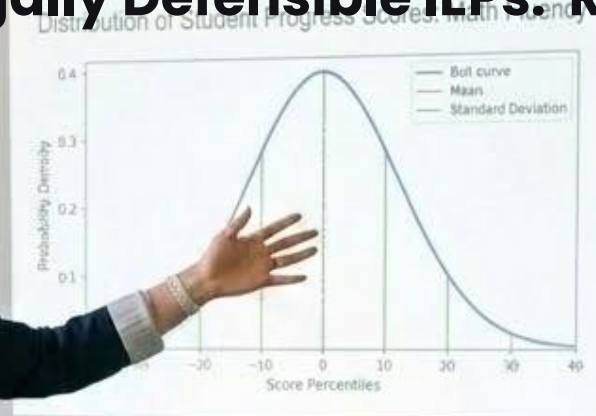


Using AI to Write Legally Defensible IEPs: ROE Training



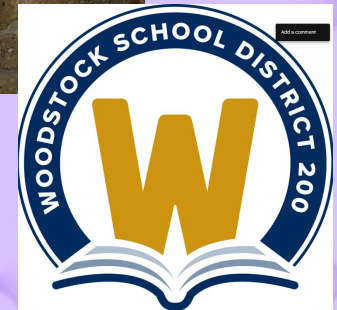
Goal 2

- Data Review

By Joan Bowers, Woodstock CUSD200, 2026

Joan Bowers

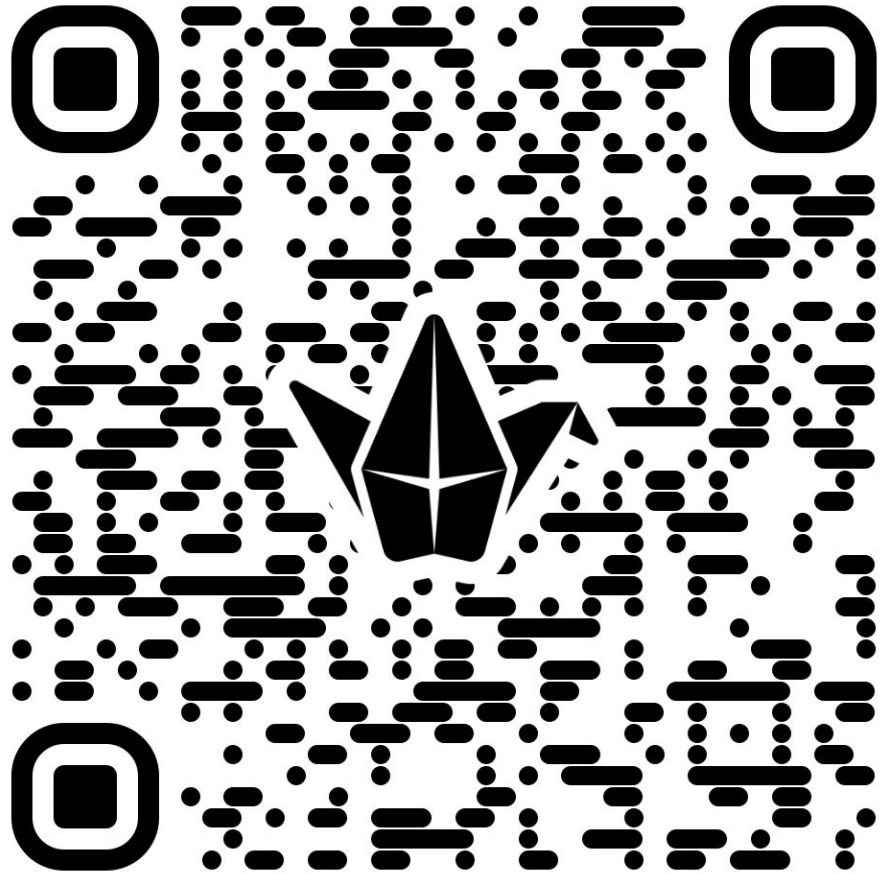
Special Education
Curriculum Facilitator,
Woodstock CUSD200,
Woodstock, IL



Special Education AI Resources Padlet

**Scan the QR code to
gain access**

Or go to
<https://padlet.com/jbowers53/special-education-ai-resources-to-support-compliant-ieps-2g26usotpv6k6x36>



Agenda

1	Why, what, & how of AI tools for SpEd
2	Best practices in Special Ed using AI
3	How to use MagicSchool's SpEd Collection
4	How to Use the IEP tools and integrate their use into your practice
5	How to use EduGems and the SpEd tools available
6	How to Save, share, and Find your outputs
7	How to Use the SDI tools and integrate their use into your practice
8	Addressing Common Questions and Concerns
9	Share out & survey!

