

Professional Prompting Guide for NotebookLM in Special Education

Templates and examples for effective prompts across all special education domains

Author: Hillman

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1. Introduction to Effective Prompting

Effective prompting is the key to maximizing NotebookLM's potential in special education settings. A well-crafted prompt provides clear context, specific instructions, and appropriate constraints to generate useful, professional responses that align with special education best practices.

Principles of Professional Prompting

Clarity: Use precise language that clearly communicates your intent and desired outcome.

Context: Provide relevant background information about the student, setting, and educational goals.

Specificity: Include specific details about what you want the AI to analyze, create, or recommend.

Professional Tone: Frame requests using educational terminology and professional language.

Ethical Boundaries: Ensure all prompts maintain appropriate professional boundaries and respect student privacy.

The Anatomy of an Effective Prompt

A professional prompt typically includes:

1. **Role Definition:** Specify the perspective you want the AI to take
2. **Context Setting:** Provide relevant background information
3. **Task Description:** Clearly state what you want accomplished
4. **Output Specifications:** Define the format, length, and style of the response
5. **Constraints:** Include any limitations or requirements

2. Prompt Structure and Components

Basic Prompt Template

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As a [role], analyze [context] to [task]. Please [output specifications] while considering [constraints].
```

Example Application

Basic Prompt: "Help with this student's reading."

Professional Prompt: "As a special education teacher, analyze this 3rd-grade student's reading assessment data from September through November to identify patterns in phonics skills development. Please provide a summary of strengths and areas for growth, formatted as bullet points, while considering interventions appropriate for a general education classroom setting."

Context-Rich Prompting

Always provide sufficient context for the AI to generate relevant responses:

Student Information: Age/grade, disability category, relevant strengths and challenges
Setting Information: Classroom type, available resources, time constraints

Goal Information: What you're trying to achieve or decide

Professional Language Framework

Use educational terminology that reflects special education best practices:

- "Evidence-based interventions" rather than "strategies"
 - "Present levels of performance" rather than "current abilities"
 - "Measurable goals" rather than "objectives"
 - "Least restrictive environment" rather than "appropriate setting"
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3. IEP Documentation Prompts

Goal Development Prompts

Basic Goal Creation:

Based on this assessment data **for** a [grade level] student with [disability], create three SMART IEP goals **in** [domain]. Each goal should include baseline data, measurable criteria, and be achievable within one year. Format as: Goal statement, baseline, criteria **for** mastery, evaluation method.

Example:

Based on this assessment data **for** a 5th-grade student with specific learning disability in reading, create three SMART IEP goals in reading comprehension. Each goal should **include** baseline data, measurable criteria, and be achievable within one year. Format as: Goal statement, baseline, criteria **for** mastery, evaluation method.

Goal Revision:

Review these existing IEP goals **for** a student **with** [disability] **and** suggest revisions **to** make them more **specific**, measurable, **and** aligned **with** grade-level standards. Consider the student's **current** performance **level of** [data] **and** highlight **any** goals that may be too ambitious **or not** challenging enough.

Progress Reporting Prompts

Quarterly Progress Summary:

Analyze this progress monitoring data **for** [time period] and create a comprehensive progress report **for** IEP goals **in** [domain]. Include: current performance level, rate of progress, comparison to expected growth, and recommendations **for** the next quarter. Use objective language appropriate **for** official documentation.

Data-Driven Progress Analysis:

Based on these data points collected over [time period], determine **if** the student is making adequate progress toward their IEP goal of [specific goal]. Calculate the rate of improvement and project whether the student will meet the annual goal. Provide specific evidence to support your conclusion.

Present Levels of Performance (PLOP) Prompts

Comprehensive PLOP Development:

Using this assessment data, observation notes, and work samples, write a comprehensive Present Levels of Performance statement **for** a [grade level] student with [disability]. Include academic performance, functional performance, and how the disability affects involvement **in** the general education curriculum. Use strengths-based language **while** clearly identifying areas of need.

