

EDUCATOR TIP SHEET:

WV Autism Training Center

(304) 696-2332

www.marshall.edu/atc

atc@marshall.edu

How To Use AI Responsibly to Support All Learners

Artificial Intelligence (AI) is quickly becoming a classroom companion, helping teachers brainstorm lessons, differentiate instruction, and save valuable time. However, with great technology comes great responsibility (and a little fine print). This tip sheet is designed to guide educators in using AI ethically, effectively, and inclusively, with a special focus on supporting neurodiverse students with autism, including practical guidance on:

- **Ethics and confidentiality** to protect student information and use AI safely.
- **Accessibility and equity**, including ways AI can help you create sensory-friendly, structured, and inclusive learning materials.
- **Professional judgment** for keeping the human connection at the center of your teaching.
- **Real classroom applications**, for example generating visual supports, simplifying texts, and designing routines that support executive functioning.
- **Writing quality prompts** to develop individualized materials.

In addition to the tips provided here, teachers should always refer to their district's AI policy and the **West Virginia Department of Education's official AI guidance** for the most current policies and expectations regarding classroom use. The WVDE document outlines ethical standards, data privacy expectations, and instructional best practices to ensure AI is used responsibly and in alignment with state regulations. You can access at the QR code to the right.



Remember, AI is a tool. It doesn't replace your expertise; it amplifies it. Used wisely, AI can free up your time, inspire creativity, and help ensure every student, including those with autism, is supported in meaningful, individualized ways.

ETHICS & CONFIDENTIALITY

- **Never enter identifiable student information.** Use initials or "Student A" instead of real names.
- **Keep IEP, 504, or medical info private.** AI can help generate examples or ideas, but it shouldn't store or process actual student data.
- **Avoid uploading real student work** unless it's anonymous.
- **Follow district and WVDE technology policies** regarding AI use. Treat it like any other digital tool that touches student-related content.
- Be **especially mindful** when using examples that reference autism or other disabilities. Avoid language that stereotypes students with autism.
- **If discussing student needs**, describe supports and strategies rather than diagnostic details.



WEST VIRGINIA
AUTISM TRAINING CENTER
AT MARSHALL UNIVERSITY

EDUCATIONAL PURPOSE

- Use AI as a **teaching assistant**, not a replacement for teacher judgment.
- Think of AI as your **lesson brainstorm partner**, not your curriculum designer. Ask it for **ideas, scaffolds, examples, and visuals**, but always review and adapt responses for your specific students.
- When **designing supports** for neurodiverse learners, use AI to brainstorm sensory accommodations, visual supports, or communication aids but always individualize them to the student's needs and IEP.
- AI can **help generate** structured routines, visual schedules, or predictable lesson templates, all of which are key supports for students on the autism spectrum.

ACCURACY & VERIFICATION

- **Double-check all content** before using it with students, especially for historical facts, science content, or legal details.
- If you're unsure, cross-verify with **WVDE standards**, textbooks, or trusted resources.
- Remind students that **AI is fallible** and should be fact-checked like any other online source.
- Double-check any AI-generated content related to autism or neurodiversity. Ensure it aligns with current, **strength-based perspectives** rather than outdated deficit models.

EQUITY & ACCESSIBILITY

- Ensure that AI-generated materials are **accessible for diverse learners** (e.g., include visuals, simple language, and multiple formats).
- Use AI to **differentiate instruction**, ask it to simplify texts, create leveled materials, or design sensory-friendly options.
- Encourage **student voice and autonomy** by letting them co-create content with guidance, not just consume it.
- Use AI to **generate** social narratives, sensory break visuals, or simplified directions that support executive functioning.
- AI can help create materials with clear structure, visual organization, and minimal language ambiguity, which is especially **helpful for students with autism**.
- When creating materials for learners on the autism spectrum, use language that highlights abilities and preferences rather than limitations.

DIGITAL CITIZENSHIP & MODELING

- Model **responsible AI use** by explaining *how* and *why* you use AI to support learning.
- Teach students to use AI **ethically, critically, and creatively** as a 21st-century literacy skill.
- Reinforce that AI tools are **helpers**, not “shortcuts.” Encourage reflection, editing, and ownership of final products. Teach students about plagiarism and how to avoid plagiarizing while using AI.
- Teach students about ethical AI use that respects all learners, including those who think or communicate differently.

ALIGNMENT WITH STANDARDS

- Ensure all AI-generated lessons, assessments, and supports align with **WV College and Career-Readiness Standards and or Alternate Academic Achievement Standards**.
- Use AI to help **break down standards into student-friendly objectives** or to **scaffold content** by matching to student goals and content standards.
- When aligning AI-generated supports to **WVDE standards**, consider linking to individual IEP goals.

PROFESSIONAL JUDGMENT

- Treat AI as a **draft generator**, not an authority.
- Use your expertise to **adjust tone, age level, and content** for appropriateness.
- Maintain your **instructional voice and relationship-building**; the human connection is still the magic ingredient.