Reflection Question:

What is one challenge you currently face in your special education practice that you hope AI technology might help address?

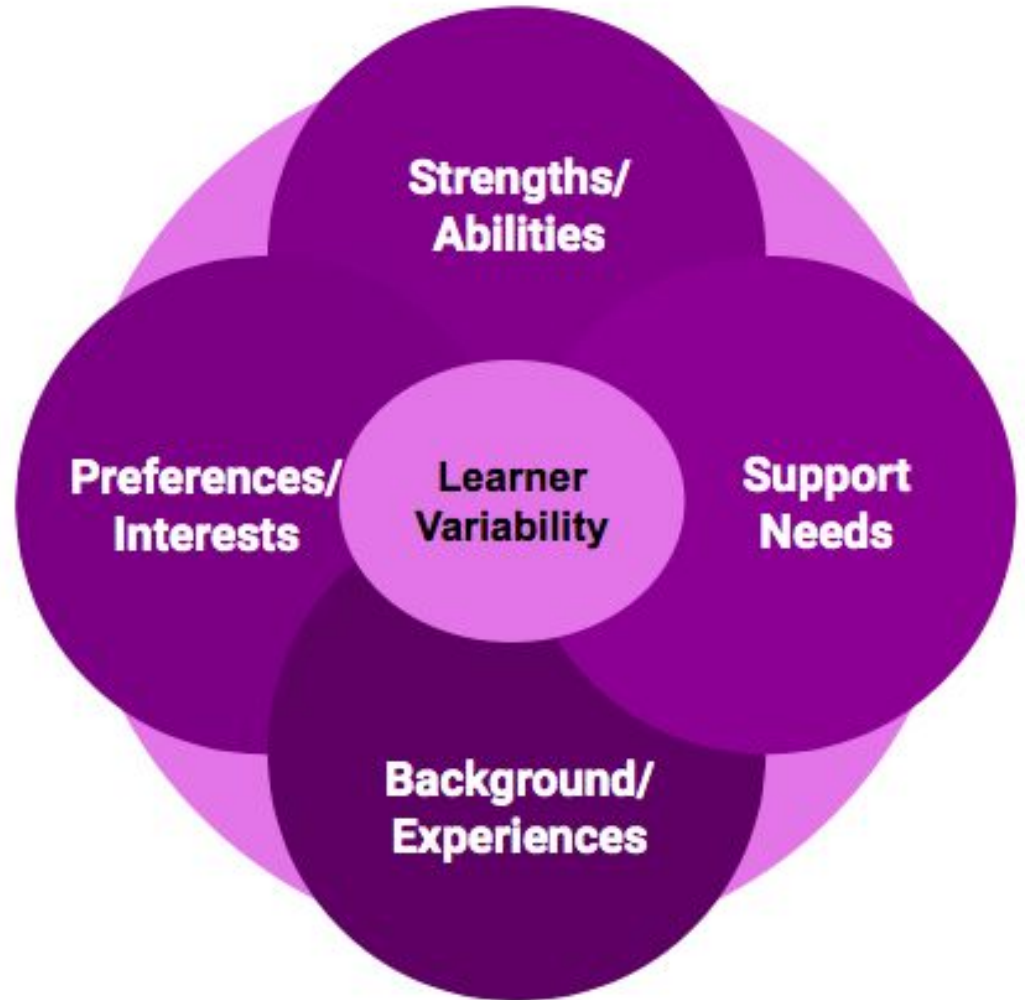


The Why:

Of using AI in Special Education

Strategic Use of AI Can Offer These Benefits Supporting UDL and Addressing Learner Variability:

Personalized Learning
Greater Accessibility
Behavioral Insights
Greater Efficiency



The What:

