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Exceptional  
Children

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

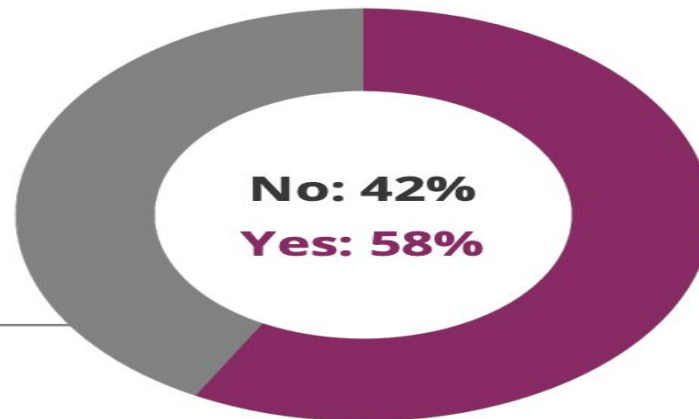
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**CEC 2020 President**  
**CEC 2023 Treasurer**

# 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?**



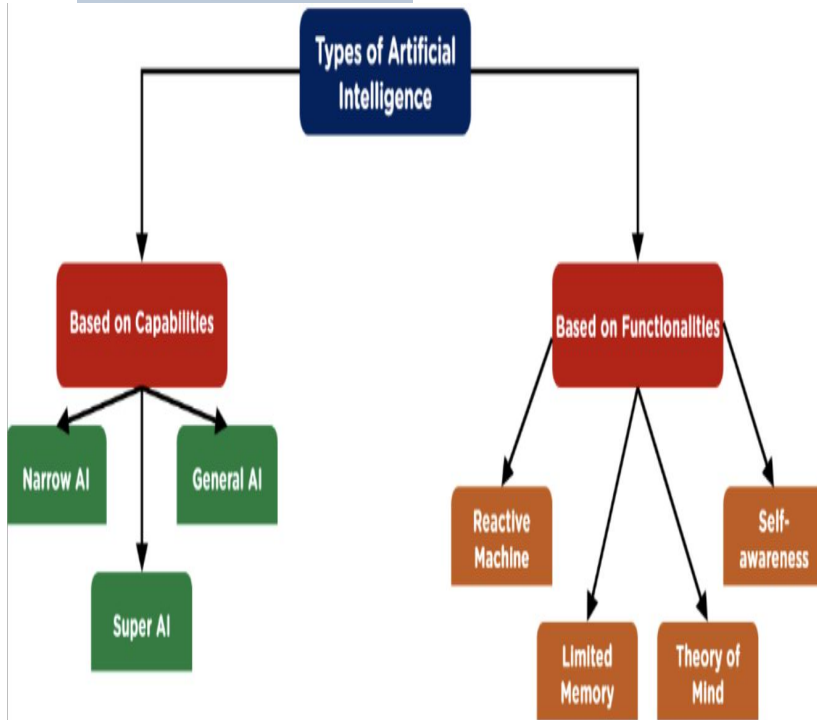
**About one-third of instructors not currently using AI would consider doing so in the near future.**

# 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.?

5

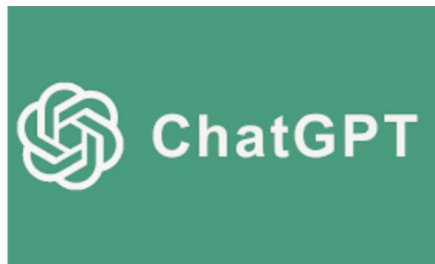
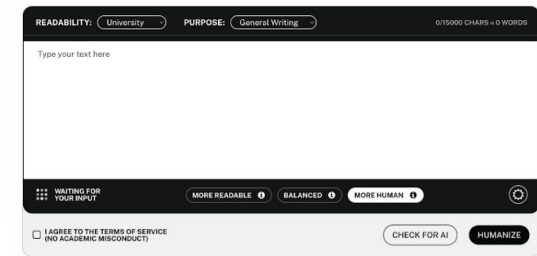
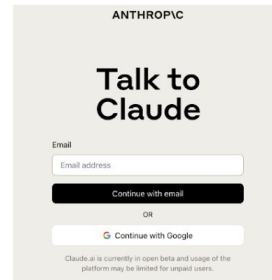


Narrow AI	General AI
○ Application specific/ task limited	○ Perform general (human) intelligent action
○ Fixed domain models provided by programmers	○ Self-learns and reasons with its operating environment
○ Learns from thousands of labeled examples	○ Learns from few examples and/or from unstructured 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

7



# Question 1

8

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



# Interactive Working Document

9



## Question 2

10

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

# Interactive Working Document

11



# Question 3

12

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

# Interactive Working Document

13



# Question 4

14

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

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15



# Question 5

16

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



# Interactive Working Document

17



# Question 6

18

**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

19



# Question 7

20

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

# Question 8

21

**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

22

**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

26

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

# Question 14

27

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

# Contact Information

28

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