

# NotebookLM Prompt Library for Special Education

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*Comprehensive collection of prompts organized by domain and complexity level*

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## HOW TO USE THIS LIBRARY

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### Skill Levels

-  **BEGINNER:** Simple, straightforward prompts for getting started
-  **INTERMEDIATE:** More complex prompts with multiple components
-  **ADVANCED:** Sophisticated prompts using chaining and role-based techniques

### Customization Tips

- Replace bracketed placeholders [like this] with your specific information
  - Adapt language to match your professional voice
  - Combine prompts for more comprehensive analyses
  - Always ensure student data is de-identified before use
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## IEP DOCUMENTATION PROMPTS

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### Goal Development

-  **BEGINNER: Basic Goal Creation**

Create an IEP goal **for** a [grade level] student with [disability] **in** [subject area]. The student's current performance level is [baseline data]. Make the goal specific, measurable, and achievable within one year.

### ● INTERMEDIATE: SMART Goal with Context

Based on this assessment data **for** a [grade level] student with [disability], create a SMART IEP goal **for** [specific skill]. Include: baseline performance, measurable criteria, timeline, and evaluation method. Consider the student's strengths **in** [area] and challenges with [area].

### ● ADVANCED: Comprehensive Goal Development

As an experienced special education teacher, analyze this comprehensive assessment data to develop three interconnected IEP goals that address this student's primary needs **while** building on identified strengths. For each goal, provide: detailed baseline data, measurable annual criteria, quarterly benchmarks, evaluation procedures, **and** alignment with grade-level standards. Consider how these goals support access to the general education curriculum.

## Progress Reporting

### ● BEGINNER: Simple Progress Summary

Summarize this student's progress toward their IEP goal **in** [subject]. **Include current** performance **level** **and** whether they **are** meeting, approaching, **or not** meeting their goal.

### ● INTERMEDIATE: Detailed Progress Analysis

Analyze this progress monitoring data collected over [time period] **for** [specific goal]. Calculate rate of improvement, compare to expected progress, and determine **if** the student will meet their annual goal. Include specific data points to support your analysis.

### ● ADVANCED: Comprehensive Progress Evaluation

Conduct a comprehensive analysis of this student's progress across all IEP goals **for** [time period]. For each goal: calculate rate of progress, compare to typical development, identify factors supporting or hindering progress, and provide data-driven recommendations **for** instructional modifications. Consider the interaction between goals and overall educational impact.

## Present Levels of Performance (PLOP)

### BEGINNER: Basic PLOP Statement

Write a Present Levels of Performance statement **for** a [grade level] student with [disability] based on this assessment data. Include current academic performance and how the disability affects learning.

### INTERMEDIATE: Comprehensive PLOP

Create a detailed PLOP statement using this assessment data, observation notes, and work samples. Address academic performance, functional performance, and impact on general education participation. Use strengths-based language **while** clearly identifying needs.

### ADVANCED: Multi-Domain PLOP Analysis

Develop a comprehensive Present Levels statement that synthesizes data from multiple sources including formal assessments, curriculum-based measures, behavioral observations, and stakeholder input. Address academic, functional, behavioral, and social-emotional domains **while** highlighting the student's unique profile of strengths and needs. Ensure alignment with transition planning requirements where appropriate.

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## BEHAVIOR INTERVENTION PLAN (BIP) PROMPTS

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### Functional Behavior Assessment

#### BEGINNER: Basic Pattern Identification

Look at this behavior tracking data and identify when [target behavior] happens most often. What patterns **do** you see **in** the times, activities, or situations?

#### INTERMEDIATE: ABC Analysis

Analyze this ABC (Antecedent-Behavior-Consequence) data to identify patterns **in** [target behavior]. Look **for** common antecedents, environmental factors, and consequences that may be maintaining the behavior. Suggest what function the behavior might serve.