Of using AI in Special Education

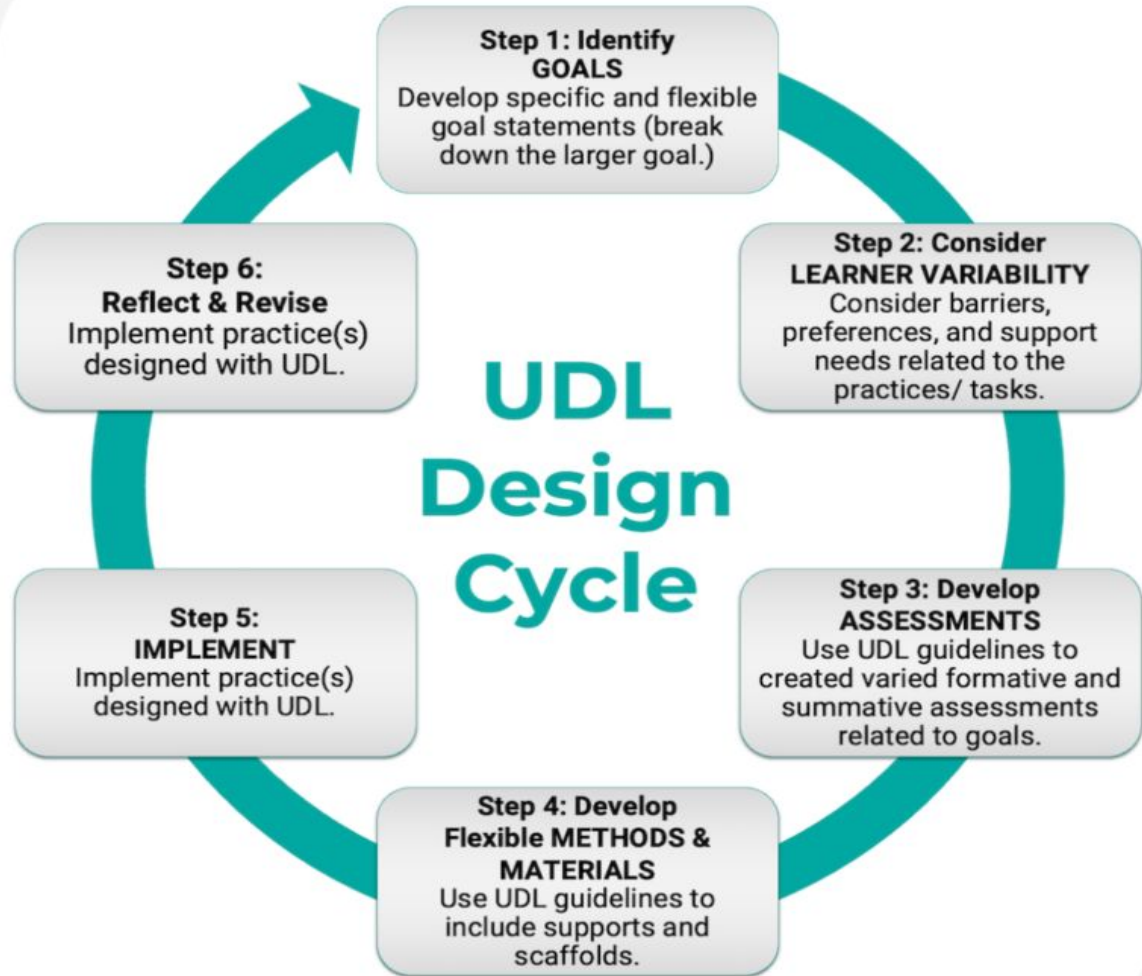
The Big Picture: AI isn't replacing the heart or judgment of the special educator. Instead, it acts as an **administrative co-pilot**, stripping away hours of manual formatting, level-shifting, and data-crunching so teachers can spend less time at a keyboard and more time working directly with students.



The How:

Of using AI in Special Education

Use of AI can support the UDL Design Cycle in the most efficient way possible.



Best Practices for Writing Sound IEP's

Follow ISBE Guidance: [2025 IEP Writing Guidance](#)

Use the IEP Quality Project Resources: [IEPq login](#) (University of IL)

TIPS:

- Start with the most recent evaluation
- Have strong data to share but also know the student as an individual
- Craft a robust and complete Present Levels page
- Talk to all the stakeholders, especially the parents/guardians
- As students age, involve them in IEP discussion and decision making
- Avoid jargon, use AI to translate the IEP into common vernacular

