

Using Schoodles with AI Assistance

Quick-reference handout for school-based OTs and COTAs

Schoodles relies on skilled clinical observation and clinical reasoning to create a report specific to a student's skills and needs. This guide helps ensure that the voices of both the practitioner and the student are not lost.

Schoodles data + clear prompting + professional review = stronger, more efficient documentation

1. Start with the practitioner—not the AI

Complete your assessment and clinical reasoning first. AI should work from the data you gathered through Schoodles tools, standardized or criterion-referenced measures, classroom observation, interviews, records, and student work. It should not decide eligibility, need for OT, goals, frequency, or service delivery.

2. De-identify before prompting

Remove or generalize	Safer replacement
Name, initials, student ID	Student
Exact age or birthdate	Grade level or broad age range, only when needed
School, teacher, district, city	School A, Teacher, District
Exact evaluation or IEP dates	Recent evaluation or current school year
Rare diagnoses or unique family details	Only the functional information needed for the task

Remember: Replacing only the student's name may not be enough. A combination of school, age, diagnosis, dates, and unusual circumstances may still identify a student.

3. Build a strong prompt

The Three Things AI Needs

Your task	What do you want AI to do?
Your information	What assessment findings should it use?
Your instructions	How should the response be written?

Example

Summarize these Schoodles findings for a parent friendly report. Use clear, family-friendly language. Only use the information provided.

4. Prompt examples

Present levels: Using only the de-identified findings below, draft a present-level summary with three headings: Strengths, Needs, and Educational Impact. Use objective, parent- and teacher-friendly OT language. Do not add facts, diagnoses, or service recommendations.

Assessment summary: Summarize these Schoodles findings for a parent-friendly report. Explain what the results may look like during classroom tasks. Keep the interpretation within the scope of the data and identify any information that is missing.

Goal development: Generate three measurable school-based OT goal options based on the documented need below. Use 3 of 4 opportunities, include the classroom condition and observable behavior, and avoid the phrase “non-preferred task.” The OT will select or revise the final goal.

Editing a draft: Revise this paragraph for clarity and concision while preserving every fact. Use neutral, professional language. Do not strengthen conclusions or add recommendations.



Schoodles | Responsible AI support for school-based occupational therapy

5. Review checklist

- ☐ All student and family information is adequately de-identified.
- ☐ The AI tool is permitted by the district or employer.
- ☐ Every statement is supported by actual data.
- ☐ Scores and test descriptions match the assessment manual.
- ☐ The draft distinguishes observation from interpretation.
- ☐ Educational impact is clear and related to school participation.
- ☐ The language does not overstate sensory, motor, attention, or behavioral conclusions.
- ☐ Goals and recommendations are individualized—not copied from generic AI suggestions.
- ☐ The OT has made all evaluation and service-delivery decisions.
- ☐ The final document has been edited, proofread, and entered into the approved system.

6. AOTA guidance at a glance

AOTA Policy E.19 (2025) supports ethical AI integration, while emphasizing that AI systems and outputs should be accurate, safe, evidence-based, transparent, ethical, and sustainable. AI does not replace professional judgment. Practitioners must evaluate outputs and ensure alignment with AOTA policies.

- Use AI as an assistant, not as the evaluator or decision-maker.
- Protect confidentiality and comply with workplace and school policies.
- Watch for bias, unsupported claims, fabricated information, and inaccurate citations.
- Be transparent about AI use when required by policy, employer, payer, publication, or educational setting.
- Maintain accountability for the final documentation and care decisions.

7. Red flags—stop and revise

AI output says...	Your response
“The student definitely has...”	Remove diagnostic certainty unless it is documented and within the purpose of the report.
“OT services are required...”	Make the decision through the IEP process using your data and professional judgment.
A score, citation, or test description you did not provide	Verify it in the manual or original source; never assume it is correct.
A polished conclusion stronger than your evidence	Reduce the claim to what the findings actually support.

Sources and professional references

[AOTA Policy E.19: Ethical Use of Artificial Intelligence \(2025\)](#)
[AOTA Artificial Intelligence’s Role in Occupational Therapy \(2024\)](#)
[AOTA Official Documents, including documentation and school-based practice guidance](#)
This handout is educational and does not replace district policy, assessment manuals, legal advice, or professional judgment.