP Accommodations: What Are They and How to Use Them - Elementary Focus	<ul style="list-style-type: none"> Define accommodations for elementary students Identify sources of accommodations for elementary students Apply accommodations from an elementary student's IEP 	Accommodations on student IEP
23-HS IEP Accommodations: What Are They and How to Use Them - High School Focus	<ul style="list-style-type: none"> Define accommodations for high school students Identify sources of accommodations for high school students Apply accommodations from a high school student's IEP 	Accommodations on student IEP
24-A Effective Data Collection in Educational Settings - Academic Focus	<ul style="list-style-type: none"> Define data in educational contexts Collect objective and accurate data Identify the types of data needed for instruction 	Record objective and accurate data using collection procedures
24-B Effective Data Collection in Educational Settings - Behavior Focus	<ul style="list-style-type: none"> Identify and interpret target behavior definitions Identify and accurately use various types of behavior data collection methods 	Record objective and accurate data using collection procedures
25-E Strategies for Success: Differentiation, Accommodations, Modifications and High Leverage Practices - Elementary Focus	<ul style="list-style-type: none"> Explain how teachers decide what to teach Define differentiated instruction Distinguish between accommodations and modifications Describe high-leverage practices Apply strategies to help elementary students with disabilities succeed 	Concepts of differentiated instruction, accommodations, modifications, High Leverage Practices
25-HS Strategies for Success: Differentiation, Accommodations, Modifications and High	<ul style="list-style-type: none"> Explain how teachers decide what to teach Define differentiated instruction Distinguish between accommodations and modifications Describe high-leverage practices 	Concepts of differentiated instruction, accommodations, modifications, High Leverage Practices

Leverage Practices - High School Focus	<ul style="list-style-type: none"> Apply strategies to help high school students with disabilities succeed 	
26-E Blending Strategies and Technology for Effective Learning - Elementary Focus	<ul style="list-style-type: none"> Identify and implement a variety of student engagement strategies Recognize the importance of building positive relationships with students Apply strategies to increase student opportunities to respond during instruction Define and give examples of high-probability (high-p) requests Understand and use behavior-specific praise effectively Understand the use of technology within the classroom 	Instructional strategies and instructional technology
26-HS Blending Strategies and Technology for Effective Learning - High School Focus	<ul style="list-style-type: none"> Identify and implement a variety of student engagement strategies Recognize the importance of building positive relationships with students Apply strategies to increase student opportunities to respond during instruction Define and give examples of high-probability (high-p) requests Understand and use behavior-specific praise effectively Understand the use of technology within the classroom 	Instructional strategies and instructional technology
26-D-1 Blending Strategies and Technology for Effective Learning - Disability Focus (ADHD, Autism, Sensory)	<ul style="list-style-type: none"> Describe the difference between Instructional Technology and Assistive Technology Identify common assistive and instructional technology tools for students with ADHD, Autism, and Sensory Processing Disorder Collaborate effectively with the instructional team 	Instructional strategies and instructional technology
26-D-2 Blending Strategies and Technology for Effective Learning - Disability Focus (Intellectual Disability)	<ul style="list-style-type: none"> Describe the difference between Instructional Technology and Assistive Technology Identify common assistive and instructional technology tools for students with intellectual disabilities Collaborate effectively with the instructional team 	Instructional strategies and instructional technology
26-D-3 Blending Strategies and Technology for Effective Learning - Disability Focus (Deaf & Hard of Hearing, Visual)	TBA	Instructional strategies and instructional technology
26-D-4	<ul style="list-style-type: none"> Define emotional disability (ED) according to IDEA 	Instructional strategies and instructional

