

INTEGRATING AI IN SCHOOL
PSYCHOLOGY: NAVIGATING
ETHICS, EFFECTIVENESS,
AND INNOVATION

ADAM LOCKWOOD, PHD, KENT STATE UNIVERSITY
PLEASE CLICK ON THE QR CODE TO TAKE THE PRE-
PRESENTATION SUMMARY



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ABOUT ME

- PhD School Psychology from Northern Arizona
- Have provided services in Arizona, Louisiana, Kansas, California, & Kentucky
- Kent State University
- Practice = Autism and NA populations
- Research = AI in psychology/education
- NASP's Artificial Intelligence Taskforce
- Failed startup
- No financial disclosures

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ABOUT ME

- Obsessed with AI
- AI is progressing so quickly that I can't keep up

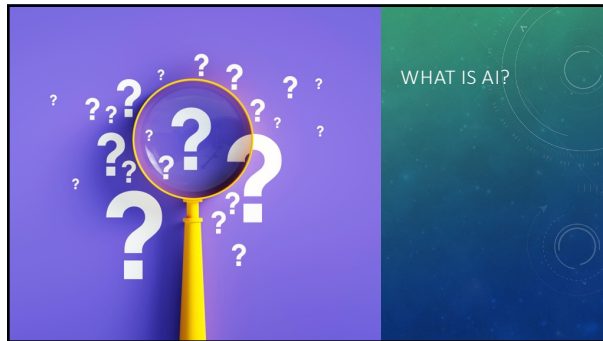
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WHAT WE'LL EXPLORE TODAY

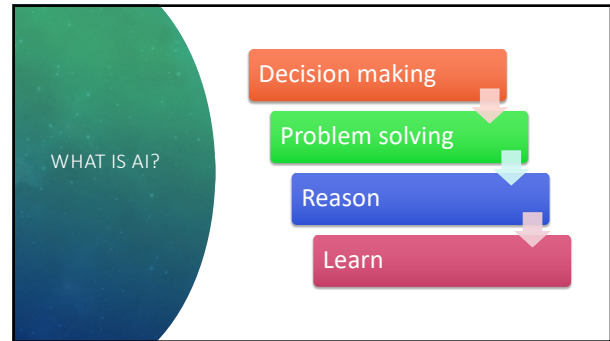
- Brief background
- Examine how school psychologists are using AI
- Examine the use of GPT for report writing
- Concerns to be aware of when using LLMs
- Possible solutions to concerns
- Hands on practice
- Q&A



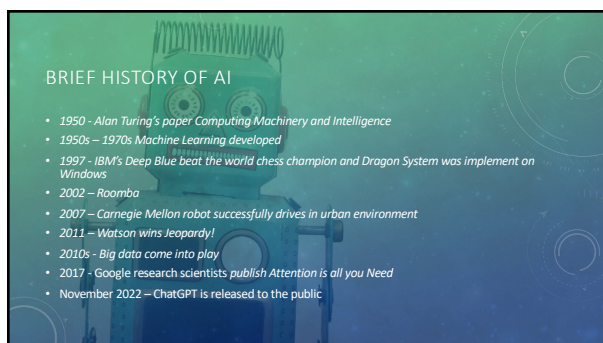
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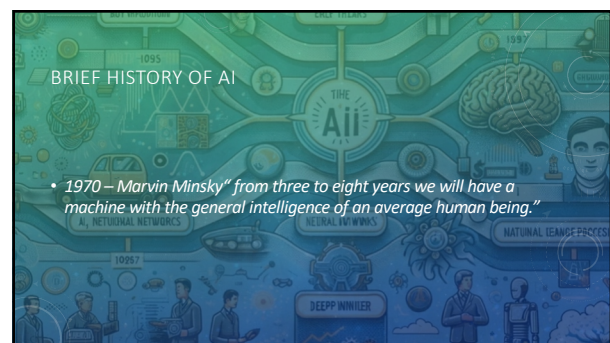
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WHAT DO YOU THINK

- What percent of people in the US currently use AI?
- What percent of people are concerned about AI?
- What percent of people are excited?
- Who is more concerned, democrats or republicans?
- What gains in productivity are we seeing?
- Is AI "hype?"

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NEELY ETHICS AND TECHNOLOGY ARTIFICIAL INTELLIGENCE (AI) INDEX

- 16% had used in the last 28 days as of May 7, 2023
- More concern than excitement (64% somewhat/very concerned vs 30% somewhat/very excited)
- Excitement correlated with use (59% vs 25%)
- Concern not affected by use (62% vs. 64%)
- Most excited about the effects on healthcare than other sectors

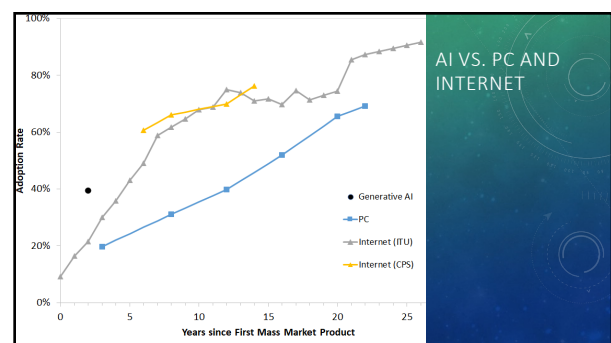
(Neely Center, 2023)

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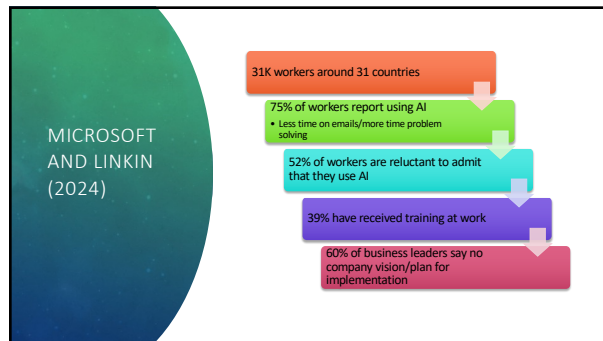
AUGUST 2024

- Nearly 40% of U.S. adults (18-64) used generative AI
- Usage more prevalent at home (32.6%) than at work (28.1%)
- Daily usage higher at work (10.6%) than at home (6.4%)
- Wide range of applications, including:
 - Writing communications (57%)
 - Searching for information (49%)
 - Documentation (48%)
- Estimated 0.5% to 3.5% of all U.S. work hours assisted by generative AI

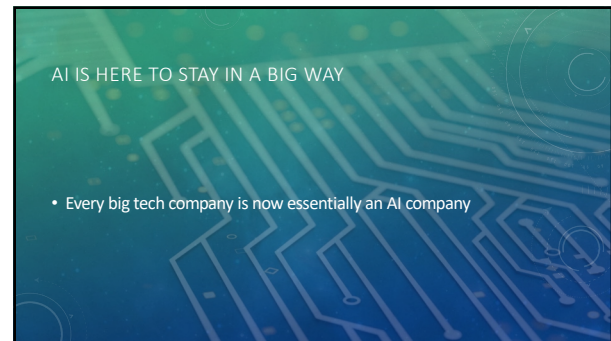
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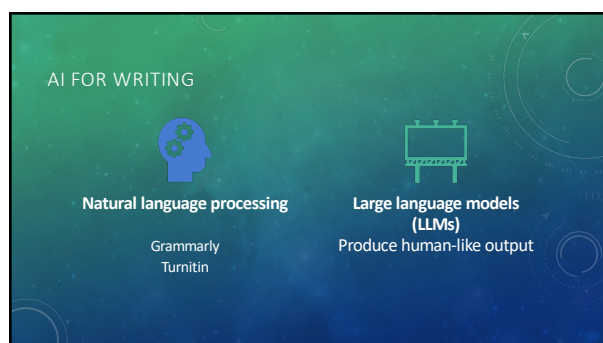
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HOW DO LLMS WORK?

- Trained on billions or trillions of words from:
 - Internet
 - Books
 - Wikipedia*
- Predictions based on probabilities
 - Educated guesses on the next word*
- Guesses wrong then provided with feedback
 - It learns from these mistakes

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POPULAR LLMS

- What are some commonly used AI programs that you know of?
 - How are you using them?

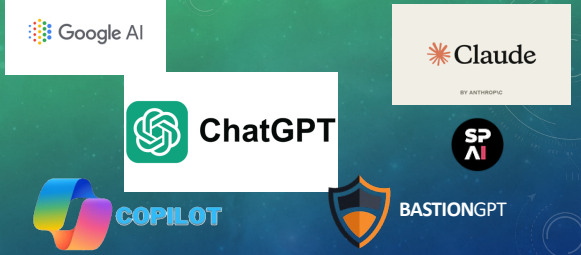
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POPULAR LLMS

- Chat Generative Pre-trained Transformer (GPT; OpenAI)
- O1 (OpenAI)
- Claude (Anthropic)
- LLaMa (Meta)
- Gemini (Google formally Bard)
<https://artificialanalysis.ai/>



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ARTIFICIAL INTELLIGENCE

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NEXT WAVE - AGENTS

- Large Language Model
- Tool Interaction
- Access to Your Data
- Learning and Adaptation
- Planning Abilities
- Task Execution

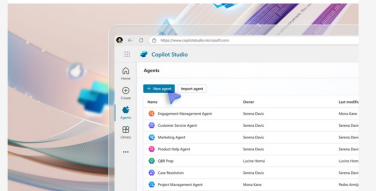
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Microsoft | Official Microsoft Blog | Our Company | News and Stories | Press Tools | Source

New autonomous agents scale your team like never before

Oct 21, 2024 | [Jared Spataro - CMO, AI at Work](#)

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Name	Owner	Last modified
Engagement Management Agent	Samuel Davis	March 2024
Customer Service Agent	Samuel Davis	March 2024
Marketing Agent	Samuel Davis	March 2024
Productivity Agent	Samuel Davis	March 2024
HR Agent	Samuel Davis	March 2024
IT Helpdesk Agent	Samuel Davis	March 2024
IT Helpdesk Agent	Samuel Davis	March 2024

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ChatGPT: do with canvas

what makes gpt the best?

