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CHATGPT AND OTHER GENERATIVE AI: A GAME-CHANGER FOR SPECIAL EDUCATION?

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CEC 2020 President

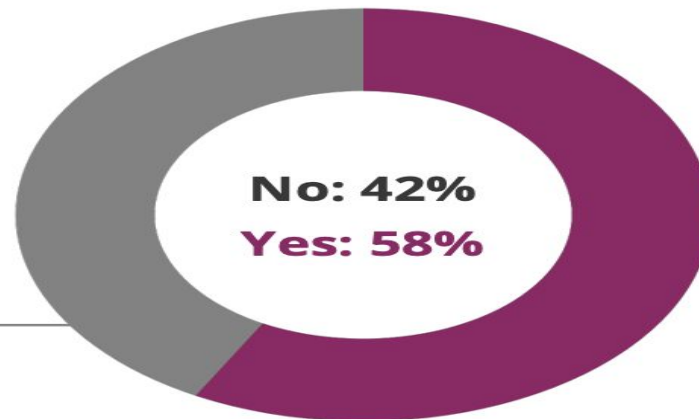
CEC 2023 Treasurer

Learner Outcomes

- Define generative AI and explain how it can be used in special education.
- Discuss the potential benefits and challenges of using generative AI in special education classrooms.
- Evaluate the ethical considerations for special education professionals when using generative AI.
- Develop a plan for how you can start using generative AI to support your students with disabilities

Professors

Are you or your students using generative AI in the classroom?

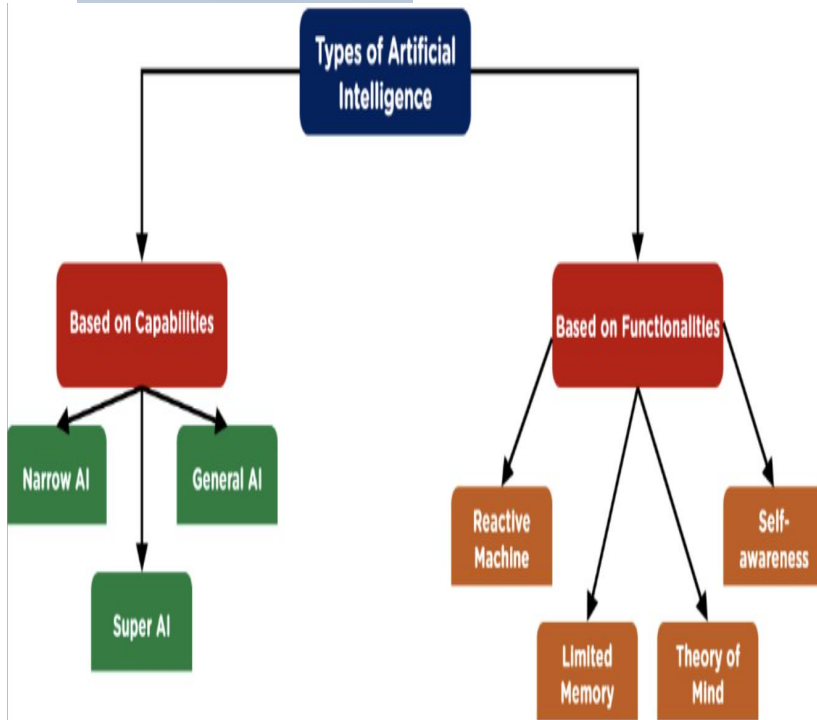


About one-third of instructors not currently using AI would consider doing so in the near future.

Professors

Only 31% of instructors feel somewhat or very positive about AI usage as they face academic integrity concerns.

What are the most popular types of A.I.?

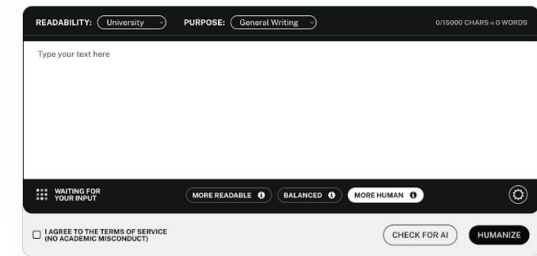
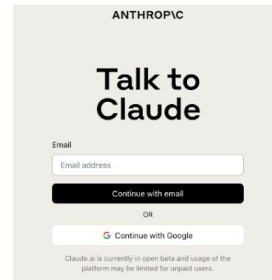


Narrow AI	General AI
○ Application specific/ task limited	○ Perform general (human) intelligent action
○ Fixed domain models provided by programmers	○ Self-learns and reasons with its operating environment
○ Learns from thousands of labeled examples	○ Learns from few examples and/or from unstructured data
○ Reflexive tasks with no understanding	○ Full range of human cognitive abilities
○ Knowledge does not transfer to other domains or tasks	○ Leverages knowledge transfer to new domains and tasks
○ Today's AI	○ Future AI?

Where does Generative AI fit?



Teach Anything



Interactive Working Document

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Question 1

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Where can I find information on ChatGPT and other Generative AI tools?

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Question 2

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Where can I find basic information on how ChatGPT and other generative ai will impact my teaching/work?

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Question 3

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**What generative AI have I used in my class/work
and how have I used it?**

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Question 4

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How can I actively incorporate generative AI into my class/work?

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Question 5

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What should I be conveying to my students/colleagues about using generative AI?

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Question 6

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I choose not to include Generative AI in my course/program. How do I convince my students/colleagues to not use these tools in the work they do for our class/program?

Interactive Working Document

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Question 7

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How should I be preparing to teach/operate in an environment where most of my students/colleagues are using generative AI?

Question 8

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What should I do if I think students/colleagues are using generative AI to complete assignments/work in ways that I consider to be cheating/plagiarism?

Question 9

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Is it OK for students/colleagues to use generative AI in class/work? If so, what expectations and restrictions should I place on this?

Question 10

23

Is it OK to use Generative AI to provide feedback or grade assignments/work? What are some best practices for doing so? If I do, should I tell them?

Question 11

24

My class/work depends on written papers/content that are used to demonstrate mastery of the class subject and formal writing — what should I do?

Question 12

25

How can I reimagine what I teach, given growing access to increasingly powerful generative AI?

Question 13

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**How can I help students
measure the quality of AI
contributions to their
learning?**

Question 14

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**How can I help my students
develop generative AI
literacy?**

Contact Information

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