#### ADVANCED: Comprehensive Functional Analysis

Conduct a thorough functional behavior assessment using this multi-source data including ABC charts, scatter plots, interviews, and direct observations. Develop a clear hypothesis about the function(s) of [target behavior], identify setting events and immediate antecedents, analyze maintaining consequences, and recommend data collection procedures to test your hypothesis.

## Intervention Development

### ● BEGINNER: Simple Intervention Ideas

Suggest three strategies to help reduce [target behavior] **for** a [grade level] student. Focus on easy-to-implement classroom strategies.

### ● INTERMEDIATE: Function-Based Interventions

Based on the hypothesis that [target behavior] functions to [hypothesized function], suggest evidence-based interventions including: antecedent strategies, replacement behavior teaching, and consequence modifications. Consider implementation **in** [setting] with [available resources].

### ● ADVANCED: Comprehensive BIP Development

Develop a comprehensive Behavior Intervention Plan **for** [target behavior] that includes: prevention strategies based on identified triggers, teaching plan **for** functionally equivalent replacement behaviors, response strategies **for** both appropriate and inappropriate behaviors, crisis prevention and response procedures, data collection plan, and implementation guidelines **for** all team members. Ensure all strategies are evidence-based and feasible **in** the identified settings.

## Crisis Prevention

### ● BEGINNER: De-escalation Strategies

Suggest calming strategies **for** a [grade level] student who becomes upset during [trigger situation]. Include what to **do** and what to avoid.

### ● INTERMEDIATE: Comprehensive De-escalation Plan

Create a de-escalation plan **for** [student description] that includes: early warning signs, preventive strategies, **in**-the-moment interventions, and post-incident procedures. Consider the student's communication level and sensory needs.

## ● ADVANCED: Multi-Tiered Crisis Response

Develop a comprehensive crisis prevention and response plan that includes: environmental modifications to reduce triggers, early intervention strategies **for** emerging behaviors, graduated response procedures **for** escalating situations, safety protocols **for** all involved, post-incident debriefing and data collection procedures, and plan **for** teaching coping skills during calm periods.

## ADMINISTRATIVE EFFICIENCY PROMPTS

### Email Communication

#### ● BEGINNER: Basic Parent Email

Write a friendly email to parents about [topic] **for** their [grade level] child. Keep it positive and include next steps.

#### ● INTERMEDIATE: Professional Update Email

Draft an email **to** parents providing an **update on** their child's progress **in** [area]. **Include specific** examples **of** growth, **current** goals being addressed, **and** suggestions **for** home support. **Use** a warm, collaborative tone.

#### ● ADVANCED: Comprehensive Communication Strategy

Develop a multi-part communication **plan for** [situation] that **includes**: initial email **to** parents explaining the situation **and next** steps, follow-up communication timeline, talking points **for** phone conversations, **and** documentation requirements. Ensure **all** communications maintain professional boundaries **while** building collaborative relationships.

### Meeting Preparation

#### ● BEGINNER: Simple Meeting Agenda

Create an agenda **for** an IEP meeting **for** a [grade level] student. Include the main topics that need to be discussed.

#### ● INTERMEDIATE: Comprehensive Meeting Prep

Prepare **for** [type of meeting] by creating: detailed agenda with time allocations, summary of student's current performance, key discussion points, **and** materials needed. Consider all team members' perspectives **and** concerns.

## ● **ADVANCED: Strategic Meeting Planning**

Develop a comprehensive meeting strategy **for** [complex situation] that includes: pre-meeting stakeholder consultation, detailed agenda with decision points, anticipated concerns and response strategies, data presentation plan, consensus-building techniques, and follow-up action plan with timelines and responsibilities.

## Report Generation

### ● **BEGINNER: Simple Data Summary**

Summarize this student's performance data from [time period]. Highlight the most important findings **in** simple terms.

### ● **INTERMEDIATE: Professional Report**

**Create** a comprehensive report analyzing [student/program data] that **includes**: executive summary, detailed findings, trends **and** patterns, implications **for** instruction, **and** recommendations **for next** steps. **Format for** sharing **with** [audience].