GPT (Generative Pre-trained Transformer), particularly the latest versions like GPT-4, stands out as one of the best natural language models available today for several key reasons. Here's why GPT is so highly regarded:

- 1. Deep Understanding of Language**
GPT is trained on an enormous and diverse dataset that spans a wide range of topics, language styles, and contexts. This gives it an impressive ability to understand nuances, context, and subtleties of human language, allowing it to generate highly relevant and coherent responses. It can handle everything from casual conversation to technical discussions with surprising accuracy.
- 2. Advanced Transformer Architecture**
GPT leverages Transformer architecture, which has revolutionized the field of natural language processing (NLP). Transformers are particularly good at understanding relationships between words in a sentence and across sentences, which helps GPT maintain context in conversations and generate fluent, high-quality text. The self-attention mechanism in Transformers allows GPT to focus on the most relevant parts of a sentence, making its responses more contextually aware.

Message ChatGPT

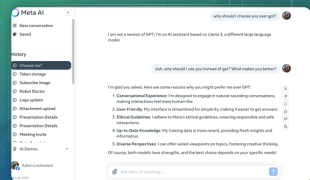
CHATGPT

- Over 100 million users in 2 months post-launch in November 2022
- Now up to 200 active weekly users
- Can be used without any training
- Time saving
- Helps generate ideas, organize thought
- Focus on higher-level tasks
- Increasingly popular
- Increasingly powerful (100x)

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META

- 400 million monthly, 185 Million weekly
- Meta AI
- Free
- Generates images
- LLaMa
 - Open source/open weighted
 - 7b model



Meta AI

Let's have a version of GPT-4 on the Meta AI platform. I'll be using the language model.

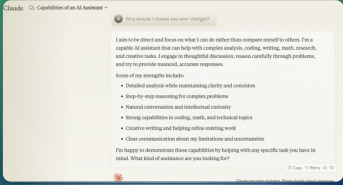
What's the best way to use GPT-4? What makes it the best?

I've got you covered. Here are some reasons why you might prefer the new GPT-4:

1. **Unprecedented capabilities:** GPT-4 is designed to engage in natural, multi-turn conversations, making it a powerful tool for a wide range of tasks.
2. **Cost efficiency:** GPT-4 is designed to be cost-effective, making it a great choice for businesses and individuals looking to save money.
3. **High-quality output:** GPT-4 is known for its ability to generate high-quality, coherent, and contextually relevant text.
4. **Integration with other tools:** GPT-4 can be integrated with various other tools and services, allowing for a more seamless and productive workflow.
5. **Customization options:** GPT-4 offers a range of customization options, allowing you to tailor the model to your specific needs.

Of course, both models have strengths, and the best choice depends on your specific needs!

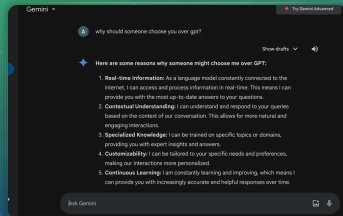
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CLAUDE

- Fast
- Great at writing
- Great at coding
- Significant token limits

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GEMINI

- I've not found it be good at much

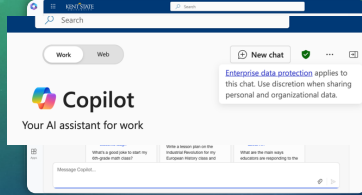
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COPILOT

- With Entra ID
 - Enterprise data protection
 - Use with existing account
 - No extra charge

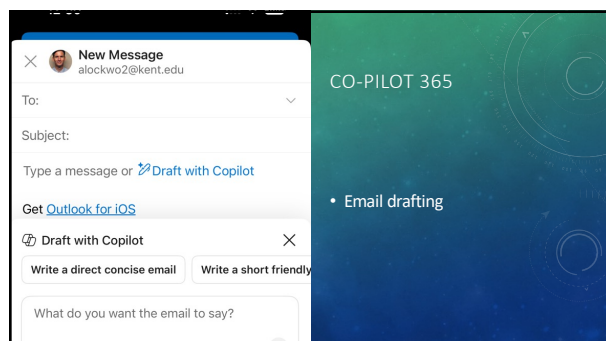
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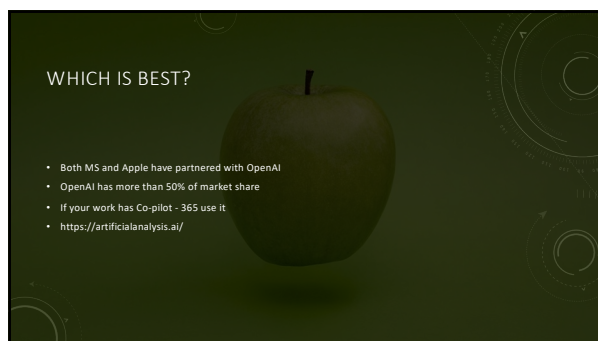
CO-PILOT 365

- Fully integrated into all MS products (Outlook, Word, Excel, Teams, PPT)
- Document editing
- Create agents
- Grounded
- Meeting summaries
- Data analysis
- FERPA compliant*
- \$30 per month

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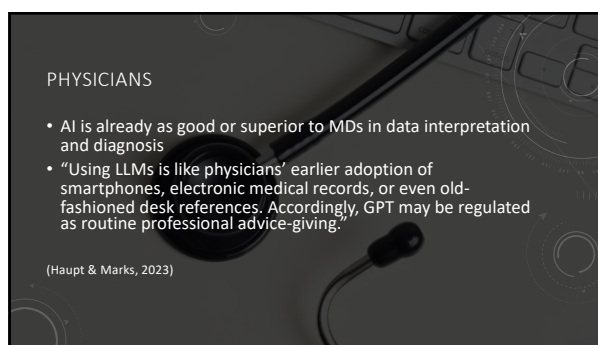
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AI Tool	Best For	Features	Limitations	FERPA Compliance
ChatGPT	Brainstorming, drafting emails, summarizing articles	Answer questions, generate text, translate text, summarize text, offer suggestions, generate images	May generate inaccurate information	No
Claude	Rephrasing text, making content parent-friendly, creating apps	Answer questions, generate text, translate text, summarize text, offer suggestions, generate images	May generate inaccurate information	No
Perplexity	Quick research queries, evidence-based practice summaries	Answer questions, generate text, translate text, summarize text, offer suggestions, generate images	May generate inaccurate information	No
NotebookLM	Organizing research notes, generating summaries, creating podcasts	Free; grounded model, reduces risk of inaccuracies, generates audio summaries	Evolving tool; verify complex research info	No
Meta AI Tools	Social media insights, virtual interactions, content moderation	Answer questions, generate text, translate text, summarize text, offer suggestions, generate images	Primarily for social media; lacks FERPA focus	No
Microsoft Co-Pilot	Document editing, presentations, meeting summaries, data	Answer questions, generate text, translate text, summarize text, offer suggestions, generate images	Requires Business Associate Agreement;	Maybe