PLOP Update:

Update this existing PLOP **statement using new** assessment **data from** [source]. Maintain the original **structure while** incorporating **new** information about the student's **current** performance, progress since the **last** IEP, **and any** changes **in** how the disability affects educational performance.

4. Behavior Intervention Plan (BIP) Prompts

Functional Behavior Assessment Analysis

Pattern Identification:

Analyze this behavior tracking data collected over [time period] to identify patterns **in** [target behavior]. Look **for** relationships between antecedents, behaviors, and consequences. Identify potential triggers, times of day with highest frequency, and environmental factors that may be contributing to the behavior.

Hypothesis Development:

Based on this ABC data and observation notes, develop a hypothesis about the function of [target behavior] **for** this [grade level] student. Consider whether the behavior serves to obtain attention, escape/avoid tasks, gain access to preferred items/activities, or provide sensory stimulation. Support your hypothesis with specific data points.

Intervention Strategy Prompts

Evidence-Based Intervention Selection:

For a [grade level] student exhibiting [target behavior] that appears to function as [hypothesized function], suggest five evidence-based interventions that can be implemented **in** a [setting] with [available resources]. Prioritize interventions based on ease of implementation and likelihood of success.

Replacement Behavior Development:

Identify appropriate replacement behaviors **for** [target behavior] that serve the same function but are more socially acceptable and educationally appropriate. The replacement behavior should be easier to perform than the target behavior and result **in** the same or better outcome **for** the student.

Crisis Prevention and Response

De-escalation Strategy Development:

Based on this student's behavior patterns and triggers, create a de-escalation plan that includes: early warning signs, preventive strategies, in-the-moment interventions, and post-incident procedures. Consider the student's communication abilities and sensory needs when developing strategies.

5. Administrative Efficiency Prompts

Email Communication Prompts

Parent Communication:

Draft a professional email to parents explaining [topic/concern] **for** their [grade level] child. Use a warm, collaborative tone that emphasizes partnership and focuses on solutions. Include specific examples and next steps. Keep the email concise but comprehensive, appropriate **for** parents who may not be familiar with educational terminology.

Team Communication:

Create an email to the IEP team requesting [specific action/meeting/information] regarding [student situation]. Include relevant background information, specific questions or requests, and proposed timeline. Use professional language appropriate **for** colleagues **in** education.

Progress Update Email:

Write a progress update email to parents highlighting their child's achievements **in** [area] over the past [time period]. Include specific examples of growth, current goals being addressed, and ways parents can support learning at home. Maintain a positive, encouraging tone **while** being honest about areas **for** continued growth.

Meeting Preparation Prompts

IEP Meeting Agenda:

Create a comprehensive agenda **for** an [type] IEP meeting **for** a [grade level] student with [disability]. Include all required components, time allocations, and discussion points. Consider the student's transition needs, current performance, and any concerns raised by team members or parents.

Meeting Summary:

Summarize this IEP team meeting discussion into a professional meeting summary that includes: decisions made, action items with responsible parties and timelines, areas of agreement and any concerns raised, and **next** steps. Use objective language appropriate **for** official documentation.

Report Generation Prompts

Comprehensive Student Profile:

Using this collection of assessment data, observation notes, and work samples, create a comprehensive student profile that includes: academic strengths and needs, behavioral observations, social-emotional development, communication skills, and recommendations **for** instruction. Organize information in a clear, professional format suitable **for** sharing with new team members.

Data Summary Report:

Analyze this collection of progress monitoring data from [time period] and create a summary report showing trends, patterns, and overall progress toward IEP goals. Include visual representations of data where appropriate and provide interpretation of what the data indicates about the effectiveness of current interventions.

6. Differentiation and Material Creation Prompts

Reading Level Adaptation

Text Simplification:

Adapt this [grade level] text about [topic] **for** students reading at a [reading level] level. Maintain the key concepts and vocabulary **while** simplifying sentence structure and reducing text complexity. Ensure the adapted version covers the same learning objectives as the original.

Multi-Level Text Creation:

Create three versions of this text about [topic]: one for students reading below grade level, one at grade level, and one for advanced readers. Each version should cover the same essential content but vary in vocabulary complexity, sentence length, and depth of detail.

Assessment Modification

Alternative Assessment Format:

Modify this [subject] assessment for a student with [disability/accommodation needs]. Create alternative question formats that assess the same learning objectives while accommodating [specific needs]. Include clear directions and consider visual supports where appropriate.

Rubric Adaptation:

Adapt this rubric for [assignment/project] to include modifications for students with [disability]. Maintain the same learning objectives while adjusting performance criteria to be accessible and appropriate for students with diverse learning needs.

Social-Emotional Learning Materials

Social Story Creation:

Create a social story for a [grade level] student with [relevant characteristics] about [social situation/skill]. Use first-person perspective, include specific examples relevant to the student's environment, and incorporate the student's interests in [topic]. Follow social story format with descriptive, perspective, and directive sentences.

Emotion Regulation Tools:

Develop a set of emotion regulation strategies for a [grade level] student who struggles with [specific emotional challenge]. Include visual supports, step-by-step instructions, and strategies that can be used independently in the classroom setting. Consider the student's developmental level and communication abilities.

7. Assessment and Progress Monitoring Prompts

Data Analysis Prompts

Trend Analysis:

Analyze this progress monitoring data collected over [time period] **for** [skill/behavior]. Identify trends, calculate rate of improvement, and determine **if** the current trajectory will result **in** meeting the annual goal. Highlight any concerning patterns or significant changes **in** performance.

Comparative Analysis:

Compare this student's performance data across [different settings/times/conditions] to identify factors that support or hinder learning. Look for patterns that might inform instructional decisions or environmental modifications.

Assessment Planning

Assessment Selection:

Recommend appropriate assessments **for** evaluating [specific skill/area] **in** a [grade level] student with [disability]. Consider the student's communication abilities, attention span, and any accommodations needed. Prioritize assessments that provide actionable information **for** instruction.

Progress Monitoring Plan:

Create a progress monitoring plan **for** [IEP goal] that includes: frequency of data collection, specific measures to be used, criteria **for** making instructional changes, and timeline **for** review. Ensure the plan is feasible **for** implementation **in** [setting] with available resources.

8. Parent and Team Communication Prompts

Parent Education and Support

Explanation of Services:

Create a parent-friendly explanation of [special education service/concept] that includes: what it **is**, why it's recommended **for** their child, how it will be implemented, **and** what parents can expect to see. Use accessible language **while** maintaining accuracy **and** professionalism.

Home Support Strategies:

Suggest specific strategies parents can use at home to support their child's progress on [IEP goal/skill]. Include step-by-step instructions, materials needed, and ways to track progress. Consider the family's schedule, resources, and other children in the home.

Team Collaboration

Consultation Summary:

Summarize this consultation with [specialist] regarding [student concern] into actionable recommendations **for** the classroom teacher. Include specific strategies, accommodations, and any follow-up needed. Format **for** easy reference during instruction.

Transition Planning:

Create a transition plan **for** [student] moving from [current setting] to [new setting]. Include: student strengths and needs, successful strategies and accommodations, potential challenges and solutions, and recommended supports **for** the new environment.

9. Advanced Prompting Techniques

Prompt Chaining

Use a series of related prompts to build comprehensive analyses:

Chain Example - Goal Development: 1. "Analyze this assessment data to identify the student's primary areas of need in reading." 2. "Based on these identified needs, suggest three potential IEP goals with measurable criteria." 3. "For each proposed goal, recommend specific evidence-based interventions." 4. "Create a progress monitoring plan for the most critical goal."

Role-Based Prompting

Ask the AI to take on specific professional perspectives:

Reading Specialist Perspective:

As a reading specialist with expertise **in** dyslexia interventions, analyze this student's reading assessment data **and** recommend a comprehensive intervention plan that addresses phonological awareness, decoding, **and** fluency needs.

Behavior Analyst Perspective:

As a board-certified behavior analyst, review this functional behavior assessment data and develop a comprehensive behavior intervention plan that includes antecedent strategies, replacement behavior teaching, and consequence modifications.

Comparative Prompting

Option Comparison:

Compare these three intervention approaches **for** [student need]: [Option A], [Option B], and [Option C]. Evaluate each based on evidence base, feasibility of implementation, cost-effectiveness, and likelihood of success **for** this specific student profile.

Scenario-Based Prompting

What-If Analysis:

If this student's current rate of progress continues, project their performance level **in** [time period]. Then analyze what would need to change **in** instruction or intervention intensity to achieve [target goal] by [deadline].

10. Troubleshooting Common Prompt Issues

Issue: Generic or Irrelevant Responses

Problem: AI provides general education advice not specific to special education needs.

Solution: Include specific disability information and special education context.

Improved Prompt:

As a special education teacher working with a 4th-grade student with autism spectrum disorder who has strong visual processing skills but struggles with auditory processing, suggest evidence-based reading comprehension strategies that leverage visual supports and accommodate sensory sensitivities.

Issue: Inappropriate Recommendations

Problem: AI suggests interventions not available in your setting or beyond your scope.

Solution: Specify your constraints and available resources.

Improved Prompt:

Suggest behavior interventions **for** task avoidance that can be implemented by a general education teacher **in** a classroom of 25 students, using only materials typically available **in** an elementary school, **and** requiring no more than 5 minutes of additional preparation time per day.

Issue: Overly Technical or Complex Language

Problem: Responses use jargon inappropriate for the intended audience.

Solution: Specify the audience and desired tone.

Improved Prompt:

Explain this student's executive functioning challenges to parents who are not familiar with educational terminology. Use warm, accessible language that helps them understand their child's needs without overwhelming them with technical details.

Issue: Insufficient Detail

Problem: Responses are too brief or lack specific guidance.

Solution: Request specific components and level of detail.

Improved Prompt:

Create a detailed implementation plan **for** this reading intervention that includes: step-by-step procedures, materials needed, time requirements, data collection methods, criteria **for** success, **and** troubleshooting tips **for** common challenges.

Issue: Inconsistent Professional Voice

Problem: AI responses don't match your professional communication style.

Solution: Provide examples of your preferred style or specify tone requirements.

Improved Prompt:

Write this progress report in a professional but warm tone that emphasizes student strengths **while** clearly identifying areas **for** growth. Use person-first language and maintain optimism about the student's potential while being honest about current challenges.

Conclusion

Effective prompting is both an art and a science that improves with practice and reflection. The prompts in this guide provide a foundation for professional communication with NotebookLM, but the most effective prompts will be those you adapt and refine based on your specific students, settings, and professional needs.

Remember that the quality of AI responses is directly related to the quality of your prompts. Invest time in crafting clear, specific, and professionally appropriate prompts, and you'll find that NotebookLM becomes an increasingly valuable tool for enhancing your special education practice.

As you develop your prompting skills, keep these key principles in mind:

- Always maintain student privacy and confidentiality
- Use professional language that reflects special education best practices
- Provide sufficient context for relevant responses
- Specify constraints and requirements clearly
- Review and refine AI responses using your professional judgment

The goal is not to replace your expertise but to enhance your efficiency and effectiveness in serving students with disabilities. Well-crafted prompts help ensure that AI tools support rather than compromise the quality of special education services.

This guide represents current best practices for prompting NotebookLM in special education contexts. As AI technology evolves and your experience grows, continue to refine and adapt these approaches to best serve your students and professional needs.