

The Essential AI Toolkit for K-12 Student Support Teams

Prompts, Best Practices, and
Practical Strategies for Using
Artificial Intelligence in Special
Education and Student Services

5 PROMPTS

FOR SCHOOL
STAFF + LEADERS



Artificial Intelligence is a growing presence in K–12 education and is central to conversations about academic integrity, personalized instruction, and data privacy. When used thoughtfully, AI can support education professionals by reducing administrative burden and supporting planning and communication.

When used carelessly, however, it can expose schools to significant risk, particularly in Special Education and student mental and behavioral health services. Student support teams need clarity, safeguards, and practical examples that respect the complexity, sensitivity, and professional judgment required in their work.

This toolkit is designed for **Special Educators, School Psychologists, Occupational Therapists, Speech–Language Pathologists, Counselors, Behavioral Staff, Physical Therapists, and Student Support leaders** and provides:

- A safe framework for deciding when AI is appropriate
- Privacy-protected examples you can use immediately
- Clear guidance for what AI should never be used for

The guidance in this resource is grounded in current research on AI use in education, evolving federal and state data privacy expectations, and the real-world experience of school-based providers and student support leaders navigating AI use in Special Education and student services today.

Important Context: AI Tools and Data Privacy

This guide is intended primarily for use with free, public AI tools and any platform that does not explicitly guarantee student data protection. Even when using paid or district-approved AI tools, staff must understand how data is stored, used, and retained.

Unless a district has formally reviewed and approved an AI tool's privacy controls and use cases, the same caution and professional judgment outlined in this toolkit should apply.

Foundational Practices for Using AI Without Risking Confidentiality

Before introducing AI into any workflow, teams should share a common understanding of how to protect student privacy and professional integrity.

1. Use Placeholder Language Every Time

Ask: Could any real student be identified from what I am entering?

Always replace real details with placeholders, such as:

- [Student]
- [Grade level]
- [General behavior example]
- [Describe classroom activity here]

This prevents accidental disclosure and reinforces safe habits.

2. Maintain a Library of Approved Prompts

Ask: Has this prompt been reviewed for privacy, bias, and appropriate use?

Schools should maintain a shared set of vetted prompts that staff can use confidently.

Recommended categories include:

- Family communication templates
- Classroom or session activity generation
- Documentation outlines
- Meeting preparation tools
- Universal behavior support communication

This reduces uncertainty and promotes consistent use.

3. Add a Review Step to Every AI Workflow

AI output should never be copied directly into emails, reports, or IEP documents without professional review and revision.

All AI-assisted work should go through a three-part review:

- **Accuracy check**
 - Is all of the information included verifiably true?
- **Bias check**
 - Is bias, either personal or AI-driven, affecting the output?
- **District alignment check**
 - Is this consistent with our district language and expectations?

4. Use AI Early in the Task, Not Late

AI is most effective at the beginning of a task.

Appropriate uses include:

- Brainstorming ideas
- Outlining documents
- Drafting initial templates

5. Document AI Use at the District Level

District leaders should establish clear guidance outlining:

- Approved tools
- Prohibited and limited-use tasks
- Training expectations

- Data privacy requirements
- Reporting and escalation procedures

Clear documentation supports transparency and consistency.



AI tools can generate incorrect information that sounds believable. Always verify facts and policies.

The AI Readiness Framework for Student Support Services

Before using any AI tool, student services teams should walk through this three-part readiness check.

✓ 1. Use Case Check

Ask: Is this task administrative, generalizable, or non-student-specific?

- If yes, AI may support the task.
- The answer should always be yes.

Examples of appropriate uses:

- Simplifying communication
- Drafting general templates
- Generating activity ideas
- Summarizing non-confidential text

Examples of inappropriate uses:

- Interpreting assessment results
- Analyzing student progress data
- Drafting student-specific recommendations
- Writing IEP goals or PLAAFPs

✓ 2. Privacy Check

Ask: If I paste this text into an AI tool, could someone identify a student?

- If yes, do not use the tool.
- Replace all details with placeholders or use a formally approved platform.

✓ 3. Judgment Check

Ask: Would I still need to edit, adjust, or verify this output?

- If the answer is no, AI is being misused.
- Professional review and judgment are always required.

High-Utility Example Prompts With Built-In Guardrails

Each prompt below includes clear intent, output expectations, and privacy protections.

Prompt 1 Rewrite for Family Clarity

Purpose

Translate complex school or clinical language into clear, supportive family communication.

Prompt Template

Rewrite this general message for families using clear, supportive, and culturally aware language. Avoid jargon, keep statements neutral, and emphasize shared partnership. Do not include or infer any student-specific details.

When to use

- Progress update templates
- Explanations of general practices
- Descriptions of screening tools



Use only with general or fully de-identified drafts. Final student communication should always be completed by the provider.