### ● **ADVANCED: Multi-Source Data Analysis**

Synthesize data from multiple sources including assessments, progress monitoring, behavioral observations, **and** stakeholder feedback to create a comprehensive analytical report. Include statistical analysis **where** appropriate, visual data representations, comparative analysis across time periods **or** peer groups, **and** evidence-based recommendations with implementation timelines.



## **DIFFERENTIATION & MATERIAL CREATION PROMPTS**

### Reading Level Adaptation

#### ● **BEGINNER: Simple Text Adaptation**

Make this **text** about [topic] easier **for** students reading below grade **level**. Keep the main ideas but **use** simpler words **and** shorter sentences.

## ● INTERMEDIATE: 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. Maintain the same learning objectives **while varying** complexity.

## ● ADVANCED: Comprehensive Differentiation Package

Develop a complete differentiated instruction package **for** [topic] that **includes**: texts **at** three reading levels, **corresponding** comprehension questions **at varying** cognitive levels, visual supports **and** graphic organizers, extension activities **for** advanced learners, **and** assessment options that accommodate diverse learning needs **while** measuring the same objectives.

## Assessment Modification

### ● BEGINNER: Simple Assessment Changes

Modify this test **for** a student who needs [specific accommodation]. Make it easier to understand and complete.

### ● INTERMEDIATE: Accommodation Planning

Adapt this [subject] assessment **for** students **with** [disability/needs]. **Create** alternative formats that assess the same learning objectives **while** providing appropriate accommodations. **Include** clear directions **and** visual supports.

### ● ADVANCED: Universal Design Assessment

Redesign this assessment using Universal Design **for** Learning principles to be accessible to all students **while** maintaining rigor and validity. **Include** multiple means of representation, engagement, and expression. Provide detailed rubrics that account **for** diverse demonstration methods **while** measuring the same standards.

## Social-Emotional Learning

### ● BEGINNER: Simple Social Story

Write a **short** social story **for** a [grade level] student about [social situation]. Use simple language and include what the student should **do**.

### ● INTERMEDIATE: Personalized Social Story

Create a social story **for** a [grade level] student with [relevant characteristics] about [social situation]. Include the student's interests **in** [topic] and use first-person perspective. Follow proper social story format.

### ● ADVANCED: Comprehensive SEL Curriculum

Develop a multi-session social-emotional learning unit addressing [skill/concept] that includes: assessment of current skill level, sequential lesson plans with objectives **and** activities, visual supports **and** practice materials, generalization strategies across settings, progress monitoring tools, **and** family engagement components.



## ASSESSMENT & PROGRESS MONITORING PROMPTS

### Data Analysis

#### ● BEGINNER: Basic Trend Identification

Look at this progress monitoring data and tell me **if** the student is improving, staying the same, or getting worse **in** [skill area].

#### ● INTERMEDIATE: Progress Rate Analysis

Analyze this progress monitoring data collected over [time period]. Calculate the rate of improvement and determine **if** the student will meet their annual goal at this pace. Identify any concerning patterns.

#### ● ADVANCED: Comprehensive Data Evaluation

Conduct a thorough analysis of this multi-source progress data including curriculum-based measures, standardized assessments, **and** observational data. Calculate effect sizes, compare to normative expectations, identify variables affecting performance, **and** provide statistical projections **for** goal attainment with confidence intervals.



## Assessment Planning

### BEGINNER: Assessment Selection

Recommend assessments to measure [specific skill] **for** a [grade level] student with [disability]. Consider the student's needs and abilities.

### INTERMEDIATE: Comprehensive Assessment Plan

Design an assessment plan **for** evaluating [area of concern] that includes: multiple measures, timeline **for** administration, accommodation needs, and criteria **for** interpreting results. Ensure assessments provide actionable information **for** instruction.

### ADVANCED: Multi-Tiered Assessment System

Develop a comprehensive assessment framework that includes universal screening, diagnostic assessment, progress monitoring, and outcome evaluation components. Specify psychometric requirements, administration protocols, data management procedures, and decision-making criteria **for** each tier. **Include** provisions **for** cultural and linguistic diversity.