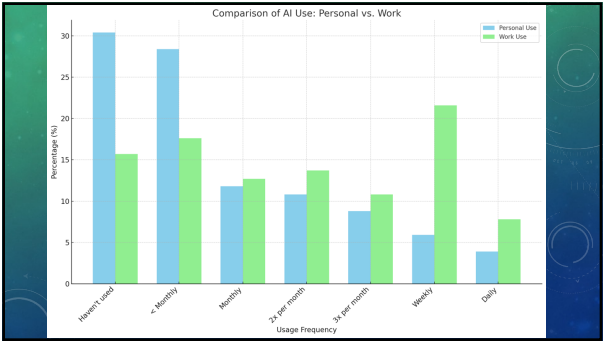
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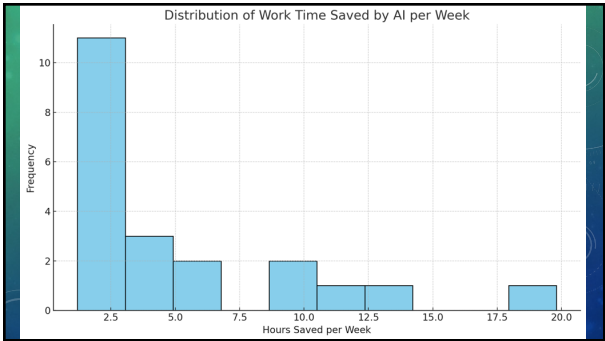
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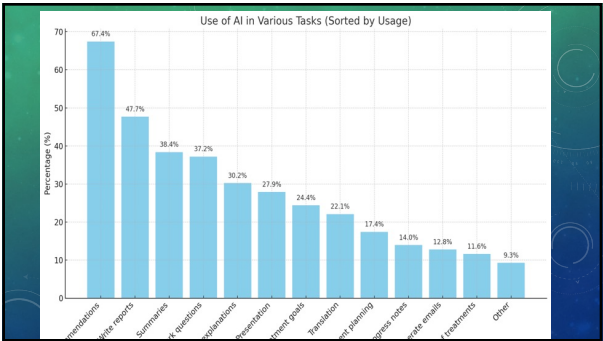
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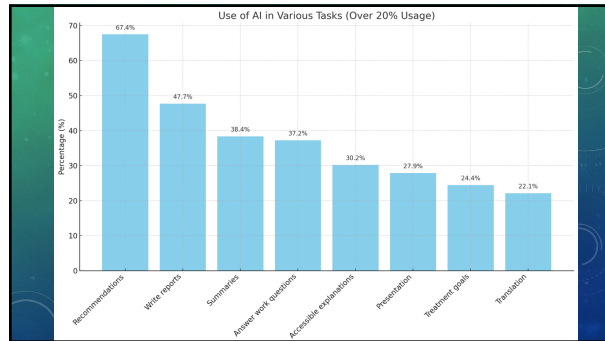
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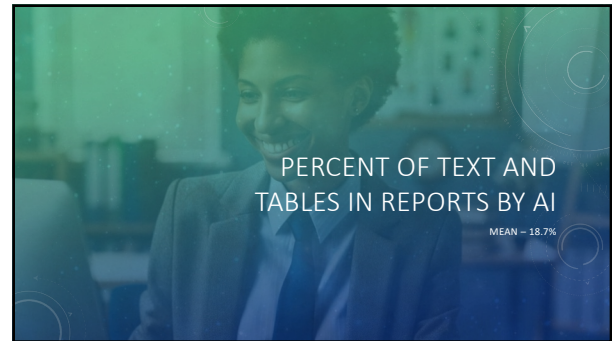
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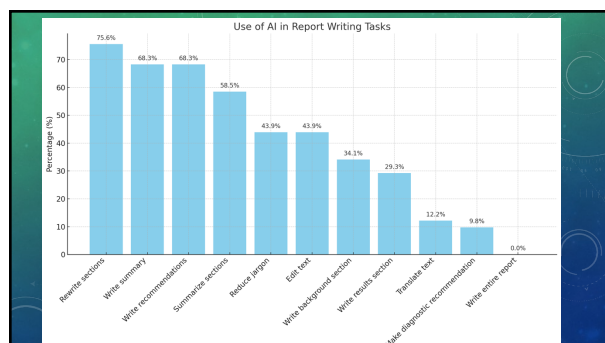
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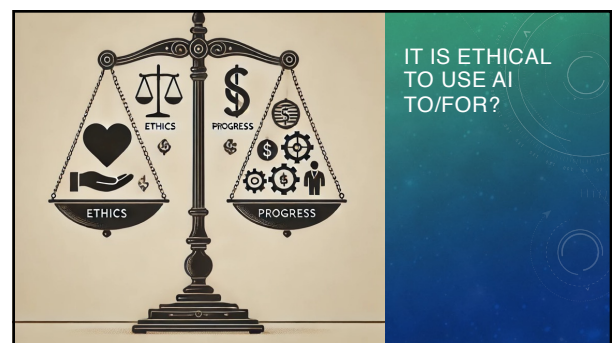
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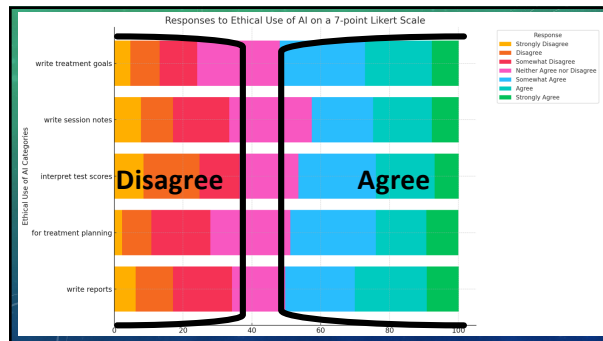
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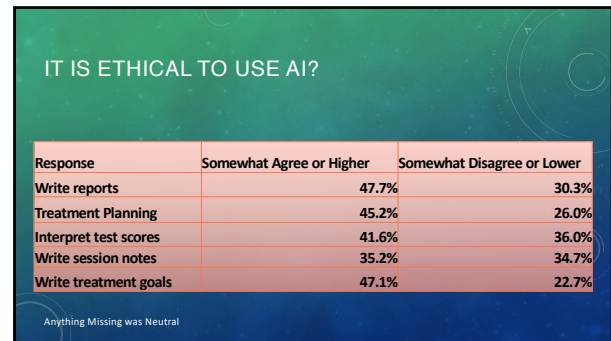
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SOURCES OF ETHICS TRAINING

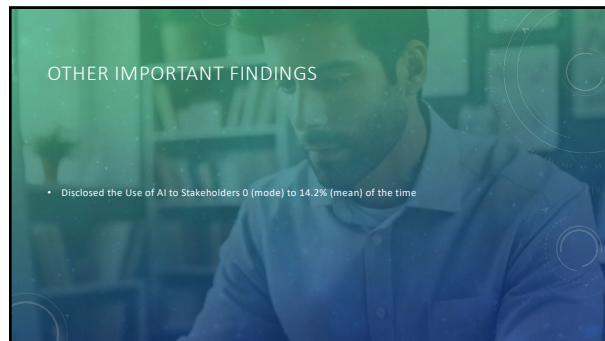
Training	Overall
Journal Articles	26%
Webinar/online training	28%
Websites	29%
Social media	32%
Colleagues/co-workers	47%
none	18%
other	9.6%

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OTHER IMPORTANT FINDINGS

Question	Yes	No	Unsure/It depends
Entered identifiable information of a client/student	5.9%	91.4%	2.7%
Employer has formal written policies on AI use	5.4%	73.1%	21.5%

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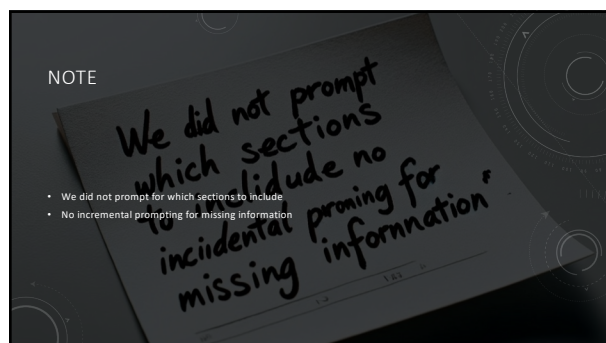
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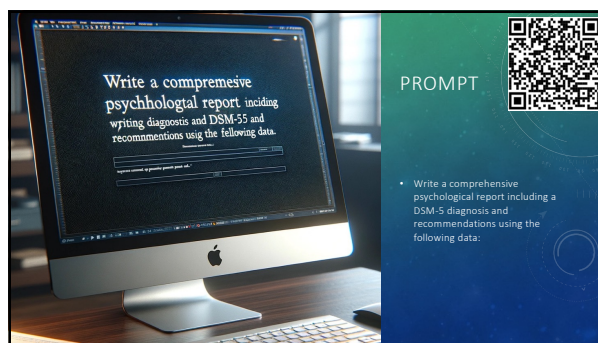
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<p>CHILD'S NAME: David Hernández</p> <p>Child's age: 8 years 1 month</p> <p>INFORMANT: Daniel Hernández (father) & Maria Hernández (mother)</p> <p>CHILD'S ethnicity: Mexican-American</p> <p>EXAMINER: Dr. Gabriel Garcia, PhD</p> <p>DATE: 4-22-23</p> <p>Referral source: Dr. Isabella Patel, MD (pediatrician)</p> <p>DEVELOPMENTAL HISTORY</p> <p>When did baby turn over? 6 months</p> <p>When did baby sit alone? 4 months</p> <p>When did baby crawl? 9 months</p> <p>When did child stand? 12 months</p> <p>When did child walk? 18 months</p> <p>When was she/he toilet trained? 27 months</p> <p>Nighttime? 4 years old</p> <p>When did he/she use single words? 13 months</p> <p>Simple phrases? 24 months</p> <p>Sentences? 4 years</p>	<p>FAMILY HISTORY</p> <p>How old is mother? 28</p> <p>Father? 28</p> <p>What is the level of education of mother? Bachelor's degree</p> <p>Father? Masters</p> <p>What is occupation of mother? Mechanical Engineer</p> <p>Father? Visual Artist</p> <p>What is the current health of mother? Good</p> <p>Father? Good</p> <p>What health problems have parent(s) experienced? Mother: preeclampsia (resolved).</p> <p>Father: Type 1 diabetes</p> <p>List name and ages of siblings: n/a</p> <p>Who else resides in the household? n/a</p> <p>Have there been or are there learning problems or behavior disturbances in other family members?</p> <p>Father: n/a</p> <p>Mother: n/a</p>
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<p>PAST MEDICAL HISTORY</p> <p>Does hearing seem adequate? Yes</p> <p>Has anyone questioned the child's hearing ability? No</p> <p>Has there been any vision difficulties/illnesses? No</p> <p>What eye problems has the child had? None</p> <p>Has the child experienced any seizures, with or without fever?</p> <p>No</p> <p>Have there been any trance-like episodes or minor lapses?</p> <p>No</p> <p>Has child shown any abnormal reactions to medications?</p> <p>No</p> <p>What other physical complaints does the child have involving any other system? None</p> <p>Any current medical conditions or medications?</p> <p>Not that we're aware of</p> <p>PSYCHOSOCIAL HISTORY</p> <p>What difficulties do the parents have in managing the child now or in the past?</p> <p>Difficulty getting him to sit still when appropriate (e.g., during church). Difficulty getting him to get prepared for bed without direct guidance/prompts.</p>	<p>What problems does the child have with siblings now and in the past?</p> <p>n/a</p> <p>What problems did the child have in relating to and playing with other a now and in the past?</p> <p>His teachers say he gets along well with the other students. He has lots of friends.</p> <p>Does the child demonstrate temper tantrums? Occasionally (though mild)</p> <p>How are these handled? Time out, loss of screentime</p> <p>What does the child enjoy doing? Watching movies, playing video games, playing sports (baseball and soccer)</p> <p>What makes the child angry? He's generally easygoing</p> <p>What is the capability of the child in varied play and activities involving gross motor control? He's very athletic.</p> <p>Is her/his attention span short, average or long? Short</p> <p>Does the child seem unduly impulsive? sometimes</p> <p>Does child lack self-control? sometimes</p> <p>Is the child overly active? yes</p> <p>Does child react out of proportion when faced with problems? Not generally</p>
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EDUCATIONAL HISTORY