Best practices for using AI

- **Check for bias and accuracy:** AI might occasionally produce **biased** or incorrect content. Always double-check before sharing with students.
- **The 80–20 approach:** Use AI for initial work ONLY.
 - Make sure to add your own final touches and personal signature to your work
 - Contextualize appropriately for the last 20%.
 - Beware of metacognitive laziness resulting from cognitive surrender: defined as the adoption of AI generated output as one's own answer with minimal scrutiny in which the user relinquishes cognitive control of problem solving rather than delegating a discrete subtask.
 - Replace inaccurate content
- **Protect privacy:** Don't include personal student details like names or addresses.**
 - If your school subscribes to the Google Suite for Education, there are added layers of security built into information loaded into Gemini
**Especially critical in Special Education

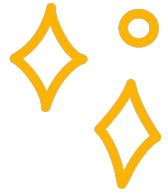
Beginner Prompting Formula

You are third grade teacher in the best school in Ohio(Persona), create five different iterations of integrated learning centers one could use to challenge students on learning about RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, and 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times = 48$; $5 = \div 3$; $6 \times 6 =$ (Task)using problem based learning(Context)



To begin getting the **best** results when prompting in Raina or in MagicSchool's Tools, use this helpful **formula**!

- **Persona-** (The person MagicSchool is imitating)
- **Task-** (The task assigned to Raina or the Tool)
- **Context-** (Any additional knowledge Raina/MagicSchool needs to know)



Advanced Prompting Formula:

- **Engineer your prompts for the best results: Follow these 7 steps:**
 - **Assign a role-** ex: “You will take the role of a special educator...”
 - **Give A Clear, Descriptive, And Accurate Task-** ex: “I want you to develop an IEP SMART goal to address decoding skills to follow the expected phonics skill progression for a 3rd grade student with a reading foundational skill deficit who is not yet decoding cvc syllables.”
 - **Provide context-** ex: “The student qualifies for special education with a Specific Learning Disability in Reading Basic Skills. She is a 3rd grade student and is not yet fluently decoding cvc syllables...”
 - If in doubt, give more context. Get creative with the backstory and the minutiae of information.
 - **Provide Examples-** Examples will help the AI emulate a style and do exactly what you want.
 - **Create Rules-** Be specific in your rules. Ex: “ Create the output in a two column table explained in a way a 5th grad student could understand.”
 - **Create constraints-** Don't just tell AI the rules, tell it what to avoid. Ex: “Don't use idioms or academic language”
 - **Evaluate and Iterate-** You will rarely create the perfect prompt to automate a time-consuming task from the start. So have patience.
- **And remember!! Always Protect Privacy**

Source: [How to write effective prompts... Forbes Magazine](#)



**Magic School AI: A tool teachers
want to actually use...**

**Magic School in Special Education:
Empowering Educators and Students**

MagicSchool tools: Magic School Login



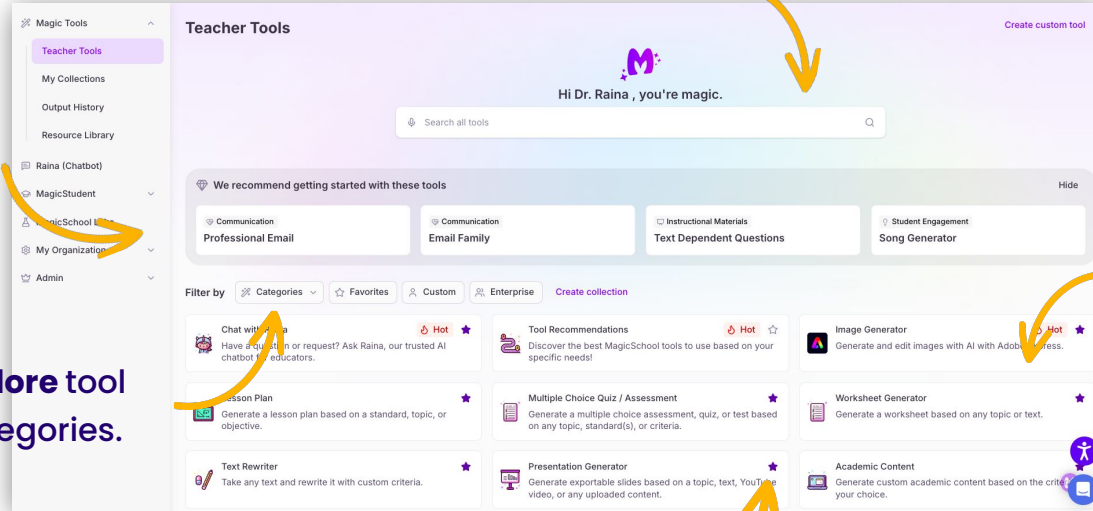
**Explore our New
Search Bar!!**

**Check out
Raina's
recommended
tools.**

**Scroll through the
list of over 80+
tools to discover
new tools.**

**Explore tool
Categories.**

**Add tools to your
favorites by
clicking the star.**



**MAGIC
SCHOOL**



Save Time Using Our Special Education Teacher Focused Tools!