Blending Strategies and Technology for Effective Learning - Disability Focus (High School Behavior &ED)	<p>and identify its qualifying criteria and common characteristics in high school students</p> <ul style="list-style-type: none"> Describe the educational challenges commonly experienced by students with emotional disability Identify and explain evidence-based instructional strategies that effectively support high school students with emotional disability Identify and explain instructional technology used to support students with emotional disability in the school setting 	technology
27 Optimizing Instructions: Time Use and Flexible Pacing	<ul style="list-style-type: none"> Understand the role of paraprofessional in instructional time management Learn strategies for modifying instructional pace and organizational cue 	Use instructional time effectively
		Modify pace of instruction
28 Fading Supports: Promoting Student Independence	<ul style="list-style-type: none"> Provide the least intrusive level of support Fade support as appropriate Fade physical prompting when possible 	Provide least intrusive level of support, fade support, and fade physical prompting
29 Positive Behavior Supports: Promoting Social and Emotional Success	<ul style="list-style-type: none"> Recognize and describe observable student behaviors Understand common function of student behavior Learn the basics of Functional Behavioral Assessments (FBAs) and your role in the process Accurately record and help interpret Antecedent-Behavior-Consequence (ABC) data 	Basic principles of positive behavior supports to promote social, emotional, and educational well-being
30 Understanding Behavior as Communication	<ul style="list-style-type: none"> Explain behavior as a form of communication Identify patterns to understand behavioral purpose Analyze how adult responses impact behavior communication 	Communicative purpose to behaviors
31 Ensuring Compliance: Legal and Ethical Aspects of Behavioral Support	<ul style="list-style-type: none"> Understand the legal and ethical responsibilities when providing behavioral support Recognize the importance of maintaining confidentiality and respecting student dignity Understand the limits of their role and when to seek support from certified staff Apply ethical decision-making practices when addressing student behavior 	<p>Legal and ethical practices</p> <p>State (and district) policies and procedural safeguards regarding appropriate use of behavioral supports</p>
32 Role Modeling for Growth: Paraeducator Contributions to Student Success	<ul style="list-style-type: none"> Define role of a positive role model in a school environment Explore theories related to role modeling and social learning Identify key characteristics and behaviors of effective role models in educational settings Recognize how paraprofessional behavior influences students' actions and attitudes 	Importance of the paraeducator serving as a positive model for students with disabilities

33 Behavior Intervention Plans: Focus on Positive Behavior Supports	<ul style="list-style-type: none"> Describe key components of behavior, including antecedents, behaviors, and consequences Identify and implement the Prevent strategies within a Prevent-Teach-Reinforce (PTR) behavior intervention plan to reduce triggers and support proactive behavior management 	Positive behavior supports outlined in the behavior intervention plan
34 Reinforcement Systems in Action: Implementing Individualized Plans from the BIP	<ul style="list-style-type: none"> Describe key components of behavior, including antecedents, behaviors, and consequences Identify and implement the Reinforce strategies within a Prevent-Teach-Reinforce (PTR) behavior intervention plan to strengthen desired behaviors 	Individualized reinforcement systems outlined in the behavior intervention plan
35 From Plan to Practice: Social-Emotional and Behavioral Supports	<ul style="list-style-type: none"> Describe key components of behavior, including antecedents, behaviors, and consequences Identify and implement the Teach strategies within a Prevent-Teach-Reinforce (PTR) behavior intervention plan to promote skill development and positive replacement behaviors 	Support the implementation of social-emotional and behavioral interventions
36 Creating Safe Spaces: Teaching Routines and Positive Behaviors	<ul style="list-style-type: none"> Recognize the significance of behaviors and structured routines in school settings Describe specific methods to teach and reinforce safe behaviors Understand how to support procedures across school settings Develop skills for consistent language use and communication within the educational team Practice applying strategies through scenarios 	Assist in teaching specific behaviors and procedures to facilitate safety and learning in each school setting
37 Behavior Response Strategies: From Reaction to Redirection - Trauma Informed Approach	<ul style="list-style-type: none"> Explain behavior as a form of communication Identify patterns to understand behavioral purpose Analyze how adult responses impact behavior communication 	Respond to student actions
38 Behavior Response Strategies: From Reaction to Redirection - Communication Focus	<ul style="list-style-type: none"> Define challenging behaviors and recognize common examples in the school settings Describe the academic, social and emotional impacts of challenging behaviors on students and peers Identify the implement practice and reactive strategies for addressing both positive and challenging behaviors Understand the importance of consistency and collaboration in behavior support 	Respond to student actions
39 Supporting Social Development through	<ul style="list-style-type: none"> Describe the impact of social skills on classroom climate, peer relationships and academic success Identify barriers to social skill development, including 	Support social skills development and facilitate peer interactions