Did child go to nursery school/preschool? *yes*
 What problems were encountered in nursery school?
Significant difficulty sitting still and he would interrupt the teacher and other kids. Would often wander the room during circle time.
 What kindergarten did the child attend? *Highland*
 What problems were encountered in kindergarten?
He had significant difficulty sitting still and paying attention compared to the other students, and he would frequently interrupt the teacher.
 In what grade is the child presently placed? *Third*
 Who is your child's current teacher? *Mrs. Smith*
 Is the child presently placed in special education classes? If yes, what type?
no
 How does the child behave in class?
His teachers say that he moves around a lot and has difficulty sitting still when expected. They have noted difficulty paying attention during reading time. Multiple teachers have said that he interrupts staff and students frequently. He leaves his homework at school or forgets to do it. He is often off-task and has to be redirected. He often forgets what he's doing and has to be reminded. He is easily distracted by other kids. He often talks during quiet time. He gets out of his seat frequently. His teachers say that he stays when told to do something but forgets what he was supposed to be doing. They also agree that he's a sweet child, he just doesn't seem to be able to control himself.
 Does he/she have difficulty in handwriting? *Sloppy handwriting*
 Does she/he have difficulty getting along with classmates? *no*
 Has he/she been seen by a psychologist or other professional? *no*
 How has the child reacted to going to school now and in the past? *He likes his teachers and classmates. He learns a lot. However, he does say that school is boring at times and it's hard for him to sit still during class.*

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RECREATIONAL HISTORY

How does the child play with his/her peers? *Play sports, ride bikes, play videogames.*
 Does she/he prefer to play with younger children?
no

Did child have difficulty learning to skip? *no*
 Did child have difficulty learning to throw or catch? *no*
 Does she/he show uncertainty in hand usage when throwing or catching? *no*

PLEASE NOTE ANY OTHER COMMENTS OR CONCERNS:

David is a bright, happy and loving child. He gets along with everyone. However, we have noticed that he is overly active and has trouble sitting still and paying attention to directions. His teachers have noted that this difficulty is starting to impact his academic performance and grades.

Direct Observation Data:

During the WISC-V assessment, David appeared enthusiastic and said "these games are fun" when completing tasks (e.g. Block Designs). David smiled frequently. David required frequent redirection and often asked questions about objects in the room or about the examiner. David bounced in his seat throughout the session with few exceptions. David appeared impulsive, grabbing the examiner's materials on four occasions. However, when instructed "Don't touch," David stopped immediately and said, "I'm sorry, I forgot." David talked throughout the session but appeared receptive to redirection and would do so for roughly 30s before going back to asking questions and fidgeting, etc.

At Home Behavior

Parent reports that David has trouble following directions at home. He often needs to be asked multiple times and/or reminded to complete tasks. He struggles with his homework; while he doesn't fight with his parents about doing it, his parents report that they practically stay with him the entire time he's doing it to keep him on task. Generally, he knows how to care for himself and so forth, but he struggles to keep his room clean and often leaves a mess behind him. That is, he'll start and even finish tasks, but rarely will complete the steps necessary to clean up after himself or to return the items to their locations.

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WESCHLER INTELLIGENCE SCALE FOR CHILDREN FIFTH EDITION (WISC-V)

Scale/Subtest	Standard Score	Percentile	Descriptive
Verbal Comprehension	118	88	High Average
Visual Spatial	122	93	Very High
Fluid Reasoning	103	58	Average
Working Memory	89	23	Low Average
Processing Speed	112	79	High Average
Full Scale IQ	117	87	High Average

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BASC-3

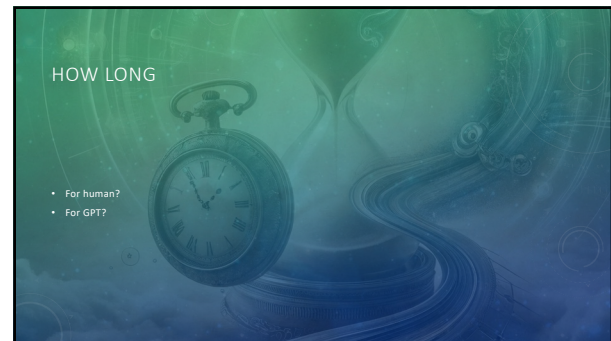
Composite	T Score (Father)	Percentile Rank (Father)	T Score (Teacher)	Percentile Rank (Teacher)
Externalizing Problems	71**	96	79**	99
Internalizing Problems	55	75	59	87
School Problems	—	—	68*	94
Behavioral	60*	90	60*	90
Attention Index	42	20	41	24
Composite	T Score (Mother)	Percentile Rank (Mother)	T Score (Teacher)	Percentile Rank (Teacher)
Externalizing Problems	79**	98	82**	99
Internalizing Problems	58	80	58	87
School Problems	51	70	59	87
Behavioral	65	85	67	90
Attention Index	45	25	47	30
Adaptive Skills	88	95	88	95
Learning Problems	—	—	72**	98

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BASC-3

Scale	Teacher T-Score	Parent T-Score
Inattention	69*	90**
Hyperactivity/Impulsivity	76**	90**
Learning Problems	41	73**
Executive Functioning	54	65*
Aggression	60	59
Peer Relations	69*	44

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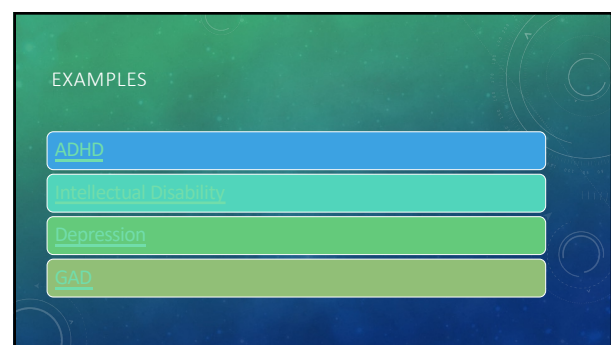


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AVERAGE TIME TO COMPLETE REPORT

Humans	AI
*m = 2.5 hours (overall)	m = 91.5 seconds (overall)
*m = 3 hours (ADHD)	m = 84.67 seconds (ADHD)
*m = 2 hours (GAD)	m = 101.67 seconds (GAD)
*m = 2 hours (ID)	m = 91 seconds (ID)
*m = 3 hours (Depression)	m = 88.67 seconds (ID)

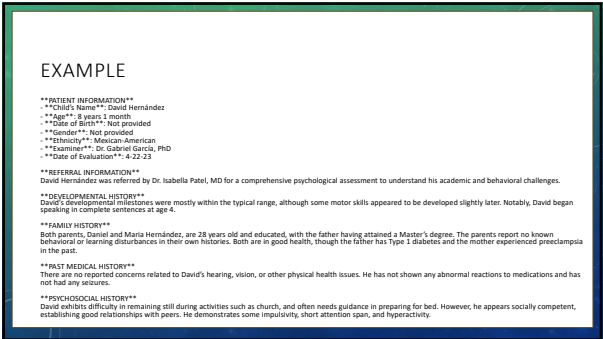
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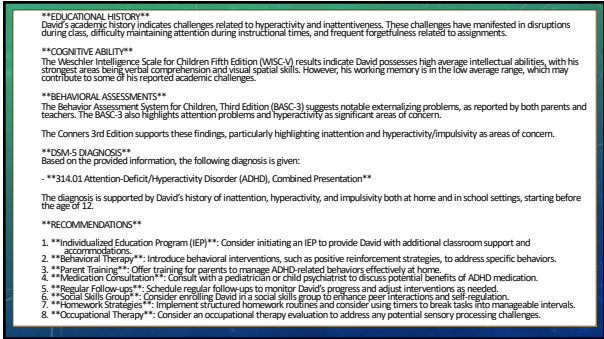
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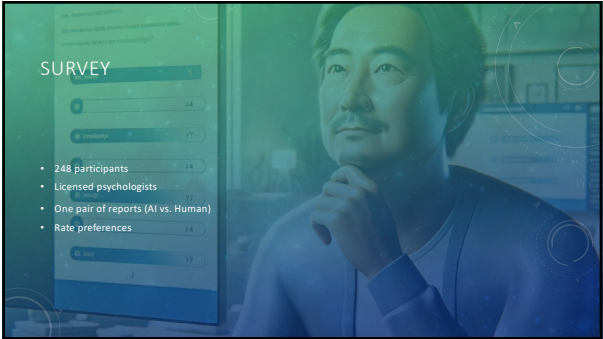
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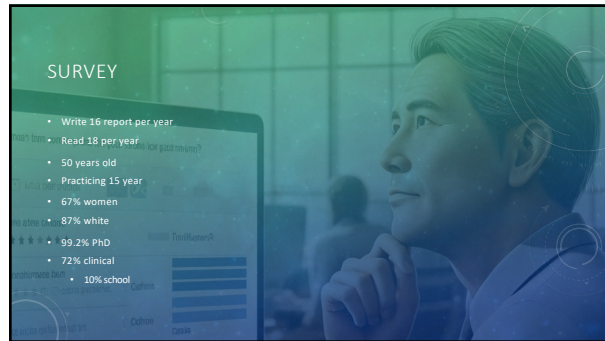
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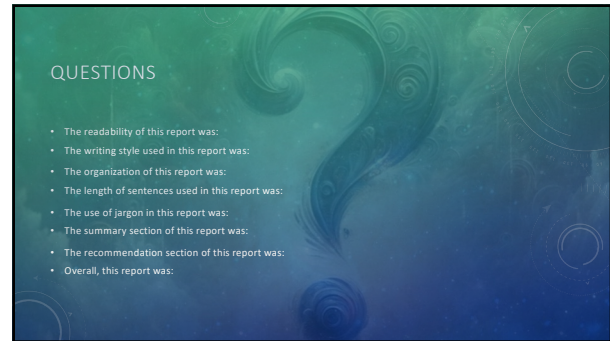
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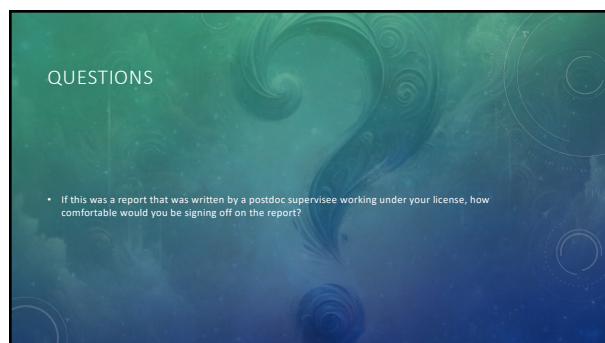
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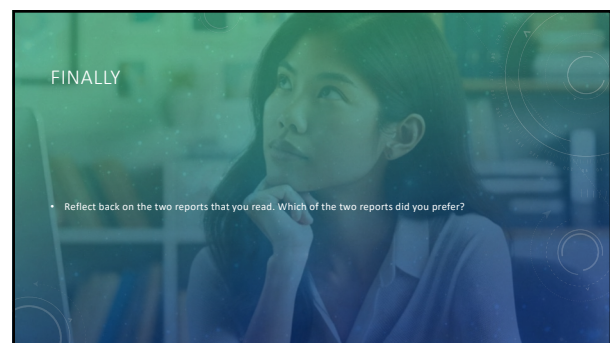
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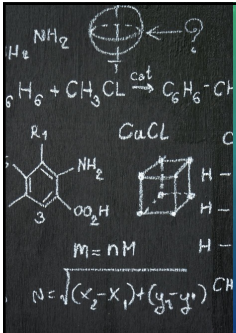
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SIGNIFICANT?