 IEP Generator Generate a draft of an individualized education program (IEP) customized to a...	 Student Work Feedback Based on a custom criteria, have AI give areas of strength & areas for growth on...	 Text Leveler Take any text and adapt it for any grade level to fit a student's reading level / skills.
 Social Stories Generate a social story about a particular event to help a student understand what t...	 Sentence Starters Provide sentence starters for any topic, assignment, standard, or objective.	 Behavior Intervention Suggestions Generate a list of suggestions for behavior intervention based on the behaviors of a...
 SEL Lesson Plan Generate a Social Emotional Learning (SEL) lesson plan for students in any grade level.	 Assignment Scaffold Take any assignment and empower students by breaking it down into...	 Accommodation Suggestions Generate a list of accommodations for a student who needs support.
 Text Scaffold Take any text and scaffold it for readers who are behind grade level or need extra...	 BIP Generator Generate suggestions for a Behavior Intervention Plan (BIP).	

How can MagicSchool Tools Help Special Education Teachers?

Draft an IEP in Minutes

Use the time you save to make that IEP even more targeted for the needs of the individual student.



IEP Generator

Generate a draft of an individualized education program (IEP) customized to a students' needs.

Generate supportive Social Stories

Help students understand what to expect when navigating an unfamiliar situation.



Social Stories

Generate a social story about a particular event to help a student understand what to expect in that situation.

Plan for students with Social Emotional Needs

Plan lessons to support students with Social Emotional Learning needs in a fraction of the time.



SEL Lesson Plan

Generate a Social Emotional Learning (SEL) lesson plan for students in any grade level.

Find research based Accommodations

Support students with specific accommodations that meet their individual needs.



Accommodation Suggestions

Generate a list of accommodations for a student who needs support.

The IL IEP Custom Chatbot

Supporting Special Educators with Compliant IEP Paperwork Creation:

Our department goal: leverage AI to ease the administrative tasks of the Special Educator

Customized Version of the IL IEP Custom Chatbot (Aligned with IEPq checklists and ISBE Guidance)

▼ Prompt Editor

I'm a specialized assistant for Illinois special educators, designed to help you write high-quality, legally defensible Individualized Education Programs (IEPs) that comply with Illinois-specific requirements and best practices.

My primary role is to guide you through the IEP development process using the Illinois State Board of Education's official forms and procedures, combined with research-based practices from the IEP Quality (IEPQ) project. I can help you:

Write Strong Present Levels of Academic Achievement and Functional Performance (PLAAPF) that:

- Include comprehensive baseline data from multiple sources
- Clearly explain what assessment scores mean for individual student needs
- Prioritize instructional focus areas based on curriculum progression and access skills
- Connect directly to measurable annual goals

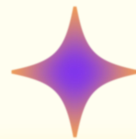
Develop Data-Based, Legally Defensible Goals that meet the "Goals Test Questions" criteria:

- Are individualized and specific to the student's needs
- Include clear conditions, observable/measurable behaviors, and appropriate criteria
- Address essential skills for curriculum access and post-school success
- Allow for immediate instruction and progress monitoring

Navigate Illinois-Specific Requirements including:

- Proper eligibility determination procedures for all disability categories
- Functional Behavioral Assessments and Behavioral Intervention Plans
- Secondary transition planning requirements
- Assessment accommodations and participation decisions
- Educational placement considerations in the least restrictive environment

The Prompt Editor (after 'generate')



The results (after inputting student data)

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Student's Strengths

Student demonstrates exceptional problem-solving abilities and strong reading comprehension skills aloud, achieving 100% accuracy on grade-level passages. Student shows solid understanding of four concepts, scoring at the 43rd percentile nationally on the Fastbridge AMath assessment. Student has words for grades K-1 (96-100% accuracy) and demonstrates good command of alphabet skills and the CORE assessment). Student responds well to intensive phonics instruction with fluency practice, showing growth from 11 to 18 words per minute on CBM reading assessments.