Positive Peer Interaction	<ul style="list-style-type: none"> disability-related and environmental factors Apply evidence-based strategies to support the development of social skills in students Support structured opportunities for peer interaction, conflict resolution, and cooperative learning 	
40 Resolving Conflict and Building Solutions	<ul style="list-style-type: none"> Identify common sources in conflict in educational settings Understand the impact of unresolved conflict on students and staff Apply effective communication and problem-solving strategies Collaborate with staff and students to build proactive solutions 	Support students with disabilities by modeling and facilitating the use of conflict resolution and collaborative problem solving
41 Working Together for Student Success	<ul style="list-style-type: none"> Understand the importance of collaboration among staff, families and students Recognize the role of paraprofessionals in supporting family-school communication Explore a parent's perspective on their child's education Demonstrate respectful, professional communication practices 	Purpose of effective teamwork to improve student outcomes
42 Positive Relationships: Professionalism and Collaboration in Schools	<ul style="list-style-type: none"> Define professionalism in the school setting Understand the importance of collaboration within school teams 	Establish and maintain professional, collegial and appropriate relationships

Appendix B

Lesson Selection Flowchart

Project PARA
Personalized and Accessible Resources for Advancement

Lesson Selection Flowchart

Directions: This flowchart is designed to help paraprofessionals, and their supervisors choose lessons that best fit the paraprofessional's professional learning needs for the school year.

Paraprofessional:		Date of Hire:	
Step 1: Is the paraprofessional a new hire?		Yes? → go to step 2	No → go to step 3
Step 2: Does the paraprofessional have prior experience in a school setting?		Yes? → go to step 3	No → assign DPI pathway lessons
DPI Pathway	Role & Ethical Practice	Basic Instructional Support	Student Safety Protocols
Lessons	1: Professional & Ethical Conduct in the School Setting	11: Fostering Independence and Self-Advocacy in Students with Disabilities	29: Positive Behavior Supports: Promoting Social and Emotional Success
			6: Foundations of Child Development

Project PARA
Personalized and Accessible Resources for Advancement

2: Who Does What? The Roles of Staff in the School Setting	15: Understanding Supports and Services in Special Education - IEP Walkthrough	31: Ensuring Compliance: Legal and Ethical Aspects of Behavioral Support	7: Understanding Development and Their Educational Impact
3: Valuing Differences: Roles and Responsibilities in Educational Teams	18: From Support to Independence: Using Proximity and Fading Effectively	33: Behavior Intervention Plans: Focus on Positive Behavior Supports	8: Disability Across the Lifespan: Impact on Students and Families
4: Professional Boundaries: Working Within Your Role	20-E OR 20-HS: Adapting Classrooms and Materials for Student Success	34: Reinforcement Systems in Action: Implementing Individualized Plans from the BIP	9: Communication and Learning: Academic and Social Impacts of Language Development
	23-E OR 23-HS: IEP Accommodations: What Are They and How to Use Them	35: From Plan to Practice: Social-Emotional and Behavioral Supports	14: Understanding Supports and Services in Special Education - IDEA LAW
	25-E OR 25-HS: Strategies for Success: Differentiation, Accommodations, Modifications and High Leverage Practices	37: Behavior Response Strategies: From Reaction to Redirection - Trauma Informed Approach	16: Introduction to Special Education Categories
	26-E OR 26-HS: Blending Strategies and Technology for Effective Learning		

Step 3: Does the paraprofessional have experience working with students with specific disabilities? e.g. Autism or Intellectual Disabilities?