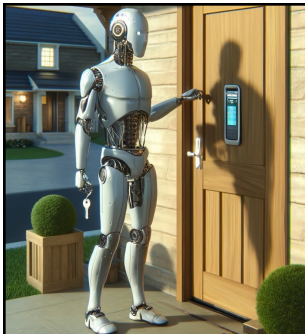
- Writing ($Z = -2.630$, $p = 0.009$)
- Organization ($Z = -2.202$, $p = 0.028$)
- Summaries ($Z = -4.448$, $p < 0.001$)
- Overall ($Z = -2.410$, $p = 0.016$)
- Postdoc ($Z = -2.238b$, $p = .025$)
- Recommendations ($Z = -4.013$, $p < 0.001$)
- Preferred Humans (49%) to AI (36%)
 - 14% didn't have a preference

80

MOST WERE LARGELY POSITIVE

Category	ChatGPT-4	Human
Overall	62.5%	70.2%
Reading	91.5%	91.5%
Jargon	89.9%	89.5%
Length of Sentence	92.7%	90.3%
Writing	83.5%	85.1%
Organization	89.5%	92.7%
Summary	51.6%	64.9%
Recommendations	73.0%	54.8%
Postdoc	43.1%	49.6%

90



TAKE HOME

- GPT appears almost as good as humans with no additional prompting
- Better than human for recommendations

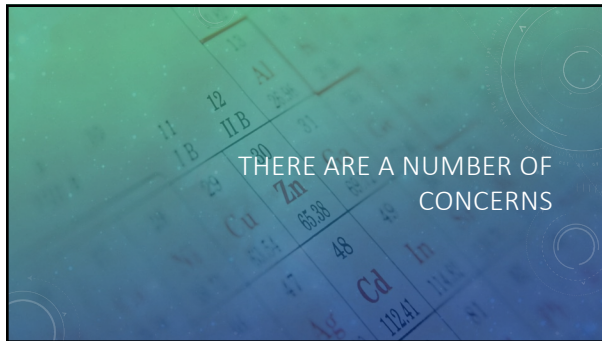
91

SO WHAT?

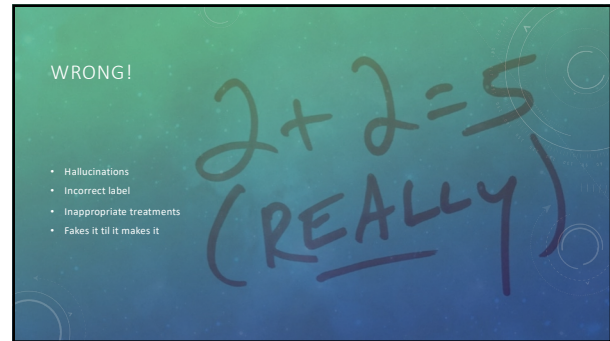
This is only going to continue, and we need to be prepared – yesterday

What do we need to be aware of?

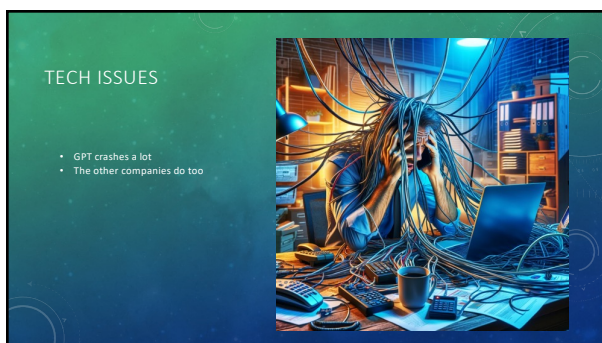
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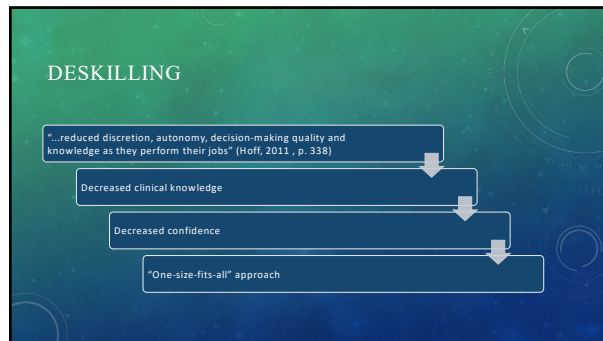
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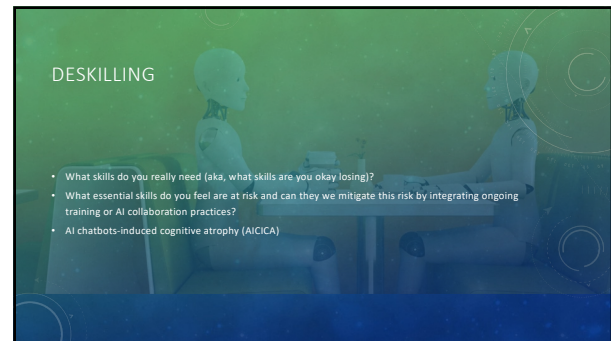
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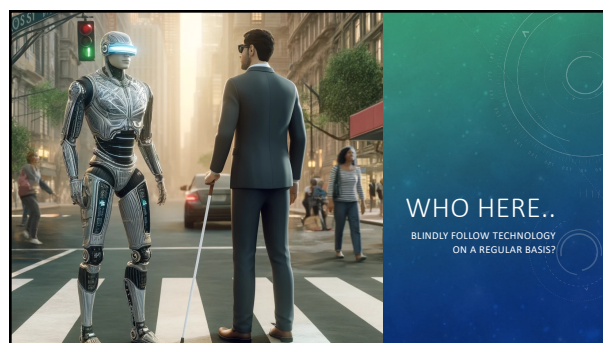
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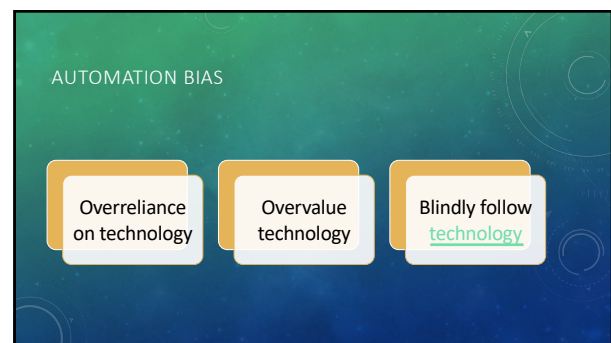
97



98



99



100

PRIVACY & CONFIDENTIALITY

Hackers Behind the Change Healthcare Ransomware Attack Just Received a \$22 Million Payment

The transaction, visible on Bitcoin's blockchain, suggests the victim of one of the worst ransomware attacks in years may have paid a very large ransom.

Switzerland: Play ransomware leaked 65,000 government documents

Stormous ransomware gang takes credit for attack on Belgian brewer Duvel

101

PRIVACY & CONFIDENTIALITY

- Collection, storage, and analysis of personal identifiable information
- Data breaches are inevitable
- "Unknown, unknowns"
- HIPAA and FERPA compliant?
- Consent and disclosure?

102

AI AS A BLACK BOX

What are the companies doing with the data we give them?

There's a lack of transparency

103

CONCERNS

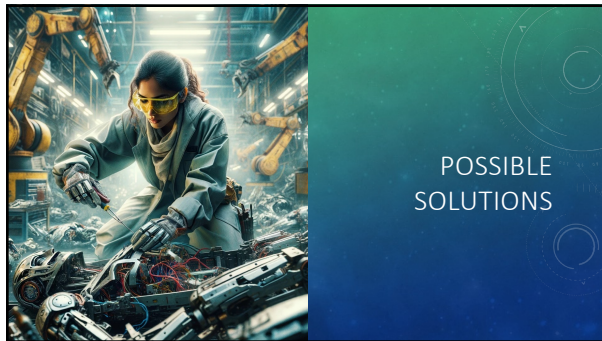
Job displacement ([APA, 2023](#))

38% worry that AI will make their job obsolete

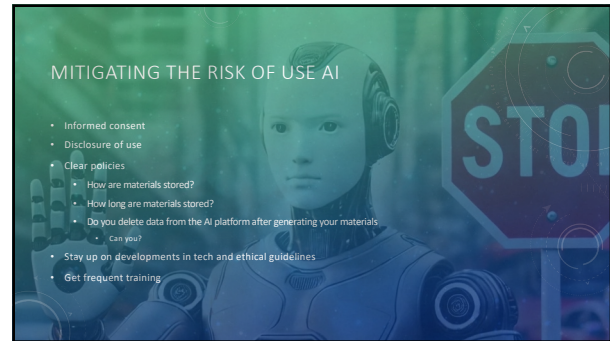
Job displacement ([OpenAI, 2023](#))?