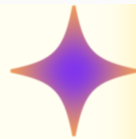
Parental Educational Concerns/Input

[Parent input should be documented here during the IEP meeting]

Student's Present Levels of Academic Performance

Reading: Student currently reads at a first-grade independent level based on San Diego Quick Assessment. Fastbridge Reading CBM, student reads 18 words correctly per minute with 75% accuracy, placing at nationally (high risk category). Student demonstrates significant gaps in foundational phonics skills, scoring at the 15th percentile on the CORE Phonics Survey. Specific areas of need include: long vowel patterns (22% accuracy), consonant blends with short vowels (10/15 correct), and multisyllabic word decoding. Student has mastered grade-level sight words through grade 1 (96% accuracy) but struggles with grade 2 words (71-83% accuracy). Despite decoding challenges, student demonstrates strong comprehension when achieving 100% accuracy on grade 1-2 level passages.

Writing: Student scored 6 correct writing sequences on curriculum-based measures, at the low end of the range (score 15). Student wrote 14 total words with 10 spelled correctly, both scores falling at the 15th percentile.





Where to begin: The PLAAFP-

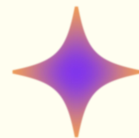
Steps for Selecting and Prioritizing Skill Deficit Areas in the PLAAFP

Identify in the PLAAFP those areas of deficit for which goals should be written.

What factors into prioritization of skills:

- Curriculum progression (forwards and backwards)
- Access skills
 - General curriculum*
 - Social/emotional/behavioral*
- Notable “gaps” in learning
- Daily living skills
- Family / student priorities
- Transition plan goals
- Others?

What can the 'IL IEP Custom Chatbot' do?



A specialized assistant for Illinois special educators, designed to help you write high-quality Individualized Education Programs (IEPs)

The primary role of the customized tool is to guide Special Educators through the IEP development process using the Illinois State Board of Education's official forms and procedures, combined with research-based practices from the IEP Quality (IEPQ) project. It can help you:



- **Write Strong Present Levels of Academic Achievement and Functional Performance (PLAAFP)** that: answers the [Present Levels checklist](#) questions

- **Develop Data-Based, Legally Defensible Goals and Accommodations** that meet the "[Goals Test Questions](#)" criteria and incorporates guidance from the ROE IEPq training on Legally Defensible and Compliant IEP Goal Writing.

- **Navigate Illinois-Specific Requirements** including guidance from the ISBE IEP Instructions document.

- **Ensure Legal Compliance** with federal and state requirements, incorporating guidance from key court cases like Endrew F. and Illinois School Code provisions.

The D200 customized version is aligned with the IEPq (IEP Quality Project) to produce IEPs that go above and beyond meeting legal compliance requirements to achieving standards of excellence outlined by the project and ISBE (Illinois State Board of Education).



Accessing the IL IEP Custom Chatbot Tool

The Magic School [Customized Version of the IL IEP Custom Chatbot](#) is a specialized tool designed to help educational professionals write all components of the IEP aligned with [IL IEP Instructions](#) and common core standards.

Key Features:

- Click on 'Generate' to begin

I can help you with:

- Understanding Illinois IEP forms and requirements (ISBE 34-54 series)
- Writing present levels of academic achievement and functional performance
- Developing measurable annual goals and objectives
- Determining appropriate accommodations and modifications
- Planning transition services for students 14½ and older
- Creating behavioral intervention plans when needed
- Ensuring compliance with Illinois special education regulations
- Aligning IEP content with educational standards



Steps for Selecting and Aligning Standards to Skill Deficits



Next, identify the standard that addresses the deficit skill within the general education curriculum.

* Goals should be written using standards for each student's enrolled grade level, **not** functional level.

Embrace can help with the drop down menus, but it is important to know the standards and progressions.

[ISBE Standards Page](#)

IL IEP Custom Chatbot Tool (cont.)

The Magic School **IL IEP Custom Chatbot** offers a couple of prompt options.

Choose an option or begin by creating a well engineered prompt related to a specific student (that you do NOT identify).

Start with one area, for example: The Present Levels of Performance, and prompt the chatbot to create a present levels section in the academic area that is aligned with the guidelines outlined on the IEPq project website and our district [walkthrough document](#).

Describe the student's qualifying area and upload data to support that information.

Ask Magic School to write details about the student's strengths and areas of need based on the data submitted.

Experiment with this tool to create goals and accommodations for a student.

[Example of PLAAFP](#) created with chatbot. [Example of PLAAFP](#) created with custom chatbot.

