

FOR SPECIAL EDUCATION TEACHERS

40 chat prompts

Prompts for Special Education Teachers.

*Ready-to-use prompts for planning,
teaching and reflection.*

*The right tool at the right time.
Part of the WISE Framework for Education at
choosewise.education.*

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Glossary

A few terms that recur throughout this guide. If you already know them, skip ahead to the framework on the next page.

AI — Artificial Intelligence

An attempt to make machines mimic brain functions — to "think" and learn roughly the way humans do. We don't fully understand how the brain works, but we can try to replicate the parts we do understand.

Prompt

An instruction given to a chatbot to get a desired response or task performed.

Iterate

After receiving a response from a chatbot, you refine and clarify the parts you're not satisfied with — sharpening the answer until it's what you want. The better your starting prompt, the fewer iterations you'll need.

Chatbot

A chatbot has been trained to find patterns in large amounts of text. It uses those patterns to generate a response to your prompt. The answer is produced in real time.

GPT

The underlying model (Generative Pre-trained Transformer) that a chatbot uses. The same GPT can power different chatbots — for example, Copilot and ChatGPT have both used OpenAI's GPT.

Generative AI

AI that creates (generates) text, images, video, or sound in real time when prompted to do so.

Bias

AI responses can be skewed or partial, depending on the data the AI was trained on and the biases present in that data. These biases are harder to spot in chatbots than in image-generating AI.

Hallucination

The text you receive from a chatbot is based on patterns in its training data, but word generation also involves randomness — meaning generated words can sometimes create a meaning that simply isn't true.

A framework for writing your own prompts

Role: Act as an experienced physics teacher.

Task: Create a lesson plan that introduces year 8 students to optics.

Context: I teach at a middle school, have 25 students in my class, and the lesson is 60 minutes long.

Format: Link content and activities to the physics curriculum and give me a plan that describes each part of the lesson and the materials required.

Tone: Use a formal but friendly tone.

A few chatbots to know

AI can also generate images and more, but we focus here on chat capabilities.

ChatGPT — OpenAI's chatbot

Gemini — Google's chatbot

NotebookLM — Google's tool that can, among other things, generate a two-voice podcast

Copilot — Microsoft's chatbot

Claude — Anthropic's chatbot

Perplexity — From San Francisco, was early to include source links

Duck AI — DuckDuckGo's chatbot, lets you pick among several GPTs

Mistral AI — A chatbot from France

Most chatbots have age restrictions.

How to use the prompts

All the prompts are starting points — examples to get you going. Adapt them to fit your context.

After using a chatbot for a while, you'll learn what kinds of prompts work better or worse. Try the same prompt twice — first as-is, then with the prefix "Act as an experienced expert teacher in [subject]" — and see whether the quality of the response improves. A good response means a good prompt. A poor response means the prompt needs more context or adjustment. Some chatbots are better than others at certain tasks, so if you're not satisfied despite multiple tries, consider switching chatbot.

Brackets and privacy

You paste the prompt text into the chatbot's input field. Wherever brackets *[like this]* appear, replace the text inside with whatever fits your context.

Always double-check the responses — chatbot output is not guaranteed to be accurate.

Note: Think carefully before uploading texts or documents. Never upload personal data or sensitive information. Mind GDPR.

Special Education Teacher

- 01 Create a 20-minute activity in *[subject]* for *[grade X]* for a student with *[specific need, e.g. dyslexia or ADHD]*, including adaptations and a simple way to measure progress.
- 02 Give me five strategies to help a *[grade X]* student with *[specific need]* stay focused during a *[subject]* lesson without disrupting the class.
- 03 Write a short guide for introducing *[specific skill, e.g. reading or problem-solving]* to a *[grade X]* student with *[specific need]*, with three steps and a visual or hands-on support point.
- 04 Suggest three ways to adapt a *[subject]* task for *[grade X]* for a student with *[specific need]*, focusing on maintaining the same learning objectives as the rest of the class.
- 05 Create a list of five encouraging phrases for a *[grade X]* student with *[specific need]* that build confidence in *[subject]* during a challenging task.
- 06 Give me an example of a simple checklist for a *[grade X]* student with *[specific need]* to use during a *[subject]* lesson to keep track of their work.
- 07 Suggest three practical ways to collaborate with a classroom teacher in *[subject]* for *[grade X]* to support a student with *[specific need]* in an inclusive setting.
- 08 Write a short template for a 15-minute one-to-one session in *[subject]* for a *[grade X]* student with *[specific need]*, including a goal, an activity, and a closing reflection.
- 09 Give me five ideas for using technology or simple tools (e.g. apps, timers) to support a *[grade X]* student with *[specific need]* in *[subject]*.
- 10 Create a step-by-step plan for teaching a *[grade X]* student with *[specific need]* a new routine in *[subject]*, with an example and a way to provide positive reinforcement.