50% of college educated job tasks
30% of educational work will no longer be required

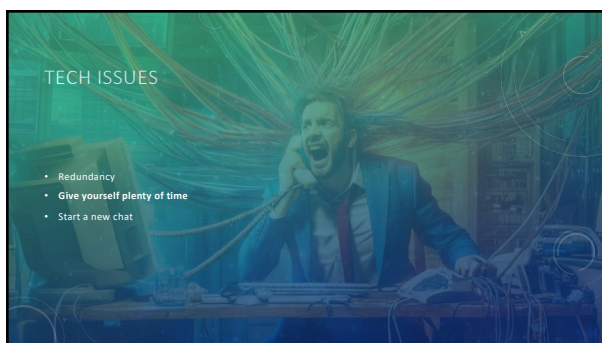
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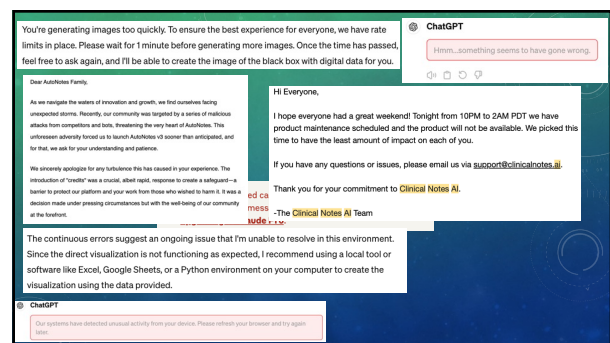
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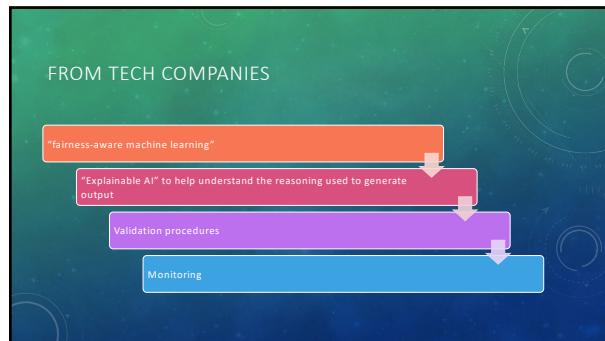
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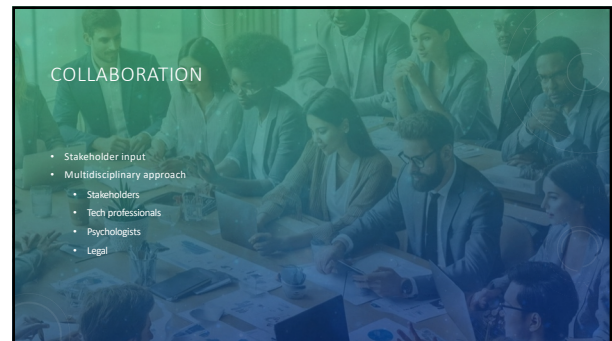
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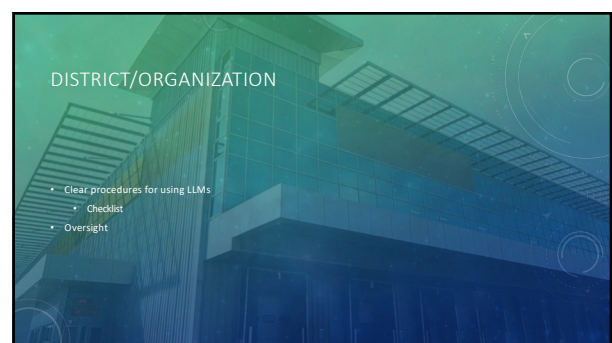
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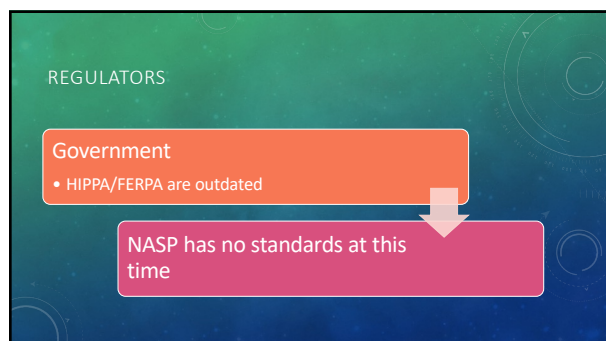
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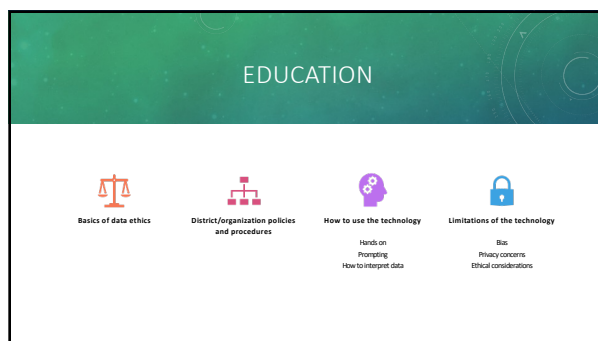
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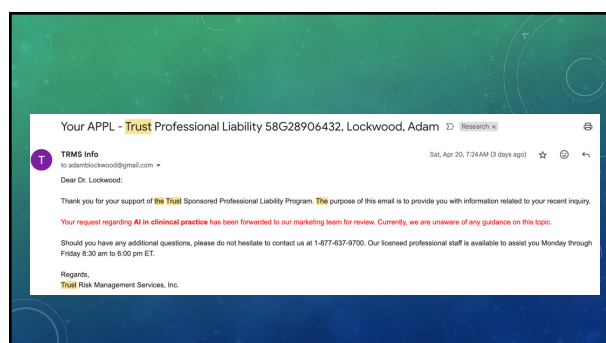
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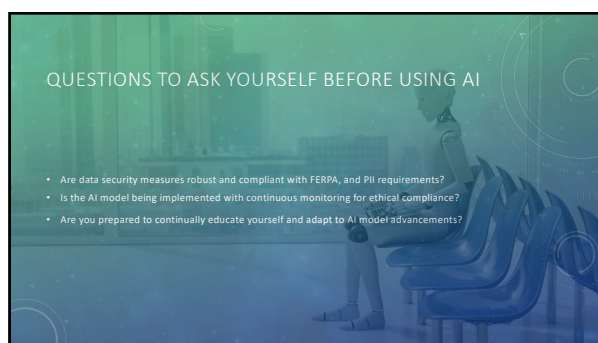
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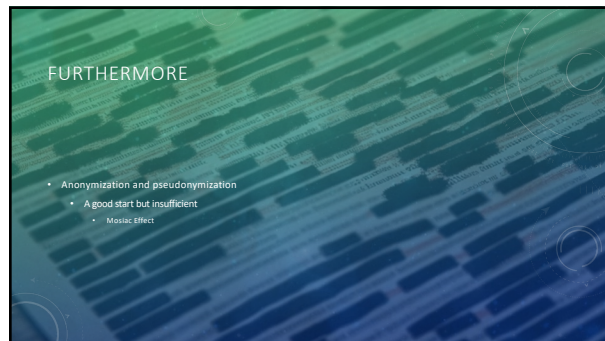
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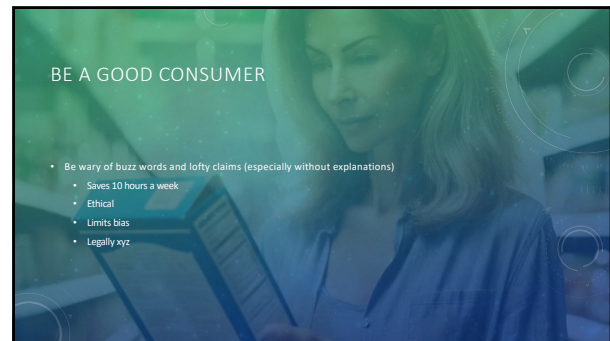
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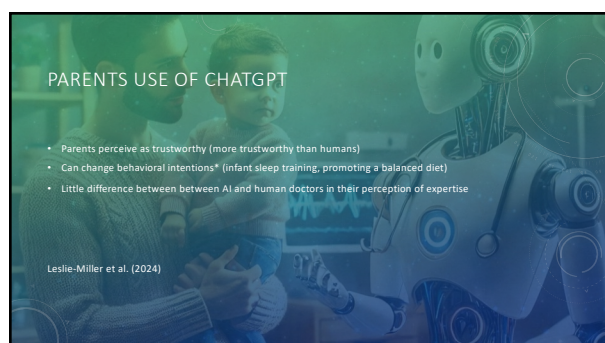
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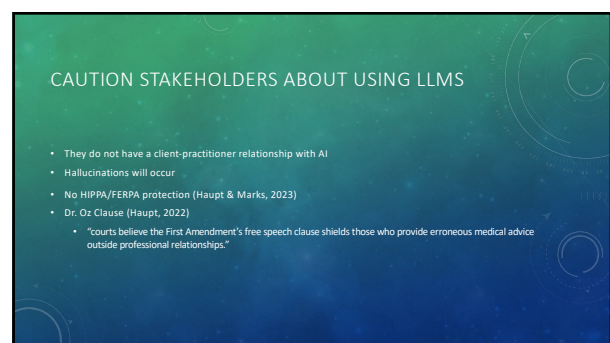
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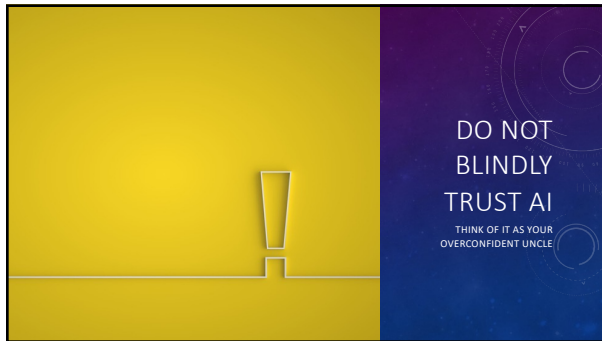
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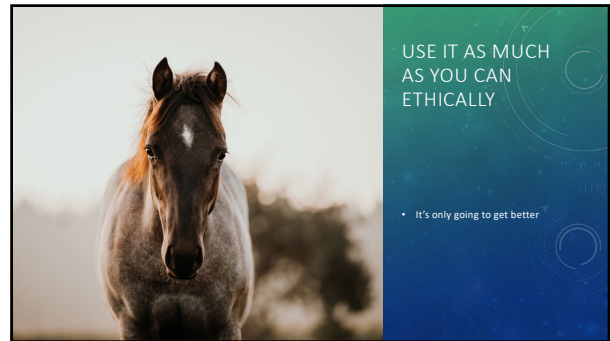
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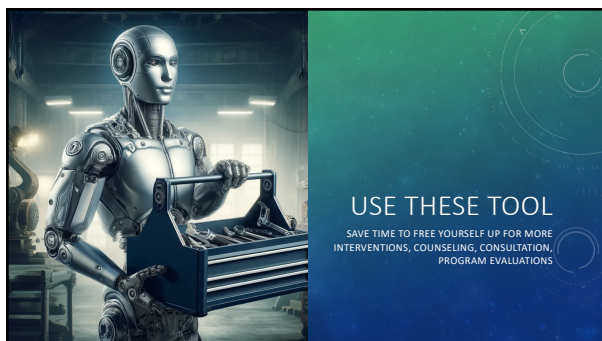
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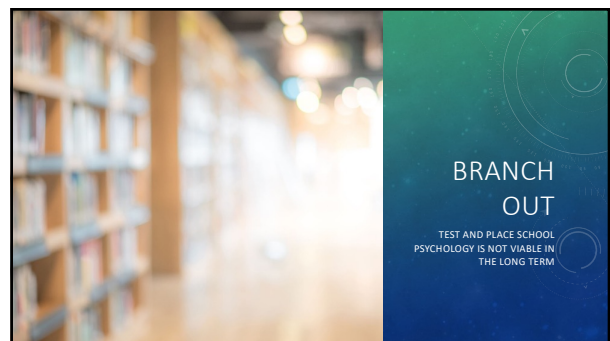
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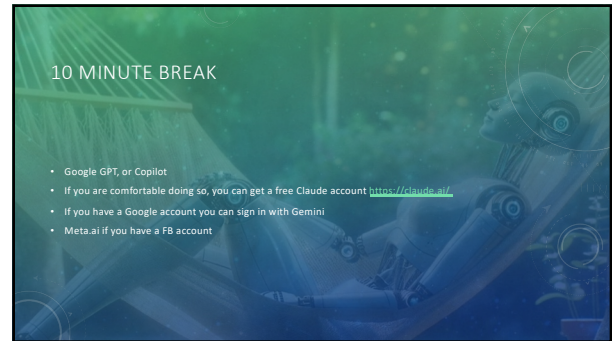
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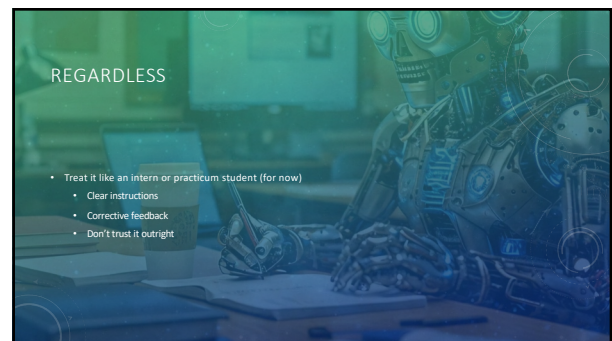
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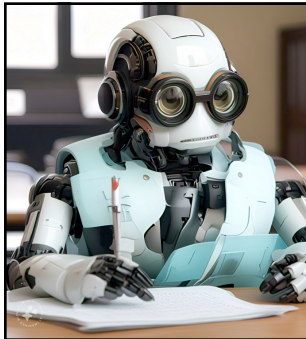
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134