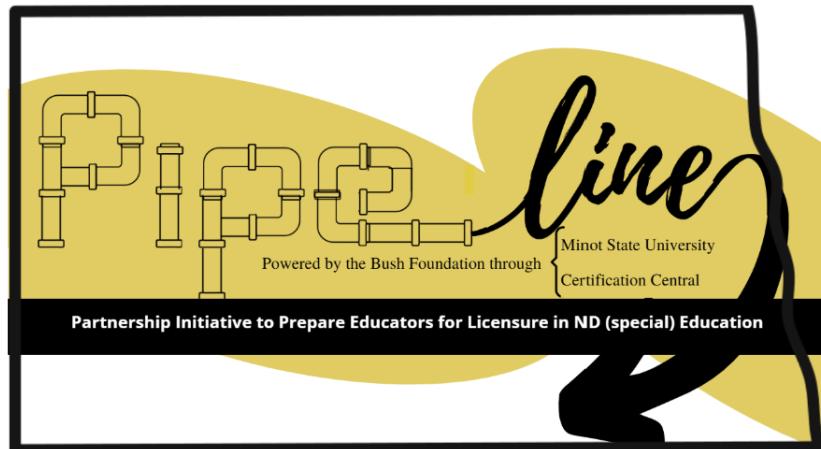
Yes? → consider assigning lessons in Special Education Essentials to fill gaps AND go to step 4

No → assign lessons in Special Education Essentials

Special Education Essentials	Disability Awareness	Inclusive Practices	Behavior Basics	De-Escalation Introduction	Assistive Tech Overview
Lessons	7: Understanding Development and Their Educational Impact	11: Fostering Independence and Self-Advocacy in Students with Disabilities	13: Strategies Supporting Diverse Learners	30: Understanding Behavior as Communication	26D-1: Blending Strategies and Technology for Effective Learning - Disability Focus (ADHD, Autism, Sensory)
	8: Disability Across the Lifespan: Impact on Students and Families	27: Optimizing Instructions: Time Use and Flexible Pacing	20-D: Adapting Classrooms and Materials for Student Success - Disability Focus	37: Behavior Response Strategies: From Reaction to Redirection - Trauma Informed Approach	26D-2: Blending Strategies and Technology for Effective Learning - Disability Focus (Intellectual Disability)
	9: Communication and Learning: Academic and Social Impacts of Language Development		21: Promoting Independence Through Routines and Transitions		26D-4: Blending Strategies and Technology for Effective Learning - Disability Focus (High School Behavior & ED)
	10: Every Voice Matters: Supporting Non-Verbal Communication in Education		24-B: Effective Data Collection in Educational Settings - Behavior Focus		
			29: Positive Behavior Supports: Promoting Social and Emotional Success		
			33: Behavior Intervention Plans: Focus on Positive Behavior Supports		
			34: Reinforcement Systems in Action: Implementing Individualized Plans from the BIP		
			35: From Plan to Practice: Social-Emotional and Behavioral Supports		