- 11 Suggest three ways to use visual aids to explain *[complex concept]* in *[subject]* to a *[grade X]* student with *[specific need]*.
- 12 Give me an example of a short, adapted homework task in *[subject]* for a *[grade X]* student with *[specific need]* that is straightforward to complete and assess.
- 13 Write a list of five questions to ask a *[grade X]* student with *[specific need]* to understand their experience of a *[subject]* lesson.
- 14 Suggest three ways to integrate sensory breaks into a *[subject]* lesson for a *[grade X]* student with *[specific need]* without disrupting the flow of the class.
- 15 Create a simple template for documenting the progress of a *[grade X]* student with *[specific need]* in *[subject]* over one week, with three key points to record.
- 16 Give me five ideas for strengthening the social skills of a *[grade X]* student with *[specific need]* through a *[subject]* activity in a small group.
- 17 Suggest three ways to prepare a *[grade X]* student with *[specific need]* for a change in the schedule (e.g. *[specific event]*) during a *[subject]* lesson.
- 18 Write a short guide for teaching a *[grade X]* student with *[specific need]* to use a *[specific strategy]*, with an example.
- 19 Give me an example of a differentiated assessment method in *[subject]* for a *[grade X]* student with *[specific need]* that replaces a traditional test.
- 20 Create a list of three short calming activities for a *[grade X]* student with *[specific need]* to use during a stressful *[subject]* lesson.
- 21 Create a 15-minute one-to-one activity in *[subject]* for a *[grade X]* student with *[specific need, e.g. autism or hearing impairment]*, with two adaptations and a way to provide positive feedback.

22 Give me five simple strategies to help a *[grade X]* student with *[specific need]* transition between activities in a *[subject]* lesson without stress.

23 Write a short guide for teaching a *[grade X]* student with *[specific need]* a foundational skill in *[subject]*, with a practical method and an example of success criteria.

24 Suggest three ways to modify a group task in *[subject]* for *[grade X]* so that a student with *[specific need]* can participate fully alongside their classmates.

25 Create a list of five short calming phrases to use with a *[grade X]* student with *[specific need]* during a challenging *[subject]* lesson.

26 Give me an example of a visual daily schedule for a *[grade]* student with *[specific need]* for a *[subject]* lesson, with three clear steps.

27 Suggest three ways to collaborate with the parents of a *[grade X]* student with *[specific need]* to reinforce *[subject]* learning at home.

28 Write a short template for a weekly follow-up on a *[grade X]* student with *[specific need]* in *[subject]*, focusing on progress and next steps.

29 Give me five ideas for using tactile materials (e.g. clay, sand) to support a *[grade X]* student with *[specific need]* in a *[subject]* lesson.

30 Create a step-by-step plan for introducing a new learning resource (e.g. *[specific resource]*) to a *[grade X]* student with *[specific need]* in *[grade X]*.

31 Suggest three ways to use music or sound to reinforce *[complex concept]* in *[subject]* for a *[grade X]* student with *[specific need]*.

32 Give me an example of a short, adapted review task in *[subject]* for a *[grade X]* student with *[specific need]* that can be completed in 10 minutes.

33 Write a list of five questions to use in a conversation with a *[grade X]* student with *[specific need]* to plan support in *[subject]* based on the student's strengths.

34 Suggest three ways to create a calm zone in the classroom for a *[grade X]* student with *[specific need]* during a *[subject]* lesson without major changes.

35 Create a simple template for setting weekly goals with a *[grade X]* student with *[specific need]* in *[subject]*, including a way to celebrate success.

36 Give me five ideas for using games or play to teach a *[grade X]* student with *[specific need]* a *[specific unit]* in *[subject]*.

37 Suggest three ways to prepare a *[grade X]* student with *[specific need]* for group work in *[subject]*, including a role that suits their strengths.

38 Write a short guide for helping a *[grade X]* student with *[specific need]* manage frustration during a *[subject]* lesson, with an example.

39 Give me an example of an alternative presentation format (e.g. oral or visual) in *[subject]* for a *[grade X]* student with *[specific need]* instead of written work.

40 Create a list of three short, everyday exercises to build the self-confidence of a *[grade X]* student with *[specific need]* in *[subject]*.

CONTINUE ON THE WEB

The right tool at the right time.

This collection is part of a library of AI prompts for every role in the school — free to use, adapt, and share.

More prompt sets

Find prompts for principals, subject teachers, school leaders, support staff and more at choosewise.education/prompts

The WISE Framework for Education

Four questions that turn any "should we use this AI tool?" conversation into a structured decision — choosewise.education/wise

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