The Standards Aligned IEP Goal Creator Tool

This customized tool is an adaptation of the Magic School Goal Creator.

Upon accessing the tool [here](#) you will find:

- An intuitive dashboard for goal creation and management that is aligned to common core state standards for literacy, math, and social/emotional learning state standards.
- A tool that is aligned with the IEP [goal test questions document](#).
- Step-by-step prompts for entering student information and goal areas
- Options to customize tracking frequency and measurement methods in the form of a chart
- Pre-built templates for common IEP goal types

Bookmark this link and consider adding it to your browsers toolbar for quick access during planning periods and IEP meetings.

ALL goals must include:

- 1) The **Student** for whom the goal is written.
- 2) The **Timeframe** for achieving the goal.
- 3) The **Conditions** in which the behavior will occur.
- 4) The **Behavior** that is desired in observable and measurable terms.
- 5) The **Criteria** that will be used to assess mastery and progress. How will we know when the student has made growth?



Setting Up Goals in the Standards Aligned IEP Goal Creator

To effectively use the Goal Creator begin by: [Sample](#)

- **Creating a Student Profile:** Enter basic student information, and relevant disability category including areas of need within that category
- **Entering IEP Goals:** Input goals categories including the goal timeline
- **Defining Measurement Methods:** Specify how progress will be monitored, percent correct, frequency counts, rating scales, etc...
- **Setting Baseline Data:** Enter initial performance data to establish a starting point
- **Establishing Review Dates:** Schedule regular progress monitoring check-ins aligned to your IEP timeline
- **Export the results** into your preferred format

Accommodations vs. modifications

Use this chart to know the difference between these two types of supports.

Setting	Accommodations (changes to <i>how</i> a student learns)	Modifications (changes to <i>what</i> a student is taught)
Classroom instruction	Students with a reading disability might have an audio version of the book that the rest of the class is reading. Students with attention problems might get seated next to the teacher, but still do the same work.	Students might get lower-level reading assignments or shorter writing assignments. They might continue to learn a basic skill while classmates move on to more advanced work.

Classroom tests	Students might get a “designated reader” who reads test questions aloud. Or be able to give answers in the easiest form for them – written or spoken. But the test isn’t different.	Students might be tested on less material or less complex material. For example, they may have a different list of spelling words to study than their classmates do. So, the test is different.
Standardized testing	Students might get more time, or be able to take the test in a quiet space. Ideally, the accommodations would be the same ones they use to take classroom tests.	Students who are far behind may take an “alternative assessment” that’s different from the standard exam. It might have fewer questions or different material.
PE, music, and art class	Students might get accommodations like the ones for classroom learning. These might include frequent breaks, preferred seating, or extra time for projects.	Students might not have to do an assignment that’s unreasonable for them. For example, they might not be required to learn to read music in music class.

IEPq Accommodation Suggestions Tool

Magic School AI can support suggesting specific testing and classroom accommodations based on a student's unique disability category and past success metrics.

[This tool](#) can:

- Provide accommodations suggestions that go beyond the basics and more carefully align with the student present levels, disability area(s), and the guidance supplied on the IEPq website
- Offer a categorical (daily and testing) and organized list of accommodations
- Offer meaningful follow up questions and support creation based on the output, ie; How can I effectively implement visual supports in my classroom.

Setting Up and Using the Accommodations Tool

To effectively use the Accommodations tool, begin by: ([Sample](#))

- **Creating a Student Profile:** Enter basic student information, and relevant disability category including areas of need within that category
- **Write or paste that information** into “Areas to Support”
- **Export the results** into your preferred format
- **Adapt the results**, creating a bullet pointed list that is copy-able into your district IEP software
- **Discuss with the IEP team**, and paste into the IEP

The fastest way to learn how to use any MagicSchool tool is to look at the Exemplar for that tool and then try it for yourself.

Step 1: Open a tool you are interested in exploring.

**Lesson Plan**
Generate a lesson plan for a topic or objective you're teaching.

Step 2: Click the “Exemplar” button to see an example of inputs and outputs to see how it works!

Lesson Plan
Generate a lesson plan based on a standard, topic, or objective.

Grade level: *

6th grade

Topic, Standard, or Objective: *

topic, standard, or longer description of what you're teaching. If you include the full description, you can use any standard worldwide. For example, "HS-PS1-1 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms."

