<u>AI Articles: A11y for Children Group Takeaways</u>

- ## [Prioritizing Students with Disabilities in AI Policy](#)
  - "This policy paper [EALA - Prioritizing Students with Disabilities in AI Policy.pdf](#) is designed to inform and guide policymakers at all levels, from local school boards to national education departments, who are responsible for shaping education policy in the age of AI. Recognizing the transformative potential of AI in education, particularly for students with disabilities, this paper aims to equip policymakers with the knowledge and insights necessary to leverage AI technologies effectively and equitably."

Group member takeaways:

- Editor: Educating all learners Alliance: dedicated to equity for complex Learners.
- Partnered with CAST to prepare the publication
- Interesting for policymakers, administrations, and procurement teams (high-level document)
- Recommended: An easy-to-read version for students, families, and educators would be welcome. Add practical examples.
- I noticed that while they convened a significant group of relevant experts, the disabled children themselves were not included?

- ## The Future of Child Development in the AI Era
    - Report to check. Some topics related to our core subjects (not addressed in detail): Assistive AI for children with disabilities, attention and executive functioning, considerations to ensure effective AI integration in education

Group member takeaways:

- Most important reads for this group (if you have to prioritize reading: pages on children with special needs p.17 and recommendations p.29-32)
- Not all product experts are experts in accessibility so this is a more generic document.
- The recommendations advocate for higher-risk protections for children but on only give beneficial perspectives for children with special needs when there could be a balancing act with even higher protections for children with specific needs (in that part of the report).

- **Positive Effects of Hybrid Human-AI Tutoring Among Students with Disabilities**
  - In education, AI systems can be promising when used in combination with human tutoring as 'hybrid human-AI solutions': A US study in two low-income middle schools has shown hybrid human-AI tutoring has positive effects on learning processes and outcomes among all students, including students with disabilities.

Group member takeaways:

- US study Hybrid AI and human tutoring gets evidence as a good solution.
- Evidence is needed to help guide parents:
  Some parents hope AI will help their children progress on their own. It is understandable that with the promises we hear about AI parents want solutions. Some parents are afraid AI will bring in more work for them as they have to assist their child in learning at home and need critical oversight and support.
  It is important to see what is evidenced so far in order to help parents with relevant resources.

- **Shedding Light on AI - A framework for algorithmic oversight**
  - This four-step process is platform-neutral and can be applied across different sectors, including but not limited to social media, entertainment, health and education. It can also be applied to different parts or features of a service, including advertising, content recommendation, moderation and reporting.
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Group member takeaways:
- Important tool in addition to legislation to follow steps and implement oversight process.
- Incident databases are compulsory through legislation, but it would also be nice to have lists of systems and products that are compliant.

- [Ableism and Disability Discrimination in New Surveillance Technologies: How new surveillance technologies in education, policing, health care and the workplace disproportionately harm disabled people](#)

  - Students face various forms of surveillance from early education through higher education, much of it intended to address academic integrity and public safety. Some modern tools rely on predictive analysis and automated responses to flag suspicious behaviour, trigger investigative or disciplinary action, or prioritise crisis response resources. These can have disproportionate impacts on students with disabilities and students of colour - and likely on disabled students of colour in particular.

Group member takeaways:
- This is why centring the voices of affected children and communities is vital
- Schools can be perpetrators of the worst surveillance of children
- Impacts on young people with disabilities extend past school systems and go into health tech, housing, and the justice systems

- [Resources from the Glasgow Lovelace-Hodgkin Symposium - Reference book](#)

The following list of references is a non-exhaustive list of works which can contribute to the creation of a framework on AI ethics for young people. We focused on competencies (AI literacy), impact, ethical models, benchmarks, risk-based approaches and inclusive practices (universal design and accessibility).
These guidelines and frameworks can help in the co-creation process.
All resources are in open access.