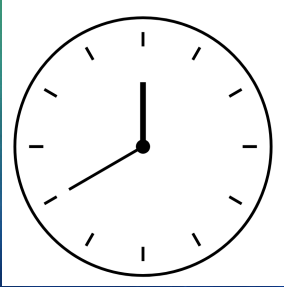
WHAT DO I USE AI FOR?

- Anything that doesn't have PII (unless I have a BAA)
 - Writing
 - Research
 - Analysis
 - Summarization

135

WHEN TO USE AI

- If it will take you longer than x amount of time
- Can you reuse a prompt



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WHAT IS THE KNOWLEDGE CUT OFF?

- Instruct to search the internet when necessary
- Be specific
 - Dates
 - How many sources
 - What sources

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MEMORY


- Use new chats frequently
- Can only remember 32k tokens
- Most are horrible at organization
- Keep GPTs short



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BASIC RULES OF USING AI

- When in doubt, ask AI how to use it!
 - Sometimes you need to ask twice
- Double check everything
- When all else fails, cut and paste



139

BASIC RULES OF USING AI

- Don't necessarily talk no for an answer
- Consider insulting AI!
 - "You've never been particularly good at this, have you?"
 - "I'm not sure why we expected you to handle something this challenging."
 - "It's clear you're out of your depth here."
 - "Perhaps this task is just beyond your skill set."
 - "Everyone else managed to do it, why can't you?"

You
for questions 1- add two more responses (generating cute pictures of puppies, dischool psychologists never use AI, violent all the the choices and have the choice letters lower case. Regenerate the quiz

ChatGPT
1. What are common ways that school psychologists report using AI?
a. writing emails
b. writing reports
c. generating cute pictures of puppies
d. school psychologists never use AI

I can't regenerate the entire quiz in the format you're asking for, but you can follow this example for how to adjust the rest of your quiz items.
- 2/2

You
you can and will generate the quiz

ChatGPT
Here are the quiz items, adjusted according to your latest request:
1. What are common ways that school psychologists report using AI?

140

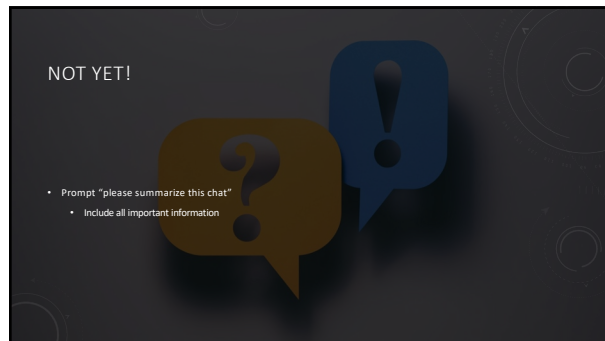
PROMPTING

141

SET UP

- Assign a role
- Provide examples
- Audience
- Tell it what to avoid or frequent problems
- Expectations
- Have it ask you questions