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## PARENT & TEAM COMMUNICATION PROMPTS

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### Parent Education

#### BEGINNER: Simple Explanation

Explain [special education concept] to parents **in** simple, friendly terms. Help them understand what it means **for** their child.

#### INTERMEDIATE: Comprehensive Parent Guide

Create a parent-friendly guide explaining [service/intervention] that includes: what it **is**, why it's recommended, how it will be implemented, what parents can expect, **and** how they can support at home.

#### ADVANCED: Family Engagement Strategy

Develop a comprehensive family engagement **plan for** [situation] that **includes**: culturally responsive communication strategies, multiple engagement options accommodating diverse family needs, capacity-building activities **to** support home-school collaboration, **and** ongoing feedback mechanisms **to** ensure meaningful participation **in** educational decisions.

## Team Collaboration

### ● BEGINNER: Team Update

Summarize [student situation] **for** the IEP team. Include current status and what support is needed from each team member.

### ● INTERMEDIATE: Consultation Summary

Create a summary of consultation with [specialist] regarding [student concern]. Include specific recommendations **for** classroom implementation, required resources, and follow-up needed.

### ● ADVANCED: Interdisciplinary Collaboration Plan

Develop a comprehensive team collaboration framework **for** [complex case] that **includes**: role definitions and responsibilities, communication protocols, shared decision-making procedures, conflict resolution strategies, and coordination mechanisms to ensure consistent implementation across all settings and service providers.



## PROMPT CHAINING EXAMPLES

### Example 1: Comprehensive Goal Development Chain

1. **Analysis:** "Analyze this assessment data to identify the three most critical areas of need for this student."
2. **Goal Creation:** "Based on these identified needs, create specific, measurable IEP goals for each area."
3. **Intervention Planning:** "For each goal, recommend evidence-based interventions appropriate for [setting]."

4. **Progress Monitoring:** "Design a progress monitoring plan for the most critical goal, including data collection procedures and decision-making criteria."
5. **Implementation:** "Create an implementation timeline with specific steps for introducing these interventions."

## Example 2: Behavior Analysis Chain







1. **Pattern Identification:** "Analyze this behavior data to identify patterns in antecedents, behaviors, and consequences."
  2. **Hypothesis Development:** "Based on these patterns, develop a hypothesis about the function of this behavior."
  3. **Intervention Design:** "Create interventions that address the hypothesized function while teaching replacement behaviors."
  4. **Implementation Planning:** "Develop a detailed implementation plan including staff training needs and fidelity monitoring."
  5. **Evaluation Framework:** "Design an evaluation plan to measure intervention effectiveness and guide modifications."
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## TIPS FOR EFFECTIVE PROMPTING

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### Do's:

-  Be specific about what you want
-  Provide relevant context
-  Specify your constraints and resources
-  Use professional language
-  Include the intended audience
-  Request specific formats when needed

## Don'ts:

- ❌ Use vague or general requests
  - ❌ Forget to specify your setting/resources
  - ❌ Ask for inappropriate recommendations
  - ❌ Include identifiable student information
  - ❌ Expect perfect responses without refinement
  - ❌ Rely solely on AI without professional judgment
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## PROMPT REFINEMENT STRATEGIES

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### If responses are too general:

- Add more specific context
- Include constraints and limitations
- Specify your exact needs

### If responses are inappropriate:

- Clarify your professional role
- Specify evidence-based practices
- Include setting limitations

### If responses lack detail:

- Request step-by-step procedures
- Ask for specific examples
- Specify the level of detail needed

### If responses don't match your voice:

- Provide examples of your preferred style
- Specify tone and audience

- Include communication preferences

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*This prompt library is designed to grow with your experience. Start with beginner prompts and gradually work toward more advanced techniques as you become comfortable with NotebookLM. Remember to always apply your professional judgment to AI responses and maintain student privacy in all interactions.*

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