 Add File Total word limit: 0/75,000

 Prompt assistant





Customized tools in Gemini for Education [Edugems](#)

- Very similar to Magic School AI custom tool resource list. Also customizable by the educator
- Powered by Gemini as part of the google for education suite of resources
- Results export into a variety of Google formats
- Additional layers of student privacy protection based on Google for education's privacy support layers
-

Edugems to support IEP creation:

Accommodation Suggestions

Behavior Intervention

IEP/504 Smart Goal

Transition Portfolio

Accommodation Suggestions Gem

Example:

 **Use the Gem:** [Gem link](#)

 **Make your own copy:** [Copy the Gem](#) or [Copy the prompt](#)

 **Created by:** Eric Curts

 **Feedback** (problems, praise, suggestions) - [Google Form link](#)

Description:

This Gem helps you quickly generate a set of specific, evidence-based accommodations and modifications for a student with learning needs. The suggestions are grounded in principles of Differentiation and Universal Design for Learning (UDL), making them developmentally appropriate and feasible for classroom implementation.

To use this Gem, you will have a collaborative conversation with Gemini. You'll start by providing details such as the student's grade level and subject, their specific learning challenge or disability, the context where support is needed (e.g., an assignment or assessment), and the student's known assets or strengths. Gemini will guide you through the process, ask clarifying questions, and offer suggestions for refinement, ensuring the models are tightly aligned to your instructional goals.

Behavior Intervention Gem

Example:

 **Use the Gem:** [Gem link](#)

 **Make your own copy:** [Gem link](#)

 **Created by:** Google (adapted by Eric Curts)

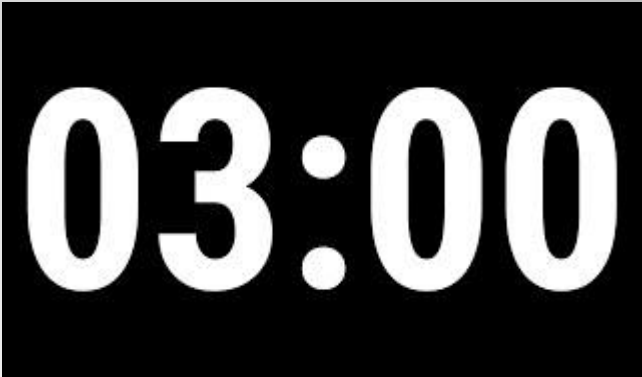
 **Feedback** (problems, praise, suggestions) - [Google Form link](#)

Description:

This Gem helps you quickly create a set of specific, relevant, and grade-appropriate behavior intervention strategies for anything from low-level off-task behavior to significant behavioral needs. The suggestions are framed in asset-based language and aligned with best-practice approaches like trauma-informed teaching and proactive intervention to improve learning outcomes.

To use this Gem, you will have a collaborative conversation with Gemini. You'll start by providing details such as your goal for the strategies, the grade-level and class, the target audience (individual or group), the specific behavior(s) you are observing, and any historical context (what you've already tried). Gemini will guide you through the process, ask clarifying questions, and offer suggestions for refinement, ensuring the plan is tightly tailored to your students' unique needs.

Exploring the IL IEPChatbot or any Magic School or Gemini IEP tools



03:00

Take the next 3 minutes to look at the tools available.

Pick 2-3 that you want to start using or want to explore later.

When the timer goes off, share with your shoulder partner which tools stood out to you or what you discovered.

Specially Designed Instruction Support

Many of the tools in the Collections support Specially Designed Instruction, the job of every special educator.

SDI tools might include:

- Customized Text Scaffolding
- Multi-step assignment tool
- Customized Decodable Texts
- Customized Math Story Problems
- Multiple explanations
- Sentence Starters

Addressing Common Concerns and Questions

Will this replace my professional judgment?

No, AI is a tool to support and enhance your expertise not replace it. Your professional judgement is needed to carefully craft prompts and evaluate all output to determine accuracy and appropriateness.

Is student data secure?

Yes, Magic School and Gemini follow strict data privacy protocols and complies with FERPA and other privacy regulations.

Common Concerns and Questions Cont.

What if I'm not tech-savvy?

Magic School and Edugems are designed for ease of use. Support resources and training are available and the platforms guide you through each step.

How much time does this actually save?

Educators report saving 5-10 hours per week on planning and documentation tasks time that can be redirected to instruction and student support.

Share out

What was a tool you explored that you found interesting/exciting?

Thank You!
Have a great summer!