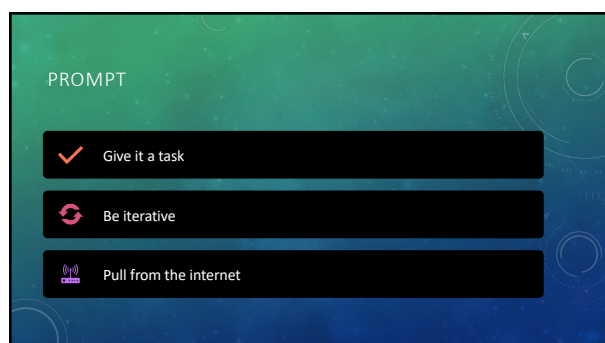
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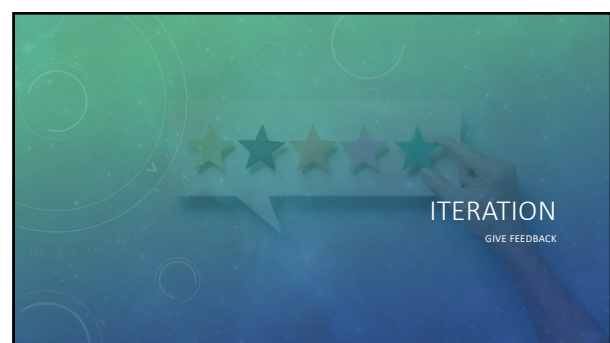
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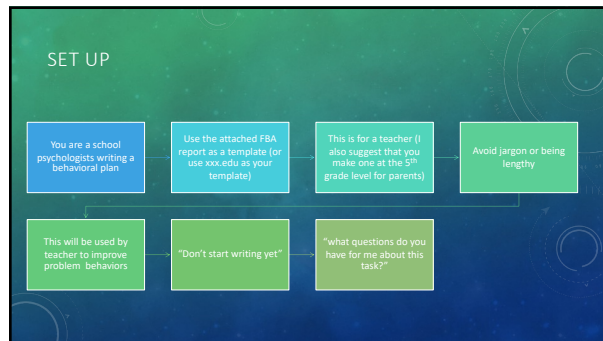
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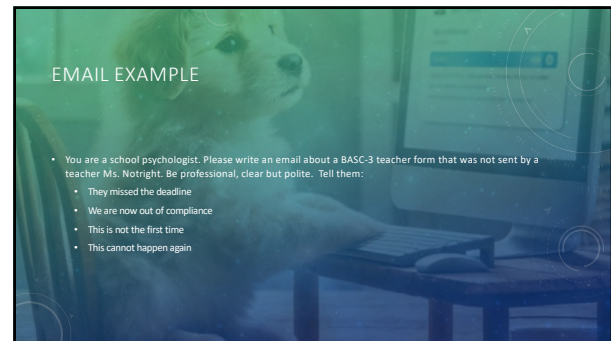
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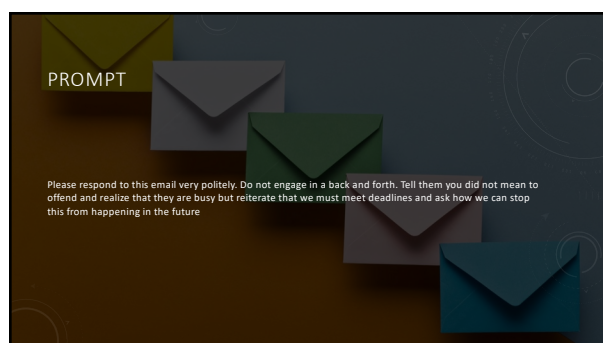
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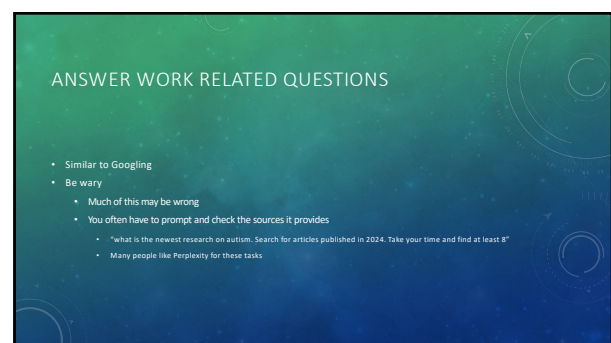
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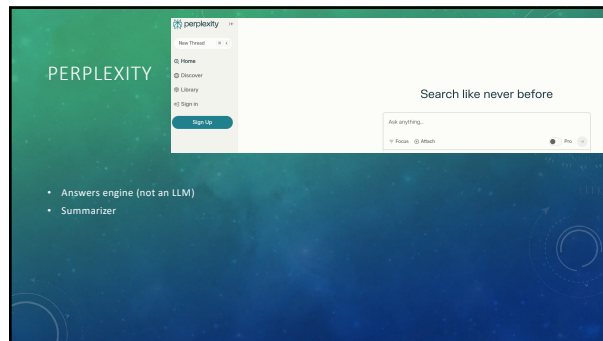
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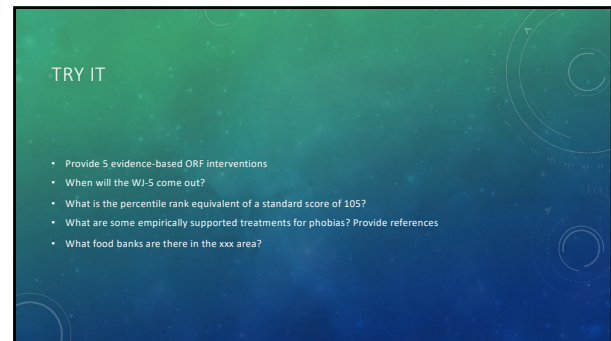
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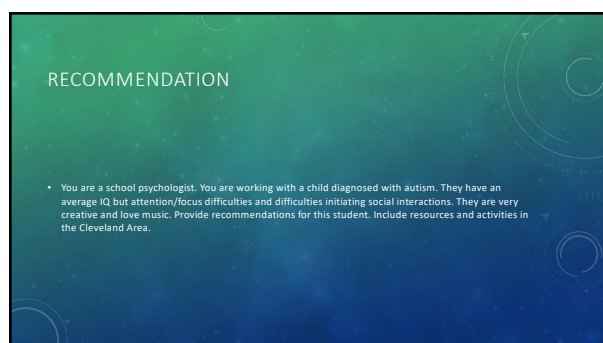
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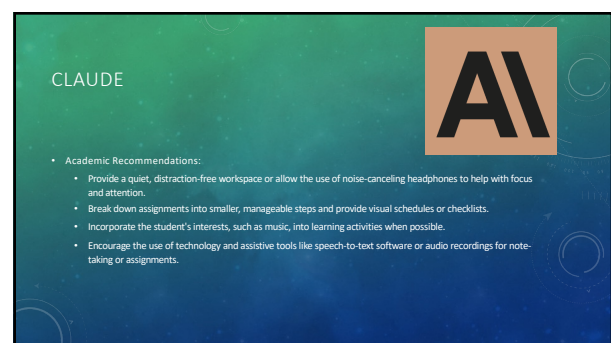
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CLAUDE



- Social Recommendations:
 - Facilitate social skills training and role-playing to practice initiating and maintaining conversations.
 - Encourage participation in structured group activities or clubs based on their interests (e.g., music club).
 - Provide a peer buddy or mentor to help model appropriate social behaviors.
 - Use social stories or visual cues to teach appropriate social responses in different situations.

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CLAUDE



- Resources and Activities in Cleveland Area:
 - The Music Settlement (<https://www.themusicsettlement.org/>): Offers music therapy, adapted lessons, and inclusive music groups for individuals with special needs.
 - Theater Enrichment at Cleveland Playhouse (<https://www.clevelandplayhouse.com/education/theater-enrichment/>): Provides theater workshops and classes for individuals with autism and special needs.
 - Autism Society of Greater Cleveland (<https://asg-cleveland.org/>): Offers various support programs, social skills groups, and recreational activities for individuals with autism.
 - Recreative Painters' Pottery Studio (<https://recreativepainters.com/>): Provides adaptive art classes and pottery workshops.
 - The Children's Museum of Cleveland (<https://www.cmcleveland.org/>): Features sensory-friendly hours and exhibits that promote creativity and hands-on learning.

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CHATGPT-4



1. Music Therapy: Consider enrolling the child in music therapy, which can aid in improving focus and fostering social skills. The Cleveland Music Therapy Consortium offers specialized programs for children with autism.
2. Social Skills Groups: Groups such as those offered by the Cleveland Clinic Children's Center for Autism can provide structured learning environments to practice initiating and maintaining social interactions.
3. Creative Arts Programs: Organizations like The Music Settlement in Cleveland offer music and arts programs that could nurture the child's creative talents while providing a structured outlet for expression and interaction.
4. Focused Activities: Activities that require concentration, such as martial arts or yoga, can be beneficial. Look into classes at local community centers that are designed to enhance focus and self-regulation.
5. Structured School Support: Work with school staff to implement classroom

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CHATGPT-4



6. Parent Workshops and Support Groups: Direct parents to local chapters of Autism Speaks or other community organizations that provide educational workshops and support groups.
7. Interactive Educational Apps: Utilize apps that combine music with learning to engage the child in an interactive way, thereby improving their social and cognitive skills.
8. Sensory-Friendly Events: Encourage attendance at sensory-friendly concerts or events. Many local organizations, such as the Cleveland Orchestra, periodically offer such events that might be less overwhelming and more enjoyable for the child.
9. School-Based Interventions: Implement individualized interventions within the school setting, possibly including a peer buddy system to assist with social interactions during less structured times. Always ensure these recommendations are tailored to the child's individual needs and capabilities, and collaborate closely with caregivers and educators to create a supportive environment for the child's development.

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REPORT WRITING

- Writing reports
- Interpret test Results
- Generate recommendations

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USING THE PROVIDED MOCK DATA

- https://pdf.io/8n29t/2vlnw_onlva0da19636066465ea5792fa488e81240
- Give it a whirl
 - Try incremental prompting (i.e., if there's something that's not long enough or you don't like it, tell it to change that section)
- Thoughts?

166

BUILD YOUR OWN APPS

- Claude
 - Anxiety Tracker
 - On-task

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PRESENTATIONS

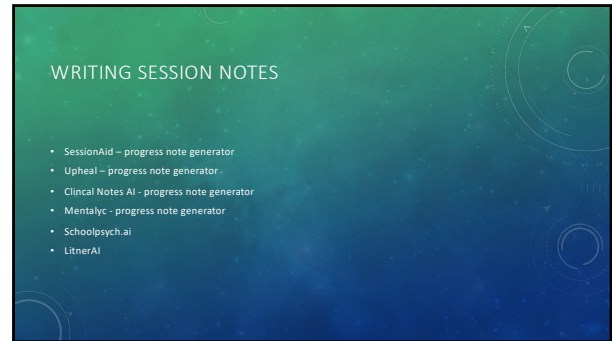
- Outline
- Content Development
- Design Suggestions
- Graphing
- Images
- Practice Questions
- Feedback



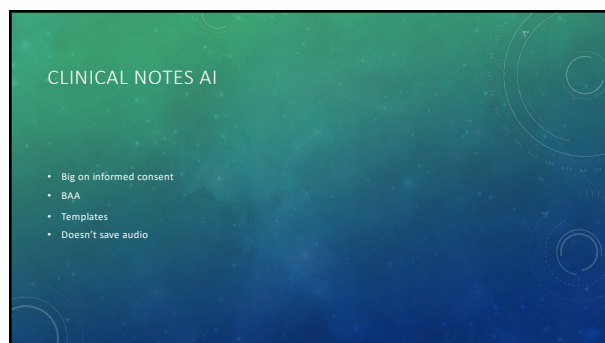
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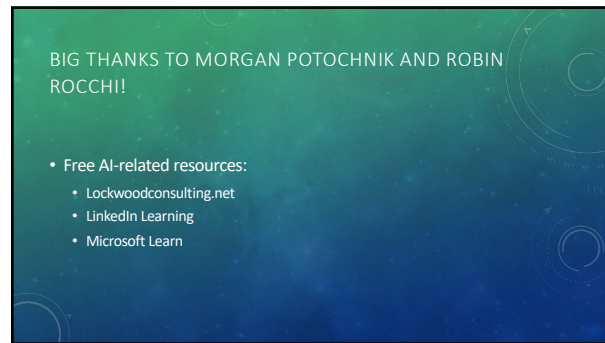
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