QUALITY PROMPTS

- **Effective prompting** when using AI is a skill that takes practice.
- Use **clear, specific instructions** for accurate AI results.
- The quality of your prompt will determine the quality of the outcome.
- Vague prompts will result in generic results.
- Detailed prompts provide **meaningful, learner-focused materials**.
- Seek out **professional development sessions** on AI in Education to build prompting skills.
- Integrate your district's **tech resources** when possible.
- “Speaking AI” is a modern teacher skill.
- With the right prompts, technology can be a **tool for inclusion**.

PRACTICAL EXAMPLES FOR USING AI

- Writing **social stories** or behavior visuals
- Creating warm-ups, exit tickets, or lesson hooks
- Differentiating reading passages
- **Generating IEP goal language** or accommodation examples
- Building parent communication templates
- **Brainstorming** Social Emotional Learning activities or calm-down visuals
- **Integrating** sensory-friendly ideas in existing lesson plans

LIMITATIONS & RED FLAGS

- Avoid using AI for **grading, discipline decisions, or student evaluations**.
- Watch for **bias** in generated content.
- Be cautious with **copyrighted materials**; AI can summarize, not reproduce.

REFLECTION & GROWTH

- **Reflect after use:** Did it save time? Improve clarity? Support diverse learners?
- Share examples and lessons learned with colleagues; **collective learning improves implementation.**
- **Remember:** The goal isn't to replace teacher creativity; it's to enhance it and make your expertise go further.

WHERE TEACHERS CAN LEARN MORE ABOUT AI IN EDUCATION

Official & State Resources

- **WVDE Artificial Intelligence Guidance (March 2025):** Official state policy outlining ethical use, privacy, and instructional guidance for AI in West Virginia schools.
- **WVDE Office of Technology Integration:** Offers webinars and updates on AI tools approved for classroom use.
- **ISTE (International Society for Technology in Education):** Resources on digital citizenship, AI literacy, and integrating technology with standards.

Professional Learning & Courses

- **Google for Education: AI in the Classroom:** Free online modules on using AI responsibly in teaching and assessment.
- **Microsoft Learn: AI for Educators:** Self-paced lessons on AI ethics, accessibility, and classroom integration.
- **Coursera & EdX:** University-led courses like *AI for Everyone* (by Andrew Ng) or *AI in Education*, that explain foundational concepts in plain language.
- **AI4K12 Initiative** – Focuses on age-appropriate AI literacy frameworks for K–12 education.

Articles & Reading

- **Edutopia:** Practical articles on using AI tools for differentiation, creativity, and student engagement.
- **The Learning Accelerator (TLA):** Guides and case studies on AI implementation in inclusive classrooms.
- **Education Week: Technology & Learning Section:** Ongoing coverage of AI trends and ethical considerations in schools.

Communities & Networking

- **ISTE Connect AI in Education Community:** Join forums with educators experimenting with AI tools.
- **WV Professional Learning Communities (PLCs):** Collaborate with colleagues exploring AI integration under WVDE guidelines.
- **Social Media / LinkedIn Groups:** Search “AI in Education” or “AI for Teachers” to find active discussion groups sharing prompts, tools, and lesson ideas.



PROMPT TEMPLATES FOR SOCIAL NARRATIVES

Social Stories

- “Create a social story for a student who _____. The story should include a calm-reassuring tone, clear and concrete language, 4-6 short sentences per section, focus on what the student **can do**, and add visuals or symbol suggestions.

Personal Space

- “Write a social story for a student learning to respect personal space. Include examples of how close to stand, how to ask for a hug or high-five, and what to do if someone says ‘no.’”

Taking Turns

- “Make a social story about taking turns during games or group work. Focus on waiting, being patient, and feeling proud when it’s someone else’s turn.”

Making Friends

- “Write a social story to help a student learn how to make and keep friends. Include greeting others, asking to join in, and sharing materials.”

Feeling Angry

- “Create a social story about what to do when feeling angry at school. Include recognizing body cues, using a calm-down area, and talking to a teacher.”

Feeling Overwhelmed or Stressed

- “Write a social story for a student who sometimes feels overwhelmed by noise or change. Include sensory strategies and how to ask for a break politely.”

Making Mistakes

- “Write a social story about how everyone makes mistakes and that it’s okay. Include examples of how to fix small mistakes and move on.”

Substitute Teacher

- “Create a social story explaining what happens when a substitute teacher is in the classroom. Mention that routines might look different, but the class will still be safe and fun.”

Lunchroom or Cafeteria

- “Write a social story that explains how to get lunch, find a seat, eat, and clean up. Include expected noise levels and friendly behavior.”

Bus Routines

- “Create a social story about riding the bus safely. Include waiting at the stop, finding a seat, keeping hands to yourself, and listening to the driver.”

Transitions

- “Write a social story about transitioning between classroom activities (like from centers to circle time). Emphasize listening to directions, using calm hands, and knowing that change is okay.”

Assembly or Fire Drill

- “Create a social story that explains what happens during a fire drill. Include why it’s important, what sounds they will hear, and how to stay calm and safe.”