			38: Behavior Response Strategies: From Reaction to Redirection - Communication Focus		
Step 4: Is the paraprofessional assigned to support students with a Behavior Intervention Plan or intensive needs?					
			Yes? → assign lessons in Targeted Behavior Support		No → consider assigning lessons in Targeted Behavior Support to fill gaps OR go to step 5
Targeted Behavior Support	Behavior Data Collection	BIP Implementation	De-Escalation strategies and trauma-informed care	Functional Communication Support	Instructional Strategies
Lessons	24-B: Effective Data Collection in Educational Settings - Behavior Focus	29: Positive Behavior Supports: Promoting Social and Emotional Success	37: Behavior Response Strategies: From Reaction to Redirection - Trauma Informed Approach	13: Strategies Supporting Diverse Learners	26D-4: Blending Strategies and Technology for Effective Learning - Disability Focus (High School Behavior & ED)
		33: Behavior Intervention Plans: Focus on Positive Behavior Supports	38: Behavior Response Strategies: From Reaction to Redirection - Communication Focus	30: Understanding Behavior as Communication	
		34: Reinforcement Systems in Action: Implementing Individualized Plans from the BIP	40: Resolving Conflict and Building Solutions		
		35: From Plan to Practice: Social-Emotional and Behavioral Supports			
Step 5: Is the paraprofessional supporting students in instruction? e.g. small group, 1:1					
Instructional Strategies	Scaffolding Techniques	Differentiation	Academic Prompting/Fading & Data Collection	Accommodations	Instructional Strategies
Lessons	17: Foundations of Inclusion in the Classroom	20-E OR 20-HS OR 20-P: Adapting Classrooms and Materials for Student Success	18: From Support to Independence: Using Proximity and Fading Effectively	23-E OR 23-HS: IEP Accommodations: What Are They and How to Use Them	26-E OR 26-HS: Strategies for Success: Differentiation, Accommodations, Modifications and High Leverage Practices
	21: Promoting Independence Through Routines and Transitions	25-E OR 25-HS: Strategies for Success: Differentiation, Accommodations, Modifications and High Leverage Practices	24-A: Effective Data Collection in Educational Settings - Academic Focus		
Step 6: Will the paraprofessional assist with any personal care? E.g. toileting, feeding or mobility?					
Health & Safety	22: Health and Safety Essentials for School Support Staff			Yes → Assign lesson in Health & Safety Support	No → End of flow chart

Appendix C
Certification Central and Minot State University's Course Crosswalk



Certification Central and Minot State University's Course Crosswalk



**MSU Courses Already Completed from
CC SPED Technician Program**

SPED 110 Introduction to Exceptional Children-3 cr
SPED 141 Development of Young Children-2 cr
SPED 201 Applied Behavior Analysis for Teachers-3 cr
SPED 233 Experience In SPED-1 cr
SPED 310 Intro to Intellectual Disability and ASD-3 cr
SPED 410 Intro Learning & Emotion/Behavior Disab-3 cr
SPED 420 Inclusive Practices-3 cr
SPED 445 Collaboration in Special Education-3 cr
ED 260 Educational Psychology-2 cr
ED 260L Clinical I
ED 282 Managing the Learning Environment-2 cr
ED 282L Clinical II-0.5 cr
ED 284 Teaching Diverse Learners-2 cr
ED 322 Data Driven Integrated Instruction-2 cr
ED 321L Clinical IV-0.5 cr
ED 323L Clinical V-0.5 cr
2 credits of SPED 494 Practicum in Special Education
7 credits of ED 494 Student Teaching K-12

**MSU Remaining Coursework for
Completion of the Special Education
Major**

ED 320 Curriculum, Planning & Assessment-2 cr
ED 380 Technology in Teaching-2 cr
ELED 352 Foundations of Reading- 3 cr
HIST 283 Diversity in America-3 cr
SPED 202 Intro to Sensory Disabilities-3 cr
SPED 302 Language and Communication Interventions-3 cr
SPED 379 Leadership in SPED-3 cr with ED 284L Clinical III 0.5
SPED 340 Assessment in SPED- 3 cr with Sped 494 Practicum-1 cr
SPED 441 Methods for High Incidence Disabilities-3 cr with Sped 494 Practicum-1 cr
ELED 362 Applications of Literacy Instruction, Intervention, and Assessment-3 cr
SPED 442 Methods for Low Incidence Disabilities-3 cr
SPED 444 Transition to Adult Life-3 cr
ED 324L Fall Experience-0 cr
ED 484 Student Teaching Seminar: K12-2 cr
ED 495 Student Teaching Spec. Areas-3 cr (12 weeks)
General Education Credits: 36
Elective Credits: 2

Note: The transfer credits from CC are approved as a whole package from MSU and not by individual courses.
Scholarships are not transferable across programs.

Minot State University's Academic Catalog:
<https://catalog.minotstateu.edu/undergraduate/collegeofeducationandhealthsciences/departmentofspecialeducation/s>