Prompt 2

Create Neutral Documentation Templates

Purpose

Help teams build repeatable formats they can customize later.

Prompt Template

Create a neutral, factual template for summarizing general trends in attendance, engagement, or school participation. Include sections for trends, contextual factors, and next steps. Do not reference any specific student.

When to use

- Early drafts before meetings
- MTSS preparation
- Baseline documentation formats

Prompt 3

Generate Instructional or Therapeutic Activity Ideas

Purpose

Support session planning without suggesting student-specific interventions.

Prompt Template

Create three themed activity ideas appropriate for a general school-based session in speech, OT, or SEL. Include materials needed, steps, and opportunities for skill practice. Do not tailor activities to an individual student profile.

When to use

- Speech therapy warm-ups
- OT fine-motor prompts
- SEL discussion starters

Prompt 4 Draft General Behavioral Support Language

Purpose

Create supportive, non-student-specific explanations of common practices.

Prompt Template

Create a brief explanation of why schools use behavior rating scales or data logs. Keep the tone supportive and focus on how teams use the information for general planning. Avoid referring to individual students or outcomes.

When to use

- Sharing universal practices
- School-home communication
- Teacher-facing explanations



These materials are intended to supplement provider services and should not replace approved instructional curriculum or district-adopted materials.

Prompt 5 Create Provider-Led Practice Aids

Purpose

Generate supplemental practice materials for related service providers without replacing curriculum or instructional planning.

Prompt Template

Create a short, printable practice aid for provider-led sessions that reinforces one clearly defined general skill (for example, sequencing, expressive vocabulary, articulation warm-ups, or turn-taking). Design this as a supplemental support, not a replacement for curriculum or core instruction. Include brief instructions and simple visuals described in text. Do not include student-specific details.

What to specify in the prompt

- The target skill area
- The general age or grade band
- The setting (for example, small-group related service session)

When to use

- Session openers for related services
- Reinforcement tools within provider practice
- Optional take-home practice supports



Tasks AI Can Meaningfully Support

The following examples reflect appropriate, non-student-specific uses of AI.

✔ **Speech-Language Pathologists**

- Generate themed vocabulary lists
- Create articulation warm-up activities
- Simplify general progress explanations for families
- Brainstorm session prompts

✔ **School Psychologists**

- Draft meeting agendas
- Summarize non-confidential research
- Rewrite communication for clarity
- Generate universal guidance documents

✔ **Special Educators**

- Draft rubrics
- Create general progress-tracking templates
- Simplify directions for take-home practice
- Generate review questions and learning aids

✔ **OTs and PTs**

- Brainstorm fine and gross-motor activity ideas
- Generate visual schedule concepts
- Create classroom environmental checklists

✔ **Counselors and Behavioral Staff**

- Draft general coping skills worksheets
- Create neutral behavior data summaries
- Generate Tier 1 support scripts
- Simplify psychoeducation materials



None of these tasks require student-specific information or clinical interpretation.

Tasks AI Should **NOT** Be Used For

Prohibited Uses

AI should not be used for tasks that require professional judgment, protected data, or direct decision-making, including:

- ✗ Interpreting IEP or assessment data
- ✗ Identifying root causes of behavior
- ✗ Safety screenings or crisis planning
- ✗ Mental health recommendations
- ✗ Documenting clinical insights
- ✗ Eligibility, placement, or risk decisions

Tasks Requiring Professional Review and Judgment

The following tasks should never be AI-led and require careful professional oversight:

- ✗ Drafting disciplinary language
- ✗ Summarizing student-specific data, even when de-identified
- ✗ Identifying patterns in individual student data
- ✗ Describing functional performance
- ✗ Drafting goals or accommodation

How eLuma Supports Stronger Student Services

Even with great guidance, teams often struggle with capacity—especially when service vacancies and documentation demands pile up.

Districts partner with eLuma to strengthen Student Support Services through:

- School-ready solutions for Speech Therapy, Occupational Therapy, School Psychology, and mental and behavioral health
- Experienced providers who integrate seamlessly with existing teams
- Flexible service delivery models that expand access and reduce service gaps
- Professional development and resources that extend support beyond the school day
- Tools, templates, and expert-informed best practices that reduce documentation burden and help teams focus on student growth

If your district is working to improve Special Education services, strengthen mental and behavioral health supports, or build more sustainable workflows for student support teams, eLuma is here to help deliver consistent, effective care for every student who needs it.

See how eLuma supports the people doing this work every day:

For School and District Leaders

When vacancies, growing needs, and compliance pressure make it hard to deliver consistent services, eLuma partners with districts to expand capacity and reduce risk without disrupting existing teams.

[Explore eLuma Solutions for School Leaders](#)

For Providers and Student Support Professionals

When caseloads are heavy and time is limited, eLuma helps providers focus on student care by offering flexible teletherapy roles, clear systems, and support that respects professional judgment.

[Explore Working With eLuma as a Provider](#)