

A Teacher's Guide: AI for Early Childhood Special Education

A one-stop hub of classroom-ready prompts that save time, boost clarity, and make AI actually useful. Every prompt is designed to help teachers plan smarter, differentiate faster, and respond to real classroom needs, without the fluff. All prompts are made using [Gruvy Education's Role, Action, Format, Context Framework](#).

How to use this resource:

First, open [ChatGPT](#) or [Gemini](#). Then, look through the resource and find a prompt you want to use. Copy the prompt and paste it into ChatGPT or Gemini. Replace anything written in [brackets] with your own information. Once that's done, send it through to get your result.

Always remember, never send any student names or ID numbers to AI tools.

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1. Create Social Stories for Daily Routines

Prompt:

"Act as a special education teacher for young children with autism. Create a short social story to support a specific behavior or routine. Use a clear structure with visuals in mind: "What's happening," "Why it's important," and "What to do." Here's the routine or behavior we're working on: [describe issue, e.g., "Going to speech therapy," "Washing hands," etc.]"

Follow-up prompts to use after you use the prompt above:

- 1) "Now turn this social story into a printable one-page handout I can send home to families. Keep the language simple. Include a suggested visual or symbol for each part."
 - 2) "Now write a short, warm email to a parent explaining that I'm sending home a one-page social story to help their child with this routine. Mention that it's attached, and offer to connect if they have questions."
 - 3) "Now translate that message into [insert language]. Keep the tone warm, supportive, and easy for parents to understand."
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2. Write IEP Goals Aligned to ECIPs

Prompt:

"Act as an early childhood special education teacher. Write IEP goals that align with Minnesota's Early Childhood Indicators of Progress. Present the goals in a bulleted list. Use simple, parent-friendly language. Here's what you need to know:

- Child's current abilities: [paste summary or data]
 - Target area (e.g., communication, social-emotional): [insert]
 - Family priorities: [insert]
 - Setting (home-based or school-based): [insert]
 - Age of child: [insert age in months or years]
 - Current services (e.g., OT, PT, speech): [insert]"
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3. Generate Weekly and Daily Lesson Plans from Evaluation Reports

Prompt 1:

"Act as an early childhood special education teacher. Create a weekly lesson plan based on the attached evaluation summary. Present a Monday–Friday plan with one focus activity per day. For each day, list: Focus area, Goal or objective, Short description of the activity, How it connects to the evaluation data. Keep it developmentally appropriate and low-prep.

- Here's the setting: [home-based or school-based]
- Here's the age of the child: [insert age]
- Here's what the family is hoping to work on: [insert family input]
- Here is the evaluation summary: [Paste summary or attach it to the prompt]"

Prompt 2: Based on the weekly overview, create a detailed lesson plan for [insert day, e.g., "Monday"]. Include the following:

- Activity objective
 - Step-by-step instructions
 - Materials needed (simple, household or classroom items)
 - Adaptations for different ability levels
 - Tips for engaging the child
 - Connection to Minnesota's Early Childhood Indicators of Progress"
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4. Summarize Progress Monitoring Logs for Families

Prompt:

"Act as a school data analyst who works in early childhood special education. Your job is to summarize progress monitoring data into clear, parent-friendly trends. Present the summary in bullet points using everyday language. For each skill area, highlight:

- What's improving
- What's not improving
- What we should adjust

Be concise, clear, and avoid jargon. Here is the observational data we've collected: [Paste dataset or attach it to the prompt]"

Follow-up prompts to use after you use the prompt above:

1) "Now write a short, warm message I can send to the family to share these progress updates. Keep it parent-friendly, positive, and easy to understand. Mention what's going well and one thing we're focusing on next.

2) "Now translate that message into [insert language]. Keep the tone warm, supportive, and easy for parents to understand."

5. Convert developmental screening notes into documentation-ready summaries

Prompt:

“Act as an early intervention specialist. Turn these raw developmental screening notes into a clear, professional summary organized by domain: communication, motor, cognitive, adaptive, and social-emotional. Use plain language and keep it concise for documentation. The child is [age] old. Here are the screening notes: [Paste notes or attach it to the prompt]”

6. Create home activity guides personalized for each child’s goals and needs

Prompt:

“Act as an early childhood special education teacher. Create a one-page home activity guide with 3–5 simple activities that support this child’s current learning goal. Use everyday items. Keep the directions family-friendly and include the purpose of each activity. Here is the info you need:

- Child’s age: [insert]
 - Goal or focus area: [insert]
 - Setting: [home-based or school-based]
 - Family priorities: [optional, insert if known]”
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7. Draft transition plans for students aging out of services

Prompt:

“Act as a transition planning specialist. Write a clear, bullet-point summary for a child transitioning out of early intervention. Include: current strengths, areas to keep working on, recommendations for next steps, and suggested supports for the new setting. Here is what you need to know:

- Child’s age: [insert]
 - Current services: [insert]
 - Progress summary: [paste or summarize]
 - Next setting or plan: [insert if known]
 - Family priorities or concerns: [insert if available]
 - Eligibility or known diagnosis: [insert if needed]”
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8. Create Behavior Support Strategies for Challenging Behaviors

Prompt:

“Act as a behavior intervention specialist for young children. Write 3–5 proactive strategies to support this behavior. For each, explain what to do, why it helps, and how families and staff can use it at home and school. Use clear, simple wording. Here is what you need to know:

- Child’s age: [insert]
 - Challenging behavior: [describe]
 - When and where it usually happens: [insert context]
 - Known triggers or patterns: [insert if known]”
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